Academic Catalog
2014-2015
This catalog is not to be considered a contract or an offer of a contract. Every effort is made to certify accuracy of information at the time of printing and posting on Thiel’s website. Fees, deadlines, academic requirements, courses, degree programs, policies and other matters described in this catalog may change without notice. Not all courses are offered each academic year, and faculty assignments may change. This catalog is updated annually.

NOTICE OF NONDISCRIMINATION POLICY
Thiel College does not discriminate on the basis of race, color, gender, sexual orientation, religious belief, national origin, ethnicity, veteran status, age or disability as those terms are defined under applicable law. This policy of nondiscrimination applies in connection with admission to and participation in all programs and activities sponsored by Thiel College and to all employment practices of Thiel College.
Inquiries concerning compliance with this policy should be addressed to Jennifer Clark, Associate Director of Human Resources – Thiel College, Greenville, PA 16125
724-589-2150
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Welcome to Thiel College! Your future starts today and the possibilities are infinite!

Whether you have always known what your passion is and what career you would pursue, or you’re still evaluating the right academic path to meet your areas of interest, the academic catalog will serve as a basic guide to your liberal arts and sciences education at Thiel College.

The Thiel Commitment to your success is a four-year commitment to combining the best of the liberal arts tradition with solid career preparation and skills for life. The Thiel Commitment delivers faculty expertise across more than 60 majors and minors in 19 discipline areas that inspire, challenge and prepare students to succeed. The Thiel Commitment is to ensure that your Thiel College education will be as exciting and productive as you choose to make it.

The academic catalog is a reference tool designed to open up a world of learning opportunity. Coupled with regular academic advisement, it can provide you choices and options that you seek in the pursuit of a higher education. In these pages, you’ll discover helpful information about our academic program guidelines, course descriptions, graduation requirements, and internship opportunities, for example. Take the time to read and understand the information within these pages. Knowing the requirements for your degree and major can save you time, lead to the best courses for your academic plan, and assist in the focus of your studies. If you have questions about your course of study, talk to your advisor, professors and department chair. They are here to help you succeed. Remember that your major is but one part of your degree program. Surround it with a variety of coursework that complements and reinforces your major. Take advantage of electives and discover, as many of us did, the unexpected joy of subject matter you never thought would interest you! At Thiel College, you can expect stimulating classes, outstanding professors, experiential learning, practical application, research opportunities, and appropriate technology to support your needs.

At Thiel College, our commitment is to preparing you well for what comes next – in your career, and in life. Make the most of your education for the time that you are here—these four years promise to be among the very best in your life. We are glad that you are here. Thiel College stands ready to assist you in any way that we can on your pathway to future success.

See you around campus!

Troy D. VanAken, Ph.D.
President
The Thiel Commitment

We want you to know all the exciting possibilities that come with attending Thiel College. That’s why we’ve articulated what distinguishes Thiel from other schools in what we call “The Thiel Commitment.” When you come to Thiel, we commit to you...for life!

An Education with Breadth and Depth
All of our academic programs can be completed in four years. They provide a strong foundation that prepares you for a career, a core of liberal arts classes that stretch your mind and elective courses that allow you to individualize your education.

Help for Exploratory Students
Many students enter college without a well-defined choice of major. At Thiel College, major and career exploration begins after you’re admitted and before classes begin. Entering students complete a simple online survey to identify their skills, interests and values. Students then work closely with academic advisers to select their choice of major in pursuit of prospective career pathways.

Extensive Career Guidance–For Life
Whether you need assistance in career decision-making, internship planning, job-hunting or professional networking, you can always depend upon the team at Thiel College to assist you before, during and any time after graduation for life!

Affordability
Thiel is one of the least expensive private colleges in western Pennsylvania—and with our competitive scholarships and financial aid offerings, we are often more affordable than many regional public schools.

Ways to Showcase Skills
With our co-curricular transcript and a new core curriculum with a focus on communication literacy and presentational proficiency, you will be well-prepared to demonstrate what you’ve learned and accomplished in a tangible way to future employers and professional and graduate schools.

Post-Graduate Perks
Our graduates can take additional classes with a 60 percent tuition discount in existing classes with available seats. And don’t forget that networking with more than 10,000 Thiel alums will yield amazing advantages in your profession!
### FALL SEMESTER 2014

**August**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Mon.</td>
<td>New Faculty Orientation – 9:00 a.m.</td>
</tr>
<tr>
<td>19</td>
<td>Tues.</td>
<td>Final registration for unregistered students. Students must go through drop/add process after this date All Campus Picnic 5:00 p.m.</td>
</tr>
<tr>
<td>20</td>
<td>Wed.</td>
<td>Faculty Meeting - 10:00 a.m. Academic Department Meetings - 1:30 p.m.</td>
</tr>
<tr>
<td>22</td>
<td>Fri.</td>
<td>Freshmen Arrive President’s Reception Opening Convocation</td>
</tr>
<tr>
<td>22-23</td>
<td>Fri-Sat</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>24</td>
<td>Sun.</td>
<td>Upper class students arrive - 9:00 a.m. Dining Hall open 11:15 a.m. - 6:00 p.m. Board Contract begins at Brunch</td>
</tr>
<tr>
<td>25</td>
<td>Mon.</td>
<td>Classes Begin – 8:00 a.m. Drop/Add period begins</td>
</tr>
<tr>
<td>29</td>
<td>Fri.</td>
<td>Final day for adding a new course – <em>No financial adjustments made after this date Final day for changing meal plan</em></td>
</tr>
</tbody>
</table>

**September**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon.</td>
<td>Labor Day – <em>No classes</em></td>
</tr>
<tr>
<td>15</td>
<td>Mon.</td>
<td>The grade of “W” will appear on the Academic Transcript for all courses dropped after this date.</td>
</tr>
</tbody>
</table>

**October**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Sat</td>
<td>Homecoming – Thiel vs. St. Vincent</td>
</tr>
<tr>
<td>10</td>
<td>Fri.</td>
<td>Final day of classes before mid-term break On-campus classes end at 6:00 p.m. Rotunda Bistro open until 4:00 p.m. Dining Hall open until 6:00 p.m. Residence Halls close at 7:00 p.m.</td>
</tr>
<tr>
<td>11-14</td>
<td>Sat-Tues</td>
<td>Mid-term Break – no classes</td>
</tr>
<tr>
<td>14</td>
<td>Tue.</td>
<td>Mid-term grades due via computer – 12:00 Noon Residence Halls open at 12:00 noon Dining Hall open 4:30 p.m. - 6:00 p.m. Board Contract resumes Rotunda Bistro opens at 11:30 a.m.</td>
</tr>
<tr>
<td>15</td>
<td>Wed.</td>
<td>Classes resume at 8:00 a.m.</td>
</tr>
<tr>
<td>22</td>
<td>Wed.</td>
<td>Final day to withdraw from a course with a “W”</td>
</tr>
</tbody>
</table>

**November**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Tue.</td>
<td>Pre-registration for Spring term begins – SENIORS</td>
</tr>
<tr>
<td>6</td>
<td>Thu.</td>
<td>Pre-registration for Spring Term continues - JUNIORS</td>
</tr>
<tr>
<td>7</td>
<td>Fri.</td>
<td>Honors Convocation</td>
</tr>
<tr>
<td>11</td>
<td>Tue.</td>
<td>Pre-registration for Spring Term continues - SOPHOMORES</td>
</tr>
<tr>
<td>13</td>
<td>Thu.</td>
<td>Pre-registration for Spring Term continues – FRESHMEN and all others</td>
</tr>
<tr>
<td>25</td>
<td>Tue.</td>
<td>Final day of classes before Thanksgiving Recess Residence Halls close at 7:00 p.m. On-Campus classes end at 9:00 p.m. Rotunda Bistro open until 4:00 p.m. Dining Hall open until 7:00 p.m.</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
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</tr>
<tr>
<td>26-30</td>
<td>Wed-Sun</td>
<td>Thanksgiving Recess</td>
</tr>
<tr>
<td>30</td>
<td>Sunday</td>
<td>Residence Halls open at 12:00 noon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dining Hall open 4:30 p.m. - 6:00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Board Contract resumes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rotunda Bistro opens at 7:00 p.m.</td>
</tr>
<tr>
<td><strong>December</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Monday</td>
<td>Classes resume at 8:00 a.m.</td>
</tr>
<tr>
<td>8</td>
<td>Monday</td>
<td>Final Day of Classes</td>
</tr>
<tr>
<td>9</td>
<td>Tuesday</td>
<td>Study Day</td>
</tr>
<tr>
<td>10</td>
<td>Wed.</td>
<td>Final Exams begin at 8:00 a.m.</td>
</tr>
<tr>
<td>13</td>
<td>Saturday</td>
<td>Final Exams end at 5:30 p.m.</td>
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<tr>
<td></td>
<td></td>
<td>Dining Hall open until 6:00 p.m.</td>
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<tr>
<td></td>
<td></td>
<td>Residence Halls close at 7:00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rotunda Bistro open until 4:00 p.m.</td>
</tr>
<tr>
<td>16</td>
<td>Tuesday</td>
<td>All Grades due via computer by 12:00 Noon</td>
</tr>
<tr>
<td>18</td>
<td>Thursday</td>
<td>Academic Standing Committee meeting at 2:00 p.m.</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER 2015</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>January</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Friday</td>
<td>Final Registration for unregistered students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students must go through drop/add process after this date</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Standing Committee meeting at 9:00 a.m.</td>
</tr>
<tr>
<td>6</td>
<td>Tuesday</td>
<td>Students arrive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Residence Halls open at 12:00 Noon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dining Hall open 4:30 p.m. - 6:00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rotunda Bistro opens at 6:00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Board Contract begins</td>
</tr>
<tr>
<td>7</td>
<td>Wed.</td>
<td>Classes Begin at 8:00 a.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drop/Add period begins</td>
</tr>
<tr>
<td>13</td>
<td>Tuesday</td>
<td>Final day for adding a new course –</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No financial adjustments made after this date</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final day for changing meal plan</td>
</tr>
<tr>
<td>28</td>
<td>Wed.</td>
<td>The grade of “W” will appear on the academic transcript for all courses dropped after this date.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>February</strong></td>
</tr>
<tr>
<td>5</td>
<td>Thurs.</td>
<td>Founders’ Day Convocation</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>March</strong></td>
</tr>
<tr>
<td>6</td>
<td>Friday</td>
<td>Final day of classes before Spring Break</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rotunda Bistro open until 4:00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dining Hall open until 6:00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Residence Halls close at 7:00 p.m.</td>
</tr>
<tr>
<td>7-15</td>
<td>Sat-Sun</td>
<td>Spring Break</td>
</tr>
<tr>
<td>10</td>
<td>Tuesday</td>
<td>Mid-Term Grades due via computer by 12:00 Noon</td>
</tr>
<tr>
<td>15</td>
<td>Sunday</td>
<td>Students return</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Residence Halls open at 12:00 noon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dining Hall open 4:30 p.m. - 6:00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rotunda Bistro opens at 6:00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Board Contract resumes</td>
</tr>
<tr>
<td>16</td>
<td>Monday</td>
<td>Classes resume at 8:00 a.m.</td>
</tr>
<tr>
<td>18</td>
<td>Wed.</td>
<td>Final day to withdraw from a course with a “W”</td>
</tr>
<tr>
<td>19</td>
<td>Thursday</td>
<td>Pre-registration for Fall Term begins - SENIORS</td>
</tr>
<tr>
<td>24</td>
<td>Tuesday</td>
<td>Pre-registration for Fall Term continues - JUNIORS</td>
</tr>
<tr>
<td>26</td>
<td>Thursday</td>
<td>Pre-registration for Fall Term continues – SOPHOMORES</td>
</tr>
<tr>
<td>31</td>
<td>Tuesday</td>
<td>Pre-registration for Fall Term continues – FRESHMEN and ALL OTHERS</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>April</strong></td>
</tr>
<tr>
<td>1</td>
<td>Wed.</td>
<td>Final Day of classes before Easter Recess</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On-Campus classes end at 9:00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rotunda Bistro open until 4:00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dining Hall open until 7:00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Residence Halls close at 7:00 p.m.</td>
</tr>
</tbody>
</table>
### April (con’t.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-6</td>
<td>Thurs-Mon</td>
<td>Easter Recess</td>
</tr>
<tr>
<td>6</td>
<td>Monday</td>
<td>Students return&lt;br&gt;Residence Halls open at 12:00 Noon&lt;br&gt;Rotunda Bistro opens 6:00 p.m.</td>
</tr>
<tr>
<td>7</td>
<td>Tuesday</td>
<td>Classes resume at 8:00 a.m.</td>
</tr>
<tr>
<td>8</td>
<td>Wed.</td>
<td><strong>MONDAY CLASSES WILL MEET</strong></td>
</tr>
<tr>
<td>24</td>
<td>Friday</td>
<td>Final day of classes</td>
</tr>
<tr>
<td>25-26</td>
<td>Sat-Sun</td>
<td>Study Days</td>
</tr>
<tr>
<td>27</td>
<td>Monday</td>
<td>Final Exams begin at 8:00 a.m.</td>
</tr>
<tr>
<td>30</td>
<td>Thursday</td>
<td>Final Exams end at 5:30 p.m.&lt;br&gt;Dining Hall open until 7:00 p.m.&lt;br&gt;Rotunda Bistro closes at 4:00 p.m.&lt;br&gt;Residence Halls close at 7:00 p.m.</td>
</tr>
</tbody>
</table>

### May

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Friday</td>
<td>Senior Grades due via computer by 5:30 p.m.</td>
</tr>
<tr>
<td>3</td>
<td>Sunday</td>
<td>Baccalaureate Ceremony – 10:00 a.m.&lt;br&gt;Commencement – 2:00 p.m.</td>
</tr>
<tr>
<td>4</td>
<td>Monday</td>
<td>All grades due via computer by 12:00 Noon</td>
</tr>
<tr>
<td>7</td>
<td>Thursday</td>
<td>Academic Standing Committee meeting at 9:00 a.m.</td>
</tr>
<tr>
<td>21</td>
<td>Thursday</td>
<td>Academic Standing Committee meeting at 9:00 a.m.</td>
</tr>
</tbody>
</table>

### Summer Sessions 2015

**May Session**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Sunday</td>
<td>May summer housing opens at 4:00 p.m.</td>
</tr>
<tr>
<td>4</td>
<td>Monday</td>
<td>Registration at 7:30 a.m.&lt;br&gt;Classes begin at 8:00 a.m.&lt;br&gt;Final day to add a new course</td>
</tr>
</tbody>
</table>
Thiel College is a four-year, coeducational, liberal arts, sciences and professional studies college granting the Associate of Arts, Bachelor of Arts, Associate of Science and Bachelor of Science degrees. Chartered as a private, independent, degree-granting corporation in 1870 by the Commonwealth of Pennsylvania, with control and management vested in the Board of Trustees, it is a college of the Evangelical Lutheran Church in America.

The College was founded as Thiel Hall in Monaca (Philipsburg) on the Ohio River in 1866 by the dynamic Reverend Dr. William A. Passavant, using the $4,000 tithe of Louis and Barbara Thiel, retired Lutheran oil investor and his wife. Accepting gifts of land and construction money, the institution moved to Greenville in 1871.

Statement of Vision of Thiel College

Thiel College is committed to developing and delivering innovative academic and co-curricular programs incorporating ethical and global perspectives, providing opportunities for students to discover and prepare for leadership in their chosen careers, enrolling students from the global populations, celebrating diversity within its community and cultivating thriving living/learning communities.

Statement of Mission of Thiel College

Thiel College, an academic institution in the Lutheran tradition, empowers individuals to reach their full potential by assuring educational excellence, stimulating global awareness, promoting ethical and responsible leadership and preparing students for careers so that lives inspired by truth and freedom may be committed to service in the world.

Statement of Identity of Thiel College

Thiel College, an independent institution related to the Evangelical Lutheran Church in America, and established in Western Pennsylvania in 1866 as a co-educational institution, educates students in the liberal arts and professional studies for service to society.

The Goals of Thiel College

Thiel College believes that the formulation of a meaningful personal value-system presupposes the ability to perceive and choose among those things that are of value. Hence the College stresses a concern for all human life, an appreciation of the integrity of the natural environment and a recognition of the interrelationship and continuity of all creation.

Thiel College acknowledges that each generation must critically examine the cultural values it inherits. At the same time, the College is committed to promoting value choices consistent with the Judeo-Christian tradition developed as a response to God’s action in human history. The College’s relationship with the Evangelical Lutheran Church in America attests to this commitment.

Through the liberal arts tradition, Thiel College introduces students to the values, knowledge and
culture of humanity evolving in both Western and non-Western civilizations. Liberal arts education is intended to free persons from ignorance, prejudice and narrow thinking. It emphasizes the skills necessary to acquire, analyze and evaluate information and to think independently and creatively. Such knowledge and skills equip individuals to re-examine and adapt their values as changes in the world and in themselves demand.

Through liberal arts education Thiel College seeks to develop in students the skills, social awareness and intellectual capabilities necessary to succeed in a variety of occupational fields. The values and knowledge of the educational process thus serve the larger society. In addition, the College endeavors to make resources directly accessible to meet the needs of local and constituent communities.

Recognizing Thiel College’s commitment to Christian life and to education in an atmosphere of free inquiry, the College seeks to foster in students an integrative world view. The College intends, therefore, that students come to understand and to appreciate (a) the unity of the individual with the rest of humanity and all of creation and (b) the interdependence among individual, humanity and creation that this unity entails. To achieve this, the College attempts to educate the whole person by attention to the areas of life delineated by Thiel College’s institutional objectives.

The Objectives of Thiel College

It is clear that the goal Thiel College professes, and the objectives that flow from it, will not be fully achieved in the four years of undergraduate training and study. None of these statements should, then, be regarded as implying full attainment. Rather the College expects students to make a start in the described directions, or continue the progress already begun. The objectives of specific courses and co-curricular activities spell out the level of achievement or competencies expected for successful completion.

The general objectives of Thiel College are listed on the following pages. To indicate something of their interrelationships, they have been placed into nine broad categories of focus. Each objective expresses an intended result of the student’s participation in the Thiel College community, to be achieved through systematic training and disciplined study.

**Intellectual Rigor**—It is the objective of Thiel College that the student will:

a) acquire a firsthand knowledge of the sources of specific information in the chosen field and familiarity with the sources of general information in the widest possible range of other fields;
b) perceive the interrelationship and mutual dependence of these fields;
c) utilize various techniques for gaining access to new information, and comprehend and apply such information;
d) be able to transfer knowledge from one field, problem or situation to another;
e) demonstrate ability to use the tools of rational analysis, insightful evaluation and critical judgment;
f) think rationally and logically in order to form the basis for intelligent and informed choices and decisions;
g) communicate clearly, concisely and thoroughly by means of the spoken and written word.

**Problem Solving**—It is the objective of Thiel College that the student will:

a) gain the ability to define the essential aspects of complex problems in a clear and concise manner;
b) demonstrate the application of acquired knowledge and resources to the independent, creative and practical investigation and solution of problems;
c) develop skill in the evaluation of proposed solutions to problems.

**Imaginative Sensitivity**—It is the objective of Thiel College that the student will:

a) develop an appreciation of meaningful aesthetic experience;
b) acquire an understanding of the highest imaginative and intellectual achievements;
c) know and respect that which is and has been considered beautiful, significant, inspiring and therefore valuable in the creative expression;
d) cultivate sensitivity to the reality of magnificence—divine, human and natural—as expressed in awe, wonder and joy;
e) learn the technical skills necessary for the highest possible degree of imaginative self-expression;
f) consider beauty and creativity as indispensable features in the preparation for life.

**Socio-Cultural Awareness**—It is the objective of Thiel College that the student will:

a) acquire knowledge of the values, beliefs and traditions of American society and culture, and of other societies and cultures;
b) cultivate a respect for those values, beliefs and traditions;
c) perceive the interaction of the world view of American culture and those of other cultures;
d) know and appreciate the contributions of the fine arts, literature, philosophy, religion and the natural and social sciences to the development of American cultural heritage;
e) gain insight into the political, ideological, economic and social dynamics of communities, nations and cultures;
f) recognize both the differences and similarities among societies and cultures;
g) realize the essential equality of all groups in the family of human civilization.

**Environmental Responsibility**—It is the objective of Thiel College that the student will:

a) realize that the universe in general, or the world in particular, is a delicately balanced system of individual, yet intricately interacting and mutually dependent components;
b) understand the complexity of this system, in which a single event may have diverse and long-lived repercussions, in a vast chain of biophysical cause and effect;
c) perceive the causal relationship between human behavior and its long-range consequences for the quality of the natural environment;
d) bear the responsibility for these consequences and for the preservation of an environment that is conducive to human growth and prosperity.

**Individual and Social Maturation**—It is the objective of Thiel College that the student will:

a) strive for self-realization in developing his or her individual talents, abilities and skills;
b) recognize both the uniqueness of the individual and his or her dependence upon others;
c) consider matters of taste, propriety and civility in all human relationships, and bear the responsibility for the consequences of their absence;
d) seek those circumstances and conditions that best facilitate emotional maturity and intellectual growth;
e) use his or her store of knowledge in the pursuit of further education and a career.

**Humane Commitment to Life**—It is the objective of Thiel College that the student will:

a) assimilate the values and ideals of the Classical Humanist and Judeo-Christian tradition;
b) acquire from that tradition the ethical orientation necessary for making informed, moral and intelligent choices in the face of greed, ignorance, ugliness, brutality, hatred and other dehumanizing forces of the modern world;
c) develop the strength of will necessary to act in a way that will best reflect the wisdom and morality of that tradition;
d) pursue a creative and humane life based on compassion, empathy, altruism and charity;
e) think and act as a free and morally responsible
individual;
f) realize that with freedom comes responsibility for
the moral consequences of decisions and actions,
and accept willingly that responsibility.

Physical Development—It is the objective of Thiel
College that the student will:
a) demonstrate awareness that physical well-being
is complementary to intellectual and emotional
development;
b) be able to describe the essentials of the functioning
of the human body;
c) maintain reasonable personal levels of health,
strength and athletic ability;
d) develop and practice habits of healthful living.

Religious Awareness and Growth—It is the
objective of Thiel College that the student will:
a) gain insight into the history and theology of the
Judeo-Christian tradition;
b) be given opportunity for theological reflection
and spiritual growth;
c) be encouraged and supported in developing an
informed religious faith.

Accreditation

Thiel College is accredited by the Middle States
Association of Colleges and Secondary Schools and
is on the approved list of the American Chemical
Society. It is approved by the Pennsylvania Depart-
ment of Education to prepare elementary and sec-
ondary teachers.

Campus

The 135-acre campus is located on College
Heights in Greenville, an attractive community of
6,500 in northwestern Pennsylvania.

The Academic Center, dedicated in April
1971, is a five-level educational complex housing
11 classrooms, the 300-seat Bly Lecture Hall, five
seminar rooms, 24 laboratories, a computer center,
five specialized teaching facilities and 55 faculty
offices. The center, which joins the library and
science buildings, brings together 14 departments
under the same roof.

Alumni Stadium, dedicated on Sept. 29, 2001, is
the first-ever on-campus multi-season, multi-sport
athletic stadium at Thiel. With seating for 1,400
fans, players and coaches enjoy the natural bowl
setting on the south end of campus. A synthetic turf
provides for year-round play regardless of weather
conditions. A lead gift by Howard ’56 and Kay
’59 Weyers began the campaign, and challenged
thousands of alumni, friends and corporations into
charitable action. During winter months, the field is
covered by the air-supported Rissell-Schreyer Dome.

John C. Bane Memorial Residence Hall opened
in September 1965 as Orchard Residence Hall and
houses 104 students. It was renamed in 1977 in
memory of John C. Bane Jr., a long-time trustee
and friend of Thiel.

Beeghly Gymnasium, named in honor of Mr.
and Mrs. Leon Beeghly, was completed in Sep-
tember 1966. The 10,000-square-foot addition
contains handball and basketball courts, intercolle-
giate locker rooms and seating facilities for 1,200
people.

Davis Square Apartments, three buildings
located on Davis Avenue, provide on-campus
apartment housing. With 12 units in each building,
each apartment houses two or three students.

Greenville Hall, the first building on the
campus, was erected in 1872 by the citizens of the
community. Major renovation of this structure
occurred from 1991 to 1993. Greenville Hall
houses classrooms and the faculty offices of the
Departments of English, History and Religion.

Nathan W. Harter Hall, was named in
recognition of the services of Nathan W. Harter,
professor of mathematics at the College for more
than 40 years. It was opened in fall 1953. The funds
for its construction were provided by the churches of the Pittsburgh Synod of the United Lutheran Church (now the Evangelical Lutheran Church in America). It houses approximately 100 students. The DocuCenter covers the general photo copying needs for departments on campus.

**Edwin Hodge Hall**, completed in September 1959, was named in honor of Dr. and Mrs. Edwin Hodge Jr., past president of the Board of Trustees. Hodge Hall recently underwent a complete renovation in the summer of 2011, and now serves as a new residence for more than 140 first year students.

**E. Grace Hunton Hall** was named in honor of Dr. Ella Grace Hunton 1900, former professor and dean of women. The hall was dedicated in 1956 and provides theme housing for approximately 45 students.

**The David Johnson Memorial Chapel** was dedicated in May 2006. The nearly 7,000-square-foot structure is named in honor of David Johnson, the late son of Thiel Board of Trustees Chairman Emeritus Glen Johnson H’88 and his wife, LaVonne. The flexible design seats approximately 240 people and effectively hosts a variety of religious services and art/cultural events that occur on the Thiel campus.

**The Langenheim Memorial Library**, completed in 1952, was established by Flora E. and Gertrude A. Langenheim as a memorial to their parents, Gustav Christian David and Minna Theresa Schwerd Langenheim. The Library is an integral part of the educational experience at Thiel College. The Library is open 80 hours per week; seating capacity for 375 students is available.

**Livingston Memorial Hall** was opened in 1945 as a residence hall for women. Funds for its construction were provided by the Samuel C. Livingston estate, the church constituency, Greenville citizens, alumni and friends. The hall provides housing for student organizations and support staff.

**The Howard Miller Student Center** is a two-story addition that surrounds Livingston Hall. The student center is the focal point of campus life. The College dining area, a recreation/game room, art gallery, commuter lounge and individual meeting rooms are located in the center, along with the offices of student life, the College book store, campus post office, campus nurse, campus pastor and public safety. Renovation and expansion began in 1996 and was completed in 2000.

**Pedas Communication Center**, completed in 2014, was named for Trustee Emeritus Dr. James Pedas ’50, H’89. The first new academic building on campus opened in the fall of 2014 and houses the student newspaper, yearbook, radio and television studio as well as the Communication Department. The Pedas Center is a media-rich environment with sophisticated labs and studios, and dynamic, flexible classrooms and learning spaces emphasizing a new core curriculum and a presentational literacy component for all majors.
William A. Passavant Memorial Center, named in memory of one of the founders of Thiel, is a 2,000-seat auditorium dedicated in September 1972. Initiated by the Western Pennsylvania-West Virginia Synod of the Lutheran Church in America, the center fulfills the spiritual and cultural needs of Thiel College and Greenville community.

Rhodehouse Memorial Science Hall, named in honor of William H. and Mary J. Rhodehouse, the parents of Harry D. Rhodehouse, opened in summer 1959 and houses the Departments of Biology, Chemistry, Neuroscience and Physics. The building contains laboratories, lecture auditoriums, classrooms and faculty offices. The Academic Center, finished in April 1971, connects both this building and the library into one structure.

Rissell Gymnasium, erected in 1922, was named after the “Father of Athletics at Thiel,” C. D. Rissell 1900. The Paul Bush ’66 Memorial Fitness Center and faculty offices are located on the main floor and lower level. The ground floor contains dressing rooms and showers for men and women.

William A. Robinson Theater was built in 2007 by an anonymous lead donor. The building is the home of the Thiel Players, the campus theatre group. It contains a 250-seat auditorium, as well as dressing rooms, a workshop, costume storage, a light booth, faculty office and a classroom. It was named after Dr. Bill Robinson, Thiel’s longtime theatre director.

Roth Memorial Hall was completed in 1913 and houses academic records, financial services and administrative offices. Roth Memorial Hall was named in honor of the Reverend Dr. Henry W. Roth, first president of Thiel College, and the Reverend Dr. Theophilus B. Roth, Thiel’s fourth president.

Donald V. Sawhill Memorial Hall, named in memory of Dr. Donald V. Sawhill and in appreciation and honor of his wife, was opened in January 1960. It is a residence hall for 124 students.

Elizabeth Stewart Hall, completed in January 1969, provides housing for 196 students. The residence hall honors the memory of Elizabeth Stewart, a philanthropist to Thiel College during the 1920s.

Theme Housing includes two individual ranch-style buildings, each capable of housing 36 students. Eight houses along College and Ridgeway avenues offer housing for six to 18 persons.

Townhouse Apartments and Glen Johnson Community Center, opened in fall 2002, houses around 100 students. Each townhouse-style apartment contains four bedrooms, two baths, a kitchenette, living room, storage space, air conditioning and contemporary furnishings. Named in honor of Board of Trustees Chairman Emeritus Dr. Glen Johnson H’88, this facility is a state-of-the-art resource center with several flexibly configured, technologically enhanced classrooms and meeting spaces. It is available for both college and community use.

Florence West Residence Hall was opened in September 1966. It provides housing for 156 students. It also contains a formal lounge, recreation room and a small private chapel. The residence hall was named in memory of Florence M. West, a member of the Board of Trustees and a friend of Thiel.
Thiel College will consider a student’s application for admission by examining high school course selection, grades, rank in class and test scores. Recommendations and character are very important. A student’s seriousness of purpose and extracurricular participation also are considered. Each student must take either the SAT or ACT. A personal interview is a significant part of the admissions process, and most applicants will meet a representative from the admissions staff prior to acceptance. In some instances, a personal interview or testing may be required as a condition of acceptance. A student is encouraged to visit the campus; contact the Office of Admissions to learn about special tours and programs.

A high school student should apply for admission as early as possible in the senior year to ensure that the student will not be excluded for lack of space. An application for admission is accepted with the understanding that the student will achieve a satisfactory record through the senior year of high school and graduate in good standing.

**Academic Preparation**

Preference will be given to those students who display superior ability to do college work as demonstrated by their high school records. Thiel College expects a student to have completed at least 16 units of high school work by the conclusion of the senior year. It is strongly recommended that the student take:

- Four years of English
- Two years of a foreign language
- Two years of mathematics
- Two years of science
- Three years of social science

A student preparing for college study in engineering, mathematics or the sciences should complete three years of mathematics and three years of science.

A student having earned a General Equivalency Diploma (GED) must submit a copy of the diploma with test results in addition to an official transcript of all high school work completed.

**Application Procedure**

Applications for admission should be submitted online at www.thiel.edu. Thiel College also accepts the Common Application available at www.commonapp.org.

After submitting a completed application, the student should request that his or her high school send an official copy of their high school transcript directly to the Thiel College Office of Admissions. Students are also required to submit their official SAT and/or ACT test results, a personal statement on a topic of their own, as well as a letter of recommendation. Upon acceptance to Thiel College a tuition deposit of $150 is required to reserve the student’s place in the incoming class.

A complete physical examination and updated immunization record are required after admission and prior to enrollment. A student will be unable to move onto campus, begin classes or participate in any sports program unless the physical form is completed and returned.

Information and instructions relating to the application process are available on the Thiel College website and by contacting the Office of Admissions.

**Application Procedure for Transfer Students**

Students may apply online at www.thiel.edu. A completed transfer application will include:

- A completed Application for Admission
- An official high school transcript or GED
- Official college transcripts from all colleges/universities attended
- A Transfer Referral Form (found on the Thiel College website under admissions/transfer students) completed by the Dean of Students from the institution last attended
- If fewer than 30 college credits, official high school transcripts required
- Fewer than 12 college credits, official ACT/SAT test scores and official high school transcripts required
Students who are not in good academic standing at their previous institution(s) may not be admitted unless reviewed by the Admissions Committee.

When the transfer applicant is admitted to the College, an evaluation of transfer credit is made by the registrar and academic department(s) at Thiel College. After credentials are examined, the transferring student is notified of all credits accepted on a full or provisional basis. All claims for credit must be indicated at the time of admission.

Credit may be given for evidence of formal educational experiences completed in preparation for career, life experience, by examination and/or courses taken while in the armed forces.

A maximum of 94 transfer credits will be accepted. In order to be eligible for graduation from Thiel College, a student must earn the final 30 credits at Thiel.

Military Admission
Enrolling members of the military will follow the traditional or transfer application process and are encouraged to submit military experience transcripts.

Network of Advocates
Thiel boasts a network of advocates who are especially tuned in to the needs of our military students. Students can find an advocate in the offices of financial services, admissions, student services, The Learning Commons, academic records and administration. Current faculty members who are also ex-military personnel serve as first-year advisers and a network of support for military students.

Home School Application Process
Students who have completed some or all of their high school education via home school instruction are welcome at Thiel College. The following items are necessary to complete an application:

- Official transcripts from an accredited agency (home school agency, local district or local high school) certifying results of instruction provided
- If education was provided outside of an accredited agency, and no second party verified transcript is available, provide a narrative, course by course academic resume documenting all subjects studied, the grades received and the signature of the parent or guardian responsible for the student’s curriculum.
- A GED may be submitted in place of unaccredited transcripts.
- Official ACT/SAT test score.
- Two letters of recommendation from non-familial sources (contact information for each reference must be included).
- Student résumé with extracurricular, volunteer and/or employment history.
- Personal statement (essay) of 300 to 500 words. Include an example of a life experience or personal perspective which would make the applicant an asset to the Thiel College Community.
- Personal on-campus interview with Admission Committee (suggested).

Advanced Placement, International Baccalaureate and College Level Examination Program (CLEP)

Advanced Placement
Thiel College participates in the Advanced Placement Program as instituted by the College Entrance Examination Board. Advanced placement and credit may be granted to admitted students who show satisfactory scores on the Advanced Placement Examinations of the College Entrance Examination Board. A score of five on an advanced placement examination will result in exempt status from the equivalent course and the awarding of appropriate credit hours for that course. A score of four will result in exemption from the equivalent course. Scores of three and below will not be considered. For a complete list by course of exemption and credits, visit www.thiel.edu/academics/academic-records.

College Level Examination Program (CLEP)
Persons scoring an equivalent score of 50 for each College Level Examination Program exam
may receive both credit and placement at Thiel College at the freshman and sophomore levels only. New students must submit scores to the registrar before completing the regular semester of work after matriculation or readmission. Thiel will accept as many as 60 credit hours of work through CLEP tests. Thiel will accept American Council on Education (ACE) recommended scores for the award of credit to satisfy elective and integrative requirements. However, the appropriate department must approve courses to be used to satisfy major and minor requirements. There is a $15 per credit hour administrative fee for courses received, processed and placed on the official transcript for credit applied to a degree program. Thiel administers CLEP examinations on a rolling basis.

Information concerning CLEP examinations may be obtained from the College Entrance Examination Board, 888 Seventh Ave., New York, NY 10019 or from the director of admissions or the registrar at the College.

International Baccalaureate Diploma/Certificate Program

Thiel College will award credit and/or advanced placement to students earning the international baccalaureate (IB) diploma/certificate. Scores of six and seven will result in exempt status from the equivalent course at the Standard Level (SL) and scores of five, six and seven at the Higher Level (HL) of study will result in exempt status from the equivalent course and the awarding of appropriate credit hours for that course.

Cambridge O Level/Cambridge International General Certificate of Secondary Education (IGCSE) Qualifications

Thiel College accepts IGCSE or O Levels as meeting the entry criteria for admission. A minimum of five passes with grades C or higher are required.

Summer Sessions

Thiel College provides opportunity for summer study. Thiel offers a three-week May session, a four-week session in June and in July, an evening session and online courses. Details will be provided through the Academic Records Office upon request.

International Admission Guidelines

All citizens of foreign countries are encouraged and welcome to apply for admission to Thiel College. Thiel College accepts applicants for the four-year, Bachelor of Science (B.S.) and Bachelor of Arts (B.A.) degrees. Thiel also offers the two-year Associate of Science (A.S.) and Associate of Arts (A.A.) degrees.

To begin the application process, a prospective student must file a formal application with the Office of International Admission. The student may file an application using either of the methods listed below:

• Online Application (Preferred method)
• Thiel College International Student Paper Application
• Common Application Form

Application Deadlines

The academic year at Thiel College consists of two semesters: Fall (August) and Spring (January). Thiel College adopts a rolling admissions policy and there is no set application deadline. However, it is strongly recommended that an applicant complete all admissions formalities and be accepted to Thiel, a minimum of six weeks prior to the start of the semester in which the international student wishes to enroll.

Unconditional Academic Admissions Requirements

• TOEFL: 503 (PBT), 62 (IBT)
• IELTS: 6.0 band
• ACT: 18 composite score
• GPA: 2.4 cumulative
• SAT: 900/1600 scale
• STEP EIKEN: 2A
Conditional (Minimum) Academic Admissions Requirements

- TOEFL: Fall 450 (PBT), 45 (IBT)
  Spring 477 (PBT), 53 (IBT)
- IELTS: Fall 5.0 band, Spring 5.5 band
- STEP EIKEN: 2

Documentation Required

Applicants must provide documentation to demonstrate their academic proficiency and financial eligibility; all documents provided must be notarized (certified). All documents submitted become the property of Thiel College and are not returnable or refundable. Students who wish to obtain copies of documents submitted must provide a signed written request to the Office of Academic Records. The following documents must be submitted before an application can be processed (Translations are required for records in a language other than English):

1. Application Form*
2. Passport Copy
3. Nonrefundable Application Fee: USD 50
4. Senior High School Transcript: A complete and official educational record of grades, diplomas and certificates received. These documents must be attested to by the institution attended.
5. University/College Transcript: Applicable only to international student applicants planning to transfer credits from a college or university within or outside the United States.
6. TOEFL/IELTS/SAT/ACT Test Scores: Applicants are required to take either one of these standardized exams and have the scores reported directly to the College, by mentioning Thiel College’s CEEB code (2910) when taking the exam.
7. Letters of Recommendation: Applicants are required to submit a minimum of two letters. The letters must be written by people who have known and experienced the applicant’s work in a professional setting related to the major of choice. (e.g.: professor, principal, dean, etc.)
8. Statement of Objective (Maximum 500 words): Applicants must submit an essay describing the reason for desiring to study at Thiel.
9. Official Bank Statement of Sponsor (notarized OR Sponsor’s Affidavit of Support (notarized): The sponsor must state their willingness and ability to sponsor the applicant’s education and living expenses. Additionally, the sponsor must list the various sources of income that will be used to support the applicant.
10. Financial Certification Form*: The sponsor must document the availability of a minimum of one year’s total costs (USD 42,682).

*These forms are available online at www.thiel.edu.

NOTE:
a.) The United States Immigration and Naturalization Service (INS) requires that a student document the availability of financial resources required to cover the total cost of education for a minimum of one academic year expenses before an application can be processed for admission or an 1-20 (required for an F-1 student visa) be issued.
b.) Admission is based upon evaluation of the required documents submitted. The applicant must meet all admission criteria required of Thiel international students.

Additionally, mention future academic plans, career objectives and the motivation behind the intention to return home.

Once all the documentation required has been received, the applicant’s file will be processed and a notice will be sent updating the applicant. If the applicant has been accepted for admission, it is crucial that applicant send a registration deposit (USD 150) at the earliest, to reserve a place in the upcoming semester.

Thiel College is authorized by the United States Government to issue a Form I-20 (Certificate of Eligibility for Nonimmigrant [F-1] Student Status) to an accepted student. The Form I-20 along with the official letter of acceptance will be issued upon receipt of the registration deposit. The Form I-20 must be used to secure an F-1 visa to enable the applicant to legally enter and study in the United States. All students who obtain the F-1 visa are required to initially attend the educational institution that issued the Form I-20 to them.
Support Services
In an effort to enhance the positive educational experience of international students, Thiel College will provide:
• an international student advocate who will assist in the coordination and management of student affairs;
• a faculty/staff member who acts as a liaison for the international students and takes part in their activities as appropriate;
• study skills support throughout the academic year;
• English language support services.

Transportation
Free transportation from the airport to the College is provided upon the international student’s initial arrival. Subsequent transportation to local airports and bus terminals for travel during vacations is available at student’s expense. Arrangements must be made at least five days in advance with the Office of Student Services.

Housing
International students follow the residence life guidelines found in this catalog (page 52) and will be assigned English-speaking roommates whenever possible. International students who need to remain on campus for the periods in which campus residence halls are closed during the academic year may incur an additional fee, and must inform the Office of Student Services at least one week in advance so that special housing arrangements can be made.

Questions concerning United States Immigration and Naturalization Service regulations, advice for students seeking visas and details concerning admissions procedures should be directed to the Thiel College Website, www.thiel.edu, the Thiel College Office of Admissions or the College’s international recruiter.
Expenses & Financial Aid

Most Thiel College students receive financial aid awards, and consequently do not pay the full college cost. The prospective student, as well as the parents, should always explore and compare financial aid options in determining the net costs to attend Thiel. Please read the section “Financial Aid Application Procedures” on page 25.

Expenses for 2014-2015 Academic Year

Full-time Students:
- Tuition $25,998
- Room and Board $10,900

Part-time Students: A student registering in the fall or spring for 1 to 11 credit hours will be charged a tuition fee of $850 per credit hour taken. Students auditing a course will be charged a tuition fee of $300 per credit hour. Thiel High School Scholars (or concurrent enrollment students) are charged $199 per credit hour taken as part-time students.

Summer Sessions: Student fee charges for the summer sessions are charged per credit hour taken. No board contracts are available. Room costs are $100 per week. (Summer 2014)

Credit Hour Overload: Any student taking more than 18 credit hours in the fall or spring will be charged $850 per credit hour for each additional credit hour taken.

Other Fees: Technology fee $950 for students taking six credit hours and above, $30 per credit for students taking 1-5 credits or $15 per credit hour for Thiel High School Scholars or other High School concurrent enrollment programs; lab/materials fees $50-100 per class; private music lesson fee $250 for no credit, $100 for credit; student teaching fee $300; student services fee $630 or $40 per credit hour for part-time students; premium housing surcharges will vary depending on type of unit (e.g. theme house, apartment, townhouse) and occupancy; graduation fee $40; health and wellness fee $250; vehicle permits $75 per semester; first-year experience fee $300.

Billing Dates and Payment Dates for 2014-2015

<table>
<thead>
<tr>
<th>Semester</th>
<th>Billing Sent</th>
<th>Payment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>July 2</td>
<td>August 1</td>
</tr>
<tr>
<td>Spring</td>
<td>November 30</td>
<td>January 15</td>
</tr>
<tr>
<td>Summer Sessions</td>
<td>At Registration</td>
<td>10 days following summer registration</td>
</tr>
</tbody>
</table>

Additional Payment Options

Because some people prefer to pay educational expenses in installments, Thiel College offers a Five Payment Plan each semester. This plan offers parents an additional option if they desire to budget the annual cost in monthly installments. To enroll, please contact a representative in the student accounts office at 724-589-2810. There is a $25 registration fee to enroll in the plan each semester.

Unpaid Accounts: All accounts not paid by the “Payment Due” date will be charged a service charge of 1.5 percent per month on the unpaid balance. No official grades, transcript or diploma will be released until the student’s bill is paid in full. The College also reserves the right to not allow a student with an unpaid balance to register for classes for a future academic semester.

Withdrawals and Refunds

It is the student’s responsibility to officially withdraw from scheduled classes. Thiel College will assume the student is enrolled until he/she notifies the Academic Records Office in writing of his/her withdrawal. Nonattendance does not constitute withdrawal. Students may add or drop classes during the first week of the semester. After this period, students will receive a “W” on their transcripts and there will be no adjustments made to fees billed or financial aid awarded if the student drops below full time status due to withdrawal from a class.

When a student withdraws from the College, refunds will be based on the following pro-rata calculations:
Fall and Spring Semesters: A pro-rata refund of tuition, fees, room and board will be given through the fourth week of a regular semester should a student withdraw from the college. During the first week, the drop/add period of the semester, there will be no tuition charge, but a daily calculated charge for room, board and required fees will be assessed. Once the drop/add period has ended, there will be a 25 percent per week charge of all tuition, fees, room and board costs. Any withdrawal after the fifth week of class will result in a student being responsible for the full cost of the current semester. Institutional financial aid will be calculated on the same basis as the charges. The law specifies how Thiel must determine the amount of Title IV program assistance that you earn if you withdraw from school. Federal financial aid will be calculated in accordance with the federally regulated pro-rata refund policy which extends through 60 percent of the semester. The requirements for Title IV program funds when a student withdraws is separate from the refund policy. Therefore, in most cases you will owe funds to Thiel to cover unpaid institutional charges.

Summer Sessions: Pro-rata refund of tuition through 25 percent of the session. No refund after that point.

There will be no refund of fees in the case of students requesting to withdraw as a result of disciplinary actions. Request for a regular withdrawal from the College during the disciplinary review process will not result in a prorated refund. Students will be charged for the full semester. The student may be eligible for a portion of their financial aid. Financial aid is prorated and based on the required refund calculation.

See page 50 for information on a military leave of absence.

Financial Aid Application Procedures

All programs of financial assistance at Thiel are designed to aid qualified students in obtaining a superior education that prepares them for a significant contribution to society. The College assumes that a recipient of a scholarship or grant will complete work leading to a degree from Thiel.

If an applicant requests financial assistance based on need, he/she must submit all federal and state applications and must verify need by filing the Free Application for Federal Student Aid (FAFSA), as well as any appropriate state grant forms. The deadline for state grant eligibility in Pennsylvania is May 1 of the previous academic year. Priority filing deadline for institutional aid is March 15. The applicant must keep the College informed about other scholarships or awards accepted or pending from other sources, such as businesses, foundations or state scholarship programs. The College works closely with these organizations in integrating all awards into a fair and comprehensive package for the student.

Neither the College nor the student benefits if scholarship funds from other sources are forfeited. The College is eager for all scholarship funds to be used for as many students as possible.

There are certain limitations to funds available in all categories. Therefore, recipients are required to indicate their acceptance of the allocations within 15 days of notification.

All awards are reviewed annually since student circumstances, either financial or academic, may change from year to year. Assuming that circumstances remain the same, the College will attempt to help a student each year after initial assistance has been accepted, providing the student has met all annual application deadline dates and academic requirements.

In an effort to create a total program for a student, it is understood that the amounts awarded in any category may vary from year to year, including scholarships, college grants, employment and loans. Appropriate levels of academic achievement and financial need are necessary to qualify a student initially and to maintain eligibility in any subsequent year for scholarships.

General Financial Aid Policies

There are three categories of gift aid at Thiel College: Academic scholarships, financial need grants and no-need grants. Unless otherwise
stated, students who are awarded multiple-year top academic scholarships whose GPA falls below 3.0 will no longer be eligible for those scholarships after that award period. In general, students must maintain a 2.0 cumulative GPA and make satisfactory academic progress for institutional aid to be renewed.

A student may be allocated aid not to exceed 124 credit hours or eight regular semesters of undergraduate study.

A student demonstrating no financial need may receive only one award from the below listed categories, that award being whichever is the largest.
- Thiel Presidential Scholarship
- Thiel Merit/Achievement Awards
- Tuition Waiver Benefit

Any student receiving full-tuition benefits is not eligible for other institutional grant aid.

Students participating in a cooperative program at another approved U.S. institution must apply for aid through the home institution. Students participating in a study abroad or medical technology program may request special consideration for transfer of aid, i.e. federal, state and non-college scholarships and/or loans through the financial aid office.

The College estimates federal and state grant aid until official allocation is made by the appropriate governmental agency. Students must apply and provide all required documentation for all federal and state grant aid for which they are eligible. The College cannot replace the loss of estimated aid through the failure of the student to file the necessary application(s) on a timely basis.

To be eligible for full-time financial aid, a student is required to be enrolled for a minimum of 12 credit hours per semester. Student housing status will affect eligibility for institutional and/or external aid. It is important to communicate any change in housing status to the financial aid office for review and redetermination.

Students who continue to be enrolled at Thiel College or who have been admitted for enrollment at Thiel College shall be given priority for student employment within the College. Thiel summer full-time employment for students is by priorities.
based on an academic competition and cannot be combined with other institutional grant aid.

**Dean's Scholarship**—A four-year renewable scholarship of up to $8,000 per year with a minimum cumulative college GPA of 3.0 or better and satisfactory academic progress. Can be held in conjunction with the Thiel Merit Award.

**Dietrich Honors Scholarship**—Awarded to all students accepting the invitation to enter the Dietrich Honors Institute. This $1,000 scholarship will be included on the student’s financial aid award and will follow the student for four years as long as they continue active participation in the DHI and remain in good academic standing.

**Academic Departmental Chair Scholarship**—Awards in varying amounts are available based on competition and selection by individual academic departments. The awards are renewable with the maintenance of a 2.5 cumulative GPA and satisfactory academic progress.

**Church Partners Award in Education**—A four-year award of up to $1,000 per year available to active, confirmed members of Lutheran congregations. Appropriate verification from home pastor is required.

**Thiel Clergy Grant**—Available to dependent children of active Lutheran pastors. Award is renewable for four years assuming the parent remains an active pastor and the student remains enrolled full-time and maintains satisfactory academic progress. A letter verifying full-time, active status of the parent from home congregation is required.

**Thiel Alumni Award**—This award is available to those students who have had a parent, grandparent or sibling that graduated from Thiel College. It is renewable for four years if the student remains in full-time attendance and demonstrates satisfactory academic progress maintaining a minimum 2.0 cumulative GPA.

**Thiel Sibling Award**—Available to the second sibling, and beyond, of a Thiel student while those students are concurrently enrolled on a full-time basis. Award is renewable as long as two or more siblings are enrolled at the same time and academic progress is demonstrated while maintaining a minimum 2.0 cumulative GPA.

**Phi Theta Kappa (FHK) Academic Honor Scholarship**—All transfer students who are Phi Theta Kappa members are eligible to receive a Phi Theta Kappa Academic Honor Scholarship up to $1,000 per academic year which is renewable for up to 4 years. This award is in addition to the Thiel Merit Award.

**Thiel Assistance**—Institutionally-funded, need-based awards are available as determined by individual level of financial need. Awards are flexible and replaceable for four years provided the student demonstrates academic progress and maintains a minimum 2.0 cumulative GPA, but amounts can vary based on changes in a family’s financial situation. To be considered, a completed FAFSA must be on file with the institution.

**Tuition Remission Grants**

Employees of Thiel College and dependents in their immediate family may be eligible for a waiver of tuition as a staff benefit.

The amount of the tuition waiver is dependent upon the number of credit hours taken as well as the employee’s years and level of employment. A financial aid form must be on file with the financial aid office and a tuition remission form filed with the Human Resources Office for each semester the student is enrolled.

Further information is available in the Thiel College Employee Handbook. Tuition remission forms are available on the Thiel Website under Human Resources or at the Financial Aid office.

**Financial Need Grants**

Thiel Grants/Assistance are non-repayable grants awarded to students attending on a full-time basis. Awards are based on validated financial need with appropriate consideration given to participation in extracurricular activities. To be eligible for consideration, students must file the FAFSA (www.fafsa.ed.gov).
Federal PELL Grants, available from the federal government, are awarded to students who meet certain financial need qualifications. The maximum PELL grant amount for 2014-2015 is $5,730 per year and non-repayable. The amount of the grant is not controlled by the individual college. All students requesting aid through Thiel College must apply for a PELL Grant.

Federal Supplemental Educational Opportunity Grants, available through federal government funding, are awarded to those students of exceptional financial need. Such grants are made based on the level of federal appropriation and student financial need and are non-repayable.

Pennsylvania State Grants
State grants are available for qualified Pennsylvania students. These grants, which may range up to $3,916 for the 2014-2015 academic year, are determined by family size, financial resources and educational costs. The Commonwealth of Pennsylvania takes the position that its residents should not be denied the opportunity for a post-secondary education because of financial need.

To be eligible, students must demonstrate financial need in accordance with state procedures for such a determination. Students must also:
1. be enrolled as at least a half-time student,
2. be enrolled in a Pennsylvania Higher Education Assistant Agency (PHEAA) approved program of study of at least two academic years (or 1800 clock hours at business or trade schools),
3. be enrolled in a school approved by PHEAA for grant purposes,
4. be of satisfactory character,
5. be a domiciliary (resident) of Pennsylvania,
6. be an undergraduate student, (A student who has received his or her first baccalaureate degree is not eligible.)
7. be a graduate of an approved secondary school or a recipient of a Commonwealth Secondary School Diploma.
8. earn a minimum of 24 credit hours per academic year to be eligible to receive a grant the following year.

To apply, students must complete the Free Application for Federal Student Aid (FAFSA) [www.fafsa.ed.gov] and release appropriate information to the state grant agency, by May 1 prior to the academic year.

Completed applications must be filed by the May 1 deadline. Early application is encouraged to ensure that qualified students receive grants.

Qualified veterans of the U.S. Armed Services are eligible for consideration for state grants while they are undergraduate students. The veteran must comply with eligibility requirements. Each veteran will be considered on the basis of his or her individual situation and without regard to the financial information or status of the veteran’s parents or guardian.

Further details on this program are available from the veteran’s high school, Thiel College or by writing directly to PHEAA, 1200 N. Seventh St., Harrisburg, PA 17102.

Other State Grants
State grants/scholarships may be available to students from other states to attend college in Pennsylvania, i.e. Ohio, West Virginia, etc. Students should check with their high school guidance office for details and deadlines.

Endowed Resources, Scholarships, Gifts

For Faculty
The Judge and Mrs. George H. Rowley Endowment for Teaching Excellence—To provide financial support to the faculty for the revision and enhancement of academic curricula, development of new academic programs, study with colleagues from other institutions, to attend workshops/conferences or to conduct independent research and travel abroad which will strengthen the academic initiatives of the College.

For Students
Anually the Financial Aid Office coordinates the awarding of various restricted awards, grants and
scholarships to currently enrolled students. These awards are supported by endowed funds established by the gift of a principal sum to the College.

**Ardis Almen TWC Scholarship**—A non-need based award for travel for students participating in either the Thiel College/EWHA University Exchange Program or studying outside the continental United States. The recipient must be an American junior or senior with a 3.0 or better GPA.

**O. D. Anderson Bus and Tour Scholarship Fund**—This award, given by Mr. and Mrs. O. D. Anderson, provides scholarships to students who are graduates of Mercer County, Pennsylvania, high schools. Recipients are selected by the Thiel Scholarship Committee.

**Robert Charles Averill Scholarship Fund**—As a memorial to her deceased son, Robert Charles Averill, Elizabeth B. Averill established this fund to provide scholarships to deserving and promising male students showing capabilities in the fields of science or engineering.

**William E. and Dorothy (Floyd) Babcock Scholarship**—The Babcocks met as Thiel students and, upon graduation in 1947, married and had successful careers in education. They established this scholarship in honor of their Thiel education to benefit a first-year student from Pennsylvania. The student will be able to renew this award until graduation by maintaining a 2.0 GPA. Selection is made by the Financial Aid Office in consultation with the Academic Records Office.

**The George I. Baird and Donna M. Baird Pre-Veterinarian Award**—Created in loving memory of Baird, a Greenville native, by his widow, Donna M. (Schnabel) Baird ’47. First priority for this award is given to a junior or senior student who is a pre-veterinary major and holds a 3.0 GPA. Second priority is given to student(s) travelling abroad, who also hold a 3.0 GPA.

**The August and Susan Bamford Scholarship**—Established by Edwin A. and Julia A. Bamford and family, this scholarship is awarded to a student from Westmoreland or Allegheny counties majoring in business administration or accounting. The student must be an upperclassman with an overall GPA of 3.0 or better. First preference will be given to Lutheran students.

**Thomas and Irene Barbor Scholarship**—Given by a Thiel alumnus from the Class of 1931 and his wife, this scholarship will be awarded to students who are graduated from an Indiana County, Pennsylvania, high school who have a minimum 3.0 GPA in their coursework at Thiel. Selection made by the Director of Financial Aid.

**Mr. and Mrs. A. J. Barrett Memorial Scholarship**—Established in memory of a Greenville couple, A. James and Geraldine W. Barrett, in her will, this scholarship is awarded annually to a worthy student in need of financial aid.

**Mr. and Mrs. J. Farrell Bash Scholarship**—This scholarship was established by Mr. & Mrs. J. Farrell Bash, alumni of Thiel College, to recognize those students with high academic performance at Apollo-Ridge, Kiski Area and Leechburg High Schools. Scholarships will be awarded to students who have maintained a minimum B average, rank in the top fifth of their high school class, have demonstrated financial need, and will be attending Thiel College full-time. Preference will be given to students who meet the above criteria who are members of the Lutheran Church. Application and selection is through the Director of Financial Aid.

**Dr. Morrison H. Beach Scholarship**—This scholarship was established in 1986 in honor of Dr. Morrison H. Beach. The recipient must be a rising junior or senior and an accounting or business administration major with a cumulative GPA of 2.75 or higher.

**The William F. Behringer Scholarship for Religious Studies**—Established in 2007 for students who are enrolled in religious studies at Thiel College and preparing for the Lutheran ministry.

**Dr. H. Reginald Belden Pre-Law Student Scholarship**—This scholarship was established by Dr. H. Reginald Belden and is to be awarded each year to a senior student pursuing studies in pre-law.
**Bennett-Heald Chemistry Award**—Created to honor Dr. Richard B. Bennett and Dr. Emerson F. Heald, chemistry faculty members who began their careers at Thiel in 1964 and retired in 1998, this award goes to an outstanding chemistry major as chosen by the Chemistry Department faculty.

**Edith Binkley Scholarship**—This scholarship was established by Edith Binkley for students planning to go into the seminary.

**The Roger ’52 and Paula G. Blatter Scholarship**—Established by the Blatters to provide scholarships for a male or female business major with an accounting concentration and a female student majoring in business communication or English who intends to pursue a career in business communication, writing, journalism or communication. Recipients must have junior or senior classification and maintain an overall GPA of at least 2.5.

**The Dr. Chauncey G. & Mrs. Ruth H. Bly Scholarship**—This scholarship was established by Mrs. Bly and friends to honor Dr. Bly and to support a junior or senior pre-medical major who maintains a 3.5 GPA. Dr. Bly was Thiel College’s 13th president serving from 1961 until 1974.

**Dr. Florence West Tribute to Dr. Bly**—This award was established by Dr. Florence West, Thiel alumna and trustee, to honor Dr. Chauncey G. Bly, 13th president of Thiel College. The recipient must be majoring in biology, chemistry or physics, have a minimum 3.0 GPA; and have attended Thiel at least one year. Financial need is not a criterion. Selection is by a special committee.

**The Patti McKee Bock Scholarship Fund**—This fund was established by her mother, Beulah McKee, and her sisters, Marjorie G. McKee and Nancy M. McCuean, in memory of Patti McKee Bock, a member of the Class of 1965, whose work as a teacher inspired her students and whose life inspired all those who knew her. The award of this scholarship is to be presented annually to a full-time junior or senior student who is pursuing a career in education and is based upon financial need. The recipient must hold and maintain an overall GPA of 2.75 or greater, and the award can be renewed if the student continues to meet the criteria. Application is through the Financial Aid Office and is subject to determination by the education department.

**Suzanne Fel De Bladis Bowen Memorial Award**—The scholarship for the Theatre Department will provide an annual award to a full-time Thiel College student, with preference given to a freshman student with strong high school performance in the drama department, with the intent of studying theatre as a minor or being actively involved in the department. Preference can be given to a current student at Thiel College that is taking the minor or that is actively involved in the theatre department.

**Walter and Gertrude Bradley Scholarship**—This scholarship was established by Mr. & Mrs. W. C. Bradley of Pittsburgh to assist students preparing for the ministry or diaconate of the Lutheran Church. Selection is made by the Financial Aid Committee, in consultation with the college pastor.

**Robert Mark Brant Memorial Scholarship**—Established in his memory by his mother, Frances S. Brant, this scholarship is to be used to assist deserving students as determined by the director of financial aid.

**Thomas J. Brazelton Memorial Geology Award**—This award has been established under the supervision of the 1971-72 Student Government in memory of Thomas J. Brazelton, former geology professor at Thiel College. The recipient is an outstanding environmental science major selected by the Department of Environmental Science.

**The Michael Robert and Laura Belle Bretsnyder Scholarship Fund**—This award, established by Laura Bretsnyder, is designated for a pre-ministerial student selected by the Financial Aid Committee, in consultation with the campus pastor.

**The Arthur James Brosius Scholarship**—This four-year scholarship goes to an entering first-year student graduating in the top 10 percent of his/her high school class who has demonstrated financial need. Preference first will be given to a student from the Beltzhoover area of Pittsburgh, then a Brashear
High School, Pittsburgh, graduate and, finally, a student from any high school in the City of Pittsburgh. Continuation of the scholarship is based upon maintenance of a 3.0 GPA. This scholarship is funded through the Brosius Scholarship Endowment Fund.

The Brosius Scholarship Endowment Fund—Created by Dr. Eva Reid Brosius, a long-time member of the Thiel College Board of Trustees to support students based upon need and academic performance.

E. Frank and Dorothy V. Brosius Scholarship—This four-year scholarship goes to an entering first-year student graduating in the top 10 percent of a class of 200 students or less. Continuation of the scholarship is based upon maintenance of a 3.0 GPA. This scholarship is funded through the Brosius Scholarship Endowment Fund and is established in memory of the parents of Arthur J. Brosius.

Ruth and Sheridan Brown Allied Health Scholarship—This scholarship was established in recognition of Ruth and Sheridan Brown for Lutheran students from the Warren, Pennsylvania, area preparing for careers in the allied health field at Thiel College. Students must be rising juniors or seniors.

Thomas W. Callen Scholarship—This scholarship is designated for worthy students who may be relatives of Mary A. and Thomas W. Callen or who are graduates of Chartiers-Valley High School. Application and selection is through the director of financial aid.

Campbell Memorial Trust Fund—This award is designated for a citizen of the U.S. residing in Butler County and selected by Thiel College on the basis of scholastic ability, general aptitude and financial need.

Carlem Scholarship Endowment—This scholarship is given by Dr. Sonya M. Wilt in honor of her parents, Carl and Emily Mugnani. The recipient of the Carlem Scholarship will be a rising junior student with a major in communication sciences and disorders. The scholarship is merit-based.

Thelma Caruso ’39 and Frank Caruso Scholarship—Awarded each year to an upperclassman majoring in education. Consideration will be given first to secondary education majors. Selection will be made through the chairperson of the Education Department.

Chase Laundry and Dry Cleaning Company Scholarship—This scholarship was established by Mr. J. Darrell Chase to be given to a graduate from the Greenville area schools who has both academic achievement and financial need. Priority is given to applicants who are the legal or adopted children of Chase Laundry and Dry Cleaning Company employees. Application and selection is through the director of financial aid.

The Todd R. & Eleanor F. Christy Golden Rule Award—Given by three Thiel alumni in honor of their parents, this award is made to a rising senior who demonstrates a pattern of giving and sharing of his/her time to help others, especially the impoverished, the alienated, the hungry and the homeless. The student will be able to designate a not-for-profit organization that focuses on the needs of the hungry and homeless to receive an amount equal to the student’s award. Award recipients are chosen on the basis of an application that is made to the President’s Office.

Rev. & Mrs. V. B. Christy Memorial Scholarship—Established by Miss Blanche Christy, member of the Class of 1892, an elementary school teacher, and her sister, Miss Elizabeth Christy, who graduated in 1895, a secondary school teacher, and their brother the Rev. Dr. William Passavant Christy, who received an Honorary Doctorate of Divinity Degree from Thiel in 1901. The scholarship is also a memorial to other Christy family members including Mary Christy, member of the Class of 1904, and Irene Christy, a public health nurse. The scholarship is awarded to junior and senior students based upon financial need.

Class of 1950 Scholarship—In honor of the 50th anniversary of their graduation from Thiel, the Class of 1950 established a scholarship to be given to an outstanding rising senior who has been involved in student activities and has maintained
a minimum 3.0 GPA. Selection is made by the scholarship committee.

Class of 1958 Endowed Scholarship—will provide an annual award to a full-time Thiel College student(s) who fulfill the following requirements: is a high school graduate who has completed one semester at Thiel College with a minimum GPA of a 3.0 on a 4.0 scale, demonstrates financial need and demonstrates qualities of leadership and service. This is a one-year scholarship and is renewable provided the recipient maintains a minimum GPA of 3.0.

The Rev. James F. Cook Memorial Scholarship—This scholarship was established by family and friends of Pastor Cook to celebrate his passion for the value of a higher education. First preference will be given to graduates of Homer City High School, Pennsylvania, who have a demonstrated financial need. Students must maintain a GPA of 2.75 to continue the scholarship.

Louis E. Creighton Scholarship—This financial assistance scholarship is designated for students preparing for the ministry. First preference is given to students from Trinity Lutheran Church, New Brighton. Application and selection is through the director of financial aid.

Glorindo A. DeTullio Scholarship—Established by his family in memory of this Greenville businessman, this scholarship provides support for nontraditional students who are employed full-time in addition to attending Thiel College. Preference will be given to descendants of Gloria DeTullio. Selection is made by the director of financial aid.

Disaster Relief Scholarship Fund—First established in response to the tragic events of September 11, 2001, the focus of this scholarship fund had been expanded so that students who are victims of any disaster—whether spawned by nature or created by mankind—may find additional aid to help in an emergency. The Financial Aid Office will coordinate the distribution of funds.

The Harry Darakos and Audrey McNatt Endowed Scholarship Fund—The Harry Darakos and Audrey McNatt Endowed Scholarship Fund will provide an annual award to a full-time Thiel College student who fulfills the following requirements: this award shall usually be given to a freshman or current student at Thiel College who graduated and resides from Westmoreland County, Pa. In the circumstance such a student is unavailable, a worthy and deserving alternate can be awarded; this award can be renewable each year as long as the student maintains a minimum overall grade point average of 3.0 on a 4.0 scale; the student must demonstrate verifiable financial need.

The Shirley I. Downer Library Collection in the Arts—The income from the endowment will be allocated for the purchase of books and other printed materials in the graphic arts for the Langenheim Memorial Library. This will be done at the discretion of the professors in the Art Department whose primary responsibility is the teaching of the graphic arts, specifically painting, drawing and art history.

The Eleanor D. Eakin Scholarship Fund—Created by Robert L. Eakin in memory of his late wife, Eleanor, this scholarship is to be awarded to a graduate of Greenville, Reynolds, Jamestown or Commodore Perry High Schools or Maplewood High School in Mecca, Ohio. The student must have a GPA of 2.75 or better and demonstrate financial need. Relatives of the Eakin family will be given first consideration. Selection is by the Thiel College Scholarship Committee.

The Eberly Family Scholarship Fund—Established by the trustees of the Eberly Family Charitable Trust, this award is based on superior academic achievement, good moral character and financial need to students from Fayette County, Pennsylvania.

The John T. Egbert Jr. and June Smith Egbert Scholarship—This scholarship is awarded yearly to one or more students who have graduated from Greenville, Reynolds, Jamestown or Commodore Perry High Schools; are in their junior or senior year, maintaining a GPA of 2.5 or better; and majoring in pre-med, nursing or education.
The John T. Egbert Jr. and Phyllis Faries Egbert Scholarship—Awarded yearly to one or more students who have graduated from Greenville, Reynolds, Jamestown or Commodore Perry High Schools; are in their junior or senior year at Thiel College; have maintained a GPA of 2.5 or better; and are majoring or minoring in business administration or economics.

The Heather Ehrman ’99 Memorial Award Fund—Created in loving memory by parents, family and friends shall be presented annually to a member of the Chi Omega Sorority, and shall be based upon financial need. Recipients must be traditional students with sophomore, junior or senior classification, and maintain an overall GPA of at least a 2.0.

Henry G. Evans Scholarship—A scholarship fund established by Dr. & Mrs. Henry G. Evans to aid needy students involved in the Haller Enterprise Institute. Evans was a long-time Thiel trustee and retired president of Sharon Steel.

The Rev. Dr. Luther E. and Ruth (Potts) Fackler Scholarship—Given by two Thiel alumni in appreciation for their education at Thiel, this scholarship is awarded to full-time juniors and seniors preparing for the ministry, with second preference going to those going into education. Students must demonstrate financial need. Selection is made by the director of financial aid.

Virgil, Clara and Paul Fackler and Marian R. Moore Scholarship Fund—This fund was established by Paul S. Fackler in memory of his parents, Virgil and Clara Fackler, and in honor of his friend, Marian Moore, to support students preparing for the Lutheran ministry. Selection is made by the scholarship committee.

Anthony R. Fahl ’50 Scholarship—A Greenville native and Thiel athlete, this alumnus created this scholarship in his will for students involved in intercollegiate competition at Thiel College who cannot afford the entire cost of tuition, room and board, and school supplies. Selection is made by the director of financial aid.

The Fallen Hero Scholarship—The Fallen Hero Scholarship was established in December 2006 from the foresight of state Senator Bob Robbins to “ensure that the children of those brave individuals who gave their lives in the name of freedom will be able to continue their educations and pursue their dreams.” The scholarship will be awarded to the child of a Fallen Hero who meet Thiel College’s admissions requirements and the Fallen Hero Scholarship criteria. Recipients will be selected by the director of financial aid.

Ivan W. Ferguson Thiel Choir Award—This award is given annually to the student manager of the Thiel Choir from an endowed fund.

Charles W. Ferney Scholarship Fund—Charles W. Ferney, a teacher and life-long Lutheran, established this scholarship fund in his estate to benefit deserving students. Recipients will be chosen by the director of financial aid.

Boyce M. Field Memorial Scholarship Fund—This award was established by the estate of Dr. Boyce Field, trustee of Thiel College, for students who show academic promise and validated financial need.

Donald P. Fischer Memorial Drama Award—This annual award is presented in the memory of Donald Fischer, Class of 1965, to an outstanding student in theatre arts. The recipient is chosen by the director of theatre arts, with the selection criteria based upon financial need, scholarship and participation in dramatic productions at Thiel College.

The Ralph ’50 and Lois Reithmiller ’50 Fogal Endowed Scholarship Fund—To encourage and reward academic excellence and encourage students to pursue and receive a bachelor of arts degree from Thiel College, having completed at least one semester at Thiel College with a minimum grade point average of 3.0 on a 4.0 scale and be a leader and demonstrate community service and must demonstrate verifiable financial need. This is a one-year scholarship and is renewable provided the recipient maintains a minimum GPA of 3.0.

The William B. Frank Minority Scholarship in the Physical Sciences—Was established to encourage minority young people to prepare for careers in the physical sciences or engineering.
The four-year scholarship will be awarded to an incoming freshman minority student. The recipient must have a strong foundation in the sciences and/or mathematics, rank in the top 40 percent of their graduating class and have an overall GPA of 3.0 or higher. The scholarship is renewable as long as the student remains a science or mathematics major and maintains a cumulative GPA of 2.5.

Diane (Thigpen) Frederick '81 Memorial Study Abroad Award Fund—This is awarded each year to an advanced language student who is planning to study abroad and shall be based upon financial need. The recipient must be a junior or senior. Selection is through the chairperson of the Language Department.

Dr. Herbert G. Gebert Sr. and Dr. Herbert G. Gebert Jr. ‘49 Academic Scholarship—This scholarship was established by Dr. Herbert G. Gebert Jr. of Greenville in honor of his father. This award is given to the top rising senior of Thiel who graduated from either Greenville, Reynolds, Jamestown, Commodore Perry or Lakeview High Schools and is to apply to tuition and fees for the senior year at Thiel. This award should not be made in addition to the Thiel academic award for the top rising senior.

The B. Baird and Lillian Gibson Memorial Scholarship Fund—This award will be made to a student demonstrating high integrity who values the Greenville area and will work toward this community’s best interest. First preference will be given to a Greenville High School graduate, then to high school graduates of geographical areas in increasing distance from Greenville. Financial need is a criterion.

Graf/Obenauf Scholarship—This scholarship is given to an upperclassman majoring in religion with a cumulative GPA of 3.0. Preference will be given to Lutheran students.

Greenville Savings Bank Scholarship Endowment—This award is given by Greenville Savings Bank to provide scholarship to students from the Greenville area. Recipients are selected by the Thiel Scholarship Committee.

Haller Enterprise Institute Academic Scholarships—Awarded annually by the Thiel College Haller Enterprise Institute. Up to 20 $2,000 scholarships are provided to students who are currently involved in entrepreneurial activity and are committed to future involvement. Applications may be obtained from the director of the Haller Institute and are chosen by the Haller Enterprise Institute advisory board.

Daniel A. Hamo Scholarship—This scholarship was established by the family and friends of Dan Hamo ’86, who died during his sophomore year at Thiel. This scholarship will be awarded to a male student who is a rising junior. The student should be a business administration and/or economics major in good academic standing who demonstrates financial need. Each applicant must have two recommendations from faculty members attesting to the student’s quiet, personal pride in himself as a member of the Thiel College community. Preference will be given to students from Fayette County, as designated by the donors. Recipient will be selected by the College Scholarship Committee.

Knute E. Hamre Leadership Award—Established by a 1958 Thiel alumnus in appreciation for his experience at Thiel and to recognize and encourage student leaders, this award goes to an outstanding junior or senior who has maintained a 3.0 GPA and has demonstrated leadership qualities through involvement in student-led organizations.

Esther Kunkle Harder Scholarship Fund—Established by Dr. Edwin L. Harder in memory of his wife, Esther Kunkle Harder. Mrs. Harder attended Thiel in 1927. Recipients are chosen by the Financial Aid Office.

Nathan Warren Harter and Besse Roseberry Harter Scholarship—This award was established as memorial to Mr. & Mrs. Nathan Harter to encourage Thiel students in the study of mathematics or Latin. As designated by the donors, qualified Lutheran students will be given preference by the Mathematics Department faculty or the Language Department faculty, respectively, who selects the recipient.
Barbara Morgan Harvey and Dr. Joseph Seep Harvey Scholarship—Established by Dr. & Mrs. Joseph Harvey, this scholarship is awarded to students from Venango County, who demonstrate financial need.

Ellwood and Sara Hauser Scholarship—This award was established by a family of Thiel alumni in honor of their parents. This scholarship recognizes a rising junior who plans to enter the ministry or the field of education and who has a 3.0 GPA or better.

William Randolph Hearst Scholarship Endowment Fund—Through support of the Hearst Foundation, a scholarship is awarded each year to students of color who demonstrate financial need, are in good academic standing (minimum 2.0 GPA) and have been recommended by the Departments of Education, Sociology, Criminal Justice Studies and Psychology. Preference will be given to students who intend to permanently reside in the United States after graduation. Final selection is by the director of financial aid.

The Heissenbuttel Award in English Language and Literature in Memory of Ernest, Jean and Robert—The Heissenbuttel Award is presented to a junior English major, with demonstrated superior academic achievement, and who, in the opinion of the English department faculty, holds most promise of success in the field of English language and literature.

The Robert Heissenbuttel Professor of English Endowed Scholarship—This scholarship will provide an annual award to a minimum of two full-time Thiel College student(s) who fulfill the following requirements: is an upper-class student majoring in English, who maintains a 3.0 cumulative GPA, who demonstrates financial need. Distribution of the scholarship will be through the Financial Aid Office of Thiel College. Selection is through the Scholarship Committee at Thiel College. The award may be used for student tuition, fees and room or board as determined by the Financial Aid Office.

Arthur W. Herron Memorial Scholarship—This scholarship was established by Art’s family and friends after this member of the Class of 1972 was killed in a tragic automobile accident. Selection is made by the scholarship committee and is awarded to a male upper-class student with demonstrated financial need and superior academic standing, citizenship and Christian character.

Frank R. Hildebrand Music Scholarship—Established in 1962 by the Frank R. Hildebrand family in his memory, this fund perpetuates his interest in music. The income is awarded each year to help deserving music students, selected by the chairperson of the Music Department and the president of Thiel College.

Nancy Crutchfield Hill Endowed Scholarship—Established by her sons, James, Dr. Robert ’71 and the late Russell ’75, in memory of their mother, whose sacrifices made their education possible, this scholarship recognizes an outstanding rising senior or junior student with a minimum GPA of 3.0 who has financial need. Selection is made by the director of financial aid.

Helen Patterson Hill Memorial Scholarship—Established in her will, this scholarship provides assistance for students who are business or music majors who demonstrate financial need. Selection is made by the director of financial aid.

Ted S. Hoagland ’79 Scholarship—This scholarship is awarded yearly to a junior or senior student with at least two years experience in the Thiel theatre department. The recipient must be full-time, demonstrate ability and diversity in the theater and maintain a cumulative GPA of 3.0 or better. Selection will be made by the director of the Thiel Theatre Department in conjunction with the financial aid director.

Dr. Edwin Hodge Jr. H’51 Endowed Scholarship—Dr. Hodge served as chairman of the Thiel Board of Trustees for 17 years, the longest tenure in Thiel’s history. He received an honorary degree in 1951 and Hodge Hall is named in his honor. Established by the Emma Clyde Hodge Charitable Fund, this scholarship recognizes his exemplary service to Thiel and is awarded to full-time students with financial need who exemplify...
his attributes of honor and integrity, leadership and scholarship. The scholarship can be renewed. Selection is made by the director of financial aid.

**H.H.S.D.R. Architects/Engineers Scholarship**—This scholarship is for a deserving art student. Selection is made by the art department faculty.

**Michael Andrew Holland ’75 Memorial Scholarship**—This scholarship was established by the family and friends of this 1975 Thiel graduate to honor his memory and to recognize and encourage excellence in the field of accounting. The faculty of the Arthur McGonigal Department of Business Administration and Accounting shall select the recipient each year from among accounting majors who have completed the sophomore year and who have maintained a minimum 3.0 GPA in courses required by the major.

**The Leland E. Householder ’33 Scholarship Fund**—Created by Leland Householder and his daughter, Patricia J. Clark, this fund will be used for the support of a student majoring in mathematics. The recipient must be a junior or senior maintaining an overall GPA of at least 2.5, be a U.S. citizen and demonstrate financial need.

**Huether Foundation Endowment for Business**—Established by a 1974 alumnus to encourage and recognize excellence of students preparing for careers in the business world, this scholarship may be awarded to students who have declared a major in a business-related program, who have a well-rounded academic and co-curricular preparation with strong letters of recommendation from their high school. To continue the scholarship, students must have a minimum 3.0 GPA or the recommendation of the business faculty. Priority will be given to students from the greater Baltimore, Maryland, area. Selection is made by the director of financial aid in consultation with the faculty of the Arthur McGonigal Department of Business Administration and Accounting.

**Dr. Ella Grace Hunton Awards**—Two awards are given annually to students who have completed the second year of study in French and Spanish as selected by the French and Spanish faculty.

**E. Jackson Family Scholarship Fund**—This scholarship, established by Eleanor Jackson, is intended to assist graduates of Greenville, Reynolds or Jamestown High Schools. The student must demonstrate financial need and will be selected by the Thiel College Scholarship Committee.

**Marlowe W. Johnson Endowment Fund for Choral Music**—Established in recognition of the value of educational opportunities in a liberal arts environment, and in appreciation of the quality of the academic program provided by Thiel College, this fund is awarded yearly to an upper-class student with at least one year prior experience in the Thiel Choir. An overall GPA of 2.75 or better is required to receive the award.

**Dr. Roy H. Johnson Memorial Award**—This scholarship, given in memory of Dr. Roy H. Johnson, chairman of the History Department at Thiel College, who played an integral part in developing the Political Science Department, was established by his children, both Thiel graduates, Norman C. Johnson, Class of 1952, and Susan Johnson Tischler, Class of 1955. The recipient should be a rising Thiel junior or senior who has demonstrated excellence in the field of history or political science. Financial need is not a criterion.

**The Dr. Roy H. Johnson Political Science Awards Fund**—Provides awards in memory of Dr. Roy H. Johnson, former chairman of the History Department and the “Founding Father” of the Political Science Department at Thiel College. These awards will be presented to political science majors, with financial need not being a criterion. Two awards will be given annually: The Dr. Roy H. Johnson American Government Award will be presented to a rising junior who has exhibited outstanding work in the study of American government and politics; The Dr. Roy H. Johnson Political Science Award will be presented to a rising senior who has demonstrated outstanding work in the field of political science. Selection shall be through the Political Science Department.
The Eleanor D. Kilner TWC Senior Scholarship—Established by the Thiel Women’s Club, this scholarship is awarded to a student in her senior year who has demonstrated academic excellence and a commitment to community service. She must also demonstrate financial need.

Kenneth J. Kilner Scholarship—This fund was established by Kenneth J. Kilner, Greenville native and Thiel graduate, to assist students desiring to further their education at Thiel College but need financial assistance to do so. First preference will be given to students from Greenville High School, and selection will be made by the Thiel College Scholarship Committee.

Paul E. Kilner ’35 and Eleanor (Demi) ’36 Kilner Scholarship—Paul Kilner ’35 was a student-athlete while at Thiel and, after his graduation, became a football and basketball official on the high school and college levels for almost 25 years. He passed away in 1963. Eleanor (Demi) Kilner ’36 served as director of alumni affairs from 1964 to 1982. This award shall be presented annually to a rising sophomore male student with an overall GPA of at least 2.5 at the end of the freshman year. The recipient must be a U.S. citizen and of outstanding character.

The John Kuder Memorial Endowed Scholarship Fund – The award is for a full-time current or incoming freshman student from Greenville, Reynolds, Jamestown or Commodore Perry school districts. The award can be renewable each year by maintaining a minimum GPA of 2.75 on a 4.0 scale and student is enrolled in at least 12 credit hours of coursework in any major. Must demonstrate verifiable financial need.

Luther J. Kuder Scholarship—Established in memory of Luther J. Kuder, former Thiel Trustee and friend of the College, this scholarship is awarded to a graduate of Greenville or Reynolds High School with priority given to those with special needs.

Lend-A-Hand Scholarship—Lend-A-Hand Scholarship was established in 1986. It is designed to help students with financial need. The recipient must be a rising junior or senior with an accounting or business administration major with a cumulative GPA of 2.75.

Custer B. and Gladys B. Long Scholarship—Established in memory of these friends of Thiel College, this scholarship is awarded to Clarion County students who are attending Thiel. Selection is made by the director of financial aid.

Joseph C. Long Scholarship Endowment Fund—Established in the will of this 1950 graduate, this fund provides financial aid for deserving and needy students as determined by the director of financial aid.

Emil A. Lucas Chemistry Scholarship—Established by a trustee of the College, Dr. Emil Lucas, to encourage academic excellence in chemistry, this annual award is given to a rising senior chemistry major. The recipient is selected by the Chemistry Department faculty.

Richard Luchette Memorial Scholarship—This scholarship was established in memory of Richard Luchette for a rising senior student involved in intercollegiate competition who has achieved an overall GPA of 2.7 or better, who has demonstrated financial need and who is of outstanding character. Selection is based on the recommendation of the adviser to the activity.

Jackson D. and Florence A. Magenau Endowed Scholarship—Established by Mrs. Magenau in her will, this scholarship honors Dr. Magenau H’55, an attorney and Thiel trustee, and his wife. The endowment will provide assistance for students who have been graduated from an Erie County, Pennsylvania, high school who have demonstrated academic excellence by achieving and maintaining a minimum GPA of 3.0 while at Thiel. Determination of the recipient will be made by the director of financial aid in consultation with the academic dean.

Louise Beil Maglisceau ’29 Endowed Scholarship—As a memorial to the life of their mother and devoted Thiel alumna, Louise Beil Maglisceau, Class of 1929, James A. Maglisceau, his two brothers and all three families established this scholarship to honor her love of teaching English.
Upper-class students from Pennsylvania, New York or Ohio who have earned a minimum 3.0 GPA and have declared a major in English or are pursuing a career in teaching regardless of major are eligible. The recipient is chosen by the scholarship committee.

**Luther Malmberg Scholarship Fund**—Created by the family of Luther Malmberg, this scholarship is to be awarded to an upper class student majoring in political science, history or international studies. Preference will be given to students in international relationships. The recipient must maintain a GPA of at least 3.0. Selection is by the director of financial aid in consultation with appropriate departments.

**Carrie & Grace Marshall Scholarship**—Established by Carrie and Grace Marshall for deserving students, selection for this scholarship is based on validated financial need and academic achievement. First preference should be given to any student applying from Trinity Lutheran Church, North Buena Vista, Pittsburgh.

**The Rev. Dr. Kenneth R. May Scholarship Fund**—Created by his wife, Mary May, in honor of the former Bishop of Western Pennsylvania-West Virginia Synod of the Lutheran Church in America to support students majoring in religion, business administration or economics, and who hold a minimum 2.75 high school GPA.

**R. C. McCrumb Scholarship**—This scholarship was established by R. C. McCrumb for graduates of the Jamestown (Pa.) Area High School. This endowed fund makes possible awards to eligible students attending Thiel College. Selection is coordinated by the Thiel College director of financial aid. Applications are available through the director of financial aid.

**Elizabeth McElhaney Scholarship**—This scholarship was established by Ruth Nolan to assist female students majoring in math, computer science or any other science. GPA should be 3.0 or better. The recipient will be selected by the College Scholarship Committee.

**Timothy Frank McElree Memorial Scholarship**—This scholarship was established in memory of Timothy F. McElree by his family and Dr. Florence West. Application and selection through the Financial Aid Office.

**The Robert J. McKinley Memorial Scholarship**—This scholarship was established by Mary Lou (Harpster) McKinley ’56 in loving memory and honor of her husband, Robert J. McKinley ’54. It is awarded annually to an accounting major in good academic standing. Recipients are selected by the Financial Aid Office.

**Elmer Mears Scholarship**—This scholarship was established by John Fremont Cox in memory of his grandson, Elmer E. Mears Jr. The recipient must be a rising senior involved in intercollegiate competition, maintaining a minimum 3.0 GPA, showing validated financial need and majoring in sociology. Recommendation is made by the adviser to the activity with selection by the director of financial aid.

**Mercer County Endowed Award**—Established by an anonymous donor, this endowment was created to aid students from Mercer County who demonstrate financial need. Application and selection is through the Thiel College Financial Aid Office.

**The Edward A. and Marie C. Mertz Scholarship**—To qualify for this award a student must maintain a cumulative GPA of 2.5 or better at Thiel College or have maintained a 2.5 or better GPA while in high school.

**The Evan Mihailovich Memorial Scholarship**—Given through the estate of Kay Newingham in memory of Evan Mihailovich to be used for scholarships to worthy and deserving students.

**Eugene W. ’22 and Agnes Grove ’22 Miller Travel Abroad Scholarship**—In memory of two alumni who returned to their alma mater as professors and their dedication to the study of foreign languages and cultures, a scholarship has been established in their names to assist deserving students in the study of foreign language. To qualify, a student must be in his or her junior or senior year and have enrolled for study abroad...
during the fall or spring semesters of the academic year. First consideration will be given to students studying in France or Germany, then to those in Italy or Greece, then to any other area outside the United States. Selection will be based on financial need and academic promise as determined by the Language Department.

**The Howard and Nell E. Miller Award**—Established through the estate of Howard and Nell E. Miller, this fund is to assist young people from western Pennsylvania in meeting post-secondary educational expenses. Selection is based on academic performance and validated financial need.

**Jim Miller Scholarship**—This scholarship, established by Jim Miller, is awarded to a student majoring in earth science, with demonstrated financial need. The recipient is selected by the Geology/Environmental Science Department and is approved by the director of financial aid.

**Mister Rogers Scholarship**—This scholarship was established by the McFeely Rogers Foundation. The recipient must be a resident of Westmoreland County, Pennsylvania majoring in communication, psychology, religion or minoringing in music. Financial need and academic proficiency will be of primary consideration for selection by a Thiel Scholarship Committee.

**Daisy T. Morrison Journalism Award**—This award is presented to a student recommended by the Media Board in recognition of interest in and contributions to Thiel College students through the campus newspaper, radio station or yearbook.

**J. Scott Morrison Endowment for Science and Religion**—Recognizing the importance of an understanding and appreciation of the religious and social aspects of the student of science and the need for scientists to have a grounding in religion and values, Morrison established this scholarship for a junior biology, chemistry, computer science, mathematics and/or physics major with a 3.0 GPA who is chosen by the Thiel faculty who serve as Global Institute Partners.

**Mortensen Family Scholarship**—Norman P. Mortensen H’81 established this scholarship fund in 1980 for the benefit of children of employees of First National Bank of Pennsylvania and its corporate affiliates who live in Mercer County, Pennsylvania, with second and third priority given to graduates of Greenville High School and a Mercer County high school, respectively. The director of financial aid, in consultation with a representative of First National Bank of Pennsylvania, shall determine the recipient of this four-year scholarship based upon academic achievement and financial need.

**Mouganis Scholarship** — This scholarship was established by John Mouganis to be given to a graduate of North Allegheny High School, Pittsburgh, Shaler High School, Glenshaw, and Farrell High School, Farrell, PA. Selection is coordinated by the financial aid director and the donor.

**Sebastian Mueller Honor Scholarship**—Funds were appropriated to establish a scholarship in honor of the founder of Eden Hall Farms, Sebastian Mueller. This annual scholarship is given to women in the Thiel Honors Program and/or demonstrating academic excellence. The award is based on ability and need.

**The Robert K. and Ruth E. Nace Scholarship**—This scholarship was established by the congregation of Zion’s Reformed United Church of Christ, Greenville in order to assist upper-class students showing academic promise and need. The student must either be a member of the Zion’s Reformed United Church of Christ in Greenville, have a parent who is a member or be a graduate of Commodore Perry, Greenville, Jamestown or Reynolds High Schools.

**Dr. Ned J. Nakles Scholarship**—Given in memory of her husband, a trustee of Thiel College and an honorary degree recipient, by Barbara Nakles, also a member of the Board of Trustees, this scholarship recognizes a full-time student who has a minimum 3.0 GPA and has demonstrated participation in community service. First consideration will be given to members of Trinity Evangelical Lutheran Church, Latrobe, Pa. Selection will be made by the director of financial aid.
Linda Nordman Sigma Kappa Scholarship—
Established by the National Council of Sigma Kappa, the recipient is chosen on the basis of academic performance, attitude toward education in general and plans for the future. Selection is made by the director of financial aid.

Margaret S. Olson Endowed Scholarship—
This scholarship was established by her husband, Dr. Robert C. Olson ’60, and son, Erik, to recognize Margaret Olson’s dedication to students as the manager of the Thiel Bookstore from 1988 to 2001. During that time, Mrs. Olson often personally paid for books to students who could not afford them so that they would have the resources necessary to succeed in the classroom. The financial aid office will determine which students qualify for this award based upon financial need. First preference will be given to students with a minimum GPA of 3.0.

Lawrence Phillips Community Service Award—Established by Leo Phillips ’85 in memory of his brother, this award continues Lawrence Phillips’s legacy of community service by encouraging and recognizing full-time upper-class Thiel students who have demonstrated leadership in campus activities and community service. The director of financial aid, in consultation with the Office of Student Affairs, determines the recipients of this award.

Powers Higher Educational Trust—This fund was established by the will of Alice R. Powers to support institutions of higher education near the Youngstown, Ohio area and to encourage students from the Mahoning and Trumbull County areas to take advantage of the educational opportunities offered. Recipients must be from the Mahoning or Trumbull County areas and be in the upper half of their class. Financial need is a criterion and selection is made through the financial aid office.

Edmund G. and Viola M. Price Scholarship—Any descendant of Edmund G. and Viola M. Price who attends Thiel College automatically receives this scholarship. In the event there is no direct descendant, either daughter or grandchildren have the right to designate the recipient.

Rev. E. Stewart Proper and William Stewart Proper Memorial Scholarship Fund—This was originally established as a memorial to William Stewart Proper by his parents, the Rev. and Mrs. E. Stewart Proper, after his untimely death in 1956. The fund was given in recognition of the value of educational opportunities in a liberal arts environment and in appreciation of the quality academic program available at Thiel College. Following the death of Pastor Proper in 1992, his widow, Glenna C. Proper, established another scholarship in her husband’s memory. Pastor Proper was a 1924 graduate of Thiel College who served numerous Lutheran parishes in the ELCA, and at the time of his death was Pastor Emeritus of the Mt. Zion Evangelical Lutheran Church in Donegal, Pennsylvania. In order to offer larger awards to qualifying students, Mrs. Proper later suggested the two scholarship funds be merged. The recipient must hold and maintain an overall GPA of 2.75 or higher. First consideration will be given to students preparing for the ministry. Recipients are selected by the Financial Aid Office.

Paul H. Ralston Chemistry Award Fund—This merit award shall be presented to a student in the field of chemistry who is a sophomore, junior or senior with at least a 3.0 GPA. The Chemistry Department shall select the recipient of the award.

RALSTON MEMORIAL SCHOLARSHIP FOR EDUCATION—
This award was established in memory of Mary Steck Ralston ’39 and Pauline L. Ralston ’39, for an upper-class student with need, planning to teach or enter library work and who is maintaining a 3.0 GPA. Selection is coordinated by the Education Department and the Financial Aid Office.

The J. Fred Reinhardt Scholarships—Recognizing the need for outstanding teachers, J. Fred Reinhardt, former president and chairman of the board of Second Federal Savings and Loan Association of Pittsburgh, has established a fund for scholarships for students who have completed at least one year of college and are planning to enter the teaching profession. Nominations will be made by the faculty of the education department with final selection to be made by the College Scholarship Committee.
Kenneth and Thelma Reitz Memorial Scholarship—Thelma M. Reitz established this fund in memory of her and her husband in her will to benefit students in need of financial assistance. Selection is made by the director of financial aid.

Tod and Winifred Rissell Scholarship—This scholarship was established by Paul Rissell ’27 and Jane Stanford Rissell ’30 in memory of his parents, C.D. “Tod” and Winifred Roth Rissell, whose families have been a part of Greenville and Thiel College since its founding in 1866. Tod was a Thiel graduate in 1900 and is considered to be the “father of Thiel athletics”; Winifred, who also attended Thiel, was the niece of Thiel’s first and fourth presidents. Recipients of the scholarship must have attained a minimum of 3.0 GPA and have been graduated from a Mercer County, Pennsylvania high school. Selection is made by the director of financial aid.

Charles E. Rogers ’36 and Ruth G. Rogers Education Scholarship—Given through the estate of this Thiel alumnus and his wife, this scholarship fund recognizes students who maintain a GPA of 2.5, have demonstrated financial need and are legal residents of Pennsylvania or Ohio. First preference will be given to students preparing for a career in education. Second preference is given to a chemistry major. Selection is made by the director of financial aid.

Edward K. Rogers and Jane Holden Rogers Scholarship—Established in honor of Edward K. and Jane Holden Rogers, this scholarship is to be awarded annually to students enrolled in their senior or junior year, who are preparing for the Lutheran ministry or majoring in art. First preference will be given to seniors and pre-ministerial students. Recipients must demonstrate financial need and maintain a GPA of 3.0 or better.

The Rev. Dr. Elmer and Dorothy Cooke Ortner Memorial Scholarship—Honoring these two alumni from the classes of 1923 and 1924, this scholarship was established to help a needy and worthy student with preference for those preparing for the ordained ministry in the Lutheran church.

Elijah G. Paraskos ’99 History Scholarship—Established by his mother, LaVerne M. Paraskos, in memory of her beloved son, this scholarship is awarded to a full- or part-time student carrying a GPA of 2.0, demonstrating financial need and meeting established criteria. To qualify, a student must be “non-traditional” (typically older than students of traditional college age). Recipients must have a junior class status who have declared a major in the study of history; first preference will go to those intending to teach.

Kathryn E. Pearce Scholarship—This scholarship was established by Kathryn E. Pearce ’32 in memory of her parents, Alfred and Tillie Dean Pearce, and in gratitude for their support for her education at Thiel and to assist students pursuing careers in education, with first preference going to students from Transfer, Pennsylvania.

Dr. and Mrs. Arthur W. Phillips Scholarship Fund—To provide scholarships to students majoring in biology or chemistry or pursuing careers in health-related fields, the Dr. and Mrs. Arthur William Phillips Charitable Trust created this fund. Awards are made first to those students from Venango County, then Clarion, Mercer and Lawrence counties. Recipients are selected by the Thiel Scholarship Committee.

The Marietta Gertrude Roth 1903 Scholarship Fund—This scholarship was established by Dr. William L. “Pat” Lowther ’33 and his wife, Vivian Loncoske Lowther ’35, in appreciation and grateful memory of Marietta Roth, the adopted daughter of Thiel’s first president, the Rev. Dr. H. W. Roth. The recipient must be a male student who is active in co-curricular activities. Selection is made by the director of financial aid.

The Rudisill Presidential Scholarship—This endowed scholarship is established in memory of Dr. Earl S. Rudisill, Thiel’s 10th president, by Florence A. Rubner, Martha (Rubner) Rudisill ’37 and Fred L. Rudisill ’39, and Randolph E. Rudisill ’67 and Mrs. Sally Rudisill. Selection is based on academic performance and validated financial need.
Sawvel Memorial Presidential Award—This award is a memorial to Dr. Franklin Sawvel, scholar and former Thiel president. Thiel students who are descendants or the nieces and nephews of the Sawvel family are given first priority in the awarding of these funds. Additional awards may be made to other worthy and deserving Thiel students as determined by the Financial Aid Office.

T. C. Scheifele Scholarship—As a tribute to Professor Scheifele and to aid future students in securing an education, the Sociology Department created this memorial scholarship in his name. The recipient is chosen annually by the Sociology Department.

The Charles and Louisa Hirtzel Schimmelfeng Scholarship—The Charles and Louisa Hirtzel Schimmelfeng Scholarship was established by Marion Frances Schimmelfeng to honor the memory of her parents, Charles and Louisa Hirtzel. The scholarship will be awarded yearly to those students who without regard merely for scholastic attainment give promise for adequate success in life. One-half of available funds are to be given to students from Warren County, Pennsylvania. Recipients are chosen by the Financial Aid Office.

Rev. Herman J. Schmid Memorial Scholarship—This scholarship was established by the Hodge and Schmid families in memory of Pastor Herman J. Schmid ’21. It is used to aid Lutheran students from the northwest Pennsylvania and northeast Ohio areas while attending Thiel College.

The Charles ’57 and Edna Semroc Scholarship Fund—The Charles ’57 and Edna Semroc Scholarship Fund was established in 2006 by Edna W. Semroc to honor the life of her husband, Charles Semroc. This endowment will be awarded to chemistry majors who have completed the first two years of the major and are recognized by the chemistry faculty as outstanding students. Students are required to have a 3.0 cumulative GPA and show financial need. Recipients will be chosen by the department chair in chemistry and the Financial Aid Office.

Seibert Memorial Scholarship Fund—This award is given to the rising senior with the highest GPA in the Delta Sigma Phi Fraternity and the Zeta Tau Alpha Sorority.

The Dr. James H. Shaffer Psychology Endowed Scholarship Fund—This award shall be given to a rising sophomore majoring in psychology. This award can be renewable each year, by maintaining a minimum overall grade point average of 3.25 on a 4.0 scale in at least 12 hours of coursework in psychology. Must demonstrate verifiable financial need.

W. Craig Shriver III Memorial Scholarship—This scholarship was established by Shriver’s family and friends after this member of the Class of 1972 was killed in a tragic automobile accident. Selection is made by the Scholarship Committee and is awarded to a male upper-class student who has a minimum GPA of 3.0, demonstrates financial need and has superior citizenship and Christian character.

James V. Siciliano Scholarship Fund—This award is given by Mr. and Mrs. Anthony N. Siciliano in memory of their son, James. Recipients must be the children of law enforcement officers and reside in western Pennsylvania. First preference is given to students from Allegheny County, then to Mercer, Lawrence, Butler, Washington and Westmoreland counties.

The George and Magdalene Skegas Scholarship for Mathematics—This $1,000 scholarship was established by Karolyn Skegas Krial ’43 in memory of her parents. George and Magdalene Skegas immigrated from the Island Icaria, Greece, and settled in New Kensington, Pennsylvania. They had seven children—two sons and five daughters. Four of their daughters attended Thiel College. This scholarship is to be awarded annually to Thiel students majoring in mathematics, with preference given to students of Greek ancestry. This scholarship is renewable if a GPA of 3.25 or better is maintained by the recipient. Application is through the director of financial aid.
The Slaney Family Scholarship—Created through the estate of Robert L. Slaney Sr. and his son, Robert L. Slaney Jr. ’65, in gratitude for the college education received by Robert Jr. The scholarship is awarded to a junior or senior who graduated from the following Pennsylvania high schools in order of priority: Mars High School, Seneca Valley High School or North Allegheny High School. Recipients may be male or female, must have maintained a 3.0 GPA or better and require financial aid. Application and selection is through the Financial Aid Office.

The Rev. and Mrs. Everett R. Smail Pre-Seminary Scholarship Fund—This fund was established by the Rev. and Mrs. Everett R. Smail in gratitude for the life-long benefits derived from Everett’s Thiel College education and in recognition of the need for theologically trained pastors and other church professionals in the Evangelical Lutheran Church in America. This scholarship award is to be presented annually each spring to a student who is a member of the Evangelical Lutheran Church in America, and whose intent is to become ordained in the ministry, or certain church related vocations. The recipient must hold and maintain an overall GPA of at least 2.5 or higher. Application is through the Financial Aid Office and subject to the determination by the dean of students.

Arthur E. Smith Scholarship Fund—Created by Dr. Robert D. Burns, Thiel alumnus, in memory of his grandfather, Arthur E. Smith, this scholarship is awarded to students from Ohio attending Thiel College with a cumulative GPA of 3.0 or better. First consideration will be given to students majoring in science. Recipients will be selected by the Thiel College Scholarship Committee.

Grant L. ’39 and Katherine (Smith) Snair ’38 Scholarship—Established by a couple who met while students at Thiel, this scholarship is to be given to deserving students attending Thiel College. Selection is made by the director of financial aid.

Bill Snyder ’38 Scholarship Fund—“Bill” Snyder played basketball during his years at Thiel and was an avid tennis player. Upon retiring from the offices of the Bessemer and Lake Erie Railroad in 1976, he became manager of the Thiel Athletics Equipment Department, a position he held until his death on the Thiel tennis court in 1991. Established by family and friends of Bill, in memory of his dedication to Thiel College, this scholarship will be awarded annually to a rising sophomore, junior or senior student who has maintained an overall GPA of at least 2.75. The recipient must demonstrate financial need and be of outstanding character. Selection is through the Financial Aid Office.

Jack R. and Betty J. Speicher Scholarship—Given by a 1974 alumnus and his wife in memory of his parents, this scholarship recognizes Thiel students who are graduates of high schools in Cambria, Somerset or Westmoreland counties in Pennsylvania and represented Thiel College in intercollegiate activities for two years. Selection is made by the director of financial aid.

The Betty Harter Spence ’37 Endowed Scholarship Fund—The scholarship is to encourage students to pursue a career in Lutheran ministry while rewarding academic excellence. A full-time Lutheran student that has the intention to attend an ELCA Lutheran seminary or its successor. The Financial Aid Office shall determine the financial need of the student, in consultation with the campus pastor and the Religion Department adviser. The award can be used for student tuition, fees and room and board, as determined by the Financial Aid Office. Renewal of the award is automatic, provided the recipient continues to maintain a 3.0 GPA. A major in parish education or religion is preferred but not required. The recipient must be recommended by the campus pastor and faculty and should be active in campus ministry.

Dr. Georgianne Stary Award—The Department of Psychology has established this award to be given to a junior psychology major for use during the senior year for research activities, independent study or travel.
Ruth Staudenmayer, R.N. Memorial Scholarship—The recipient of this award must be a full-time student at Thiel College in the Chemistry Department, and will be awarded not to those with the highest grades, but to those of average grades who are truly intent on becoming a chemist.

The Stauffer Family Scholarship Fund—This award was established for graduates of Reynolds Area High School by Greenville resident, Ruth Stauffer Brink (Transfer High School, Class of 1929) in honor of her brothers and sisters, all graduates of Transfer High School. It is presented annually to a full-time student who is a graduate of Reynolds Area High School, based on financial need. The recipient must hold and maintain an overall GPA of at least 3.0 or higher in his/her major and must be a legal resident of Pennsylvania.

A. J. Sundecker Memorial Scholarship—This scholarship is given to a pre-ministerial student with demonstrated financial need. Preference is given to students from Bethlehem Parish, First Lutheran Church of Washington. Application and selection is through the director of financial aid.

Gilbert & Dorothy J. Taylor Scholarship—Created by Dr. Sarah J. Taylor-Rogers in memory of her parents, this scholarship is awarded each year to a full-time student maintaining a minimum of a 3.0 GPA and demonstrating financial need. First preference will be given to students majoring in political science, second consideration given to students majoring in history. Selection is through the Financial Aid Office in conjunction with the appropriate department.

Templeton Scholarship at Thiel College—This scholarship, given by Mary Templeton Barrett ’13, Florence Templeton Duff ’15, Sue Templeton Rowley ’20 and Ruth Templeton ’20, is given in memory of Dr. and Mrs. Edwin Starr Templeton Class of 1875. This scholarship should be awarded to a student who has a proven record of scholarship and is noteworthy for dedication to human services.

The Learning Commons Award for Student Success—The Learning Commons Award for Student Success is funded through gifts from the staff, friends and former students of TLC to recognize and encourage excellence in students who are part of TLC. A junior who has maintained a minimum 3.0 GPA and has been involved in campus activities will be chosen by TLC staff to receive this award.

Thiel College Service Award—An award is given to a full-time student, who, in the opinion of a College committee, has contributed the most significant service to Thiel College and his/her fellow students during the past year.

Beverly Birkenmeier Thomas Memorial Scholarship—This scholarship was established in memory of Beverly Birkenmeier Thomas, a 1969 graduate of Thiel, for a deserving student in elementary education who demonstrates financial need. Selection is made by the Education Department.

J. Lynn Trimble Scholarship—Given in memory of a beloved coach by her family and many friends, this scholarship recognizes a female student who best represents the legacy of Coach Lynn Trimble’s commitment to academics and intercollegiate competition. The recipient must be a female student with a minimum 3.0 GPA who has participated in intercollegiate competition and has the recommendation of her activity adviser. Selection is made by the director of financial aid.

TWC Amelia Earhart Scholarship—This scholarship is awarded to women in their sophomore, junior or senior year with a GPA of 3.0 or higher majoring in mathematics or the sciences. This scholarship is funded through the Thiel Women’s Club Endowment Fund.

The TWC Award of Excellence—This award is given to the student with the highest level of accomplishment from the field of applicants. She must be a rising sophomore, junior or senior and have a minimum of 3.0 GPA, demonstrate leadership ability and participate in extracurricular activities. This scholarship is funded through the Thiel Women’s Club Endowment Fund.

TWC Greenville Scholarship—Supported by the Thiel Women’s Club endowment funds, this scholarship is given to a qualified rising sophomore,
junior or senior student. The applicant must have a minimum of 3.0 GPA, demonstrate leadership and participate in extracurricular activities. She must be a resident of Greenville, Pennsylvania.

**The Yvonne Kay VanAken Scholarship**—Established by the 19th President of Thiel College, Troy VanAken, and his wife, Annette VanAken, in memory of his mother. This scholarship shall be awarded annually to a full-time Thiel College student who is active on campus and engaged in the life of the college. The scholarship is renewable annually as long as the student maintains a 2.5 GPA.

**The Ethel Smith Vierheller Award Fund**—Established by Albert F. Vierheller in memory of his wife, the former Ethel M. Smith, a 1918 graduate of Thiel College. This scholarship shall be awarded to a rising junior or senior who has shown unusual interest and ability in the allied health disciplines. In addition to majoring in one of the allied health disciplines, the recipient will be chosen on the basis of above average academic standing, active participation in student affairs, good character and great potential in contributing to our society. Recipient shall be selected by the director of financial aid.

**Robert R. and Nancy Orczeck Weisner ’56 Scholarship**—Established by Robert R. and Nancy Orczeck Weisner, this fund will be used to assist students who have either been graduated from the following Westmoreland County (Pa.) high schools: Greensburg-Salem, Hempfield Area, Greater Latrobe, Laurel Valley or Ligonier Valley or is a confirmed, commuting member of St. Paul’s Seantor Evangelical Lutheran Church in New Stanton, Pennsylvania, who has been graduated from any public high school. Recipient must carry a minimum of a 3.0 GPA. Financial need is not a criterion. Selection will be through the financial aid office.

**Dr. Florence M. West Scholarship**—This scholarship has been established by Dr. Florence West, a Thiel trustee and community resident, for a rising sophomore, junior or senior who is planning to enter a professional field upon graduation. Need and scholarship are criteria for selection through the Thiel Scholarship Committee.

**Florence West Sigma Kappa Scholarship**—Established by Dr. Florence M. West, a trustee and long-time friend and supporter of Thiel College, this scholarship is given annually to a female student with validation of financial need and high academic performance. First preference is given to a member of the Velesky family who is attending Thiel. If there is no such member, it will be awarded to a Sigma Kappa.

**Dorothy E. Whitehill Endowment Fund**—A dedicated Lutheran, Whitehill created this scholarship to help a worthy junior or senior student, with preference given to students preparing for a career in education. Selection is made by the director of financial aid.

**John Linn Wiley and Margaret Witmer Wiley Scholarship**—This scholarship was established by Mrs. Myrta Wiley Price in honor of her parents, John Linn Wiley and Margaret Witmer Wiley. First preference is given to nontraditional students from Greenville, and second to students from Mercer County.

**Dr. Sonya M. Wilt Endowed Scholarship**—Established to continue the legacy of Dr. Wilt’s dedication and commitment to Thiel College and her students, this scholarship will provide assistance to deserving students majoring in communication sciences and disorders. The recipient must be a rising senior and will be selected on outstanding academic performance and conscientious commitment to campus and/or community service.

**Irene Wintersteen Memorial Science Scholarship**—This scholarship, established by L. Elizabeth Wintersteen, a Thiel alumna, is awarded to a rising junior or senior woman science major. The recipient is designated by the science caucus.

**The Wise Family Endowed Scholarship Fund**—An annual award will be given to a full-time junior or senior Thiel College student with a declared accounting or business administration
major with a minimum overall grade point average of a 3.0 on a 4.0 scale, or with a major grade point average of 3.0 in at least 12 hours of coursework in the major. This award is renewable for a student’s senior year if the above requirements continue to be met. Must demonstrate verifiable financial need.

Rev. Robert E. Wolff Scholarship Fund—This was established by Rev. Robert E. Wolff designated to assist students preparing for the ministry in the Evangelical Lutheran Church in America. The Thiel College Scholarship Committee will select a recipient with preference going to students from St. Mark’s Lutheran Church, First Lutheran Church, First English Lutheran Church and those students from Armstrong and Butler counties.

The Rev. Harry B. Wood Jr. ’47 and Margaret Kohler Wood ’46 Endowed Scholarship Fund—will provide an annual award to a current full-time Thiel College pre-ministerial student who fulfills in preparation for the Gospel Ministry, and maintains a minimum overall GPA of a 3.0 on a 4.0 scale. This award can be renewable each year as long as the requirements are met each year. The candidate must demonstrate verifiable financial need.

Lucille Harman Woods Memorial Endowment for International Students—Given in memory of Lucille Harman Woods by her husband, Rev. Dr. John O. Woods, this scholarship is to aid international students in their expenses at Thiel College.

The Nelson P. Yeardley Mathematics Scholarship—In recognition of Dr. Nelson P. Yeardley’s professional contribution to Thiel College in the field of mathematics, this award is given annually to a full or part-time student majoring in mathematics with at least a junior academic classification. The recipient must maintain an overall GPA of at least 3.25. Selection is through the Financial Aid Office.

John S. Yocca Memorial Scholarship for Political Science—This award, established by family and friends of John S. Yocca, is given to the upper-class student majoring in political science who most clearly demonstrates the outstanding characteristics which were evident in John’s life: superior academic standing, citizenship, dedicated service to Thiel College and Christian character.

The Dr. William F. and Mrs. Meta S. Zimmerman Scholarship Fund—This scholarship was created by Dr. and Mrs. Zimmerman to support an outstanding student who maintains a 3.5 GPA. Dr. Zimmerman was Thiel College’s 11th college president, serving from 1942 to 1951.

Lutheran Church Scholarships

Congregations from synods of the Evangelical Lutheran Church in America have established the following scholarship funds which have been designated to go first to students from that congregation attending Thiel College.

• Luther Memorial Lutheran Church, Erie
  Lester and Elma Nystrom Scholarship Fund
• Christ Lutheran Church, Baden and New Hope
  Evangelical Lutheran Church, Freedom
  Kroen Scholarship Fund
• Christ Lutheran Church, Murrysville
  Christ Lutheran Church Scholarship Fund
• Christ Lutheran Church, Sharon
  Rev. Milo W. Gerberding Scholarship Fund
  Rev. Adam E. Simon Memorial Scholarship
• Edgewood Lutheran Church, Triadelphia, WV
  Marie E. Hartman Scholarship Fund
• Emanuel Lutheran Church, Titusville
  Emanuel Lutheran Church Scholarship Fund
• First Evangelical Lutheran Church, Greensburg
  Rev. Dr. E. Allen Scholarship Fund
  First Evangelical Lutheran Church Scholarship Fund
  Rev. Dr. William F. Pfeifer Scholarship
• First Lutheran Church, Pittsburgh
  Adam J. Holl Scholarship Fund
• First Lutheran Church, Pittsburgh
  Rev. Reginald E. and Mary Probst Dozer Scholarship Fund
• Grace Lutheran Church, Rochester
  Rev. Dr. Elmer A. Ortner and Mr. Donald H. Murray Scholarship Fund
• All Angels Lutheran Church, Wilmerding
  Charles W. Ferney/Christ Lutheran Church Scholarship
• Holy Trinity Lutheran Church, Greenville
  Dr. Peter and Helen Brath Scholarship
  Jack M. and Marjorie H. Dershimer Scholarship
• Hope Lutheran Church, Beaver
  The Eleanor Wagoner/Ohio View Lutheran Church Endowed Scholarship Fund
• Immanuel Lutheran Church, Erie
  Rev. Dr. William G. Leubin Scholarship
• Abiding Hope Lutheran Church, Erie and Trinity Lutheran Church, McKean
  Dr. Albert Gesler Jr. and John Schlotter Scholarship
• St. John’s of Highland Lutheran Church, Pittsburgh
  Anne and Paul Daugherty Scholarship Fund
• St. John’s Lutheran Church, Kittanning
  St. John’s Lutheran Church Scholarship Fund
• St. Paul’s Lutheran Church, Uniontown
  Dr. and Mrs. H. H. Will Scholarship Fund
• St. Peter’s Lutheran Church, Evans City
  The Shaulis-Hays Scholarship Fund
• Tabor Evangelical Lutheran Church, Kane
  Tabor Lutheran Church Scholarship Fund
• Trinity Lutheran Church, Ellwood City
  Steven M. Mullin Scholarship
• Trinity Lutheran Church, Latrobe
  Dr. John L. Reiner Scholarship Fund and Trinity Lutheran Church Memorial Scholarship Fund
• Trinity Lutheran Church, New Brighton
  Margaret Clapie Scholarship Fund
• Zion Lutheran Church, Penn Hills
  The H. Paul and Helen M. Gerhard Scholarship Fund
• Zion’s Lutheran Church, Greensburg
  Zion’s Evangelical Lutheran Church Scholarship Fund
• The Hankey-Himmelman Scholarship Fund
  honors Rev. Dr. William C. Hankey ’32, and Rev. Dr. G. Lawrence Himmelman ’16, two past presidents of the Western Pennsylvania/West Virginia Synod of the former Lutheran Church in America. The scholarship fund was established by congregations from synods of the Evangelical Lutheran Church in America. This fund will be used to aid Lutheran students attending Thiel.

Annual Gifts

Each year, Thiel College students receive many scholarships and grants to help them meet educational costs. Most of these funds are paid directly to the student by the donor. In some instances, however, donors give funds directly to the College which in turn makes awards to qualified students. Annual gifts such as those listed below are provided from year to year by donors who encourage distribution of all funds in the year in which they are given. The size of the award depends upon the amount made available by the donor and the specific instructions for distribution. Annual gifts or awards were provided by the following donors during the past academic year.

• Abernathy Black Community Foundation
• ACT Horatio Algier Scholarship Fund
• Air Force Aid Society Scholarship Fund
• American Legion
• American Red Cross
• Ann’s Choice Inc. Scholarship Fund
• Artman Foundation/ Humanitarian Award
• Arundel Instrumental Music Association
• Association of Independent Colleges & Universities of Pennsylvania
• B.P.O.E. Inc., Meadville Lodge
• Bertha B. Blair Scholarship Fund
• Boys & Girls Clubs of Broward County
• Bristol Youth Soccer League Athletic Scholarship Award
• Brotherhood of Nathaniel Burnfield
• Bud Lutty Charitable Scholarship Trust
• Bushy Run Lions Club
• Calvin Z. Bean Community Service Fund
• Canonsburg United Presbyterian Church
• CFWC Scholarship Fund
• Children of Fallen Patriots Foundation
• Chippewa Lake Women’s Club
• Clinton Lucas Rossi Memorial Fund
• College Now Greater Cleveland, Inc.
• Comcast- The Comcast Leaders and Achievers Scholarship
• Community Scholarship Foundation of Canon-McMillan
• Cuyahoga County Division of Children and Family College Bound Stipend
• Dean Schrecengost Scholarship Fund
• Deno Castelli Scholarship Fund
• DPS Copley Memorial Scholarship Fund
• Earl H. Goetz Fund in honor of Major McGowan
• Eastern York Dollars for Scholars
• Educationa Society of Westmoreland County, PA
• Evelyn and Chalmer Jordan Scholarship Fund
• F.N.B. Community Foundation IM
• F.N.B. Community Foundation- Stull
• Fairhill Manor Christian Church
• Family Services of Western Pennsylvania
• First United Methodist Church
• Flexospan Foundation
• Foundation of the Assoc. of Former Agents of the US Secret Service
• Fox Scholarship Fund (John M. Fox)
• Frank F. Bentley Scholarship Fund
• GBU Grant
• Geauga County Job and Family Services
• GEM Alumni Association
• George J. Record School Foundation
• George Junior Republic
• Grace Chapel Benovolence Fund
• H.O. Hirt Scholarship Fund
• Helen Ruth for Conewago Scholarship
• Hetty Sherwin Scofield Scholarship Fund
• Hibshman Scholarship Trust
• Hilikirk Award
• Hill Ruth A Scholarship Fund
• Holmes County Education Foundation
• IFCA Scholarship Award-ROBERTS Fund
• International Youth Awareness Scholarship Fund
• ISM- Pittsburgh
• J&P Laurent Scholarship Fund
• Jamie Scott Memorial Scholarship
• John J. Murphy Family
• Johns Hopkins University
• Kersey High School Alumni
• Kirtland Cancer Foundation
• Knights of Columbus Council
• Kristal Johnson Chappell Scholarship Fund
• Kyle Bly Memorial Scholarship Fund
• Laker Ruritan Scholarship Fund
• Last Dollar Award
• Limestone Reesedale Church of God

• Lois J. Macaluso Charitable Foundation Trust
• Marae Elizabeth Ohl Trust
• Marine Corps Scholarship Foundation
• Mark August Memorial Fund
• Martin Luther King, Jr. Scholarship Fund
• Mary Ann Irvin Scholarship Fund
• Mary Dutter Scholarship Fund
• May Emma Hoyt Foundation
• Memorial Hospital of Bedford County Foundation Fund
• Merrill Lynch Bank of America Corporation Scholarship
• Messiah Lutheran Church Pierstorff Memorial Loan Fund
• Metro West Kiwanis Charitable Foundation
• Metzgar Memorial Scholarship Fund
• Mike McGreevy Memorial Scholarship Fund
• Moorhead Scholarship Fund
• Mount Carmel Baptist Church
• National Merit Scholarship Corporation
• NATP Ohio Chapter
• New Castle YMCA Diamond Girls Scholarship Fund
• Norman Hunt Church Scholarship Fund
• North Allegheny Football Boosters Association
• Northwest Bancorp, Inc. John O. Hanna Scholarship
• Omega Psi Phi Fraternity
• OMNOVA Solutions Foundation
• Orangeville United Methodist Church
• Orris C. Hirtzel and Beatrice Dewey Hirtzel Memorial Foundation
• Pennsylvania Rural Electric Association-William F. Matson Scholarship Fund
• Perry Reese Jr. Memorial Fund
• Peter Lazzeri Football Scholarship Fund
• PHN Charitable Foundation
• Pymatuning Valley Athletic Boosters
• Ralph L. Degregory Memorial Scholarship Fund
• Reynolds High School Alumni
• Scholarship America
• Sebring West Branch Area Community Foundation
• Shaler Area High School
• SHS Alumni Association, Inc.
• SMART Scholarship Funding Corporation
• St. Christopher Episcopal Church and Katrina
Bell Scholarship Fund
• St. Stephen Martyr Lutheran Church
• St. Victor Men’s Club
• Stull Family Fund
• SYMMCO Inc. Scholarship Fund
• The Baum Memorial Scholarship Fund
• The Boys & Girls Club of Greater Cleveland
• The Hartlaub Wrestling Award
• The Homer Fund Orange Scholars
• The Pittsburgh Promise
• The Wellington N. Gilbert Scholarship Foundation
• Thomas Barletta Scholarship Fund
• Tony Angelo Scholarship Fund
• Toyota Motor Credit Corporation
• Triandria Lodge Scholarship Fund
• Trumbull County ESC
• Trust 55
• UFCW District Union Local One Education Department
• UMWA-BCOA Training & Education Fund
• United Way of Greater Cleveland
• USW District 10 North Scholarship Fund
• Van Horne E for Educational Foundation
• VFW Post Scholarship
• Wanda Gustafson Scholarship Fund
• Whirley Industries
• William G. Davis T/W Foundation
• Zeta D.O.V.E. Foundation, Inc.
• ZTA Foundation

**Employment/Educational Loans**

**Student Employment**

Campus employment that includes federal work study and College funded employment offers students the opportunity to help defray college expenses by working on campus. Student employees work an average of seven hours per week while the College is in session and are paid by monthly check. Limited campus employment is available on a full-time basis when the College is not in session.

Applications to be considered for employment can be completed online at www.thiel.edu/campus_life/student-employment. Validated need is a major eligibility criterion. Students should maintain a cumulative 2.0 GPA in order to participate. The tuition remission benefit may affect eligibility to obtain campus employment. Detailed information on pay scale, earning potential and description of student positions is available from the Human Resources Office.

**Educational Loans**

A loan is a form of financial aid which must be repaid with interest. Few students can afford to pay for college without some form of education financing. Education loans come in three major categories: student loans, parent loans and private or alternative loans. The following information describes loan programs currently available to students and parents of students at Thiel College and their criteria for eligibility.

**Institutional-Based Loans**—Thiel College has several institutional loan funds which are awarded based on your level of need and the availability of funds. These loans have an interest rate of six percent. Interest on the loan does not accrue while enrolled at least halftime or during the six-month grace period. The loan is repaid to Thiel College.

**Federal Perkins Loan**—A Federal Perkins Loan is a low-interest (5 percent) loan for students with financial need. [A Free Application for Federal Student Aid (FAFSA) must be completed to receive this loan.]

The school determines the amount of the award based on the student’s eligibility and the availability of funds. The loan is made with government funds and the school contributes a share. Interest does not accrue on the loan while the student is enrolled at least halftime, during the nine-month grace period or during eligible deferments.

**Federal Direct Subsidized Loan**—Federal Direct Subsidized Loans are low interest loans and are available to those who qualify based on need or income. A Free Application for Federal Student Aid (FAFSA) must be completed to receive this loan. “Subsidized” means that the federal government will pay the interest on the loan until repayment begins six months after graduation or the student’s enrollment drops below half-time.

**Federal Direct Unsubsidized Loan**—Unlike the Federal Direct Subsidized Loan, the Federal
Direct Unsubsidized Loans are not based on need or income and have a low interest rate. A Free Application for Federal Student Aid (FAFSA) must be completed to receive this loan. All students and families of income levels that do not qualify for Direct Subsidized Loans have access to the Direct Unsubsidized Loans. Most features except the interest rate are the same as the Direct Subsidized Loans, but the borrower is responsible for all the interest from the day the loan is made. The interest must be paid quarterly or accrued and added to the principal when repayment begins.

**Annual Loan Limits**

**For Students**
A student enrolled at least half-time in an accredited college or university may borrow up to the following amounts, depending upon the program for which he/she qualifies.

<table>
<thead>
<tr>
<th>Dependent Subsidized Total</th>
<th>Undergraduates (Subsidized)</th>
</tr>
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<tbody>
<tr>
<td>(Exclusive of students and whose parents are unable to borrow under the PLUS program)</td>
<td></td>
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<tr>
<td>First year</td>
<td>$3,500 $5,500</td>
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<tr>
<td>Second year</td>
<td>$4,500 $6,500</td>
</tr>
<tr>
<td>Third year and beyond</td>
<td>$5,500 $7,500</td>
</tr>
<tr>
<td>Aggregate Limits</td>
<td>$23,000 $31,000</td>
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</tbody>
</table>

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<thead>
<tr>
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<th>Undergraduates (Subsidized)</th>
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</thead>
<tbody>
<tr>
<td>(And dependent students and whose parents are unable to borrow under the PLUS program)</td>
<td></td>
</tr>
<tr>
<td>First year</td>
<td>$3,500 $9,500</td>
</tr>
<tr>
<td>Second year</td>
<td>$4,500 $10,500</td>
</tr>
<tr>
<td>Third year and beyond</td>
<td>$5,500 $12,500</td>
</tr>
<tr>
<td>Aggregate Limits</td>
<td>$23,000 $57,500</td>
</tr>
</tbody>
</table>

**Federal Direct Parent Loan (PLUS)**—Federal Direct PLUS Loans are low-interest loans to parents of dependent undergraduate students enrolled at least half-time. A parent may borrow through a PLUS loan to meet the student’s total yearly educational costs, less any other financial aid that the student may have been awarded. **Eligibility is not based on need or income**, but parents must not have an adverse credit history. Normally repayment begins within 60 days from the last disbursement of the loan. However, you may apply for a deferment of payment each year and postpone principal payments or both principal and interest payments each year the student is enrolled at least half-time and for six months after the student ceases to be enrolled at least half-time. A FAFSA must be filed in order to receive a PLUS loan.

**Private/Alternative Loans**—A variety of alternative loan programs are available to students and parents that provide additional resources to meet educational costs. Most lenders require the student to have a credit worthy co-borrower or cosigner on the loan unless the student has established a two-year credit history in their name. Those considering this type of funding should compare all loan programs and determine which one is best for them. Some of the alternative loans are listed on the Thiel College Website along with direct links to the lenders.

**Military Personnel**
(Benefits for Armed Forces, Reserves & Guard)

Thiel College has been approved as an institution meeting all the criteria for Veteran’s Education under Title 38 of the United States Code, Section 3675 and is a participant in the Yellow Ribbon Program. This program offers new G.I. Bill benefits to many post-9/11 military veterans and other qualified military personnel.

Thiel has been designated as a Military Friendly School by the G.I. Jobs magazine and offers two unique programs supporting military personnel:

**Network of Advocates**—This team of dedicated
professionals is focused on the needs of military students. Faculty members with military experience will serve as first-year advisers to Thiel’s military students. This network also includes individuals representing the Offices of Financial Services, Admissions, Student Services, The Learning Commons and Academic Records.

**SERV (Supportive Education for the Returning Veteran) Program**—Any current or former member of the military can elect to be a part of the SERV program. This program is designed for individuals who want to experience college in the company of other military students. It offers Thiel’s network of advocates, along with features such as grouping of these students in first- and second-year classes, a military students’ lounge and study area, special summer family programs, additional campus orientation and other services.

Students who wish to apply for VA educational benefits should go to www.gibill.va.gov to determine which type or types of benefits they are eligible to receive. They should complete their application for benefits at the same Website. Once they receive their Certificate of Eligibility, they should bring a copy of their certificate, along with a copy of their DD214, to Thiel’s Financial Aid Office. The Financial Aid Office administers the program and questions should be directed to that office. Refunds in the case of deployment will be dealt with on an individual basis.

Thiel College offers a variety of scholarships, some of which are specific to military personnel. Information on these scholarships, as well as special Pennsylvania Army & Air National Guard scholarships can be found on our Website at www.thiel.edu under Admissions and Financial Services.

The Veteran’s Administration provides educational benefits for spouses and children of veterans whose death or permanent disabilities were service connected. They are also available for spouses and children of service persons missing in action or prisoners of war.

**Military Leave of Absence**

A leave of absence from Thiel College due to military activation/deployment will be handled on an individual basis to serve in the best interest of the student. The student may withdraw from the semester or have the opportunity to complete course work at a later date with the recommendation of the course instructor and the academic dean. Please contact the registrar for assistance.
Student Life

Student Life Statement

While attending Thiel, students will have countless opportunities to take advantage of programs, organizations, activities and services that all help to enrich the college experience. The Division of Student Life is committed to shaping a safe and exhilarating campus environment that will promote involvement in activities and organizations, offer educational programs and services that extend beyond the classroom setting, prepare our students to become responsible leaders in their communities, churches and industries, and facilitate their holistic growth and development. We continually strive to fully engage each student in all aspects of campus life.

Students are going through a period of personal growth while on the Thiel campus. In addition to developing new academic skills, they are being challenged to pursue new ideas, evaluate their value systems, change existing attitudes and investigate new lifestyles. They are exploring future career options and building social and interpersonal skills. The broad focus of the division is to provide support services during this time of intense personal development and intellectual growth, developing experiences and programs to provide learning and leadership opportunities for students in concert with the formal instructional mission of the institution.

Residence Life and Housing

Thiel is a residential college. The majority of our students are required to live in campus housing for eight consecutive semesters (see the current Thiel College Student Handbook for more information about our housing policy). There are a variety of opportunities and living space available for students. First-year students typically reside in Hodge, Florence West, Sawhill or Harter halls. Upper-class students are normally housed in Bane, Hunton or Stewart halls, or our West Campus apartments, townhouses and theme houses. Students have the option of residing in theme housing with a group of students sharing common interests or goals. Thiel College reserves the right to assign rooms and expects all occupants to respect its furnishings and housing regulations.

A $100 housing reservation deposit will be required. The deposit is due at the time a room is selected or assigned and will be credited to the student’s room fee. This $100 deposit is non-refundable if a room reservation is cancelled after June 30.

The College residence halls are normally open for returning students at noon on the day before classes begin each semester or after each break. No admission to the rooms is allowed before that time without permission from the Student Life Office. During break periods, the residence halls typically close at 7 p.m. on the last day of classes. In cases where a student has a night class after 7 p.m., he or she can make arrangements to extend his or her stay in that residence hall during that break period.

The residence halls are staffed with student and professional staff members, with assistance and direction given by the Director of Residence Life. As in all communities, standards of conduct are set and maintained. All students are expected to consider matters of taste, propriety and civility in all human relationships and to bear the responsibility for their actions. All should respect the rights and needs of other community members. Students can refer to the current copy of the Thiel College Student Handbook for more information about the student code of conduct and residence hall policies.

Health Services

The College Health Services Center is located on the first floor of the Howard Miller Student Center, Student Life Division. During the regular academic year it is staffed by a registered nurse Monday through Friday, from 8 a.m. to 5 p.m.

While the Health Services Center provides initial care for illness, injury and a resource person for health-related issues, all serious medical questions
and situations are referred to local doctors or the UPMC Horizon Health System, Greenville Campus Emergency Room or Urgent Care. Thiel College student accident and health insurance is REQUIRED for all full-time students. This insurance is provided at a minimal cost. Information on coverage and procedures for filing claims is available in the Health Services Office.

A record of health/immunization history and physical examination are maintained in this office. The physical examination and immunization record are a requirement for admission.

Counseling

Counseling during the college years may be very helpful in the development of a student’s character and overall well-being. Thiel College feels counseling is important and provides several alternatives in the pursuit of help.

All faculty and staff stand ready to provide a contact point for students who need assistance with a concern, or who just need a listening-post for an idea. The Thiel College counseling center is located in the Howard Miller Student Center and provides free and confidential short-term counseling to students. The counseling center can help with a variety of concerns, such as relationship conflicts, stress, eating disorders, emotional and psychological concerns, homesickness alcohol/drug difficulties, and more. To set an appointment with the counseling center, contact the counseling center (ext. 2754) or Student Life Office (ext. 2125).

The Thiel College pastor is also available for pastoral conversations and spiritual guidance. Appointments can be made in the Campus Ministry Office (ext. 2130).

Dining Services

Students at Thiel can choose from the Galleria and the Rotunda Bistro for meals and can make use of their dining points for soft drinks and snacks at vending machines in the Academic Center. All resident students are required to participate in a dining plan, and non-resident students have the option to select a plan. Students may choose from several different meal plans that provide a mix of meals and dining points. The Galleria in the Howard Miller Student Center is the dining destination of choice, serving the most selections for breakfast, lunch and dinner with the best value. The Rotunda Bistro serves items like wraps, burgers and a wide selection of sandwiches, sides, salads, and soft drinks. It also offers espresso coffee drinks, brewed coffee and teas. The Bistro serves luncheon specials every weekday and offers a selection of frozen convenience foods as well. Students have an opportunity to participate in the Food Services committee through the Thiel College Student Government Association, which is—their voice in the operation of dining services at Thiel. The committee works with the resident director, executive chef, management and staff to assure that all students are provided with a convenient, welcoming and nutritious dining environment that offers value and variety. Information such as hours of operation, specials and daily menus can be obtained from the Thiel website.

Financial Aid and Student Employment

A student interested in receiving federal, state or college financial assistance should read the section on “Financial Aid Application Procedures” on page 24. Any student who has met the application policies and requirements for the respective federal, state or college aid program is eligible for scholarships, grants and loans. The Financial Aid Office accepts aid applications, allocates monies, maintains required records and reports on aid distribution.

Thiel College employs students wherever possible. Please see “Student Employment” on page 48. Any student can apply for employment by completing an online application at www.thiel.edu/campus_life/student-employment. The College tries to provide campus employment to applicants with the greatest financial need, however a majority of other positions are filled through the recommendation of the work supervisors. The final decision for all hiring rests with the Human Resources Office. Students may
hold only one job per academic year. Most students chosen for employment for the academic year are notified during the previous spring. Students are paid on an hourly basis for an average of seven hours per week. Students are reminded that all required paperwork must be completed prior to employment (i.e. W4, I9). All forms are available in the Human Resources Office.

**Alcohol and Narcotics**

Thiel College supports the laws of the Commonwealth of Pennsylvania regarding alcoholic beverages and narcotics. The current College policies, approved by the Board of Trustees, regarding the possession, consumption or sale of drugs, including alcoholic beverages and narcotics, within the College community are based on those state laws. Maximizing our potential for providing a safe and enriching learning community requires that we minimize negative factors of social life. Drunkenness, drug abuse, disrespect and decadence cannot be tolerated in such a community. Care, mutual respect and true concern for each individual must supersede negative behaviors. For further details about specific policies please refer to the Thiel College Student Handbook.

**Institutional Search and Seizure**

In keeping with present state and federal laws, Thiel College reserves the right to search any student’s room if it is more likely than not that College policy is being violated. Such search includes the examination of the entire contents of the student’s room.

A warrantless search of a student’s room is legal at private institutions where such action is a reasonable exercise of the duty of the College to maintain discipline, safety and an “academic atmosphere.”

See the current copy of the Thiel College Student Handbook for further details.

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**Student Organizations and Activities**

**Varsity Athletics**

A diversified program of intercollegiate athletics is maintained. The aims and objectives of the total program are in accord with the basic intercollegiate athletic policy of the Presidents’ Athletic Conference and the National Collegiate Athletic Association. Thiel is a member of the Presidents’ Athletic Conference, which includes Bethany, Chatham, Geneva, Grove City, Saint Vincent, Thomas More, Washington & Jefferson, Waynesburg and Westminster. Thiel sponsors men’s athletic teams in baseball, basketball, cross country, football, golf, lacrosse, soccer, tennis, indoor/outdoor track & field, volleyball and wrestling. Women’s athletic teams include basketball, cross country, golf, lacrosse, softball, tennis, indoor/outdoor track & field, soccer and volleyball. Thiel also offers co-ed competitive cheerleading and dance programs and several club sports.

For more information on participating in varsity athletics, see page 78 under academic requirements.

**Intramural Athletics**

Intramural Athletics provides structured recreational activities for non-athletes, and those athletes that are not in season. The program includes such activities as basketball, flag football, softball, volleyball, golf and other activities dependent upon student interest.

**Honorary Fraternities and Societies**

Students who meet the established minimum requirements for these national and local organizations are invited into membership. These fraternities and societies represent a variety of academic disciplines.

**Alpha Chi**—a national honorary fraternity that recognizes those students who have achieved high academic standing. It is represented at Thiel by Theta chapter. Membership in Alpha Chi is by invitation to full-time junior and senior students. Seniors must attain a GPA of 3.6 and rank in the top 10 percent of their class. Juniors must attain a
grade point of 3.7 and rank in the top five percent of their class. In addition, initiates must demonstrate a wide variety of course selection as undergraduate students. The induction ceremony is held annually in the spring.

**Alpha Psi Omega**—a national honorary dramatic fraternity for students showing special ability and interest in the field of dramatics. Students are accepted as members after extensive work with The Thiel Players.

**American Institute of Physics**—Student Section—an organization open to all students interested in the field of physics. Monthly meetings include visiting lecturers, workshops, demonstrations or field trips.

**Beta Beta Beta**—a national honorary society for students studying the biological sciences. The society seeks to stimulate sound scholarship, disseminate scientific knowledge and promote biological research. For election to active membership, students must meet the scholastic requirements and have completed at least 10 credit hours of work in biology.

**Chi Alpha Epsilon**—a national honorary that recognizes and promotes academic achievement. Students eligible for this honorary must be participants in The Learning Commons program, must maintain a cumulative GPA of 3.0 or higher for at least three consecutive full-time semesters and must have accumulated at least 42 hours toward graduation. This honorary is represented at Thiel by the Gamma Sigma chapter.

**Chi Alpha Sigma**—The National College Athlete Honor Society recognizes students who receive a varsity letter in their sport while maintaining a 3.4 or higher cumulative GPA by their junior or senior year. The mission of the NCAHS is to bring honor and recognition to deserving student-athletes, their families, teams, athletic departments and colleges. The governing board of the NCAHS represents all levels of competition in both the NCAA and NAIA.

**Chi Eta Sigma**—a commerce honorary society to recognize scholastic excellence of registered majors in accounting, business administration or economics. Among the criteria for membership are completion of at least five courses toward the major requirements at Thiel College and junior status. Students must have a GPA of 3.5 in the major, 3.25 overall, and must be elected by majority vote of department faculty.

**Kappa Delta Pi**—an international honorary society in education that encourages high professional, intellectual and personal standards and recognizes outstanding contributions to education. It is represented at Thiel by the Alpha Gamma Iota chapter. Qualifications for membership are available in the Education Department.

**Kappa Mu Epsilon**—a national student honorary in mathematics founded in 1931 to promote the interest of mathematics among undergraduate students, to emphasize the role of mathematics in the development of civilization and to recognize the outstanding mathematical achievement of its members.

**Lambda Pi Eta**—the honor society of the National Speech Communication Association recognizes, fosters and rewards outstanding scholastic achievement in communication studies. Membership is limited to the communication studies and business communication majors. To be eligible for consideration, students must have completed 60 semester credit-hours; have a minimum cumulative GPA of 3.0 for all courses taken; be in the upper 35 percent of their institutional academic class, have a GPA for all communications studies courses taken of at least 3.25; completed 12 semester credit-hours in communication studies; and currently be enrolled as a full-time student in good standing. Additionally, all persons considered for membership shall exhibit high standards of personal and professional character and shall support the purposes of the communication honor society.

**National Society of Collegiate Journalists**—a national journalism honorary fraternity that gives recognition to the editors and members of the student media. Members must have served at least one year on the medium staff and be recommended
by the editor or manager of the medium.

The Order of Omega—serves to recognize outstanding leadership in fraternity and sorority systems and that recognized leadership serves to promote fraternity and sorority life. The outstanding leadership requires being a role model for fraternity and sorority leaders and members. The Order of Omega has been honoring Greek leaders since 1959 and the Tau Omega chapter at Thiel College has been honoring Greeks since 2004.

Phi Alpha Theta—a national history honorary fraternity that aims to stimulate sound scholarship and promote interest in the field of history. For selection to membership, students must have earned a B plus average in at least 12 hours of history.

Phi Sigma Tau—to serve as a means of awarding distinction to students having high scholarship and personal interest in philosophy; to promote student interest in research and advanced study in this field; to provide opportunities for the publication of student research papers of merit; to encourage a professional spirit and friendship among those who have displayed marked ability in this field; and to popularize interest in philosophy among the general collegiate public.

Pi Nu Epsilon—a national honorary music fraternity that is dedicated to music, diverse musical organizations, and college-community service. Membership is based on participation in at least two semesters of a music ensemble and a cumulative GPA of at least 2.75. The Eta Chapter was established in 2011, and since then have been honoring those outstanding men and women who have unselfishly devoted their time and energy to the furtherance of the musical organizations.

Pi Sigma Alpha—a national student honorary in political science. Membership is based on academic excellence and achievement in political science. The department also sponsors a Political Science Club. Pi Sigma Alpha, in collaboration with the Political Science Club, sponsors speakers and activities that further the understanding of politics and political science on campus and in the community. Pi Sigma Alpha also sponsors an annual award to be given to a student who has prepared an outstanding paper in the field of political science.

Psi Chi—a national student honorary in psychology. Membership is based on academic excellence and achievement in psychology. Psi Chi, in conjunction with the Psychology Club, sponsors speakers and activities which further the understanding of psychology on campus and in the community. Every year both organizations work with the Mercer County Mental Health Association to raise money for the service organizations of the county.

Sigma Pi Sigma—Society of Physics Students—a student organization affiliated with and operating under the constitution of the Education and Manpower Division of the American Institute of Physics. The Society of Physics Students is explicitly designed for students interested in physics. Within the Society there exists a national honor society, Sigma Pi Sigma, which is open to students who meet the scholastic requirements.

Sigma Tau Delta—An international English honorary society that has served the English discipline for 75 years. It is represented at Thiel by the Alpha Iota Kappa chapter and is open to students who meet the scholastic requirements. Qualifications for membership are available in the English Department. The Phoenix, Thiel’s literary and creative journal, is sponsored by Sigma Tau Delta, the English honorary society, and is published each spring. All members of the campus community are invited to submit poems, short stories, and art work.

Sigma Xi—The Scientific Research Society—an honorary society of North America, Associate Membership, the Western Pennsylvania Sigma Xi Club is an organization of math and science faculty at Thiel College, Allegheny College and Westminster College, and was established in 1966. Students are encouraged to attend meetings. Student research papers are presented at the spring meeting each year. Undergraduates who demonstrate exceptional abilities in scientific research may be nominated for associate membership.
Student Affiliates of the American Chemical Society—A program established in 1937 and is designed to provide students interested in chemistry and chemical engineering with greater insight into these fields. Any students working toward an associate or bachelor degree in chemistry or a related discipline at Thiel College may become a student affiliate of the American Chemical Society. Related disciplines may include such fields as biology, physics, mathematics and geology.

Who’s Who in American Colleges and Universities—Each year national recognition is given to a small percentage of Thiel College juniors and seniors through this publication. Eligibility is determined by campus leadership, character and an academic quotient of 3.0 or higher. Faculty, administration and students nominate candidates and the Academic Dean supervises the selection.

The following groups support or provide additional opportunities to student academic pursuits or to a particular field of study and are funded by the Student Government Association.

- English Club
- History Club
- National Student Speech Language Hearing Association (NSSLHA)
- Psychology Club

Service Honorary Societies
Students are invited into membership of these honorary societies on the basis of scholarship, service and leadership. Both are funded by the Student Government Association.

Lambda Sigma—a national sophomore honorary that recognizes students who have been outstanding in scholarship and service to the College during the freshman year. A 3.5 average is the requirement in scholarship. Members are selected by a faculty-student board.

Les Lauriers—a senior honorary that has been established to give recognition to men and women students who have a 3.0 average or better and who have shown outstanding service and leadership at the College. Service and leadership are determined by an evaluation of a student’s participation in organizations, activities, programs and the total life of the College.

The following groups provide community service opportunities to students and are funded by the Student Government Association:

- Circle K
- Environmental Club
- Habitat for Humanity
- Tomcats Inspiring Hope
- Thiel Soldiers for God

Campus Media Organizations
Students with a passion for communication can participate in these on-campus, student-run media groups. Each media is subsidized by the Student Government Association through the student activity fee.

- The Thielensian (newspaper)
- Endymion (yearbook)
- TCTV (television station)
- WXTC (radio station)

Greek Organizations
Fraternities and Sororities—in order to become a member of these organizations, students must complete the recruitment process. Recruiting is restricted to those persons who are full-time students at Thiel and have achieved a minimum GPA of 2.0. Three chartered fraternities, four chartered sororities and one local fraternity make up the Greek Life program on campus. The fraternities include Delta Sigma Phi, Phi Theta Phi (local fraternity), Kappa Sigma and Sigma Phi Epsilon. The sororities are Alpha Xi Delta, Chi Omega, Sigma Kappa and Zeta Tau Alpha.

The Greek organizations are served by Pan Hellenic and Inter-fraternal Councils. These groups are governing boards composed of representative memberships from each organization, and Thiel College is also host to the Tau Omega chapter of the Order of Omega Greek honorary.
**Student Organizations**

Thiel students have the opportunity to join a number of clubs and organizations designed to suit their interests. An example list of such clubs and organizations are listed below. To obtain a full list of clubs and organizations or more information about these groups, students may contact the Student Life Office (ext. 2125) or the Student Government Association Office (ext. 2223).

**Club Sports/Athletics**

These clubs provide students with athletic interests outside of Thiel’s varsity sports a venue for competition and teamwork.

- Equestrian Club
- Outdoors Club
- Paintball Club
- Rugby Club
- Shooting Club
- Ski Club
- Student Athlete Advisory Committee (SAAC)

**Social Organizations**

These groups allow students with common interests or pursuits to share and learn together.

- Active Minds
- Alliance Club
- Book Club
- Criminal Justice Club
- Thiel World Organization
- Organization of Black Collegiates (OBC)
- Students for Civic Engagement
- Women Inspiring the Next Generation (WING)

**Co-Curricular Activities**

**Music Programs**—Several opportunities are available to students with musical interests and ability. They include both vocal and instrumental offerings. Two choirs, The Thiel Choir and the Thiel College Chamber Singers, regularly rehearse and perform concerts on campus, in the nearby community and on tour within the United States and abroad. The Thiel College Handbell Ringers is a four-octave English handbell ensemble that performs at campus and community events. The Thiel Marching Band, the Tomcat Marching Pride, rehearses during the fall semester and performs at all home football games as well as the annual homecoming parade and other campus and community events. The Thiel Concert Band rehearses throughout the spring semester and performs concerts on campus and in the surrounding community. The Jazz Ensemble, the Tomcat Big Band, performs during the fall and spring semesters at various concerts and events on and off campus throughout the year. The Thiel Pep Band also forms during the fall semester and performs for home basketball games. Private vocal and instrumental instruction is also available. Those interested should contact the chair of the Department of Performing Arts.

**The Thiel Players**—This dramatic troupe presents a major production each fall and spring semester. Students may participate as actors (through auditions held before each production) or on stage crews. The Thiel Players are also associated with the honorary Alpha Psi Omega.

**Student Government**—Membership in this group is outlined in the Constitution and consists of five executive officers, and four representatives from each class. Elections are held each spring to elect a Student Government president, vice president, secretary, treasurer and media board manager as paid student officers. Each class elects four officers: president, vice president, secretary and treasurer. The freshman class elects its officers in the fall each year. Those wishing to run for office are required to submit a petition to the Student Government Executive Board. The Student Government Office is located in the Howard Miller Student Center.

**Joining Generations**

This program is a collaboration between Thiel College and St. Paul’s, a continuing care community with all levels of care, which have been Greenville neighbors for more than 130 years. It aims to provide frequent and structured opportunities for Thiel students and St. Paul’s residents to learn from and more fully appreciate each other through a variety of meaningful contacts, experiences and learning opportunities. Joining Generations encompasses three major areas: internships, service/volunteering and academic opportunities.
The Religious Dimension

Thiel’s statement of vision is rooted in the religious conviction that all human beings are created in the image of God and are called by God to serve the wellbeing of their neighbors, their communities and all creation. Campus ministry at Thiel College honors, and seeks to deepen, those convictions in all members of the Thiel campus community. Thiel Campus Ministry strives to engage all persons in vital expression and mindful exploration of religious faith and spirituality as a crucial element of liberal arts education, and to empower persons to attend to and respond to God’s call in their life paths, professions and public commitments.

Thiel’s Lutheran Connections

Thiel College is an independent institution related to the Evangelical Lutheran Church in America. The school was founded in 1866 by the visionary Lutheran pastor William A. Passavant, through the generosity of Louis and Barbara Thiel, members of the congregation Passavant served in Pittsburgh. Thiel maintains a lively Lutheran identity and connections with a variety of expressions of the Lutheran church, while welcoming and supporting students from a wide range of religious backgrounds and vigorously pursuing ecumenical and inter-religious understanding and action. Thiel’s strategic plan affirms the formative power of Judeo-Christian values and ethics in creating a culture of caring and confidence, while also recognizing and valuing differing interpretations of religion and spirituality.

Worship, On and Off Campus

Thiel Campus Ministry is committed to weekly, seasonal and occasional worship on campus that is student-centered, inclusive and creative, with distinctive Lutheran accents. Special services featuring guest preachers, choral and interpretive dance groups are offered throughout each academic semester. Students also are actively encouraged to become involved in worship and other ministries of local congregations, for which the College can provide free transportation upon request.

Student Religious Organizations

As of fall 2012, there are five student religious organizations recognized by the Student Government Association:

• Newman Society (Roman Catholic Student Ministry)
• Fellowship of Christian Athletes (Non-Demoninational)
• Lutheran Student Movement (Lutheran Student Ministry)
• Thiel Soldiers for God (Non-Demoninational)
• Thiel Christian Fellowship (Non-Demoninational)

These organizations collaborate on joint campus ministry activities overseen by the campus pastor, as well as plan and carry out a wide range of Bible studies, retreats and conference events, service projects, and fellowship opportunities, which are open to all students of Thiel College.

Religious Studies/Theology & Youth Ministry

A significant array of courses in religion (major and minor) theology and youth ministry (major), parish education (major) and pre-ministry (minor) are offered at Thiel. See page 226 or any faculty member in the Department of Religion, as well as the campus pastor, for further information.

Theological Education/Ministry Exploration

The campus pastor (along with others on Thiel’s campus) is available for conversation, prayer, guidance and networking concerning further theological education or exploration of various forms of professional ministry. Vocational discernment opportunities (seminary and theological school visits, mentoring relationships, ministry site visits, workshops, retreats) for both individuals and groups
can be customized to fit the particular passions and promptings students are experiencing.

**Thiel’s Campus Pastor**

Thiel College provides a full-time campus pastor, called and professionally rostered through the Lutheran church, who oversees campus worship and campus ministry groups, offers pastoral care and guidance for the entire campus community, and facilitates spiritual formation, discipleship and vocational reflection. As part of the Student Life team, the campus pastor works to promote compassionate, vibrant and just community life; as an adjunct faculty person, the campus pastor teaches courses in religion and youth ministry, and fosters other kinds of discovery and service learning opportunities for students.

The campus pastor’s office is located on the first floor main hall of the Howard Miller Student Center, directly opposite the Bookstore. Drop-ins are always welcome, and conversation also can be arranged by appointment. The campus pastor can be reached at 724-589-2130 (office), or through Thiel Public Safety, ext. 2222.
Academic Programs

Thiel College presents course work through a variety of programs and schedules. The traditional residential calendar offers two 15-week semesters having 14 weeks of instruction and one week for final examinations. Fall semester begins in late August and is completed before Christmas. Spring semester begins by early January and finishes in early May.

 Provision has been made for a period of four weeks in May to offer travel courses, independent studies and internship experiences. Summer sessions are taught during May, June and July, and courses of varying length and credits may be offered during evening, weekends and on-line.

The academic division sponsors various types of instruction. Instruction for academic credit toward degree programs is offered through the more than 35 majors and cooperative programs in the associate and baccalaureate degree curricula. Programs that may lead to a variety of certifications are offered as well.

Technology on Campus

Thiel College is committed to the effective and appropriate integration of technology in the learning environment. We achieve this through technology-enhanced classrooms and facilities, discipline-specific computing laboratories, instructional media support services to students and faculty, robust network connectivity (wired and wireless), technology devices for all students, course technology software that supports the faculty in the classroom and an information technology staff that is dedicated to the success of our students and faculty. Thiel also provides access to a secure wireless computing network that is distributed throughout most of the campus. All instructional areas and common spaces have secure and reliable wireless access and all Thiel constituents have a dependable entry to a responsive internet environment.

Thiel College Technology Initiative

Thiel College is committed to provide reliable and secure access to resources using a variety of technology devices. All full time students are provided with a technology device that will provide access to a productivity suite of software and other appropriate tools. All devices are pre-configured to meet the standards to access the Thiel College campus network. While enrolled at Thiel College service and support is provided at the Solutions Center.

Enhanced Classrooms

As further evidence of its commitment to technology in the classroom, the College operates permanent classroom installations incorporating computer workstations for instructors, video playback, high-resolution projection systems, interactive technology and quality sound reinforcement. Coupled with the wireless networking available throughout our academic facilities, technology is readily available to the faculty as they present instructional materials in the classroom.

Instructional Technology

Thiel College is committed to the support and training of faculty, students and staff in the use of technologies that improve teaching and learning. The Solutions Center, located on the first floor of the Academic Center, is a resource for the implementation and support of technologies to all campus constituents in its use. The Solutions Center provides one-on-one training, technology demonstrations, evaluations and introduction to educational technologies (from the classroom to the desktop) that advance teaching, learning and scholarship at the college.
Course Learning Management System

The College has fully integrated the Moodle Learning System as its course learning management software. This product makes it possible for the faculty to provide course materials and testing to students over a Web-based interface that supports traditional information presentation formats, as well as less traditional methods that augment face-to-face courses in a blended learning environment. Many of our faculty use the tools within Moodle to present augmented instruction in the form of audio and video clips as well as instructor led forums, databases and wikis to build richly collaborative communities of learning around their subject matter (in the social constructionist tradition), while others prefer to use Moodle as a way to deliver content to students (such as standard SCORM packages) and assess learning using assignments or quizzes.

Library

The Langenheim Memorial Library provides a variety of educational services to the Thiel College community through an experienced staff and a wealth of learning resources. The librarians view their purpose as providing resources and services to support the curriculum and to promote free inquiry for a liberal arts education. The Learning Commons (TLC) is located in the library, as are the Writing Lab and the Math Enhancement Center.

To guide students in the use of the collections, four professional librarians are available on a schedule of 80 hours per week—seven days a week, five nights until 11 p.m. The professional staff teaches library and research skills in both individual and group sessions. Seating capacity for 350 is available in lounges, individual study carrels, at large tables and in several small private rooms.

The collection includes 200,000 books, 300,000 government documents, 400 print periodical titles, 47,000 electronic journals and 50,000 microform items. More than 10,000 items can be accessed electronically through the government depository program and the e-Books program. The Thiel College Archives has 20,000 documents, photographs, and artifacts of Thiel College and Northwestern Pennsylvania history. All of these materials are accessible through Sirsi, an integrated online computer system.

The library subscribes to 28 online databases. These include Business Source Plus, EBSCOhost, JStore, Literature Resource Center, Lexis-Nexis and PsychArticles. The library provides online material ranging from individual publications to First Search, Oxford English Dictionary and Who’s Who. The library belongs to two off campus library network systems, Lyrasis and WALDO.

Registration

Periods for pre-registration are provided before each semester. Pre-registration of current students is scheduled by class, with seniors having first opportunity to register. Every attempt is made by advisers to work out an acceptable program for those students who register within the assigned time. Following the pre-registration period a financial statement reflecting semester costs is sent to the pre-registered student. Registration for a semester becomes automatic upon payment of the statement. If special arrangements must be made regarding payment, the student must clear such arrangements through the Office of Financial Services to be classified as “registered.” If payments are not made before the published date (see Academic Calendar) the student will be charged a $25 late registration fee to register for a given semester.
General Requirements
The academic requirements of the College Catalog in effect at the time of a student’s matriculation at Thiel are normative for his or her graduation; however, requirements may change without advance notice for any program subject to external certification. If a student withdraws or is suspended from the College and subsequently re-enters, he or she must observe the catalog requirements in effect when he or she re-enters.

Students are required to participate in assessment testing or surveys to provide information to the faculty and administration for the improvement of college programs. Participation is a graduation requirement. Data from testing will be used only collectively for institutional research purposes. Ample notification will be given of testing schedules. Students must take the last 30 credit hours at Thiel College. Waivers of this policy are granted by the Academic Standing Committee only upon the receipt of evidence of compelling extenuating circumstances.

An overall 2.0 GPA is required for graduation and students must also have at least a 2.0 GPA in all courses required for the major and minor fields of study. In addition, some departments require a C minus or better in all courses required for the major and/or minor fields of study. See individual departmental requirements.

For some programs, the Bachelor of Arts or the Bachelor of Science degree may be the more appropriate degree. Students should consult with their academic adviser before pursuing a particular degree.

Although academic advisers are available to assist students in fulfilling major, professional and graduation requirements, the ultimate responsibility for checking and fulfilling these requirements rests with the student.

BACHELOR OF ARTS DEGREE

A. Credit Hours
1. 124 credit hours of successfully completed course work shall be required for the Bachelor of Arts degree.
2. The 124 credit hours shall be distributed APPROXIMATELY as follows:
   a. 25 to 30 percent for the Core Curriculum Requirement.
   b. 30-45 percent for the major.
   c. 25 to 45 percent for electives.

B. Literacy Series
1. Composition (6 CH)
   Successfully complete ENG 111 and 112, Oral and Written Expression I and II with a grade of C minus or higher.

2. Presentation (1 CH)
   Presentational Literacy
   Successfully complete INDS 100, Presentational Literacy.

3. Quantitative/Scientific Reasoning (10-12 CH)
   a. Quantitative Reasoning
      Students must pass the mathematics placement test at the precalculus level or earn a grade of C minus or higher in MATH 125 or any Thiel mathematics course except MATH 011.
Students must take the math placement test on campus and with supervision to be eligible for exemption from the requirement.

b. Scientific Reasoning
Successfully complete one natural or physical science laboratory course, AND
Successfully complete one computer science, mathematics, natural or physical science course — biology, chemistry, computer science, environmental science, geography, geology, mathematics, physics. (Courses with the CIS prefix cannot be used to satisfy this requirement.)

4. Creative (3-4 CH)
Successfully complete a course (or earn at least 3 CH) in art, music, or theater.

5. Socio-Political (3-4 CH)
Successfully complete one course in economics, political science, psychology, sociology and criminal justice studies. (Courses with the prefix ACCT, BADM, EDUC, ECE, SPED, and SECED cannot be used to satisfy this requirement.)

6. Foreign Language (0-6 CH)
EITHER pass a proficiency examination in a foreign language upon entrance to Thiel College OR successfully complete (C minus or higher) two semesters at the introductory level of a foreign language or successfully complete (C minus or higher) one semester at the intermediate level of a foreign language. Students must take the foreign language placement test on campus and with supervision to be eligible for exemption from the requirement.

7. Humanistic (6 CH)
Students must successfully complete REL 120, Interpreting the Jewish and Christian Scriptures. (This course is to be taken after the completion of SEMS 100) AND
Students must successfully complete one course in communication, English, history, languages, philosophy, religion.

C. Seminar Series (10 CH) The Seminar Series at Thiel College is designed to introduce students to engaged, participatory learning. This series of four courses is intended to be the centerpiece of the core curriculum, emphasizing student-centered learning and investigation of big ideas, the interconnected nature of the disciplines, as well as creative and team-based problem solving.

1. Seminar I: Introduction to Seminar Series 1 CH
This seminar, taken during the student’s first year at Thiel College, is the first seminar within the core series. It is designed to introduce students to seminar style learning in a disciplinary context

2. Seminar II: Western Traditions 3 CH
This seminar is to be taken during the student’s second, third, or fourth semester. Students will survey key themes of Western cultural history while emphasizing the interrelationship of ideas and their results. Each class is built on such features as a specific location, culture, object, literary work, scientific breakthrough that best embodies the conflicts and issues of that time period. (P: SEMS 100)

3. Seminar III: World Cultures 3 CH
This seminar is to be taken during the student’s second, third, or fourth semester. By the end of this seminar, students will have the resources to develop into mature, informed, critically thinking citizens through the exploration of similarities and differences between cultures. This seminar will be cross-listed with pre-approved courses that are discipline-specific. (P: SEMS 100)

4. Seminar IV: Global Issues 3 CH
Final seminar in the core seminar series. The topic will be determined by the instructor and the consulting faculty. The purpose of the course is for the class to give an in-depth analysis of an issue of current global importance. Students will be expected to bring their own experience from the previous seminars as well as their expertise from their own major to bear on the issue at hand. (Recommended P: Junior or Senior standing and SEMS 100, 200, & 250)
D. Practicum Series
Thiel College hopes to engage our students in activities that build their appreciation for and participation in healthy activity, giving back to their community, becoming leaders in their community, exploring their world, and adding their original work to the academy.

1. To that end Thiel students will be required to fulfill two of the following areas for graduation. Although students may fulfill these requirements through course work (for which they earn credit hours), they may complete this portion of the Practicum Series without earning credit hours toward graduation.

a. Citizenship – Students endeavoring to fulfill their practicum requirement through the Citizenship section have options such as taking a course that has been designated as a service-learning course or participating in a pre-approved service project. The types of service projects that would qualify would be semester-long projects or intensive 1-2 week projects. The Citizenship component is overseen by the Associate Dean of Career Development, who will approve service-learning courses and service projects. For more information, please contact the Career Development Office.

b. Leadership - Students endeavoring to fulfill their practicum requirement through the Leadership section have options such as completing a credit bearing internship, student teaching, attending pre-approved leadership conferences, or completing a pre-approved leadership project. The Leadership component is overseen by the Associate Dean of Career Development. For more information, please contact the Career Development Office.

c. Study Abroad/Study Away - The Study Abroad/Study Away section of the core practicum series is designed to encourage students to explore the world beyond Thiel and their home community. Students endeavoring to fulfill their practicum requirement through the Study Abroad/Study Away component have options such as studying in another country or another part of the United States. These programs could vary from as short as 10 days or as long as a semester. The Study Abroad/Study Away section is overseen by the Study Abroad Coordinator, who must pre-approve all study abroad or study away programs. For more information, please contact the Study Abroad Director.

d. Scholarship - The Scholarship section of the core practicum series is designed to encourage students to take an active role expanding the knowledge base of the wider community. Students endeavoring to fulfill their practicum requirement through the Scholarship component have options such as presenting their work at a national or regional conference or at a College sponsored forum beyond the normal classroom setting. The department overseeing the scholarship content-area must approve the quality of student scholarship and the presentation setting. The Scholarship section is overseen by the Associate Academic Dean, who coordinates the scholarship program. For more information, please contact the Office of Academic Affairs.

2. Concern for Physical Well-Being (4 CH)
These courses are designed to promote an intellectual understanding of physical well-being and development to provide the opportunity for students to apply theory in a variety of structured options.

Requirements
a. Successful completion of two credit hours of theory courses such as AH 105, Taking Care of your Health, AH 115, Food Patterns and Health, INDS 201, The Physiological Basis of Exercise, HPED 198, Slimnastics, and HPED 199, Fitness for Life and Wellness.

b. Successful completion of two structured activity units such as two seasons of intercollegiate athletics, activities offered through the health and physical education department, or other documentable alternative activities approved by HPED that apply wellness theory to the development of healthy lifestyles.
**BACHELOR OF SCIENCE DEGREE**

**A. Credit Hours**
1. 124 credit hours of successfully completed course work shall be required for the Bachelor of Arts degree.
2. The 124 credit hours shall be distributed APPROXIMATELY as follows:
   a. 25 to 30 percent for the Core Curriculum Requirement.
   b. 30-45 percent for the major.
   c. 25 to 45 percent for electives.

**B. Literacy Series**

1. **Composition (6 CH)**
   Successfully complete ENG 111 and 112, Oral and Written Expression I and II with a grade of C minus or higher.

2. **Presentation (1 CH)**
   **Presentational Literacy**
   Successfully complete INDS 100, Presentational Literacy.

3. **Quantitative/Scientific Reasoning (10-12 CH)**
   a. **Quantitative Reasoning**
      Students must pass the mathematics placement test at the calculus level or earn a grade of C minus or higher in MATH 141 or any calculus course. Students must take the math placement test on campus and with supervision to be eligible for exemption from the requirement.
   b. **Scientific Reasoning**
      Successfully complete one natural or physical science laboratory course, AND

   1. **Creative (3-4 CH)**
      Successfully complete a course (or earn at least 3 CH) in art, music, or theater.

   5. **Socio-Political (3-4 CH)**
      Successfully complete one course in economics, political science, psychology, sociology and criminal justice studies. (Courses with the prefix ACCT, BADM, EDUC, ECE, SPED, and SECED cannot be used to satisfy this requirement.)

   6. **Foreign Language (0-6 CH)**
      EITHER pass a proficiency examination in a foreign language upon entrance to Thiel College OR successfully complete (C minus or higher) two semesters at the introductory level of a foreign language or successfully complete (C minus or higher) one semester at the intermediate level of a foreign language. Students must take the foreign language placement test on campus and with supervision to be eligible for exemption from the requirement.

   7. **Humanistic (6 CH)**
      Students must successfully complete REL 120, Interpreting the Jewish and Christian Scriptures. (This course is to be taken after the completion of SEMS 100) AND

      Students must successfully complete one course in communication, English, history, languages, philosophy, religion.

   **C. Seminar Series (10 CH)**
   The Seminar Series at Thiel College is designed to introduce students to engaged, participator learning. This series of four courses is intended to be the centerpiece of the core curriculum, emphasizing student centered learning.
and investigation of big ideas, the interconnected nature of the disciplines, as well as creative and team-based problem solving.

1. **Seminar I: Introduction to Seminar Series 1 CH**
   This seminar, taken during the student’s first year at Thiel College, is the first seminar within the core series. It is designed to introduce students to seminar style learning in a disciplinary context.

2. **Seminar II: Western Traditions 3 CH**
   This seminar is to be taken during the student’s second, third, or fourth semester. Students will survey key themes of Western cultural history while emphasizing the interrelationship of ideas and their results. Each class is built on such features as a specific location, culture, object, literary work, scientific breakthrough that best embodies the conflicts and issues of that time period. (P: SEMS 100)

3. **Seminar III: World Cultures 3 CH**
   This seminar is to be taken during the student’s second, third, or fourth semester. By the end of this seminar, students will have the resources to develop into mature, informed, critically thinking citizens through the exploration of similarities and differences between cultures. This seminar will be cross-listed with pre-approved courses that are discipline-specific. (P: SEMS 100)

4. **Seminar IV: Global Issues 3 CH**
   Final seminar in the core seminar series. The topic will be determined by the instructor and the consulting faculty. The purpose of the course is for the class to give an in-depth analysis of an issue of current global importance. Students will be expected to bring their own experience from the previous seminars as well as their expertise from their own major to bear on the issue at hand. (Recommended P: Junior or Senior standing and SEMS 100, 200, & 250)

**D. Practicum Series**
Thiel College hopes to engage our students in activities that build their appreciation for and participation in healthy activity, giving back to their community, becoming leaders in their community, exploring their world, and adding their original work to the academy.

1. To that end Thiel students will be required to fulfill two of the following areas for graduation. Although students may fulfill these requirements through course work (for which they earn credit hours), they may complete this portion of the Practicum Series without earning credit hours toward graduation.

   a. **Citizenship** — Students endeavoring to fulfill their practicum requirement through the Citizenship section have options such as taking a course that has been designated as a service-learning course or participating in a pre-approved service project. The types of service projects that would qualify would be semester-long projects or intensive 1-2 week projects. The Citizenship component is overseen by the Associate Dean of Career Development, who will approve service-learning courses and service projects. For more information, please contact the Career Development Office.

   b. **Leadership** - Students endeavoring to fulfill their practicum requirement through the Leadership section have options such as completing a credit bearing internship, student teaching, attending pre-approved leadership conferences, or completing a pre-approved leadership project. The Leadership component is overseen by the Associate Dean of Career Development. For more information, please contact the Career Development Office.

   c. **Study Abroad/Study Away** - The Study Abroad/Study Away section of the core practicum series is designed to encourage students to explore the world beyond Thiel and their home community. Students endeavoring to fulfill their practicum requirement through the Study Abroad/Study Away component have options such as studying in another country or another part of the United States. These programs could vary from as short as 10 days or as long as a semester. The Study Abroad/Study Away section is overseen by the Study Abroad Coordinator, who must pre-approve all study abroad or study away programs. For more information, please contact the Study Abroad Director.
d. Scholarship - The Scholarship section of the core practicum series is designed to encourage students to take an active role expanding the knowledge base of the wider community. Students endeavoring to fulfill their practicum requirement through the Scholarship component have options such as presenting their work at a national or regional conference or at a College sponsored forum beyond the normal classroom setting. The department overseeing the scholarship content-area must approve the quality of student scholarship and the presentation setting. The Scholarship section is overseen by the Associate Academic Dean, who coordinates the scholarship program. For more information, please contact the Office of Academic Affairs.

2. Concern for Physical Well-Being 4 CH
These courses are designed to promote an intellectual understanding of physical well-being and development to provide the opportunity for students to apply theory in a variety of structured options.

a. Successful completion of two credit hours of theory courses such as AH 105, Taking Care of your Health, AH 115, Food Patterns and Health, INDS 201, The Physiological Basis of Exercise, HPED 198, Slimnastics, and HPED 199, Fitness for Life and Wellness.

b. Successful completion of two structured activity units such as two seasons of intercollegiate athletics, activities offered through the health and physical education department, or other documentable alternative activities approved by HPED that apply wellness theory to the development of healthy lifestyles.

ASSOCIATE OF ARTS DEGREES
*A minimum of 64 credit hours with at least a 2.0 cumulative and minor GPA is required.

ASSOCIATE OF ARTS DEGREE IN LIBERAL STUDIES REQUIREMENTS

<table>
<thead>
<tr>
<th>A. Literacy Series</th>
<th>CH</th>
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<tbody>
<tr>
<td>ENG 111 Oral &amp; Written Expression I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112 Oral &amp; Written Expression II</td>
<td>3</td>
</tr>
<tr>
<td>INDS 100</td>
<td>1</td>
</tr>
<tr>
<td>MATH 125 Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>One laboratory class in natural or physical science</td>
<td>4</td>
</tr>
<tr>
<td>REL 120 Interpreting the Jewish &amp; Christian Scriptures</td>
<td>3</td>
</tr>
</tbody>
</table>

*Complete from three of the areas:*

| Fine Arts | 3-4 |
| Humanities | 3-4 |
| Social Science | 3-4 |
| CSCI/Math/Physical/Natural Science | 3-4 |

<table>
<thead>
<tr>
<th>B. Seminar Series</th>
<th>CH</th>
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<tbody>
<tr>
<td>SEMS 100 - Introduction to Seminar Series</td>
<td>1</td>
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<tr>
<td>SEMS 200 - Western Traditions</td>
<td>3</td>
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<tr>
<td>SEMS 250 - World Cultures</td>
<td>3</td>
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<tr>
<td>SEMS 400 - Global Issues</td>
<td>3</td>
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</tbody>
</table>

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<tr>
<th>C. Practicum Series</th>
<th>CH</th>
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<tr>
<td>Fulfill two of the following:</td>
<td></td>
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<tr>
<td>1. Citizenship</td>
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<td>2. Leadership</td>
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<td>3. Study Away/Study Abroad</td>
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<tr>
<td>4. Scholarship</td>
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<td>AND</td>
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<tr>
<td>INDS 201 or two activity courses</td>
<td>2</td>
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</tbody>
</table>

Program requirements met through completion of any one minor (except Accounting or MIS) 18-26 CH

Elective course 0-5 CH

Minimum Total Credit Hours Required for Degree 64 CH

*Pending approval by Curriculum Study Committee*
### ASSOCIATE OF ARTS DEGREE IN ACCOUNTING

**A. Literacy Series**
- ENG 111 Oral & Written Expression I 3 CH
- ENG 112 Oral & Written Expression II 3 CH
- INDS 100 1 CH
- MATH 125 Quantitative Reasoning 3 CH
- One laboratory class in natural or physical science 4 CH
- REL 120 Interpreting the Jewish & Christian Scriptures 3 CH

*Complete from three of the areas:*
- Fine Arts 3-4
- Humanities 3-4
- Social Science 3-4
- CSCI/Math/Physical/Natural Science 3-4

**B. Seminar Series**
- SEMS 100 - Introduction to Seminar Series 1 CH
- SEMS 200 - Western Traditions 3 CH
- SEMS 250 - World Cultures 3 CH
- SEMS 400 - Global Issues 3 CH

**C. Practicum Series**

* Fulfill two of the following: *
  1. Citizenship
  2. Leadership
  3. Study Away/Study Abroad
  4. Scholarship

*AND*
- INDS 201 or two activity courses 2 CH

**D. Major courses required for Associate of Arts degree in accounting:**
- ACCT 113 Principles of Accounting I 3 CH
- ACCT 123 Principles of Accounting II 3 CH
- ACCT 213 Intermediate Accounting I 3 CH
- ACCT 223 Intermediate Accounting II 3 CH
- ACCT 313 Cost Accounting 3 CH
- ACCT 323 Taxation–Personal 3 CH
- OR
- ACCT 333 Taxation–Corporate 3 CH
- ACCT 423 Auditing 3 CH
- BADM 355 Business Law I 3 CH
- CIS 111 Word Processing Applications 1 CH
- CIS 112 Spreadsheet Applications 1 CH
- CIS 113 Data Management Applications 1 CH

### ASSOCIATE OF ARTS IN BUSINESS ADMINISTRATION

**A. Literacy Series**
- ENG 111 Oral & Written Expression I 3 CH
- ENG 112 Oral & Written Expression II 3 CH
- INDS 100 1 CH
- MATH 125 Quantitative Reasoning 3 CH
- One laboratory class in natural or physical science 4 CH
- REL 120 Interpreting the Jewish & Christian Scriptures 3 CH

*Complete from three of the areas:*
- Fine Arts 3-4
- Humanities 3-4
- Social Science 3-4
- CSCI/Math/Physical/Natural Science 3-4

**B. Seminar Series**
- SEMS 100 - Introduction to Seminar Series 1 CH
- SEMS 200 - Western Traditions 3 CH
- SEMS 250 - World Cultures 3 CH
- SEMS 400 - Global Issues 3 CH

**C. Practicum Series**

* Fulfill two of the following: *
  1. Citizenship
  2. Leadership
  3. Study Away/Study Abroad
  4. Scholarship

*AND*
- INDS 201 or two activity courses 2 CH

**D. Major course required for Associate of Arts in Business Administration**
- ACCT 113 Principles of Accounting I 3 CH
- ACCT 123 Principles of Accounting II 3 CH
- BADM 233 Managerial Accounting 3 CH
- CIS 111 Word Processing Applications 1 CH
- CIS 112 Spreadsheet Applications 1 CH
- CIS 113 Data Management Applications 1 CH
- BADM 355 Business Law I 3 CH
- OR
- BADM 356 Business Law II 3 CH
- BADM 374 Principles of Management 3 CH
- BADM 383 Business Communication 3 CH
- OR
- ENG 260 Business and Technical Writing
ASSOCIATE OF ARTS DEGREE IN MANAGEMENT INFORMATION SYSTEMS (MIS)

A. Literacy Series
ENG 111 Oral & Written Expression I 3 CH
ENG 112 Oral & Written Expression II 3 CH
INDS 100 1 CH
MATH 125 Quantitative Reasoning 3 CH
One laboratory class in natural or physical science 4 CH
REL 120 Interpreting the Jewish & Christian Scriptures 3 CH
Complete from three of the areas:
  Fine Arts 3-4
  Humanities 3-4
  Social Science 3-4
  CSCI/Math/Physical/Natural Science 3-4

B. Seminar Series
SEMS 100 - Introduction to Seminar Series 1 CH
SEMS 200 - Western Traditions 3 CH
SEMS 250 - World Cultures 3 CH
SEMS 400 - Global Issues 3 CH

C. Practicum Series
  Fulfill two of the following:
  1. Citizenship
  2. Leadership
  3. Study Away/Study Abroad
  4. Scholarship
AND
INDS 201 or two activity courses 2 CH

D. Major courses
All courses that are applied to the major must be completed with a grade of C minus or higher.
ACCT 113 Principles of Accounting I 3 CH
ACCT 123 Principles of Accounting II 3 CH
CIS 111 Word Processing Applications 1 CH
CIS 112 Spreadsheet Applications 1 CH
CIS 113 Data Management Applications 1 CH
CIS 129 Fundamentals of Information Systems 3 CH
choose one of the following three courses
CSCI 159 Introduction to Programming 4 CH
CSCI 179 Programming in Visual Basic 4 CH
CSCI 189 Java Programming 4 CH
choose one of the following four courses
CSCI 139 Web Design and Development 3 CH
CSCI 319 Database Management 4 CH
CSCI 439 Data Communication and Networks 3 CH
CIS 469 Systems Analysis 3 CH
choose one of the following two courses
BADM 233 Managerial Accounting 3 CH
ACCT 313 Cost Accounting 3 CH

ASSOCIATE OF SCIENCE DEGREE REQUIREMENTS

*A minimum of 64 credit hours with at least a 2.0 cumulative and minor GPA is required.

A. Literacy Series
ENG 111 Oral & Written Expression I 3 CH
ENG 112 Oral & Written Expression II 3 CH
INDS 100 1 CH
Pass the mathematics placement test at the calculus entry level or earn a grade of C minus or higher in MATH 141 or any calculus course. 4 CH
One laboratory class in natural or physical science 4 CH
REL 120 Interpreting the Jewish & Christian Scriptures 3 CH
Complete from three of the areas:
  Fine Arts 3-4 CH
  Humanities 3-4 CH
  Social Science 3-4 CH
  CSCI/Math/Physical/Natural Science 3-4 CH

B. Seminar Series
SEMS 100 Introduction to Seminar Series 1 CH
SEMS 200 Western Traditions 3 CH
SEMS 250 World Cultures 3 CH
SEMS 400 Global Issues 3 CH

C. Practicum Series
  Fulfill two of the following:
  1. Citizenship
  2. Leadership
  3. Study Away/Study Abroad

AND
ACCT 113 Principles of Accounting I 3 CH
ACCT 123 Principles of Accounting II 3 CH
CIS 111 Word Processing Applications 1 CH
CIS 112 Spreadsheet Applications 1 CH
CIS 113 Data Management Applications 1 CH
CIS 129 Fundamentals of Information Systems 3 CH
choose one of the following three courses
CSCI 159 Introduction to Programming 4 CH
CSCI 179 Programming in Visual Basic 4 CH
CSCI 189 Java Programming 4 CH
choose one of the following four courses
CSCI 139 Web Design and Development 3 CH
CSCI 319 Database Management 4 CH
CSCI 439 Data Communication and Networks 3 CH
CIS 469 Systems Analysis 3 CH
choose one of the following two courses
BADM 233 Managerial Accounting 3 CH
ACCT 313 Cost Accounting 3 CH

*Pending approval by Curriculum Study Committee
3. Study Away/Study Abroad
4. Scholarship
Application courses selected in consultation with an academic adviser and the academic dean 18 CH

ASSOCIATE OF SCIENCE IN E-COMMERCE DEGREE REQUIREMENTS

A. Literacy Series
ENG 111 Oral & Written Expression I 3 CH
ENG 112 Oral & Written Expression II 3 CH
INDS 100 1 CH
Pass the mathematics placement test at the calculus entry level or earn a grade of C minus or higher in MATH 141 or any calculus course. 3 CH
One laboratory class in natural or physical science 4 CH
REL 120 Interpreting the Jewish & Christian Scriptures 3 CH
Complete from three of the areas:
Fine Arts 3-4 CH
Humanities 3-4 CH
Social Science 3-4 CH
CSCI/Math/Physical/Natural Science 3-4 CH

B. Seminar Series
SEMS 100 Introduction to Seminar Series 1 CH
SEMS 200 Western Traditions 3 CH
SEMS 250 World Cultures 3 CH
SEMS 400 Global Issues 3 CH

C. Practicum Series
Fulfill two of the following:
1. Citizenship
2. Leadership
3. Study Away/Study Abroad
4. Scholarship

D. Major Course Requirements All courses which are applied to the discipline must be completed with a grade of C minus or higher.
CIS 112 Spreadsheet Applications 1 CH
CIS 113 Data Management Applications 1 CH
CIS 201 E-Commerce 3 CH
CSCI 139 Web Design and Development 3 CH
ACCT 113 Principles of Accounting I 3 CH
ECON 221 Principles of Microeconomics 3 CH
choose one of the following two courses:
BADM 324 Advertising 3 CH
BADM 454 Marketing 3 CH
choose one of the following two courses:
CIS 241 Project Management 3 CH
BADM 300 Introduction to Entrepreneurship 3 CH

ASSOCIATE OF SCIENCE IN WEB DEVELOPMENT DEGREE REQUIREMENTS

A. Literacy Series
ENG 111 Oral & Written Expression I 3 CH
ENG 112 Oral & Written Expression II 3 CH
INDS 100 1 CH
Pass the mathematics placement test at the calculus entry level or earn a grade of C minus or higher in MATH 141 or any calculus course. 4 CH
One laboratory class in natural or physical science 4 CH
REL 120 Interpreting the Jewish & Christian Scriptures 3 CH
Complete from three of the areas:
Fine Arts 3-4 CH
Humanities 3-4 CH
Social Science 3-4 CH
CSCI/Math/Physical/Natural Science 3-4 CH

B. Seminar Series
SEMS 100 Introduction to Seminar Series 1 CH
SEMS 200 Western Traditions 3 CH
SEMS 250 World Cultures 3 CH
SEMS 400 Global Issues 3 CH

C. Practicum Series
Fulfill two of the following:
1. Citizenship
2. Leadership
3. Study Away/Study Abroad
4. Scholarship

D. Major Courses - All courses which are applied to the discipline must be completed with a grade of C minus or higher.
ART 240 Introduction to Graphic Design 4 CH
CIS 129 Fundamentals of Information Systems 3 CH
CSCI 139 Web Design and Development 3 CH
CSCI 319 Database Management 4 CH
CSCI 331 Web Programming 4 CH
choose one of the following four courses
CSCI 159 Introduction to Programming 4 CH
CSCI 169 Data Structures 4 CH
CSCI 179 Programming in Visual Basic 4 CH
CSCI 189 Java Programming 4 CH

DECLARATION AND CHANGE OF MAJOR/MINOR

Each student is expected to declare a major or express an area of interest before the end of the freshman year. Students who have not decided on majors may seek help from their faculty advisers or Career Development. A student may also declare a minor. A student is free to change the major/minor anytime while at Thiel. Normally, change of major/minor should not be made until the student has sought appropriate counsel. A change of major/minor during the junior or senior years may require special scheduling and may affect the time needed for a student to complete graduation requirements. Satisfactory completion of all requirements for a major/minor program of study must be certified by the department or program committee prior to certification for graduation for the A.A. degree, the A.S. degree, the B.A. degree and the B.S. degree. The major/minor requirements to be completed for certification by the respective department or program committee shall be those requirements as stated in the Catalog at the time the students declare their major/minor.

Forms are available in the Academic Records Office for making a major/minor declaration or a major/minor change. The proper forms must be completed before a change in major or minor will appear on a student’s record.

It is possible, and in some fields encouraged, for a student to complete two majors or a combination of a major and minor(s).

STUDENT SCHEDULING

Each student should seek the assistance of his/her academic adviser during the scheduling process prior to each semester. First year students may seek advisement from designated Exploratory advisers, or may be advised entirely by the faculty of the major selected. Upper-class students and all students who have declared a major, should meet regularly with an assigned advisers and must receive written permission from an adviser to register for specified courses each semester. Students with double majors must obtain schedule approval from both departments.

Particular attention should be paid to prerequisite courses needed to prepare for advanced-level courses. Advanced-level courses may not be taken without the prerequisites. To ensure freshmen students the availability of prerequisite and basic level courses, such courses may be closed to upper class scheduling until after the freshmen registration period. Basic courses reserved for freshmen registration will be so indicated in scheduling information and course listings for each item.

STUDENT ACADEMIC LOAD

A student’s normal academic load is 15 or 16 credit hours in regular fall and spring semesters. A student must register for a minimum of 12 academic credit hours during the regular semester to maintain status as a full-time student.

A credit hour load in excess of 18 credit hours during a regular semester is considered overload and should be carefully examined and approved by the registrar as well as the student’s academic adviser. A fee is assessed for overload credits.

REPEATING COURSES

Students may repeat courses to improve their grade and/or to meet requirements. Forms are available in the Academic Records Office for declaring the intent to repeat a course. Such a declaration must be filed at preregistration before repeating a course. A repeated course will NOT earn additional credit hours but will reflect the most recent grade earned. Students failing to report a repeat of any course to their adviser and to the registrar will risk being short credits at the time of graduation.

Unless departments have specific requirements, a student may repeat a course to improve a grade
or to meet college requirements. A course may be repeated at most twice, and the last grade recorded for the repeated course will be used to compute the student’s cumulative GPA.

**CLASS ATTENDANCE**

All students are expected to attend all classes. Attendance policies regarding unexcused absences are established and announced by the individual instructor for his or her classes. Absences due to medical reasons, the death of an immediate family member and participation in official College events (athletic contests, forensics, etc.) are excused. In all cases it is the student’s responsibility to secure an excused absence from his or her instructor and to make up any missed assignments. No office provides an automatic excuse for any student.

**CONVOCATION ATTENDANCE**

Attendance is expected of all full-time students at all convocations announced by the College in its official calendar.

**EXAMINATIONS**

**Course Examinations**

Final examinations are scheduled by the registrar during exam week at the end of each regular semester. Other examinations, papers, quizzes and evaluating instruments are used during the course at the discretion of the instructor. Unless a formal petition, approved by the respective instructor and departmental chairman, is approved by the registrar, absence from a final examination is equivalent to an “F” for that examination and will be so recorded by the instructor.

**Comprehensive Examinations for Majors**

The faculty of Thiel College affirms that liberal education of high quality should embody both breadth and depth. The breadth is achieved through the required core courses and electives. The dimension of depth is achieved through concentration in a major discipline of study and through required courses for that major in related areas. The faculty has authorized each academic department to design and implement its requirements to measure the student’s comprehensive grasp of his or her major. Some departments require taking of the Major Field Achievement Test, the writing and defense of a senior thesis, the successful completion of a senior thesis or the successful completion of a senior seminar during the senior year. The purpose of these programs is to afford the senior student the opportunity to demonstrate an intelligent understanding of the discipline chosen as his or her major program of study. If so stipulated by a department, the satisfactory completion of this requirement will be a condition for graduation.

**ACADEMIC INTEGRITY**

Cheating will not be tolerated at Thiel College and will be dealt with promptly within the established policies. Cheating is (1) copying homework; (2) using unauthorized notes, papers, books, calculators or electronic devices during a testing situation; (3) passing or accepting possible answers during a test; (4) plagiarizing, the willful or unintended use of writings, ideas and/or works of others with the intention of taking credit for such material as one’s own work; (5) copying or attempting to copy from nearby students’ papers during a test; (6) using another person’s answers, term papers, reports and/or projects as one’s own for the purpose of receiving credit or completing an assignment; (7) incidents defined in writing by an instructor or department to constitute cheating; (8) unauthorized access to computer accounts, files and/or programs; and (9) similar incidents generally understood to constitute cheating.

Sanctions against cheating can be found in the Student Handbook.

**CLASS LEVEL**

To be classified as a sophomore, a student must have successfully completed at least 26 credit hours; as a junior, at least 58 credit hours; as a senior, at least 88 credit hours.
ADVANCED PLACEMENT
Thiel College participates in the Advanced Placement Program as instituted by the College Entrance Examination Board. Advanced placement and credit may be granted to admitted students who show satisfactory scores on the Advanced Placement Examinations of the College Entrance Examination Board. A score of five on an advanced placement examination will result in exempt status from the equivalent course and the awarding of appropriate credit hours for that course. A score of four will result in exemption from the equivalent course. Scores of three and below will not be considered.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)
Persons scoring appropriately well on College Level Examination Program tests may receive both credit and placement at Thiel College at the freshman and sophomore levels but not the junior and senior levels. New students must submit scores to the registrar before completing the regular semester of work after matriculation or readmission. Thiel will accept as many as 60 credit hours of work through CLEP tests. Thiel will accept American Council on Education (ACE) recommended scores for the award of credit to satisfy elective and integrative requirements. However, the appropriate department must approve courses to be used to satisfy major and minor requirements. There is a $15 per credit hour administrative fee for courses received, processed and placed on the official transcript for credit applied to a degree program. Thiel administers CLEP examinations on a rolling basis.
Information concerning CLEP examinations may be obtained from the College Entrance Examination Board at clep.collegeboard.org.

INTERNATIONAL BACCALAUREATE DIPLOMA/ CERTIFICATE PROGRAM
Thiel College will award credit and/or advanced placement to students earning the international baccalaureate (IB) diploma/certificate. Scores of six and seven will result in exempt status from the equivalent course at the Standard Level (SL) and scores of five, six and seven at the Higher Level (HL) of study will result in exempt status from the equivalent course and the awarding of appropriate credit hours for that course.

CREDIT FOR LIFE EXPERIENCE
Thiel College has adopted a portfolio review procedure for awarding credit for life experiences of prospective adult students applying for admission to the College. Should a candidate wish to pursue the portfolio review, he or she must make a formal application to the College and pay a fee of $25 per credit hour for each credit presented for review. The candidate will prepare a portfolio under guidance of a portfolio adviser. Further information about this procedure is available through the registrar.

EXPIRATION OF CREDITS
All of the credits required for a degree, whether earned in residence or transferred from another institution, must have been earned within 10 years prior to the date on which the degree is awarded. Course work completed more than 10 years prior to a student’s date of graduation is subject to review by the Dean of the College to determine its applicability to the degree.
When given evidence that the previous courses still provide adequate preparation for courses yet to be taken and still represent a reasonable part of the total academic program, the Vice President for Academic Affairs/Dean of the College may waive the 10-year limitation. Any such waiver is for a specific period during which the degree program must be completed.
This policy controls credits to be applied toward the degree. When specific courses are being evaluated for acceptance toward major requirements, the department chair may apply a more stringent standard because the early foundational courses prepare a student for upper-level courses or because students need to understand the interrelationship among courses in the field.
Transfer Credit

A student transferring from an accredited school of higher education for the purpose of pursuing a degree at Thiel College will:
1. Fulfill the general college core requirements of Thiel in effect at the time of his or her admission.
2. Satisfy all requirements for the major as stipulated by the academic department or the major.
3. Successfully complete at least the last 30 academic credit hours at Thiel.

The transferring student is responsible for having an official transcript forwarded from all institutions previously attended to the registrar’s office, which will be evaluated by the registrar. Grades of “C minus” and higher will be accepted for transfer credit. However, only credits will transfer. Transfer grades will not be calculated in the Thiel College GPA. Only credit accepted at the time of matriculation will be recorded as part of the student’s record in a degree program.

TRANSFER STUDENTS

Advanced Standing

Advanced standing is the record of the course credits accepted by Thiel from another institution. The registrar prepares a statement of equivalency in regard to requirements for the core, major program(s) and electives. The maximum number of advanced standing credits that may be transferred to Thiel is 94 credits. Transfer students may apply a maximum of eight credits in Western/World Civilization/Culture to the Western Humanities requirement. Transfer students must complete four credits of Science and Our Global Heritage. Second-degree candidates must complete requirements for the major and elective credits and at least 30 credit hours at Thiel College.

Transfer Credit

It is expected that students will fulfill competency requirements by taking Thiel College courses. In the event that this is not possible, the student must obtain the written approval of the appropriate department chair prior to taking the course at another institution.

While it is recommended that students will fulfill their requirements by taking Thiel College courses, Thiel students who plan to transfer courses from another accredited institution of higher education must do the following PRIOR to enrolling in the course(s):
1. obtain and submit a course description for each course;
2. receive written permission from the chair of the Thiel department in which the proposed course is to be substituted for a Thiel course;
3. send an original transcript to the Academic Records Office once course(s) is/are complete.

Forms for this purpose are available in the Academic Records Office.

GRADING SYSTEM

The following grading system is in effect: A (excellent); B (good); C (satisfactory); D (marginal); F (failure); I (incomplete); S (satisfactory); W (withdrew without penalty). Quality points are assigned to individual grades, as follows A=4; B=3; C=2; D=1; F=0; other grades=0. The GPA is computed by multiplying the course credit hours by the quality points for the grade received for each course. The total quality points for all courses are divided by the total number of credit hours for which grades are given for the semester. The cumulative GPA is the total of all quality points divided by the total number of credit hours taken by the student at the time of computation.

An Incomplete (I) grade is given to a student who is doing passing work in a course, but who, for reasons beyond his or her control, is not able to complete work on time. Illness is ordinarily the only ground for giving an incomplete grade. An “I” automatically becomes an “F” unless it is removed within the first six weeks following the end of the semester in which it was given. A student may withdraw (W) from a course without penalty on or about November 3 during the fall and on or about March 15 during the spring. Withdrawal dates for all semesters are...
posted in the Academic Calendar.
A student may repeat a course in order to improve his or her grade. The grade originally received in the course will not remain on the transcript and will not be counted in computing the student’s GPA. A notation of “RE” (repeat) will replace the original grade; only the grade attained in the repeated course will be counted in computing the student’s average. A student repeating a course in which he or she received a “D” or an “F” must take that course at Thiel.

AUDITING
Students may audit a class with the permission of the instructor. The decision to audit a course must be made at the time of registration. No credits are awarded and the symbol “AU” will be recorded on the transcript for an audited course. Audited courses cannot be used to meet any requirements.

CHANGE OF GRADES
The deadline for initiating grade changes by students or faculty is six weeks (weeks in a regular semester) after the grade in question is released. The grade change process must be initiated on an official form obtained at the registrar’s office. Once a final grade is recorded on the student’s transcript record by the registrar’s office, it cannot be changed without approval of the Dean of the College.

ADDING/DROPPING COURSES
Following the beginning of each semester and summer session, there is a designated number of days during which a student may add and/or drop a course from his or her schedule. The period of add/drop is posted in the Academic Calendar (see pages 6-8). To add or drop a course the student must discuss the change with his or her adviser. With the adviser’s approval, the student must get the instructor’s approval for both added and dropped courses. An instructor is not required to accept a student if his or her course is already at maximum enrollment.
The deadlines for adding and dropping courses will be strictly adhered to and it is expected the student will be aware of the dates as published in the academic calendar. There is an add/drop fee of $5 per occurrence. Students adding a course after the first class period are responsible for all course work and are accountable for all class absences from the first day of class.

CUMULATIVE GPA
All students must achieve a cumulative GPA of 2.0 or better for all academic work at Thiel and a cumulative GPA of 2.0 or better for all courses taken in the major(s) in order to graduate. A student must also achieve a 2.0 or better in any declared minor(s). This policy applies to the Associate of Arts, Associate of Science, Bachelor of Arts and Bachelor of Science Degrees.

ACADEMIC POLICIES
Satisfactory Academic Progress
Satisfactory academic progress toward a degree as a full-time student is defined as completion of 24 or more credits per academic year while maintaining a cumulative GPA of 1.50 (0-25 credits earned); 1.9 (26-57 credits earned) and 2.0 thereafter. The Academic Standing Committee may grant exception to the guidelines for satisfactory academic progress in individual cases.

Good Academic Standing
Good academic standing is defined as achieving a cumulative GPA of 2.0 or higher and a semester GPA of 2.0 or higher.

Academic Warning
An Academic Warning (letter of concern) will be issued to a student whose semester GPA falls below 2.0. This warning is not part of the student’s permanent academic record. However, it does alert the student to potential difficulties. Any student who receives an Academic Warning will be subject to action by the Dean of the College and the Dean of Students that could exclude participation in extracurricular activities.
Academic Probation and Suspension

Academic probation occurs when the student’s cumulative GPA falls below 2.0 or the student is not making sufficient academic progress. First- and second-semester students enrolling for six or more credit hours in a semester who receive less than a 1.40 semester/cumulative GPA will be considered for suspension by the Academic Standing Committee. Students who have attended three or more semesters will be considered for suspension if they have less than a 1.7 cumulative GPA.

A full-time student who does not maintain the minimum cumulative GPA or does not make sufficient academic progress for two consecutive semesters will be placed on academic suspension.

A student who has been accepted with condition(s) must meet those conditions for two consecutive semesters or be suspended.

A student who has been assigned to The Learning Commons by the Admissions Committee or the Academic Standing Committee must maintain active participation in the program by meeting regularly with counselors, tutors and staff. Students assigned to The Learning Commons must sign a participation contract which explains the obligations. Any student who fails to meet the contract obligations for two consecutive semesters may be suspended from Thiel College.

The suspended student may appeal to the Dean of the College to return immediately as a full-time student. (Refer to “Appeals/Petition for Readmission” section). Note: A successful appeal or petition lifts the suspension but the status of academic probation remains.

A student suspended from Thiel College must sit out at least one regular semester (fall or spring) before petitioning to return to the College. Part-time attendance at Thiel College will be permitted only during summer sessions while a person is on academic suspension. Further, academic success in summer school will not necessarily rescind the suspension.

A student on academic probation or suspension will be subject to action by the Dean of the College and the Dean of Students that could exclude participation in extracurricular activities.

Academic Dismissal

Upon return from suspension, if a student fails to achieve the minimum cumulative GPA in one semester or does not make sufficient academic progress in two subsequent semesters, the student will be dismissed from the College. A student who is dismissed cannot attend Thiel College either full or part-time for any academic work.

Academic Appeals/Petitions for Reinstatement

Appeals for immediate reinstatement must be submitted within two weeks of the date of the suspension or dismissal. Immediate reinstatement may be granted if there is a correction in the factual information upon which the original decision was made or if other academic and/or personal circumstances might indicate a potential for success. After sitting out one semester, a student may appeal by meeting the prescriptions designated. Appeals and petitions must be made in writing to the Dean of the College and should be made at least one month before the desired date of re-entry. A written appeal or petition must include the following:

1. A student’s self-assessment of factors that contributed to poor academic performance;
2. An account of what will be or has been done differently to positively alter the situation;
3. Evidence of accomplishment, if seeking reinstatement after the required suspension period. This could include an official transcript of academic work completed at an accredited institution since the suspension; proof of satisfactory military service; letters reporting gainful employment with supervisor(s) attesting to one’s performance, initiative and acceptance of responsibility; or any other documentation that would support the petition.
4. Evidence that the pre-suspension condition(s)/prescription(s) has/have been met.

The appeal or petition may be strengthened if it includes recommendations from an adviser and at least one other faculty member. The faculty member should be from the student’s department if a major has been declared.

The student’s academic as well as personal record while at Thiel College will be reviewed to determine whether to grant this special privilege
of reinstatement. Based on the quality and completeness of the documentation, the Dean of the College, in consultation with the Academic Standing Committee, decides whether to deny or grant appeals or petitions. If granted, the Dean of the College determines conditions of reinstatement in order to ensure that the student has an opportunity to successfully complete the academic program.

**Participation in Varsity Athletics**
To be eligible to participate in intercollegiate athletics at Thiel, a student-athlete must achieve a cumulative GPA of 1.5 or above before entering his or her second semester at Thiel College. The student-athlete must then achieve a 2.0 or above before entering his or her third semester at Thiel College and must maintain that 2.0 cumulative GPA for the rest of his or her enrollment at Thiel College in order to be eligible. If a student is assigned an incomplete in a course, the student is eligible to participate in athletics if the GPA without the incomplete meets the previously stated requirements. Once the incomplete grade is resolved, the resulting GPA will determine the student’s athletic eligibility. Athletic eligibility is determined at the beginning of each semester and remains in effect throughout the entire playing season.

**Withdrawal and Readmission**
To formally withdraw from the College, a student must secure the proper form from the registrar’s office and file the completed form with the registrar. Any student who officially withdraws while in good academic standing may return to Thiel by writing a letter to the registrar requesting readmission. Students who withdraw while on probation or who have been academically suspended may apply for readmission by writing a letter to the registrar. This letter must include a statement of the student’s short-term and long-term goals, and must provide adequate evidence that since leaving Thiel, the student has developed the necessary maturity, motivation and academic skills to pursue an academic program to successful completion. The Academic Standing Committee will review the petition and determine whether readmission is warranted.

Any student who is accepted for readmission to Thiel must meet all College and departmental requirements as stated in the Academic Catalog at the time of readmission.

**Student Leave of Absence**
A departure from Thiel College by a student for medical reasons supported by a physician’s affidavit is a justified leave of absence. Please contact the registrar for assistance. Students who take a medical leave during the semester will not earn any academic credit for the semester. The student will need to consult with the Financial Services Office to determine if any refund is applicable.
For readmission, a student must submit a letter requesting readmission along with a written release from a physician.
See page 50 for information on a military leave of absence.

**Professional School Early Acceptance**
A student who is accepted for study in a professional school after completing 96 credit hours at Thiel will be awarded the baccalaureate degree by Thiel College upon successful completion of the first year of professional study. The student must satisfactorily complete all Thiel baccalaureate graduation requirements, complete at least the last 30 hours at Thiel prior to transfer to the professional school and provide the Academic Records Office with certification from the professional school record of the successful completion of the first year of study. Professional schools include schools of dentistry, law, medical technology, medicine, nursing, optometry, physical therapy and veterinary medicine. Other professional programs will be considered by the faculty for inclusion under this policy upon application by the student.

**Academic Honors**

**Dean’s List and Dean’s Key**
In recognition of academic achievement, the Dean’s List of students is compiled following fall and spring semesters. To be eligible for the Dean’s List,
a student must attain a minimum GPA of 3.4 for the semester, based upon grades earned in a minimum of 12 credit hours conventionally graded. Students who make the Dean’s List during all eight semesters at Thiel are awarded a gold “Dean’s Key.” Transfer students are eligible to receive the Dean’s Key if the student attended Thiel for at least one year, was on the Dean’s List every semester at Thiel and was on the Dean’s List every semester at his or her former college(s). This will be determined by an official transcript that indicates the student was on the Dean’s List, or, if it is not indicated, that he or she received a 3.4 to 4.0 GPA for each semester attended.

**Class Honors**
Class honors are distinct from the established academic recognitions of the Dean’s List and graduation honors. Students receiving class honors must rank first in their class. Ordinarily, class honors will be awarded to one student in each class, but should identical GPA be attained by two or more students in the same class, equal honors will be awarded.

**Departmental Honors**
Departmental Honors are a prerogative of each department. Departmental faculties honor those who have been excellent students, demonstrating initiative in learning, excellence in scholarship, originality in inquiry, strong preparation and careful, thorough planning of their undergraduate education.

**Graduation Honors**
Seniors who have successfully completed a minimum of 60 academic credit hours at Thiel are eligible for graduation honors. Those who have a GPA of 3.8 or higher are graduated summa cum laude; 3.6 to 3.79 are graduated magna cum laude; 3.4 to 3.59 are graduated cum laude. Only courses taken at Thiel and in Thiel’s cooperative programs will be counted toward graduation honors. Graduates from the fall semester and from the spring semester shall be considered together within each academic year for a designations of valedictorian and salutatorian. These honors shall be announced at the spring semester graduation ceremony.

**Commencement Participation**
Students who intend to graduate with the associate and/or bachelor degree(s) must make application to the Academic Records Office during the semester in which they will complete degree requirements. The deadline to apply for December graduation (no commencement ceremony) is October 15 and for May graduation is March 15. This allows time to confirm completion of graduation requirements, order the diploma and ensure that the name appears in the commencement program.

While it is the intention of the College that all students participating in a commencement exercise will have completed all requirements for their respective degrees prior to that commencement, under the following conditions and with permission of the Academic Standing Committee, a student can participate in the May commencement exercise before completing the requirements.

- Students must make application for early participation by April 15 of the spring semester for May participation,
- Students must have a plan that will meet the requirements without having to take a credit overload during the summer sessions for May participation, and
- Students participating early will be designated in the commencement program that graduation requirements have not been completed, but will be completed during the summer session(s).

**Transcripts**
An official transcript of the student’s academic record is available from the Academic Records Office. The reproduction and sending of transcript/records are governed by federal legislation under Section 438 of the Family Education Rights to
Privacy Act of 1974 as amended, and no transcripts will be released without written permission from the student. Transcripts are sent weekly unless a hold has been placed upon an individual record due to financial concerns. In such cases the student will be notified and directed to the office of Financial Services. There is no charge for transcripts for students who have graduated from or attended Thiel College since 1977.

**Right to Privacy**
Under Section 438 of the Family Educational Rights and Privacy Act of 1974 as amended, all students, and parents of minor students, are provided the opportunity to review the student’s educational record, and to seek correction of information contained in those records. Furthermore, disclosure of information from student records will be limited to professional staff of the College and those persons designated through written request by the student.

**Career Services**
Career Services offers a comprehensive set of services in the area of career exploration. The four-phase career plan begins during the first year and continues through each of the student’s years at Thiel. The staff is interested in holistic approaches toward helping students choose their careers and prepare for their life’s work. The plan coordinates the student’s educational experience with his or her selected career choices, finding the best direction for each student.

The program includes computerized vocational surveys, individual and group counseling, and professional seminars to assist students in clarifying goals and exploring career alternatives. Career workshops and on-campus recruitment interviews are scheduled throughout the fall and spring. Career Services also has many resources online, such as e-portfolios, to assist students with their career and graduate school questions.

**Engagement**—Along with receiving sound guidance and the most up-to-date information, Career Services works with students to help them explore through hands-on, experiential learning experiences. This office assists students in setting up informational interviews, job-shadowing opportunities and internships. Additionally, we have a well-established set of community partners with whom students can volunteer.

**The Learning Commons (TLC)**
The goal of The Learning Commons (TLC) is to enhance the academic experience of Thiel students. The Learning Commons provides a variety of services designed to supplement the student’s academic experience.

**Academic Enhancement**—TLC provides a comprehensive set of services to help students enhance their academic performance. TLC helps students improve study skills, reduce test anxiety and manage time productively. Peer tutoring is also provided upon request. Additionally, a writing lab is available and provides students with opportunities to improve writing skills. Writing lab tutors assist with the structure, logic, and development of papers and call attention to specific deficiencies in grammar, punctuation, spelling and other surface features of the paper.

Tutors in the Math Enhancement Center provide assistance with math concepts, homework and test preparation. Both the writing lab and the enhancement center are located on the top floor of the library.

For students, admitted with a designation of academic support, or students on academic probation, TLC offers structured academic counseling and advising along with the other services mentioned above.

TLC also coordinates the ACT101 program to assist Pennsylvania residents who are first generation college students. In addition these students are provided with an academic counselor, and other academic support.

**The Office of Disability Services**—In addition to the enhancement programs offered above, TLC offers services in the area of special needs. Students with disabilities are encouraged to contact TLC. The Office works closely with faculty and staff in an advisory capacity and assists in the development of
reasonable accommodations that allow individuals with physical and other challenges or disabilities to participate fully in the programs offered at Thiel College.

It is the policy of Thiel College not to discriminate against qualified students with documented disabilities in its educational programs. Students with disabilities must meet the College’s academic standards for admission and be able to perform the essential objectives of a program and course work with or without a reasonable accommodation. Such accommodations typically constitute an alternative way of displaying, conveying or communicating knowledge or mastery of an objective in a course. Requested accommodations must be reasonable. In view of limited funding nationwide, final determination of whether a specific accommodation can be provided will be at the discretion of the College. Some disabilities may be beyond the College’s ability to serve adequately. Appeals must be submitted in writing to the Disability Services Officer for introduction into the Thiel College Grievance Procedure for Students with Special Needs.

The Office of Disability Services provides a number of academic services to help students achieve academic success. Every reasonable effort is made to provide students with disabilities the opportunity to fulfill academic requirements. A list of available services can be obtained by contacting TLC.

Students desiring accommodations for a disability are responsible for providing signed documentation from a qualified health care professional psychologist or medical doctor on official forms or stationery. The documentation should verify a learning disability, psychological condition, hearing or visual impairment, or other physical impairments or permanent disabilities. As part of the evaluation, the qualified professional should also identify possible appropriate interventions. Documentation and disclosure of special needs must be presented to the Disability Services Officer no later than the second week of the student’s first semester on campus and before the beginning of each semester.

Students with disabilities are also responsible for discussing with their instructors within the first two weeks of each semester the impact of their disability on their course work and the accommodations desired. If a disability is diagnosed during an ongoing semester, the student should immediately inform the Disability Services Officer and course instructors.

### Cooperative Programs

Thiel provides programs designed to afford students unique opportunities for off-campus study and learning experiences. Cooperative programs are scheduled in conjunction with other institutions of higher learning. Each cooperative program has a stated coordinator and students must have the formal approval of the coordinator to enroll in any cooperative program. Grades received in courses taken in approved cooperative programs count toward departmental, Dean’s List and graduation honors.

Students in cooperative programs will be maintained on the student roster so that they receive all appropriate communication from Thiel while at the cooperating institution. In all cases, students are subject to the usual eligibility requirements in determining financial aid. Students in cooperative programs should discuss their unique financial circumstances with the financial aid office so that maximum allowable assistance may be provided. There will be no fee for processing federal or state aid.

When the cooperating institution provides transfer credit, no recording fee will be charged. If Thiel credit is awarded and tuition is not paid to Thiel, a recording fee of $100 per semester is charged.

### One-Year Programs

**Art Institute**—Students attending The Art Institute of Pittsburgh (AiP) will make payments to Thiel based on AiP costs for the enrollment period. AiP will send an invoice to Thiel, as well as the student, prior to each quarter the student attends AiP. Thiel aid will not be available to students during their year at AiP; however external grants and/or loans...
can be used and will be processed by the home school (Thiel) then forwarded to AiP on behalf of the student. AiP will offer a tuition reduction of 15 percent for Thiel affiliate students. There will be no charge for the recording of transfer credits.

**Medical Technology/Cytotechnology** —
All financial arrangements are made between participating students and the cooperating clinical site. Thiel will assist in the processing of federal or state aid. No Thiel aid is available during the clinical year.

**One-Semester Programs**

**Washington Semester and the United Nations Semester**—Students will make all payments directly to the cooperating institution. Thiel will process federal and state aid which will be sent to the receiving school for the student’s use. Thiel aid will not be available to defray the costs at the cooperating institution.

**Study Abroad**—Tuition, room and board, and fees will be paid to the cooperating institution. Students eligible for federal and state aid will apply for external aid through Thiel which will in turn reimburse the foreign university. In those cases where the reimbursed expenses exceed Thiel’s charges, the students will also pay the additional amount to Thiel.

**Short Programs Abroad (several weeks)**—An extra fee is charged for short study abroad programs, depending on the program. Students remain eligible for Thiel, federal and state aid if the program meets regulatory requirements.

**Program Descriptions**

**Appalachian Semester**—Students majoring in political science and sociology, with a GPA of at least 2.5 (cumulative) will be eligible for one semester of off-campus study in this program. Students who apply must have completed work in research methods.

The Appalachian Semester is sponsored by Union College, Barbourville, Ky. The program balances the theoretical consideration of social life with practical application of theory to real life through field work. This program will be of considerable interest to sociology majors who desire to pursue a career in social work. The program has been designed “to combine interdisciplinary classroom experiences and on-the-scene community experiences into a living-learning situation where total involvement of the student may take place.”

Interested students should contact their department chairperson. Acceptance or rejection of any student’s application to the program will be made by the sponsoring agency, Union College.

**Argonne National Laboratories Semester**—A student majoring in biology, chemistry or physics who shows high potential for scientific research may, with the consent of the chair of his or her major department, apply for participation in this program operated by the Central States Universities, Inc. It consists of one full semester of the senior year at Argonne National Laboratories, Argonne, Illinois, during which the student spends half time in research under the direction of an Argonne scientist. The remaining time is spent in course work arranged by CSUI and based on the needs of the participants. Application must be made early in the semester prior to that to be spent at Argonne. The consulting adviser is the chair of the student’s major department.

**Art Institute of Pittsburgh**—(Art students) Thiel College and The Art Institute of Pittsburgh (AiP) have a cooperative program leading to a baccalaureate degree in commercial art. Students begin this program at Thiel and attend AiP in their junior year to complete the commercial arts program, for a total of 30 semester credits. The AiP credits transfer to Thiel and count toward graduation. Students return to Thiel to complete their senior year.

**Art Institute of Pittsburgh**—(Business administration students) Thiel College and The Art Institute of Pittsburgh (AiP) have a cooperative program leading to a baccalaureate degree in business administration with an emphasis in either fashion retail management or culinary arts. Students begin their program at Thiel and attend AiP in
their junior year for culinary arts or fashion retail management. Fashion retail management students earn 30 semester credits at AiP. The credits earned at AiP for culinary arts may vary depending on course selection. The credits earned at AiP transfer to Thiel and count toward graduation. Students return to Thiel to complete their Senior year.

**Dual-Degree Engineering (3-2 Program)**—Through cooperative arrangements with Case Western Reserve University (CWRU) and the University of Pittsburgh (Pitt), a Thiel student can secure the advantages of both a liberal arts education and more specialized studies in a variety of engineering disciplines. Upon completion of this five-year program (for some engineering specialties, two to three years at Pitt/CWRU may be required), the student will receive a B.A. or B.S. degree in dual-degree engineering from Thiel and a B.S. in engineering from CWRU or Pitt. During the three years at Thiel, the student must fulfill the general college requirements (IR) and the dual-degree engineering major requirements, which include those courses which are required to transfer into CWRU’s or Pitt’s programs. There are minimum grade point requirements for the three-year phase at Thiel in order to transfer to CWRU or Pitt, depending on the school and the program. For details see section Dual-Degree Engineering in Department of Physics. The liaison officer of Thiel College for this program is Dr. Patrick Hecking.

**Business Administration Culinary Program**—The program is designed for students interested in business management/ownership in the culinary, food service and hospitality industries. Under a cooperative program between Thiel College and the Art Institute of Pittsburgh and the Art Institute of Washington, students will take part in a 2-1-1 program. Participants in the program will be enrolled for two full years in Thiel College’s Business Administration Program, one year in the Art Institute of Pittsburgh’s or the Art Institute of Washington’s Culinary Program, and conclude their final year on Thiel’s campus. Graduates of the program will earn a Bachelor of Arts degree in business administration from Thiel with a certificate in culinary art from the Art Institute of Pittsburgh or the Art Institute of Washington. Professor Angelo A. Giannini is the liaison officer for this program.

**Drew University Art Semester**—The Drew University Art Semester is designed to give interested and highly-qualified students opportunities to become acquainted with major museum collections and important gallery exhibitions in New York City. The students will also meet important artists in their studios and engage in seminars and classes related to modern and American art. The Drew Semester is open to students in their junior year only, and is offered only during the spring. Interested students should apply no later than the fall semester of their junior year. The consulting adviser is the chair of the Art Department.

**EWHA Women’s University, Seoul, Korea**—Through a cooperative arrangement with EWHA Women’s University, two Thiel students each academic year have the opportunity to be introduced to Asian culture and earn college credits. Several programs are offered in English language instruction. Special scholarships may be available. In a more global world, it is increasingly important that Thiel students understand people and cultures of other lands as they prepare for lives and careers that will transcend the boundaries of the United States. The guidelines that determine student eligibility for exchange are available through the office of the Vice President for Academic Affairs/Dean of the College.

**Forestry and Environmental Management**—Thiel College participates in a cooperative program with the Nicholas School of the Environment and Earth Sciences at Duke University in Durham, North Carolina. Through this program, highly qualified students can earn a bachelor’s degree at Thiel and a master’s degree at Duke in five years. Students in the program complete three years of course work at Thiel, which includes the curriculum required of all students (the Integrative Requirement and the major), the prerequisites for admission to Duke and a total of 94 credit hours. Prospective students must apply for admission to the Nicholas School of the Environment and Earth Sciences at Duke by February 1 of their junior year. Upon successful admission and completion of two
semesters of residency at Duke in which 30 semester units of credit are earned, the student is awarded a bachelor’s degree from Thiel. After an additional two semesters of successful study at Duke and completion of a total of 48 semester units of credit, a student may receive either Master of Forestry (M.F.) or a Master of Environmental Management (M.E.M.) degree.

Students may also choose to earn the bachelor’s degree at Thiel. These students may apply for admission to the Nicholas School of the Environment and Earth Sciences at Duke as candidates for either the M.F. or M.E.M. degree. Both degrees require four semesters and 48 semester hours of credit.

The Master of Environmental Management degree focuses on the following programs of study: coastal environmental management, conservation science and policy, environmental economics and policy, ecosystem science and management, global environmental change and water and air resources. The Master of Forestry degree develops experts on sustainable management of forest ecosystems. Students may also choose to enter certificate programs in either energy and environment or geospatial analysis.

The emphasis in all areas is on quantitative methods of analyzing problems, defining objectives and devising and testing management alternatives. This scientific and analytical background has enabled graduates of the school to attain an excellent record of placement in a variety of forestry and resource management positions with government, industry, consulting firms, universities and nonprofit organizations.

Prerequisites for admission to the M.E.M. and M.F. programs include a strong background in the area of physical or social sciences relevant to the area of interest, one semester of college-level calculus and one semester of college-level statistics.

Each must be passed with a grade of a B minus or better. Additional prerequisites may be necessary for each program of study. Interested students should consult the Thiel adviser to this program, Dr. Michael Balas, Department of Biology. For additional information, please see the Nicholas School’s Website at www.nicholas.duke.edu/

The Vira I. Heinz (VIH) Program for Women in Global Leadership—This program develops global citizens by cultivating leadership and intercultural competency skills, instilling passion for life-long learning and civic engagement, and by mentoring students through their Community Engagement Experiences. This three-year program is an unparalleled opportunity open to females of sophomore status at 15 institutions in Ohio, Pennsylvania and West Virginia. Applicants submit a study proposal that details the relationship between their goals for their credit-worthy summer international experience of at least four weeks, and one of the five Heinz Endowments programming areas: Arts & Culture, Children, Youth & Families, Economic Opportunity, Education and the Environment. Each year, three young women from each of the 15 institutions are admitted into the VIH Program and receive a $5,000 scholarship in partial support of the cost of their international experience.

The VIH Program accepts students with a significant awareness of global issues who are inspired to explore global issues abroad, in a different culture, and provides them with a rigorous, intensive curriculum on intercultural competency and leadership. The program shapes young women whose decisions and actions as future leaders will have a far-reaching impact throughout the world. However, it is the process of students giving back to their local communities that cements their newfound identity as a global citizen. Interested students should contact Dr. Laurie Moroco, Associate Professor of Communication.

Lake Erie College of Osteopathic Medicine, School of Pharmacy (3+3 and 4+3 Early Acceptance Program)—Thiel College has a 3+3 and 4+3 Early Acceptance Program (EAP) in pharmacy with Lake Erie College of Osteopathic Medicine, School of Pharmacy in Erie and a 3+4 and 4+4 program at the LECOM Bradenton, Fla. campus. For the 3+ track, the student must enroll in the EAP by February 1 of their first year at Thiel. Upon completing three years at Thiel and meeting certain GPA, specified curriculum and other requirements, the student would matriculate into LECOM School
of Pharmacy. Upon completion of the requirements at LECOM (after 1 to 2 years), the student would receive a B.A. in Chemistry or Biochemistry from Thiel depending upon their coursework. For the 4+ program, the student must enroll in the EAP by February 1 of their second year at Thiel. The candidate would earn a B.A. or B.S. degree at Thiel, then matriculate into LECOM upon meeting the necessary requirements. Upon completion of the three or four year pharmacy program, the graduate would receive the Doctor of Pharmacy (Pharm.D.) degree from LECOM. Interested students should contact the Chemistry Department (Dr. K. Frantz) for more detailed information.

Lake Erie College of Osteopathic Medicine (3+4 and 4+4 Program in Primary Care)— Thiel College has an Early Acceptance Program (EAP) in osteopathic medicine with Lake Erie College of Osteopathic Medicine (LECOM). There are two paths, the accelerated 3+4 and the 4+4 program. These differ in the number of years spent at Thiel. For the rigorous 3+4 track, students must enroll in the EAP by February 1st of their first year at Thiel and take the Medical College Admission Test (MCAT) in April of the sophomore year. Upon completing three years at Thiel and meeting certain GPA, MCAT, curriculum and other requirements, they would matriculate into LECOM in July. The B.A. degree in biology or chemistry depending upon their coursework would then be awarded upon completion of the first year at LECOM (30 credit hours). For the 4+4 track, students must enroll in the EAP by February 1 of their second year at Thiel. They would fulfill the requirements for the B.A. or B.S. degree at Thiel, then matriculate into LECOM after meeting the necessary requirements. Upon completion of the medical program, graduates receive the Doctor of Osteopathic Medicine (D.O.) degree. Interested students should contact advisers for the premedical program of either the Biology Department (Dr. N. Despo) or the Chemistry Department (Dr. C. Stanisky) for more detailed information.

Study Abroad Programs (one or two semesters)— The College permits qualified students to spend up to two semesters at a foreign university and to apply credit for study abroad toward a Thiel degree. Any such program, including courses taken for Thiel credit, must be pre-authorized by the appropriate department or the Dean of the College. Thiel has no special arrangements with foreign institutions, but it assists qualified students in enrolling at a university abroad. Credits earned and grades will be transferred to Thiel. Foreign grading and credit systems will be converted into Thiel credits and grades. No credits will be granted without grades, and only grades of the equivalent of a “C” at Thiel will be accepted. Interested students should consult the current chair of the study abroad program, who will supply further details and advice. This consultation should be done as early as possible, preferably one and a half semesters in advance of application. Students are advised to arrange their course schedules so as to integrate the courses taken abroad into their college and major requirements. Approval will be granted only to students who are 1) in good academic standing and 2) who are likely to bring credit to Thiel and profit to themselves from their study abroad.

Faculty-led Summer Study Abroad Courses— These courses are taught or directly supervised by Thiel faculty members in a variety of foreign countries. The emphasis is on academic studies, field trips and foreign culture. Programs vary from year to year and generally run from 1 to 4 weeks. Students and faculty travel together as a group. Credits, tuition and financial aid are the same as for on-campus courses, but an extra fee is added to cover the travel costs. A limited number of 50 percent tuition waivers, awarded on a competitive application basis, are available each summer.

Other Off-Campus Study Opportunities— These may be available within the United States or in foreign countries. See department chairs and other faculty for information.

Pittsburgh Institute of Mortuary Science— Thiel College and the Pittsburgh Institute of Mortuary Science offer a cooperative program leading to a Bachelor of Arts degree with a major in business administration and a diploma in funeral directing/
embalming. Students interested in such a program of study may make application through Thiel College. After meeting admission requirements, a student will begin study at Thiel College and attend for a minimum of five semesters before entering the Pittsburgh Institute of Mortuary Science and completing three trimesters to complete the program. Professor David M. Miller is adviser to this program.

**Semester in Washington**—The Semester in Washington is a supervised internship and seminar program open to students in all majors. It is conducted by the Lutheran Colleges’ Washington Consortium. In the fall or spring semester students participate in a supervised internship and take two seminars. A special supervised internship program is also available in the summer. Internships may be in governmental, public service or private sector settings. Students with interests in art and theater, social services, journalism and the humanities are particularly encouraged to participate. Field trips, interviews and attendance at various Washington area events are integral parts of the program. Interested students should consult the campus coordinator, Dr. Robert Wells, Department of Political Science.

**Universidad de Especialidades Espiritu Santo**—Thiel College and Universidad de Especialidades Espiritu Santo (UEES), Quayaquil, Ecuador, through a cooperative arrangement offer the opportunity for Thiel students of all majors to be introduced to a Spanish culture and earn college credits. A wide variety of courses are taught in English, as well as Spanish, and the program is open to qualified students at the sophomore level or higher. Interested students should contact the chair of the language department or the registrar.

**Washington Semester Program**—Students from a wide variety of majors may participate in this nationally-recognized internship and seminar program operated by American University in Washington, D.C. The program is located on a self-contained small college campus in Washington. Students may focus on politics, law, journalism, international business, economic and environmental policy, museum management, criminal justice and other subjects. Consult Dr. Robert Wells, Department of Political Science.

**United Nations Semester**—Selected students particularly interested in government and international relations may participate in the United Nations Semester at Drew University, Madison, N.J., during the fall of their junior year. Students should apply no later than the beginning of the spring of their sophomore year. Through direct contact with agencies and individuals within the United Nations, participating students come to know and understand the intricacies and functioning of international organization. Consulting adviser is Dr. Robert Wells, Department of Political Science.

**Individualized & Experimental Approaches**

Most departments of the College provide opportunities to engage in one or more types of individualized study approaches. These are provided to supplement the usual course offerings whenever a special educational approach is better suited to a student’s needs and cannot be otherwise provided. These courses, as a minimum, must be equivalent in substance and achievement to a regular semester course and must involve an evaluation procedure. Independent study or special projects courses may be extended over more than one academic semester. There are five types of individualized study approaches:

**Advanced Topics**—This course is offered occasionally (e.g. a departmental seminar, a course of narrow academic interest and specialization). Permission and prerequisites to register for the course are determined by the department.

**Independent Study**—An honors course requiring a 3.25 GPA in student’s major field. Students interested in pursuing an independent study must present a description of the project including aims and goals (learning outcomes) of the inquiry and the procedures and evaluation methods which will be employed. An independent study may involve innovative learning projects and activities.
and require independent learning of the student. Permission to register for the course is determined by the department.

**Selected Topics**—Courses offered in which topics change but the “course outcomes” do not. The basic course format must be approved by the Curriculum Study Committee; however, the various topics selected need be approved only by the respective chairpersons.

**Special Projects**—An opportunity for all students to undertake a course involving individualized study in those departments that offer special projects. Compared to independent study, special projects are more closely supervised by the instructor, use a more traditional format and involve more frequent assessment by the instructor. Permission and prerequisites to register for the course are determined by the department.

**Seminar**—A formal course involving research and discussion. The course topic need not be original or unique in conception, but does involve individual research and group interaction. Admission is granted upon the approval of the instructor.

### Individualized Minor

An approved individualized minor of at least 15 credit hours and no more than 22 credit hours may be presented in lieu of a departmental minor. At least 9 credit hours must be taken beyond the introductory level.

An individualized minor will provide flexibility for a student to design a program that is on the academic “cutting edge” and closer to the student’s area of interdisciplinary interest. Such an option provides a personalized, educationally sound and interdisciplinary approach to academic program planning at Thiel for an academically eligible student.

A student with a minimum GPA of 2.5 wishing to enroll in an individualized minor should first select a faculty mentor. Forms for the individualized minor are available in the Office of Academic Affairs. The form describing the proposed individualized program should be completed by the student and the faculty mentor. A comprehensive statement by the student justifying the minor must accompany the individualized minor form. The form must list the specific courses to be taken and suggested alternatives and be signed by the student and the faculty mentor before it is presented to the Curriculum Study Committee and the Dean of the College for approval. The proposed individualized minor must be approved by both Curriculum Study Committee and Dean of the College.

The proposed minor must be submitted for approval preferably by the beginning of the junior year, but no later than one year prior to the date of expected graduation. Following approval of the plan, any revisions must be approved by the mentor and Dean of the College.

A copy of the program will remain on file in the Office of Academic Affairs as a model for review and future potential use. A copy should also be placed in the student’s advising file and in the Academic Records Office.

Transcript title will be reflected on transcript entry as “Individualized: name of minor.”

### Global Institute

Dietrich Honors Institute

Dr. Curtis L. Thompson, Director

Admission into the Thiel College Dietrich Honors Institute is through invitation by the Institute’s Honors Directors. Entering freshmen are eligible for participation if they meet one of two criteria: 1) a high school GPA of at least 3.5 and SAT score of 1100 or higher on the verbal and mathematics portions (or ACT composite score of 24 or higher) or 2) a high school GPA of at least 3.5 and a class rank in the upper 15 percent.

Retention in the program requires maintaining a minimum 3.0 GPA semester by semester, as well as a minimum 3.0 cumulative GPA. A student who falls below a 3.0 for one semester but not below a 2.0 will be retained in the program on honors probation. Should that student achieve below a 3.0 in any subsequent semester, he or she will be dismissed from the program, as will any student who earns below a 2.0 in any semester. All students must have a minimum cumulative GPA of 3.0 at the end of the junior year in order to enter the senior year as a Dietrich Honors Institute student and must have at least a 3.0 GPA at the end of the senior year to graduate as a Dietrich Honors Institute participant.

Interdisciplinary Offerings

Thiel College offers a growing number of interdisciplinary courses. An interdisciplinary approach to the presentation of academic content is in keeping with the philosophical goals of the institution. The liberal arts concept stresses the advantages of integrating knowledge and the interdisciplinary approach to the study of knowledge presents the student with opportunities for examining the relationships and connections between and among various academic disciplines. Interdisciplinary courses may be taught by faculty in any department. Many interdisciplinary courses are team taught or use the expertise of numerous faculty as presenters and discussion leaders.

Pre-Professional Programs

Education, Dual-Degree Engineering, Cytotechnology, Medical Technology, Mortuary Science, Pre-Dental, Pre-Law, Pre-Medicine, Pre-Ministry, Pre-Occupational Therapy, Pre-Optometry, Pre-Pharmacy, Pre-Physical Therapy, Pre-Physician Assistant, Pre-Podiatry, Pre-Veterinary

A liberal arts education provides the general background that professional schools expect. Students interested in the health professions may major in any field but most choose to concentrate their study in biology or chemistry. A broad understanding of modern science and a variety of courses in the social sciences and humanities are important to students seeking admission to professional schools. Selection is very competitive; successful applicants maintain a high level of academic performance in all work, score well on the appropriate aptitude tests (MCAT, DAT, etc.). A student preparing for professional school in a health profession is responsible for determining the specific requirements for the particular school under consideration.

Education (See Dr. Hazlett, Education)

Dual-Degree Engineering (See Dr. Hecking, Physics)

Cytotechnology (See Dr. Swerdlow, Biology)

Medical Technology (See Dr. Swerdlow, Biology)

Mortuary Science (See Prof. Miller, Business)

Pre-Occupational Therapy (See Dr. Griffin, Psychology; Dr. Laura Pickens, Psychology)

Pre-Dental (See Dr. Frantz, Chemistry)

Pre-Law (See Dr. Wells Political Science) The American Association of Law Schools suggests that undergraduate students prepare themselves for law school through a broad liberal arts program. The goals a student should pursue include greater knowledge of our civilization’s present characteristics, its history and its values. While many majors in the humanities, sciences and social sciences are appropriate for persons planning for law school, many students choose to major in political science. The pre-law adviser has information about pre-law study and law school programs. In addition, assistance in preparing for the LSAT aptitude test that is required of all persons entering law school is
available from this person.

**Pre-Medicine** (See Dr. Swerdlow, Biology or Dr. Stanisky, Chemistry)

**Pre-Ministry** (See Dr. Thompson, Religion)

**Pre-Optometry** (See Dr. Swerdlow, Biology)

**Pre-Pharmacy** (See Dr. Frantz, Chemistry)

**Pre-Physical Therapy** (See Dr. Swerdlow, Biology)

**Pre-Physician Assistant** (See Dr. Swerdlow, Biology)

**Pre-Podiatry** (See Dr. Swerdlow, Biology)

**Pre-Veterinary** (See Dr. Swerdlow, Biology)

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### Special Programs

#### Internships

Professional internships provide an opportunity to enhance student growth and professional development through planned, supervised work experience in career-related positions with a wide range of companies and agencies. An internship is an opportunity for students to apply classroom and textbook knowledge in actual working situations. An internship provides a "testing time" for students. It may reinforce career choices or alert students to change career directions.

Placements may be in the Thiel community or elsewhere. Many students choose to work in their hometowns during summers or intern locally during the school year. Students may elect to receive academic credits toward graduation for their internships. Credits earned depend on the number of hours spent at the internship site and departmental policies. Students may earn a maximum cumulative total of 12 credit hours. The student’s faculty sponsor determines requirements, assesses performance and assigns a final grade. To register for an internship, students need to meet with the Associate Dean of Career Development, their adviser and faculty sponsor. Students must be at least a second semester freshman and in good academic standing to be eligible for an internship.

Transfer students must complete one semester at Thiel College and establish a 2.0 overall GPA. Students who take full advantage of Thiel’s Internship Program come away with maturity and self-confidence that few other educational experiences can provide. Career Development is located in The Learning Commons area of the Langenheim Library.

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### The Haller Enterprise Institute

The Haller Enterprise Institute is an innovative program that encourages highly motivated students from any major to begin their own business while they continue their education. The core of the Institute is the advisory board comprising Mercer County business leaders and Thiel College faculty and administration. The group provides excellent support, guidance and encouragement to student entrepreneurs. Professor David Miller is the director of the Haller Institute.

**Haller Enterprise Institute Offerings:**

- **Up to 20 $2,000 Haller Enterprise Institute academic scholarships** are provided annually to students who are currently involved in entrepreneurial activity and are committed to future involvement.
- **Introduction to Entrepreneurship**, a course open to all majors, is available to students who want to start their own businesses. The course focuses on how to develop a business plan and how to manage a small business.
- An advisory board comprised of local business owners gives young entrepreneurs the chance to learn from practitioners in the business world.
- **An annual banquet featuring the presentation of “The Entrepreneur of the Year Award”** gives students a chance to meet successful business owners from across the state.
- Visit the Website, www.thiel.edu, for current developments.

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### Concurrent (Dual) Enrollment

Students enrolled in secondary schools within the Commonwealth of Pennsylvania may take advantage of Thiel College’s concurrent enrollment program (for participating school districts). Through this program, Thiel College offers provisional admission and opportunities for college credit to
secondary school students. Dual enrollment is fostered through individual school systems in conjunction with the Pennsylvania Department of Education’s dual enrollment program. The Office of Academic Affairs works in conjunction with each secondary school’s dual enrollment committee to develop a program that is both compelling and engaging for students. There is a variety of available course offerings and previous programs have included classroom instruction in western humanities, English, government, biology, chemistry, art history, geography, mathematics and other areas. Earned credits are applicable toward the students’ college and high school transcripts. Because Thiel College is an accredited four-year institution, course credits may also be transferable to other colleges and universities. General requirements include a 3.0 high school GPA, a score of 1250 on the PSSA English or mathematics exam and recommendation of “college readiness” from a high school guidance counselor.

**Thiel High School Scholars**

The Thiel High School Scholars Program is designed to provide college credit opportunities for junior and senior high school students in Mercer County and surrounding areas. Students have the option of enrolling in college courses on the Thiel campus when special arrangements have been made with school districts and with the approval of the high school guidance counselor and parent and/or guardian. Thiel High School Scholars are part-time students and receive most of the benefits of part-time enrollment including full privileges at the College library, computer labs and student admission to various events. Thiel High School Scholars may participate in all College events except varsity sports and Greek life. Orientation is required of all scholars who choose to continue on as first year students at the College.

**Distance Education**

In summer 2006, Thiel College began offering courses online. The College will continue to explore new ways to deliver quality educational programs through distance education technology and off-site programs. Courses offered in a distance education format, such as “online,” will be noted in the schedule of classes released in the middle of each semester. Additional fees may apply when selecting courses in distance format. All students enrolling in online courses must complete a Web-based training program prior to beginning their online course.
The Department of Art offers two majors: fine art and commercial art. One minor is offered: fine art. The Department of Art requires a C minus or better in all courses required for the major and/or minor fields of study.

The department’s primary mission is to prepare the next generation of artists for further study or employment in their chosen fields. Building on a balance of practice and theory the department is committed to fostering a personal, dynamic, creative environment in which students learn from mentors in contexts ranging from quality classroom instruction to rigorous studio practice. The Department of Art is committed to developing in each student an appreciation and understanding for the dynamic, creative impulse that all men and women share, the basic need to interact. Through the Weyers-Sampson Gallery, the department is also dedicated to providing students with public artistic and educational experiences and opportunities that enhance and expand the cultural lives of both students and members of the surrounding community.

FINE ART
(Bachelor of Arts Degree)

The Department of Art believes that in the rapidly evolving world of the creative arts, those students who have mastered basic technical skills and analytical theories are the ones best prepared to succeed in the creative arts. The fine art major therefore requires students have a broad foundational experience in the visual arts prior to providing students with the opportunity for in-depth experience necessary for graduate study or employment in arts related fields. A student who graduates from Thiel College with a major in fine arts will:

- possess an aesthetic value system and critical skills necessary in creating and evaluating fine art.
- possess a basic knowledge of the history of art and the role of the arts in contemporary society.
- possess basic art making skills necessary for post-baccalaureate graduate study or employment in arts-related fields.

All fine art majors must participate in a “Sophomore Portfolio” review process where declared majors meet with the art faculty to evaluate their progress and establish goals/expectations for their future studies. The Senior Seminar serves as a capstone course for all fine art majors. Students will focus on creating work for the senior exhibition as well as generating a thesis statement summarizing their experience at Thiel. A senior exhibition of art work is a graduation requirement for all fine art majors.

Major Requirements
Candidates for the fine art major will be expected to complete the six prescribed foundational drawing, painting and sculpture classes by the second semester of their junior year, and are encouraged to complete the 100- and 200-level art history requirements by that time as well.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 110</td>
<td>Drawing I</td>
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<td>ART 230</td>
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<tr>
<td>Art History</td>
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<tr>
<td>ART 401</td>
<td>Senior Seminar</td>
<td>4 CH</td>
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TOTAL 41 CH
BA Fine Art Major

Recommended 4-year schedule

• Items in boldface type are strongly recommended to be taken during the prescribed semester. Items in italics with ** may have more flexibility regarding scheduling.

• Students should complete Drawing I and II by the end of their freshman year. Painting I, Sculpture I and Art History I and II are to be completed by the end of the student’s sophomore year.

• Sophomore Review to be taken during the student’s fourth semester.

• Senior Seminar to be taken spring semester of senior year. Students graduating in December must take the seminar the spring semester prior to graduation.

First year, first semester
Drawing I
First Year Seminar
College Algebra
Other Core Requirements

First year, second semester
Drawing II
Sculpture I
Other Core Requirements

Second year, third semester
Art History I
Seminar 200 (can also be taken in the fourth semester)
Other Core Requirements
Foreign Language I

Second year, fourth semester
Art History II
Seminar 200 (if not taken previously)
Foreign Language II
Scriptures (WIC) or Lab Science **
Sophomore Review

Third year, fifth semester
Drawing III (300 level elective)
19th Century Art History (WIC)
Art elective **

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COMMERCIAL ART
(Bachelor of Arts Degree)

The commercial art major builds on Thiel College’s long-standing relationship with the Art Institute of Pittsburgh (AIP) and requires that students complete the equivalent of one year’s academic study at AIP, usually in the junior year. The commercial art major represents a more focused course of study with logical and appropriate course offerings that establish a broad but flexible foundation necessary for students in preparation for careers in the commercial arts.

A student who graduates from Thiel College with a major in commercial art will:
• have a foundational experience in the visual arts.
• possess basic art making skills and related technology necessary for post baccalaureate/graduate study or employment in arts-related fields.
• possess an aesthetic value system and critical thinking skills necessary in creating and evaluating commercial art.
• possess a basic knowledge of the history of art and the role of the arts in contemporary society.

All commercial art majors must participate in a “Sophomore Portfolio” review process where declared majors meet with the art faculty to evaluate their progress and establish goals/expectations for their future studies at the Art Institute of Pittsburgh. The Senior Seminar serves as a capstone course working for the senior exhibition as well as generating a thesis statement summarizing their experience at Thiel. A senior exhibition of art work/project presentations is a graduation requirement for all commercial art majors.

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<tr>
<td>Art History 100 Level</td>
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<tr>
<td>Art History 200 Level</td>
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<tr>
<td>ART 260 Intro to Graphic Design</td>
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<tr>
<td>ART 401 Senior Seminar</td>
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<tr>
<td>AIP Transferred Credits</td>
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<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

BA Commercial Art Major
Recommended 4-year schedule
• Items in **boldface type** are strongly recommended to be taken during prescribed semester. Items in italics with ** may have more flexibility regarding scheduling.
• Students should complete Drawing I and II by the end of their freshman year. Intro. to Graphic Design, Painting I, Sculpture I and Art History II are to be completed by the end of the students’ sophomore year.
• Sophomore Review to be taken during the students’ fourth semester.
• Senior Seminar to be taken spring semester of senior year. Students graduating in December must take the seminar the spring semester prior to graduation.

First year, first semester
Drawing I
FYS
Western Humanities I
Oral & Written Expression I

First year, second semester
Drawing II
Sculpture I
College Algebra
Western Humanities II

Second year, third semester
Painting I
Intro. to Graphic Design
Science & Our Global Heritage I
Foreign Language I

Second year, fourth semester
Painting II and/or Sculpture II **
Art History II
Foreign Language II
Scriptures (WIC)
Sophomore Review
Third year, junior year (AiP)
Transfer credits after this year: 30 credits

Fourth year, fifth semester
Lab Science
Group IV elective (WIC)
Group IV elective (WIC)
Art History I
Taking Care of Your Health
Physical Education class

Cooperative Programs
Art Institute of Pittsburgh—Thiel College and the Art Institute of Pittsburgh have a cooperative program leading to a bachelor’s degree in commercial art. (See Cooperative Programs, page 84.) Focus areas include advertising, culinary management, digital media production, entertainment design, fashion and retail management, graphic design, game art and design, industrial design, interior design, media arts and animation, photography, video production, visual effects and motion graphics and Web design and interactive media.

Drew University Art Semester—The Drew University Art Semester is designed to give interested and highly-qualified students opportunities to become acquainted with major museum collections, and important gallery exhibitions in New York City. (See Cooperative Programs, page 84.)

Fourth year, sixth semester
Senior seminar
Painting III, Sculpture III, or Drawing III **
Physical Education class
Group IV elective (WIC)

Course Offerings

ART 101—Art History, Pre-History to 1800 (3 CH) A chronological history of art surveying the Ancient World, the Middle Ages, the Renaissance and up to the beginning of the 19th century. Emphasis will be given to painting and sculpture with consideration given to the influences of invention, technological advances, social structure and religion. The course will include major contributions made by European and American cultures with emphasis given to international aspects and cross-cultural influences such as Japanese, African and Mexican. Offered every fall.

ART 110—Drawing I (4 CH) This is a beginning drawing course designed to teach students how to draw, and more importantly how to see. This course will emphasize drawing from observation. Concepts or themes to be investigated in this course include line, shape, value, texture, 2-D composition and linear perspective. A variety of dry and wet media will be explored throughout the course. (Lab fee) Offered every semester.

ART 120—Painting I (4 CH) This course is designed to introduce students to basic painting skills and techniques. Elements and principles of design will be introduced as they relate to the painting medium with emphasis placed on basic technical skills and color theory and the development of personal style. The still life will be emphasized along with an introduction to the figure. (No P although ART 110 is preferred.) (Lab fee) Offered every semester.

ART 130—Sculpture I (4 CH) This course introduces beginning students to the visual, material and conceptual concerns inherent to three dimensional design and sculpture. Using a variety of materials including foam-core, wire, plaster and clay, students will develop a greater familiarity with the creation of form and composition in three dimensions and how to begin to relate these processes to the creation of sculpture. (Lab fee) Offered every semester.
ART 201—Art History, Modern Art History (3 CH) An examination of the development of modern art through the study of painting and sculpture beginning at the 19th century and continuing to the present time. The course will include major contributions made by European and American cultures with emphasis given to international aspects and cross-cultural influences such as Japanese, African and Mexican. Offered every spring.

ART 210—Drawing II (4 CH) This course is intended to be a continuation of concepts and techniques learned in ART 110 Drawing I. Drawing from observation will be emphasized. The still life, landscape and figure will be explored with emphasis placed on the figure. Students will also investigate drawing as a mode of expression through historical and contemporary theory and practice. (P: ART 110) (Lab fee) Offered every spring.

ART 220—Painting II (4 CH) This course is designed to further the development of skills and foundations presented in Art 120 Painting I including painting from observation, color mixing, composition and craftsmanship. The course will also require the student to investigate more complex issues such as developing a personal voice, analyzing content and building a cohesive body of work. (P: ART 120) (Lab fee) Offered every spring.

ART 230—Sculpture II (4 CH) Building on themes learned in ART 130 Sculpture I, the purpose of this course is to reinforce and develop the visual, material and conceptual concerns inherent to sculpture and to introduce figurative concerns. Upon successful completion of this course, students will have a foundational competency with the conception and execution of sculptural compositions and the figure. (P: ART 130) (Lab fee) Offered every spring.

ART 240—Introduction to Graphic Design (4 CH) This is a course intended to give an introduction to computer graphics applications to the beginning art student. The course will introduce applications of graphic design, the tools of the trade and the requirements of the industry. Emphasis will be placed on creative problem-solving skills, concept development and traditional hand/board skills. The course will also introduce page layout software. Special emphasis will be placed on the aesthetics and functionality of the picture plane, as well as the basic types of images that are included in the organization of a layout. Offered every spring.

ART 250—19th Century Art (3 CH) This course will focus on artists of the 19th century and explore how they reacted to cultural and social developments of their time. It is a discussion-based class which will build on the fundamentals learned in Survey I and II. However, unlike a survey class which covers many artists, ART 250 will study only a few artists in-depth. Assigned readings will not only make up our basis of knowledge, but will help cultivate an understanding of scholarly writing that will aid in the several writing assignments on which the grade is based. (WIC) Offered every fall.

ART 255—The Pop Art Revolution (3 CH) Pop Art contested the relevance of America’s highly regarded Abstract Expressionist movement and ridiculed the very foundations of the art world. In this course we will explore this “unholy assault on holy ground” through its precursors, emergence, philosophy and key figures in America, Britain and Europe. We will conclude with a consideration of Pop Art as it exists today and the popular culture that inspires it. (WIC)

ART 259/HIST 259—Art and Conflict in the Modern Era (3 CH) Art and Conflict in the Modern Era will examine the relationship between war and art of the 20th century. While we will explore the innovations that changed both warfare and art in the 20th century, the goal of this course is to consider these areas together and investigate how modern warfare inspired and necessitated new forms of artistic expression. (P: INDS 115 and 125) (WIC)

ART 260—Printmaking (4 CH) This is a course intended to give an introduction to printmaking techniques to the beginning art student. The course will introduce methods of printmaking including relief printing and intaglio. Emphasis will be placed on technical proficiency and concept development. The course will also introduce multi-color and edition printing. Special emphasis will be placed on
studio practices required in a communal working environment. The instructor will also introduce printmaking in an historical context through slide lectures and demonstration presentations. (P: ART 110 or by consent of the professor) (Lab fee) Offered every fall.

**ART 307—Fifteen Artworks that Shook the 20th Century (3CH)** This course focuses on the fifteen most influential, controversial and revolutionary European and American artworks of the 20th century. By honing in on just a few objects, we can better explore their evolution, effect, context and the qualifiers used to categorize their importance. Using these works as the starting point, the class becomes a study of artifacts within their time, social, political and economic history and the institutions of the art world itself. The course relies heavily on outside reading, class participation and discussion. (P: INDS 115) (WIC)

**ART 310—Drawing III (4 CH)** The course will require the student to investigate more complex issues such as developing a personal voice, incorporating context and building a cohesive body of work. Students will build on technical, material and conceptual issues introduced in Art 210 Drawing II offering students an opportunity to develop a self-directed portfolio of drawings. Emphasis will be placed on synthesis of form and content. (P: ART 210) (Lab fee) Offered every spring.

**ART 312—Survey of American Art (3 CH)** This course is a study of American art and the political, social and cultural issues that were unique to the United States. We will focus on major art works, including such media as painting, sculpture and architecture from approximately 1700 to 1980. (P: ART 101, ART 201, or INDS 115) (WIC) Offered every spring.

**ART 320—Painting III (4 CH)** Designed for advanced painting students, this course will require the student to master technical and material concerns while investigating more complex issues such as developing a personal voice, incorporating content and building a cohesive body of work. Students will be required to develop a motif on their own with the expectation that they are able to defend their position during group and individual critiques. (P: ART 220) (Lab fee) Offered every spring.

**ART 330—Sculpture III (4 CH)** An upper-level course, Sculpture III is designed to expand visual, material and conceptual skills developed in earlier sculpture courses. Pursuing more individualized projects with the emphasis on content, students will study more specialized sculpture methods including welding/fabrication, bronze casting and multimedia/assemblage. Upon successful completion of this course students will have a more advanced ability in the conception and execution of sculptural compositions. (P: ART 230) (Lab fee) Offered every spring.

**ART 391—Seminar in Art (1-2 CH)** A group of three or more upper-level students have the opportunity to initiate a seminar designed to explore topics of special interest in art. A faculty member or members works closely with the students in the planning, execution and evaluation of the seminar. Open to students who have 1) demonstrated ability for creative study or work, 2) prepared a written proposal for a seminar that includes objectives, experiences, strategies and materials, and 3) obtained the consent of a faculty member or members, who will supervise and assign letter grades. Each seminar proposal must be approved by consensus of the art department faculty. Offered every semester.

**ART 401—Senior Seminar (4 CH)** Senior Seminar is intended to be a capstone experience, this course is required for all art department majors and minors. Pursuing demonstrated areas of interest, students will embark on individual projects, guided readings and professional presentation in anticipation of the required Senior Exhibition. Group and one-on-one critiques will focus on advanced compositional material and technical concerns as they relate to more personal expression where successful “results” must be based on stated “intentions.” A 15- to 20-page thesis statement generated in two stages along with the work will help serve as the final assessment tool of the students’ success in synthesizing their arts experience. (P: open to senior art majors and
406—Art Semester (1-16 CH) The Art Semester is a special opportunity program for qualified upper-level students to work on individualized study projects in art. Programs may be pursued both on- and off-campus. On-campus Art Semester students will carry out projects under the supervision of two instructors on an open studio basis. Two or more instructors must agree to supervise and evaluate all work. An off-campus Art Semester could include such programs as travel/research, work-study, apprenticeship and study at both degree and non-degree granting institutions. Applicants for the Art Semester must have: 1) a 3.0 GPA for all art courses completed or 2) the permission of the Art Department. All students must submit to the department a proposal for their study that includes a rationale, study objectives, strategies and materials. Normally, the maximum number of credits available would be 16. However, the program could be extended in certain instances to one year for a maximum of 32 credits. Offered every semester.

ART 455—Cooperative Education (CH Variable) Offered every semester.

ART 490—Extended Studies in Art (1-16 CH) A course open to students who have successfully completed a basic course in a given studio area or in art history, and who wish to further their studies in that particular area. An upper-level student may elect up to 16 credits of Extended Studies with written permission of the instructor. (Forms available from the instructor.) Credits can be taken in one art area or in several; however, the total cannot exceed 16. If any student desires to take additional credits beyond the 16-credit limit in Extended Studies, permission must be granted by the student’s adviser, the chair of the Art Department, the instructor involved and the Academic Dean. Offered every semester.
The major program in biology provides students with a broad background in various areas of biology and prepares students to understand and use biological principles and methods. The relevance of biology to other disciplines is emphasized. The program promotes participation in laboratory and field studies. Students are prepared upon graduation to enter graduate school, professional school or careers in biologically-related areas.

The Department of Biology provides students with opportunities to develop their following abilities:
1. To understand biological principles and their implications from the molecular to the ecosystem levels of organization;
2. To study, analyze experimentally and interpret biological problems;
3. To communicate effectively about biological matters.

**Major Requirements**

The requirements for the biology major are structured so that students take at least one course in each of several areas of biology and related sciences. BIO 145 serves as a prerequisite for each of the upper-level biology courses. Courses that consider the characteristics of major kinds of life (BIO 212, 222, 262 and 263) are intended to follow BIO 145 and should be started before other upper-level biology courses are taken. Additional courses in biology, related sciences and math are important for advanced work in biological fields. (Conservation biology track majors should take BIO 116 during their first year.) All courses taken for the major in biology must be passed with a grade of C minus or better.

**Biology Major with Two Tracks**

A major in biology can be satisfied by completing the requirements for one of two tracks, standard biology or conservation biology. The standard biology track is a traditional balance of requirements in molecular, organisms and population biology. (Drs. Abi Abdallah and Swerdlow advise students in the traditional track.) Conservation biology places more emphasis on biological diversity, population biology, environmental biology and conservation strategies. This discipline is international and global in perspective and requires an interdisciplinary perspective. (Drs. Balas and Palé advise conservation biology students.) Conservation biology track students should take BIO 116 (Conservation Biology) during their first year.

**Biology (Bachelor of Arts Degree)**

A student who graduates from Thiel College with a major in biology will:
- understand biological principles and their implications from the molecular to the ecosystem level of organization.
- study, analyze experimentally and interpret biological problems from the molecular to the ecosystem level or organization.
- be able to effectively communicate about biological matters in both oral and written form.
- be prepared for discipline-related employment (including secondary education in Pennsylvania) or admission into a discipline-related graduate or professional program.
I. Foundational Courses
1. BIO 145 Foundations of Biology
2. A systematics course:
   BIO 262 Animal Systematics
   or
   BIO 222 Entomology
   or
   BIO 263 Plant Systematics
   or
   BIO 212 Microbiology

II. Breadth in the Discipline of Biology
1. BIO 322 Genetics
2. A physiology course:
   BIO 352 Animal Physiology
   or
   BIO 294 Human Physiology
   or
   BIO 302 Plant Physiology
3. BIO 342 Introduction to Methods
4. BIO 392 General Ecology
5. BIO 393 Cell Biology
6. One elective from: (based upon intent and availability)
   BIO 212 Microbiology
   BIO 222 Entomology
   BIO 262 Animal Systematics
   BIO 263 Plant Systematics
   BIO 272 Animal Behavior
   BIO 273 Toxicology
   BIO 282 Comparative Chordate Anatomy
   BIO 293 Immunology/Parasitology
   BIO 343 Developmental Biology
   BIO 394 Aquatic Ecology
   BIO 399 Molecular Biology

NOTE: Courses applied as foundational courses may not also be applied as breadth in the discipline courses.

III. Senior Capstone Experience in Biology
A completed research project under the supervision of a biology department faculty member is required of the student majoring in biology. The project is culminated with a formal scientific research paper and a formal oral presentation. See the biology chair for specific requirements of the research project.

1. BIO 452 Advanced Biology
   or
   BIO 482 Independent Study
2. BIO 462 Senior Seminar

IV. Related Math and Science Courses
MATH 141 Precalculus (minimum requirement)
CHEM 140 General Chemistry I
   and
CHEM 160 General Chemistry II
   or
PHYS 154 Introductory Physics I (non-calculus based)
   and
PHYS 164 Introductory Physics II (non-calculus based)
   or
PHYS 174 Introductory Physics I (calculus based)
   and
PHYS 184 Introductory Physics II (calculus based)

CONSERVATION BIOLOGY
(Bachelor of Arts Degree)

A student who graduates from Thiel College with a major in conservation biology will:
• understand biological principles and their implications from single- and multi-cell organisms to the ecosystem level or organization.
• study, analyze experimentally and interpret biological problems from single- and multi-cell organisms to the ecosystem level of organization.
• understand the interdisciplinary nature of conservation strategies.
• be able to effectively communicate about conservation biological matters in both oral and written form.
• be prepared for discipline-related employment or admission into a discipline-related graduate
or professional program.

I. Foundational Courses
1. BIO 145 Foundations of Biology
2. BIO 116 Conservation Biology
3. BIO 262 Animal Systematics
   or
   BIO 222 Entomology
4. BIO 263 Plant Systematics

II. Breadth in the Discipline
1. BIO 322 Genetics
2. BIO 342 Introduction to Methods
3. BIO 392 General Ecology
4. Two courses from the following:
   BIO 212 Microbiology
   BIO 222 Entomology
   BIO 262 Animal Systematics
   BIO 272 Animal Behavior
   BIO 273 Toxicology
   BIO 302 Plant Physiology
   BIO 394 Aquatic Ecology

NOTE: Courses applied as foundational courses may not also be applied as breadth in the discipline courses.

III. Senior Capstone Experience
A complete research project under the supervision of a Biology Department faculty member is required for the student majoring in biology. The project is culminated with a formal scientific research paper and a formal oral presentation.
1. BIO 452 Advanced Biology
   or
   BIO 482 Independent Study
2. BIO 462 Senior Seminar

IV. Specified I.R. courses, related sciences (because of interdisciplinary nature of the major)
1. CHEM 140 General Chemistry I (I.R. IV D)
2. CHEM 160 General Chemistry II (I.R. IV D)
3. POSC 116 American Government and Politics
   or
   POSC 236 Public Policy
4. ECON 211 Macroeconomics
   ECON 221 Microeconomics (I.R. IV C)
   or
5. SOC 141 Macrosociology
   or
   SOC 211 Anthropology
6. REL 200 Contemporary Ethical Issues
   or
   PHIL 267 Ethics
   or
   PHIL 297 Environmental Ethics
7. Foreign language, especially Spanish (I.R. I)
8. MATH 107 College Algebra (minimum requirement)

Suggested Schedule of Science Courses for Biology Majors
First Year Fall (Biology)
BIO 145 Foundations of Biology
CHEM 140 General Chemistry I
First Year Fall (Conservation Biology)
BIO 145 Foundations of Biology
CHEM 140 General Chemistry I
BIO 116 Conservation Biology

First Year, Spring (Biology)
Systematics Course
CHEM 160 General Chemistry II
First Year, Spring (Conservation Biology)
CHEM 160 General Chemistry II
BIO 262 Animal Systematics
or
Biology elective

Sophomore, Fall (Biology)
BIO 322 Genetics
CHEM 200 Organic Chemistry I
MATH 141 Precalculus (minimum)
Sophomore, Fall (Conservation Biology)
BIO 322 Genetics
BIO 222 Entomology
or
BIO 263 Plant Systematics
MATH 107  College Algebra (minimum)
Sophomore, Spring (Biology)
Physiology course
CHEM 210  Organic Chemistry II
Sophomore, Spring (Conservation Biology)
BIO 262  Animal Systematics
  or
Biology elective

Junior, Fall (Biology)
BIO 322  Genetics
  or
Biology elective
Physics (as needed)
Junior, Fall (Conservation Biology)
BIO 392  General Ecology
Biology elective

Junior, Spring (Biology)
BIO 342  Introduction to Methods
BIO 393  Cell Biology
Junior Spring (Conservation Biology)
BIO 342  Introduction to Methods

Senior, Fall (Biology)
BIO 392  General Ecology
BIO 452  Advanced Biology
  or
BIO 482  Independent Study
BIO 462  Senior Seminar
Senior, Fall (Conservation Biology)
BIO 452  Advanced Biology
  or
BIO 482  Independent Study
BIO 462  Senior Seminar
Senior, Spring (Biology)
BIO 452  Advanced Biology
  or
BIO 482  Independent Study
Senior, Spring (Conservation Biology)
BIO 452  Advanced Biology
  or
BIO 482  Independent Study

Neuroscience
The neuroscience program at Thiel College is an interdisciplinary program that capitalizes on and further develops the interface between biology and psychology. Thiel’s program has a very strong emphasis on experiential learning with laboratory experiences, field trips and a required internship and senior research project. The program is intended to prepare students for graduate programs in neuroscience, biology and psychology, and professional programs in a variety of areas of allied health, including traditional medicine, as well as entry-level positions as technologists or sales representative. See page 197 of the catalog for a complete description of the curriculum as well as suggested course sequence.

MINOR PROGRAMS AND REQUIREMENTS
All courses for any minor in biology must be passed with a grade of C minus or better.

Wildlife Biology
This minor serves students who desire a concentration in the study of natural populations of plant and animal life. It would be of special interest to students who are majors in environmental science and geology since it strongly complements these majors. Some students of other natural sciences, social sciences and humanities may also find this concentration useful.
BIO 145  Foundations of Biology
BIO 392  General Ecology
  One of:
  BIO 222  Entomology
  BIO 262  Animal Systematics
  BIO 263  Plant Systematics
  Two of:
  BIO 116  Conservation Biology
  BIO 212  Microbiology
  BIO 272  Animal Behavior
  BIO 293  Immunology/Parasitology
  BIO 322  Genetics
  BIO 394  Aquatic Ecology
**Food and Agricultural Biology**

Biology is one of the foundation disciplines for nutrition, food and agricultural sciences. Food and agricultural sciences are striving to revitalize their roots in the liberal arts. This set of courses provides basic preparation in biology that is relevant to any student who wants to pursue eventual advanced study in agriculture.

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<tr>
<th>Course Code</th>
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<tr>
<td>BIO 145</td>
<td>Foundations of Biology</td>
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<td>BIO 222</td>
<td>Entomology</td>
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<td>BIO 263</td>
<td>Plant Systematics</td>
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<tr>
<td>BIO 392</td>
<td>Ecology</td>
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*One of:*

- BIO 110 Ethnobotany
- BIO 116 Conservation Biology
- BIO 212 Microbiology
- BIO 302 Plant Physiology
- BIO 322 Genetics

**Medical Biology**

Students with an interest in human and veterinary medicine or related fields typically major in biology or chemistry. However, they may major in other fields. The medical biology minor includes courses that are especially useful in preparation for such careers.

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>BIO 145</td>
<td>Foundations of Biology</td>
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*Four of:*

- BIO 282 Comparative Chordate Anatomy
- BIO 284 Human Anatomy
- BIO 212 Microbiology
- BIO 293 Immunology & Parasitology
- BIO 343 Developmental Biology
- BIO 322 Genetics
- BIO 393 Cell Biology: A Molecular Approach

**Biology Major with Secondary Education Certification**

Those students seeking secondary education certification MUST:

1. follow the traditional biology track
2. take both BIO 262 Animal Systematics and BIO 263 Plant Systematics

Please refer to the education section of the catalog (page 151) for specific requirements for secondary education/secondary science certification.

**ALLIED HEALTH PROGRAMS**

The allied health program, designed within the liberal arts curriculum, provides students with opportunities to develop academic skills and understandings essential to careers in the allied health professions. Students are provided with:

1. a liberal arts education to increase their effectiveness as allied health professionals;
2. courses related to health areas.

Students are prepared for:

1. careers in allied health areas;
2. further education in allied health areas.
COMMUNICATION SCIENCES AND DISORDERS  
(Bachelor of Arts or Bachelor of Science Degree)  
Dr. Nancy Antonino, Adviser and Program Coordinator

The communication sciences and disorders (CSD) major at Thiel College serves the higher education needs of pre-professionals as they advance their career and reach toward their personal enrichment goals. This interdisciplinary curriculum prepares students to compete for admission to graduate school and prepare for a career in the profession. Clinical practicum at area hospitals, schools, clinics and extended care facilities plus internship opportunities at St. Paul’s and Children’s Center of Mercer County enable the students to apply theory to practice. The broad background provided by this major is an important first step in preparing students to provide quality care for the adults and children with whom they will work.  
A student who graduates from Thiel College with a major in CSD will:

- comprehend the biological, acoustic, psychological, developmental, linguistic and cultural correlates of basic human communication processes and disorders including speech; receptive and expressive language in oral, written and manual modalities; hearing; swallowing; cognitive aspects of communication; and social aspects of communication.
- know some of the rehabilitation strategies used to maximize functional communication as a member of a health care team.
- know basic medical terminology commonly used for clinical descriptions and documentation.
- understand the impact of communication disorders across the lifespan.
- demonstrate proficiency in the transcription of the International Phonetic Alphabet.
- possess a conversational level in sign language and finger spelling.
- demonstrate familiarity with data concerning prevention, assessment and intervention over the range of communication disorders specified in the current ASHA Scope of Practice for audiology and speech-language pathology
- demonstrate an understanding of issues currently shaping audiology and speech-language as a profession
- be prepared for admission into a graduate program in communication disorders.

Departmental Objectives

The CSD major has the following objectives:
1. To provide a pre-professional curriculum;
2. To prepare students for graduate study leading to certification;
3. To introduce students to diagnosis and treatment of communication disorders (speech and hearing) in adults and children through course work and clinical practicum;
4. To introduce students to diagnosis and treatment of swallowing disorders in adults and children;
5. To stimulate student insight into the impact of communication disorders across the lifespan;
6. To acquaint students with the characteristics, roles and responsibilities of professionals in this challenging field.

Communication Sciences and Disorders with two pre-professional tracks: BA and BS

A major in CSD may be satisfied by completing the B.A. or B.S. requirements. The broad background provided by this major is an important first step in preparing students for successful entry into graduate school. Students interested in speech and language disorders may find the Bachelor of Arts requirements as a suitable first step in pursuing their professional goals as speech-language pathologists. Students interested in speech/hearing sciences, hearing, balance disorders, phonology and research may find the Thiel College Bachelor of Science a suitable first step in pursuing their professional goals as audiologists.
Major Requirements
The CSD major consists of 64 credit hours for the B.A. and 69 credit hours for the B.S.; both the B.A. and B.S. complete 36 hours of CSD courses. Those intending to earn a B.A. are required to take 28 credit hours of interdisciplinary minor requirements: BIO 284 or 294; COMM 225; PSY 150, 222, 240 and 270; MATH 211; CHEM 100. Those intending to earn a B.S. are required to take 33 credit hours of interdisciplinary minor requirements: BIO 284 and 294; COMM 225; PSY 109, 150, 222 and 270; MATH 211; CHEM 100.

Suggested Sequence of Major Requirements

Fall Semester
CSD 111 Intro. to Communication Sciences & Disorders (freshman or sophomore year)
CSD 193 Nature and Development of Language (sophomore or junior year)
CSD 218 Sign Language I (sophomore or junior year)
CSD 220 Auditory Disorders (sophomore or junior year)
CSD 420 Clinical Practicum (junior or senior year)
CSD 450 Current Topics in Audiology (junior or senior year)

Spring Semester
CSD 191 Acoustical Phonetics (freshman or sophomore year)
CSD 214 Speech and Hearing Science (freshman or sophomore year)
CSD 215 Anatomy and Physiology of the Vocal Mechanism (sophomore or junior year)
CSD 370 Communication Disorders in Adults (junior or senior year)
CSD 392 Communication Disorders in Children (junior or senior year)
CSD 395 Aural Rehabilitation (junior or senior year)
PSY 270 Neuropsychology (junior or senior year)
CSD 420 Clinical Practicum (junior or senior year)

• Seniors may elect to take CSD 460 Integrational Internship in CSD as a continuation of their clinical experience.
• CSD majors may elect to take CSD 318 Sign Language II as a continuation of CSD 218 Sign Language I

Cytotechnology
(Bachelor of Arts Degree)
Dr. Sarah Swerdlow, Adviser and Coordinator

A student who graduates from Thiel College with a major in cytotechnology will:
• understand basic biological and chemical principles that are necessary to understand clinical cytological applications.
• study, analyze and interpret biological and chemical principles that are necessary to understand clinical cytological applications.
• be able to effectively communicate in written form basic biological and chemical principles that are necessary to understand clinical cytological applications.
• be prepared for discipline-related employment.

20 hours in biology including:
BIO 145 Foundations of Biology
BIO 212 Microbiology
BIO 322 Genetics
BIO 393 Cell Biology
CHEM 140 General Chemistry I
CHEM 160 General Chemistry II
CHEM 200 Organic Chemistry I

One additional lab course
MATH 211 Statistics

In the senior year, majors in cytotechnology must attend one of the hospital-based, ASCP-approved programs for clinical training. A total of 32 credit hours is awarded for this experience. Details regarding the content of the clinical course work for both the medical technology and cytotechnology programs may be obtained by contacting the medical technology/cytotechnology coordinator.
Medical Technology
(Bachelor of Arts Degree)
Dr. Sarah Swerdlow, Adviser and Coordinator

A student who graduates from Thiel College with a major in medical technology will:
• understand basic biological and chemical principles that are necessary to understand clinical laboratory applications.
• study, analyze experimentally and interpret biological and chemical principles that are necessary to understand clinical laboratory applications.
• be able to effectively communicate in written form basic biological and chemical principles that are necessary to understand clinical applications.
• be prepared for discipline-related employment.

16 hours in biology including:
BIO 145 Foundations of Biology
BIO 212 Microbiology
BIO 293 Immunology/Parasitology

16 hours in chemistry including:
CHEM 140 General Chemistry I
CHEM 160 General Chemistry II
CHEM 200 Organic Chemistry I
CHEM 240 Quantitative Analysis

In addition:
MATH 211 Elementary Statistics
PSY 150 General Psychology

In the senior year, majors in allied health-medical technology must attend one of the hospitals affiliated with Thiel College, or any other hospital with an ASCP-approved program in medical technology for a year of clinical and classroom work. The medical technology professional study year includes the following courses: clinical microbiology, clinical chemistry, clinical hematology/coagulation, clinical immunno-hematology, immunology/serology and clinical seminar. Thiel awards 32 credit hours for the professional study year when satisfactorily completed.

Occupational Therapy
Dr. Jennifer Griffin, Adviser; Dr. Laura Pickens, Adviser

A degree in biology, along with other specific requirements, permits acceptance into the occupational therapy graduate program at Gannon University for those students interested in this career option. See page 222 for details.

Osteopathy
Dr. Sarah Swerdlow, Adviser

Thiel College has established an affiliation agreement with Lake Erie College of Osteopathic Medicine (LECOM) for a 3 + 4 accelerated program in Primary Care Medicine. (Requirements are subject to change in any affiliated program.)

Phase 1 – at Thiel College
Prior to admission to the affiliated program at Thiel College:
• SAT of 1170 or higher, or ACT of 26 or higher
• High school GPA of 3.5 or higher
• U.S. citizen or legal permanent resident
• AP and CLEP credits accepted but may not satisfy LECOM undergraduate requirements

To Enter Phase 2 – at LECOM
Three years at Thiel (award of a B.A. after completing first year at LECOM).
Must complete all sequential courses at Thiel (satisfy appropriate bachelor’s degree requirements).
Satisfy required LECOM undergraduate requirements to include:
• 6 credit hours English,
• 6 credit hours behavioral science
• 8 credit hours physics
• 8 credit hours biology
• 8 credit hours inorganic chemistry
• 8 credit hours organic chemistry
• 4 credit hours calculus 1
• Minimum overall GPA at Thiel College of 3.4
• Minimum Thiel College science GPA of 3.2
• MCAT score of 24 or better (7 or better in each subtest)—take in sophomore year
• Perform well in on-campus interview at LECOM
• Complete required applications and letters of recommendation
Physical Therapy
Dr. Sarah Swerdlow, Adviser

Today’s standard for graduates in advanced programs in physical therapy is the Doctor of Physical Therapy (D.P.T.). A bachelor’s degree with a strong preparation in the natural sciences is required for entry into these programs. Thiel recommends a major in biology with a minimum of two courses in chemistry and two courses in physics as preparation for application to a school of physical therapy.

Thiel College has established affiliation agreements with Chatham University and Gannon University to allow our students to more readily enter the Doctor of Physical Therapy degree program. Students earn a B.A. in biology at Thiel and then an advanced degree in physical therapy from either Chatham or Gannon. Students may also choose to apply for at-large admission to a non-affiliated school of their choice on a competitive basis. (Requirements are subject to change in any affiliated program.)

Chatham University – D.P.T.
4 + 2 Affiliation program
If the following criteria are met, up to two students each year will be guaranteed acceptance into the D.P.T. program:

• A minimum of a grade of C in every prerequisite course.
• A cumulative GPA of 3.5 or better on a scale of 4.0.
• A cumulative pre-requisite GPA of 3.5 on a scale of 4.0 with a minimum of 20 pre-requisite credits completed.
• Submission of GRE scores to Chatham University.
• Successful on campus interview and writing sample.
• Successful completion of all Chatham University DPT early admission requirements (see a Thiel adviser).

Gannon University – D.P.T.
3 + 3 Affiliation program
If the following criteria are met, at least one student each year will be guaranteed acceptance into the D.P.T. program:

• Three years at Thiel in biology.
• Achieve a minimum 3.4 GPA or higher.
• Successfully complete 94 hours of prerequisite courses as well as requirements for major in biology.
• Student will earn a B.A. in biology from Thiel with successful completion of two semesters at Gannon D.P.T. Program with a grade of B or better in all courses.

Both affiliated programs will consider for acceptance students who are enrolled in Thiel’s pre-PT program who achieve a cumulative GPA of 3.0 and a science GPA of at least 3.0 with a grade of C or better in all prerequisite courses. This, however, is not a guarantee of acceptance.

Physician Assistant
Dr. Sarah Swerdlow, Adviser

A physician assistant is a medical practitioner who works under the supervision of a licensed physician, but is able to perform many of the duties formerly reserved for physicians. These include evaluating the patient’s condition, ordering tests, prescribing medicine (except in Ohio, Indiana and Louisiana) and assisting in surgery.

Generally a student can prepare for a career as a physician assistant by completing an undergraduate program in biology and pursuing a Master’s Degree of Physician Assistant Studies (M.P.A.S.).

Thiel College has forged an affiliation agreement with Chatham University that provides students a pathway to acceptance in the M.P.A.S. program as early as their junior year at Thiel College. Students may apply to enter Chatham during their junior year at Thiel College. If accepted, the student would spend the next two years at Chatham serving a dual purpose; the completion of their B.A. in biology from Thiel, and an M.P.A.S. from Chatham. This can be completed in a total of five years (as a 3 + 2). Students may also opt to complete their four-
year degree at Thiel and apply in their senior year (as a 4 + 2). The program adviser can discuss the various advantages of each option. In the 3 + 2 option, the biology degree at Thiel College will be awarded after completing both years of the program at Chatham. (Requirements are subject to change in any affiliated program.)

Chatham University – M.P.A.S.
If the following criteria are met, up to two students each year will be guaranteed acceptance into the Master’s of Physician Assistant Studies Program at Chatham University. Students who have completed the requirements for a biology degree at Thiel in three years (or those remaining through all four years), must also have:
- a minimum grade of C in every prerequisite course.
- a cumulative GPA of 3.5 or better.
- a cumulative science GPA of 3.4 or better with a minimum of 20 science credits.
- a good citizenship record.
- completed other admissions requirements including a job shadowing form, volunteer hours and references.
- sent an application for admission to CASPA, the Centralized Application Service for Physician Assistants, by Dec. 1 of the student’s final year in residence at Thiel College.

Cooperative Programs
Argonne National Laboratories Semester—A student majoring in biology, chemistry or physics who shows high potential for scientific research may, with the consent of the chair of his or her major department, apply for participation in this program operated by the Central States Universities, Inc.

Forestry and Environmental Management—Thiel College participates in a cooperative program with the Nicholas School of the Environment and Earth Sciences at Duke University in Durham, N.C. Through this program, highly qualified students can earn a bachelor’s degree at Thiel and a master’s degree at Duke in five years.

Students in the program complete three years of course work at Thiel, which includes the curriculum required of all students (the Integrative Requirement and the major), the prerequisites for admission to Duke and a total of 94 credit hours. Prospective students must apply for admission to the Nicholas School of the Environment and Earth Sciences at Duke by Feb. 1 of their junior year. Upon successful admission and completion of two semesters of residency at Duke in which 30 semester units of credit are earned, the students is awarded a bachelor’s degree from Thiel. After an additional two semesters of successful study at Duke and completion of a total of 48 semester units of credit, a student may receive either a Master of Forestry (M.F.) or a Master of Environmental Management (M.E.M.) degree.

Students may also choose to earn the bachelor’s degree from Thiel. These students may apply for admission to the Nicholas School of the Environment and Earth Sciences at Duke as candidates for either the M.F. or M.E.M. degree. Both degrees require four semesters and 48 semester hours of credit.

The Master of Environmental Management degree focuses on the following programs of study: coastal environmental management, conservation science and policy, environmental change and water and air resources. The Master of Forestry degree develops experts on sustainable management of forest ecosystems. Students may also choose to enter certificate programs in either energy and environment or geospatial analysis.

The emphasis in all areas is on quantitative methods of analyzing problems, defining objectives and devising and testing management alternatives. This scientific and analytical background has enabled graduates of the school to attain an excellent record of placement in a variety of forestry and resource management positions with government, industry, consulting firms, universities and nonprofit organizations.

Prerequisites for admission to the M.E.M. and M.F. programs include a strong background in the area of physical or social sciences relevant to the area of interest, one semester of college-level calculus and one semester of college-level statistics.

Each must be passed with a grade of a B minus or
better. Additional prerequisites may be necessary for each program of study. Interested students should consult the Thiel adviser to this program, Dr. Michael Balas, Department of Biology. For additional information, please see the Nicholas School’s Website at www.nicholas.duke.edu/programs/professional.

Washington Semester Program—Selected students may participate in this nationally recognized internship and seminar program operated by American University in Washington, D.C. Students may focus on politics, law, journalism, international development, international business, economic and environmental policy, science and technology, foreign policy, urban affairs, museum management, criminal justice and other subjects.

Course Offerings
(*Lab fee charged)

**Allied Health**

AH 105—Taking Care of Your Health (2 CH) A basic course for all students to investigate concepts of health, the structure and function of the health care delivery system, and the development of advocacy roles within complex systems. Offered every semester.

AH 115—Food Patterns and Health (2 CH) Food patterns and health is a course designed to study nutrition and health. Essential nutrients, metabolism and the digestive process, plus cultural and other influencing factors are some of the major topics. Offered every semester.

**Biology**

BIO 110—Ethnobotany (4 CH)* A broad cultural, scientific and economic survey of plants that are useful and harmful to humans. Students learn about the social impact of plants on culture while becoming knowledgeable of their characteristics and local uses. Laboratory exercises include the identification of the major groups of plants, fruits, flowers and seeds as well as the extraction and bioassay of plant chemicals. The laboratory will also include an outside activity such as a field collection of useful plants or a trip to an organic farm or a botanical garden. Three hours lecture per week and one three-hour laboratory. Offered spring of odd-numbered years, dependent on student interest and during June and July summer sessions. (WIC)

BIO 116—Conservation Biology (3 CH) The conservation and preservation of living resources (biodiversity). In addition to traditional wildlife management and forestry, attention is given to endangered species of all types of organisms, and threatened ecosystems, communities, habitats and genetic resources. Economic, ecological and aesthetic significance of natural life and habitats are considered with special emphasis on the effects of human activities on these natural phenomena. Case studies of conservation problems. Examination of conservation philosophies. Three lectures. Offered every spring.

BIO 117—Medical Terminology (3 CH) A study of medical terms related to the language of health care, including origin, construction and meaning of medical terms presented within a context of techniques for successful mastery and practical utilization. The medical terminology will be presented relative to body systems. Medical records will be used as a learning tool and as a demonstration of usage. Three lectures per week. Offered spring of even-numbered years.

BIO 118—Human Evolution (3 CH) An exploration of the process that led to the emergence of humans from primate ancestors. The course will consider the evidence of the fossil record, comparisons between humans and related primates through molecular and behavioral analyses, and implications of the facts of human evolution for human studies today. Offered periodically according to instructor availability and student interest. (WIC)

BIO 119—Introduction to Neuroscience (4 CH)* A lecture/laboratory course that will introduce students to the field of neuroscience and provide prospective majors with the knowledge needed for further study of the neurosciences. An examination of the biological basis of neural and sensory function, motor and sensory systems and their integration as learning and memory, cognition,
behavior and illness. The laboratory component provides an understanding of neuroscience through hands-on experimental procedures using state-of-the-art equipment and field trips to an affiliated research laboratory. Three one-hour lectures and one three-hour laboratory per week. (Can be used to satisfy IR “Citizenship in a Scientific Age” laboratory science course.) (P: HS/College GPA 3.0 or better, 1130 SAT/21 ACT, MATH 107/211 placement level) Offered every fall.

**BIO 125—Introduction to Ornithology (4 CH)** An introduction to the study of birds. Topics include the mastery of visual and auditory skills required to identify birds; mastery of skills of record-keeping and reporting to maintain permanent records of bird sightings; the natural history, basic anatomy, physiology and evolutionary position of birds. Students will perform, analyze and report on experiments that test hypotheses regarding bird behavior. One two-hour lecture and one three-hour field study period per day during May summer session, plus special field trips.

**BIO 145—Foundations of Biology (4 CH)** A concepts-oriented, interdisciplinary study of the theories that serve as the foundation of contemporary biology. The principles of inheritance combined with evolutionary theory provide the basis for an exploration of contemporary issues in biology including the generation and maintenance of biodiversity, the biological basis of social behavior and the processes of natural and cultural selection. (Three lectures and one 3-hour laboratory.) Offered every semester. (WIC)

**BIO 191—Physiological Basis of Exercise and Physical Fitness (4 CH)** An overview of the physical and physiological aspects of exercise. Topics covered include biological systems necessary to adapt to exercise; the proper development of an exercise program; exercise and weight control; physiological aspects of exercise; and beneficial and detrimental aspects of exercise. Students will be required to design and implement a personal exercise program. Three lectures and one three-hour laboratory. Offered spring of even-numbered years.

**BIO 192—Biology of Aging (3 CH)** An overview of biological and health factors and their influences upon the aging process. Processes caused by aging will be compared and contrasted with those caused by disuse, disease and unhealthy lifestyles. Biological theories of aging, changes in sensory and other bodily systems, and holistic health practices will be emphasized. Offered spring of even-numbered years, dependent on student interest.

**BIO 209—Neuropsychopharmacology (4CH)** Students will be able to understand and explain administration, pharmacokinetics, behavioral effects and drug interactions of substances. Students will also be able to explain how psychoactive substances may be used to treat psychopathologies and disorders of the nervous system. The laboratory will study the modes of drug action using a variety of invertebrate and vertebrate model systems. (P: BIO 119 or NSCI 109 or PSY 109) Offered every spring.

**BIO 210—Religion and the Sciences (3 CH)** This interdisciplinary seminar will investigate how religion and science have related and should relate to one another. The aim of the course is to present a comprehensive survey, comprehending both the historical developments of the relation and the current prospects for interaction and dialogue. The course will emphasize the relation between the natural sciences (especially the physical and biological sciences) and Western religion (especially Christianity) while at the same time recognizing diversity, especially at the level of philosophical and religious commitment. Offered periodically according to instructor availability and student interest. (WIC)

**BIO 212—Microbiology (4 CH)** A study of microorganisms, emphasizing metabolism, nutrition, structure, reproduction, pathogenicity, evolution, ecological relations and economic importance. Laboratory exercises include isolation, enumeration, cultivation and identification of microorganisms, primarily bacteria. Three lectures and two two-hour laboratories. (P: BIO 145) Offered every spring.

**BIO 222—Entomology (4 CH)** A study of the principal insect orders and families, considering their morphology, physiology, bionomics, evolution and classification. Emphasis is placed on field
study of local species and their identification, life cycle, habitat, behavior and significance in public health and agriculture. Included are construction of a personal collection of local insects and field study projects. Three lectures and one three-hour laboratory. (P: BIO 145) Offered fall of even-numbered years.

**BIO 262—Animal Systematics (4 CH)** A study of animal diversity, including animal classification schemes, environmental relationships and evolutionary history of animal groups. Connections among the characteristics of individual species, their current ecological requirements and the evolutionary pressures that produced those characteristics are emphasized. Three lectures and one three-hour laboratory. (P: BIO 145) Offered every spring. (WIC)

**BIO 263—Plant Systematics (4 CH)** A study of the characteristics of the major plant groups including plant classification and their phylogenetic relationships. An evolutionary theme is used to study structural characteristics, life histories, reproduction as well as the evolutionary and ecological implications of plant diversity. The laboratory utilizes live and preserved specimens representing the major groups of plants and includes a student collection and identification of local plants. Two lectures and one three-hour laboratory. (P: BIO 145) Offered fall of odd-numbered years.

**BIO 272—Animal Behavior (4 CH)** A comparative study of communication systems in animals, including humans. Sensory apparatus and coordination and response systems are examined. Emphasis is placed on interactions between individuals in natural populations behavioral ecology. Recent information and theories on the nature of learning, social behavior, the evolution of behavior and the utility of concepts of animal behavior in applied biology. Three lectures and one three-hour laboratory. (P: BIO 145 or permission of instructor) Offered fall of odd-numbered years.

**BIO 273—Toxicology (4 CH)** An interdisciplinary study of the negative effects of chemical and physical agents on living systems. The course focuses on mammalian systems and includes an investigation of the mechanisms of action and biological consequences of toxic agents at the molecular, cellular, organismic and ecosystem levels. Industrial toxicology, environmental toxicology and food toxicity and assessment are considered. (P: BIO 145; CHEM 160) Offered periodically, depending on student interest. (WIC)

**BIO 282—Comparative Chordate Anatomy (4 CH)** A comparison of the morphology of vertebrates utilizing an evolutionary approach to organ systems. Emphasis is placed upon the development and structure of each organ system found in the vertebrate organism. The laboratory consists of dissection of species from at least two classes of vertebrates which illustrate the principles learned in lecture. Three lectures and one three-hour laboratory. (P: BIO 145 and 162 or permission of instructor) Offered fall of even-numbered years.

**BIO 284—Human Anatomy (4 CH)** An examination of the structure of the human organism. A systematic description of the organs and organ systems found in the human will be presented in lecture. The laboratory will consist of systematic dissection of the cat and the study of human models. Three lectures and one three-hour laboratory per week. (P: BIO 145 or permission of the instructor) Offered fall of odd-numbered years.

**BIO 293—Immunology/Parasitology (4 CH)** A study of the complex interactions between parasitic organisms and their hosts. Internal and external parasites and their vectors are considered. The overall ability of the host to respond, as well as specific reactions to important parasites are discussed. The effects of parasites and their associated diseases and of preventative and curative measures involved in their control are included. Three lectures and one three-hour laboratory. (P: BIO 145) Offered fall of odd-numbered years.

**BIO 294—Human Physiology (4 CH)** A study of the activity of the organ systems of the human. Function will be examined at the molecular as well as at the integrated systems level. The relationship of structure to function will be emphasized. The laboratory consists of experiments designed to demonstrate and/or to amplify principles presented in lecture. Three one-hour lectures and one three-hour laboratory per week. Offered fall of odd-numbered years. (WIC)
BIO 302—Plant Physiology (4 CH)* A study of the processes in plants and subsequent growth and development. Processes studied include photosynthesis, respiration, ion absorption, translocation, stomatal function, transpiration, hormonal activity, flowering and seed formation. As a study of producers, this course will examine those organisms so important because of their position in the energy pyramid and the food web. Three hours of lecture per week and one three-hour laboratory. Recommended: CHEM 200 or permission of instructor. Recommended for second semester sophomore and above. (P: BIO 145; CHEM 140, 160) Offered spring of even-numbered years.

BIO 322—Genetics (4 CH)* A study of the nature of hereditary materials, replication and genetic control of metabolism, development, behavior, evolution and all biological functions. A consideration of the implications of genetic techniques and genetic theory for humans. Three lectures and three hours of laboratory. (P: BIO 145 or permission of instructor; CHEM 200 recommended) Offered every fall. (WIC)

BIO 342—Introduction to Methods (4 CH)* Applications of biological and statistical methods of biology to real world situations. Major consideration will be given to methods that assess the health of aquatic, wetland and terrestrial ecosystems. The laboratory will emphasize applications of statistical methods to experimental design, collection techniques and data analysis; lectures will emphasize the synthesis of information collected. Both a formal paper and presentation will be required at the course’s conclusion. Two hours of lecture and six hours of laboratory per week. (P: junior biology major or permission of the instructor) Offered every spring. (WIC)

BIO 343—Developmental Biology (4 CH)* A study of the development of biological organisms. Topics to be considered are gametogenesis, fertilization, cell division, morphogenetic movements, differentiation and organogenesis. Emphasis is placed on the analysis of the underlying mechanisms of the developmental processes common to microorganisms, plants, invertebrates and vertebrates. Related phenomena such as metamorphosis, regeneration and aging will also be considered. Three lectures and one three-hour laboratory. (P: BIO 145) Offered spring of odd-numbered years. (WIC)

BIO 352—Animal Physiology (4 CH)* A comparative study of the functional features of whole organisms and their component organs and organ systems. Emphasis is placed on understanding basic physiological processes found in vertebrates and invertebrates. Physiological function as it is related to survival of organisms in their natural environments is stressed. Three lectures and one three-hour laboratory-discussion. (P: BIO 145) Offered spring of odd-numbered years. (WIC)

BIO 392—General Ecology (4 CH)* Current concepts of plant and animal population and community ecology including statistical analysis of field-collected data. Major consideration is given to population growth and regulation, organism interactions, productivity, material cycles and community relations. The laboratory will include participation in a long-term project observing plant and animal interactions. Three lectures and one three-hour laboratory. Recommended for the junior-level student. (P: BIO 145; one of BIO 212, 222, 262 or 263 and junior level status) Offered every fall. (WIC)

BIO 393—Cell Biology: A Molecular Approach (4 CH)* A molecular approach to cell structure and function. Membranes, transport processes and biochemical mechanisms are stressed. Energetics, kinetics, regulation and interaction of cellular systems are emphasized. Three lectures and one three-hour laboratory. Not recommended for students with freshman or sophomore standing. (P: BIO 145; CHEM 200 recommended) Offered every spring. (WIC)

BIO 394—Aquatic Ecology (4 CH)* A study of aquatic habitats as ecosystems. Major consideration is given to trophic structure, limiting factors, community and population relations, and pollution effects. Various aquatic organisms are studied in both the field and the laboratory. Three lectures and one three-hour laboratory. (P: BIO 145; one of BIO 212, 222, 262 or 263) Offered spring of odd-numbered years.
**BIO 395—Junior Research Seminar (1 CH)**
A seminar type course designed to aid students in preparing a research proposal for the required senior year research project. One contact hour per week. Offered periodically according to instructor availability and student interest. (WIC)

**BIO 402—Internship in Biology (CH Variable)**
An opportunity for senior students to gain practical experience in a field related to their major. A log book will be required as well as a final paper in which the student will react to the internship both objectively and subjectively, correlating his or her academic knowledge with practical experience. A minimum of 40 hours of supervised experience per credit hour is required. Senior status, petition of department. Available as permitted by faculty load time. All arrangements must be completed in the semester prior to registration.

**BIO 399—Molecular Biology (4CH)*** A study of the major molecular components of the cell, emphasizing specifics of proteins and nucleic acids involved in DNA replication, Transcription, Translation. Molecular Biotechnology and/or Microbial Genetic techniques will be introduced in the class and laboratory sections. Three hours of lecture per week and one three-hour laboratory. (P: BIO 145, BIO 393 OR BIO 322; CHEM 160; CHEM 200 OR CHEM 210 recommended) Offered spring even numbered years. (WIC).

**BIO 452—Advanced Biology (CH Variable)***
Individual studies in biology. Students design and conduct a reading project or research project in an area of biology. The research project must include library, laboratory and/or field research, and a written report in the format of a scientific publication. The project is done under the guidance of one faculty member and may be conducted for more than one semester. Arrangements with the faculty supervisor are required prior to registration. Grade is IP until project is finished. (P: 15 credit hours in biology) (WIC)

**BIO 472—Special Topics in Biology (1-3 CH)**
Intensive readings in a specialized aspect of biology under the supervision of a biology faculty member. Available only when faculty load permits. Arrangements must be completed at least one semester before the course begins. Formal report is required. Weekly meetings with instructor. A minimum of 40 hours of study per credit hour is required. (P: 20 hours of biology)

**BIO 482—Independent Study (CH Variable)***
Individual studies in biology for students who have achieved a 3.25 GPA in their biology courses. Students design and conduct a reading project or a research project in an area of biology. The research project must include library, laboratory and/or field research, and a written report in the format of a scientific publication. The project is done under the guidance of one faculty member and may be conducted for more than one semester. Arrangements with the faculty supervisor are required prior to registration. Grade is IP until project is finished. (P: 15 credit hours in biology) (WIC)

**COMMUNICATION SCIENCES AND DISORDERS**

**CSD 111—Introduction to Communication Sciences and Disorders (3 CH)** An introduction to the scientific study of communication, the nature of communication disorders and the professions of audiology and speech-language pathology. An exploration and foundation of the etiology, diagnosis and therapeutic methodology of various communication disorders across the lifespan. This introductory-level course is the foundation of all other CSD courses and may also serve as an elective course for allied health care and education majors, introducing them to the nature of communication disorders. The prerequisite for the CSD courses. Offered every fall.
CSD 191—Acoustical Phonetics (3 CH) A study of physiology of sound production dealing with the physical properties of sounds themselves, not how they are meaningful, introducing students to the transcription of normal and disordered speech sounds following the principles of the International Phonetic Alphabet. This course presents the limitations of spelling and the relationships among the phonemes of the English language. (Can be used to satisfy IR “Choosing Depth & Diversity” science.) Offered spring of even-numbered years.

CSD 193—Nature and Development of Language (3 CH) An examination of the components of language (phonology, syntax and lexicon), the theories regarding how children develop language and the sequence of acquisition of language components. (P: CSD 111 or permission of instructor) Offered every fall. (WIC)

CSD 214—Speech and Hearing Science (3 CH) The study of speech and hearing mechanisms. Major emphasis will be placed on the physiology of the normal speech and hearing mechanism, physics of sound and how they interact acoustically. (P: CSD 111 or permission of instructor) Offered spring of odd-numbered years.

CSD 215—Anatomy and Physiology of the Vocal Mechanism (3 CH) The study of the structure and function of the mechanism that supports the basic functions of speech: respiration, phonation, articulation and resonance. The neuroanatomy for speech and language is examined. An introduction to the abnormalities that affect articulation and swallowing. (P: CSD 111 or permission of instructor) Offered spring of odd-numbered years.

CSD 218—Sign Language I (3 CH) A presentation of different methods of sign language and their historical derivations. The students will acquire a conversational level in sign language and finger spelling. This course may also serve as an elective course for those interested in communicating with the deaf and hard of hearing. Offered every fall.

CSD 220—Auditory Disorders (4 CH) An examination of the nature of sound and sound perception and the anatomy and physiology of the hearing mechanism. The nature of hearing disorders, including their medical, social, psychological and education parameters will be invested. Students are introduced to basic audiometric evaluation techniques. (P: CSD 111, CSD 214, or permission of instructor) Offered fall of odd-numbered years.

CSD 318—Sign Language II (3 CH) An advancement of Sign Language I designed to further develop the students’ ability to communicate more effectively through sign language. Students will gain an understanding of deaf culture and the deaf community. (P: CSD 218) Offered every spring.

CSD 370—Communication Disorders in Adults (3 CH) A study of basic anatomical, physiological and neurological processes of communication and how these processes change normally with age. Students will also examine specific adult communication disorders and develop strategies to maximize communicative functioning. (P: CSD 111 or permission of the instructor) Offered spring of even-numbered years. (WIC)

CSD 391—Communication Disorders in Children (4 CH) A study of communication disorders in children with emphasis on methods of evaluation and diagnosis. (P: CSD 111 or permission of instructor) Offered spring of odd-numbered years. (WIC)

CSD 395—Aural Rehabilitation (3 CH) A study of approaches to aural rehabilitation, including auditory training, speech reading and speech retraining. Students will observe and practice the clinical application of these approaches. (P: CSD 111 and CSD 214) Offered spring of even-numbered years.

CSD 420—Clinical Practicum (1-3 CH) An observation of diagnostic testing and therapy with communication-disordered children and adults to acquire credit for observation hours as required by the American Speech-Language-Hearing Association. Students will begin by writing objectives for therapy sessions and evaluate the effectiveness of therapy. Must be a junior or senior CSD major with a 3.0 in the major. (P: CSD 111 plus successful completion of 15 CH of CSD titled coursework) Offered every semester.

CSD 450—Current Topics in Audiology (3 CH) This capstone course will introduce students to the principles of evidence-based practice and its
impact on clinical decision making in the diagnosis and treatment of hearing disorders. Students will gain experience in problem solving, working as a team to define the hearing deficit, and developing an appropriate rehabilitation plan. Current Topics in Audiology is relevant to those pre-professional students needing to be familiar with issues in hearing disorders. (P: CSD 111, plus two of the following: CSD 214, CSD 220, CSD 395) Offered fall of even-numbered years.

**CSD 460—Intergenerational Internship in Communication Sciences and Disorders (1-3 CH)** Students will observe diagnostic testing and therapy with communication-disordered children and adults. Communication sciences and disorders early childhood and gerontology field work will provide an interactive, intergenerational partnership, fostering the quality of life throughout the lifespan for those individuals with communication disorders. This advanced-level clinical practicum course is designed to expand clinical competencies through on-site experiences at the Children’s Center of Mercer County and St. Paul’s. Offered every semester. (P: 111. Student will be in good academic standing with completion of at least 2 CH of CSD 420 (Clinical Practicum) and have observed a minimum of 25 hours of treatment as administered or supervised by American Speech-Language-Hearing (ASHA) speech-language pathologists/audiologists.) (WIC)

**CSD 471 – Central Auditory Processing Disorders (1 CH)** Audiologists and speech-language pathologists have critical roles in the assessment and differential diagnosis of Central Auditory Processing Disorders (CAPD). This self-study experience will introduce students to the screening, assessment, and treatment of CAPD. Early detection and intervention are critical to helping at-risk youngsters succeed in the academic environment. (P: open to senior CSD majors only).

**CSD 472 – Emergent Literacy (1 CH)** Emergent literacy knowledge paves the way for preschooler and kindergartner development of literacy skills, which include reading and spelling. Young children experiencing emergent literacy deficits may have insufficient knowledge to benefit from early reading instruction, placing them at risk in their ability to meet the academic challenges of first grade and beyond. Early detection and intervention are critical to helping at-risk youngsters succeed in the academic environment. (P: senior CSD majors only).

**CSD 473 – Ethical Considerations; Nutrition/End of Life (1 CH)** Speech-language pathologists (SLP) have critical roles in assessing and treating individuals at the “end-of-life”. Patients and families are faced with decisions regarding the withholding of hydration and nutrition. The purpose of this activity is to examine end-of-life decisions and provide practical, ethical resolutions to help caregivers work effectively with patients and families.

## NEUROSCIENCE

**NSCI 109—Introduction to Neuroscience (4 CH)** A lecture/laboratory course that will introduce students to the field of neuroscience and provide prospective majors with the knowledge needed for further study of the neurosciences. An examination of the biological basis of neural and sensory function, motor and sensory systems and their integration as learning and memory, cognition, behavior and illness. The laboratory component provides an understanding of neuroscience through hands-on experimental procedures using state of the art equipment and field trips to an affiliated research laboratory. Three one-hour lectures and one three-hour laboratory per week. (Can be used to satisfy IR “Citizenship in a Scientific Age”; laboratory science course.) (P: HS/College GPA 3.0 or better, 1130 SAT/21 ACT, MATH 107/211 placement level) Offered every fall.

**NSCI 209—Neuropsychopharmacology (4 CH)** Students will be able to understand and explain administration, pharmacokinetics, behavioral effects and drug interactions of psychoactive substances. Students will be able to identify major classes of psychoactive substances. Students will also be able to explain how psychoactive substances may be used to treat psychopathologies and disorders of the nervous system. The laboratory will study the
modes of drug action using a variety of invertebrate and vertebrate model systems. Offered every spring.

**NSCI 315 — Topics in Neuroscience (3 CH)**
Specialized topics in neuroscience. May be repeated with different topics. Offered periodically per instructor availability and student interest. P: NSCI 109 or consent of instructor

**NSCI 409—Internship in Neuroscience (3 CH)**
An opportunity for junior or senior students to gain practical experience in a field related to their major. A log book will be required as well as a final paper in which the student will react to the internship both objectively and subjectively, correlating his or her academic knowledge with practical experience. A minimum of 40 hours of supervised experience per credit hour is generally required.

**NSCI 499—Independent Research (3 CH)**
Students design and conduct a research project in an area of neuroscience. The research project must include library, laboratory, and/or field research and a written report in the format of a scientific publication. The project is done under the guidance of one faculty member and may be conducted for more than one semester.
ACCOUNTING
(Bachelor of Arts Degree)

The objective of the accounting program is to develop a solid foundation for public accounting, governmental accounting and corporate accounting. Public accounting is a field for independent accountants who review and report on the propriety of management’s measurements and communications of financial information; the corporate accountant accumulates, interprets and reports to management the financial results of the organization’s activities. With this preparation, one may structure a studies program toward either immediate employment or graduate school.

A student who graduates from Thiel College with a major in accounting will:

• learn generally accepted accounting principles and be able to prepare accurate and informative financial statements.
• understand the importance and function of independent audits and possess a working knowledge of generally accepted auditing standards.
• possess a basic understanding of the Internal Revenue Code and the impact of taxes on business decisions.
• develop competency in data analysis techniques, including spreadsheets and databases.
• gain an understanding of the ethical dilemmas faced by accountants and auditors.
• develop interpersonal skills and learn to be a valuable member of a team.
• be prepared for entry-level employment in the field of accounting.

Major Requirements

ACCT 113 Principles of Accounting I
ACCT 123 Principles of Accounting II
ACCT 213 Intermediate Accounting I
ACCT 223 Intermediate Accounting II
ECON 211 Principles of Macroeconomics
ECON 221 Principles of Microeconomics
MATH 107 College Algebra
or
MATH 141 Pre-Calculus
or
MATH 181 Calculus I
MATH 211 Elementary Statistics
CIS 111 Word Processing Applications
CIS 112 Spreadsheet Applications
CIS 113 Data Management Applications
BADM 355 Business Law I
BADM 356 Business Law II
BADM 374 Principles of Management
ENG 260 Business & Technical Writing
or
BADM 384 Business Communication
ACCT 313 Cost Accounting
ACCT 423 Auditing
ACCT 333 Corporate Tax

Upper Level (4 required)

Group I – at least two required
ACCT 343 Governmental and Non-Profit Accounting
ACCT 412 Accounting Information Systems
ACCT 413 Advanced Accounting
ACCT 433 Accounting Theory
ACCT 493 CPA – Preparing for the Profession

Group II – no more than two can count
ACCT 253 Payroll Accounting
ACCT 323 Personal Tax
ACCT 453 Forensic Accounting and Fraud Examination
ACCT 455 Cooperative Education
Minor Requirements
ACCT 113 Principles of Accounting I
ACCT 123 Principles of Accounting II
ACCT 213 Intermediate Accounting I
ACCT 223 Intermediate Accounting II
ACCT 313 Cost Accounting
ACCT 323 Taxation-Personal
or
ACCT 333 Taxation-Corporate
ACCT 423 Auditing
Transfer students are required to complete at Thiel a minimum of four upper-level courses required for the major.

ASSOCIATE OF ARTS DEGREE IN ACCOUNTING
1. A minimum of 64 credit hours with at least a 2.0 cumulative and major GPA is required.
2. Competency in oral and written expression. The requirements are the same for this degree program as for all others.
3. Integrative Requirement is the same as four-year degree program.
4. Courses required for associate of arts degree in accounting:
   ACCT 113 Principles of Accounting I
   ACCT 123 Principles of Accounting II
   ACCT 213 Intermediate Accounting I
   ACCT 223 Intermediate Accounting II
   ACCT 313 Cost Accounting
   ACCT 323 Taxation–Personal
   or
   ACCT 333 Taxation–Corporate
   ACCT 423 Auditing

FORENSIC ACCOUNTING
(Bachelor of Arts Degree)

The objective of the forensic accounting major is to develop skills in accounting, auditing and investigating to uncover truth while conducting financial and/or systems examinations. Forensic accountants are needed for litigation support, corporate investigations, criminal matters and preparing and assessing insurance claims and damages.

Major Requirements
ACCT 113 Principles of Accounting I
ACCT 123 Principles of Accounting II
ACCT 213 Intermediate Accounting I
ACCT 223 Intermediate Accounting II
ACCT 313 Cost Accounting
ACCT 323 Taxation-Personal
ACCT 333 Taxation-Corporate
ACCT 413 Advanced Accounting
ACCT 423 Auditing
ACCT 453 Forensic Accounting and Fraud Examination
BADM 344 Finance
BADM 374 Principles of Management
BADM 355 Business Law I
BADM 356 Business Law II
BADM 364 Business Ethics
CIS 111 Word Processing Applications
CIS 112 Spreadsheet Applications
CIS 113 Data Management Applications
CSCI 159 Introduction to Programming
CSCI 169 Data Structures
or
CSCI 179 Programming in Visual Basic
MATH 211 Elementary Statistics
BUSINESS ADMINISTRATION  
(Bachelor of Arts Degree)

The objectives of the business administration program are:
• to provide a broad understanding of the American business system and to establish a base for good citizenship in our democratic society;
• to teach basic business principles and fundamental skills essential for success in either a large or small business; and
• to prepare for employment in a business related field.

A student who graduates from Thiel College with a major in business administration will:
• understand the basic business management functions.
• develop competency in data analysis techniques, including use of spreadsheets; and databases.
• gain an understanding of the ethical dilemmas faced by business managers.
• develop interpersonal skills and learn to be a valuable member of a team.
• be prepared for entry-level employment in the field of business.

Major Requirements

Major Core Requirements (All Tracks)
ACCT 113 Principles of Accounting I
ACCT 123 Principles of Accounting II
BADM 233 Managerial Accounting

or
ACCT 313 Cost Accounting
(accounting majors/minors only)
ECON 211 Macroeconomics
ECON 221 Microeconomics
MATH 107 College Algebra

or
MATH 141 Precalculus

or
MATH 181 Calculus I
MATH 211 Elementary Statistics

or
ENG 260 Business and Technical Writing

Advertising Track
BADM 324 Advertising
BADM 454 Marketing

Three of the following:
ART 240 Introduction to Graphic Design
COMM 281 Media Literacy
COMM 300 Persuasion
COMM 340 Public Relations
ENG 335 Persuasive Writing
PSY 343 Sensation and Perception
BADM 455 Cooperative Education

Finance Track
BADM 344 Finance

Four of the following:
BADM 304 Principles of Investments
BADM 334 Insurance
BADM 490 Strategic Management
ACCT 213 Intermediate Accounting I
BADM 376 International Business
ACCT 455 Cooperative Education

or
BADM 455 Cooperative Education

General Track
Two of the following:
BADM 344 Finance
BADM 444 Operations Management
BADM 454 Marketing
BADM 484 Human Resource Management

Two of the following:
ACCT 253 Payroll Accounting
ACCT 323 Personal Taxation
ACCT 343 Governmental and Non-profit Accounting
<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
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<td>BADM 456</td>
<td>International Marketing</td>
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<tr>
<td>BADM 474</td>
<td>Senior Seminar</td>
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</tbody>
</table>

### Human Resource Management Track

**Core Requirements**

- BADM 484 Human Resource Management
- COMM 225 Interpersonal Communication
- PSY 150 General Psychology

*Two of the following:*

- COMM 321 Organizational Communication
- PSY 310 Personality Theories
- PSY 360 Social Psychology

### Management Track

**Core Requirements**

- PSY 150 General Psychology
- COMM 225 Interpersonal Communication

*Four of the following:*

- BADM 364 Business Ethics
- BADM 444 Operations Management
- BADM 474 Senior Honors Seminar
- BADM 484 Human Resource Management
- BADM 490 Strategic Management
- COMM 321 Organizational Communication
- PSY 350 Social Psychology

### Marketing Track

- PSY 150 General Psychology
- BADM 324 Advertising
- BADM 454 Marketing

*Three of the following:*

- COMM 280 Survey of Mass Communication
- BADM 456 International Marketing
- CIS 201 E-Commerce
- COMM 282 Writing for Mass Media
- SOC 341 Social Research Methods
- BADM 455 Cooperative Education

### Graduate School Track

**Core Requirements**

- MATH 181 Calculus

*All of the following:*

- BADM 344 Finance
- BADM 444 Operations Management
- BADM 454 Marketing
- BADM 484 Human Resource Management
- BADM 490 Strategic Management

### Minor Requirements

**ACCT 113** Principles of Accounting I
**ACCT 123** Principles of Accounting II
**BADM 233** Managerial Accounting

*or*

**ACCT 313** Cost Accounting
**ECON 221** Principles of Microeconomics
**BADM 355** Business Law

*Any one:*

- BADM 344 Finance
- BADM 374 Principles of Management
- BADM 454 Marketing

**Transfer students** are required to complete at Thiel a minimum of four upper-level courses required for the major.

### Economics

**Minor Requirements**

**ACCT 113** Principles of Accounting I
**ECON 211** Principles of Macroeconomics
**ECON 221** Principles of Microeconomics

*And any three:*

- ENSC 320 Urban & Regional Land Use Planning
- POSC 146 Introduction to Comparative Politics
- ECON 342 Economic Development
- POSC 336 Public Administration
- BADM 376 International Business
ASSOCIATE OF ARTS IN
BUSINESS ADMINISTRATION

Major Requirements
ACCT 113  Principles of Accounting I
ACCT 123  Principles of Accounting II
BADM 233  Managerial Accounting
CIS 111  Word Processing Applications
CIS 112  Spreadsheet Applications
CIS 113  Data Management Applications
BADM 355  Business Law I
  or
BADM 356  Business Law II
BADM 374  Principles of Management
BADM 383  Business Communication
  or
ENG 260  Business and Technical Writing
Upper level BADM 300 or higher
Upper level BADM 300 or higher
Upper level BADM 300 or higher

Other Requirements
• 2.0 GPA in major courses
• 64 credit hours
• 2.0 cumulative GPA
• Last 30 credit hours must be taken at Thiel College

INTERNATIONAL BUSINESS
(Bachelor of Arts Degree)

This program prepares students for attractive career opportunities as major U.S. and foreign corporations continue to expand in international markets. A student who graduates from Thiel College with a major in international business will:
• understand the basic business management functions.
• develop competency in data analysis techniques, including use of spreadsheets and databases.
• gain an understanding of the ethical dilemmas faced by business managers.
• develop interpersonal skills and learn to be a valuable member of a team.
• be prepared for entry-level employment in the field of international business.

Major Requirements
ACCT 113  Principles of Accounting I
ACCT 123  Principles of Accounting II
BADM 233  Managerial Accounting
MATH 211  Elementary Statistics
MATH 141  Precalculus or higher
CIS 111  Word Processing Applications
CIS 112  Spreadsheet Applications
CIS 113  Data Management Applications
ECON 211  Principles of Macroeconomics
ECON 221  Principles of Microeconomics
POSC 146  Introduction to Comparative Politics
GEOG 110  World Regional Geography
BADM 376  International Business
BADM 456  International Marketing
BADM 355  Business Law I
BADM 356  Business Law II
COMM 331  Intercultural Communication
REL 190  World Religions
Any three:
BADM 344  Finance
BADM 374  Principles of Management
BADM 444  Operations Management
BADM 454  Marketing
BADM 484  Human Resource Management
Any one:
POSC 347  Politics of Industrialized Societies
POSC 327  Politics of Developing Societies

BUSINESS COMMUNICATION
(Bachelor of Arts Degree)

A student who graduates from Thiel College with a major in business communication will:
• understand the basic business management functions.
• develop competency in data analysis techniques, including use of spreadsheets and databases.
• gain an understanding of the ethical dilemmas faced by business managers.
• develop interpersonal skills and learn to be a valuable member of a team.
• be prepared for entry-level employment in the field of business.
Major Requirements
ACCT 113 Principles of Accounting I
ACCT 123 Principles of Accounting II
CIS 111 Word Processing Applications
CIS 112 Spreadsheet Applications
CIS 113 Data Management Applications
BADM 324 Advertising
BADM 355 Business Law I
BADM 374 Principles of Management
BADM 384 Business Communication
BADM 454 Marketing
COMM 181 Public Speaking
COMM 225 Interpersonal Communication
COMM 331 Intercultural Communication
COMM 250 Small Group Communication
COMM 321 Organizational Communication
COMM 280 Survey of Mass Communication
COMM 282 Writing for Mass Media
COMM 340 Public Relations
COMM 345 Ethics
Choose one:
ECON 221 Principles of Microeconomics
COMM 220 Introduction to Journalism
COMM 405 Advanced Public Relations
COMM 455 Media Law & Regulation

Note: In Communication courses a C minus or better is required in order for a course to count towards the major or minor.

Recommendation: It is recommended that students majoring in business communication take an internship and become involved with extracurricular activities in forensics, theatre and student media.
Major Requirements

Courses taken at Thiel

ACCT 113 Principles of Accounting I
ACCT 123 Principles of Accounting II
ECON 211 Macroeconomics
ECON 221 Microeconomics
MATH 211 Elementary Statistics
BADM 233 Managerial Accounting
BADM 355 Business Law I
BADM 356 Business Law II
BADM 374 Principles of Management
ENG 260 Business and Technical Writing

or

BADM 384 Business Communication
CIS 111 Word Processing Applications
CIS 112 Spreadsheet Applications
CIS 113 Data Management Applications

Any two:

ACCT 253 Payroll Accounting
ACCT 323 Personal Taxation
ACCT 343 Governmental Accounting
BADM 300 Introduction to Entrepreneurship
BADM 304 Principles of Investments
BADM 324 Advertising
BADM 334 Insurance
BADM 344 Finance
BADM 364 Business Ethics
BADM 376 International Business
BADM 444 Operations Management
BADM 454 Marketing
BADM 455 Cooperative Education
BADM 456 International Marketing
BADM 474 Senior Seminar
BADM 484 Human Resource Management
BADM 490 Strategic Management

Pittsburgh Institute of Mortuary Science

Thiel College Capstone Program

Competency and integrative requirements are the same as those required for the bachelor of arts degree.

A student who graduates from Thiel College with a major in mortuary science will:

• understand basic business management functions.
• be prepared for admission into the Pittsburgh Institute for Mortuary Science.
• be prepared to sit for the State Board of Exam for Funeral Directors.
• be prepared for the successful operation of a funeral home.

Major Requirements

ACCT 113 Principles of Accounting I
ACCT 123 Principles of Accounting II
ECON 211 Principles of Macroeconomics
ECON 221 Principles of Microeconomics
MATH 211 Elementary Statistics
BADM 233 Managerial Accounting
BADM 355 Business Law I
BADM 374 Principles of Management
BADM 384 Business Communication

or

ENG 260 Business and Technical Writing

Any two:

ACCT 253 Payroll Accounting
ACCT 323 Personal Taxation
ACCT 343 Governmental Accounting
BADM 300 Introduction to Entrepreneurship
BADM 304 Principles of Investments
BADM 324 Advertising
BADM 334 Insurance
BADM 344 Finance
BADM 364 Business Ethics
BADM 376 International Business
BADM 444 Operations Management

or

BADM 454 Marketing
ACCOUNTING

ACCT 113—Principles of Accounting I (3 CH)
An introduction to accounting, i.e., basic record keeping and the preparation of financial statements, including closing entries and working papers. This course requires a grade of a C minus or better and a 60 percent or higher on the final exam in order to progress to ACCT 123. Offered every fall.

ACCT 123—Principles of Accounting II (3 CH)
A continuation of ACCT 113. Special emphasis upon accounting procedures for partnerships and corporations. This course requires a grade of B minus or better and a 60 percent or higher on the final exam in order to progress to ACCT 213; or the grade of a C minus or better and a 60 percent or higher on the final exam to progress to ACCT 253. (P: ACCT 113) Offered every spring.

ACCT 213—Intermediate Accounting I (3 CH)
A study of the related problems of valuation and income determination for a going concern. A prime consideration is to provide the student with a transition from an elementary to a professional study of accounting. This course requires a grade of C minus or better to count toward the major or minor in accounting and to progress to any accounting course with a higher course number. (P: ACCT 123) Offered every fall.

ACCT 223—Intermediate Accounting II (3 CH)
A continuation of ACCT 213. This course requires a grade of C minus or better to count toward the major or minor in accounting and to progress to any accounting course with a higher course number. (P: ACCT 213) Offered every spring.

ACCT 253—Payroll Accounting (3 CH)
With the numerous federal, state and local laws affecting payroll systems of business firms, payroll accounting has evolved into one of the most important components of an accounting system. This course is designed to provide the accounting student with a solid, in-depth foundation in the principles of payroll accounting. (P: ACCT 123)

ACCT 313—Cost Accounting (3 CH)
A study of the collection and use of accounting information for planning, controlling, decision-making, inventory valuation and income determination. A study of both the technical aspects of cost accounting and how managers use these tools to improve operating results. (P: ACCT 223) Open to juniors and seniors only. Offered every fall.

ACCT 323—Taxation—Personal (3 CH)
An introduction to income tax laws as applied to individuals. This is a practical course that is form-oriented. Offered every spring.

ACCT 333—Taxation—Corporate (3 CH)
An introduction to federal income tax laws and regulations as they apply to corporations. Includes focus on tax effect of alternate accounting methods and introduces the concept of tax planning. (P: ACCT 223) Open to juniors and seniors only. Offered every fall.

ACCT 343—Governmental and Non-profit Accounting (3 CH)
A financial introduction to government entities and an analysis of the management of their financial resources. Attention is also focused on accounting for other not-for-profit entities. This course may be used to meet the upper-level business requirement. (P: ACCT 223 or permission of instructor) Offered spring of even-numbered years.

ACCT 412—Accounting Information Systems (3 CH)
A hands-on study of integrating accounting records with computers. Topics covered include the role of accounting information systems in the business environment, QuickBooks, accounting software, design and accountants’ use of spreadsheets, databases, word processing and internal controls. (P: C minus or better in ACCT 223, microcomputer proficiency) Offered every spring.

ACCT 413—Advanced Accounting (3 CH)
A study of the accounting problems arising from the formation, expansion and liquidation of different forms of business organizations. (P: ACCT 223) Open to juniors and seniors only. Offered spring of odd-numbered years.
ACCT 423—Auditing (3 CH) A study of the theory and techniques of the attest function. Topics will include audit reports, professional ethics, legal responsibilities, internal control, audit work papers, examination of evidence, and trends in auditing. Open to seniors only. (P: ACCT 223) Offered every fall.

ACCT 433—Accounting Theory (3 CH) A critical analysis of the principles and concepts underlying the measurement of assets, liabilities and owners’ equity; measurement of changes that occur in assets, liabilities and owners’ equity; and measurement of revenues, expenses and net income. Emphasis is placed on the origin, development and significance of such principles and concepts. (P: ACCT 223) Open to juniors and seniors only. Offered spring of even-numbered years.

ACCT 453—Forensic Accounting and Fraud Examination (3 CH) A study of the theory and techniques of auditing and investigative and analytical skills necessary to resolve financial issues in a manner that meets standards required by a court of law. Furthermore, the course should prepare students to sit for the CFE (Certified Fraud Examiners) Exam. (P: ACCT 223) Open to juniors and seniors only. Offered spring of odd-numbered years.

ACCT 455—Cooperative Education (CH Variable) (WIC)

ACCT 493—CPA Preparing for the Profession (3 CH) Previous accounting courses are required and a systematic study of past CPA examination problems is undertaken in order to prepare students for the uniform CPA examination. Concentration is on the financial reporting and regulations sections of the examination. Students are assisted in fulfilling the application requirements for taking the examination. All students are expected to sit for the CPA examination following graduation. Open to senior accounting majors only. Permission of instructor required.

BUSINESS ADMINISTRATION

BADM 100—Introduction to Business (3 CH) An overview of the business world, including an introduction to business in a changing world, starting and growing a business, management, human resources, marketing, accounting and finances. This course is designed as a foundation course for business administration and accounting majors. The student must earn a grade of C- or higher to satisfactorily complete this course and be permitted to enroll in Accounting I.

BADM 233—Managerial Accounting (3 CH) Emphasizes the use of accounting information in decision making. A course designed for majors in business administration only. (P: ACCT 123) Offered every fall.

BADM 300—Introduction to Entrepreneurship (3 CH) A course designed to give the individual a general foundation of basic operational proceedings for small business management. This course will give special emphasis to entrepreneurship including franchising, buying out an existing business and formation of new ventures. The focus of the course throughout will be the development of a comprehensive business plan. This course has no prerequisites and is open to any junior or senior interested in starting a small business. (WIC) Offered every fall.

BADM 301—Professional Development and Theory (1 CH) The objective of this course is to help students develop the skills, attitudes and outlooks that are critical for the type of interactions necessary to succeed as forensic accountants. (P: ACCT 123) Open to juniors and seniors only.

BADM 304—Principles of Investments (3 CH) The essential problems of individual investors and professional money managers are the selection of securities and the timing of their purchase and sale. This course deals with the techniques of thorough security appraisal prior to selection. Open to juniors and seniors only.

BADM 324—Advertising (3 CH) Both the “why” and the “how” of advertising will be covered. Included in the “why” will be the basic principles needed to understand the rationale behind creative selling, advertising principles, public relations, sales
management and advertising policies. Included in the “how” will be all aspects of preparing advertising copy, how to write it, how to judge it, how to avoid legal difficulties and how to undertake advertising research. Open to juniors and seniors only. (WIC) Offered every spring.

**BADM 334—Insurance (3 CH)** This course deals with the principal risks to which individuals and businesses are exposed and the various means of dealing with risk including insurance, risk retention, self-insurance and loss prevention. Specific topics to be covered include property and liability insurance, life and health insurance, government regulation and insurance institutions. Open to juniors and seniors only. (P: ACCT 123)

**BADM 344—Finance (3 CH)** Introduction to basic problems of financial management including cost of capital analysis; cash flow; working capital; leasing; financial leverage; methods of securing short-term, intermediate and long-term funds; dividend policies; and the problems of valuation in combination, reorganization and liquidation. Open to juniors and seniors only. (P: ACCT 213 or 233 and mathematics requirement) Offered every spring.

**BADM 355—Business Law I (3 CH)** The study of the legal and social environment of business, contracts, personal property and bailments, and sales. Open to juniors and seniors only. Offered every semester.

**BADM 356—Business Law II (3 CH)** A continuation of the study of the legal environment of business with emphasis on negotiable commercial paper, debtor-creditor relations and risk management, agency and employment, business organizations, real property and estates. (P: BADM 355) Open to juniors and seniors only. Offered every semester.

**BADM 364—Business Ethics (3 CH)** The world of business increases in technological complexity and competitive pressure daily. Dealing successfully with problems in the business world requires, in addition to technical competence, a firm grounding in the ethical tradition of human culture. This class will provide practical assistance to those entering the business community and theoretical understanding for those studying how humans interact in the world. (WIC) Open to juniors and seniors only. Offered every spring.

**BADM 374—Principles of Management (3 CH)** A presentation of the basic concepts of management which focuses on understanding techniques, establishing objectives and making decisions. Open to juniors and seniors only. (P: ACCT 123 and ECON 221) (WIC) Offered every fall.

**BADM 376—International Business (3 CH)** An introductory course focusing on the manager’s perspective of the international economy. Topics include the impact of differing languages, cultures, religions, values and political systems on the multinational firm; the strategies and structures of the multinational; the relationships between the multinational and both host and home governments; and the international business environment including foreign-exchange problems, intergovernmental agreements and restraints on international competition. Open to juniors and seniors only. Offered spring of even-numbered years.

**BADM 384—Business Communication (3 CH)** Because business is conducted among people, effective communication is needed to have an effective enterprise. This course presents theory and techniques for clear, concise and interesting written communication. (WIC) Offered to juniors and seniors only. Offered every fall.

**BADM 444—Operations Management (3 CH)** Problems considered are those that arise in the areas of methods analysis, production planning, inventory control, plant location, quality control and equipment replacement. Open to juniors and seniors only. Offered every spring.

**BADM 454—Marketing (3 CH)** An introduction to marketing management including product planning, channels of distribution, promotion, pricing, market research, consumer behavior, physical distribution and government regulation. Open to juniors and seniors only. (WIC) Offered every fall.

**BADM 455—Cooperative Education (CH Variable) (WIC)**

**BADM 456—International Marketing (3 CH)** International Marketing covers the skills
and information that enable students to perform analyses of world markets and their respective consumers and environments. The course seeks to develop an understanding of the marketing management efforts required to meet the demands of world markets in a dynamic setting. (WIC)

Open to juniors and seniors only.

**BADM 474—Senior Seminar (3 CH)**

Research and class work prepare students for biweekly discussions with senior executives. The seminar format is an integrating process that also helps students form a personal style of management, eclectically based on input from successful business professionals. This input is provided by corporate presidents in personal, informal visits to the seminar. Open to juniors and seniors only. No course prerequisite. Offered every spring.

**BADM 484—Human Resource Management (3 CH)**

This course will provide a basis for understanding the function of human resources in an organization and the impact it will have on the career of the student when he or she enters the business world. Open to juniors and seniors only. (P: ACCT 123 and ECON 221) Offered every fall.

**BADM 490—Strategic Management (3 CH)**

The world of business increases in technological complexity and competitive pressures daily. Managers will need to understand the functions of strategic management for the 21st century; therefore, people entering the business arena need to learn why strategic management is a basic ingredient for the continued survival of an organization. This class will provide practical assistance to those entering the business world by studying how companies can plan for the future. This is designed as a capstone course for business administration students. It will be offered during the spring semester. Prerequisites will be a major within the department who has taken Managerial Accounting (BADM 233) and who has completed at least three major courses at the 300 level or higher. Offered every fall.

**ECONOMICS**

**ECON 211—Principles of Macroeconomics (3 CH)**

A study of capitalism as it applies to the American economy including the roles of business, household and government sections of the economy. With the aid of national income accounting techniques, the level of employment and the determinants of national income are introduced. The role of the banking system also is examined. Offered every fall. (Not open to freshmen.)

**ECON 221—Principles of Microeconomics (3 CH)**

A study of market structures, product pricing, resource pricing and markets in American capitalism. Also covered are current economic problems and an introduction to international economics. Offered every spring. (Not open to freshmen.)

**ECON 342—Economic Development (3 CH)**

The theory of economic growth with special reference to underdeveloped areas. A certain amount of attention is also given to the practical problems of industry, agriculture, commerce, government, capital formation, demographic factors, financial institutions and foreign aid as they relate to economic growth. (P: ECON 211 and ECON 221) Offered spring of even-numbered years.
The Chemistry Department offers a B.S. degree in chemistry with American Chemical Society (ACS) certification and B.A. degrees in chemistry, biochemistry, and environmental chemistry. The department is approved by the American Chemical Society as offering a curriculum that meets its criteria for professional training in chemistry. Graduates whose training includes extra course work required for the B.S. degree are certified by the society.

We have an Early Acceptance Program (EAP) in dentistry, pharmacy and osteopathic medicine with Lake Erie College School of Dentistry, Pharmacy, and Osteopathic Medicine. In these programs, Thiel undergraduate students are enrolled jointly by Thiel College and LECOM. The EAP programs are designed to facilitate the admission of Thiel students into LECOM’s Doctor of Dentistry, Pharmacy or Osteopathic Medicine programs. Once a student is recommended by Thiel College, LECOM interviews the student prior to enrollment at Thiel College or within the first two years of enrollment in the program. Students interviewing successfully are offered a provisional acceptance to LECOM’s Doctor of Dentistry, Pharmacy or Osteopathic Medicine program. Upon meeting the criteria for final acceptance, they matriculate at the LECOM campus of their choice (Erie, Pa., or Bradenton, Fla.). Due to the rigor of the professional program, the requirements established for acceptance are designed to demonstrate the capability of the applicant to handle a challenging course load.

Students planning to be professional chemists are encouraged to take more than the minimum course work in chemistry, physics and mathematics. A reading knowledge of a foreign language has a number of important educational benefits and is recommended.
Suggested first year schedule for all chemistry majors
(includes Pre-Medicine, Pre-Dentistry, Pre-Pharmacy, Pre-Veterinary, B.A. & B.S. in Chemistry, B.A. in Environmental Chemistry, and B.A. in Environmental Chemistry and Biochemistry)

First Year, Fall
CHEM 140 General Chemistry I (4 CH)  
MATH 181 Calculus I (4 CH)  
ENG 111 Oral & Written Expression I (3 CH)  
SEMS 100 Seminar I (1 CH)  
IR Group V (1 CH)  
PHYS 174 Introduction to Physics (4 CH)  
or  
Electives (3-5 CH)

TOTAL 16-18 CH

First Year, Spring
CHEM 160 General Chemistry II (4 CH)  
MATH 182 Calculus II (4 CH)  
ENG 112 Oral & Written Expression II (3 CH)  
INDS 100 Presentational Literacy (1 CH)  
IR Group V (theory) (1 CH)  
PHYS 174 Introduction to Physics (4 CH)  
or  
Electives (1-4 CH)

TOTAL 15-18 CH

Notes:
1. Students who are not strong in math are advised to take MATH 107 College Algebra in the fall, CHEM 140 and MATH 141 Precalculus in the spring, and CHEM 160 and MATH 181 in the fall semester of the second year.
2. Students with exceptionally strong math/science backgrounds should consult with the chemistry department before registering.

AMERICAN CHEMICAL SOCIETY CERTIFIED MAJOR IN CHEMISTRY REQUIREMENTS
(Bachelor of Science Degree)

A student who graduates from Thiel College with a Bachelor of Science degree in chemistry with ACS certification will:

- be able to conduct an internal or external research project.
- possess scientific literacy and problem solving skills associated with the main branches of chemistry: analytical, biochemistry, inorganic, organic, physical and environmental.
- be prepared for employment in a chemistry-related field or matriculation into graduate or professional programs including medical, dental, or veterinary schools.

The ACS-certified B.S. in chemistry requires all of the courses listed above for the B.A. degree in chemistry, plus the following:

CHEM 345 Biochemistry I  
Two of the following courses:
CHEM 3XX Applications of Physical Chemistry
CHEM 370 Instrumental Analysis
CHEM 390 Inorganic Chemistry  
One of the following courses:
MATH 281 Calculus III
MATH 291 Linear Algebra  
One of the following courses:
CHEM 410 Advanced Topics in Inorganic Chemistry
CHEM 415 Biological Inorganic Chemistry
CHEM 420 Advanced Topics in Physical Chemistry
CHEM 430 Advanced Topics in Environmental Chemistry
CHEM 440 Advanced Topics in Biochemistry
CHEM 348 Biochemistry II
CHEM 450 Advanced Topics in Organic Chemistry
CHEM 465 Advanced Topics in Analytical Chemistry

Minor Requirements
A minor in chemistry consists of all of the courses in Section A and one course in Section B:

Section A
CHEM 140 General Chemistry I
CHEM 160 General Chemistry II
CHEM 200 Organic Chemistry I
CHEM 240 Quantitative Analysis
Biochemistry (Bachelor of Arts Degree)

Biochemistry is an interdisciplinary science that studies the structure, composition and chemical reactions of substances in living systems. The biochemistry major is valuable for students applying to medical, dental, veterinary, pharmacy or graduate school by providing a multidisciplinary foundation in chemistry, biology and physics. This major also prepares students for work in pharmaceutical, agricultural chemical, biotechnology and consumer products industries.

A student who graduates from Thiel College with a Bachelor of Arts degree in biochemistry will:

- know how to conduct an internal or external research project.
- demonstrate knowledge of the structures and functions of biological molecules and explain molecular pathways associated with cellular metabolism of the major classes of biochemical compounds.
- possess scientific literacy and problem solving skills associated with the main branches of chemistry: analytical, biochemistry, inorganic, organic and physical.
- be prepared for chemistry-related employment in the medical, pharmaceutical, biotechnology or related fields or biochemistry-related graduate or professional programs including medical, dental or veterinary schools.

Major Requirements

The B.A. degree in biochemistry requires all of the courses in Section A and D, one course in Section B and C and two courses in Section E. It is expected that the course from Section B will have a biochemistry focus.

Section A

CHEM 140 General Chemistry I
CHEM 160 General Chemistry II
CHEM 200 Organic Chemistry I
CHEM 210 Organic Chemistry II
CHEM 240 Quantitative Analysis
CHEM 3XX Fundamentals of Physical Chemistry
CHEM 345 Biochemistry I
CHEM 348 Biochemistry II
CHEM 4XX Chemistry Capstone I
CHEM 4XX Chemistry Capstone II

Section B

CHEM 490 Problems in Chemistry
CHEM 495 Independent Study

Section C

CHEM 3XX Biophysical Chemistry
CHEM 3XX Biological Analytical Chemistry
CHEM 415 Biological Inorganic Chemistry
CHEM 440 Advanced Topics in Biochemistry

Section D

MATH 181 Calculus I
PHYS 174 Introductory Physics I (calc-based)
PHYS 184 Introductory Physics II (calc-based)
BIO 145 Foundations of Biology

Section E

MATH 182 Calculus II
BIO 293 Cell Biology
BIO 294 Human Physiology
BIO 322 Genetics
BIO 343 Developmental Biology
BIO 284 Human Anatomy

or

BIO 282 Comparative Chordate Anatomy

Minor Requirements

The biochemistry minor provides students with an opportunity to diversify their education in chemistry and biology. Many fields utilizing chemistry and biology, such as medicine, dentistry, pharmacology and medicinal chemistry, involve aspects of biochemistry. This minor is often of interest to biology majors by providing a chemical perspective to their biology studies.
Fulfillment of the minor requires the following courses:
CHEM 140 General Chemistry I
CHEM 160 General Chemistry II
CHEM 200 Organic Chemistry I
CHEM 210 Organic Chemistry II
CHEM 345 Biochemistry I
CHEM 348 Biochemistry II
BIO 145 Foundations of Biology
BIO 322 Genetics
BIO 393 Cell Biology

**Environmental Chemistry**  
(Bachelor of Arts Degree)

This major provides students with a strong foundation in chemistry and in the environmental sciences. Courses in a variety of disciplines prepare the student well to work in this rapidly growing, interdisciplinary field. Students planning to be professional environmental chemists are strongly encouraged to seek related summer internships and to take more than the minimum coursework in areas related to the environment.

A student who graduates from Thiel College with a major in environmental chemistry will:

- demonstrate competency in conducting an internal or external research project.
- possess scientific literacy and problem solving skills associated with the main branches of chemistry: analytical, biochemistry, inorganic, organic, physical and environmental.
- be able to solve problems dealing with soil, water and atmospheric chemistry, toxic chemicals and waste disposal.
- possess practical field skills including environmental sampling and analysis.
- demonstrate competency in conducting a trace analysis.
- be able to critically analyze current environmental issues from a scientific standpoint.
- be prepared for employment in environmental chemistry or admission into an environmental or chemistry-related graduate or professional program.

**Major Requirements**

The B.A. degree in environmental chemistry requires all courses in Section A and Section D, one course in Section B and two courses from Section C. It is expected that the course from Section B will have an environmental chemistry focus.

**Section A**
CHEM 140 General Chemistry I
CHEM 160 General Chemistry II
CHEM 200 Organic Chemistry I
CHEM 210 Organic Chemistry II
CHEM 240 Quantitative Analysis
CHEM XXX Introduction to Inorganic Chemistry
CHEM 330 Environmental Chemistry
CHEM 370 Instrumental Analysis
CHEM 4XX Chemistry Capstone I
CHEM 4XX Chemistry Capstone II
CHEM 430 Advanced Topics in Environmental Chemistry

**Section B**
CHEM 490 Problems in Chemistry
CHEM 495 Independent Study

**Section C**
ENSC 250 Meteorology & Air Quality Assessment
GEOL 150 Earth Systems
GEOL 210 Principles of Hydrogeology
ENSC 111 Introduction to Environmental Studies

*or*
BIO 116 Conservation Biology

**Section D**
MATH 181 Calculus I
MATH 182 Calculus II
PHYS 174 Introductory Physics I
PHYS 184 Introductory Physics II

**Minor Requirements**

A minor in environmental chemistry consists of all the courses in Section A and two courses selected from Section B.

**Section A**
CHEM 140 General Chemistry I
CHEM 160 General Chemistry II
CHEM 240 Quantitative Analysis
A student who graduates from Thiel College with a major in chemistry with secondary education certification will demonstrate competency in:

• basic principles of mathematics and physics as they relate to chemistry.
• the application of chemistry to life and earth sciences, scientific discovery and technological advancement.
• atomic theory.
• chemical concepts including chemical formulas and nomenclature, chemical reactions and stoichiometry, mixtures, solutions, solubility and chemical equilibrium.
• inorganic and organic chemistry.
• thermodynamics and kinetics of chemical reactions.
• extensive laboratory activities.

See department chair for further information.

Osteopathy

Dr. Christopher Stanisky, Adviser

Thiel College has an Early Acceptance Program (EAP) in osteopathic medicine with Lake Erie College of Osteopathic Medicine (LECOM). There are two paths, the accelerated 3+4 and the 4+4 program. These differ in the number of years that are spent at Thiel. For the rigorous 3+4 track, the student must enroll in the EAP by February 1 of their first year at Thiel and the Medical College Admission Test (MCAT) should be taken in April of the sophomore year. Upon completing three years at Thiel and meeting certain GPA, MCAT and other requirements, they would matriculate into LECOM in July. The B.A. degree in chemistry would then be awarded upon completion of the first year at LECOM (30 credit hours). For the 4+4 track, the student must enroll in the EAP by February 1 of their second year at Thiel. They would fulfill the requirements for the B.A. or B.S. degree at Thiel, then matriculate into LECOM after meeting the necessary requirements. Upon completion of the medical program, graduates receive the Doctor of Osteopathic Medicine (D.O.) degree.

Admission requirements for Phase I of the program include (subject to change):

• High School GPA of 3.5 or higher
• SAT (Math and Verbal) of 1170 OR ACT Score of 26
• Successful interview with LECOM representative (within first two years at Thiel)

Requirements for matriculation into Phase II at LECOM:

• Successfully complete the designed program in chemistry at Thiel (3 or 4 years)
• Minimum of C in prerequisite courses
• Minimum 3.4 GPA at Thiel
• Minimum 3.2 GPA in the sciences
• Maintain a minimum science and overall GPA of 3.00 at the end of each term
• Minimum score of 24 on MCAT (no lower than 7 in any category)

Minimum required courses: Phase I (Thiel College) (100-104 CH)

• General Chemistry I and II
• Organic Chemistry I and II
• Biology with labs (two semesters)
• Physics I and II
• Calculus I and II
• Two English courses
• Two behavioral science courses
• AP credits may not be used to satisfy any of the science requirements.
See the Chemistry Department web page for a schedule of classes for the 3+4 and 4+4 programs.

**Pharmacy**
Dr. Kathryn Frantz, Adviser

Thiel College has a 3+3 and 4+3 Early Acceptance Program (EAP) in pharmacy with Lake Erie College of Osteopathic Medicine, School of Pharmacy in Erie, Pa., and a 3+4 and 4+4 program at the LECOM Bradenton, Fla., campus. For the 3+ track, students must enroll in the EAP by February 1 of their first year at Thiel. Upon completing three years at Thiel and meeting certain GPA, specified curriculum, and other requirements, students would matriculate into LECOM. Upon completion of the requirements at LECOM (after 1 to 2 years), students would receive a B.A. in chemistry or B.A. in biochemistry from Thiel depending upon their coursework. For the 4+ program, students must enroll in the EAP by February 1 of their second year at Thiel. The candidate would earn a B.A. or B.S. degree at Thiel, then matriculate into LECOM upon meeting the necessary requirements. Upon completion of the three or four year pharmacy program, the graduate would receive the Doctor of Pharmacy (Pharm.D.) degree from LECOM.

Requirements for acceptance into Phase I of the program (subject to change):
- High School GPA of 3.5 or higher
- SAT (Math and Verbal) of 1170 OR ACT Score of 26
- Successful interview with LECOM representative.

Requirements for matriculation into Phase II at LECOM:
- Successfully complete the designed chemistry program at Thiel (3 or 4 years)
- Minimum of C in prerequisite courses
- PharmCAS overall GPA of 3.4
- PharmCAS GPA of 3.4 in all science and mathematics courses
- Must take PCAT or undergo a writing assessment at the interview.
- Good citizenship, pass criminal background and agree to new health and technical standards at LECOM

Minimum Required Courses: Phase I (Thiel College)
- ENG 111 Oral and Written Expression I
- ENG 112 Oral and Written Expression II
- BIO 145 Foundations of Biology
- BIO 393 Cell Biology

or
- Other approved biology elective (BIO 212, 284, or 294)
- CHEM 140 General Chemistry I
- CHEM 160 General Chemistry II
- CHEM 200 Organic Chemistry I
- CHEM 210 Organic Chemistry II
- PHYS 174 Introductory Physics I
- PHYS 184 Introductory Physics II
- MATH 181 Calculus I
- MATH 182 Calculus II
- MATH 211 Elementary Statistics
- ECON 221 Microeconomics
- PSY 150 General Psychology
- SOC 121 Microsociology
- CIS 111 Word Processing Applications
- CIS 112 Spreadsheet Applications
- CIS 113 Data Management Applications
- Electives

AP credits may not be used to satisfy any of the science requirements.

**COURSE OFFERINGS**

(*Lab fee charged)

**CHEM 100—Chemtech (4 CH)* A course intended for the non-major who has little or no chemistry background. Included are semi-technical discussions of plastics, drugs, food additives, detergents, energy sources, air and water pollution and related chemical phenomena. Three 55-minute discussions and three hours of laboratory each week. (P: Permission of the instructor required for students who have credit for CHEM 140 or higher) Offered every semester.

**CHEM 140—General Chemistry I (4 CH)* The first of a two-semester sequence that introduces the student to the principles of chemistry. Topics covered include stoichiometric calculations,
introductory atomic theory, chemical bonding and molecular structure, oxidation-reduction, acids and bases, and the descriptive chemistry of selected main group elements. The laboratory emphasizes the development of manipulative skills. Three 55-minute lectures and three hours of laboratory each week. (Corequisite: MATH 141 or satisfactory performance on math placement examination.) Offered every semester.

**CHEM 160—General Chemistry II (4 CH)**
The second of a two-semester sequence that introduces the student to the principles of chemistry. Topics covered include chemical equilibrium, thermochemistry and introductory thermodynamics, electrochemistry, nuclear chemistry and the descriptive chemistry of selected main group and transition elements. Three 55-minute lectures and three hours of laboratory each week. (P: CHEM 140) Offered every semester.

**CHEM 200—Organic Chemistry I (4 CH)**
Basic relationships between molecular structure and chemical reactivity are examined and applied to the selection of suitable synthetic procedures for aliphatic and aromatic compounds. Typical compounds are synthesized, isolated and characterized in the laboratory. Three 55-minute lectures and three hours of laboratory each week. (P: CHEM 160) Offered every fall.

**CHEM 210—Organic Chemistry II (4 CH)**
A continuation of CHEM 200, this course extends the study of representative functional groups and introduces organic spectroscopy, polymer chemistry and biomolecules. Three 55-minute lectures and three hours of laboratory each week. (P: CHEM 200) Offered every spring.

**CHEM 220—Forensic Science (4 CH)**
Lecture and laboratory study of the fundamentals of forensic science. Scientific principles will be introduced by examining the techniques used to evaluate physical evidence such as that left at a crime scene. An integral part of the course will be case studies which will be used to introduce various topics in the field. The course is appropriate for the nonscience major provided that they have basic math and science skills. Three 55 minute lectures and one three-hour laboratory each week. (P: Math 107; sophomore status or above) Offered spring of odd-numbered years.

**CHEM 240—Quantitative Analysis (4 CH)**
A survey of quantitative analytical methods applicable to inorganic and organic systems. Emphasis on the importance of equilibrium considerations of analytically useful reactions. Laboratory includes classical wet chemical procedures and a limited introduction to instrumental techniques. Three 55-minute lectures and four hours of laboratory each week. (P: CHEM 160) Offered every fall.

**CHEM 310—Physical Chemistry—Dynamics (4 CH)**
Chemical kinetics, illustrated with some typical reactions of organic compounds, and the principles of thermodynamics as applied to chemical equilibria. Two 85-minute lectures and three hours of laboratory each week. (P: CHEM 160) Offered every fall. (WIC)

**CHEM 320—Physical Chemistry—Structure (4 CH)**
Electronic structures of atoms and some simple molecular and crystal systems are considered in terms of modern theories of structure and bonding. Methods of structure determination are examined. Two 85-minute lectures and three hours of laboratory each week. (P: CHEM 160) Offered every spring. (WIC)

**CHEM 330—Environmental Chemistry (4 CH)**
A study of the relationships between the fundamental principles of chemistry and the environment. This course provides an introduction to the chemistry of water, soil, sub-surface and atmospheric systems including physical and chemical transport processes. In addition to basic principles, the course will address current topics relating to the field. Three 55-minute lectures and three hours of laboratory each week. (P: CHEM 160) Offered spring of even-numbered years.

**CHEM 345—Biochemistry I (4 CH)**
First of a two course sequence in Biochemistry. Lecture and laboratory study of the structure, function, and reactions of the fundamental molecules of biological systems including carbohydrates, amino acids, nucleotides, and lipids. Protein structure and function, enzyme kinetics, and enzyme mechanisms will also be discussed. Three 55 minute lectures and three hours of laboratory each week. Prerequisite:
CHEM 210. Offered every fall.

CHEM 348—Biochemistry II (3 CH) Second of a two course sequence in Biochemistry. Discussion of the various metabolic processes of amino acids, proteins, carbohydrates, nucleic acids, nucleotides, and lipids. Three 55 minute lectures each week. Prerequisite: CHEM 345. Offered every spring.

CHEM 360—Chemical Literature (1 CH) Practical experience in using the literature of chemistry. One library problem per lecture. One 55-minute lecture each week. (P: Two courses beyond CHEM 160 and junior standing) Offered every fall.

CHEM 370—Instrumental Analysis (4 CH)* A theoretical and applied examination of the principles of modern chemical instrumentation. Topics include spectroscopic, electrochemical and chromatographic instruments, plus computers and electronics in instrumentation. Laboratory includes specific applications directed toward qualitative and/or quantitative analyses. Three 55-minute lectures and four hours of laboratory each week. (P: CHEM 240; non-majors require permission of instructor) Offered spring of odd-numbered years.

CHEM 390—Inorganic Chemistry (4 CH)* A consideration of periodicity, atomic structure and chemical bonding of main group elements and transition metals. Topics include acid-base theory, solvent theory, coordination chemistry, organometallic chemistry and bioinorganic chemistry. Laboratory emphasizes advanced techniques of synthesis and spectroscopic characterization of compounds. Three 55-minute lectures and four hours of laboratory each week. (P: CHEM 320 and CHEM 370 or permission of the instructor) Offered every spring. (WIC)

CHEM 410—Advanced Topics in Inorganic Chemistry (3 CH) In-depth consideration of selected topics. Topics are announced prior to preregistration and may include coordination chemistry, ligand field theory, catalysis, bioinorganic chemistry, organometallic chemistry, Lewis acid-base theory and others. Two 85-minute lecture-discussions each week. (P: CHEM 390 and permission of the instructor) Offered fall of even-numbered years.

CHEM 415—Biological Inorganic Chemistry (3 CH) Investigation of the role of metal ions in biological cells. Topics include coordination chemistry of metal ions with functional groups of proteins and nucleic acids, structure and reaction mechanisms of specific metalloenzymes, toxicity and essentiality of metal ions in organisms, mechanisms by which organisms obtain required metal ions from their environment, and the use of metal-containing compounds in treating and preventing disease. Three 55 minute lectures each week or two 85 minute lectures each week. Prerequisite: CHEM 345 or permission of instructor. Offered every other fall.

CHEM 420—Advanced Topics in Physical Chemistry (3 CH) In-depth consideration of selected topics. Topics are announced prior to pre-registration and may include symmetry and group theory, quantum mechanics, complex equilibria, mechanisms of chemical reactions and molecular thermodynamics. Two 85-minute lecture-discussions each week. (P: CHEM 310 or 320 and permission of the instructor) Offered on an irregular basis.

CHEM 430—Advanced Topics in Environmental Chemistry (3 CH) In-depth consideration of selected topics. Topics will be announced prior to pre-registration and may include chemical transport dynamics, effects of non-ideality on chemical processes of interest, hydrogeochemistry, atmospheric chemistry and topics drawn from the current literature. Three 55-minute lecture-discussions each week. (P: CHEM 330) Offered spring of odd-numbered years.

CHEM 440—Advanced Topics in Biochemistry (3 CH) In-depth consideration of selected topics. Topics will be announced prior to preregistration and may include enzymatic catalysis, regulation of metabolism, reaction mechanisms, thermodynamics of life, biochemical communication, molecular pharmacology and papers from Biochemistry and the Journal of Medicinal Chemistry. Three 55-minute lectures each week. (P: CHEM 340) Offered spring of even-numbered years. (WIC)
CHEM 450—Advanced Topics in Organic Chemistry (3 CH) In-depth consideration of selected topics. Topics are announced prior to preregistration and may include organic condensation reactions, pericyclic reactions and papers from the Journal of Organic Chemistry. Two 85-minute lecture-discussions each week. (P: CHEM 210 or permission of the instructor). Offered on an irregular basis.

CHEM 455—Cooperative Education (CH Variable)

CHEM 465—Advanced Topics in Analytical Chemistry (3 CH) In-depth consideration of selected topics from the Annual Reviews of Analytical Chemistry. Topics are announced prior to pre-registration and may include chemometrics, chromatography, computers and interfacing, electrochemistry, spectroscopy and radiochemistry with emphasis on research published in Analytical Chemistry. Two 85-minute discussions each week. (P: CHEM 370 and permission of the instructor) Offered on an irregular basis. (WIC)

CHEM 470—Chemistry Seminar (1 CH) Discussions of selected historical and modern topics in chemistry led by students, faculty and visiting speakers. Attendance at two off-campus seminars. One 55-minute seminar each week. (P: Two courses beyond CHEM 160 and junior or senior standing) Offered every fall.

CHEM 480—Chemistry Seminar (1 CH) Similar to CHEM 470. Includes a project report if CHEM 490 or 495 is taken simultaneously. (P: CHEM 470) Offered every spring.

CHEM 490—Problems in Chemistry (1-4 CH) Conduct of an advanced laboratory problem on an individual basis under the direction of a member of the faculty. Presentation of written and oral reports on the problem. Consult the department chair for instructions prior to enrollment (P: permission of instructor)

CHEM 495—Independent Study (1-4 CH) Independent conduct of an experimental or theoretical research project in consultation with a faculty member. Presentation of written and oral reports on the project. Consult the department chair for instructions prior to enrollment. (P: 3.25 GPA in chemistry courses)
The Department of Communication offers three majors: business communication, communication studies and media communication. Three minors are offered: communication studies, media communication and public relations.

The department’s primary mission is to prepare the next generation of communicators for further study or employment in their chosen fields. Building on a balance of practice and theory the department is committed to fostering a personal, dynamic and creative environment in which students learn from mentors in contexts ranging from quality classroom instruction to rigorous studio practice. From communication theory to mass media, the Department of Communication is committed to developing in each student an appreciation and understanding for the natural, creative impulse that all men and women share, the basic need to interact. Through involvement in the college’s newspaper, radio and television studio, the department also is dedicated to providing students communication educational experiences and internship opportunities that enhance and expand the cultural lives of both students and members of the surrounding community.

Business Communication
(Bachelor of Arts Degree)

The business communication major is a cooperative program offered through the Arthur McGonigal Department of Business Administration and Accounting and the Department of Communication. This joint venture includes a variety of courses in accounting, computer science, business administration, interpersonal and media communication and electives in related areas, such as economics. The business communication major fosters a spirit of diversity and selection, encouraging students to pursue knowledge in more specialized yet still related areas in the world of business, where excellent communication skills are critical. This major builds on the Thiel Integrative Requirement, a set of core courses that provide a liberal arts foundation for all Thiel students pursuing a bachelor of arts degree. The business communication major helps prepare students for a variety of jobs in business, including employment in the media. It also helps prepare students for graduate study in media communication and other areas.

A student who graduates from Thiel College with a major in business communication will:

- possess the basic business and communication skills necessary for success in their personal and professional lives.
- be able to identify important business issues and identify information relevant to resolving them.
- develop competency in problem solving and decision making applicable in a variety of business situations.
- understand basic business management functions.
- be introduced to cost/benefit analysis; understand that every decision has financial, environmental and managerial costs and benefits.
- develop interpersonal skills and learn to be a valuable member of a team.
- develop competency in computer-aided search and research techniques necessary to obtain relevant data.
- develop competency in data analysis techniques, including use of spreadsheets, databases and word processors.
- be prepared for employment as a business professional or admission into a business-related graduate or professional program.
- possess effective communication skills and theoretical knowledge necessary for post-baccalaureate and/or graduate study in business and/or business communication related areas.
- be a critical business media and communication producer and consumer.
• be prepared for employment in entry-level and/or management positions requiring business communication-related theoretical knowledge and/or technical skills.
• be aware of ethical issues concerning today's media and communication in the business world.

### Major Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 113</td>
<td>Principles of Accounting I</td>
<td>3 CH</td>
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<tr>
<td>ACCT 123</td>
<td>Principles of Accounting II</td>
<td>3 CH</td>
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<tr>
<td>CIS 111</td>
<td>Word Processing Applications</td>
<td>1 CH</td>
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<td>CIS 112</td>
<td>Spreadsheet Applications</td>
<td>1 CH</td>
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<td>CIS 113</td>
<td>Data Management Applications</td>
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<td>BADM 324</td>
<td>Advertising</td>
<td>3 CH</td>
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<td>BADM 355</td>
<td>Business Law</td>
<td>3 CH</td>
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<td>BADM 374</td>
<td>Principles of Management</td>
<td>3 CH</td>
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<td>BADM 384</td>
<td>Business Communication</td>
<td>3 CH</td>
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<tr>
<td>BADM 454</td>
<td>Marketing</td>
<td>3 CH</td>
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<tr>
<td>COMM 181</td>
<td>Public Speaking</td>
<td>3 CH</td>
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<td>COMM 225</td>
<td>Interpersonal Communication</td>
<td>3 CH</td>
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<td>or</td>
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<tr>
<td>COMM 331</td>
<td>Intercultural Communication</td>
<td>3 CH</td>
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<td>COMM 250</td>
<td>Small Group Communication</td>
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<td>or</td>
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<tr>
<td>COMM 321</td>
<td>Organizational Communication</td>
<td>3 CH</td>
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<tr>
<td>COMM 280</td>
<td>Survey of Mass Communication</td>
<td>3 CH</td>
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<td>COMM 282</td>
<td>Writing for Mass Media</td>
<td>3 CH</td>
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<tr>
<td>COMM 340</td>
<td>Public Relations</td>
<td>3 CH</td>
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<tr>
<td>COMM 345</td>
<td>Ethics</td>
<td>3 CH</td>
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<td>Choose one</td>
<td>(3 CH):</td>
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<tr>
<td>ECON 221</td>
<td>Principles of Microeconomics</td>
<td>3 CH</td>
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<tr>
<td>COMM 220</td>
<td>Introduction to Journalism</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 405</td>
<td>Advanced Public Relations</td>
<td>3 CH</td>
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<tr>
<td>COMM 455</td>
<td>Media Law &amp; Regulation</td>
<td>3 CH</td>
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</tbody>
</table>

**TOTAL 48 CH**

**Note:** In communication courses a C minus or better is required in order for a course to count towards the major or minor. **Recommendation:** It is recommended that students majoring in business communication take an internship and become involved with extracurricular activities in theatre and student media.

### Communication Studies
(Bachelor of Arts Degree)

Human communication is a transactional process in which persons share meaning. The communication studies major includes a variety of courses ranging from public speaking interpersonal, group and organizational communication to persuasion, rhetorical theory and intercultural communication.

Students can become more proficient thinkers and speakers as they learn the theories and skills associated with human communication, whether on the job, at home or in a variety of social situations.

The communication studies major helps prepare students for jobs in which sound human communication skills are especially significant. It also helps prepare students for graduate study in communication and other areas. Communication studies students are encouraged to take courses in media communication and in business, sciences and liberal, fine and performing arts to help broaden their knowledge bases and enhance their employability.

A student who graduates from Thiel College with a major in communication studies will:

• possess the basic communication skills necessary for success in their personal and professional lives.
• possess effective communication skills and theoretical knowledge necessary for successful post-baccalaureate and/or graduate study in communication related areas.
• be a critical communication producer and consumer.
• be prepared for employment in entry-level and/or management positions requiring communication-related theoretical knowledge and/or technical skills.
• be aware of the ethical issues concerning effective communication.
• be prepared for admission into a discipline-related graduate or professional program.
Major Requirements
COMM 171 Introduction to Communication 3 CH
COMM 181 Public Speaking 3 CH
COMM 225 Interpersonal Communication or 3 CH
COMM 331 Intercultural Communication
COMM 250 Small Group Communication 3 CH
COMM 300 Persuasion or 3 CH
COMM 325 Communication Ethics
COMM 470 Senior Seminar 3 CH
* Communication electives 24 CH
TOTAL 42 CH

Recommendation: It is recommended that students majoring in communication studies take an internship and become involved with extracurricular activities in theatre and student media.

Minor Requirements
COMM 171 Introduction to Communication 3 CH
COMM 181 Public Speaking 3 CH
COMM 225 Interpersonal Communication or 3 CH
COMM 331 Intercultural Communication
COMM 250 Small Group Communication 3 CH
COMM 300 Persuasion or 3 CH
COMM 325 Communication Ethics
Communication electives 9 CH
TOTAL 24 CH

Note: In communication courses a C minus or better is required in order for a course to count towards the major or minor. Recommendation: It is recommended that students majoring in communication studies take an internship and become involved with extracurricular activities in theatre and student media.

Media Communication
(Bachelor of Arts Degree)

Media communication includes many forms of communication intended to reach a variety of audiences via different media, ranging from radio, television and motion pictures to newspapers, magazines and the Internet. The media communication major offers a variety of theory and skills classes to help prepare students to enter the “real world” of media communication. The blending of theory and hands-on skills is inherent to the courses offered in the media communication major. Media communication students are therefore encouraged to take courses in communication studies, business, sciences and the liberal, fine and performing arts to broaden their knowledge bases and backgrounds.

A student who graduates from Thiel College with a major in media communication will:

- possess the basic communication skills necessary for success in their personal and professional lives.
- possess effective communication skills and theoretical knowledge necessary for post-baccalaureate and/or graduate study in media and/or communication related areas.
- be a critical communication producer and consumer
- learn to use sound, visual and/or written data effectively to create mass media messages via traditional print or electronic systems.
- be prepared for employment in entry-level and/or management positions requiring media communication-related theoretical knowledge and/or technical skills
- be aware of ethical issues concerning today’s media.
- be prepared for admission into a discipline-related graduate or professional program.

Major Requirements
COMM 181 Public Speaking 3 CH
COMM 235 Announcing 3 CH
COMM 280 Survey of Mass Communication 3 CH
COMM 282 Writing for Mass Media 3 CH
COMM 325 Communication Ethics 3 CH
COMM 455 Media Law and Regulation 3 CH
COMM 470 Senior Seminar 3 CH
COMM 480 Internship 3 CH
Communication electives 18 CH
TOTAL 42 CH
**Minor Requirements**

COMM 181 Public Speaking 3 CH  
COMM 280 Survey of Mass Communication 3 CH  
COMM 282 Writing for Mass Media 3 CH  
COMM 455 Media Law and Regulation 3 CH  
Communication electives 12 CH  
TOTAL 24 CH

**Film Studies**

The film studies minor gives students an interdisciplinary view of the film industry by looking at the history of film, the basics of filmmaking, and how films help define our society. Students take three required basic film courses while the remaining courses are selected from a diverse offering of courses taught within various academic departments. The film studies minor must successfully complete a minimum of 18 credit hours.

**Minor Requirements**

COMM 150 Introduction to Film 3 CH  
COMM 303 Field Production & Editing 3 CH  
COMM 335 Film in American Culture 3 CH

The student is also required to select three courses from the following list. At least two of the course must be offered outside of the communication department. Film courses not listed below can approved subject to department approval.

ART 240 Intro to Graphic Design 3 CH  
COMM 255 Dissecting Disney 3 CH  
COMM 275 Special Topics: Representation in Film 3 CH  
COMM 282 Writing for Mass Media 3 CH  
COMM 281 Media Literacy 3 CH  
COMM 415 Advanced Film Production 3 CH  
HIST 297 Selected Topics in History and Film 3 CH  
REL 260 Religion, Science Fiction and Popular Culture 3 CH  
REL 413 Religion and Film 3 CH

ENG 286 Creative Writing: Drama 3 CH  
ENG 495 Special Topics: Scriptwriting 3 CH  
CJS 431 Selected Studies: Crime & Film 3 CH  
SOC 431 Selected Studies: The Sociology of Film and Literature 3 CH  
SOC 431 Selected Studies: A Touch of Evil: The Sociology of Film Noir 3 CH  
SOC 431 Singin’ in the Rain: The Sociology of Hollywood Musicals 3 CH  
SOC 431 Gender and Film 3 CH

**Public Relations**

The interdisciplinary public relations minor is designed for students interested in gaining a theoretical and practical understanding of the history, function and tools of public relations in the dynamic field of communication. The public relations minor must successfully complete a minimum of 18 credit hours.

**Minor Requirements**

COMM 155 Intro to Integrated Marketing Communication 3 CH  
COMM 240 Public Relations 3 CH  
COMM 282 Writing for Mass Media 3 CH  
COMM 405 Advanced Public Relations 3 CH  
ART 246 Intro to Graphic Design 3 CH  
BADM 324 Advertising 3 CH

**Note:** In communication courses, a C minus or better is required in order for a course to count towards any major or minor in the communication department.

**Recommendation:** It is recommended that all students minoring in public relations also take COMM 321 Organizational Communication.

*Major requirements or electives in any communication major or minor may not count toward another communication major or minor.
COURSE OFFERINGS

COMM 150—Introduction to Film (3 CH) This course is an introduction to the study of film as an aesthetic, cultural and historical form. Students will acquire an historical understanding of American film production and a critical perspective from which to view contemporary film. Beginning with the silent films of the early 1900s and continuing through the films of the 2000s, this course will examine Hollywood cinema as an institution: its history, genres and work as both a cultural form and an industry.

COMM 160—Oral Interpretation of Literature (4 CH) The techniques and application of orally interpreting literature, including choral speaking and readers’ theatre. Offered every fall.

COMM 171—Introduction to Communication (3 CH) A survey course designed to create an awareness of the basic principles and skills of human communication. Students are introduced to the concepts and elements of the human communication process, from interpersonal to small group to public communication. Offered every fall.

COMM 175—History of Communication (3 CH) An examination of the history of speech and human communication both as a set of practices and as a subject of academic inquiry.

COMM 181—Public Speaking (3 CH) An introduction to developing effective skills for public speaking, including preparing and organizing the speech, content and delivery and evaluating the speech. (WIC) Offered every fall.

COMM 220—Introduction to Journalism (3 CH) The theory and practice of newspaper production including effective writing and reporting. (WIC) Offered every fall.

COMM 225—Interpersonal Communication (3 CH) This course will introduce students to interpersonal communication, specifically to the ideas and theories about how and why people communicate, and how they can improve their communication skills with one another. (WIC) Offered every spring.

COMM 235—Announcing (3 CH) Fundamentals of voice and diction as applied to radio and TV, including commercial, public service and news announcing. Offered every fall.

COMM 250—Small Group Communication (3 CH) Understanding the dynamics and issues of small group communication. Topics include roles and rules of the small group, structure, problem solving and leadership. Offered every spring.

COMM 255—Dissecting Disney (3 CH) A history and study of the Walt Disney Company, its holdings and entities, and its impact on American culture and the global community.

COMM 265—Communication and Gender (3 CH) An introduction to the study of communication and gender where students become aware of diversity in communication styles and practices within each gender group. Course objectives include exploration, observation, discussion and understanding of gender in communication. Offered every fall.

COMM 275—Special Topics (3 CH) Topics not covered in regularly-scheduled courses that are within faculty members’ areas of expertise.

COMM 280—Survey of Mass Communication (3 CH) A survey of the mass media and their effects on and interrelationships with each other, American society and the global community. Offered every fall.

COMM 281—Media Literacy (3 CH) Learn analytical and critical skills that help develop personal awareness and understanding of media influences in our lives, including how to respond appropriately to those influences. Offered every spring.

COMM 282—Writing for Mass Media (3 CH) An introduction to basic writing skills, techniques and formats for various media, including radio and TV. May include news, features, commercials and public services announcements. (WIC) Offered every spring.

COMM 300—Persuasion (3 CH) Study and evaluate persuasion theories, strategies and arguments in various contexts, such as interpersonal persuasion, political campaigns, social movements and advertisements. (WIC) Offered every fall.
COMM 301—Radio Broadcasting and Production (3 CH) Introduction to radio programming and formats. Includes equipment operation, scripting and production of commercials, public service announcements and/or news or features. (P: COMM 282)

COMM 302—TV Studio Production (3 CH) Introduction to studio TV production. Includes producing, directing and operating all studio equipment. (P: COMM 282, COMM 301) Offered every spring.

COMM 303—Field Production and Editing (3 CH) Develop programs and/or announcements and/or news or features produced with portable field equipment. Field video equipment will also be used to film live sporting events. Students will produce, write, direct, shoot and edit TV field productions and short films. (P: COMM 282, COMM 302) Offered every fall.

COMM 304—Newswriting (3 CH) Theory and practice of gathering, writing and editing news for all media. (P: COMM 282) (WIC)

COMM 305—Television News Production (3 CH) This course is a hands-on approach to the process of developing TV news and/or feature stories and/or programs. It requires writers, producers, talent/reporters and equipment operators. (P: COMM 302, COMM 303, COMM 304) (WIC)

COMM 315—Advanced Journalism (3 CH) An advanced course in gathering, writing, editing and reporting for newspapers. (P: COMM 220) (WIC)

COMM 321—Organizational Communication (3 CH) This course examines the form and function of communication in complex organizations including the roles that individuals and groups play in decision making, conflict management and organizational culture. (WIC)

COMM 325—Communication Ethics (3 CH) To develop students’ abilities to identify issues and reflect upon ethical dimensions of political, social and professional life, and to understand the ways in which they can exercise responsibility and practice professional civility. Examines the moral and ethical problems posed by communication practices. (WIC) Offered every spring.

COMM 331—Intercultural Communication (3 CH) Basic concepts and issues to help develop or improve student awareness, sensitivity and skills in communicating with members of different cultures and microcultures. (WIC) Offered every fall.

COMM 335—Film in American Culture (3 CH) This course explores the interactive role of film and the American audiences, including film technology, influences on society and issues of morality and values portrayed on the silver screen as well as in our homes.

COMM 340—Public Relations (3 CH) Basic concepts of public relations, including theory, history, organization, ethics and writing skills. (WIC) Offered every spring.

COMM 350—Print Media Production (3 CH) Develop skills for desktop publishing, layout and design. (P: COMM 220)

COMM 355—Cooperative Education (CH Variable) See Thiel College Academic Catalog for opportunities and details. Students MUST obtain PRIOR WRITTEN approval from the Department of Communication chair.

COMM 405—Advanced Public Relations (3 CH) Public relations writing and case studies will be emphasized. (P: COMM 340) (WIC)

COMM 415—Advanced Film Production (3 CH) This course explores the entire digital filmmaking process by allowing students to gain theoretical and practical experience in the pre-production, production and post-production of a dramatic film. Students will be required to fill all essential positions of a film’s crew and must have pre-existing completed film script prior to class start. (P: COMM 303 and COMM 282 and/or ENG 286.)

COMM 430—Rhetoric and Culture (3 CH) Designed to acquaint students with the classical through contemporary rhetorical communication theories from Plato to Kenneth Burke and beyond, including how these theories influence contemporary culture. (P: junior or senior standing) (WIC)
COMM 440—Communication Theory (3 CH)
A survey of many theoretical perspectives and approaches to the study of speech and human communication and related areas. (P: Junior or senior standing)

COMM 445—Mass Communication Theory (3 CH)
A survey and study of various theories of the processes and effects of mass communication. (P: Junior or senior standing)

COMM 455—Media Law and Regulation (3 CH)
A comprehensive study of the legal and regulatory environment in which mass media operate in the United States. Includes First Amendment issues, government agencies and the Supreme Court decisions affecting media and society. (P: Junior or senior standing) Offered every fall.

COMM 470—Senior Seminar (3 CH)
Independent research project on a selected and instructor-approved topic in the student’s area of specialization. Includes seminar-style meetings for discussion of readings and research. (P: Senior standing) (WIC) Offered every fall.

COMM 480—Communication Internship (CH Variable)
Opportunity to work full- or part-time in a communication-related workplace. (P: Junior or senior standing and appropriate academic standing. PRIOR arrangement and WRITTEN approval from the Department of Communication chair and the Thiel College internship coordinator) Offered every semester.

COMM 485—Study Abroad: Selected Topics in Communication (3 CH)
A study abroad selected topics course focuses on either a specific culture or theme in communication and analyzes the communication patterns of the culture or theme in the country or region. International travel is required.

COMM 490—Independent Study (1-4 CH)
(P: Senior standing. PRIOR WRITTEN approval from the supervising instructor and the Department of Communication chair.)

COMM 495—Research Methods (3 CH)
An introduction to the principles, procedures and tools of qualitative and quantitative research used in the analysis of communication situations and research design. (P: Senior standing and permission of instructor) (WIC)
The Kenneth and Marianna Brown Dietrich Honors Institute of Thiel College has been made possible through the generous gift of William S. Dietrich II. Now in its third year, the Institute will welcome its second recruited class in the 2014-2015 academic year. The Dietrich Honors Institute (DHI), bringing together students with a wide variety of gifts, constitutes an enriching community for those participating in it.

The traditional Honors Program that has been operating for the past three decades at Thiel College will continue for the next year, while the DHI moves into its second offering of classes. For both the long-standing Honors Program and the new DHI program, the following are required:

**Foreign Language competency:**
Two semesters (check for possible exemption) 0-6 CH

**Mathematics competency**
For the BA degree: pass the mathematics placement test at the pre-calculus level or earn a grade of C minus or higher in any math course except MATH 011 or MATH 121. 0-4 CH

For the BS degree: pass the mathematics placement test at the calculus entry level or earn a grade of C minus or higher in MATH 141 or any calculus course. 0-4 CH

**Writing Intensive Course (WIC) requirement**
Satisfactory completion of five WIC courses, all of which can be fulfilled in DHI courses.

In addition, the student in the long-standing Honors Program as well as the student in the new DHI must take and pass those courses included in their respective curricula. The traditional Honors Program and the DHI each have a core of courses, which substitutes for the general College Integrative Requirement, and those cores of required courses follow.

<table>
<thead>
<tr>
<th>Traditional Honors Program Core</th>
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<tbody>
<tr>
<td>HON 115 Western Humanities I  4 CH</td>
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<tr>
<td>HON 111 Oral and Written Expression I  3 CH</td>
</tr>
<tr>
<td>HON 112 Oral and Written Expression II  3 CH</td>
</tr>
<tr>
<td>HON 125 Western Humanities II  4 CH</td>
</tr>
<tr>
<td>HON 132 Interpreting the Jewish and Christian Scriptures  3 CH</td>
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<tr>
<td>HON 212 Interdisciplinary Courses I  3 CH</td>
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<tr>
<td>HON 222 Interdisciplinary Course II  3 CH</td>
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<tr>
<td>IND 210 Science and Our Global Heritage I or 4 CH</td>
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<tr>
<td>IND 220 Science and Our Global Heritage II</td>
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<tr>
<td>One natural or physical science laboratory course 4 CH</td>
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<tr>
<td>HON 312 Interdisciplinary Course III  2 CH</td>
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<tr>
<td>HON 322 Interdisciplinary Courses IV  2 CH</td>
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<table>
<thead>
<tr>
<th>DHI Core</th>
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<tbody>
<tr>
<td>HON 109 Becoming Human: Love, Power, Justice 3 CH</td>
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<tr>
<td>HON 113 Communicating Effectively: Grammar, Dialectic, Rhetoric 3 CH</td>
</tr>
<tr>
<td>HON 114 Creating Culture: Ancient, Medieval, Modern 3 CH</td>
</tr>
<tr>
<td>HON 128 Interpreting Scriptures: Jewish, Christian, Islamic 3 CH</td>
</tr>
<tr>
<td>HON 126 Composing Contextually: Enlightenment, Romanticism, Postmodernism 3 CH</td>
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<tr>
<td>HON 127 Emerging Reality: Universe, Life, Mind 3 CH</td>
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<tr>
<td>HON 137 Emerging Reality Lab 1 CH</td>
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<td>HON 230 Understanding Globalization: Markets, Images, Sustainability 3 CH</td>
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<tr>
<td>HON 240 Appreciating Creativity: Artistic, Scientific, Societal 3 CH</td>
</tr>
<tr>
<td>HON 340 Contributing Culturally: Researching, Creating, Presenting 3 CH</td>
</tr>
<tr>
<td>Plus one DHI Elective Course  3 CH</td>
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</tbody>
</table>
COURSE OFFERINGS
Traditional Honors Program Courses

HON 312—Interdisciplinary Course III: Creativity (2 CH) This course focuses on the topic of creativity in its broadest sense, as a concept relating to an overall approach to life experience, and also its specific applications to the arts, sciences and humanities. Offered every fall.

HON 322—Interdisciplinary Course IV: Independent Project (2 CH) In this course students apply the work of Honors Interdisciplinary Course III by choosing a project related to their own special interests and working independently with the course professor and a mentor. The project integrates library research with students’ own original contributions, culminating in a public presentation of the project. (Students who study abroad may fulfill these requirements by completing a project following their international experience.) Offered every spring.

DHI Courses

HON 109—Becoming Human: Love, Power, Justice (3 CH) This First-Year Seminar course gives students the opportunity to think together about what it means to become a human being by considering the three big questions of love, power, and justice. If love is the reunion of that which is separated, power is the quest of the free individual for understanding and action that shapes the self, and justice tends to the structuring of life in such a way that power’s questing can eventuate in love—then these three big ideas each play an essential role in the process of individuals becoming full human beings. This course also serves as an orientation to college life, to the Dietrich Honors Institute, and to participating in a seminar. (WIC)

HON 113—Communicating Effectively: Grammar, Dialectic, Rhetoric (3 CH) The “trivium” of the classical liberal arts includes grammar, dialectic, and rhetoric, which deal respectively with language, reasoning, and persuasion. The art of grammar teaches the student to speak and write well. The student learns about dialectic or logic or reasoning by engaging in the give and take with others students and the teacher and reflecting on the process of thinking through discussion, debate, argumentation, and questioning. In rhetoric the student learns the science of communication and the art of persuasive writing and speech. (WIC)

HON 114—Creating Culture: Ancient, Medieval, Modern (3 CH) Students are introduced to highlights in the history, literature, art, music, philosophy, and religion of western humanities. Greece and Rome are emphasized in the ancient period; civilization and thought of the Mediterranean area and Europe are stressed in the medieval period, culminating in the Renaissance; and the Reformation and early modern developments are underscored up until 1789 or the beginning of the French Revolution. Big ideas and major people are lifted up for each period, with connections being drawn from one period to the next. (WIC)

HON 126—Composing Contextually: Enlightenment, Romanticism, Postmodernism (3 CH)

This course continues two other Honors courses, namely, HON 113, the composition course Communicating Effectively: Grammar, Dialectic, Logic, and HON 114, the course in the history of western humanities entitled Creating Culture: Ancient, Medieval, Modern. While covering the history of western humanities from the beginning of the French Revolution in 1789 to the fall of the Berlin Wall in 1989, the course also allows students to develop further their composition skills in the context of studying these two fascinating centuries of creating culture. Highlighted will be three major cultural configurations: first, the Enlightenment, with its emphasis on reason, universality, and form; second, the backlash against the Enlightenment in Romanticism with its stress on emotion, individuality, and freedom; and third, the revolt against the Enlightenment and Romanticism trajectories of modernity in postmodernism, which accentuates relativism, pluralism, and fragmentation. (WIC)

HON 127—Emerging Reality: Universe, Life, Mind (3 CH)

The notion of emergence has been gaining currency in various disciplines over the past few decades. This course studies three sequential big bangs that have
given rise to human experience: the big bang of matter-energy some 13.7 billion years ago, the big bang of life some 3.5 to 4 billion years ago, and the big bang of human self-consciousness rather more recently. These three moments in reality’s emergence mark the most important events, at least from the perspective of human beings, in the history of cosmic evolution. Physics, chemistry, biology, psychology, and neuroscience will give us insights into these three. (WIC)

**HON 128—Interpreting Scriptures: Jewish, Christian, Islamic (3 CH)**

In religious communities writings can take on a sacred aura and serve important functions for adherents of the given faith. This is surely the case within the three major monotheistic traditions of the western world. This course uses historical-critical methods to examine the Hebrew Bible of Judaism (the Old Testament of Christians), the New Testament of Christianity, and The Qur’an of Islam. In learning the way to interpret these texts, the focus falls on their meaning for life in the contemporary world. (WIC)

**HON 137--Emerging Reality Lab (1 CH)**

This laboratory course, Emerging Reality Lab, HON 137, is a supplement to the course Emerging Reality: Universe, Life, Mind, HON 127. It serves as an introduction to the natural sciences in general and supports the basic content of the Emerging Reality course, which centers on the coming to be of the universe in the Big Bang together with the emergence of life and the emergence of mind or human self-consciousness. Four labs will be related to each of these three major moments of our evolving universe. No sophisticated level of mathematical proficiency will be assumed in the course. Those students majoring in one of the sciences are exempted from taking this lab course that accompanies Emerging Reality, HON 127. (WIC)
As a student in Thiel’s Education Department, you will experience a modern and exciting curriculum based on the latest “Effective Schools” research that includes instructional teaching strategies based on the work of Bob Marzano, Jay McTighe, Grant Wiggins and other current leaders in the field of education.

- courses of study based on “How Students Learn” and how to teach and plan for “Teaching for Understanding.”
- classes structured to reinforce the skills needed to be an effective teacher.
- learning about planning, classroom management, instruction, attitude, professionalism, effective discipline and motivation techniques.
- a small student-to-faculty ratio.
- individual advising opportunities with members of the education department.
- extensive opportunities to be in real classrooms prior to student teaching (190 pre-student teaching hours).
- cooperative arrangements with Mercer County school districts for placement in pre-student teaching mentoring programs.
- student teaching placements with public schools in Mercer County and surrounding areas.
- highly interactive education classes that increase student confidence and skills in facilitating collaborative inquiry.
- class work that is grounded in high standards.
- opportunities to discuss best practices in an atmosphere where students’ input is valued.

**Note:** There is a GPA requirement for ALL education classes, whether one is an education major or not. A GPA of 2.75 is required for the first three ECE courses, and the first two EDUC courses. A GPA of 3.0 is required for all other education courses.

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**Bachelor of Arts in Early Childhood Education (ECE) PreK-4 and Special Education PreK-8 degrees**

**Early Childhood and Special Education**

This new degree began in fall of 2010.

- ECE 110 Child Development, Typical and Atypical, Birth-Age 5
- ECE 111 Foundations of Education
- ECE 112 The Developing Child—The Primary Years K-4th Grade
- ECE 213 Language Development for Early Childhood
- ECE 214 Early Literacy Foundations for Preschool Years PreK-1
- ECE 215 The Learning Process: Integrating Curriculum, Instruction & Assessment
- ECE 216 Math Foundations for the Preschool Years
- ECE 304 Literacy Foundations for the Primary Grades
- ECE 334 Math Foundations for the Primary Grades
- ECE 335 Science Methods
- ECE 336 Social Studies Methods
- ECE 355 Evidence-Based Practices in Early Childhood Care and Education
- ECE 367 Advocacy Collaboration and Cooperative Learning Issues and Trends
- ECE 369 Integrating the Arts for the Developing Child, Pre K-4 Methods
- ECE 420 Using Instructional Technology and Universal Design to Support Literacy, Math and Science Achievement
- ECE 424 Student Teaching
- SPED 356 Special Education Processes
- SPED 357 Effective Instructional Practices
SPED 358  Intensive Reading, Writing and Math Intervention Approaches  
SPED 360  Educational Assessment  
EDUC 400  Educating English Language Learners  
SPED 410  Evidence-Based Effective Instruction  
– Teaching Students with High Incidence Disabilities including LD  
SPED 420  Effective Collaboration and Communication in the Academic Setting  
SPED 424  Student Teaching  
SPED 430  Evidence-Based Effective Instruction  
– Teaching Students with Low Incidence Disabilities  
SPED 440  Evidence-Based Effective Instruction  
– Teaching Students with Behavioral Disabilities

**Secondary Education Certification**

A student should have an adviser in the education department and in his/her major area of study to receive a copy of the advisement sheet. Education students can also download the form off the Thiel College website prior to meeting with an adviser.  
A student who graduates from Thiel College with a certification in secondary education will:

- be positioned with the knowledge and skills needed to pass the required teaching examinations.
- possess the necessary knowledge and skills to receive certification from the Pennsylvania Department of Education.
- develop the necessary instructional strategies/ pedagogies to address student achievement for all types of learners.
- engage in meaningful activities with professional organizations in order to develop ongoing professional development in the area of specialization.

EDUC 111  Foundations of American Education  3 CH  
EDUC 112  Psychological Foundations of Education  3 CH  
EDUC 215  Curriculum, Instruction and Assessment  3 CH

*(Note: EDUC 215 is a prerequisite for all other Phase II methodology courses.)*

EDUC 220  Integrated Instructional Systems  3 CH  
EDUC 255  Mentoring I  3 CH  
SECED 268  Mentoring II: Classroom Methodology  3 CH  
SECED 325  Teaching Reading and Writing  
SECED 340/350/360/370  Teaching Science in Secondary Schools  3 CH  
SECED 444  Student Teaching  12 CH  

All students must also take:

CIS 111  Word Processing Applications I  1 CH  
AH 105  Taking Care of Your Health  2 CH  
**TOTAL 36 CH**

The nine credits for special education will come from the following courses:

SPED 356  Special Education Processes  
SPED 357  Effective Instructional Practices  
SPED 358  Intensive Reading, Writing and Math Interventions  

Courses Required for Certification in Social Studies Education with a Major in History

**Foundational courses**—This course set is designed to provide students with a basic understanding of the nature and study of history and to introduce them to concepts and principles which are fundamental to responsible citizenship.

**Survey courses within the major** —

HIST 101  United States History to 1877  
HIST 102  United States History Since 1877

**Required course within the major** —

HIST 250  World History  
HIST 290  Introduction to Historical Methods

**Area studies** – This set of courses is designed to introduce students to a broad body of historical knowledge and to give them practice in mastering the historical method.

**United States History:**

*Select three courses from the following:*

HIST 201  Military History of the United States Until 1900
HIST 202 Military History of the United States Since 1900
HIST 210 Indian History of the United States
HIST 300 United States Colonial History
HIST 305 The Middle Period in American History
HIST 307 Emergence of Modern America
HIST 309 Recent American History
HIST 315 Diplomatic History of the United States
HIST 401 American Historical Biography
HIST 410 United States Social and Intellectual History
HIST 411 The American Frontier
HIST 490 Advanced Topics in History (U.S. Focus)

**European History:**
Select three courses from the following:
HIST 230 The Middle Ages
HIST 330 19th Century Europe 1815-1890
HIST 332 20th Century Europe 1890-1956
HIST 430 History of Modern Russia
HIST 431 The French Revolution and Napoleon
HIST 490 Advanced Topics in History (Europe Focus)

**World (Non-Western) History:**
Select three courses from the following:
HIST 260 East Asian History
HIST 362 Japanese History: Tokugawa to Present
HIST 370 Latin America: Culture, Conquest and Colonization
HIST 371 Latin America: Reform and Revolution
HIST 461 History of Modern China
HIST 462 History of Modern Japan
HIST 490 Advanced Topics in History (Non-Western Focus)

Choose one of the following:
HIST 496 Research Capstone in United States History
HIST 497 Research Capstone in European History
HIST 498 Research Capstone in World History

**Capstone Experience**—This requirement is designed to give students hands-on experience in the profession.
Attendance or participation during the junior or senior year in a departmentally-approved, off-campus field experience (internship, historic site or museum visit, professional conference, publication, etc.)

**Additional courses required for social studies certification:**
ECON 211 Principles of Macroeconomics
GEOG 110 World Regional Geography
POSC 116 American Government and Politics

Choose one of the following:
PSY 150 General Psychology
PSY 360 Social Psychology
SOC 121 Macrosociology
SOC 141 Microsociology
SOC 211 Anthropology

**Courses Required for a Major in Mathematics**

**Design**—The requirements for a major in mathematics are designed to provide the students with breadth (32 CH in math plus a course in computer science and physics), depth (completion of a two-course sequence*) and flexibility (opportunity to choose from a number of upper division courses). Linear Algebra (MATH 291) is required because the theory taught in this course is widely applicable to contemporary issues, such as sustainability and information security. Courses have also been included that emphasize technology (PHYS 174 and CSCI 159 or 179).

**Requirements for secondary certification**—At least 32 credit hours in mathematics courses numbered 181 or higher, at least five of the courses must be numbered 301 through 489. PHYS 363 Mathematical Physics may be used as a mathematics course for the purpose of this requirement. All courses that are applied to the major must be completed with a grade of C minus or higher.
The following three specific math courses are required:
MATH 291 Linear Algebra
MATH 311 Non-Euclidean Geometry
MATH 331 Abstract Algebra

Completion of a programming course:
CSCI 159 Introduction to Programming
or
CSCI 179 Programming in Visual Basic

One course in statistics:
MATH 211 Elementary Statistics
or
MATH 461 Statistics
PHYS 174 Introductory Physics I (calculus-based)

Note: MATH 291 and 331 is the two-course sequence required for math majors seeking secondary certification.

Courses Required for a Major in Biology

Foundational Courses—This course set is designed to provide the student with a basic understanding of the principles of science in general and biology in particular. They are to be taken during the first two years.
BIO 145 Foundations of Biology
CHEM 140 General Chemistry I
CHEM 160 General Chemistry II
MATH 211 Elementary Statistics

Systematics —
BIO 263 Plant Systematics

Area Studies – This course set is designed to introduce the student to concepts and principles of the major areas within the discipline of biology. They are to be taken after the foundational courses in the following sequence:

Sophomore Year
BIO 322 Genetics
BIO 294 Human Physiology
or
BIO 352 Animal Physiology
or
BIO 302 Plant Physiology

Junior Year
BIO 342 Introduction to Methods in Biology
BIO 393 Cell Biology
BIO 392 General Ecology

Departmental Requirement—This single course requirement is designed to allow the student to explore an area of biology that is somewhat specialized and can, therefore, be explored in greater depth than is possible in other courses in the curriculum. It is expected that this course will be taken in the junior or senior year.
BIO 262 Animal Systematics

Capstone Experience—These two courses are designed to integrate material from a variety of courses and experiences and to provide the student with opportunities for development as a mature and independent scientist. They are to be taken in the senior year (Independent Research may begin in the junior year).
BIO 462 Senior Seminar
BIO 452, 482 Independent Research (2 CH)
ENG 120 Intro to Literature
or
ENG 230 American Literature to 1865
or
ENG 240 American Literature 1865 to present
Courses Required for a Major in Chemistry

Foundational Courses—This course set is designed to provide the student with a basic understanding of the principles of science in general and chemistry in particular.
CHEM 140 General Chemistry I
CHEM 160 General Chemistry II
MATH 181 Calculus I
MATH 182 Calculus II
PHYS 174 Introductory Physics I
PHYS 184 Introductory Physics II
CHEM 200 Organic Chemistry I
CHEM 210 Organic Chemistry II
CHEM 240 Quantitative Analysis

Advanced Studies—These courses introduce students to areas of chemistry for which an understanding of physics and calculus are prerequisite.
CHEM 310 Physical Chemistry—Dynamics
CHEM 320 Physical Chemistry—Structure
CHEM 370 Instrumental Analysis
CHEM 390 Inorganic Chemistry

Capstone Experience—These courses are designed to integrate material from a variety of courses and experiences and to provide the student with opportunities for development as a mature and independent scientist. They are to be taken in the junior or senior year.
CHEM 470, 480 Chemistry Seminar
CHEM 490 or 495 Problems in Chemistry; Independent Study
ENG 120 Intro to Literature
ENG 230 American Literature to 1865
ENG 240 American Literature 1865 to present
ENG 424 Seminar and Senior Research

Courses Required for a Major in Physics

Foundational Courses—This course set is designed to provide the student with a basic understanding of the principles of mathematics and physics.
PHYS 174 Introductory Physics (Calc.)
PHYS 184 Introductory Physics (Calc.)
MATH 181 Calculus I
MATH 182 Calculus II
MATH 281 Calculus III
PHYS 123 Astronomy

Advanced Studies—These courses introduce students to areas of physics for which an understanding of introductory physics and calculus are prerequisite.
PHYS 213 Analog Electronics
PHYS 243 Digital Electronics
PHYS 223 Thermophysics
PHYS 253 Statics and Dynamics
PHYS 343 Electromagnetic Fields and Waves
PHYS 263 Introduction to Modern Physics
PHYS 353 Intermediate Lab
CHEM 100 Chemtech
CHEM 140 General Chemistry
CIS 112 Spreadsheet
ENG 120 Intro to Literature
ENG 230 American Literature to 1865
ENG 240 American Literature 1865 to present

Capstone Experience—These courses are designed to integrate material from a variety of courses and experiences and to provide the student with opportunities for development as a mature and independent scientist. They are to be taken in the junior or senior year.
PHYS 424 Seminar and Senior Research
Courses Required for a Major in English

Design of the major—English 120 Introduction to Literature is seen as a foundation course, preparing students to study literature themselves and to teach others to do so. Many of the courses (ENG 210, 220, 230, 240 and 320) require students to study literature representing a variety of cultural, historical, gender and ethnic perspectives. Literary Criticism (ENG 440) helps them to read literature more critically and introduces them to this specialized literary genre. Some of the courses allow students to develop knowledge and abilities in areas frequently taught by secondary English teachers: composition, grammar and the efficient use of our language (ENG 270, 455), Shakespeare (ENG 340) and practical applications of our language (COMM 220, 280, 282 or a theatre course). The Special Topics Seminar (ENG 495) functions as a capstone course in which students can use the skills and information gained in other classes as they focus on a topic of special interest.

ENG 120 Introduction to Literature
ENG 210 British Literature to Romanticism
ENG 220 British Literature from 1800 to the Present
ENG 230 American Literature to 1865
ENG 240 American Literature 1865 to the Present
ENG 270 Advanced Composition and Research
ENG 315 Adolescent and Young Adult Literature
ENG 320 Contemporary Fiction of Africa, Asia and Latin America
ENG 340 Shakespeare
ENG 440 Literary Criticism
ENG 455 The English Language
ENG 495 Senior Seminar

Choose one from the following:
COMM 220 Journalism
COMM 282 Writing for the Mass Media
COMM 280 Mass Communication
Any theatre course

COURSE OFFERINGS

EARLY CHILDHOOD EDUCATION – PREK-4/SPECIAL EDUCATION PREK-8
ECE 110—Child Development I: Typical and Atypical Birth-Age 5 (3 CH) This course is designed to introduce students to the foundations of human development from birth to age 5. Students must have an overall GPA of 2.75. Offered every semester.
ECE 111—Foundations of Education (3 CH) This course will develop the sociological, philosophical, economic and political bases of education in America. This course is cross listed with EDUC 111 Foundations of American Education. Students must have an overall GPA of 2.75. Offered every semester. (WIC)
ECE 112—The Developing Child–The Primary Years K-4th (3 CH) The course is designed to introduce students to the theories of how people learn. This course is cross listed with EDUC 112 Psychological Foundations of Education. Students must have an overall GPA of 2.75. Offered every semester.
ECE 213—Language Development for Early Childhood (3 CH) This course will offer the student the opportunity to examine the basic components of language (phonology, syntax and lexicon), the theories regarding how children develop language, the developmental sequences of speech and language, and the correlations with academic success. (P: ECE 110, ECE 111 and ECE 112). Students must have an overall GPA of 3.0. (WIC) Offered every fall.
ECE 214—Early Literacy Foundations for Preschool Years (3 CH) The course is designed to introduce students to the skills of teaching children to read and write. (P: ECE 110, ECE 111, ECE 112, ECE 213, and ECE 215). Students must have an overall GPA of 3.0. Offered every spring.
ECE 215—The Learning Process: Integrating Curriculum, Instruction and Assessment (3 CH) This course is designed to provide students with the background knowledge and practical application of planning and writing curriculum units with accompanying lesson plans. (P: ECE 110, ECE 111
and ECE 112). Students must have an overall GPA of 3.0. Offered every semester. This course is cross listed with EDUC 215 Curriculum, Instruction and Assessment.

**ECE 216—Math Foundations for Preschool Years (3 CH)** The course prepares teacher candidates to teach mathematics in the pre-kindergarten setting. (P: ECE 110, ECE 111, ECE 112, ECE 213 and ECE 215.) Students must have an overall GPA of 3.0. Offered every fall.

**ECE 304—Literacy Foundations for the Primary Grades (3 CH)** Early Childhood education students learn to use written and oral communication in the classroom. (P: ECE 110, ECE 111, ECE 112, ECE 213, ECE 214, ECE 215 and ECE 216.) Students must have an overall GPA of 3.0. Offered every fall.

**ECE 334—Math Foundations for the Primary Grades (3 CH)** The teacher candidates relate the laws and principles of basic mathematics to effective teaching with the best practices in the classroom. (P: ECE 110, ECE 111, ECE 112, ECE 213, ECE 214, ECE 215 and ECE 216.) Students must have an overall GPA of 3.0. Offered every spring.

**ECE 335—Science Methods (3 CH)** This standards-based course emphasizes methods of teaching science as inquiry in the Pre K-4 classroom. Prerequisite of 3.0 overall GPA. Students must have successfully completed (P: ECE 110, ECE 111, ECE 112, ECE 213, ECE 214, ECE 215 and ECE 216.) Students must have an overall GPA of 3.0. Offered every spring.

**ECE 336—Social Studies Methods (3 CH)** The course is based on solid theoretical and research foundation of child growth, development, and learning for young children to value themselves, each other and the world we share.(P: ECE 110, ECE 111, ECE 112, ECE 213, ECE 214, ECE 215 and ECE 355.) Students must have an overall GPA of 3.0. Offered every spring.

**ECE 355—Evidence-Based Practices in Early Childhood Care and Education (3 CH)** The course is designed to provide pre-service teacher candidates with meaningful field experiences in the Pre K-4 classroom settings. (P: ECE 110, ECE 111, ECE 112, ECE 213, ECE 214, ECE 215 and ECE 216.) Students must have an overall GPA of 3.0. Offered every semester. (WIC) A special fee is charged. Four hours per week is spent in the school setting. Transportation is the student’s responsibility.

**ECE 367—Advocacy Collaboration and Cooperative Learning Issues and Trends (3 CH)** The course is designed to provide pre-service teacher candidates with meaningful field experiences in the Pre K-4 classroom settings. (P: ECE 110, ECE 111, ECE 112, ECE 213, ECE 214, ECE 215, ECE 216 and ECE 355. Students must have an overall GPA of 3.0. Offered every semester. A special fee is charged. Five hours per week is spend in the school setting. Transportation is the student’s responsibility.

**ECE 369—Integrating the Arts for the Developing Child-Pre K-4 (3 CH)** This interdisciplinary course provides the basic understanding of and competencies in the use of art, music, movement and creative dramatics in an early childhood setting and is designed to enhance the student’s mastery of other subjects in the Pre K-4 curriculum. (P: ECE 110, ECE 111, ECE 112, ECE 213, ECE 214, ECE 215, ECE 216 and ECE 355. Students must have an overall GPA of 3.0. Offered every spring.

**ECE 420—Using Instructional Technology and Universal Design to Support Literacy, Math and Science Achievement (3 CH)** This course reflects the International Society for Technology in Education (ISTE) National Educational Technology Standards for Teachers (NETS-T) and provides an overview of the role and use of technology in education. (P: ECE 110, ECE 111, ECE 112, ECE 213, ECE 214, ECE 215, ECE 304, ECE 334, ECE 336, ECE 355, ECE 367 and ECE 369.) Students must have an overall GPA of 3.0. Offered every semester. This course is cross-listed with EDUC 220 Integrated Instructional Systems.

**ECE/SPED 424—Student Teaching (12 CH)** All education majors will complete 12 weeks of student teaching in a public school in the state of Pennsylvania. Students must have an overall GPA of 3.0. Offered every semester. (P: students must have successfully completed all education courses except EDUC 400 Educating English Language Learners.)
A special fee is charged. A minimum of 38 hours per week is spent in the school setting. Transportation is the student’s responsibility. Pennsylvania certified pre-school settings will also be utilized.

**EDUCATION**

**EDUC 111—Foundations of Education (3 CH)** This course will develop the sociological, philosophical, economic and political bases of education in America. This course is cross listed with ECE 111 Foundations of American Education. Students must have an overall GPA of 2.75. (WIC) Offered every semester.

**EDUC 112—Psychological Foundations of Education (X CH)** The course is designed to introduce students to the theories of how people learn. This course is cross listed with ECE 112 The Developing Child - The Primary Years K-4th (3CH). Students must have an overall GPA of 2.75. Offered every semester.

**EDUC 215—Curriculum, Instruction and Assessment (3 CH)** This course is designed to provide students with the background knowledge and practical application of planning and writing curriculum units with accompanying lesson plans. (P: EDUC 111, EDUC 112). Students must have an overall GPA of 3.0. Offered every fall. This course is cross listed with ECE 215 Curriculum, Instruction and Assessment.

**EDUC 220—Integrated Instructional Systems (3 CH)** This course reflects the International Society for Technology in Education (ISTE) National Educational Technology Standards for Teachers (NETS-T) and provides an overview of the role and use of technology in education. (P: EDUC 111, EDUC 112, EDUC 215, EDUC 255 and at least 1 Method course). Students must have an overall GPA of 3.0. Offered every semester. This course is cross-listed with ECE 420 Integrated Instructional Systems.

**EDUC 255—Mentoring I (3 CH)** Teacher candidates begin a meaningful public school field experience. (P: EDUC 111, EDUC 112, EDUC 215) Students must have an overall GPA of 2.75. Offered every semester. (WIC) A special fee is charged. Four hours per week is spent in the school setting. Transportation is the student’s responsibility.

**EDUC 400—Educating English Language Learners (3 CH)** This standards-based course is designed to develop in pre-service teachers the knowledge, skills and abilities they will require to meet the educational needs of English language learners who may be enrolled in their classes. This course will be taken during the student teaching semester. Students must have an overall GPA of 3.0. Offered every semester. This course is a requirement for all education majors.

**EDUC 499—Independent Study (Variable CH)** Students may elect to explore a related set of current issues in education or develop a project that reflects a specialized interest in one aspect of teaching. Enrollment only by permission of the department chair.

**SECONDARY EDUCATION**

**SECED 268—Mentoring, Part II: On-Site Secondary Methodology (3 CH)** This course will be the field component that supports and enables education students to put into practice what they are learning in their respective secondary methodology courses. Students are required to spend five hours a week in the mentoring school. Offered every semester. A special fee is charged. Transportation is the student’s responsibility. (P: EDUC 111, EDUC 112, EDUC 215, EDUC 255, at least half of the major completed and the required GPA of 3.0)

**SECED 325—Teaching Reading/Writing in the Content Areas (3 CH)** This course will emphasize the teaching strategies for reading and writing in the different disciplines taught in the secondary school curriculum. The strategies will be research-based and will equip the secondary education majors with the methods necessary to improve student abilities to read complex texts and to learn through writing. Teaching candidates will learn how to apply the reading process to the textbook and other print resources necessary for their students to learn the subject content. In addition, teaching candidates will be prepared to develop, present and evaluate writing activities that will help their students master
the subject content as well as help them develop competent writing skills. (P: EDUC 111, 112, 215, ENG 111, 112 and the required cumulative GPA of 3.0) Offered every fall. (WIC)

SECED 340—Teaching English in the Secondary School (3 CH) This course provides prospective secondary student teachers with the knowledge of the methods and materials they need to effectively plan, deliver and evaluate instruction in a secondary English class. (P: EDUC 111, 112, 215 at least partial completion of the major, and the required cumulative GPA of 3.0) Offered every spring. (WIC) A special fee is charged. Four hours per week is spent in the school setting. Transportation is the student’s responsibility.

SECED 350—Teaching Social Studies in the Secondary School (3 CH) This course provides prospective secondary student teachers with information on the methods and materials they need to effectively plan, deliver and evaluate instruction in a secondary social studies classroom. (P: EDUC 111, 112, 215 and the required cumulative GPA) Offered every spring. (WIC) A special fee is charged. Four hours per week is spent in the school setting. Transportation is the student’s responsibility.

SECED 360—Teaching Mathematics in the Secondary School (3 CH) This course provides prospective secondary student teachers with information on the methods and materials they need to effectively plan, deliver and evaluate instruction in a secondary mathematics classroom. (P: EDUC 111, 112, 215, at least partial completion of the major and the required cumulative GPA of 3.0) Offered every spring. (WIC) A special fee is charged. Four hours per week is spent in the school setting. Transportation is the student’s responsibility.

SECED 370—Teaching Science in the Secondary School (3 CH) This course provides prospective secondary student teachers with information on the methods and materials they need to effectively plan, deliver and evaluate instruction in a secondary science classroom. (P: EDUC 111, 112, 215, at least partial completion of the major and the required cumulative GPA of 3.0) Offered every spring. (WIC) A special fee is charged. Four hours per week is spent in the school setting. Transportation is the student’s responsibility.

SECED 444—Student Teaching for Secondary Teachers (12 CH) In this course, students apply the knowledge and the skills they have developed through field experiences as well as content and methodology courses as they begin to manage all the operations of a secondary classroom. A special fee is charged. Students are responsible for providing transportation to the site. (P: All required education and major courses listed for certification in the content area fields, the required cumulative GPA of 3.0.) Offered every semester.

SPECIAL EDUCATION

SPED 356—Special Education: Processes, Procedures, Screening, Assessment, IEP Development and Evaluation (3 CH) This course provides the regular and special education teacher with basic knowledge about the foundations of special education including the laws and regulations that govern it. It explores the different types of exceptionalities identified under Chapter 14 and IDEA and how to appropriately serve special needs students within the school setting. Students must have an overall GPA of 3.0. Offered every semester. This course is a requirement for all education majors. (P: ECE 110, ECE 111, ECE 112, ECE 215)

SPED 357—Effective Instructional Practices and Delivery Methods in Subject Area Content for All Levels of Special Education Support (3 CH) This course provides the regular and special education teachers with the knowledge to meet the challenge of mixed-ability classrooms with academically responsive curriculum appropriate for all learners. Students must have an overall GPA of 3.0. Offered every semester. (WIC) A special fee is charged. Five hours per week is spent in the school setting. Transportation is the student’s responsibility. This course is a requirement for all education majors. (P: SPED 356)

SPED 358—Intensive Reading, Writing and Math Intervention Approaches (3 CH) This course provides the regular and special education teacher with specific data-based knowledge and skills to teach reading, writing and math to students with disabilities. Students must have an overall GPA of
3.0. (P: SPED 356) Offered every fall. This course is a requirement for all education majors.  
**SPED 360—Educational Assessment (3 CH)** This course is designed to provide the special education teacher with knowledge of how to administer, score and interpret educational assessments, prepare assessment summary reports and utilize assessment results in instructional planning. Students must have an overall GPA of 3.0. (Follow student schedule template for prerequisites). Offered every spring.  
**SPED 410—Evidence-Based Effective Instruction—Teaching Students with High Incidence Disabilities including LD (3 CH)** This course provides an introduction to the history, development, prevalence, treatment approaches and characteristics of individuals with high incident disabilities, including mild mental retardation, learning disabilities, autism spectrum disorders (including PDD), traumatic brain injuries, AD/HD, and emotional and behavioral disabilities. Students must have an overall GPA of 3.0. (Follow student schedule template for prerequisites). Offered every fall.  
**SPED 420—Effective Collaboration & Communication in an Academic Setting (3 CH)** This course provides the regular and special education teacher with basic knowledge and skills to create, participate in, and promote collaboration and communication within the school district, with outside agencies, and with families of special needs students. A portion of this course (50 hours) is to be spent out in the school setting within special education classrooms. (Follow student schedule template for prerequisites).  
**SPED 430—Evidence-Based Effective Instruction—Teaching Students with Low Incidence Disabilities (3 CH)** This course provides the special education teacher with basic knowledge and skills about the prevalence, incidence, development and characteristics of individuals with a low incidence disability including vision and hearing disabilities, physical disabilities, moderate to profound retardation, deaf-blind and multiple disabilities. Students must have an overall GPA of 3.0. (Follow student schedule template for prerequisites). Offered every fall.  
**SPED 440—Teaching Students with Behavioral Disorders (3 CH)** This course provides the regular and special education teacher with basic knowledge and skills to support students with emotional and behavioral disorders within the academic setting. Teachers will use assessment as a guide to their interventions which will address: interfering behaviors that affect academics, social skill deficits, and problems with interpersonal relationships. Evidence based approaches will be a major focus within the course. A portion of this course (10 hours) is to be spent out in the school setting within special education classrooms. (Follow student schedule template for prerequisites).
English

The major in English is designed to acquaint students with the literary heritage of global culture, to deepen their understanding and appreciation of that heritage, and to enhance their ability to communicate effectively by means of the spoken and written word. A student who graduates from Thiel College with a major or minor in English will:

1. Recognize and use with proficiency and skill the tools and methods of literary scholarship;
2. Analyze, interpret and evaluate various forms of literary expression;
3. Promote and foster the creative expression of themes, ideas and principles inherent in the liberal arts tradition;
4. Apply the training in oral and written communication skills to demonstrate mastery of the English language.

The English major provides excellent preparation for careers in education, law, government, library science and business.

Major Requirements

Each English major must choose an area of specialization and fulfill the course requirements for that area as listed below.

Satisfactory completion of Introduction to Literature (ENG 120), one British or American Literature Survey (ENG 210, 220, 230 or 240) and Advanced Composition and Research (ENG 270) is recommended for all other courses in the major. A grade of C minus or better is required in every English course that is taken by students with an English major or minor.

Literature Specialization

(Bachelor of Arts Degree)

A student who graduates from Thiel College with a major in English with a specialization in literature will:

• recognize and identify major literary periods, figures, works, genres and terminology.
• demonstrate knowledge of the properties that distinguish literature as a form of creative activity.
• analyze, interpret and evaluate literature in all genres, utilizing a variety of critical approaches to tests.
• employ the tools and methods of literary scholarship; locate and utilize print and electronic sources, indexes and bibliographies; and use correct and appropriate forms of documentation.
• apply the history of the English language and the development of fundamental linguistic principles to current usages of Standard American English.

ENG 120 Introduction to Literature 3 CH
ENG 210, 220 British Literature 6 CH
ENG 230, 240 American Literature 6 CH
ENG 270 Advanced Composition and Research 3 CH
ENG 340 Shakespeare 3 CH
ENG 440 Literary Criticism 3 CH
ENG 455 The English Language 4 CH
ENG 345 Development of the Novel 3 CH
ENG 345 or 355 19th-Century Novel 3 CH
ENG 365 20th-Century Novel 3 CH
ENG 495 Special Topics Seminar 3 CH
and two other literature courses not taken to fulfill the above requirements 6 CH

TOTAL 40 CH
Writing Specialization
(Bachelor of Arts Degree)

A student who graduates from Thiel College with a major in English with a specialization in writing will:

• apply theoretical and technical aspects of the craft of writing fiction, poetry and drama.
• write creatively through fiction, poetry or drama by working from his or her own invention and by utilizing skills developed through practice and observation.
• apply various rhetorical strategies (audience awareness, organization, style, methods of argument) to the respective needs or practical writing contexts and tasks.
• employ methods of integrating research into writing and document and attribute sources according to acceptable standards.
• conduct research for writing and locate and utilize print and electronic sources, indexes and bibliographies.
• apply traditional elements of grammar to current usages of Standard American English.
• evaluate and apply a variety of revision techniques for improving writing clarity.
• apply the history of the English language and the development of fundamental linguistic principles to current usages of Standard American English.
• evaluate various modes of communication and the types of media that society promotes and finds of interest, both historically and currently.

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<th>Course</th>
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<td>ENG 120</td>
<td>Introduction to Literature</td>
<td>3 CH</td>
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<tr>
<td>ENG 260</td>
<td>Business and Technical Writing</td>
<td>3 CH</td>
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<td>ENG 262</td>
<td>Advanced Technical Writing</td>
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<td>ENG 270</td>
<td>Advanced Composition and Research</td>
<td>3 CH</td>
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<td>ENG 335</td>
<td>Persuasive Writing</td>
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<td>ENG 455</td>
<td>The English Language</td>
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<td>ENG 495</td>
<td>Special Topics Seminar</td>
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<td>ENG 282</td>
<td>Creative Writing: Poetry</td>
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<td>ENG 284</td>
<td>Creative Writing: Fiction</td>
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<td>ENG 286</td>
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<td>Creative Writing: Drama</td>
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<td>COMM 220</td>
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Effective—choose two of the following: 6 CH

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<td>ENG 282</td>
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<td>Creative Writing: Drama</td>
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<td>COMM 282</td>
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<td>Writing for Mass Media</td>
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AND two of the following: 6 CH

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<tr>
<td>ENG 210</td>
<td>British Literature to Romanticism</td>
<td>6 CH</td>
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<td>ENG 220</td>
<td>British Literature 1798 to Present</td>
<td>6 CH</td>
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<td>ENG 230</td>
<td>American Literature to 1865</td>
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<td>ENG 240</td>
<td>American Literature 1865 to Present</td>
<td>6 CH</td>
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TOTAL 40 CH

English Major with Secondary Teacher Certification
(Bachelor of Arts Degree)

A student who graduates from Thiel College with a major in English with secondary education certification will:

• comprehend, paraphrase, compare and interpret various types of texts, including fiction, poetry, drama, essays and other nonfiction.
• identify and interpret figurative language, literary terminology, elements of semantics and critical strategies.
• distinguish among major literary genres, and apply principles of literary analysis and stylistic features to literary works.
• trace the development of major British, American and world literature, including literature for children and young adults, in their cultural, historical, socio-political and artistic contexts.
• apply recent trends in educational praxis to reading, writing, textual interpretation and the teaching of literature, composition and grammar.
• incorporate the principles of language acquisition and development, including social, cultural and historical influences and the
role and nature of dialects, to the learning environment.

- apply the grammar of American English—its morphology, phonology, lexicon, semantics, syntax and pragmatic expression—to current usages of Standard American English.

- recognize the historical and cultural influences upon the development and evolution of the traditional English and Standard American English language.

- apply the elements of traditional grammar to current usages of Standard American English.

ENG 120 Introduction to Literature 3 CH
ENG 210, 220 British Literature 6 CH
ENG 230, 240 American Literature 6 CH
ENG 270 Advanced Composition and Research 3 CH
ENG 315 Adolescent and Young Adult Literature 3 CH
ENG 320 Contemporary Fiction of Africa, Asia and Latin America 3 CH
ENG 340 Shakespeare 3 CH
ENG 440 Literary Criticism 3 CH
ENG 455 The English Language 4 CH
ENG 495 Special Topics Seminar 3 CH
COMM 220 Journalism 3-4 CH
or COMM 282 Writing for Mass Media or COMM 280 Mass Communication or Any theatre course

TOTAL 37-38 CH

**Minor Requirements**

A grade of C minus or better is required in every English course that is taken by students with an English major or minor.

ENG 120 Introduction to Literature 3 CH
ENG 210, 220 British Literature 6 CH
or ENG 230, 240 American Literature
ENG 270 Advanced Composition and Research 3 CH
and three other departmental courses not taken to fulfill the above requirements 9-10 CH

TOTAL 21-22 CH

**COURSE OFFERINGS**

ENG 111—Oral and Written Expression I (3 CH) This course trains students in clear, effective oral communication and expository writing. It focuses on the planning, preparing, practicing and presenting of thesis-based speeches and on the planning, drafting, writing and revising of thesis-based essays. Speech and essay assignments progress from a focus on personal experience to informative, evaluative and argumentative ones. The course emphasizes and integrates the fundamental components of the processes of oral and written expression by focusing on similarities and differences between the two forms. Students must earn a grade of C minus or higher in order to satisfactorily complete this course and to fulfill the competency core requirement. (Not to be taken simultaneously with ESL courses.) Offered every semester.

ENG 112—Oral and Written Expression II (3 CH) This course is a continuation of Oral and Written Expression I (ENG 111) and builds upon and enhances skills acquired in the previous course. The focus is on presenting orally and in writing from critical sources, a more comprehensive study of and practice of argumentation and persuasion as a primary mode of expression, and on extending research skills. These skills will serve as the basis for analysis and discussion, as well as for a series of argumentative speeches and essays. The course strengthens students’ critical thinking and problem-solving skills and helps them to refine their previously acquired oral and written communication abilities. It is designed to meet the demands of oral and written expression in academic, professional and social settings. Students must earn a grade of C minus or higher in order to satisfactorily complete this course and to fulfill the competency core requirement. (P: a grade of C minus or higher in ENG 111. Not to be taken simultaneously with ESL courses.) Offered every semester.

ENG 120—Introduction to Literature (3 CH) An introduction to fiction, poetry and drama, to techniques of literary interpretation and analysis, and to literary criticism and research.
Recommended for Group IV of the Integrative Requirement. Offered every semester. (WIC)

ENG 190—Anti-Utopian Science Fiction (3 CH) After examining Thomas More and others to establish an understanding of Utopia, the course focuses on 20th-century dystopias such as 1984, Brave New World and The Handmaid’s Tale. (P: ENG 111) Offered on an irregular basis. (WIC)

ENG 210—British Literature to Romanticism (3 CH) A survey of the development of British literature from Anglo-Saxon times to the end of the Age of Reason. (P: ENG 111) Offered every fall. (WIC)

ENG 220—British Literature from 1798 to the Present (3 CH) A continuation of ENG 210, focusing on the development of British literature from Romanticism to the present. (P: ENG 111) Offered every spring. (WIC)

ENG 230—American Literature to 1865 (3 CH) A survey of the development of American literature from the colonial period to Whitman with a concentration on the American Renaissance. (P: ENG 111) Offered every fall. (WIC)

ENG 240—American Literature 1865 to the Present (3 CH) A continuation of ENG 230, focusing on the development of American literature from Realism to the present. (P: ENG 111) Offered every spring. (WIC)

ENG 245—Masterpieces of Western Literature I (3 CH) An introduction to the masterpieces of Western (Continental European) literature in translation, from classical antiquity to the 16th century. (P: ENG 111) Offered on an irregular basis. (WIC)

ENG 255—Masterpieces of Western Literature II (3 CH) A continuation of ENG 245, focusing on Western literary masterpieces in translation, from the 16th century to the present. (P: ENG 111) Offered on an irregular basis. (WIC)

ENG 260—Business and Technical Writing (3 CH) A basic course in writing for business and technical fields including writing letters, abstracts and reports of several types. (P: ENG 111) Offered every semester. (WIC)

ENG 262—Advanced Technical Writing (3 CH) A technical course treating the theoretical and practical aspects of producing a variety of professional documents. (P: ENG 260) Offered fall of odd-numbered years.

ENG 265—World Literature I (3 CH) An introduction to masterpieces of Western (Continental European) and Eastern (Near Eastern, Indian, Chinese, Japanese) literature in translation, from Classical Antiquity to the 16th century. (P: ENG 111 and 112) Offered on an irregular basis. (WIC)

ENG 270—Advanced Composition and Research (3 CH) A course designed to help students mature as writers and teach them advanced library research. It will prepare students for the kind of writing and research expected in upper-level English courses. English majors must take this course before the end of their sophomore year. (P: ENG 111) Offered every fall. (WIC)

ENG 275—World Literature II (3 CH) A continuation of World Literature I, focusing on Western and Eastern literary masterpieces, in translation, from the 16th century to the present. (P: ENG 111 and 112) Offered on an irregular basis. (WIC)

ENG 282—Creative Writing: Poetry (3 CH) A technical course treating the theoretical and practical aspects of writing poetry. (P: ENG 111 and 112 or permission of the instructor) Offered fall of even-numbered years.

ENG 284— Creative Writing: Fiction (3 CH) A technical course treating the theoretical and practical aspects of writing fiction. (P: ENG 111 and 112 or permission of the instructor) Offered fall of odd-numbered years.

ENG 286—Creative Writing: Drama (3 CH) A technical course treating the theoretical and practical aspects of writing drama. (P: ENG 111 and 112 or permission of the instructor) Offered spring of even-numbered years.

ENG 290—Introduction to Mythology (3 CH) An introduction to the major myths of classical antiquity and a survey of the theories of myth interpretation, with special reference to the
importance of myth in modern literature. (P: ENG 111) Offered on an irregular basis. (WIC)

ENG 305—Children’s Literature (3 CH) A survey of children’s literature: poetry, nonfiction, biography, the genres of fiction including fantasy, folk literature, realism and literature about ethnic and minority groups. (P: ENG 111) Offered on an irregular basis. (WIC)

ENG 315—Adolescent and Young Adult Literature (3 CH) A survey of literature available for teenage readers. Students will examine literature for adolescents and young adults, read a representative sample of that literature and investigate the issues—such as censorship and the influence of the media—pertinent to this area of study. (P: ENG 111) Offered on an irregular basis. (WIC)

ENG 320—Contemporary Fiction of Africa, Asia and Latin America (3 CH) A survey of short stories and novels written in the last fifty years by major figures such as Chinua Achebe, Yukio Mishima and Gabriel Garcia Marquez. Read in translation. (P: ENG 111) Offered fall of even-numbered years. (WIC)

ENG 325—Exploring Literary New England (3 CH) A travel class in which students will investigate literary homes, museums and related sites in the northeastern United States. Sites such as Walden Pond near Concord, Mass.; the Mark Twain home in Hartford, Conn.; and the Robert Frost homestead in Derry, N.H. will be included. Offered May 2016 and 2019. (P: ENG 230 and 240 and permission of the instructor)

ENG 330—Dramatic Literature (3 CH) A chronological survey of dramatic literature from the fifth century B.C.E. to the present, emphasizing major figures and developments. The course includes an introduction to the drama of several cultures with an emphasis on the Western tradition. (P: ENG 111) Offered on an irregular basis. (WIC)

ENG 335—Persuasive Writing (3 CH) A course that introduces students to the skills necessary for constructing, supporting, defending and refuting persuasive writing. The course includes study and practice in techniques of reasoning, utilization of evidence, and employment of persuasive appeals in a variety of types of writing ranging from newspaper editorials to scholarly research. Offered spring of odd-numbered years. (WIC)

ENG 340—Shakespeare (3 CH) A study of Shakespeare’s life and works that emphasizes his development as a poet and dramatist. (P: ENG 111) Offered every fall. (WIC)

ENG 345—The Development of the Novel (3 CH) A survey of the novel from its beginnings to 1832. (P: ENG 111) Offered spring 2015, 2018 and 2021. (WIC)

ENG 355—The 19th-Century Novel (3 CH) A survey of the 19th-century novel in America, England and Europe including such major writers as Melville, Dickens and Flaubert. (P: ENG 111) Offered spring 2016 and 2019. (WIC)

ENG 365—The 20th-Century Novel (3 CH) A survey of the modern novel, focusing on the reading and analysis of works by some of the most significant novelists of our times. (P: ENG 111) Offered spring 2014, 2017 and 2020. (WIC)

ENG 385—Women in Literature (3 CH) A literature course examining works by and about women written throughout history, with an emphasis on the last 200 years. Offered every other academic year. (WIC)

ENG 390—Modern Poetry (3 CH) A survey of modern British and American poetry from Yeats to the present through in-depth treatment of major figures. (P: ENG 111) Offered fall of odd-numbered years. (WIC)

ENG 415—Special Project (CH variable) A course involving individualized study in an area other than the department’s regular course offerings. (P: Junior standing and permission of the instructor, department chair and student’s academic adviser) Offered every fall.

ENG 425—Independent Study (CH variable) A project, thesis or reading program carried out under the supervision of a faculty member in the English Department. For English majors and well-qualified non-majors. (P: Junior standing, 3.25 cumulative
GPA, permission of the instructor, department chair and student’s academic adviser) Offered every semester.

**ENG 430—Cooperative Education (CH Variable)** Offered every semester. (WIC)

**ENG 440—Literary Criticism (3 CH)** A historical survey of theories of literary criticism from Plato through the 20th century, with special emphasis on post-structuralist theories. The course includes practice in applying theories to the analysis, interpretation and evaluation of poetry, drama and fiction. (P: ENG 111) Offered every fall. (WIC)

**ENG 455—The English Language (4 CH)** An introduction to historical and descriptive linguistics, with emphasis on the origins and development of the English language and on current English usage. (P: ENG 111) Offered every fall. (WIC)

**ENG 495—Special Topics Seminar (3 CH)** A special topics course with seminar meetings for discussion and presentation of research. Topics will be announced at least one year in advance. (P: junior standing and completion of ENG 210, 220, 230, 240 and 270) Offered every semester. (WIC)

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**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)**

All incoming international students (both degree-seeking and exchange students) will be expected to provide official TOEFL scores, and be interviewed by an ESOL instructor at Thiel for English language proficiency prior to the start of courses.

Students who score 82 or higher on the TOEFL iBT, or exhibit a need for supplemental instruction in their interview with the ESOL instructor must enroll in one, two or three ESOL courses in each of their first two semesters at Thiel. The number of ESOL classes initially required will be determined by test performance and the interview with the ESOL instructor. Students must successfully complete the ESOL classes with a grade of C minus or better. Students with a grade of A in their first semester of an ESOL class may be exempt from a second semester in that particular ESOL course sequence. The Michigan Test may be used at the ESOL instructor’s discretion to verify placement or exemption from a second semester in ESOL courses. All students must successfully complete their individual sequence of ESOL courses.

**ESOL 100—ESOL Reading I (3 CH)** This course will assist English language learners in developing their English reading and vocabulary-building skills so they have a solid foundation for both general and college-level academic reading. Students will read from a variety of sources and will practice reading strategies such as skimming and using context clues. Students who earn below a grade of C minus must retake the course, but may enroll in ESOL 101 before doing so. Offered every fall.

**ESOL 101—ESOL Reading II (3 CH)** This companion course to ESOL 100 provides a second semester for English language learners to improve their reading abilities. Through vocabulary building, reading from a variety of sources and learning reading strategies designed to make them more efficient readers, students will build a foundation for both general and academic reading. Students must earn a minimum grade of C minus to successfully complete the course. Students who enter Thiel in the spring may be required to take ESOL 100 as well. Offered every spring.
ESOL 103—ESOL Speaking and Listening I (3 CH) This course will provide English language learners with instruction, guidance and practice in listening to and speaking English so that students can be better prepared for academic life: in lectures, in discussions and in conversations. Students will build meaningful vocabulary, listen to and take notes on mock lectures, discuss lecture material, read aloud, speak in a variety of circumstances and practice pronunciation. Students who earn below a grade of C minus must retake the course but may enroll in ESOL 104 before doing so. Offered every fall.

ESOL 104—ESOL Speaking and Listening II (3 CH) Speaking and Listening II provides international students with an additional semester to practice and strengthen English speaking and listening skills at a college level. Learning vocabulary, practicing conversations, listening to lectures, taking notes, discussing course material, reading aloud, making oral presentations and working individually with the instructor are essential elements to the course. Students must earn a minimum grade of C minus to successfully complete the course. Students who enter Thiel in the spring may be required to take ESOL 103 as well. Offered every spring.

ESOL 106—ESOL Writing I (3 CH) Writing I is designed to assist English language learners with important aspects of writing in English: developing vocabulary, selecting proper word forms and English expressions, and refining sentence structure. Further, students will gain experience with the stages of the writing process—inventing, drafting and revising—and focus on producing clear, coherent, well-developed paragraphs and short essays. Students who earn below a grade of C minus must retake the course but may enroll in ESOL 107 before doing so. Offered every fall.

ESOL 107—Writing II (3 CH) As the companion course to ESOL 106, this course also assists English language learners with English composition. Students will learn about and practice all stages of the writing process, as well as focus on points of grammar that are typically difficult for English language learners. Throughout the semester, students will focus on producing clear, coherent, well-developed paragraphs and short essays. Students must earn a minimum grade of C minus to successfully complete the course. Students who enter Thiel in the spring may be required to also take ESOL 106. Offered every spring.
Thiel’s environmental science program offers students a thorough foundation in the basic natural sciences of chemistry, biology and geology, complemented with a number of courses in the social sciences and humanities that provide a political, economic and ethical context for the analysis of environmental concerns. Specific courses in environmental science provide an applied, in-depth focus on current environmental problems with an emphasis on practical applications.

Thiel is fortunate to have a number of practicing professionals in the areas of environmental law, land-use planning, hydrogeology and geographic information systems who contribute to the environmental science program as adjunct and full-time faculty. These professionals bring real-world experience to the classroom, and perhaps more importantly, students can begin to identify with and model their future roles as environmental professionals.

It is important for prospective students to be aware of the unusually large number of required courses for the major. In order to be prepared to work in environmental disciplines, a thoroughly interdisciplinary approach is mandatory. Environmental science cannot be conducted merely from the perspective of the natural sciences or the social sciences. The methods of all of human experience must be used to understand our environment, to cope with environmental problems and to plan for future environmental needs.

**Environmental Management:** Thiel College has a cooperative program with the School of Forestry and Environmental Sciences, Duke University, Durham, N.C., leading to a master’s degree in environmental management (M.E.M.). The student’s first three years are completed at Thiel followed by two years at Duke. A B.A. or B.S. degree from Thiel is awarded after successful completion of the first year of study at Duke. See environmental science program coordinator for further details.

A student who graduates from Thiel College with a major in environmental science will be able to:

• apply interdisciplinary perspectives and approaches to environmental problems.
• demonstrate a working knowledge of techniques used to collect and analyze environmental data.
• communicate effectively on environmental topics and data.

**Major Requirements (Bachelor of Science Degree)**

The Department of Environmental Science requires an overall 2.0 GPA or better in all courses required for the major. The college core requirements for a bachelor of science degree must be met by passing a mathematics placement test at the calculus entry level or earning a grade of C minus or higher in MATH 141 or any calculus course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENSC 111</td>
<td>Introduction to Environmental Studies</td>
<td>3 CH</td>
</tr>
<tr>
<td>POSC 116</td>
<td>American Government and Politics</td>
<td>3 CH</td>
</tr>
<tr>
<td>POSC 336</td>
<td>Public Administration</td>
<td>3 CH</td>
</tr>
<tr>
<td>ECON 211</td>
<td>Principles of Macroeconomics</td>
<td>3 CH</td>
</tr>
<tr>
<td>ECON 221</td>
<td>Principles of Microeconomics</td>
<td>3 CH</td>
</tr>
<tr>
<td>REL 200</td>
<td>Contemporary Ethical Issues</td>
<td>3 CH</td>
</tr>
<tr>
<td>PHIL 297</td>
<td>Environmental Ethics</td>
<td>3 CH</td>
</tr>
<tr>
<td>MATH 211</td>
<td>Elementary Statistics</td>
<td>4 CH</td>
</tr>
<tr>
<td>BIO 145</td>
<td>Foundations of Biology</td>
<td>4 CH</td>
</tr>
<tr>
<td>BIO 262</td>
<td>Animal Systematics</td>
<td>4 CH</td>
</tr>
<tr>
<td>BIO 263</td>
<td>Plant Systematics</td>
<td>4 CH</td>
</tr>
<tr>
<td>BIO 392</td>
<td>General Ecology</td>
<td>4 CH</td>
</tr>
<tr>
<td>CHEM 140</td>
<td>General Chemistry I</td>
<td>4 CH</td>
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<tr>
<td>CHEM 160</td>
<td>General Chemistry II</td>
<td>4 CH</td>
</tr>
<tr>
<td>CHEM 330</td>
<td>Environmental Chemistry</td>
<td>4 CH</td>
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<tr>
<td>CHEM 370</td>
<td>Instrumental Analysis</td>
<td>4 CH</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>GEOL 150</td>
<td>Earth Systems</td>
<td>4 CH</td>
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<tr>
<td>GEOL 210</td>
<td>Hydrogeology</td>
<td>3 CH</td>
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<tr>
<td>GEOL 250</td>
<td>Environmental Geology</td>
<td>4 CH</td>
</tr>
<tr>
<td>ENSC 210</td>
<td>Environmental Law</td>
<td>3 CH</td>
</tr>
<tr>
<td>ENSC 225</td>
<td>Geographical Information Systems</td>
<td>3 CH</td>
</tr>
<tr>
<td>ENSC 250</td>
<td>Meteorology</td>
<td>4 CH</td>
</tr>
<tr>
<td>ENSC 320</td>
<td>Land Use Planning</td>
<td>3 CH</td>
</tr>
<tr>
<td>ENSC 350</td>
<td>Applied Environmental Science</td>
<td>3 CH</td>
</tr>
<tr>
<td>ENSC 410</td>
<td>Internship</td>
<td>3-6 CH</td>
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<td><strong>TOTAL</strong></td>
<td><strong>74-77 CH</strong></td>
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</table>

**COURSE OFFERINGS**

**ENSC 111—Introduction to Environmental Studies (3 CH)** An interdisciplinary study of how the natural environment works and how things and events in nature are interconnected. A major focus of the course will be on issues such as sustainability, the preservation of natural capital (living and non-living) and solutions to major environmental problems such as pollution, energy resource shortages and global warming. Taught at the freshman level and open to both majors and non-majors. Three hours of lecture. Offered every fall. (WIC)

**ENSC 200—Introduction to Environmental Law (3 CH)** Introduction to Environmental Law is a survey course designed to introduce students to the major concepts of environmental law. Because environmental law is grounded in both federal and state statutes, the course will expose students to the major components of statutory law at both levels and will also explore the federal/state relationship using Pennsylvania as a model. Although a basic understanding of the American legal system and administrative law would be of great benefit, it is not a prerequisite for the course. Offered alternate years. (WIC)

**ENSC 225—Geographical Information Systems (GIS) (3 CH)** Primarily lab-based, hands-on course. Geographic Information Systems will introduce students to the most up-to-date GIS software from ESRI Corporation, and the techniques of resolving complex spatial questions related to environmental science, land-use planning, biogeography and business location decisions. Though designed primarily for environmental science majors, this course should be of interest to computer science majors, business majors, biology majors and social scientists interested in the analysis of spatially related variables. Offered every fall.

**ENSC 250—Meteorology and Air Quality Assessment (4 CH)** An introduction to the fundamentals of atmospheric science with the primary goal of demonstrating how scientific principles govern the circulation of the atmosphere, the day-to-day sequence of weather events, the dispersion of atmospheric pollutants and inadvertent climate modification. Though intended for the environmental science major, the course should be of value to anyone interested in the science of weather forecasting, long-term climatic change and the meteorology of air pollution. Three 55-minute lectures and two hours of lab each week. (P: ENSC 111 or GEOL 150 or permission of the instructor) Offered alternate years.

**ENSC 320—Urban and Regional Land Use Planning (3 CH)** Urban and Regional Land Use Planning is an overview of present and past land-use policy in the United States. Since the goal of land-use planning is to decide on the best present and future uses for each parcel of land in a particular area, students will be introduced to the basic elements of comprehensive strategies and special area plans, techniques of developing each of these types of plans and mechanisms of zoning that are used to implement plans. Students will also be introduced to the state and federal regulatory environments and the political structures that influence the planning process. Participants will be expected to attend public hearings conducted by local planning agencies. (P: ENSC 111 or permission of instructor) Offered alternate years.

**ENSC 350—Applied Environmental Science (3 CH)** An introduction to environmental science research methodology, data gathering techniques and portable field testing equipment. A particular emphasis will be placed on the procedures for Phase I and Phase II environmental assessments using ASTM Standards. Two hours of lecture plus three hours of laboratory. (P: ENSC 111, GEOL 150,
CHEM 140 or permission of instructor) Offered alternate years.

ENSC 410—Environmental Science Internship (3-6 CH) A capstone experience for the student to obtain work in a governmental agency, business or other institution in roles that relate to environmental concerns. Methods of assessment will include an evaluation by a supervisor at the cooperating agency or institution, the construction of a detailed daily log, a comprehensive report by the student and an on-site visit and examination of each student’s work to be conducted by the program coordinator and a member of the career services staff.

ENSC 475—Independent Study (1-3 CH) Individual research project in environmental science for students who have achieved a 3.0 GPA in the overall environmental science major. May be supervised by any appropriate faculty member, but must have approval of chair of supervisor’s department. Project and supervision also must be approved by coordinator of environmental program. Arrangements must be completed prior to pre-registration period.

ENSC 495—Cooperative Education (CH Variable)

GEOGRAPHY

GEOG 110—World Regional Geography (3 CH) An introductory analysis of major world regions, important geographic principles and the role of geography as an integrative discipline. Mapping and other graphic skills also will be developed. Offered every fall.

GEOLOGY

GEOL 150—Earth Systems (4 CH) A study of the Earth from the systems’ perspective showing how the four spheres (lithosphere, hydrosphere, atmosphere and biosphere) are interrelated and how humans interact with and modify Earth systems. A particular emphasis will be placed on weather, climate, hydrology and geological processes. Three hours of lecture and two hours of lab each week. This course replaces both GEOL 146 and GEOG 104 in previous catalogs as a requirement for the environmental science major. Offered every spring.

GEOL 210—Principles of Hydrogeology (3 CH) A survey of the fundamental principles and processes governing the depletion and replenishment of water resources of the land areas of the Earth. Principles governing the sources, occurrence and movement of ground water will be covered as well as a thorough investigation of surface and subsurface water pollution and the forecasting and control of floods. Three hours of lecture a week. (P: GEOL 150) Offered alternate years.

GEOL 250—Environmental Geology (4 CH) A course dealing with relationships between humans and their geological habitat; the problems that human beings face in using the Earth and the reactions of the Earth to that use; earth processes, earth resources and engineering properties of rocks and surficial deposits that in some way affect human activity and environment. Three hours of lecture and one two-hour laboratory per week. (P: GEOL 150 or permission of instructor) Offered alternate years.
The physical education courses introduce the fundamentals of a variety of activities, with the possibility for enjoyment for lifelong participation and/or provide options for students to improve physical fitness. These health-related fitness classes accentuate student understanding of the health benefits associated with a regular exercise program, good nutritional habits and activities that promote a lifetime of healthy living.

No restrictions are placed on which activity courses are taken and may be repeated for additional credits. It is recommended that Bowling I be taken before Bowling II, unless you are an experienced bowler. The courses listed with two activities will have equal emphasis, but weather may determine the time spent on each activity. Courses may be coeducational or offered for men and women separately. All courses fulfill Group V of the integrated requirement. Please note that INDS 201, The Physiological Basis of Exercise and Physical Fitness, will also fulfill Group V.

Coaching

The coaching minor program provides instruction in sports administration and many aspects in the coaching of sports, with concentration on the high school and the collegiate level. The students will understand the development of a budget and the allocation of funds. The students will develop effective communication skills, the skill of working with groups and interview preparation. There is a significant need for qualified coaches for all sports programs. The Institute for the Study of Youth Sports estimates that 40 million youth participate in sports annually. More than 4 million adults serve as volunteer coaches. It is not unusual for schools, community agencies and religious groups to seek competent persons to coach their children. All of these same organizations desire assistance with administration of their sport programs. High school administrators in particular put a very high priority on the hiring of teachers who also are qualified coaches. The need is great for qualified coaching personnel. This issue is at the forefront for parents of children and the administrators in the community, youth, high school and even the collegiate-level of sports programs.

Coaching Minor Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 113</td>
<td>Principles of Accounting I</td>
<td>3 CH</td>
</tr>
<tr>
<td>HPED 198</td>
<td>Slimnastics</td>
<td>2 CH</td>
</tr>
<tr>
<td>COMM 181</td>
<td>Public Speaking I</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 171</td>
<td>Introduction to Communication</td>
<td></td>
</tr>
<tr>
<td>HPED 314</td>
<td>Coaching Organization and Administration</td>
<td>3 CH</td>
</tr>
<tr>
<td>HPED 315</td>
<td>Practicum Experience</td>
<td>4 CH</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>18 CH</td>
</tr>
</tbody>
</table>

Students must possess and maintain current Red Cross CPR and Community First Aid certifications. Note: Students must have a current TB test and all necessary clearances if coaching experiences take place in public schools.

COURSE OFFERINGS

HPED 110—Volleyball (Men) (1 CH) A review of the fundamentals and game strategy of the sport. Emphasis is on the skills involved and on the playing of the sport.

HPED 111—Volleyball (Women) (1 CH) Same as HPED 110.

HPED 112—Bowling I (1 CH) This course introduces the fundamentals of bowling: ball selection; approach and delivery techniques; rules; and scoring. Fee charged for use of bowling lanes. Offered every semester.

HPED 113—Bowling II (1 CH) This course is for the bowling enthusiast who wants to refine their skills and improve their scores. Fee charged for use of bowling lanes. Offered every semester.
HPED 115—Archery (1 CH) An introduction to the safety procedures, equipment and shooting technique. Shooting for score at selected distances. Offered every semester.

HPED 116—Tennis/Volleyball (1 CH) Emphasis is on tennis. An introduction to the fundamentals of the sport encompassing basic strategies, rules and singles and doubles strategy. The volleyball portion will review fundamentals with playing the sport as the prime emphasis.

HPED 119—Tennis (1 CH) An introduction to the basic strokes, rules and singles and doubles strategy. Offered summer sessions only.

HPED 122—Golf (1 CH) This course introduces the fundamentals of golf. A local golf course is used for instruction, practice and play. (Lab fee) Offered every spring semester.

HPED 124—Tennis/Basketball (1 CH) In tennis, an introduction to the fundamentals encompassing basic strokes, rules and singles and doubles strategy. The basketball portion will review fundamentals with playing the sport as the prime emphasis.

HPED 130—Physical Fitness (1 CH) An introduction to activities that can improve fitness. The emphasis is on a combination of flexibility, strength and aerobic activities. Offered every semester.

HPED 131—Weight Training (1 CH) An introduction to the proper lifting and safety techniques in the use of free weights and the universal. Emphasis on development of an individualized program for muscular endurance, strength and power. Offered every semester.

HPED 132—Weight Training/Aerobics (1 CH) Equal emphasis is placed on both activities. An introduction to the proper lifting and safety techniques in the use of free weights and the universal weight machine and an introduction to activities to promote aerobic fitness. The emphasis is on developing flexibility, aerobic capacity, muscular strength, endurance and power. Offered every semester.

HPED 133—Aerobics (1 CH) An introduction to activities that emphasize cardio respiratory fitness. Heart monitoring and testing. Offered every semester.

HPED 196—Special Project (CH Variable) (P: Permission of chair)

HPED 197—Independent Study (CH Variable) (P: Permission of chair)

HPED 198—Slimnastics(2 CH) Step aerobics is a high-intensity, low-impact program that involves stepping onto a platform while simultaneously performing upper-body movements. This class works all major muscle groups and is designed specifically to improve strength and cardiovascular conditioning. Included in each class is a step aerobics routine, plyometric exercises, muscle strengthening with emphasis on core muscles (hips, lower back, abdominals and buttocks) and stretching. Weekly lectures will cover a variety of topics regarding fitness of the body and mind and engage students in the tools of a healthy lifestyle. Students of all ability levels can adapt to the class exercises. Offered every semester.

HPED 199—Fitness for Life and Wellness—A Dance Approach (2 CH) The enhancement of individual exercise-fitness intelligence as it pertains to wellness from a dancer’s perspective. Topics covered include a wellness inventory, the how and why of exercise, nutrition, health behavior modification and exploration in various dance fitness activities. Students will participate in many types of dance fitness programs. Offered every semester.

HPED 314—Coaching Organization and Administration (3 CH) This course emphasizes sports organization relative to staff, duties, season and daily practice schedules, and the relationships involved in the association of the coach with the administration, student body, players, press and community. Offered every fall.

HPED 315—Coaching Practicum (1-2 CH) The primary emphasis is to prepare students for supervisory and administrative roles within the coaching profession. The opportunities provided include a combined classroom and practical field experience in the field of the student’s choice. This course is part of the professional preparation of the coaching minor. Offered every semester.
Departmental Objectives
The purpose of history courses is to acquaint the student with the origins of contemporary civilization; its political, economic, social and cultural aspects; to awaken a consciousness of other cultures, ways of life and thought and standards of value; to recreate as fully and as accurately as possible significant periods of past history; and to teach the student how to find, analyze and interpret historical evidence and to develop a sense of historical perspective.

A student who graduates from Thiel College with a major in history will:

• demonstrate a knowledge and understanding of contemporary society—its people, ideas and institutions.
• be able to trace the flow of cause, implementation and result of historical events across a broad spectrum.
• demonstrate a knowledge and appreciation of the variety of human experiences as represented through history.
• demonstrate a grasp of major historical factors as embodied in the principle historical cultures.
• be able to find, analyze and interpret historical evidence and to develop an accurate sense of historical perspective.
• be able to apply an historical perspective when visiting an historical site or attending an historical conference.

Major Requirements
(Bachelor of Arts Degree)
History majors must successfully complete 39 credit hours in history, which are outlined below. All courses applied to the history major/minor must be completed with a C minus or better.

Choose two of the following
6 CH
HIST 101 United States History Until 1877
HIST 102 United States History Since 1877

HIST/SEMS 250 World History
HIST 290 An Intro. to Historical Research
3 CH
United States History at 200 - 400 level
9 CH
European History at 200 - 400 level
9 CH
Non Western 200 - 400 level 9 CH

Choose one of the following:
3 CH
HIST 496 Capstone US History
HIST 497 Capstone European History
HIST 498 Capstone World History

During the junior or senior year, each major must attend or participate in two department off-campus field experiences (internship, historic site or museum visit, professional conference).

Minor Requirements
The history minor must complete a minimum of 18 credit hours with a C minus or better.

Choose two of the following:
6 CH
HIST 101 United States History Until 1877
HIST 102 United States History Since 1877
HIST/SEMS 250 World History

Four courses at the 200 - 400 level
12 CH
At least two courses must be at the 300 - 400 level.

At least one course from each of the following history concentrations: United States, European, Non-Western.

History Major with Secondary Education Certification
See page 150, Department of Education. History majors who are also seeking teacher certification
as secondary social studies candidates must take HIST/SEMS 250 and HIST 315 as a part of their major requirements.

A student who graduates from Thiel College with a major in history with secondary education certification will:

• demonstrate a knowledge and understanding of contemporary society—its people, ideas and institutions.
• be able to trace the flow of cause, implementation and result across a broad spectrum.
• demonstrate a knowledge and appreciation of the variety of human experiences as represented through history.
• demonstrate a grasp of major historical factors as embodied in the principle historical cultures.
• be able to find, analyze and interpret historical evidence and to develop an accurate sense of historical perspective.
• be able to apply an historical perspective when visiting an historical site or attending an historical conference.
• demonstrate a knowledge and understanding of the study of human experiences including important events.
• demonstrate a knowledge and appreciation of the interactions of culture, race, ideas and the nature of prejudice.
• demonstrate a grasp of change and continuity in political systems.
• understand the effects of technology on society
• understand the importance of global/international perspectives.
• understand how geography, economics and civics influence major developments in the history of the Commonwealth of Pennsylvania, the United States and the world.

History Departmental Honors
Students must have a 3.5 GPA in history coursework at the time of graduation. Transfer students must acquire 18 credit hours in history classes at Thiel.

COURSE OFFERINGS

HIST 101—United States History to 1877 (3 CH) This course consists of a survey of the history of the United States from the age of exploration to the end of post-Civil War reconstruction era, emphasizing major political, social, economic and cultural issues and traditions. Topics to be considered include colonial origins, national development, sectional antagonisms, social patterns, civil war and reconstruction. Offered every fall.

HIST 102—United States History since 1877 (3CH) This course consists of a survey of the history of the United States from the end of the reconstruction period to the present, emphasizing major political, social, economic and cultural traditions. Topics to be considered include the growth of a predominantly urban-industrial society, the expanded role of government, increased involvement in world affairs and contemporary society and culture. Offered every spring.

HIST 201—Military History of the United States until 1900 (3 CH) A survey of the military aspects of U.S. history by examining its role in the development of doctrine and in the evolution of military practice through a study of the following wars: American Revolutionary War, War of 1812, Mexican War, Civil War, Indian Wars and Spanish American War. Also covered will be the principal interwar military developments, military administration, personnel matters, weapons technology and public attitudes about and influences on the armed services. (WIC)

HIST 202—Military History of the United States since 1900 (3 CH) A survey of the military aspects of U.S. history by examining its role in the development of doctrine and in the evolution of military practice through a study of the following wars: First World War, Second World War, Korean War and Vietnam War. Also covered will be the principal interwar military developments, military administration, personnel matters, weapons technology and public attitudes about and influences on the military services. (WIC)
HIST 210—Indian History of the United States (3 CH) A study of the Indian civilizations of the United States from prehistoric to modern times with emphasis on the period since 1600. The study will include an examination of Native American cultures and their contributions historically, the impact upon those cultures of the development and expansion of the United States, and the contemporary Indian experience. (WIC)

HIST 230—The Middle Ages (3 CH) Representative coverage of the principal ideas and institutions.

HIST 239—Introduction to European Women’s History I (3 CH) This course surveys European women’s history from ancient times to the French Revolution. Organizing themes include work, the law, family and marriage, gender and sexuality, political activism, popular culture, resistance and “The Woman Question.” (WIC)

HIST 240—Introduction to European Women’s History II (3 CH) This course surveys European women’s history from the French Revolution to modern times. Organizing themes include political revolution, industrial capitalism, feminism and politics, imperialism, the Russian Revolution, women in war and the “New Europe.”

HIST/SEMS 250—Modern World History (3 CH) A history of the principal peoples whose societies and cultures were molded outside the Western tradition, but who were and are impacted by Western influences. The focus on the course will be from 1600 to present. Offered every semester.

HIST 259/ART 259—Art and Conflict in the Modern Era (3 CH) Art and Conflict in the Modern Era will examine the relationship between war and art of the 20th century. While we will explore the innovations that changed both warfare and art in the 20th century, the goal of this course is to consider these areas together and investigate how modern warfare inspired and necessitated new forms of artistic expression. (P: INDS 115 and 125) (WIC)

HIST 260—East Asian History (3 CH) This course focuses on China, Japan and Korea. A consideration of important problems facing each nation today together with the cultural and historical developments which help explain contemporary affairs in East Asia. (WIC)

HIST 262/REL 160—Religion in the United States (3 CH) A topical study of the historical phenomena of religions in the United States with primary emphasis on Christianity and some attention to other U.S religions, especially Judaism. The study includes general background of each religion with subsequent U.S. developments presented through such phenomena as revivalism, immigration, liberal theories and social emphases. (P: REL 120) (WIC)

HIST 290—Introduction to Historical Methods (3 CH) This course introduces students to the fundamental skills of historical research. Students will work with primary and secondary courses, learn to distinguish between the two, understand the problems that sources pose to interpretation and identify the questions particular sources can answer. They will learn how to use appropriate citation and style tools for history. Students will be introduced to historiography. (P: INDS 125) Offered every spring. (WIC)

HIST 295—Introduction to Applied History (3 CH) This course is designed to introduce students to the field of public history. These public history subfields will include editing, historic preservation, museum studies, oral history and other related areas (P: INDS 125)

HIST 296—Selected Topics in the History of Warfare (3 CH) This course will focus on specific wars or theaters of wars. It will focus on analyzing the historical context of the war. Examples could include, but are not limited to the Civil War, World War I, World War II or the Vietnam War. The course focus will vary from offering to offering and can be taken up to two times for credit. (WIC)

HIST 297—Selected Topics in History and Film (3 CH) Through a study of film, this course will examine the interpretation of history and film and contrast film’s representation of history with printed sources. Students will critically evaluate a set of issues regarding film and history such as:
What light do films shed on the past? How reliable are films as the grounds for making inferences about the past: What are the similarities and differences in the criteria for the critical evaluation of historical films and the historian’s accounts of the past? This course will vary from offering to offering. This course can be taken up to two times for credit. (WIC)

HIST 300—United States Colonial History (3 CH) The background, establishment and growth of American civilization from the age of exploration to the winning of independence. (P: INDS 125) (WIC)

HIST 305—The Middle Period in American History (3 CH) A detailed topical study of one of the most critical periods in the history of the United States. Topics to be considered include Jacksonian Democracy, nullification, slavery and abolition, westward expansion, reform currents, the Civil War and reconstruction. (P: INDS 125) (WIC)

HIST 307—Emergence of Modern America (3 CH) This course consists of an in-depth study of the forces at work in the United States as it emerged into a position of world leadership. Particular emphasis will be given to industrialization, immigration and urbanization and their impact on all aspects of American development from the end of reconstruction to the end of the 1920s. (P: INDS 125) (WIC)

HIST 309—Recent American History (3 CH) A study of the United States since the end of the 1920s. The emphasis will be upon major political and economic developments, the historical roots of contemporary social tensions and the expanded role of the United States in world affairs. (P: INDS 125) (WIC)

HIST 315—Diplomatic History of the United States (3 CH) American diplomacy from the winning of independence to the present with emphasis upon the increased international role of the United States in the 20th century. Consideration will be given to the underlying principles, basic objectives and various domestic and foreign issues that have influenced United States foreign policy since 1776. (P: INDS 125) (WIC)

HIST 331—19th-Century Europe 1815-1890 (3 CH) Continues History 431 demonstrating how the principles of the French Revolution worked themselves out in practice to create the characteristics of the 19th century. The mechanics for this cultural transformation are analyzed and explained and the degree of this influence is measured. Subjects included are liberalism, nationalism, industrialism, socialism, Italian and German unifications, the alliance systems, the “new imperialism” and the predominance of the middle class. (P: INDS 125) (WIC)

HIST 332—20th-Century Europe 1890-1990 (3 CH) Continues HIST 331. This course includes the First World War and its consequences; the formation of mass political movements and the Depression; the rise of totalitarianism, appeasement and the Second World War; post-war agony, the permanent division of Europe and the Cold War, and the subsequent collapse of communism. (P: INDS 125) (WIC)

HIST 331—19th-Century Europe 1815-1890 (3 CH) Continues History 431 demonstrating how the principles of the French Revolution worked themselves out in practice to create the characteristics of the 19th century. The mechanics for this cultural transformation are analyzed and explained and the degree of this influence is measured. Subjects included are liberalism, nationalism, industrialism, socialism, Italian and German unifications, the alliance systems, the “new imperialism” and the predominance of the middle class. (P: INDS 125) (WIC)

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HIST 362—Japanese History: Tokugawa to Present (3 CH) This course assesses the impact of the development of the Tokugawa Shogunate on how Japan reacted to the contact with the West, Imperialism, Industrialization and “The Economic Miracle” of 19th and 20th Centuries. Topics may include the structure of Japanese culture, politics, diplomacy, economics and society. (P: INDS 125) (WIC)

HIST 370—Latin America: Culture, Conquest, Colonization (3 CH) History of the formative period of Latin America, emphasizing the social and economic interaction between Indians, Europeans and blacks from the conquest to the wars for independence in the early 19th century. (P: INDS 125) (WIC)

HIST 371—Latin America: Reform and Revolution (3 CH) History of modern Latin America, concentrating on the durability of 16th-century social, economic and political institutions, and the 20th-century reformist and revolutionary attempts to change those institutions. (P: INDS 125) (WIC)
HIST 392—Special Projects (1-3 CH) (WIC)
HIST 401—American Historical Biography (3 CH) A consideration of distinctive periods and major historical traditions in American history as revealed by a study of the lives and contributions of prominent historical personalities. (P: INDS 125 and HIST 290 or instructor’s permission) (WIC)
HIST 410—United States Social and Intellectual History (3 CH) This course concentrates on special topics that have influenced American social and intellectual development. Topics will include, among others, the structure of society, literature, education, religion, reform movements and intellectual trends. (P: INDS 125 and HIST 290 or instructor’s permission) (WIC)
HIST 411—The American Frontier (3 CH) Topical treatment of various aspects of frontier history (historiography, geographic regions, problems, features, types) and an assessment of the overall impact of the frontier experience upon the United States. (P: INDS 125 and HIST 290 or instructor’s permission) (WIC)
HIST 430—History of Modern Russia (3 CH) Russian history from 1800 to the present. Topics include imperial Russia in the 19th century, Marxism-Leninism, the Bolshevik revolution, establishment of the Soviet state, the Soviet Union in world affairs and contemporary changes. (P: INDS 125 and HIST 290 or instructor’s permission) (WIC)
HIST 431—The French Revolution and Napoleon (3 CH) The French and industrial revolutions will be assessed for their European as well as their indigenous influences. This will be prefaced by an analysis of the Ancient Regime and the Enlightenment. (P: INDS 125 and HIST 290 or instructor’s permission) (WIC)
HIST 440—History of Modern France (3 CH) This course analyzes French political, cultural and social history from the Old Regime through the Fifth Republic. It examines the origins and outcomes of the French Revolution; modernization and industrialization; French Colonialism; the Great War; Vichy France and the Occupation; immigration, race and national identity; gender transformations; and France in the EU. (P: HIST 290 or Instructor’s Permission.) Offered fall of even-numbered years. (WIC)
HIST 441—History of Modern Britain (3 CH) This course surveys the history of the British Isles from the Glorious Revolution to the present day. The class examines how politics, diplomacy, warfare, commerce, science, industry, technology, art, literature, music, migration, sexuality and gender expectations all interacted to help shape modern British society into the 21st century. (P: HIST 290 or instructor’s permission.) Offered spring of even-numbered years. (WIC)
HIST 450—Gender and Sexuality in 19th Century Europe (3 CH) This course examines the history of 19th-century Europe through the lenses of gender and sexuality. The course focuses on various themes in gendered society including work, education, culture, the family, rebellion, national liberation, feminist movements, male and female sexuality, manhood and honor, and relations between Third World and “Western” women. (P: HIST 290 or instructor’s permission.) Offered spring of odd-numbered years. (WIC)
HIST 461—History of Modern China (C 3 CH) This course assesses the impact of contact with the West, industrialization and communism on the development of 19th-, 20th- and 21st-century China. Topics will include the structure of Chinese culture, politics, diplomacy, economics and society. (P: HIST 290 or instructor’s permission) (WIC)
HIST 462—History of Modern Japan (3 CH) This course assesses the impact of contact with the West, imperialism, industrialization and “The Economic Miracle” the development of 19th-, 20th-, and 21st-century Japan. Topics will include the structure of Japanese culture, politics, diplomacy, economics and society. (P: HIST 290 or instructor’s permission) (WIC)
HIST 490—Advanced Topics in History (3 CH) As needed, a selected topics course focuses on either a specific time period or theme in history and focuses on analyzing the historical context of the period or theme. (P: HIST 290 or instructor’s permission) (WIC)
HIST 491—Study Abroad: Selected Topics in History (3 CH) A study abroad selected topics course focuses on either a specific time period or theme in history and focuses on analyzing the historical context of the period or theme in the country or region. International travel is required.

HIST 493—Cooperative Education (CH Variable)

HIST 495—Independent Study (CH Variable) (WIC)

HIST 496—Research Capstone in United States History (3 CH) This course provides students an opportunity to focus on specialized historiography and research in United States history. Students will be expected to produce a major research paper centered on a selected theme in U.S. history. The focus of this course will vary at the discretion of the instructor. (P: HIST 290 or instructor’s permission) Offered every third fall semester in rotation with HIST 497 and HIST 498. (WIC)

HIST 497—Research Capstone in European History (3 CH) This course provides students an opportunity to focus on specialized historiography and research in European history. Students will be expected to produce a major research paper centered on a selected theme in European history. The focus of this course will vary at the discretion of the instructor. (P: HIST 290 or instructor’s permission) Offered every third fall semester in rotation with HIST 496 and HIST 498. (WIC)

HIST 498—Research Capstone in World History (3 CH) This course provides students an opportunity to focus on specialized historiography and research in world history. Students will be expected to produce a major research paper centered on a selected theme in world history. The focus of this course will vary at the discretion of the instructor. (P: HIST 290 or instructor’s permission) Offered every third fall semester in rotation with HIST 496 and HIST 497. (WIC)
Thiel College offers a growing number of interdisciplinary courses. An interdisciplinary approach to the presentation of academic content is in keeping with the philosophical goals of the institution. The liberal arts concept stresses the advantages of integrating knowledge and the interdisciplinary approach to the study of knowledge presents the student with opportunities for examining the relationships and connections between and among various academic disciplines. Interdisciplinary courses may be taught by faculty in any department. Many interdisciplinary courses are taught or use the expertise of numerous faculty as presenters and discussion leaders.

Interdisciplinary Ethics Minor Requirements

The interdisciplinary ethics minor prepares students for ethical leadership and responsibility in a wide variety of professional settings. The expanding field of applied ethics affords opportunities for entry-level employment and also rewards advanced graduate work (in law, medicine and business, as well as politics and government). This series of courses explores the interdisciplinary nature of ethics while strengthening critical thinking and analytic writing. It ensures a theoretical understanding of ethics along with case studies and internship experience resolving concrete ethical dilemmas. A commitment to strengthening these transferrable skills provides leverage and qualitative capital in the pursuit of professional positions.

There is a growing need for expertise in applied ethics, in both the public and private arena. Many corporations engage in workplace ethics training and therefore prize applicants who can assist in conflict resolution or who can analyze various conflicts of interest. Ethics boards exist in most mid-sized and larger medical institutions. While the quantity of full-time ethics officers is growing, many organizations employ ethics compliance officers who also fulfill other duties. This minor positions our students for such positions.

The minor in ethics must pass both of the following courses with a C minus or better:
PHIL 267   Ethics
PHIL 467   Advanced Ethical Theory

The student must also pass four courses from the following. At least two of these must be outside the philosophy department, or cross-listed:
PHIL 387   Medical Ethics
PHIL 297   Environmental Ethics
PHIL 277/BADM 364   Business Ethics
CJS 431   Ethical/Philosophical Issues in Criminal Justice
COMM 345   Communication Ethics
REL 200   Contemporary Ethics

Women’s & Gender Studies Minor Requirements

The women’s and gender studies minor will require six courses (18 CH) and must be completed with a grade of C minus or higher. They are:
INDS 202   Introduction to Women’s and Gender Studies: Gender, Culture and Sexuality
INDS 203   Introduction to Gender and Social Theory

Four additional courses representing at least two academic departments outside the student’s major area of study. Available courses that satisfy the minor requirement include:
CJS 303   Family Justice Studies
CJS 431   Selected Studies: Women and Crime
COMM 265   Communication and Gender
HIST 239   Intro to European Women’s History I
HIST 240   Intro to European Women’s History II
HIST 450   Gender and Sexuality in 19th Century Europe
POSC 385   The Law of Families
REL 220   Women in Jewish and Christian Traditions
SOC 261/INDS 261   American Women’s Experience: A Multicultural Perspective
SOC 421   Gender and Society
COURSE OFFERINGS

* Lab fee charged

INDS 100 – Introduction to Presentational Literacy. (1 CH) This course is an introduction to the foundational skills of creating, writing and delivering a professional presentation. Students will acquire an understanding of the skills and abilities necessary to excel in the presentation of ideas across a range of delivery platforms and to all sizes and types of audiences, orally, visually and in writing.

INDS 111—Introduction to the Natural Sciences (4 CH)* Designed for the non-science major, this course focuses on current science issues that directly impact contemporary society. Touching on a wide variety of topics such as global warming, stem cell research, nanotechnology and genetically modified foods, the course gives the non-science major the necessary background to understand how science issues impact real-world problems. Three lectures and one three-hour laboratory. Registration for BOTH lecture and lab is required. Offered every semester.

INDS 201—Physical Basis of Exercise and Physical Fitness (4 CH) An overview of the physical and physiological aspects of exercise. Topics covered include biological systems necessary to adapt to exercise, the proper development of an exercise program, nutrition, exercise and weight control, psychological aspects of exercise and beneficial and detrimental aspects of exercise. Students will be required to design and implement a personal exercise program. Three lectures and one three-hour laboratory. Offered spring of odd-numbered years.

INDS 202—Introduction to Women’s and Gender Studies: Gender, Culture and Sexuality (3 CH) This course examines gender and sexual roles in western society from the 19th century to the present day by analyzing gender expectations in such traditional and modern institutions as: the family, religion, education, politics, economics, healthcare and the mass media.

INDS 203—Introduction to Gender and Social Theory (3 CH)

INDS 261/SOC 261—American Women’s Experience: A Multicultural Perspective (3 CH) This course invites students at Thiel to consider themselves in relationship to American women’s experience in contemporary culture. The course provides windows into the life experiences of women in the dominant culture and women whose lives are shaped by Hispanic, Native American, African-American and Asian communities. We will look at the contributions of these women in the arts, humanities, natural sciences, social sciences and business. We shall also inquire what factors inhibit women’s full participation as bearers and shapers of culture.

INDS 411—Senior Year Development Seminar (1 CH) Seniors face many difficult choices as they prepare to graduate from college. Building on our commitment to our students’ success after graduation, this course will help guide students through the transition from college to life as an adult in our society. Students will be exposed to a variety of topics related to career and graduate school preparation, emotional stress related to graduation and how to market their new liberal arts degrees. Course will provide student with one hour of lecturer per week. Offered every fall.

INDS 444—James S. Kemper Senior Seminar - The Practical Value of a Liberal Arts Education (3 CH) This capstone seminar is designed to assist seniors in evaluating their professions and the role that their liberal arts education will play therein. Discussions facilitated by faculty members from different disciplines of the college prepare students for bi-weekly dinners and presentations. These dinners will feature successful Thiel alumni who will discuss the role of their liberal arts education in their professional lives as well as the ethical and motivational factors that affect their careers. Offered every spring.

INDS 455—Cooperative Education (Variable CH) The Cooperative Education Program at Thiel combines classroom study with planned, supervised work experiences outside the classroom environment. Learning to apply theory to the work world produces a combination of applied knowledge and experience that reinforces the
educational process. Cooperative education credits are also available within the specific disciplines. (P: Permission of the department) Offered every semester.

**INDS 467/POSC 467—Washington Internship (8 CH)** A supervised internship for the duration of the semester or summer program of the Semester in Washington. Placements will be in consultation with each participant.

**INDS 468/POSC 468—Washington Seminar I (4 CH)**

**INDS 469/POSC 469—Washington Seminar II (4 CH)** Topical seminars devoted to the study of selected issues, which draw upon the distinctive resources provided by the Washington, D.C. area. Both are required of the Washington Semester students.

**SEMS 100 - Introduction to Seminar (1 CH)** This seminar explores a topic of interest in a certain academic discipline and is taught by faculty and staff in their field of expertise. First-year students will participate in critical discussion of these topics with a small group of peers and a seminar leader. Faculty and staff from virtually all academic departments of the college teach in the seminar program. Students are urged to choose a seminar in their discipline, one that looks interesting to them, or perhaps to consider an area they otherwise might not attempt, since new learning challenges are crucial to the collegiate experience.

**SEMS 200 - Western Traditions (3 CH)** This seminar is designed to be taken during the student’s second, third or fourth semester. Students will survey key themes of Western cultural history while emphasizing the interrelationship of ideas and their outcomes. Each class is built on such feature as a specific location, culture, object, literary work, scientific breakthrough that best embodies the conflict and issues of that time period.

**SEMS 250 – World Cultures (3 CH)** This seminar is to be taken during the student’s second, third or fourth semester. By the end of this seminar, students will have the resources to develop into mature, informed, critically thinking citizens through the exploration of similarities and differences between and among cultures. This seminar will be cross-listed with pre-approved discipline-specific courses.

**SEMS 400 – Global Issue (3 CH)** Final seminar in the series. The topic will be determined by the instructor and the consulting faculty. The purpose of the course is for the class to give an indepth analysis of an issue of current global importance. Students will be expected to bring their own experience from the previous seminars as well as their expertise from their own major to bear on the issue at hand. (Recommended P: Junior or Senior standing and SEMS 100, 200 and 250).
At Thiel College, the Department of Languages has four primary objectives:
1. At the introductory level, to help students gain a basic understanding of the language;
2. At more advanced levels, to help students prepare for effective communication in a complimentary program of study;
3. To use the target language as a tool to greater understanding of the student’s native language.
4. To provide students with an understanding and an appreciation of a foreign culture.

While courses are available in French, German, Greek, Latin and Spanish, no major or minor programs are currently offered.

**COURSE OFFERINGS**

**FRENCH**

FREN—150/151 Introduction to French Communication (6 CH) Instruction in most basic elements of grammar, pronunciation and intonation for the purposes of speaking, of aural comprehension and of reading and writing. Language laboratory required. Not a major track course.

FREN 213—Intermediate I (3 CH) Grammar review and introduction of more advanced linguistic patterns. Reading and discussion in French of literary texts. Language laboratory required. (P: FREN 151 or equivalent)

FREN 223—Intermediate II (3 CH) Continuation of FREN 213. (P: FREN 213 or equivalent)

FREN 253—Early French Culture and Civilization (3 CH) French culture from the earliest times up to 1875. Taught in English.

FREN 263—Modern France: Its Culture (3 CH) A study of the various cultural aspects of France and their influences on the rest of the world during the past 100 years. Taught in English.

**GERMAN**

GER 150/151—Introduction to German Communication (6 CH) A beginning course designed for students with no previous instruction in German. Most basic elements of grammar, pronunciation and intonation for the purpose of speaking, understanding, reading and writing German. Language laboratory required.

GER 219—Intermediate I (3 CH) Systematic review of grammar, pronunciation and intonation. Reading of simple texts by German authors. Language laboratory required. (P: GER 151 or equivalent)

GER 229—Intermediate II (3 CH) Continuation of GER 219 with more stress placed on the reading of texts of average difficulty. Language laboratory required. (P: GER 219 or equivalent)

GER 299—Individual Work (3 CH) Students whose requirements in German cannot be met in regularly scheduled courses may, with the consent of the instructor and the head of the department, register for this course.
GER 499—Independent Study (1-4 CH) Students with a satisfactory quality point average may, with consent of the instructor and of the head of the department, register for this course. Individual work in German will be assigned on the basis of the special needs and interests of the student.

GREEK
GREK 150/151—Introduction to Greek Language Skills (6 CH) A basic course designed to give students a knowledge of the structure of the Greek language and begin preparing them for the reading of Greek literature. The primary emphasis is on Koine (New Testament) Greek. Offered in alternate years.

GREK 201—New Testament Greek (3 CH) Students will read selections from the New Testament, Septuagint or extra-canonical Greek writings in their original language. Questions about the transmission of the text and about its theological implications will be discussed. Basic vocabulary, grammar and syntax learned in GREK/REL 100 and 101 will be reviewed (P: GREK/REL 101)

GREK 492—Independent Study (1-3 CH) Students who have completed GREK 151, or its equivalent, may undertake individual work in Greek, with the permission of the department.

LATIN
LAT 150/151—Introduction to Latin Language Skills (6 CH) A basic course designed to give students knowledge of the structure of the Latin language and begin preparing them for the reading of Latin literature.

SPANISH
SPAN 150/151—Introduction to Spanish Communication (6 CH) Instruction in the most basic elements of grammar, pronunciation and intonation for the purposes of speaking, aural comprehension and reading and writing. Not a major track course.

SPAN 214—Intermediate I (3 CH) Grammar review, oral work and readings from the textbook with emphasis on vocabulary and structure. (P: SPAN 151 or equivalent)

SPAN 224—Intermediate II (3 CH) Continuation of Span 214. (P: SPAN 214 or equivalent)

SPAN 254—The Spanish Heritage (The Old World) (3 CH) A course taught in English for the benefit of all students who wish to understand the Spanish-speaking people, their culture and contributions to society.

SPAN 264—The Spanish Heritage (The New World) (3 CH) A civilization course taught in English, concentrating on the Spanish-American cultures and their contributions to society.

SPAN 294—Individual Work (3 CH) Students whose requirements in Spanish cannot be met in regularly scheduled courses may, with the consent of the instructor and the head of the department, register for this course.

SPAN 304—Individual Work (3 CH) Continuation of SPAN 294.

SPAN 354—Latin American Culture and Civilization (3 CH) A study of geography, weather, racial situations, native civilizations and church influences in the development of the modern Latin American countries. Emphasis on the economy and education during the 20th century. (P: SPAN 224 or equivalent)

SPAN 455—Cooperative Education (CH Variable)

SPAN 490—Independent Study (1-4 CH) Students with a satisfactory quality point average may, with consent of the instructor and of the head of the department, register for this course. Individual work in Spanish will be assigned on the basis of the special needs and interests of the student. (P: SPAN 324)
The Department of Mathematics and Computer Science offers degree programs in actuarial studies, computer science, e-commerce, management information systems, mathematics and Web development.

**Actuarial Studies**  
(*Bachelor of Science Degree*)

The continuing growth of insurance and governmental agencies has maintained a constant demand for qualified actuaries. The Actuarial Studies Program has the following goals:

1. to provide students with the mathematical training and business background needed to enter the actuarial profession directly.
2. to prepare students for advanced study in actuarial science at a university.

A student who graduates from Thiel College with a major in actuarial studies will:

- understand and be able to apply the three basic concepts from calculus: limits, differentiation and integration.
- have a strong understanding of probability and statistics and be able to apply statistical methods to complex problems.
- understand and be able to apply the basic concepts of vector algebra and vector calculus.
- be able to construct logical proofs.
- understand the power and limitations of technologies (e.g., calculators and computers) as problem-solving tools.

**Major Requirements**

In addition to taking one of the first two SOA exams (P or FM), a student majoring in actuarial studies must successfully complete the following courses (a total of 58 credit hours). All courses which are applied to the major must be completed with a grade of C minus or higher.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CH</th>
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<tbody>
<tr>
<td>ACCT 113</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 123</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>choose one of the following two courses:</td>
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<tr>
<td>BADM 233</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 313</td>
<td>Cost Accounting</td>
<td>3</td>
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<td>choose the following two courses:</td>
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<tr>
<td>ENG 270</td>
<td>Advanced Composition</td>
<td>3</td>
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<tr>
<td>ENG 260</td>
<td>Business and Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>CIS 112</td>
<td>Spreadsheet Applications</td>
<td>1</td>
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<tr>
<td>CIS 113</td>
<td>Data Management Applications</td>
<td>1</td>
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<tr>
<td>CSCI 159</td>
<td>Introduction to Programming</td>
<td>4</td>
</tr>
<tr>
<td>MATH 181</td>
<td>Calculus I</td>
<td>4</td>
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<tr>
<td>MATH 182</td>
<td>Calculus II</td>
<td>4</td>
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<tr>
<td>MATH 281</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 291</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MATH 341</td>
<td>Theory of Interest and Life Annuities</td>
<td>4</td>
</tr>
<tr>
<td>MATH 342</td>
<td>Derivatives Markets</td>
<td>3</td>
</tr>
<tr>
<td>MATH 451</td>
<td>Probability</td>
<td>4</td>
</tr>
<tr>
<td>MATH 461</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>ECON 211</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 221</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Computer Science**  
(*Bachelor of Arts Degree*)

**Goals and Objectives**

Computer science is the study of problem solving. Therefore, the primary goal of the program is to develop problem-solving skills in students. With that in mind, the emphasis of this major is to prepare graduates to understand the field of computing, both as an academic discipline and as a profession, within the context of a larger society.
Further, the major is designed to challenge students to consider the ethical and societal issues that are associated with the computing field, to prepare students to rigorously apply their knowledge to the solution of specific, constrained problems, to expose students to the rich theoretical basis of the field and to integrate their understanding of computing with the foundation of a liberal arts education.

Concrete objectives of the program are:
1. to prepare students for careers in computer science.
2. to prepare students for entry into graduate programs in computer science.

A student who graduates from Thiel College with a major in computer science will:
- be able to apply a variety of problem-solving techniques to design algorithms.
- be able to design, implement and test intermediate-level computer programs to meet a specific set of requirements using a high-level programming language.
- understand the theoretical foundations of programming languages and data structures and possess the ability to transfer knowledge of existing languages to new ones.
- understand the software development life cycle and possess the ability to use various modeling techniques and tools to aid in the software design and documentation processes.
- understand the theoretical foundations of databases and possess the ability to design, build and maintain a relational database system.
- understand the theoretical foundations of system software, including various operating systems and possess the ability to transfer knowledge of current systems to new ones.
- understand societal challenges and the ethical responsibilities of the computer science professional.
- understand both the possibilities and limitations of computer technology.
- be able to quantitatively analyze possible solutions to a problem.
- be able to work effectively as a member of a development team.
- understand the basics of integral and differential calculus, statistics and discrete mathematics.

**Major Requirements**

All courses that are applied to the major must be completed with a grade of C minus or higher.

To satisfy the prerequisite for a course the student must earn a C minus or higher in the listed course(s). A prerequisite may always be waived for selected students by permission of the instructor. Junior or senior standing is required for courses numbered 300 and above.

Computer science majors intending to attend graduate school are strongly encouraged to pursue a minor in mathematics at Thiel.

- **MATH 181** Calculus I 4 CH
- **MATH 182** Calculus II 4 CH
- **MATH 211** Elementary Statistics 4 CH
- **MATH 221** Discrete Mathematical Structures 3 CH
- **CSCI 109** Principles of Computer Science 3 CH
- **CSCI 159** Introduction to Programming 4 CH
- **CSCI 169** Data Structures 4 CH
- **CSCI 269** Theory of Programming Languages 4 CH
- **CSCI 319** Database Management 4 CH
- choose one of the following two courses
  - **CSCI 347** Theory of Computation 3 CH
  - **CSCI 369** Design and Analysis of Algorithms 3 CH
- **CSCI 419** Computer Organization with Assembler 4 CH
- **CSCI 427** Operating Systems 3 CH
- **CSCI 300+** any 300-level course or higher 3-4 CH

**Minor Requirements**

All courses that are applied to the minor must be completed with a grade of C minus or higher.

- **MATH 221** Discrete Mathematical Structures 3 CH
- **CSCI 109** Principles of Computer Science 3 CH
- **CSCI 159** Introduction to Programming 4 CH
- **CSCI 169** Data Structures 4 CH

choose one of the following four courses
CSCI 269 Theory of Programming Languages 4 CH
CSCI 347 Theory of Computation 3 CH
CSCI 369 Design and Analysis of Algorithms 3 CH
CSCI 427 Operating Systems 3 CH

choose one of the following four courses
CIS 469 Systems Analysis 3 CH
CSCI 319 Database Management 4 CH
CSCI 439 Data Communication and Networks 3 CH

E-Commerce
(Bachelor of Science Degree)

Electronic commerce, often referred to as simply e-commerce, refers to business that is conducted over the Internet using a wide variety of applications such as the World Wide Web, e-mail, Web services, XML data transfer and EDI, among others. E-commerce can be conducted between businesses and also between a business and a consumer. The e-commerce major is designed for students interested in the business-oriented aspects of Internet and Web technologies. Students will learn business fundamentals (accounting, marketing, advertising, economics) as well as foundational concepts in information systems that relate to Internet technologies and e-commerce transactions. The primary goal of the program is to provide an educational background that bridges the gap between business and technology. The culminating experience of the program will be a cooperative education experience that allows the student the opportunity to gain real-world business experience in a field related to e-commerce.

A student who graduates from Thiel College with a major in e-commerce will:

- be able to define e-commerce and will understand how it is applied in the context of business including business models, market mechanisms, retailing, consumer behavior, customer service, marketing and advertising.
- be able to design, implement and test intermediate-level computer programs to meet a specific set of requirements using a high-level programming language.
- understand the issues and legal background surrounding e-commerce including major issues in Internet law, ethics and cyber crime.
- understand the theoretical foundations of databases; and possess the ability to design, build and maintain a relational database system.
- understand societal challenges and the ethical responsibilities of the computer science professional.
- be able to work effectively as a member of a development team.
- be able to develop intermediate-level Websites and Web applications.
- understand security issues in e-commerce and be able to identify security threats.
- understand basic business concepts in the fields of accounting and economics.
- demonstrate proficiency Word, Excel and Access.
- demonstrate the skills necessary to work in a business environment.
- understand the basic principles of networking.

**Major Requirements**

All courses that are applied to the major must be completed with a grade of C minus or higher.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CIS 111</td>
<td>Word Processing Applications</td>
<td>1 CH</td>
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<tr>
<td>CIS 112</td>
<td>Spreadsheet Applications</td>
<td>1 CH</td>
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<tr>
<td>CIS 113</td>
<td>Data Management Applications</td>
<td>1 CH</td>
</tr>
<tr>
<td>CIS 129</td>
<td>Fundamentals of Information Systems</td>
<td>3 CH</td>
</tr>
<tr>
<td>CIS 201</td>
<td>E-Commerce</td>
<td>3 CH</td>
</tr>
<tr>
<td>CSCI 139</td>
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<td>CSCI 189</td>
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<td>4 CH</td>
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<tr>
<td>CSCI 319</td>
<td>Database Management</td>
<td>4 CH</td>
</tr>
<tr>
<td>CSCI 331</td>
<td>Web Programming</td>
<td>3 CH</td>
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</tbody>
</table>
The student, in consultation with his/her major adviser, must also select three courses from the following list. At least two courses must be numbered 300 or higher.

CIS 241 Project Management  3 CH  
CIS 469 System Analysis  3 CH  
CSCI 189 Java Programming  4 CH  
CSCI 427 Operating Systems  3 CH  
CSCI 431 Professional Web Portfolio  3 CH  
BADM 300 Introduction to Entrepreneurship  3 CH  
BADM 355 Business Law I  3 CH  
BADM 364 Business Ethics  3 CH  
BADM 374 Principles of Management  3 CH  
ACCT 113 Principles of Accounting I  3 CH  
ECON 221 Principles of Microeconomics  2 CH  

As one of the three courses selected, the student may choose at most one of the following two courses:

BADM 233 Managerial Accounting  3 CH  
ACCT 313 Cost Accounting  3 CH  

**Associate of Science in E-Commerce**

The Associate of Science in e-commerce is designed for students interested in the business-oriented aspects of Internet and Web technologies, with the primary goal of providing an educational background that bridges the gap between business and technology. The program includes an introduction to the discipline that will also serve as a background for future study which is needed to keep up with this rapidly changing field.

A student who graduates from Thiel College with an associate of science degree in e-commerce will:
- be able to define e-commerce and will understand how it is applied in the context of business today including business models, market mechanisms, retailing, consumer behavior, customer service, marketing and advertising.
- be able to develop basic Websites using HTML and Javascript.
- understand basic business concepts in the fields of economics and accounting.
- understand the societal challenges and ethical responsibilities of the computer science professional.

**Degree Requirements**

1. Core course requirements are identical to the general Associate of Science degree
2. A minimum of 64 credit hours with at least a 2.0 cumulative GPA.
3. Requirements under Group V of the A.S. degree requirements are to be met with the following courses:

**Group V**

**Integrative Applications:**

All courses that are applied to the discipline must be completed with a grade of C minus or higher.

- CIS 112 Spreadsheet Applications  1 CH
- CIS 113 Data Management Applications  1 CH
- CIS 201 E-Commerce  3 CH
- CSCI 139 Web Design and Development  3 CH
- ACCT 113 Principles of Accounting I  3 CH
- ECON 221 Principles of Microeconomics  3 CH

Choose one of the following two courses:

- BADM 324 Advertising  3 CH
- BADM 454 Marketing  3 CH

Choose one of the following two courses:

- CIS 241 Project Management  3 CH
- BADM 300 Introduction to Entrepreneurship  3 CH
Management Information Systems  
(Bachelor of Science Degree)

Goals and Objectives

Information systems is a discipline that enables organizations to achieve their goals using information technology. As such, it consists of elements drawn from computer concepts, management concepts, information technology and systems theory and development. The primary goal of the program is to develop a student’s ability to conceptualize, design, implement and maintain high quality information systems. Due to the potential for misuse of information systems, the program instills in the student respect for the professional and ethical responsibilities that are associated with the field.

The concrete objective of the program is to prepare students to develop and effectively manage information systems.

A student who graduates from Thiel College with a major in management information systems will:

- be able to design, implement and test intermediate-level computer programs to meet a specific set of requirements using a high-level programming language.
- understand the software development life cycle and possess the ability to use various modeling techniques and tools to aid in the software design and documentation processes.
- understand the theoretical foundations of databases and possess the ability to design, build and maintain a relational database system.
- understand the theoretical foundations of system software, including various operating systems; and possess the ability to transfer knowledge of current systems to new ones.
- understand the organizational, social and global impact of ongoing advances in computer technologies.
- understand the societal challenges and ethical responsibilities of the computer science professional.
- understand both the possibilities and limitations of computer technology.
- be able to work effectively as a member of a development team.
- be proficient in Word, Excel and Access.
- possess the skills necessary to work effectively in a business environment.
- be proficient in basic accounting skills and basic principles of economics, management and finance.
- understand the basics of statistics and discrete mathematics.

Major Requirements

All courses that are applied to the major must be completed with a grade of C minus or higher.

Computer Courses

<table>
<thead>
<tr>
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<td>CIS 129</td>
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<tr>
<td>CIS 469</td>
<td>System Analysis</td>
<td>3 CH</td>
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<tr>
<td>CSCI 319</td>
<td>Database Management</td>
<td>4 CH</td>
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<tr>
<td>CSCI 427</td>
<td>Operating Systems</td>
<td>3 CH</td>
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<tr>
<td>CSCI 498</td>
<td>Cooperative Education Experience</td>
<td>3 CH</td>
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<tr>
<td>CSCI 159</td>
<td>Introduction to Programming</td>
<td>4 CH</td>
</tr>
<tr>
<td>CSCI 179</td>
<td>Programming in Visual Basic</td>
<td>4 CH</td>
</tr>
<tr>
<td>CSCI 189</td>
<td>Programming in Java</td>
<td>4 CH</td>
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choose one of the following three courses

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>E-Commerce</td>
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<tr>
<td>CSCI 139</td>
<td>Web Design and Development</td>
<td>3 CH</td>
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<tr>
<td>CSCI 331</td>
<td>Web Programming</td>
<td>4 CH</td>
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<tr>
<td>CSCI 419</td>
<td>Computer Organization with Assembler</td>
<td>4 CH</td>
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<tr>
<td>CSCI 439</td>
<td>Data Communication and Networks</td>
<td>4 CH</td>
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<tr>
<td>MATH 421</td>
<td>Numerical Analysis I</td>
<td>3 CH</td>
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choose one of the following six courses

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ACCT 113</td>
<td>Principles of Accounting I</td>
<td>3 CH</td>
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<tr>
<td>ACCT 123</td>
<td>Principles of Accounting II</td>
<td>3 CH</td>
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choose one of the following two courses

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>BADM 233</td>
<td>Managerial Accounting</td>
<td>3 CH</td>
</tr>
<tr>
<td>ACCT 313</td>
<td>Cost Accounting</td>
<td>3 CH</td>
</tr>
<tr>
<td>BADM 344</td>
<td>Finance</td>
<td>3 CH</td>
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</tbody>
</table>

Non-Computer Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACCT 113</td>
<td>Principles of Accounting I</td>
<td>3 CH</td>
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<tr>
<td>ACCT 123</td>
<td>Principles of Accounting II</td>
<td>3 CH</td>
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choose one of the following two courses

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<tr>
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<td>Cost Accounting</td>
<td>3 CH</td>
</tr>
<tr>
<td>BADM 344</td>
<td>Finance</td>
<td>3 CH</td>
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</tbody>
</table>
BADM 374 Principles of Management 3 CH  
ECON 221 Principles of Microeconomics 3 CH  
MATH 211 Elementary Statistics 4 CH  
MATH 221 Discrete Mathematical Structures 3 CH  

Choose one of the following four courses:  
BADM 355 Business Law I 3 CH  
BADM 454 Marketing 3 CH  
BADM 484 Human Resource Management 3 CH  
ECON 211 Principles of Macroeconomics 3 CH  

Choose one of the following three courses:  
COMM 181 Public Speaking 4 CH  
COMM 250 Group Process 3 CH  
COMM 225 Interpersonal Communication 3 CH  

Associate of Arts in Management Information Systems

The Associate of Arts program in management information systems is designed:  
• to provide the student with the basic skills needed for an entry-level position in a business-oriented electronic data processing center. This includes knowledge of a business data processing computer language, mastery of typical application software and familiarity with accounting terminology and procedures.  
• to provide the student with the background for future study that is needed to keep up with this rapidly changing field.

Degree Requirements

1. Core course requirements are identical to the general Associate of Science degree  
2. A minimum of 64 credit hours with at least a 2.0 cumulative GPA.  
3. Requirements under Group V of the AS degree requirements are to be met with the following courses:

Group V  
Integrative Applications:  
All courses that are applied to the major must be completed with a grade of C minus or higher.  

ACCT 113 Principles of Accounting I 3 CH  
ACCT 123 Principles of Accounting II 3 CH  
CIS 111 Word Processing Applications 1 CH  
CIS 112 Spreadsheet Applications 1 CH  
CIS 113 Data Management Applications 1 CH  
CIS 129 Fundamentals of Information Systems 3 CH  

Choose one of the following three courses:  
CSCI 159 Introduction to Programming 4 CH  
CSCI 179 Programming in Visual Basic 4 CH  
CSCI 189 Java Programming 4 CH  

Choose one of the following four courses:  
CSCI 139 Web Design and Development 3 CH  
CSCI 319 Database Management 4 CH  
CSCI 439 Data Communication and Networks 3 CH  
CIS 469 Systems Analysis 3 CH  

Choose one of the following two courses:  
BADM 233 Managerial Accounting 3 CH  
ACCT 313 Cost Accounting 3 CH  

Mathematics  
(Bachelor of Arts Degree)

There are hundreds of mathematics-related professions and careers. Our technically-oriented society provides many opportunities for mathematically trained people. The mathematics program meets three main objectives:  
1. To provide a general background in mathematics so that students will become prepared for any of the various jobs in government and industry;  
2. To prepare teachers at the secondary level;  
3. To provide students with the background to enter graduate school where training for college-level teaching and/or advanced research is acquired.

To satisfy the prerequisite for a course the student must earn a C minus or higher in the listed course(s). A prerequisite may always be waived for
selected students by permission of the instructor. Students are not permitted to enroll in a course for credit if the course serves as a prerequisite to a course which the student has already successfully completed.

A student who graduates from Thiel College with a major in mathematics will:

- demonstrate a broad base of fundamental mathematical skills including algebra, geometry, trigonometry, probability, statistics and calculus; and be able to use these skills to evaluate, analyze and synthesize in order to model, to predict outcomes and/or to make real-world decisions.
- demonstrate advanced mathematics skills including abstract mathematics, analysis and generalization and proof in axiomatic systems.
- understand algebraic structures and be able to do proofs in axiomatic systems involving both algebra and geometry.
- understand computing numerical answers in mathematics using various hardware and software devices (e.g., computers, mathematics programs, graphing calculators, hand held calculators).
- be able to solve discrete, continuous and stochastic modeling problems of real-life phenomena.
- be able to communicate mathematics to others in written and oral form.
- understand the historical significance of human striving to develop new mathematical theories and models.

**Major Requirements**

In order to major in mathematics a student must fulfill these requirements successfully:

1. At least 32 credit hours in mathematics courses numbered 181 or higher, at least five of the courses must be numbered 301 through 489. PHYS 363 (Mathematical Physics) or CSCI 347 (Theory of Computation) may be used as a mathematics course for the purpose of this requirement. All courses that are applied to the major must be completed with a grade of C minus or higher.
2. Completion of at least one of the sequences:
   a. Linear Algebra/Abstract Algebra
   b. Probability/Statistics
   c. Numerical Analysis I/Numerical Analysis II
   d. Differential Equations/Mathematical Physics (PHYS 363)
3. Completion of CSCI 159 (Introduction to Programming) or CSCI 179 (Programming in Visual Basic) or CSCI 189 (Java Programming)
4. Completion of MATH 291 (Linear Algebra)
5. Completion of at least one course in statistics (MATH 211 or MATH 461)
6. Completion of PHYS 174 or PHYS 184

**Mathematics Major with Secondary Education Certification**

In addition to the requirements of the Department of Education, students seeking secondary certification in mathematics must successfully complete a mathematics major and include MATH 311 (Non-Euclidean Geometry) and MATH 331 (Abstract Algebra) as two of the upper-level courses. A student who graduates from Thiel College with a major in mathematics with secondary education certification will:

- demonstrate a broad base of fundamental mathematical skills including algebra, geometry, trigonometry, probability, statistics and calculus; and be able to use these skills to evaluate, analyze and synthesize in order to model, to predict outcomes and/or to make real world decisions.
- demonstrate advanced mathematics skills including abstract mathematics, analysis and generalization and proof in axiomatic systems.
- understand computing numerical answers in mathematics using various hardware and software devices (e.g., computers, mathematics programs, graphing calculators, hand held calculators).
- be able to solve discrete, continuous and
stochastic modeling problems of real life phenomena.
• be able to communicate mathematics to others in written and oral form.
• understand the historical significance of human striving to develop new mathematical theories and models.
• be able to present mathematical concepts to a classroom of students in a way that makes the concepts easily understood.
• be able to answer questions regarding mathematical solutions and clarify misunderstandings when they occur.

**Minor Requirements**

In order to minor in mathematics a student must successfully complete the following courses. All courses that are applied to the minor must be completed with a grade of C minus or higher.

MATH 181  Calculus I  4 CH
MATH 182  Calculus II  4 CH
MATH 291  Linear Algebra  4 CH
choose one of the following two courses
   MATH 211  Elementary Statistics  4 CH
   MATH 461  Statistics  4 CH
choose two of the following eight courses
   MATH 221  Discrete Mathematical Structures  3 CH
   MATH 302  Differential Equations  4 CH
   MATH 311  Non-Euclidean Geometry  3 CH
   MATH 331  Abstract Algebra  3 CH
   MATH 341  Theory of Interest and Life Annuities  4 CH
   MATH 371  Real Analysis  4 CH
   MATH 421  Numerical Analysis I  3 CH
   MATH 451  Probability  4 CH

**Web Development**

*(Bachelor of Science Degree)*

The Web development major is designed for students interested in the technical aspects of Internet and Web technologies. The curriculum is focused on the computer science and information system courses (such as Web design, programming and computer network security) with additional emphasis on business fundamentals. The primary goal of the program is to provide students with a solid background in Web technologies and related business goals, in order to prepare students for employment in the Web development industry. Emphasis will be placed on development of problem-solving skills and issues surrounding the development of e-commerce Web applications. The capstone of the program will be the Professional Web Portfolio course, which will focus on team-based project development and allow students to build working projects that they can compile into a portfolio of work suitable to present to potential employers.

A student who graduates from Thiel College with a major in Web development will:
• be able to develop intermediate-level websites and data-base driven web applications utilizing HTML, CSS, JavaScript and other Web programming languages.
• be able to use a graphic editor to create and manipulate images on the Web.
• be able to apply Web design principles in the areas of graphic design, navigation design, writing for the Web and usability.
• understand topics related to the field Web development including cross-browser compatibility issues, search engine optimization and legal issues.
• be able to define e-commerce and will understand how it is applied in the context of business.
• understand the issues and legal background surrounding e-commerce including major issues in Internet law, ethics and cyber crime.
• understand the theoretical foundations of databases and possess the ability to design, build and maintain a relational database system.
• understand societal challenges and the ethical responsibilities of the computer science professional.
• be able to work effectively as a member of a development team.
• be able to design, implement and test
intermediate-level computer programs to meet a specific set of requirements using a high-level programming language.
• be able to develop intermediate-level Websites and Web applications.
• understand security issues in e-commerce and be able to identify security threats.
• understand basic business concepts in the fields of accounting and economics.
• demonstrate proficiency Word, Excel and Access.
• understand the basic principles of computer networking.
• understand basic principles of discrete mathematics.

Major Requirements
All courses that are applied to the major must be completed with a grade of C minus or higher.

CIS 111 Word Processing Applications 1 CH
CIS 112 Spreadsheet Applications 1 CH
CIS 113 Data Management Applications 1 CH
CIS 129 Fundamentals of Information Systems 3 CH
CIS 201 E-Commerce 3 CH
CIS 469 System Analysis 3 CH
CSCI 139 Web Design and Development 3 CH

choose one of the following two courses
CSCI 179 Programming in Visual Basic 4 CH
CSCI 189 Java Programming 4 CH
CSCI 319 Database Management 4 CH
CSCI 331 Web Programming 3 CH
CSCI 351 Information System Security and Forensics 3 CH
CSCI 431 Professional Web Portfolio 3 CH
CSCI 439 Data Communication and Networks 3 CH
MATH 221 Discrete Mathematical Structures 3 CH
BADM 454 Marketing 3 CH
ART 240 Introduction to Graphic Design 4 CH

Associate of Science Degree in Web Development

The Associate of Science in Web development is designed to provide the student with the basic skills needed for an entry-level position in the field of Web design or development. The program includes an introduction to the discipline that will also serve as a background for future study which is needed to keep up with this rapidly changing field.

A student who graduates from Thiel College with an Associate of Science degree in Web development will:

• be able to develop intermediate-level Websites and database-driven Web applications utilizing HTML, CSS, JavaScript and a Web programming language.
• learn Web design principles and best practices in the areas of graphic design, navigation design, writing for the Web and usability.
• be exposed to various topics relating to the field of Web development, including cross-browser compatibility issues, search engine optimization and legal issues.
• be introduced to a graphics editor and will be able to create and manipulate images suitable for presentation on the Web.
• understand the theoretical foundation of databases and will be able to design, build and maintain a relational database system.
• be able to design, implement and test intermediate-level computer programs to meet a specific set of requirements using a high-level programming language.
• understand the societal challenges and ethical responsibilities of the computer science professional.

**Degree Requirements**
1. Core course requirements are identical to the general Associate of Science degree
2. A minimum of 64 credit hours with at least a 2.0 cumulative GPA.
3. Requirements under Group V of the AS degree requirements are to be met with the following courses:

**Group V**

**Integrative Applications**

All courses which are applied to the discipline must be completed with a grade of C minus or higher.

- ART 240 Introduction to Graphic Design 4 CH
- CIS 129 Fundamentals of Information Systems 3 CH
- CSCI 139 Web Design and Development 3 CH
- CSCI 319 Database Management 4 CH
- CSCI 331 Web Programming 4 CH

**COURSE OFFERINGS**

**Note regarding course sequencing:** It is the policy of the Mathematics and Computer Science department to refuse to allow students to enroll in courses that are prerequisite to a course that the student has already completed successfully.

**COMPUTER INFORMATION SYSTEMS**

**CIS 111 — Word Processing Applications (1 CH)**
A comprehensive introduction to a word processor program. This course is designed to give the student competence in creating, formatting and editing documents. Document formats covered include research papers, mail merged letters, outlines and tables. The use of tools such as the spell-checker, thesaurus and macros will be introduced. Techniques for importing graphics and text into documents will be considered. Offered every semester.

**CIS 112 — Spreadsheet Applications (1 CH)**
A comprehensive introduction to a spreadsheet program. This course is designed to give the student competence in creating, formatting and editing spreadsheets. Spreadsheet formulas, graphs, data management functions and macros will be presented. Techniques for exporting graphics and data from spreadsheets to other applications will be considered. (P: Math 011 or satisfactory placement score) Offered every semester.

**CIS 113 — Data Management Applications (1 CH)**
A comprehensive introduction to a database management system. This course is designed to give the student competence in creating and using databases. Topics to be covered include methods of file manipulation, report generation, query execution and application generation. Offered every semester.

**CIS 114 — Presentation Applications (1 CH)**
A comprehensive introduction to a professional presentation program. This course is designed to give the student competence in planning and developing a presentation, giving a presentation and creating a presentation. Microsoft PowerPoint creation will include adding and modifying text and graphic objects and adding and customizing media and charts. Integration and collaboration with other Microsoft programs will be discussed. Techniques for applying advanced special effects in presentations and creating special types of presentations will also be introduced. Offered every term.

**CIS 121 — Adobe Flash Animation (1 CH)**
This course introduces the student to concepts in web animation and interactive user interfaces, concentrating on the use of Macromedia Flash.
Concepts covered will include: vector images, drawing in Flash, basic Flash animations, motion paths, movie clips, button states, motion tweening, shape tweening, audio, preloading, and Flash detection. Flash ActionScripting will also be introduced for additional control in dynamic interface creation. Offered on a rotating basis.

CIS 129—Fundamentals of Information Systems (3 CH) This course provides an introduction to information technology systems and their uses within organizations to support business operations. Topics covered include systems concepts, database features, data warehouses, decision support systems, systems planning and development, networks and emerging technologies. Offered on a rotating basis.

COMPUTER SCIENCE

CSCI 109—Principles of Computer Science (3 CH) An introductory survey course in which computers and their consequences are viewed in terms of their historical and societal impact. The course emphasizes principles as opposed to technical training. A range of topics in computer science will be covered including history, application software, programming, artificial intelligence and the impact of computers on society. This course is appropriate for anyone interested in gaining insight into the discipline of computer science. (P: Math 107 or satisfactory placement score) Offered every fall.

CSCI 139—Web Design and Development (3 CH) This course provides a laboratory-based introduction to Web page design and development. Topics covered include HTML language fundamentals, HTML editors, CGI (Common Gateway Interface) processing, JavaScript programming, and Dynamic HTML. This course is appropriate for all students who wish to develop Web pages. Students will be required to complete a major Web-based project for the course. (P: Math 107 or satisfactory placement scores.) Offered every fall. (WIC)

CSCI 149—Programming in Python (4 CH) This is an introduction to Python, a popular high-level computer programming language used by YouTube, NASA, Google and many others. We’ll explore Python syntax, coding conventions and good practices, concepts, useful libraries, GUI programming, databases and learning resources. The course assumes no prior programming experience. (P: MATH 107 or equivalent.) Offered summer sessions given sufficient demand.

CSCI 159—Introduction to Programming (4 CH) An introduction to the principles of structured programming focusing on control abstraction. Language elements covered include data types, control structures, elementary data structure, functions and parameter passing. (P: Math 107 or satisfactory placement scores) Offered every spring.

CSCI 169—Data Structures (4 CH) Advanced study of structured programming focusing on data abstraction and using object-oriented
techniques. Language elements studied will foster skill in developing abstract date types. Students will implement and use stacks, queues and trees to perform a variety of tasks including sorting and searching. Special emphasis will be placed on evaluating the appropriateness of an implementation. (P: CSCI 159) Offered every fall.

CSCI 179—Programming in Visual Basic (4 CH) This course provides an introduction to the Visual Basic language and its applications in the solution of a variety of information processing tasks. Emphasis is on object-oriented and event-driven programming concepts. In addition to mastering the language, the student will learn techniques for designing, writing and debugging computer programs. (P: Math 107 or satisfactory placement score) Offered every fall.

CSCI 189—Java Programming (4 CH) This course will provide the opportunity for students to learn an object-oriented programming language. The course will focus on developing Java applications and applets. Topics included are object-oriented programming, classes, objects, instances, methods, applets and applications, control structures in Java, Java arrays, strings and characters, graphics, multimedia, exception handling, files and streams, and GUI and event-driven programming. (P: Math 107 or satisfactory placement score) Offered fall of even-numbered years.

CSCI 210—Applied Programming: Brute Force (1 CH) The student will review basic programming techniques and build upon these by developing and analyzing solutions to a variety of problems using brute force techniques. (P: Any one of CSCI 149, CSCI 159, CSCI 179 or CSCI 189.) Offered every semester.

CSCI 211—Applied Programming: Arrays and String Handling (1 CH) The student will review basic programming techniques and build upon these by developing and analyzing solutions to a variety of problems that utilize arrays and/or strings to represent data. (P: Any one of CSCI 149, CSCI 159, CSCI 179 or CSCI 189.) Offered every semester.

CSCI 212—Applied Programming: Recursion and Backtracking (1 CH) The student will review basic programming techniques and build upon these by developing and analyzing solutions to a variety of problems that are traceable through the use of recursion and backtracking techniques. (P: Any one of CSCI 149, CSCI 159, CSCI 179 or CSCI 189; CSCI 169 recommended.) Offered every semester.

CSCI 213—Applied Programming: Geometric Problems (1 CH) The student will review basic programming techniques and build upon these by developing and analyzing solutions to a variety of geometry-based problems. (P: Any one of CSCI 149, CSCI 159, CSCI 179 or CSCI 189.) Offered every semester.

CSCI 214—Applied Programming: Number Theory (1 CH) The student will review basic programming techniques and build upon these by developing and analyzing solutions to a variety of problems that are based on properties of numbers. (P: Any one of CSCI 149, CSCI 159, CSCI 179 or CSCI 189. MATH 221 recommended.) Offered every semester.

CSCI 215—Applied Programming: Graph Problems (1 CH) The student will review basic programming techniques and build upon these by developing and analyzing solutions to a variety of problems that can be modeled using graphs. (P: Any one of CSCI 149, CSCI 159, CSCI 179 or CSCI 189; CSCI 169 and MATH 221 recommended.) Offered every semester.

CSCI 216—Applied Programming: Dynamic Programming (1 CH) The student will review basic programming techniques and build upon these by developing and analyzing solutions to a variety of problems where efficiency of the solution may be dramatically improved when using dynamic program techniques. (P: Any one of CSCI 149, CSCI 159, CSCI 179 or CSCI 189; CSCI 169 and MATH 221 recommended.) Offered every semester.

CSCI 217—Applied Programming: Searching and Sorting (1 CH) The student will review basic programming techniques and build upon these by developing and analyzing solutions to a variety of
searching and sorting problems. (P: Any one of CSCI 149, CSCI 159, CSCI 179 or CSCI 189; CSCI 169 recommended.) Offered every semester.

CSCI 269—Theory of Programming Languages (4 CH) A thorough study of the design and implementation of high-level programming languages. In order to write efficient, well engineered programs, it is necessary to understand how programming languages work. The course will focus on syntactic and semantic specification of language constructs and the implementation of data types, control structures and sub-programs. Examples will be drawn from several languages to illustrate different approaches to solving common programming language problems. (P: CSCI 169 and CSCI 109) Offered spring of odd-numbered years.

CSCI 319—Database Management (4 CH) An introduction to issues in the design and implementation of database management systems. Major topics include database system components, conceptual modeling, database applications, normal forms and the societal impact of database systems. Emphasis is given to the relational data model. Students are required to use a high-level language to write programs to access databases. (P: CSCI 169 or CSCI 179 or CSCI 189 and one of CSCI 109 or CIS 129) Offered fall of odd-numbered years.

CSCI 331—Web Programming (4 CH) This course introduces students to server-side Web programming techniques. Topics covered will include accessing back-end databases to make Web pages dynamic, creating and processing web forms, methods of web form validation, creating and using Web services, maintaining session state, methods of Web application security and data transfer over the Web via XML. (P: CSCI 139, CSCI 319) Offered spring of even-numbered years.

CSCI 347—Theory of Computation (3 CH) A study of the theory of computation including algorithms, Turing machines, foundational languages, computable functions, Church’s thesis and some unsolvable problems. (P: MATH 221 and one of CSCI 109 or CIS 129 and one of CSCI 159, CSCI 179 or CSCI 189) Offered spring of even-numbered years.

CSCI 351—Information System Security and Forensics (3 CH) Computer systems are susceptible to unauthorized use, misuse, modification or denial of use of knowledge, data or capabilities. Responsible deployment and management of systems require that system administrators protect data from malicious attacks as well as inadvertent loss or natural disasters. This course will examine current security threats and best practices in managing security on standalone and networked computer systems. (P: One of CSCI 109 or CIS 129 and one of CSCI 159, CSCI 179, or CSCI 189) (Recommended: CSCI 427 and/or CSCI 439) Offered spring of even-numbered years. (WIC)

CSCI 369—Design and Analysis of Algorithms (3 CH) A review and continuation of complexity analysis and an introduction to different strategies used to construct algorithms in the solution of computer-solvable problems. Types of algorithms considered include greedy, divide-and-conquer and backtracking as well as those appropriate for heuristic searching. (P: Math 221, CSCI 169 and CSCI 109) Offered spring of odd-numbered years.

CSCI 419—Computer Organization with Assembler (4 CH) An examination of the interrelated physical components of a computer with an introduction to assembly language. Proper understanding of how computers internally process data aids program developers in designing efficient solutions to problems. The student will gain an understanding of digital logic, digital systems, machine organization, interfacing and communication by developing assembly language programs that will manipulate these aspects of the computer. (P: MATH 221 and one of CSCI 169, CSCI 179 or 189 and CIS 109 or CIS 129) Offered fall of even-numbered years.

CSCI 427—Operating Systems (3 CH) The design and implementation of operating systems are studied. Special emphasis is placed on the basic principles involved in memory, processor, input-output and file system management. (P: One of
CSCI 169, CSCI 179, or CSCI 189 and one of CSCI 109 or 129) Offered spring of odd-numbered years. (WIC)

CSCI 431—Professional Web Portfolio (3 CH)
This course is designed as a capstone course for students in the Web development major. Students will focus on creating one to three major Web application projects that showcase their skills in the creation of dynamic, data-driven Web applications and e-commerce store fronts. Concepts covered will include shopping carts, product catalogs, product spotlights, wish lists, discount specials, the checkout process and tracking orders. Students will learn about the life cycle of a Web application project and its necessary documentation, including design and technical specifications. Students will be exposed to working within a team development environment, and will learn how to give technical presentations to both team and management audiences. By the end of the course, students will have constructed a professional portfolio of their work suitable for use in the interviewing process for positions in the field of Web development. (P: CSCI 331 and CIS 201) Offered spring of odd-numbered years.

CSCI 439—Data Communications and Networks (3 CH)
An introduction to data communications principles, network design and network management. Topics include data communications concepts, terminology and standards; network topologies and protocols with an emphasis on the ISO/OSI layered model; error correction and detection techniques and security issues and compression. Specific networks are studied as illustrations of these concepts. (P: One of CSCI 169, CSCI 179 or CSCI 189 and one of CSCI 109, CIS 129 or CSCI 139) Offered fall of odd-numbered years.

CSCI 498—Cooperative Education (CH Variable)
Placement of the student in an environment that provides experience in some aspect of management information science. This could be in the form of an assignment taken as part of the regular semester course load spanning more than one semester or one that requires a full-time commitment for a single semester. Such experiences are arranged through the Cooperative Education Office and supervised by a member of the computer science faculty.

CSCI 499—Independent Study (CH Variable)
Independent project or reading program in computer science or management information systems conducted under the supervision of a faculty member of the Department of Mathematics and Computer Science. The student must meet the college’s requirement for independent study and must have the permission of the faculty supervisor and the department chair.

MATHEMATICS

MATH 011—Introductory Algebra (1 CH towards graduation plus 2 institutional credits to reflect a total of a 3 credit hour work load within the schedule) A course for students who need to review arithmetic and basic algebra before enrolling in MATH 107. Topics include operations on integers, arithmetic on algebraic expressions, linear equations and inequalities and word problems including percents. This is a computer-aided instruction course. Each student proceeds through five modules of material working independently of other students using “My Math Lab” software. An instructor and an aide are available to help students when necessary. At the end of each module a test is given to verify successful understanding before the student proceeds to the next module. Students proceed at their individual rate and may finish the course early in the semester. Should this happen students have the option of beginning MATH 107 using this same process. The student would receive a time extension to finish MATH 107 the next semester. Offered every semester.

MATH 107—College Algebra (3 CH) An algebra course at the intermediate level. Topics include fractional equations, graphing, exponents and radicals, quadratic equations and an introduction to logarithmic and exponential functions. (P: Math 011 or satisfactory placement score) Offered every semester.

MATH 125—Quantitative Reasoning (3 CH) An introductory course in mathematical reasoning requiring only a knowledge of basic Algebra. Students will gain a greater appreciation for the
value of thinking mathematically. One of the main purposes of this class is to dispel the notion that doing mathematics consists of memorizing and following a list of steps until you reach the right answer. To that end, the course begins with an introduction to logic and reasoning, which is truly the basis of all mathematics. We then practice these skills on problems from various branches of mathematics. By the end of the semester you will have seen many applications of mathematics to life, but more importantly, you will have learned to think like a mathematician about solving problems, whether they be applied or abstract. Emphasis is placed on developing skills to understand, analyze, and solve problems from within these topics. (P: Math 011 or satisfactory placement score) Offered every semester.

MATH 141—Precalculus (4 CH) A course for students with an average high school background in mathematics (two years of algebra) who need further preparation before taking calculus. Topics include functions, exponential and logarithmic functions, and trigonometric functions. Not open to students who have earned a grade of C or better in a college calculus course. (P: MATH 107 or satisfactory placement score) Offered every semester.

MATH 181—Calculus I (4 CH) Brief review of algebra and trigonometry, limits, continuity of algebraic and trigonometric functions, the derivative and its applications and integration of algebraic and trigonometric functions. (P: MATH 141 or satisfactory placement score) Offered every fall.

MATH 182—Calculus II (4 CH) Applications of integration, techniques of integration, improper integrals, L’Hospital’s rule, polar coordinates, infinite series, Taylor series. (P: MATH 181) Offered every spring.

MATH 211—Elementary Statistics (4 CH) Descriptive statistics including tables, graphs, measures of centrality and dispersion, percentiles and z-scores. Elementary probability including discrete and continuous random variables and the binomial and normal distributions. Inferential statistics including point and interval estimation, parametric tests of hypotheses, simple linear regression and correlation and some non-parametric tests such as chi-square and sign tests. Lab work with a statistical computer program. (P: MATH 107 or satisfactory placement score) Offered every semester.

MATH 221—Discrete Mathematical Structures (3 CH) Algebra of sets, relations, functions, algorithms, graphs, trees, posets, lattices and Boolean algebras. Emphasis on applications to computer science. (P: MATH 107 or satisfactory placement score) Offered every fall.


MATH 291—Linear Algebra (4 CH) Vector spaces in the geometric and abstract settings; linear transformations and matrices; determinants; eigenvalues and eigenvectors; systems of linear equations, complex numbers, linear programming and other applications. (P: MATH 182) Offered every spring.

MATH 302—Differential Equations (4 CH) First order equations; linear equations with constant coefficients; systems of linear first order equations with constant coefficients; Laplace transforms; power series solutions; modeling; use of a word processing equation writer. (P: MATH 281) Offered every spring. (WIC)

MATH 311—Non-Euclidean Geometry (3 CH) Re-examination of the Euclidean axioms; Hilbert’s axioms; fundamentals of projective geometry; brief introductions to several other non-Euclidean geometries. (P: MATH 182) Offered fall of odd-numbered years. (WIC)

MATH 331—Abstract Algebra (3 CH) Basic properties of the integers, groups, rings, fields, polynomials. (P: MATH 291) Offered fall of even-numbered years.
MATH 341—Theory of Interest and Life Annuities (4 CH) The course covers compound interest theory and its applications to valuation of monetary deposits and bonds; applications to annuities both with and without mortality considerations. Techniques are applied to real-life situations: fixed return investments, bond prices, etc. (P: MATH 182) Offered fall of odd-numbered years.

MATH 342—Derivative Markets (3 CH) This course introduces financial derivatives and derivatives markets from the perspectives of mathematics. This course, together with MATH 341 Theory of Interest & Life Annuities, prepares students for the SOA Exam FM or CAS Exam 2. (P: MATH 181 & MATH 182) Offered spring of even-numbered years.

MATH 371—Real Analysis (4 CH) A course in the analysis of the real number system. Sequences, continuity, differentiability, integration, infinite series, Euclidean spaces, vector analysis. (P: MATH 281 and 291) Offered fall of even-numbered years.

MATH 421—Numerical Analysis I (3 CH) Zeros of equations in one variable, interpolation, numerical differentiation and integration, initial value problems. (P: MATH 281, 291 and one of CSCI 159 or 179) Offered fall of odd-numbered years.

MATH 422—Numerical Analysis II (3 CH) A continuation of Numerical Analysis I. Direct and iterative methods of solving linear systems, least squares methods, cubic splines, approximating eigenvalues, solutions of nonlinear systems, boundary value problems. (P: MATH 421) Offered spring of even-numbered years.

MATH 451—Probability (4 CH) Probability; the discrete case; probability distributions; mathematical expectation; discrete random variables; probability densities; continuous random variables; functions of random variables. (P: MATH 281 & 291) Offered fall of even-numbered years.

MATH 461—Statistics (4 CH) Sampling distributions; point estimation; interval estimation; tests of hypothesis: theory; tests of hypothesis: applications; regression and correlation. (P: MATH 451) Offered spring of odd-numbered years.

MATH 471—Actuarial Exam Prep I (3 CH) This course is one of two capstone courses for the actuarial studies major. Students in the major are required to take one of these courses. This course prepares actuarial studies majors to take and pass the SOA Exam P or CAS Exam 1. (P: MATH 451) Offered fall of odd-numbered years.

MATH 498—Cooperative Education (CH Variable) Placement of selected students in an environment that provides experience in some aspect of applied mathematics or actuarial work. This could be in the form of an assignment taken as part of the regular semester course load spanning more than one semester or one that requires a full-time commitment for a single semester. Such experiences are arranged through the Cooperative Education Office and supervised by a member of the mathematics faculty. (P: Junior or senior standing)

MATH 499—Independent Study (Variable Credit) Independent project or reading program in mathematics or actuarial studies conducted under the supervision of a faculty member of the Department of Mathematics and Computer Science. The student must meet the College’s requirement for independent study and must have the permission of the faculty supervisor and the department chair.
The neuroscience program at Thiel College is an interdisciplinary program that capitalizes on and further develops the interface between biology and psychology. Thiel’s program has a very strong emphasis on experiential learning with laboratory experiences, field trips and a required internship and senior research project and also recognizes that students may have a strong interest in psychology (the Cognitive, Behavior Track) or biology (the Cell, Molecular Track). The program is intended to prepare students for a variety of careers including entry-level positions as technologists or sales representatives (the B.A. degree) or graduate programs in neuroscience, biology and psychology, and professional programs in a variety of areas of allied health, including traditional medicine (the B.S. degree).

Program Objectives
The goals of this interdisciplinary program are:
1. to provide academically well-prepared students with a rigorous didactic and experiential program in the context of a liberal arts perspective.
2. to prepare students for vocations within the neuroscience field.
3. to provide students with excellent preparation for graduate and/or professional school.
A student who graduates from Thiel College with a major in neuroscience will:
• possess a broad knowledge of neuroscience including the skills and information necessary to understand, interpret, explain, analyze and assess representative data in neuroscience.
• be able to make informed decisions and to develop informed positions regarding ethical issues related to neuroscience.
• be prepared for employment as a technician in the neuroscience field or admission into a medical or neuroscience graduate or professional program.
**Cell, Molecular Track**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 393</td>
<td>Cell Biology</td>
<td>4 CH</td>
</tr>
<tr>
<td>BIO 343</td>
<td>Developmental Biology</td>
<td>4 CH</td>
</tr>
<tr>
<td>BIO 322</td>
<td>Genetics</td>
<td>4 CH</td>
</tr>
<tr>
<td>BIO 273</td>
<td>Toxicology</td>
<td>4 CH</td>
</tr>
<tr>
<td>BIO 3XX</td>
<td>Molecular Biology (pending)</td>
<td>4 CH</td>
</tr>
</tbody>
</table>

**Related Science Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 140</td>
<td>General Chemistry I</td>
<td>4 CH</td>
</tr>
<tr>
<td>CHEM 160</td>
<td>General Chemistry II</td>
<td>4 CH</td>
</tr>
<tr>
<td>PHYS 154</td>
<td>Intro Physics I (Non-Calc)</td>
<td></td>
</tr>
<tr>
<td>PHYS 174</td>
<td>Intro Physics I (Calc)</td>
<td>4 CH</td>
</tr>
<tr>
<td>PHYS 164</td>
<td>Intro Physics II (Non-Calc)</td>
<td></td>
</tr>
<tr>
<td>PHYS 184</td>
<td>Intro Physics II (Calc)</td>
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</tbody>
</table>

**Difference between the B.S. and the B.A.**

The requirements for the B.A. would lack:
- Introductory Physics I (PHYS 154 or PHYS 174)  
- Introductory Physics II (PHYS 164 or PHYS 184)
- Neuroscience Research (NSCI 499)

**COURSE OFFERINGS**

(*Lab fee charged)

**NSCI 109—Introduction to Neuroscience (4 CH)**

* A lecture/laboratory course that will introduce students to the field of neuroscience and provide prospective majors with the knowledge needed for further study of the neurosciences. An examination of the biological basis of neural and sensory function, motor and sensory systems, and their integration as learning and memory, cognition, behavior and illness. The laboratory component provides an understanding of neuroscience through hands-on experimental procedures using state of the art equipment and field trips to an affiliated research laboratory. Three one-hour lectures and one three-hour laboratory per week. This course satisfies IR “Citizenship in a Scientific Age” laboratory requirement or IR “Choosing Depth and Diversity” science requirement. (P: HS/College GPA 3.0 or better, 1130 SAT/21 ACT, MATH 107/211 placement level) Offered every fall.

**NSCI 209—Neuropsychopharmacology (4 CH)**

* Students will be able to understand and explain administration, pharmacokinetics, behavioral effects and drug interactions of psychoactive substances. Students will be able to identify major classes of psychoactive substances. Students will also be able to explain how psychoactive substances may be used to treat psychopathologies and disorders of the nervous system. The laboratory will study the modes of drug action using a variety of invertebrate and vertebrate model systems. (P: BIO 119 or NSCI 109 or PSY 109) Offered every spring.

**NSCI 315—Topics in Neuroscience (3-4 CH)**

Specialized topics in neuroscience. May be repeated with different topics. Offered periodically per instructor availability and student interest. (P: NSCI 109 or consent of instructor)

**NSCI 409—Internship in Neuroscience (3 CH)**

An opportunity for junior or senior students to gain practical experience in a field related to their major. A log book will be required as well as a final paper in which the student will react to the internship both objectively and subjectively, correlating his or her academic knowledge with practical experience. A minimum of 40 hours of supervised experience per credit hour is generally required. (WIC)

**NSCI 499—Independent Research (3 CH)**

* Students design and conduct a research project in an area of neuroscience. The research project must include library, laboratory, and/or field research and a written report in the format of a scientific publication. The project is done under the guidance of one faculty member and may be conducted for more than one semester.
The Department of Performing Arts consists of two primary areas: theatre and music. It offers four minors: performing arts, music, church music and theatre.

The minor in performing arts has some specific requirements, but also offers choices in coursework by permission of the department chair. There is a balance between classes in history, theory and performance aspects of the requirement.

All four of these minors will prepare the student for future academic graduate work or for employment in a wide range of fields within the performing arts.

The object of the Performing Arts Department is to acquaint students with the basic elements of music and/or theater through study and performance of musical and theatrical literature of various historical periods.

A final grade of C minus or better is required in all courses for each minor.

Performing Arts

A student who graduates from Thiel College with a performing arts minor will:

• demonstrate a basic knowledge of the elements of music and the basic principles and mechanics of acting, directing and design.
• recognize characteristics of various musical and theatrical style periods.
• demonstrate proficiency in individual skills needed for musical and theatrical performance through participation in a musical ensemble and theatrical production.
• assist in the organization/production of musical and theatrical activities or programs in a school, church or community.

Minor Requirements

THAR 187 Theatre Through the Ages 3 CH
COMM 160 Oral Interpretation of Literature 4 CH
THAR 257 Basic Acting 4 CH
THAR 347 Advanced Acting and Directing 4 CH
or
THAR 217 Introduction to Technical Theatre
MUS 115 Intro. to Music: Music Theory I 3 CH
MUS 100 Music Appreciation 3 CH
OR
MUS 250 World Music 3 CH
Private instrumental or voice lessons 3 CH
Ensemble participation 3 CH
TOTAL 27 CH

Music

A student who graduates from Thiel College with a music minor will:

• demonstrate a basic knowledge of the elements of music.
• analyze harmonic progressions in simple four-part harmony.
• accompany songs with simple chord progressions on the piano.
• compose a four-part church hymn.
• conduct singers or instrumentalists in a rehearsal setting.
• describe the historical development of music—medieval to present.
• demonstrate proficiency in individual skills needed for musical performance through participation in a musical ensemble.

Minor Requirements

The requirements for the minor in music include successful completion of the following courses for a total of 23 credit hours:
MUS 115 Intro. to Music: Music Theory I 3 CH
### Church Music

In addition to the outcomes demonstrated through the music minor a student who graduates from Thiel College with a church music minor will:

- accompany church hymns on the organ
- demonstrate performance techniques for handbell choirs.
- demonstrate basic career skills needed for a career as a church musician.

### Minor Requirements

The requirements for the minor in church music include successful completion of the following courses for a total of 24 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 115—Intro. to Music: Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 154—Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 224—Class Voice I</td>
<td>2</td>
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<tr>
<td>or</td>
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<tr>
<td>MUS 244—Private Voice I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 294—Private Organ</td>
<td>2</td>
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<tr>
<td>Private lessons on one instrument</td>
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<tr>
<td>or</td>
<td></td>
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<tr>
<td>2 additional credits of voice or organ</td>
<td>2</td>
</tr>
<tr>
<td>MUS 354—History of Sacred Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 364—Choral Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUS 454—Church Music Practicum</td>
<td>2</td>
</tr>
<tr>
<td>MUS 466—Thiel Choir</td>
<td>4</td>
</tr>
<tr>
<td>MUS 464—Thiel Handbell Choir</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL 24 CH**

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### Theatre

A student who graduates from Thiel College with a theatre minor will:

- demonstrate a working knowledge of the various aspects of theatre production.
- direct plays of various styles and periods and train stage managers and technicians.
- design and construct scenery for productions
- design, coordinate and create costumes, and organize stage properties.
- create a lighting design and operate a light board.
- coach actors in their roles and coordinate publicity for productions.

### Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 160 Oral Interpretation of Literature</td>
<td>4</td>
</tr>
<tr>
<td>THAR 187 Theatre Through the Ages</td>
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</tr>
<tr>
<td>THAR 217 Introduction to Technical Theatre</td>
<td>4</td>
</tr>
<tr>
<td>THAR 257 Basic Acting</td>
<td>4</td>
</tr>
<tr>
<td>THAR 347 Advanced Acting and Directing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 350 Shakespeare I</td>
<td>3</td>
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<td>or</td>
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<tr>
<td>ENG 330 Dramatic Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL 22 CH**

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### COURSE OFFERINGS

* Special fee charged

#### MUSIC

**MUS 100—Music Appreciation (3 CH)** Perceptive listening and appreciation of musical elements, forms and style periods, including composer’s lives, individual styles and representative works. Emphasis on western classical music, jazz, and American popular music. Offered every fall. (WIC)

**MUS 115—Introduction to Music: Music Theory I (3 CH)** An introductory course in music theory and its notation through analysis of rhythmic, melodic and harmonic elements of music. Study of scales, intervals and triads, with emphasis on developing basic keyboard skills. Offered every fall.
MUS 154—Music Theory II (3 CH) Tonal harmony in common practice: Study of scales, intervals, triads, harmonic progressions in terms of structure, procedures and application to four-part music writing. (P: MUS 115 or strong music background with consent of instructor) Offered every spring.

MUS 224—Voice Class I (1 CH) Study of fundamentals of vocal production in a group setting. Weekly meetings include vocalization and application of techniques to songs. Offered every fall.

MUS 234—Voice Class II (1 CH) A continuation of MUS 224 in a second semester of study. Offered every spring.

MUS 244—Private Voice I (1 CH)* Study of fundamental vocal technique in one 30-minute lesson of private instruction per week. Weekly vocalization and application of technique to song repertoire. Admission by consent of the instructor. Offered every semester.

MUS 250/SEMS 250 - World Music (3 CH) The World Music Seminar course takes a survey approach to world music covering eleven music cultures. The course focuses on how to listen to and appreciate the music of different cultures, including an overview of distinctive musical and cultural elements, the historical and musical life of these varying geographic regions, and a closer look at specific cultures and genres of music within the larger region. Offered Fall Semesters.

MUS 274—Private Piano (1 CH)* A study of piano technique beginning at the student’s current level. Practical application of techniques to piano literature. Admission by consent of the instructor. Offered every semester.

MUS 284—Private String Instruments (1 CH)* A study of string technique beginning at the student’s current level. Practical application of techniques to appropriate string literature (violin, viola, cello, string bass). Offered every semester.

MUS 294—Private Organ (1 CH)* A study of organ technique beginning at the student’s current level. Practical application of techniques to organ literature, with special emphasis given to hymns and church service music. Offered every semester.

MUS 304—Private Voice II (1 CH) A continuation of MUS 244 in a second year of study. Offered every semester. (P: Two semesters of MUS 244.)

MUS 314—Private Brass (1 CH)* A study of instrumental technique beginning at the student’s current level. Practical application of techniques to literature for the instrument. Offered every semester.

MUS 324—Private Guitar (1 CH)* A study of guitar technique beginning at the student’s current level. Practical application of techniques to appropriate guitar literature. Offered every semester. Students must have their own guitars.

MUS 334—Private Woodwinds (1 CH)* A study of instrumental technique beginning at the student’s current level. Practical application of techniques to literature for the instrument. Students must have their own instruments. Offered every semester.

MUS 344—Private Percussion (1 CH)* A study of percussion techniques beginning at the student’s current level. Students will receive instruction on several of the following instruments: snare drum, timpani, mallets and drum set. A focus on rudiments, style, technique, scales (mallets), musicality and practical application to appropriate percussion literature are emphasized.

MUS 354—History of Sacred Music (3 CH) Exploration of the development of Western sacred music styles, forms, performance practice, literature and composers from ancient times to the present. (P: MUS 100 and MUS 115 or consent of the instructor) Offered spring of odd-numbered years. (WIC)

MUS 364—Choral Conducting (2 CH) Choral Conducting prepares the student to rehearse and train a vocal ensemble for performance. The course covers basic conducting technique, selection of music, auditioning, rehearsal techniques and other practical information for planning and administering a choral program. (P: MUS 115 or consent of the instructor) Offered spring of even-numbered years.
MUS 454—Church Music Practicum (2 CH) A practical approach designed to prepare students for careers or part-time careers as church musicians. The overall objective for this course is to provide a careful blend of training designed to equip students with the requisite intellectual and musical skills to succeed in the church music profession. Course work will include hymn playing, source materials for major denominations, choral conducting from the organ, techniques for handbell choirs, sacred organ literature, improvisation and service playing. (P: Two semesters of MUS 294, two semesters of MUS 466 and completion of MUS 154 and MUS 354 [or concurrent enrollment] and MUS 464 [or current enrollment]) Offered on demand for church music minors in junior or senior years.

MUS 464—Handbell Choir (1 CH)* Handbell Choir provides an instrumental performance opportunity for the student who may have had no previous ensemble experience. A musical background is extremely helpful. The Handbell Choir performs at several functions on and off campus during the school year. (P: MUS 115 or consent of instructor) Offered every semester.

MUS 466—Thiel Choir (1 CH)* A practical approach to the study of choral music from most historical periods of the Western music. Particular emphasis is given to performance practice. Four class sessions weekly lead to scheduled concert tours and other public appearances. One additional hour per week required of first-year members in developing sight-reading skills. Admission by audition with instructor. Offered every semester.

MUS 467—Marching Band (1 CH) Students with instrumental or frontline experience are encouraged to join the THIEL TOMCAT MARCHING PRIDE. Students without marching band experience but with rhythmic prowess and wishing to have a band experience in college are encouraged to contact the band director to discuss participation. Marching band members experience a contemporary approach to marching combined with traditional and modern marching band literature with an emphasis on excellence in performance. A short pre-semester band camp and two weekly rehearsals during the fall semester culminate in performances at home football games as well as parades, band shows and campus events as they become available. This course can be taken for repeat credit by instrumentalists and frontlines alike. Offered every fall.

MUS 468—Concert Band (1 CH) Instrumental group for woodwinds, brasses and percussion. Performs music of all periods in concerts on campus and elsewhere. Membership is open to students with previous playing experience or consent of instructor. Offered every spring.

MUS 469—Chamber Singers (1 CH)* A practical approach to the study of choral music for small vocal ensembles, including madrigal and Renaissance forms. Thursday class sessions plus selected additional Tuesday rehearsals lead to participation in the Christmas Festival and spring Thiel Choir concert tour, and other appearances on and off campus. Admission by audition or consent of instructor and limited to students enrolled in MUS 466. Offered every semester.

MUS 470—Greenville Symphony (1 CH)* Students are encouraged to audition for participation in the Greenville Symphony Orchestra. Students accepted to play with the symphony may register for course credit and use the credits for meeting both Integrative and total credit hour requirements. Admission by audition with the orchestra conductor. Interested students should contact Dr. Bray or the Academic Records Office to make arrangements. Offered every semester.

THEATRE ARTS

THAR 187—Theatre through the Ages (3 CH) A survey of drama and stage history from ancient Greece to the present day. The course will cover plays and theatre styles, as well as production techniques such as acting, directing and technical theatre. Offered spring of even-numbered years.

THAR 217—Introduction to Technical Theatre (4 CH) Principles, techniques and practical application of theatre crafts necessary to design and
construct stage scenery, lighting and other effects. Aesthetic fundamentals of creating stage designs and the use of crafting and artistic techniques to transform creative ideas into actual theatrical experiences. Basic design in costume and make-up for stage. Offered fall of even-numbered years.

**THAR 257—Introductory Acting (4 CH)** A workshop-based introduction to the fundamental principles and mechanics of acting. Through analysis of critical writings and engagement with dramatic texts, the course develops an individual’s consciousness of breath, vocal dexterity and physical bearing and presence. This course is intended for any student who may find themselves in front of an audience, from the stage to the boardroom to the lecture hall.

**THAR 307—Children’s Theatre and Creative Dramatics (4 CH)** A course covering the study and use of techniques in children’s drama, with special emphasis on using creative dramatics with children, writing children’s plays and performing before children at area grade schools. Offered spring of odd-numbered years.

**THAR 347—Advanced Acting and Directing (4 CH)** A course covering detailed study and use of the advanced techniques and methods used to develop characterization, and the study and practice of the art of directing. Offered fall of odd-numbered years.

**THAR 455—Cooperative Education (CH variable)**

**THAR 487—Special Project (CH variable)**
Objectives

Philosophy attempts to bring clarity and unity to our beliefs. It does not tell us what to believe. But it does help us to clarify our beliefs and organize them into a coherent view of the world so that we may act in an intelligent manner.

The Department of Philosophy has three major objectives:
1. to develop the student’s skills for making precise and clear the meaning of various ideas.
2. to improve the student’s skills for examining the justification of various beliefs.
3. to increase the student’s awareness, understanding and appreciation of alternative views of the world.

A student who graduates from Thiel College with a major in philosophy will:
• understand the major events in the history of Western philosophy.
• understand the major traditions of Western ethical reasoning.
• understand the major metaphysical and epistemological theories affecting Western philosophy.
• be able to use symbolic logic and natural language logic.
• understand and be able to use the tools of formal logic.
• understand and be able to use the tools of contemporary linguistic analysis.
• develop and be able to use the techniques of philosophical argumentation to arrive at a coherent world view.

Major Requirements
(Bachelor of Arts Degree)

In order to major in philosophy, a student must complete at least 30 credit hours in philosophy, including the following:
- PHIL 127 Introduction to Philosophy
- PHIL 137 Introduction to Language and Logic
- PHIL 147 Introduction to the History of Philosophy: Socrates to Aquinas
- PHIL 157 Introduction to the History of Philosophy: Descartes to Sartre
- PHIL 267 Ethics
- PHIL 477 Research in Philosophy

In addition, the student shall indicate satisfactory performance on the department’s comprehensive graduation requirement, which includes a thesis and an oral examination on the thesis. A final grade of C minus or better is required in all courses for the major and/or minor.

Minor Requirements

In order to minor in philosophy, a student must complete at least 18 credit hours in philosophy, including the following:
- PHIL 127 Introduction to Philosophy
- PHIL 137 Introduction to Language and Logic
- PHIL 147 Introduction to the History of Philosophy: Socrates to Aquinas

or

- PHIL 157 Introduction to the History of Philosophy: Descartes to Sartre
- PHIL 267 Ethics
- Plus any two 200-level or higher courses
Interdisciplinary Ethics Minor

The interdisciplinary ethics minor prepares students for ethical leadership and responsibility in a wide variety of professional settings. The expanding field of applied ethics affords opportunities for entry-level employment and also rewards advanced graduate work (in law, medicine and business, as well as politics and government). This series of courses explores the interdisciplinary nature of ethics while strengthening critical thinking and analytic writing. It ensures a theoretical understanding of ethics along with case studies and internship experience resolving concrete ethical dilemmas. A commitment to strengthening these transferrable skills provides leverage and qualitative capital in the pursuit of professional positions.

There is a growing need for expertise in applied ethics, in both the public and private arena. Many corporations engage in workplace ethics training and therefore prize applicants who can assist in conflict resolution or who can analyze various conflicts of interest. Ethics boards exist in most mid-sized and larger medical institutions. While the quantity of full-time ethics officers is growing, many organizations employ ethics compliance officers who also fulfill other duties. This minor positions our students for such positions.

The minor in ethics must pass both of the following courses with a C minus or better:
PHIL 267 Ethics
PHIL 467 Advanced Ethical Theory

The student must also pass four courses from the following. At least two of these must be outside the philosophy department, or cross-listed:
PHIL 387 Medical Ethics
PHIL 297 Environmental Ethics
PHIL 277/BADM 364 Business Ethics
CJS 431 Ethical/Philosophical Issues in Criminal Justice
COMM 345 Communication Ethics
REL 200 Contemporary Ethics

COURSE OFFERINGS

PHIL 127—Introduction to Philosophy (3 CH) An introduction to philosophy through a study of selected problems. Attention is given to problems concerning God and evil, free will and determinism, moral judgments and knowledge and skepticism. Suitable for non-major. Offered every semester.

PHIL 137—Introduction to Language and Logic (3 CH) A study of various terms and methods for analyzing language and evaluating statements and arguments. Attention is focused on forms and functions of language, material fallacies, definition and deductive logic. Suitable for non-major. Offered every year.

PHIL 147—Introduction to the History of Philosophy: Socrates to Aquinas (3 CH) An introduction to and survey of philosophical ideas that have influenced modern thought. Emphasis will be placed on Greek and early European philosophical development. Suitable for non-major. Offered every fall.

PHIL 157—Introduction to the History of Philosophy: Descartes to Sartre (3 CH) An introduction to and survey of philosophical ideas that ushered in the modern era. Emphasis will be placed on Descartes, the British Empiricists and selected contemporary philosophers. Suitable for non-major. Offered every spring.

PHIL 227—Intro to Chinese Philosophy (3 CH) This course introduces the philosophy of Confucianism, Daoism and the philosophical elements of Buddhism. It introduces these schools of thought within the context of Chinese and Korean culture. Such contexts include traditions, art forms, geography and the political history of these civilizations. (WIC)

PHIL 267—Ethics (3 CH) A study of major systems of ethical decision-making, the language of morals and contemporary moral problems. Offered every year.

PHIL 277—Business Ethics (3 CH) The world of business increases in technological complexity and competitive pressure daily. Dealing successfully
with problems in the business world requires, in addition to technical competence, a firm grounding in the ethical tradition of human culture. This class will provide practical assistance to those entering the business community and theoretical understanding for those studying how humans interact in the world. Offered every year. (WIC)

PHIL 287—Symbolic Logic (3 CH) A course in deductive logic, emphasizing both basic principles and techniques. Theory of truth functions and quantification theory are introduced and alternative deductive methods within these theories are presented. Attention is focused on these methods in analyzing and testing the validity of various kinds of arguments. Offered every two years.

PHIL 297—Environmental Ethics (3 CH) This course provides an overview of topics in environmental ethics. We will examine Western attitudes and philosophies about the non-human world and how these attitudes have been applied in policy and actions, taking in both individual relationships with the natural world as well as the relationship of humanity writ large with nature. Questions concerning population, scarce and plentiful resource allocations, as well as determinations of fair access to common goods such as the atmosphere, open oceans and common trust lands will be exposed. Foundational ideologies such as the concepts of sustainable development, private property, animal rights, land ethics and eco-feminism will be noted. We will utilize basic ethical theories and attempt to apply them in this specific domain. (WIC)

PHIL 317—Contemporary Philosophical Movements (3 CH) A study of principal movements in 20th-century philosophy. Attention is given to European as well as American topics. (P: One course in philosophy) (WIC) Offered every two years.

PHIL 327—Philosophy of Art (3 CH) An introduction to aesthetics and an examination of such problems as the nature of art, the character of the aesthetic experience, the relation of the arts to one another and the language of describing, interpreting and evaluating works of art. (P: One course in philosophy) (WIC) Offered every two years.

PHIL 337—Social and Political Philosophy (3 CH) An analysis of the major concepts of social and political thought, including justice, authority and legitimate coercive force. Special attention is given to attempts to justify various forms of social organization. (P: One course in philosophy) (WIC) Offered every two years.

PHIL 347—Philosophy of Mind (3 CH) An examination of human action, the relationship of mental events to brain events, the problem of free will and the essential and distinguishing features of the human being. (P: One course in philosophy) (WIC) Offered every two years.

PHIL 357—Metaphysics (3 CH) An examination of historically important theories of reality. Attention is focused on the works of Plato, Descartes, Kant, Hegel, Ayer and Quine. (P: One course in philosophy) (WIC) Offered every two years.

PHIL 358—Philosophy of Language (3 CH) An investigation of issues surrounding the nature of language and its relation to thought and the world: e.g. What is the nature of word and sentence meaning? What is the relation between those meanings and mental entities such as beliefs and desires? What do we use language to do? Does language influence thought? Could or do nonhuman animals and/or computers use a language? Offered every three years.

PHIL 367—American Philosophy (3 CH) A brief survey of early American thought, a detailed examination of the major themes in the philosophies of Peirce, James, Dewey, Royce, Santayana and Whitehead and a glimpse of contemporary work. (P: One course in philosophy) (WIC) Offered every three years.

PHIL 377—Legal Philosophy (3 CH) Seminar on legal reasoning, the relationship of ethics to the law, and justifications for theories of punishment. The idea of justice will be given central importance. (P: One course in philosophy) (WIC) Offered every three years.
PHIL 387—Medical Ethics (3 CH) Moral
decisions in medicine. Topics covered include
distribution of scarce medical resources, death and
dying, organ transplants and euthanasia. (Suggested
P: One course in philosophy) Offered every three
years.

PHIL 397—Philosophy of Science (3 CH)
Seminar examining theory formation, reasoning
and experimentation in the natural and social
sciences. (P: One course in philosophy) (WIC)
Offered every three years.

PHIL 417—Readings in Philosophy (3 CH)
A course designed to permit advanced students to
read in an area of their interest. (P: Permission of
instructor) Offered every semester.

PHIL 427—Readings in Philosophy (3 CH)
A course designed to permit advanced students to
read in an area of their interest. (P: Permission of
instructor) Offered every semester.

PHIL 467—Advanced Ethical Theory (3 CH)
This course will focus on understanding principal
ethical theorists. Reading assignments will consist
of primary texts and selected secondary literature.

These will drive in-class analysis in a seminar
format, and will serve as the basis for extended
writing assignments. Readings will include Plato,
Aristotle, Kant, Mill, Rawls and others if possible.
The student will acquire a confident comprehension
of virtue-ethics, deontological ethics and utilitarian
ethics. This course is designed to develop the
capacity to write a nuanced position paper on
applied ethical cases, built on firm theoretical
foundations. (WIC)

PHIL 477—Research in Philosophy (3 CH)
A course designed to guide senior majors in
their thesis research. (P: Major in philosophy and
permission of instructor) (WIC) Offered every
semester.

PHIL 455—Cooperative Education (CH
Variable) Offered every semester.

PHIL 497—Independent Study (3 CH) An
opportunity for further independent study. (P:
Permission of instructor and the chair of the
department) Offered every semester.
Physics plays an important part in the preparation of a career in science and engineering. A strong background in the fundamentals of mathematics, physics and chemistry is the basis of all further studies.

Physics can be a basis for many other careers; for example, sales, law, accounting, etc., not previously associated with physics.

Physics
(Bachelor of Science Degree)

A student who graduates from Thiel College with a major in physics will:

• understand the fundamental concepts of the physical world, as they extend to mechanics, thermodynamics, optics, electromagnetism, relativity, atoms, the solid state and elementary particles.

• understand common technical applications of fundamental concepts and the relation between physics and various engineering disciplines.

• be able to use advanced mathematical and computational skills in solving a variety of problems in applied physics.

• understand and apply the scientific method, in particular as it applies to the physical sciences.

• relate the subject knowledge in physics to a variety of global problems, in particular those of energy generation, resource use, transportation and similar ones.

• possess laboratory skills including the handling of instruments and apparatus, measuring techniques and data processing/analysis.

• be proficient in word processing and at least one spreadsheet application for graphing and data analysis.

Major Requirements

Students earn a bachelor of science degree (B.S.) in physics. Several courses from the major requirements can be applied to fulfill IR requirements.

The required courses for a physics major (not including IR courses and electives) are as follows:

**Physics:**
PHYS 174 Introductory Physics I (Calc)
PHYS 184 Introductory Physics II (Calc)
PHYS 213 Analog Electronics
PHYS 223 Thermophysics
PHYS 243 Digital Electronics
PHYS 253 Statics and Dynamics
PHYS 263 Modern Physics
PHYS 343 Electromagnetic Theory
PHYS 353 Intermediate Lab
PHYS 363 Mathematical Physics
PHYS 424 Senior Project

The student majoring in physics shall carry out a project based on library research as well as laboratory and/or computational research as specified in course PHYS 424. He or she shall give a report on that project as a comprehensive examination.

In addition to the physics courses listed above, physics majors require the following additional courses, several as prerequisites:

**Mathematics/Computer Science:**
MATH 181 Calculus I
MATH 182 Calculus II
MATH 281 Calculus III
MATH 302 Differential Equations
CSCI 159 Introduction to Programming

**Chemistry:**
CHEM 140 General Chemistry I
CHEM 160 General Chemistry II
All courses counting toward the major in physics must be completed with a C minus or better.

Physics majors who intend to take an advanced degree in physics are encouraged to take more than the minimum required courses in physics, mathematics and chemistry. Students interested in pursuing an advanced degree in cross-disciplinary areas, such as chemical physics, biophysics or geophysics are encouraged to consult with their adviser and the departments in question as early as possible in their undergraduate careers so that an optimal program can be arranged.

**Physics Education Major**
(Bachelor of Arts Degree)

Physics education students must complete all requirements for secondary science education–physics specialization–as described in the Education Department section. These include chemistry, biology, health and word processing courses, in addition to education courses.

A student who graduates from Thiel College with a Bachelor of Arts degree and a major in physics with secondary education certification will:

- understand the fundamental concepts of the physical world as they extend to mechanics, thermodynamics, optics, electromagnetism, relativity, atoms, the solid state and elementary particles.
- understand the scientific method, in particular as it applies to the physical sciences.
- possess laboratory skills including the handling of instruments and apparatus, measuring techniques and data processing/analysis.
- be proficient in word processing and at least one spreadsheet application for graphing and data analysis.
- be aware of the human, ethical and environmental implications of the applications of technology.
- possess a basic understanding of the solar system, the nature of stars and the universe at large; be able to identify celestial objects through a telescope; and read and use star charts.
- be able to convey their knowledge to secondary education students.

The required physics and mathematics courses are listed in the Department of Education section of the catalog under Secondary Education Certification/Courses required for a Major in Physics.

**Minor Requirements**

The requirement for a physics minor is a minimum of five physics courses. The student must take the following physics courses and also complete the prerequisites and/or co-requisites in mathematics. All courses counting toward the minor must be completed with a C minus or better.

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<th>Course</th>
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<tr>
<td>PHYS 174</td>
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<tr>
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<td>Modern Physics</td>
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<tr>
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<td>Analog Electronics</td>
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<tr>
<td>PHYS 243</td>
<td>Digital Electronics</td>
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<tr>
<td>PHYS 353</td>
<td>Intermediate Lab</td>
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And at least one additional course numbered 200 or above, not included in the above list.

**Dual-Degree Engineering**

Thiel offers a 3-2 dual-degree engineering program in cooperation with Case Western Reserve University (CWRU) in Cleveland and with the University of Pittsburgh (Pitt) in Pittsburgh, which combines the sciences and engineering with a broad liberal arts education. Two degrees are awarded upon successful completion of the five-year program: a B.S. or B.A. from Thiel in binary engineering and a B.S. from CWRU or Pitt in engineering.

The program is designed to meet the needs of students who desire a high-quality liberal arts education in addition to engineering possibilities before committing themselves to a particular major. The student must have an adequate math background to begin the calculus sequence during the first semester of the freshman year and at least one year of high school chemistry. A high school course in physics is also recommended. The three-
year dual-degree engineering phase of the program is spent at Thiel completing course work in the humanities and social sciences to meet college integrative requirements, and courses in math, chemistry, physics and computer science to fulfill major requirements and prepare for the engineering phase at CWRU and Pitt.

A student who graduates from Thiel College with a major in dual-degree engineering will:

• understand the fundamental concepts of the physical world as they extend to mechanics, thermodynamics, optics, electromagnetism, relativity, atoms, the solid state and elementary particles.
• be able to understand and analyze common technical applications of fundamental concepts in their respective engineering specialty.
• understand the scientific method, in particular as it applies to the physical sciences.
• possess laboratory skills including the handling of instruments and apparatus, measuring techniques and data processing/analysis.
• be proficient in word processing and at least one spreadsheet application for graphing and data analysis.
• be aware of the human, ethical and environmental implications of the applications of technology.
• possess logical and computational skills at an advanced calculus-based level.
• possess additional skills and knowledge, acquired at CWRU or Pitt, in the respective engineering disciplines.

3-2 Program with Case Western Reserve University

Thiel offers a 3-2 dual-degree engineering program in cooperation with Case Western Reserve University (CWRU) in Cleveland that combines the sciences and engineering with a broad liberal arts education. Two degrees are awarded upon successful completion of the five year program: a B.S. or B.A. from Thiel and a B.S. from CWRU. CWRU offers the B.S. degree in several areas such as aerospace, biomedical, chemical, civil, computer, computing and information science, electrical, engineering physics, fluid and thermal science, mechanical, materials science, polymer science, systems, control and industrial engineering as well as a bachelor of science in engineering without designation. These programs may be modified from year to year; students need to contact their adviser for updates. CWRU requires a minimum GPA for transfer, depending on the specific program.

3-2 Program with University of Pittsburgh

Thiel offers a 3-2 dual-degree engineering program in cooperation with the University of Pittsburgh (Pitt) in Pittsburgh that combines the sciences and engineering with a broad liberal arts education. Two degrees are awarded upon successful completion of the five year program: a B.S. or B.A. from Thiel and a B.S. from Pitt. Pitt offers the B.S. degree in several areas such as bioengineering, chemical engineering, civil and environmental engineering, computer engineering, electrical engineering, industrial engineering and engineering physics. These programs may be modified from year to year; students need to contact their adviser for updates. Pitt requires a minimum GPA for transfer, depending on the specific program.

Math, Physics, Chemistry and Computer Science Requirements

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<tr>
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<td>CHEM 140</td>
<td>General Chemistry I</td>
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<td>CHEM 160</td>
<td>General Chemistry II</td>
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<tr>
<td>CSCI 159</td>
<td>Introduction to Programming</td>
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In addition, students must complete the following courses depending on the area of specialization:
Chemical Engineering:
*At least two courses from:
CHEM 200 Organic Chemistry I
CHEM 210 Organic Chemistry II
CHEM 240 Quantitative Analysis
CHEM 310 Physical Chemistry—Dynamics
CHEM 320 Physical Chemistry—Structure

Computer Engineering:
CSCI 169 Data Structures
PHYS 243 Digital Electronics
CSCI 139 Web Design and Development
or
CSCI 179 Programming in Visual Basic

All other fields:
*At least two courses from:
PHYS 213 Analog Electronics
PHYS 243 Digital Electronics
PHYS 223 Thermophysics
PHYS 253 Statics and Dynamics
PHYS 343 Electromagnetic Fields and Waves
MATH 211 Elementary Statistics
MATH 291 Linear Algebra

COURSE OFFERINGS

PHYS 123—Astronomy (3 CH) General introduction to astronomy, open to all students. The course focuses on observation of the night sky, history of astronomy, modern views of the universe, star composition and development, structure and fate of the universe, astronomical instruments, interaction between astronomy and physics, accomplishments and expectations of space exploration. Viewing the sky is weather dependent. The course can be taken at any time and there are no prerequisites. The course satisfies the natural/physical non-lab science requirements of “Depth and Diversity” of the IR for either the B.A. or B.S. degrees. It is an evening class. Offered every fall. (WIC)

PHYS 154—Introductory Physics I (non-calculus) (4 CH)* A non-calculus course for students enrolled in academic disciplines not requiring or recommending calculus-based physics as part of their respective programs. Topics to be covered include vectors, forces, motion, Newton’s laws, work, energy, fluids, elasticity, oscillations, waves and theory of heat. Three lecture periods and one three-hour laboratory each week. This course may be held in conjunction with PHYS 174, but assignments and tests are different. Offered fall of even-numbered years. (WIC)

PHYS 164—Introductory Physics II (non-calculus) (4 CH)* A continuation of PHYS 154, also non-calculus. Topics to be covered include electricity, magnetism, and optics. Three lecture periods and one three-hour laboratory each week. This course may be held in conjunction with PHYS 184, but assignments and tests are different. Offered spring of odd-numbered years. (WIC)

PHYS 174—Introductory Physics I (calculus-based) (4 CH)* Foundation course for students majoring in physics or binary engineering or enrolled in other academic disciplines requiring or recommending calculus-based physics as part of their respective programs. Topics to be covered are vectors, forces, motion, Newton’s laws, work, energy, fluids, elasticity, oscillations, waves and theory of heat. Three lecture periods and one three-hour laboratory each week. (P or corequisite: Calculus I) Offered every fall. (WIC)

PHYS 184—Introductory Physics II (calculus-based) (4 CH)* A continuation of PHYS 174. Topics to be covered include electricity, magnetism and optics. Three lecture periods and one three-hour laboratory each week. (P: PHYS 174 or permission of instructor and P or corequisite: Calculus II). Offered every spring. (WIC)

PHYS 194—Alternative Energies (4 CH)* This course examines the generation and use of energy in modern technological societies. Some basic principles of physics concerning the concept of energy and a variety of heat engines are introduced. Conventional energy sources like coal, oil, gas and nuclear energy are discussed. Alternative sources of energy examined are solar, wind, biomass, hydropower and geothermal energy. Strategies for energy conservation and the implications of alternative energies on transportation are discussed. Finally, the connection between energy uses and air pollution and other global effects is examined. Three hour lecture, three hour lab weekly. The course is accepted as a laboratory course for the IR. (P: MATH 107 or equivalent) Offered on an irregular basis. (WIC)
PHYS 213—Analog Electronics (4 CH)* This course is an introduction to analog electronic circuits. Students will be introduced to the function of diodes, BJTs, MOSFETs, and Op-Amps. Students will learn how to apply the node method, superposition, Thevenin and Norton theorems, as well as methods to analyze first and second order circuits. This course is independent of Phys 243 (Digital Electronics). It is suitable for students in the natural and computer sciences and binary engineering. This course meets for three 55-minute lectures and three hours of laboratory each week. Offered every spring. (P: PHYS 164 or 184).

PHYS 223—Thermophysics (3 CH) The course introduces the fundamental ideas of heat, work and internal energy, reversibility and entropy, enthalpy, Maxwell’s relations and conversion of heat into work in an engine. Application of thermodynamics in physics, chemistry and engineering and an introduction to statistical physics are presented. (P: PHYS 174, P or corequisite: Calculus II) Offered fall semester, as needed.

PHYS 243—Digital Electronics (3 CH)* Digital Electronics is laboratory based. It begins at a level suitable for those with no previous exposure to electronics or the theory of electricity. The course is largely non-mathematical with an emphasis on hands-on experience. Basic elements of the course are digital logic, Boolean algebra, logic gates and networks, logic families, flip-flops, clocks, registers, counters and memories. The course can be taken independently of PHYS 213 (Analog Electronics), and is suitable for physics, binary engineering and computer science students. Two three-hour laboratory afternoons per week. Offered every fall.

PHYS 253—Statics and Dynamics (3 CH) This course introduces the student to the concepts of internal and external forces, equilibrium, structures, friction, the moment of inertia and systems of forces. These concepts are applied to mechanical structures and devices which are typical components of engineering designs like bridges, joints, gears, etc. The dynamics section covers particle kinematics of a rigid body. (P: PHYS 174; P or corequisite Calculus II) Offered every fall.

PHYS 263—Modern Physics (3 CH) Basic concepts of classical physics: the electron, electromagnetic radiation, the classical theory vs. quantum effects, and the Rutherford-Bohr model of the atom. Multi-electron atoms. Basic concepts of quantum mechanics without rigorous mathematical formalism. Structure of nuclei, radioactivity, particle and high-energy physics, and special relativity. (P: PHYS 174, 184) Offered every fall.

PHYS 343—Electromagnetic Fields and Waves (3 CH) Properties of dielectric and magnetic materials. Solutions for static electric and magnetic fields under a wide variety of conditions. Time-dependent solutions of Maxwell’s equations. Radiation and wave propagation. Oriented towards engineering applications. (P: PHYS 184, Calculus II) Offered spring semester, as needed.

PHYS 353—Intermediate Lab (3 CH)* This course is designed to expose junior and/or senior students to advanced methods of experimental physics. Students will perform a variety of experiments involving electrical measurements, cryogenics, vacuum systems, microwave measurements, plasma physics, thermodynamics, atomic physics, nuclear physics and optics. Two three-hour laboratory/lecture periods per week. (P: PHYS 263) Offered every spring. (WIC)

PHYS 363—Mathematical Physics (3 CH) A course in mathematical methods in physics: Matrices and determinants; selected ordinary and partial differential equations; and Fourier series and integrals, complex numbers and special functions. This course is designed primarily for physics majors, mathematics majors, and binary engineering students. (P: PHYS 174, 184, P or corequisite: Differential Equations) Offered every spring.

PHYS 414—Cooperative Education (1-4 CH) Offered every semester.

PHYS 424—Seminar and Senior Research (2-4 CH) An introduction to the literature, teaching and research methods in physics. Preparation and presentation of papers on selected topics from the current literature of physics. Education students majoring in physics may attend the seminar in their junior year concentrating on preparation and presentation of topics related to the teaching of physics. A technical report on a special problem based on library as well as laboratory and/or computational research. The student will be expected to report on his or her project findings as the senior comprehensive examination. May be taken as an extended course. (P: Consent of department chair) Offered every semester. (WIC)
Political Science
(Bachelor of Arts Degree)

Political scientists study the authoritative allocation of values in society. Programs in the political science department focus on accomplishing this task within the context of a liberal arts education. Course offerings are arranged in five fields: American politics, comparative political systems, international affairs, public law and public policy/public administration.

The Political Science Department’s educational goals are:

1. to contribute to a liberal arts education through study in political science.
2. to prepare students for successful graduate study in political science, law, international affairs and related fields.
3. to help prepare students for work in any field of work for which a liberal arts education is appropriate.

A chapter of Pi Sigma Alpha, the national political science honorary society, is sponsored by the department so that excellence in the study of political science can be recognized. Additionally, a pre-law society and other organizations and activities are supported according to student interest.

A student who graduates from Thiel College with a major in political science will:

• be able to use two or more principle frameworks to analyze political power.
• be able to use two or more principle frameworks to describe and analyze political processes and institutions.
• be able to critically use important elements commonly found in normative political thought.
• be able to use the principle elements of empirical research in political science at both the macro and micro levels of analysis.

Major Requirements
The major in political science shall successfully complete:

37 CH in political science including:

POS 116 American Government in Politics
POS 146 Introduction to Comparative Politics
POS 156 Introduction to International Relations
POS 236 Public Policy
POS 300 Introduction to Legal Studies
POS 286 Political Analysis
POS 496 Senior Seminar

At least one course from any three of the five following subfields and an additional six credit hours of coursework, independent study or internship:

American Politics:
POS 297 Political Parties and Elections in the United States
POS 333 Congressional Politics
POS 335 The American Presidency
Public Policy and Public Administration:
POS 226 State and Local Politics
POS 336 Public Administration
POS 385 The Law of Families
POS 388 The Death Penalty
POS 456 American Foreign Policy Formulation

Public Law:
POS 436 Constitutional Law
POS 437 First Amendment
POS 438 Criminal Due Process
POS 439 Criminal Law
POS 445 The Great American Trial

International Relations:
POS 357 Vietnam and Iraq Wars
POS 367 American Propaganda in WWI and II
POS 396 International Law and Organization
POS 466 International Relations: Selected Problems

Comparative Politics:
POS 327 Politics of Developing Societies
POS 347  Politics of Industrial Societies
POS 376  Nationalism
The major in political science shall successfully complete 9 CH in the following programs:
ENG 120  Introduction to Literature
and
A total of two additional courses selected from any of the following programs: economics, history, psychology and sociology.

**Recommended Study:** Political science majors are strongly advised to complete at least one of the following courses by the end of the sophomore year:
MATH 121  A Cultural Approach to Mathematics
MATH 211  Elementary Statistics
Majors who intend to pursue graduate study in political science and related disciplines should consult with departmental faculty concerning preparation for graduate school.

**Minor Requirements**
The minor in political science shall successfully complete six courses (18 CH) in political science:
POS 116  American Government and Politics
POS 146  Introduction to Comparative Politics
POS 156  Introduction to International Relations
Three additional departmental courses, including one from the subfield of public law and one from the subfield of public administration/public policy.

**International Studies**

**Minor Requirements**
A minor in international studies is offered through the Political Science Department. The minor in international studies shall successfully complete six courses (18 CH) distributed as follows:
Required course
POS 156  Introduction to International Relations

*Any three of the following political science courses:*
POS 327  Politics of Developing Societies
POS 347  Politics of Industrialized Societies
POS 376  Nationalism

POS 396  International Organization and Law
POS 466  International Relations: Selected Problems

*Any two of the following non-political science courses:*
ART 201  Modern Art History
BADM 456  International Marketing
COMM 331  Intercultural Communication
GEOG 110  World Regional Geography
HIST 180  Third World History
HIST 430  History of Modern Russia
HIST 431  The French Revolution and Napoleon
HIST 330  19th Century Europe
HIST 332  20th Century Europe
REL 190  World Religions

**Legal Studies**
Dr. Marie Courtemanche, Coordinator

Legal phenomena extends throughout many contemporary political systems, playing an important role in shaping the conduct of life for both individuals and institutions. Study in the minor emphasizes the forces that shape law and the ways law has been used and understood by a variety of peoples in differing historical circumstances. Political, sociological, historical and philosophical approaches to legal phenomena are included in the program, with other approaches always a possibility for the interested student.

The legal studies minor treats law as a subject of liberal inquiry, open to all students in any major or concentration. The legal studies minor, as a liberal studies program, is not a program in “prelaw” or professional preparation. For those students interested in law as a political, social, historical or philosophical phenomenon, however, the legal studies minor presents an opportunity to study one of the most important aspects of contemporary human society.
**Minor Requirements**

Twenty-one hours of course work organized according to either Option 1 or Option 2.

**OPTION 1**

**Required classes**
- POSC 300 Introduction to Legal Studies
- POSC 436 Constitutional Law
- PHIL 267 Ethics

*or*
- PHIL 377 Legal Philosophy

**Elective classes**
Select four additional courses from the following list. **All students should take introductory preparatory courses selected from political science, sociology, criminal justice, history, economics and philosophy prior to attempting course work within the minor. No more than two classes may be from the same academic discipline.**

**Substantive Law**
- ENSC 210 Introduction to Environmental Law
- BADM 355 Business Law
- BADM 356 Business Law II
- COMM 455 Media Law and Regulations
- POSC 437 First Amendment Issues
- POSC 439 Criminal Law
- CJS 301 Juvenile Justice Issues

*or*
- CJS 303 Family Justice Issues
- SOC/CJS 431 Selected Topics (if designated as an elective in the course description)

**Historical Framework**
- HIST 300 U.S. Colonial History
- HIST 305 Middle Period and American History
- HIST 307 Emergence of Modern America
- HIST 309 Recent American History
- HIST 315 Diplomatic History of the United States

**Law and Society**
- POSC 385 The Law of Families
- POSC 388 The Death Penalty
- SOC 321 Deviance
- SOC 331 Criminology
- SOC 431 Selected Topics (if designated as an elective in the course description)

**ENG 120 Introduction to Literature**
**Legal Policy and Process**
- POSC 396 International Organization and Law
- POSC 316 Selected Topics (if designated as an elective in the course description)
- POSC 445 The Great American Trial
- POSC/SOC 438 Criminal Due Process Rights

**Communication**
- COMM 300 Persuasion

Other courses may be appropriate to meet program requirements when selected in consultation with the program adviser.

**OPTION 2**

Students may design their own minor. See “Individualized Minor” (page 89) for more information about this option.

**Portfolio:**
At the conclusion of their course of study in the legal studies program all students, whether they have selected Option 1 or Option 2, will complete a portfolio demonstrating that they have met the various learning outcomes of the minor.

**Course List**
All students should take introductory preparatory courses selected from political science, sociology, history, economics and philosophy prior to attempting course work within the minor.

- Political Science: 300, 378, 396, 436 and 316
  - Topic: Constitutional Law of Civil Rights and Liberties
- Sociology: 191, 251, 261, 321, 331
- History: 315, 335, 405, 455, 465
- Environmental Science: 200
- Business Administration: 355, 356
- Philosophy: 377
- Criminal Justice Studies: 101, 301

**Special Programs**
The Department of Political Science sponsors a number of special programs involving off-campus work and study. Students are encouraged to participate in one of these as part of their major program. Consult the departmental chair for additional information.
United Nations Semester—Selected students particularly interested in government and international relations may participate in the United Nations Semester at Drew University, Madison, N.J., during the fall semester of their junior year.

Washington Semester Program—Selected students may participate in this nationally recognized internship and seminar program operated by American University in Washington, D.C. Students may focus on politics, law, journalism, international development, international business, economic and environmental policy, science and technology, foreign policy, urban affairs, museum management, criminal justice and other subjects.

Semester in Washington—The Semester in Washington is a supervised internship and seminar program. It is conducted by the Lutheran Colleges’ Washington Consortium and provides internship experiences in the governmental, public service or private sectors. The full program is available in the spring or fall semester, while supervised internships alone are available in the summer. The program is small and flexible so the interests of a wide variety of students can be met.

Capitol Semester—A 12- or 16-week in-service study program in a state-related agency in Harrisburg. Student must be a Pennsylvania resident, at least a rising junior and have a GPA of at least 3.0. Sessions may be either in the summer or during the school year.

Pre-law—Students preparing for law school may participate in internships and other opportunities that provide direct experience in the practice of law and the operation of the U.S. legal system. For curricular information, law school admissions testing information, and other matters related to preparation for law school, consult the pre-law adviser for the College, Dr. Marie Courtemanche, Department of Political Science.

COURSE OFFERINGS

POSC 116—American Government and Politics (3 CH) An introduction to government and politics in the United States through an examination of the structures and processes that affect how public policies are made and what impacts they have. Offered every semester.

POSC 146—Introduction to Comparative Politics (3 CH) This course serves as an introduction to the subfield of comparative politics. The course surveys a number of basic topics and themes central to the study of comparative political systems. Topics to be examined include political culture and socialization, participation in politics, governmental structures, decision-making, economic and social policies, and evaluation of performance. These topics will be explored in selected countries from Asia, Europe, Africa, the Middle East and North America. Offered every semester.

POSC 156—Introduction to International Relations (3 CH) This course serves as an introduction to the history and theory of international relations. The course will provide an overview of the major substantive and theoretical issues of the field. Topics that are covered include origins of the nation-state, national power, war, arms races and arms control, imperialism and dependency, international law and international organizations. Offered every semester.

POSC 226—State and Local Politics and Policy (3 CH) Study of state and local government through a consideration of public policy issues, policy making processes and structural attributes of the various subnational political systems of the United States. An introduction to public administration is an important part of the course. (WIC)

POSC 236—Public Policy (3 CH) Study of contemporary public policy problems in the United States. Students will develop descriptive, analytic and advocacy skills while studying public policy issues concerning such matters as the environment, social welfare, health, education, business regulation, economic development, communication, transportation and housing. (WIC)

POSC 286—Political Analysis (3 CH) A course devoted to an examination of the conduct of systematic research in political science and public
policy. A broad range of topics will be considered, including such subjects as research design, identification and use of databases, as well as the collection, description and analysis of data. Review of some of the typical approaches and theories used in the study of politics. (P: six credit hours in POSC; MATH 211 is recommended.) Offered every spring.

**POSC 297—Political Parties and Elections in the United States (3 CH)** A study of elections as a central feature of the American political landscape and the influential role that political parties play in such elections. Presidential and congressional elections are the framework for examination of such topics as campaign tactics and strategies, public opinion and voter decision-making and the roles of the media and interest groups. Offered fall of even-numbered years.

**POSC 300—Introduction to Legal Studies (3 CH)** Study of law and legal systems in the context of the liberal arts. Focus of the course is primarily on the United States. While considering the nature and functions of law in society, attention will be given to actors in the legal system including lawyers, judges, police and juries. Offered every fall.

**POSC 307—Research and Reading in Political Science (1-3 CH)** A course designed to permit advanced students in political science to conduct a research and/or reading program in an area of their interest that does not duplicate other departmental offerings. (P: Junior standing, major GPA of 2.5 or better and consent of instructor.)

**POSC 316—Selected Topics (2-4 CH)** Study of selected issues in political science classes will be conducted either as seminars or as lecture and discussion meetings, as determined for the specific offering. May be repeated for credit as topics vary.

**POSC 327—Politics of Developing Societies (3 CH)** This course serves as an introduction to the political systems of the Third World. The course will focus on issues associated with the legacy of colonialism, economic development, culture, political institutions and policy-making. The course will also introduce students to some of the concepts, theories and methods of comparative analysis.

**POSC 333—Congressional Politics (3 CH)** A course intended to study the organizational structure and membership of the United States Congress. Attention is given to the procedures that dictate the policymaking process within Congress, along with the impact of political parties, interest groups, the public, the presidency and the courts on the legislative process.

**POSC 335—The American Presidency (3 CH)** A course designed to examine the impact of the American presidency on politics, policy and culture in the United States. A broad range of topics will be considered, including such topics as the evolution of the presidency as an institution, the variety of roles that the presidents play in the American political system and the interaction of presidents with other prominent political actors. (WIC)

**POSC 336—Public Administration (3 CH)** An introduction to the study of public administration through an examination of the organization, members, processes and policies of bureaucracies in the public sector. Topics such as decision making, human resource management, budgeting, administrative law, the policy process and the role of bureaucracy in a democratic society will be considered. (WIC)

**POSC 347—Politics of Industrialized Societies (3 CH)** This course examines the political systems of Western Europe and Japan. The course will focus on the political institutions, social and economic structures, political culture and the political socialization processes of the countries of the industrialized West. The course will also provide a comparative analysis of contemporary economic and social policies of selected Western European countries and Japan.

**POSC 355—Cooperative Education (CH Variable)** (WIC)

**POSC 357—The Vietnam and Iraq Wars (3 CH)** Vietnam and Iraq are two of the most important and divisive foreign wars in modern U.S. history. The legacy of the Vietnam War in terms of its impact and consequences for American society and foreign policy still remains controversial after thirty years. The backdrop of Vietnam is also
a useful and necessary framework to begin the analysis of American military actions in Iraq. This course will consider a number of issues related to U.S. participation in the Vietnam and Iraq wars. Topics that will be examined include a brief history of American entry into and exit from the conflicts, the impact on American institutions and society, U.S. foreign and military policy in the post-Vietnam and post 9/11 era, and the multiple, contradictory lessons that can be drawn from American involvement in Southeast Asia and the Middle East. (P: Junior standing or consent of instructor.) Offered every other spring. (WIC)

**POSC 367—American Propaganda during World Wars I and II (3 CH)**

This course involves an extensive examination of American home front propaganda during World Wars I and II. During the war years formal governmental agencies responsible for the design and implementation of propaganda messages at home and abroad were established in this country. These agencies put forth massive and coordinated propaganda campaigns during the war years, and we shall examine in detail the organization and goals of America’s two propaganda agencies, their strategies and tactics, the media they employed and the propaganda themes that they directed at the American public. We shall also examine the controversies these agencies engendered as they attempted to propagandize a nation distrustful of propaganda. (P: Junior standing or consent of instructor) Offered every other spring. (WIC)

**POSC 376—Nationalism (3 CH)**

Examination of the meanings and development of nationalism and the present role of nationalism and the nation-state. Particular attention is given to the growth of nationalist conceptions and movements in the 19th and 20th centuries, examining nationalism in a number of European countries, the United States and a selection of states from the non-Western world. (WIC)

**POSC 385—The Law of Families (3 CH)**

This course examines the role that law, government and ideology play in defining the “American family.” It focuses on the rights and responsibilities of family members in such areas as marriage, divorce, child care and parental care. It also examines a number of current controversial issues, including reproductive rights, child custody and working parents. (WIC)

**POSC 388—The Death Penalty (3 CH)**

This course will introduce students to the law of capital punishment: what are the rules and procedures which govern who is and is not subject to the death penalty. It also examines the social and political factors that influence the death penalty, including the impact of racism, poverty and shoddy lawyering on capital punishment. (WIC)

**POSC 396—International Organization and Law (3 CH)**

This course examines the development of international organizations and their role in the international community. Particular emphasis will be placed on the role of the United Nations after World War II. The course will also introduce students to the nature and impact of public international law in the international system. (WIC)

**POSC 397—Public Affairs Internship (2-16 CH)**

Internships in governmental or other organizations with a significant public service mission. Placements are available in both semesters and in the summer. Internship placements in law-related organizations, the Harrisburg Capitol Semester, and other state and local organizations are available. (WIC)

**POSC 406—Independent Study (1-4 CH)**

Reading and independent study concerning a subject in political science that is mutually agreed upon by the student and sponsoring departmental faculty. (P: Junior standing, consent of the instructor and compliance with College requirements for independent study.)

**POSC 436—Constitutional Law (3 CH)**

Survey of the main features of the American constitutional system, particularly through examination of selected decisions of the Supreme Court of the United States. (P: POSC 116 or consent of the instructor) Offered every spring. (WIC)

**POSC 437—First Amendment Law (3 CH)**

This course examines the philosophical underpinnings of the First Amendment, as well as the historical and current doctrines of freedom of speech, press,
association and religion as developed by the Supreme Court of the United States. (P: POSC 116 or permission of the instructor.) Offered every other fall.

POSC 438—Criminal Due Process Rights (3 CH) This class provides an examination of the procedures utilized in the criminal justice system as they relate to criminal law and the administration of justice. Specifically, this course will examine how the Fourth, Fifth, Sixth, Eighth and 14th Amendments to the Constitution impact individual rights and the police powers of the State. (P: POSC 116 of CJS 101 or permission of the instructor.) Offered every other spring.

POSC/CJS 439—Criminal Law (3 CH) This course will explore traditional legal issues in substantive criminal law. It will examine the nature of criminal law and general principles of criminal responsibility, various defenses to criminal responsibility, including duress, necessity and insanity, and analyze specific crimes in detail, including inchoate crimes, crimes against persons and property.

POSC 445—The Great American Trial (3 CH) This class introduces students to the fundamental techniques and theory necessary to conduct a trial in court. It provides students with a thorough knowledge of the American judicial system and helps them develop both oral and written communication skills. The course concludes with students participation in mock trials (P: POSC 300 or CJS 101 or permission of the instructor). Class size is limited to 16 students. Offered spring of even-numbered years.

POSC 456—American Foreign Policy Formulation (3 CH) This course provides a history and analysis of American foreign policy with emphasis on the post-World War II period. The course will survey various factors which influence the policy-making process and evaluate several analytical models of foreign policy behavior. Attention will also be devoted to the emerging post-cold war era of American foreign policy and the changing role of the United States in the international system. (P: POSC 107 or 116 or consent of instructor.) (WIC)

POSC 466—International Relations: Selected Problems (3 CH) An analysis of international relations since World War II especially at the present time in Europe, Africa, Asia, Latin America and the Middle East. Emphasis is on selected problems and policies in the several regional areas. (WIC)

POSC 496—Senior Seminar (4 CH) Examination of political science as a field of study; discussion of selected topics in political science and preparation of a number of analytical papers on selected topics in political science or an extended analytical research paper. Required of all majors in political science. Offered every fall. (WIC)

POSC 467—Washington Internship (8 CH) A semester in Washington, D.C. with a focus on contemporary public affairs. A supervised internship is required. This may be in governmental, private or public service sectors. The subject of the internship varies according to student interest and preparation. (WIC)

POSC 468—Washington Seminar I (4 CH) POSC 469—Washington Seminar II (4 CH) POSC 468 and POSC 469 are topical seminars required of Washington Semester participants. Students may select from a range of subjects. (WIC)
Departmental Objectives

Psychology is the science that investigates and seeks to understand the behavior and cognitions of individual humans and animals. There are many areas of specific interest within the discipline of psychology, such as perception, learning, memory, intelligence, personality, development across the lifespan, abnormal behavior and social behavior. The psychology program at Thiel has three goals:

1. to meet the needs of students preparing for careers in education, social work, human services agencies and other fields for which background in psychology is desirable or necessary;
2. to prepare students to continue their education at the graduate level, either in psychology or a related discipline;
3. to meet the needs of students pursuing a liberal arts education.

Psychology
(Bachelor of Arts Degree)

Major Requirements

The major in psychology consists of 39 credit hours. Thirty-five hours of psychology courses must be successfully completed, plus MATH 211—Elementary Statistics. These 35 hours of psychology courses include 26 hours of required courses plus nine additional psychology elective hours.

A student who graduates from Thiel College with a major in psychology will:

• understand the scientific method and be able to apply it to test hypotheses and psychological theories.
• understand psychological theories; be able to compare, contrast and evaluate historical and theoretical perspectives; and be able to select elements of theoretical perspectives for practical application.
• understand and be able to apply professional ethical principles in research and the clinical/counseling context.
• demonstrate an awareness of the values, attitudes and cognitions that underlie an understanding of oneself and the self in relation to others.
• understand the influence of culture on psychological processes.

Suggested Sequence Major Requirements

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSY 150</td>
<td>General Psychology (fall, freshman year)</td>
</tr>
<tr>
<td>PSY 240</td>
<td>Child Development (freshman or sophomore year)</td>
</tr>
<tr>
<td>PSY 270</td>
<td>Neuropsychology (spring, sophomore year)</td>
</tr>
<tr>
<td>MATH 211</td>
<td>Elementary Statistics (sophomore year)</td>
</tr>
<tr>
<td>PSY 222</td>
<td>Research Methods (sophomore or junior year)</td>
</tr>
<tr>
<td>PSY 300</td>
<td>Abnormal Behavior (sophomore or junior year)</td>
</tr>
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or

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSY 310</td>
<td>Personality Theory (sophomore or junior year)</td>
</tr>
<tr>
<td>Any 300 level laboratory course (junior or senior year) (PSY 340, 342 or 343)</td>
<td></td>
</tr>
<tr>
<td>PSY 430</td>
<td>History and Philosophy of Psychology (junior or senior year)</td>
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</tbody>
</table>

One additional 400 level psychology course (PSY 410, 420, 440 or 450) (junior or senior year)

Nine additional hours of psychology electives must be taken to complete this major. Included in the acceptable electives are REL 250 Psychology of Religion and EDUC 112 Educational Psychology.

Psychology majors must earn a grade of at least C minus in the courses required for the major and minor and maintain a 2.0 overall average for all psychology courses. Majors are expected to choose an adviser within the psychology department and...
to work conscientiously with the adviser to insure appropriate course selections and timely progress toward fulfilling major requirements and general college requirements.

Psychology majors are encouraged to elect courses in related fields, such as biology, sociology, political science, philosophy, neuroscience and other courses in the humanities and sciences.

Psychology majors may wish to concentrate in one of the following: (1) development across the lifespan; (2) counseling psychology; (3) experimental psychology; (4) cognitive psychology. A student may select one of these tracks, or a combination, in accordance with the student's interests and goals as a psychology major. Consult with a faculty member for course suggestions.

**Minor Requirements**

The minor in psychology consists of six psychology courses (19-20 credit hours) plus MATH 211. The following courses comprise the minor requirements.

PSY 150 General Psychology  
MATH 211 Elementary Statistics  
PSY 222 Research Methods  
PSY 240 Child Development  
or PSY 242 Adolescent Development  
or PSY 244 Adulthood and Aging  
PSY 300 Abnormal Behavior  
or PSY 310 Personality Theory  
PSY 430 History and Philosophy of Psychology  
One additional 300-400 level Psychology course

**Psychology Departmental Honors**

Students will earn departmental honors if they achieve a 3.5 GPA in the major.

**Neuroscience**

The neuroscience program at Thiel College is an interdisciplinary program that capitalizes on and further develops the interface between biology and psychology. Thiel's program has a very strong emphasis on experiential learning with laboratory experiences, field trips, and a required internship and senior research project. The program is intended to prepare students for graduate programs in neuroscience, psychology and biology and professional programs in a variety of areas of allied health, including traditional medicine as well as entry-level positions as technologists or sales representatives. See page 197 of the catalog for a complete description of the curriculum as well as suggested course sequence.

**Occupational Therapy**

Dr. Jennifer S. Griffin, Adviser

Thiel College has an articulation agreement with Gannon University for a master of science in occupational therapy.

- Four years at Thiel. B.A. in biology or psychology  
- Three years at Gannon. M.O.T.

Entrance requirements – guaranteed acceptance of up to five students per year who have:

- B.A. from Thiel College  
- Minimum of C in prerequisite courses  
- Overall GPA of 3.0

For more information on the Master of Science in Occupational Therapy please see gannon.edu/programs/grad/occther.asp

**COURSE OFFERINGS**

(*Lab fee charged*)

**PSY 109—Introduction to Neuroscience (4 CH)** A lecture/laboratory course that will introduce students to the field of neuroscience and provide prospective majors with the knowledge needed for further study of the neurosciences. An examination of the biological basis of neural and sensory function, motor and sensory systems and their integration as
learning and memory, cognition, behavior and illness. The laboratory component provides an understanding of neuroscience through hands-on experimental procedures using state of the art equipment and field trips to an affiliated research laboratory. Three one-hour lectures and one three-hour laboratory per week. This course satisfies IR in “Citizenship in a Scientific Age” laboratory science or “Choosing Depth and Diversity” science requirement. (P: HS/College GPA 3.0 or better, 1130 SAT/21 ACT, MATH 107/211 placement level) Offered every fall.

**PSY 150—General Psychology (3 CH)** An introduction to the scientific study of human behavior and cognitive processes including research methods, biological influences, sensation and perception, learning, memory, development, motivation and emotion, intelligence, personality, stress and coping, abnormal behavior and therapeutic approaches. A prerequisite for most other psychology courses. Offered every semester.

**PSY 209—Neuropsychopharmacology (4 CH)** Students will be able to understand and explain administration, pharmacokinetics, behavioral effects and drug interactions of psychoactive substances. Students will be able to identify major classes of psychoactive substances. Students will also be able to explain how psychoactive substances may be used to treat psychopathologies and disorders of the nervous system. The laboratory will study the modes of drug action using a variety of invertebrate and vertebrate model systems. (P: PSY 109 or BIO 119 or NSCI 109) Offered every spring.

**PSY 222—Research Methods (4 CH)** A survey of research methods used to describe, predict and explain behavioral and thought processes. The methods of observation, correlation, and experimentation will be emphasized. Students will conduct a number of computer-based experiments and learn how to write experimental reports using the accepted format of the American Psychological Association. (P: PSY 150 and MATH 211) (WIC)

**PSY 230—Introduction to Learning (3 CH)** An introduction to the basic concepts and theoretical orientations of 20th century learning theorists including Pavlov, Thorndike, Watson, Guthrie, Tolman, Hull, Skinner, Bandura and Anderson. Processes that affect learning, such as biological constraints, motivation and memory will be discussed, as well as computer simulation models. (P: PSY 150) Offered as needed.

**PSY 240—Child Development (3 CH)** An introduction to the study of physical, cognitive, social and psychological growth of the individual from infancy through middle childhood. A special effort is made to integrate theoretical concepts with behavioral examples and to show the application of theories to problems in child rearing. (P: PSY 150) Offered every semester.

**PSY 242—Adolescent Development (3 CH)** An examination of current theories concerning human development from late childhood through early adulthood. Physical, cognitive, social and psychological issues will be addressed. (P: PSY 150)

**PSY 244—Adulthood and Aging (3 CH)** A survey of early, middle and later adulthood. A biopsychosocial model is used to explore changes in biological functioning, information processing, memory, intelligence, personality, mental health and personal relationships. Death and dying issues will also be explored. (P: PSY 150)

**PSY 250—Applied Psychology (3 CH)** The application of psychological theories and research to topics which are essentially relevant to young adulthood, such as career choice, relationship development and maintenance, sexuality and health and well-being. Class discussion and self-reflection are emphasized as methods of inquiry and evaluation.

**PSY 270—Neuropsychology (3 CH)** Students will be introduced to the biological basis of behavior and cognition. They will learn about the neuron, neuronal communication and the functions of various brain areas. Particular attention will be paid to the topics of psychopharmacology, human learning, human communication and various psychopathologies. (P: PSY 150 or PSY 109) Offered every spring.
PSY 300—Abnormal Behavior (3 CH) The study of behavioral dynamics with emphasis on atypical and abnormal behavior. Students will learn to utilize the “Diagnostic and Statistical Manual of Mental Disorders” to identify, diagnose and better understand mental disorders. (P: PSY 150, two additional psychology courses)

PSY 310—Personality Theory (3 CH) An introduction to major theories and conceptual issues relating to the study of personality. (P: PSY 150 and two additional psychology courses.)

PSY 320—Tests and Measurements (3 CH) A basic course in the construction, administration and interpretation of psychological tests. Characteristics of good tests, including reliability, validity and item analysis will be explored. A variety of tests, including those designed to assess aptitude, achievement, personality traits and abnormal behavior will be covered. (P: PSY 150, PSY 222 and MATH 211) Offered as needed.

PSY 340—Conditioning and Learning (4 CH) An introduction to the important concepts of learning. Pavlovian and operant conditioning, stimulus control of behavior, cognitive control of behavior, biological influences and the encoding, storage and retrieval of information. The course will meet each week for three 55-minute lectures and students will complete computer-based laboratory exercises. (P: PSY 150 and two other courses in psychology) (WIC)

PSY 342—Cognitive Psychology (4 CH) The theory and data of cognition, information systems and memory from the viewpoint of modern cognitive psychology. Emphasis will be placed on the methods of determining and measuring cognitive processes and on the data relating to these processes. Laboratory experiments in sensation, perception, and memory will investigate selected phenomenon from these areas. (P: PSY 150 or PSY 109) (WIC)

PSY 343—Sensation and Perception (4 CH) An introduction to the sensory systems of the human body, with an emphasis on vision and hearing. Students will also be introduced to the methods of measuring and researching sensation and perceptual processing. This is a lecture course with a complementary lab. (P: PSY 150 or PSY 109 and sophomore status or permission of the instructor.) (WIC)

PSY 360—Social Psychology (3 CH) Social psychology is the study of the cognitive and behavioral processes of the individual in relation to the social environment. Topics include the role of the self in social interaction, the influence of others on personal and interpersonal behavior and group formation and dynamics. (P: PSY 150 and junior or senior standing)

PSY 362—Psychology of Religion (3 CH) An examination of the relationship between religious belief and experience and the psychological make-up and functioning of persons. (P: REL 120) (WIC)

PSY 370—Counseling Methods (3 CH) Theory and practice of counseling and interviewing skills as practiced in human service agencies. (P: PSY 150, two additional psychology courses and junior or senior standing)

PSY 409—Internship in Neuroscience An opportunity for junior or senior students to gain practical experience in a field related to their major. A log book will be required as well as a final paper in which the student will react to the internship both objectively and subjectively, correlating his or her academic knowledge with practical experience. A minimum of 40 hours of supervised experience per credit hour is generally required. (P: PSY 109)

PSY 410—Counseling Special Populations Seminar (3 CH) Focus on putting clinical theory and skills into practice, particularly with regard to special populations. Unique issues that confront persons with particular diagnoses, addictions and life situations will be explored so the student will gain appreciation of such and be equipped to work more effectively with these individuals. A case management approach will be emphasized. (P: PSY 150, junior or senior standing and two additional psychology courses.) (WIC)

PSY 420—Personal Relationships Seminar (3 CH) An examination of research and issues relevant to the investigation of personal relationships across the lifespan, with an emphasis on the processes of the initiation, maintenance and dissolution of dating and marital relationships. The class is conducted in a seminar format, with the expectation that
students contribute a great deal to the discussion and evaluation of various topics. (P: PSY 150 and junior or senior standing, or permission of instructor) (WIC)

**PSY 430—History and Philosophy of Psychology (3 CH)** A review of the history of psychology starting with its physiological and philosophical roots. Important schools of thought, such as structuralism, functionalism, behaviorism, Gestalt psychology and the psychoanalytical approach will be emphasized. The important leaders and contextual forces influencing these approaches will be noted. (P: PSY 150, junior or senior standing, and two additional psychology courses) (WIC)

**PSY 440—Cognitive Theories in Psychology (3 CH)** A comparison of the contributions of several theoretical perspectives to the understanding of cognition. Special attention will be given to considering neuropsychological approaches to cognition and neuropsychological disorders. (P: PSY 150 and junior or senior standing; PSY 342 is recommended) Offered as needed. (WIC)

**PSY 450—Topics in Psychology (3 CH)** Advanced topics in psychology. May be repeated with different topics. (P: PSY 150; two additional courses in psychology, and junior or senior standing) (WIC)

**PSY 455—Cooperative Education (CH Variable)**

**PSY 467-469—Semester in Washington (8-16 CH)** See POSC 467-469.

**PSY 470—Special Projects in Psychology (CH Variable)** Designed to meet the individual needs of students in psychology. The student must have the permission of the faculty member with whom he or she wishes to work. The student may conduct directed or independent laboratory studies, field or library research, do concentrated reading in a specialized area of psychology or participate in seminars on various subjects in psychology. (P: PSY 150; PSY 222, MATH 211 and permission of the instructor)

**PSY 471—Advanced Study in Psychology II** Continuation of PSY 570.

**PSY 490—Independent Study (CH Variable)** The student may propose a course of study or a project to be carried out under supervision of a faculty member. (P: Must have a GPA of 3.25 or above and permission of the faculty member)

**PSY 499—Independent Research (3 CH)** Students design and conduct a research project in an area of neuroscience. The research project must include library, laboratory and/or field research, and a written report in the format of a scientific publication. The project is done under the guidance of one faculty member and may be conducted for more than one semester.
The purpose of the Department of Religion is to provide the student with an academic understanding of the religious experience of humankind. This purpose is fulfilled through courses which are designed:

1. to familiarize the student with the biblical writings of the Jewish and Christian traditions;
2. to interpret the nature of religious experience, especially Christian;
3. to introduce the student to the chief persons, works and movements in the history of Christianity; and
4. to show the interrelatedness of religion and culture.

The department offers majors in religion, theology and youth ministry and parish education and minors in religion, parish education and pre-ministry. The first of these is a general liberal arts major suitable for any student interested in such a liberal arts background. All three provide students greater depth in the fields and opportunities to prepare for a professional career or graduate study.

A final grade of C minus or better is required in all courses for the major and/or minor.

**Religion**
(Bachelor of Arts Degree)

**Major Requirements**

Students majoring in religion must fulfill the following minimum requirements:

Thirty-one credit hours in religion including

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>CH</th>
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<tbody>
<tr>
<td>REL 110</td>
<td>Introduction to Religion</td>
<td>3</td>
</tr>
<tr>
<td>REL 120</td>
<td>Interpreting the Jewish and Christian Scriptures</td>
<td>3</td>
</tr>
<tr>
<td>REL 190</td>
<td>World Religions</td>
<td>3</td>
</tr>
</tbody>
</table>

The following two courses are to be taken no earlier than the second semester of the junior year.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>CH</th>
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<tbody>
<tr>
<td>REL 330</td>
<td>Readings in Religious Studies</td>
<td>2</td>
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<tr>
<td>REL 340</td>
<td>Readings in Theology</td>
<td>2</td>
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</table>

A maximum of three credit hours of:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>REL 380</td>
<td>Cooperative Education</td>
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<tr>
<td>REL 390</td>
<td>Independent Study</td>
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</table>

may be applied toward the major. Choose one of the following to be taken preferably in the freshman year:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PHIL 127</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 147</td>
<td>Introduction to the History of Philosophy: Socrates to Aquinas</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 157</td>
<td>Introduction to the History of Philosophy: Descartes to Sartre</td>
<td>3</td>
</tr>
</tbody>
</table>

A student who graduates from Thiel College with a major in religion will:

- comprehend the nature of religion by understanding the various methods of studying religion.
- conceive the reality of “the ultimate” or God in relation to both inherited ideas of the past and the concerns of contemporary society.
- appreciate the unity and diversity of the pluralistic heritage of the world’s religions; and understand the different approaches of relating Christianity to other world religions.
- understand various hermeneutical methodologies and be able to apply hermeneutical principles in interpreting Jewish and Christian scriptures.

**Minor Requirements**

Students minoring in religion must meet the following minimum requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>CH</th>
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</thead>
<tbody>
<tr>
<td>REL 120</td>
<td>Interpreting the Jewish and Christian Scriptures</td>
<td></td>
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<tr>
<td>REL 110</td>
<td>Introduction to Religion</td>
<td></td>
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<tr>
<td>REL 125</td>
<td>Introduction to Theology</td>
<td></td>
</tr>
<tr>
<td>REL 200</td>
<td>Contemporary Ethical Issues</td>
<td></td>
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<tr>
<td>REL 160</td>
<td>Religion in the United States</td>
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<tr>
<td>REL 140</td>
<td>History of Christianity</td>
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</table>
REL 190  World Religions
One additional upper-level religion course except Religion 330, 340 or 390.

Theology and Youth Ministry
(Bachelor of Arts Degree)

Students desiring to prepare for careers in youth ministry by earning a major in theology and youth ministry will need to fulfill the following requirements:

**Major Requirements**

Twenty-two credit hours:

REL 110 Introduction to Religion 3 CH
REL 120 Interpreting the Jewish and Christian Scriptures 3 CH
REL 125 Introduction to Theology 3 CH
REL 130 Introduction to Ministry 3 CH
REL 205 Mentoring in Youth Ministry 1 CH
REL 290 Luther and His Legacy 3 CH
REL 340 Readings in Theology 2 CH
REL 370 Foundations of Youth Ministry 4 CH

*Any two of the following:*

REL 140 History of Christianity 3 CH
REL/GREK 150 Introduction to Greek Language Skills 3 CH
REL 160 Religion in the United States 3 CH
REL 180 Christian Worship 3 CH
REL 200 Contemporary Ethical Issues 3 CH
REL 250 Psychology of Religion 3 CH

*Any three of the following:*

PSY 150 General Psychology 3 CH
PSY 242 Adolescent Development 3 CH
SOC 121 Microsociology 3 CH
SOC 141 Macrosociology 3 CH
SOC 401 Sociology of the Family 3 CH

*One of the following:*

COMM 171 Introduction to Communication 3 CH
COMM 225 Interpersonal Communications 3 CH
COMM 331 Intercultural Communication 3 CH

Parish Education
(Bachelor of Arts Degree)

**Major Requirements**

Students desiring to prepare for careers in parish education must fulfill the following requirements:

Twenty-eight credit hours in religion including:

REL 120 Interpreting the Jewish and Christian Scriptures
REL 150 Introduction to Greek Language Skills
REL 382 Foundations of Parish Education and any other courses offered by the Religion Department except:
REL 330 Readings in Religious Studies
REL 340 Readings in Theology

Certification in elementary education or at least the following courses:

EDUC 111 Foundations of American Education
EDUC 112 Educational Psychology
CIS 111 Word Processing Applications
CIS 112 Spreadsheet Applications
PSY 240 Child Development
PSY 244 Adulthood and Aging
SOC 261 American Women’s Experience: A Multicultural Perspective

A supervised parish education field experience in a congregation.

A student who graduates from Thiel College with a major in parish education will:

- understand and be able to apply the theories and practices of parish education.
- conceive the reality of “the ultimate” or God in relation to both inherited ideas of the past and the concerns of contemporary society.
- appreciate the unity and diversity of the pluralistic heritage of the world’s religions; and understand the different approaches of relating Christianity to other world religions.
- understand various hermeneutical methodologies and be able to apply hermeneutical principles in interpreting Jewish and Christian scriptures.
Minor Requirements

Students minoring in parish education must meet the following minimum requirements:
REL 120 Interpreting the Jewish and Christian Scriptures
REL 125 Introduction to Theology
REL 250 Psychology of Religion
or
EDUC 112 Educational Psychology
REL 140 History of Christianity
REL 382 Foundations of Parish Education
One additional upper-level religion course except:
REL 330, 340 or 390.

Pre-Ministry

Minor Requirements

Students minoring in pre-ministry must meet the following minimum requirements:
Foundations (3 CH)
REL 130 Introduction to Ministry
Biblical Studies (6 CH)
REL 120 Interpreting the Jewish and Christian Scriptures
GREK/REL 150 Introduction to Greek Language Skills
Practical Studies (3 CH)
REL 180 Christian Worship
or
MUS 354 History of Sacred Music (with permission of instructor)
Historical Studies (3 CH)
REL 160 Religion in the United States
or
REL 190 World Religions
or
REL 240 African American Religion in the United States
or
REL 140 History of Christianity
Theological Studies (3 CH)
REL 230 Philosophy of Religion
or
REL 200 Contemporary Ethical Issues
or
REL 290 Luther and His Legacy

Note: Completion of GREK/REL 151 in addition to GREK 150 will satisfy the foreign language requirement of Thiel College. The Religion Department strongly recommends that students take the second semester of Greek.

COURSE OFFERINGS

REL/GREK 150/151—Introduction to Greek Language Skills (6 CH) A basic course designed to give students a knowledge of the structure of the Greek language and begin preparing them for the reading of Greek literature. The primary emphasis is on Koine (New Testament) Greek.
REL 110—Introduction to Religion (3 CH) To introduce students to the study of religion, the language of religion, the person of religion and the community of religion. (WIC)
REL 120—Interpreting the Jewish and Christian Scriptures (3 CH) An introductory course to the Scriptures of the Jewish and Christian traditions. The writings of the Old and New Testaments are surveyed, utilizing literary and historical criticism. Students will be exposed to major questions raised in interpreting the Bible in the 21st century. A prerequisite to all other courses in religion. (P: IND 115) Offered every semester. (WIC)
REL 125—Introduction to Theology (3 CH) An introductory course to Christian theology. Various systematic presentations of Christian beliefs are examined in order to appreciate the plurality of approaches to reinterpreting Christian doctrine in the modern world. (P: REL 120) (WIC)
REL 130—Introduction to Ministry (3 CH) This course provides an examination of historic and contemporary understandings of the nature, function and practice of ministry in various traditions of the Christian church. The course is intended to help students with a general interest in religion understand the relationship between
ministry and religious community; and to help students with a specific interest in preparing for ministry understand the expectations and responsibilities before them.

REL 140—History of Christianity (3 CH) An historical study of Christianity concentrating on its major teachings, practices and institutional forms from its origin to the present day. (P: REL 120) (WIC)

REL 160—Religion in the United States (3 CH) A topical study of the historical phenomena of religions in the U.S. with primary emphasis on Christianity, and some attention to other U.S. religions especially Judaism. The study includes general background of each religion with subsequent U.S. developments presented through such phenomena as revivalism, immigration, liberal theories and social emphases. (P: REL 120) (WIC)

REL 170—African Religion (3 CH) This introductory course of African religion will examine the theology of indigenous African tribes to ascertain the core of their belief systems. Learning about African traditional religion through Africa's rich cultural heritage, the writings of African and African-American theologians, and interactive experiences, students will be helped to bridge the historical and theological gap between the African and African-American experience.

REL 180—Christian Worship (3 CH) Christian Worship introduces students to the academic methods and techniques used by scholars in the study of Christian worship practices and what the results of that study are, particularly in recent years. The course is ecumenical in focus and seeks to free students from preconceived notions about religions ritual while developing the students' powers of observation and analysis. The course focuses on ritual practices of the Christian faith and on texts and sources which are available in English translation.

REL 190—World Religions (3 CH) A study of the thought, history and practice of the major contemporary religions of the world, focusing especially on Hinduism, Buddhism and Islam, as well as Chinese, Japanese and African religions. These will be compared with each other and with Christianity and Judaism with a view to better understanding the religious dimension of human life. (P: REL 120) (WIC)

REL 200—Contemporary Ethical Issues (3 CH) Different methods of Christian ethics are examined in relation to current social issues in the areas of sexual relationships, bio-medical advances, economic order, political liberation and environmental survival. (P: REL 120) (WIC)

REL 205—Mentoring in Youth Ministry (1 CH) An introductory course to basic elements of youth ministry. Experiential learning about youth ministry will take place as time is spent as a participant in a youth ministry program.

REL 210—Religion and the Sciences (3 CH) This interdisciplinary seminar will investigate how religion and science have related and should relate to one another. The aim of the course is to present a comprehensive survey, comprehending both the historical developments of the relation and the current prospects for interaction and dialogue. The course will emphasize the relation between the natural sciences (especially the physical and biological sciences) and Western religion (especially Christianity) while at the same time recognizing diversity, especially at the level of philosophical and religious commitment. (WIC)

REL 215—Intermediate New Testament Greek I (CH) In this course students will read selections from the New Testament, Septuagint or extra-canonical Greek writings in their original language. Questions about the transmission of the text and its theological implications will be discussed. Along the way, we will review the basic vocabulary, grammar and syntax learned in REL/GREK 150 and 151.

REL 220—Women in Jewish and Christian Traditions (3 CH) This course introduces women and religion as a discipline within the academic study of religion. Students engage in review, analysis and discussion of representative literature in the history, theology and spirituality of women in Jewish and Christian traditions. (P: REL 120) (WIC)
REL 230—Philosophy of Religion (3 CH)
Deals with philosophical reflection upon such questions as the nature of religion, the concept of God, the problem of evil, the religious dimension of human experience, the justification of religious claims and the character of religious language. Explored in relation to these matters are the thoughts of representative figures from skepticism, existentialism and pragmatism. (P: REL 120) (WIC)

REL 240—African American Religion in the United States (3 CH) Investigates the history of black religion from its African roots through the period of slave trade to the experience to blacks in the United States over the past two centuries. (WIC)

REL 250—Psychology of Religion (3 CH) An examination of the relationship between religious belief and experience and the psychological make-up and functioning of persons. (P: REL 120) (WIC)

REL 260—Religion, Science Fiction and Popular Culture (3 CH) Science fiction remains a powerful vehicle for ideas in popular culture and has the highest religious content of any popular genre. The course examines science fiction to uncover understandings of religion in popular culture. By reading best-selling novels, examining films and television shows, and reading scholars' examinations of religious themes in science fiction, students will learn to identify how religious themes are used, manipulated and promulgated in popular culture. Course topics will include the history of science fiction; the role and significance of aliens; apocalypse and utopias; modernist critiques of religion; and postmodern attitudes toward religion. (WIC)

REL 270—Judaism (3 CH) An exploration of Judaism from its biblical origins to the present day. Particular attention is given to Jewish history and the meanings of festivals and “life-cycle” events. Additional topics may include biblical monotheism and its impact on Western civilization, strategies for Jewish survival throughout history, the implications of the Holocaust, and the impact of feminism on contemporary Jewish life.

REL 280—World Christianity (3 CH) Christianity’s center of gravity has shifted from the West to the traditionally non-Christian, non-Western Global South where the majority of the world’s Christians now live. This course explores the rise of world Christianity. It examines the diversity of practices within the movement and the theological articulations characteristic of world Christianity. (P: REL 140 or REL 155 or HIST 180 and a basic knowledge of the history of Christianity and/or Christian beliefs.) (WIC)

REL 290—Luther and His Legacy (3 CH) An examination of the theological writings of Luther, the immediate context that influenced him and the rich legacy of theological reflection that he has evoked. (WIC)

REL 320—Special Project (1-4 CH) An opportunity for students not qualifying for independent study to do individualized study in any of the various fields in religion. The study may not duplicate any other departmental course offering. Departmental approval for the project is required. (P: REL 120)

REL 330—Readings in Religious Studies (2 CH) A reading program based on a bibliography that includes material in the area of the history of religious studies deemed essential to supplement and integrate the normal course work in order to provide the student with a comprehensive understanding in the field of religion. Required of religion majors. (P: REL 120)

REL 340—Readings in Theology (2 CH) A reading program based on a bibliography which includes material in the areas of theological ethics and systematics deemed essential to supplement and integrate the normal course work in order to provide the student with a comprehensive understanding in the field of religion. Required of religion majors. (P: REL 120)
REL 350—Religion and Film (3 CH) This is a course in the critical appreciation of film as an artistic genre and the way that film has the unique capacity to be a vehicle for the understanding of religious concepts and practices. Theological concepts, practices and beliefs are articulated creatively in artistic, as well as doctrinal forms. In studying film a genre is introduced that does not necessarily identify itself as a religious medium and an attempt is made to understand indirectly what religious truth claims say directly. To do this, basic principles of film criticism and theological reflection will be used as tools for understanding assorted religious concepts and practices.

REL 352—Currents in Late Modern Theology (3 CH) Contemporary currents in theology from the death of God movement and process theism of the 1960s to hermeneutical and deconstructionist theologies of the 1980s are investigated. The investigation proceeds through an analysis of various attempts to articulate the meaning and truth of God in the postmodern situation of relativism and pluralism. (P: REL 120) (WIC)

REL 370—Foundations of Youth Ministry (4 CH) This course is designed to introduce students to the theological and practical dimensions of youth ministry. It explores the promises and challenges of contemporary American youth culture in considering recent research on the religious and spiritual lives of American teenagers, examining current models of youth ministry within and across various Christian denominations, analyzing issues related to ministry in general, demonstrating and practicing a model of spiritual formation, and helping future youth ministers to think theologically about the role of youth ministry in the formation of Christian character.

REL 380—Cooperative Education (CH Variable)

REL 382—Foundations of Parish Education (4 CH) This course is designed to introduce students to the basic theory of parish education. It also has a field work component that provides practical experience and fulfills the required supervised field training for parish education majors. (P: REL 152)

REL 390—Independent Study (1-4 CH) Independent study will enable students to work individually on a project or a reading program designed for their specific interests. Students of senior standing who meet the qualifications outlined elsewhere in the catalog may, with the consent of the instructor, register for this course.

REL 392—Liberation Theology in a Latin American Context (1-6 CH) The writings, ideas and dynamics of liberation theology are explored with an eye on the Peruvian situation in a seminar which culminates in a three-week immersion experience during which students and faculty encounter the lived praxis of liberation theology among the people of Peru. (WIC)

REL 413—Selected Topics (3 CH) In this course a selected topic in the field of religion or theology is taught. Courses previously have been offered on such selected topics as Jesus, female images of the divine, the spirit of life and Augustine and Aquinas. Prerequisites, if any, will be included in the course announcements.
Departmental Objectives
Sociology is the branch of science which specializes in the study of human societies and human social interaction. As part of a liberal arts education, the program in sociology has three main goals:
1. to convey basic knowledge of human societies and social relations leading to the development of a perspective for understanding and appreciating the diversity and potentiality of human cultures;
2. to develop skills in collecting and analyzing social data, in speaking and writing clearly and effectively, and in thinking logically and critically; and
3. to prepare students for graduate study in sociology, social work, or a related field or for employment in the social services.

A C average is required for the sociology major and/or minor and the criminal justice studies major to graduate.

Sociology (Bachelor of Arts Degree)

Major Requirements
The major requires a minimum of 35 credit hours and must include the introductory courses:
SOC 121 Microsociology
SOC 141 Macrosociology
SOC 251 Minorities
SOC 341 Social Research Methods
SOC 342 Sociological Theory
SOC/CJS 371 Professional Seminar
MATH 211 Elementary Statistics
plus four sociology courses numbered 261 through 491, with the exception of SOC 455, and one other sociology course.

Note: Students electing to double major in sociology and criminal justice studies may not use the same elective courses to satisfy the elective requirement for both majors.

In addition to the required courses, sociology majors are encouraged to choose electives from a variety of disciplines in the humanities, natural sciences and other social sciences, and to include off-campus experiences, such as the social science internship. A declaration of a major in sociology must be filed no later than the first semester of the junior year.

A student who graduates from Thiel College with a major in sociology will:
• understand and be able to apply the sociological perspective.
• understand and be able to apply the principles of good social science research methodology.
• understand and be able to apply the major theoretical paradigms of sociology.
• understand the complexity and interaction of social marginality in United States culture in terms of race/ethnicity, sex/gender, social class, sexual orientation, age and disability.
• understand the diversity of human behavior and belief in a global context.

Minor Requirements
The minor requires a minimum of 18 credit hours and must include the introductory courses:
SOC 121 Microsociology
SOC 141 Macrosociology
SOC 211 Anthropology
SOC 342 Sociological Theory
Two additional sociology courses numbered 261 or higher, excluding 455.

A declaration of a minor in sociology must be filed no later than the first semester of the senior year.
Criminal Justice Studies
(Bachelor of Arts Degree)

At Thiel, the criminal justice studies program has a special focus: juvenile and family justice. The program emphasizes issues of juvenile delinquency and family members in abusive relationships, reducing recidivism or repeat offenses and bringing troubled families to normalcy. Graduates from the program work in courts, law enforcement, probation and parole, specialized treatment programs, public and private agencies such as juvenile probation, child and protective services and others dedicated to principles of behavior reform. The approach is fundamentally different from programs in criminal justice that emphasize crime and punishment, police science and the administration of justice.

The program is framed by Thiel’s commitment to the liberal arts, signifying the importance of supporting the development of humane and altruistic perspectives of students in all fields of thought and work.

The major is interdisciplinary, concentrating on sociology as a way to gain basic understanding of issues involved in juvenile delinquency and domestic violence. The major requires and encourages study in a variety of related and supportive fields including sociology, political science, psychology, religion and philosophy.

The major in criminal justice studies requires a minimum of 44 semester credit hours, distributed according to the rules presented below. (Note: All courses listed are three credit hours unless otherwise indicated; CJS = criminal justice studies).

<table>
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<tr>
<th>Major Requirements</th>
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<tbody>
<tr>
<td>The major requires a minimum of 44 credit hours and must include the following courses:</td>
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<tr>
<td>SOC 121 Microsociology</td>
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<td>or</td>
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<tr>
<td>SOC 141 Macrosociology</td>
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<tr>
<td>CJS 101 Criminal Justice Studies</td>
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<tr>
<td>CJS 301 Juvenile Justice System</td>
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<tr>
<td>or</td>
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<tr>
<td>CJS 303 Family Justice Issues</td>
</tr>
<tr>
<td>SOC 341 Social Research Methods</td>
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<tr>
<td>SOC 342 Sociological Theory</td>
</tr>
<tr>
<td>SOC/CJS 371 Professional Seminar (1 CH)</td>
</tr>
<tr>
<td>MATH 211 Statistics (4 CH)</td>
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<tr>
<td>PHIL 267 Ethics</td>
</tr>
<tr>
<td>POSC 116 American Government and Politics</td>
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<tr>
<td>POSC 436 Constitutional Law</td>
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<tr>
<td>The major also requires 15 additional course hours selected from the unselected classes listed above (Micro/Macrosociology and Juvenile Justice Systems/Family Justice Issues) and the following:</td>
</tr>
<tr>
<td>SOC 191 Social Problems</td>
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<td>SOC 251 Minorities</td>
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<td>SOC 321 Deviance</td>
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<td>SOC 331 Criminology</td>
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<td>SOC 401 Sociology for the Family</td>
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<tr>
<td>SOC 411 Organizations</td>
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<tr>
<td>SOC/CJS 431 Selected Topics</td>
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<tr>
<td>ACCT 453 Forensic Accounting and Fraud Examination</td>
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<td>BADM 355 Business Law I</td>
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<td>BADM 356 Business Law II</td>
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<td>BADM 364 Business Ethics</td>
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<tr>
<td>COMM 455 Media Law and Regulation</td>
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<tr>
<td>ENSC 200 Introduction to Environmental Law</td>
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<td>POSC 226 State and Local Politics and Policy</td>
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<tr>
<td>POSC 236 Public Policy</td>
</tr>
<tr>
<td>POSC 300 Introduction to Legal Studies</td>
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<td>POSC 316 Topics: Civil Rights and Liberties</td>
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<td>POSC 336 Public Administration</td>
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<td>POSC 385 The Law of Families</td>
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<td>POSC 388 The Death Penalty</td>
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<td>POSC 437 First Amendment Law</td>
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<td>POSC 438 Criminal Due Process Rights</td>
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<td>POSC 439 Criminal Law</td>
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<td>POSC 445 The Great American Trial</td>
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<td>PSY 240 Child Development</td>
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<td>PSY 242 Adolescent Development</td>
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<td>PSY 300 Abnormal Behavior</td>
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<td>PSY 370 Counseling Methods</td>
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<td>PHIL 277 Business Ethics</td>
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PHIL 297 Environmental Ethics
PHIL 347 Social and Political Philosophy
PHIL 377 Legal Philosophy
REL 200 Contemporary Ethical Issues

Students electing to double major in sociology and criminal justice studies may not use the same elective courses to satisfy the elective requirement in both majors.

An elective, experiential educational opportunity in criminal justice studies areas is strongly encouraged. Internships may be in the local area, Washington, D.C., via Thiel’s Washington Semester programs or in another region accessible to the student and approved by the program’s administrators (e.g. Harrisburg, Pa., a nearby city or near the student’s home.) Credit hours awarded are variable (1 to 16), depending on the program selected.

A student who graduates from Thiel College with a major in criminal justice studies will:

• understand and be able to apply the major theoretical paradigms of criminal justice.
• understand and be able to apply the principles of social science research methodology.
• understand the complexity and interaction of social marginality in United States culture in terms of deviance, criminality, corrections, race/ethnicity, sex/gender and social class.
• understand and be able to assess the criminal justice system in the United States.
• understand the role and application of law in United States society.
• understand critical issues in United States society: restorative justice, juvenile law, domestic violence, deviance and crime.
• understand the diversity of criminal acts and the variety of criminal justice systems in a global context.

Legal Studies

Minor Requirements

A minor in legal studies is available. Students interested in legal phenomena are encouraged to avail themselves of the opportunities provided by this program. A description of the minor can be found on page 216.

Special Programs

The sociology department sponsors a number of special programs involving off-campus work and study. Students are encouraged to participate in one of these as part of their major program. Consult the department chair for additional information.

Washington Semester Program—Selected students may participate in this nationally recognized internship and seminar program operated by American University in Washington, D.C. Students may focus on politics, law, journalism, international development, international business, economic and environmental policy, science and technology, foreign policy, urban affairs, museum management, criminal justice and other subjects.

Thiel College’s Semester in Washington—The Semester in Washington is a supervised internship and seminar program which is conducted by the Lutheran Colleges’ Washington Consortium and provides internship experiences in the governmental public service or private service sectors. The full program is available in the spring or fall semester; in the summer, only supervised internships are offered. The program is small and flexible so that the interests of a wide variety of students may be accommodated.

COURSE OFFERINGS

CRIMINAL JUSTICE STUDIES

CJS 101—Introduction to Criminal Justice (3 CH) This course serves as an introduction to the criminal justice system and its relationship to crime in American society. Topics such as social control, law enforcement and the public’s perception of crime, punishment, rehabilitation, criminal courts, law and political power in decision-making will be examined. Offered every fall.

CJS 221—Corrections in America (3 CH) Corrections in America will provide the student with both the rudimentary understanding of the history of corrections and more importantly the evolution of punishment in America. Along with these two underlying goals, the student will also be offered numerous topics regarding various correctional issues
and how they directly affect the larger social fabric of society. Offered every spring.

CJS 230—Law Enforcement in America (3 CH) This course deals with the history and social issues surrounding law enforcement in American society. Some topics to be examined are the role and function of police, the nature of police organizations and police work, the stress that police officers may experience, and the patterns of police-community relations. Offered spring of even-numbered years.

CJS 301—Juvenile Justice Studies (3 CH) The social causes, control, punishment and rehabilitation of juvenile offenders in American society will be examined in this course. Theories of delinquency will be discussed and there will be an analysis of the criminal justice system in its handling of juvenile offenders. (P: Two of the following courses: SOC 121, 141, CJS 101 and one upper-level SOC or CJS course numbered 261 or higher or permission of the instructor) Offered fall of even-numbered years. (WIC)

CJS 303—Family Justice Issues (3 CH) This course will provide students with an in-depth study of the problems of violence in families including spouse abuse, child abuse, elder abuse and the dynamics and dangers of violent relationships. It will examine the root causes of family violence and the multigenerational effects of violence on its victims and society. Students will study current societal responses to family violence including protection services, treatment programs, legal defense strategies and current legislation. (P: Two of the following courses: SOC 121, 141, CJS 101 and one upper-level SOC or CJS course – SOC 261 or higher – or permission from instructor) Offered fall of odd-numbered years. (WIC)

CJS 371—Professional Seminar (1 CH) This seminar is required of all sociology majors with junior standing. Students will learn academic and non-academic skills needed to succeed in their profession. Ethical issues of the profession will be stressed. (P: Junior or senior sociology or CJS majors or permission of instructor.) Offered every fall.

CJS 431—Selected Studies (3 CH) Intensive study of a current sociological or anthropological topic. Topics offered vary. (P: Two of the following courses: SOC 121, 141, CJS 101 and one upper-level SOC or CJS course numbered 261 or higher or permission of the instructor) (WIC)

CJS 438—Criminal Due Process Rights (3 CH) This class provides an examination of the procedures utilized in the criminal justice system as they relate to criminal law and the administration of justice. Specifically, this course will examine how the Fourth, Fifth, Sixth, Eighth and 14th Amendments to the Constitution impact individual rights and the police powers of the State. (P: POSC 116 of CJS 101 or permission of the instructor.) Offered spring of odd-numbered years.

CJS 439—Criminal Law (3 CH) This course will explore traditional legal issues in substantive criminal law. It will examine the nature of criminal law and general principles of criminal responsibility, various defenses to criminal responsibility, including duress, necessity and insanity, and analyze specific crimes in detail, including inchoate crimes, crimes against persons and property.

CJS 451—Sociology Internship (1-6 CH) An in-service training course to enable the student to practically apply specialized knowledge in a public service agency. Students work approximately 20 hours per week in a local or state agency. A log book and a research project in which the student correlates academic knowledge with practical experience will be required. The student will meet regularly with the sponsoring faculty member. (P: Sociology or criminal justice studies majors only, juniors or seniors with a minimum GPA of 3.0 in sociology, with permission of the sponsoring faculty member)

CJS 455—Cooperative Education (1-12 CH) These credits do not count toward major requirements.

CJS 481—Special Projects (1-6 CH) An opportunity to do individualized academic work in a selected field of sociology. This project may not duplicate any other departmental offerings. Department approval is required. (P: Sociology or criminal justice studies majors required. Junior or senior sociology or CJS majors required. Junior or senior sociology or CJS majors required)

CJS 491—Independent Study (1-6 CH) Individual study in an area of special interest to the student
under the direction of a member of the Department of Sociology. This course is limited to junior and senior sociology or criminal justice studies majors who have completed at least three upper level courses in sociology and whose GPA in all sociology courses is at least 3.25. *Students planning to enroll in SOC/CJS 451, SOC/CJS 481 or SOC/CJS 491 must declare their intention during the first week of the preceding semester. Qualified students will be limited to one experience in each of these courses.

CJS 496—Thiel College’s Semester in Washington (8 CH) An internship and seminar program in Washington, D.C., for juniors and seniors. Thiel’s Semester in Washington, conducted through the Lutheran College Washington Consortium is designed to accommodate the interests of students with a wide variety of interests and goals. These include not only politics, policy and law, but also religion, social work, international affairs, theater, museum administration and business. (P: Junior or senior standing, 3.0 GPA and recommendation by sponsoring faculty.)

CJS 497—Seminar I (4 CH)
CJS 498—Seminar II (4 CH) Two four-credit seminars are required of all students participating in the Thiel College semester in Washington. Specific arrangements are made according to each student’s major interests, subject to approval by supervising professors at Thiel College and supervisors at the Washington, D.C., site.

SOCIOLOGY
SOC 121—Microsociology (3 CH) An introduction to the field with a focus on the individual in society, this course analyzes the forms and processes of social interaction in everyday life. Topics include culture and socialization in the family, the peer group and the school; the dynamics of small groups and large organizations; deviance and social control; inequalities of race, ethnicity, age and gender; and an introduction to the methods of social research. Offered every fall.

SOC 141—Macrosociology (3 CH) An introduction to the field with a focus on human societies, this course presents an overview of societal development from the hunting-gathering period to the post-industrial era. The course focuses upon institutions and the processes of urbanization, stratification, demographic growth, and social change. Offered every spring.

SOC 191—Social Problems (3 CH) A course designed for majors and non-majors providing an overview of contemporary social problems which involve individual problems, problems of inequality and global concerns. Each problem presented and discussed will be viewed from several theoretical perspectives. Sample topics: crime, delinquency, discrimination, poverty, aging. Offered every fall.

SOC 211—Anthropology (3 CH) An overview of human physical and cultural evolution through the evidence of archeological and ethnological research. The course examines the variety of ways humans have adapted, and adapt to, physical and social environments in prehistoric and contemporary settings. Offered every spring.

SOC 251—Minorities (3 CH) Considers the nature, origins, and consequences of minority status in the United States and other selected societies. Topics include prejudice and discrimination; patterns of minority/majority relations; ideologies used to justify social inequality; institutional racism, sexism and ageism; comparisons of the relative positions of various racial, ethnic, religious and other minorities in society; and sources of change in minority/majority relationships. (P: SOC 121 and 141 or permission of instructor) (WIC) Offered every spring.

SOC 261/INDS 261—American Women’s Experience: A Multicultural Perspective (3 CH) This course invites students at Thiel to consider themselves in relationship to American women’s experience in contemporary culture. The course provides windows into the life experiences of women in the dominant culture and women whose lives are shaped by Hispanic, Native American, African American and Asian communities. The contributions of these women in the arts, humanities, natural sciences, social sciences and business will be considered as well as factors that inhibit women’s full participation as bearers and shapers of culture. (P: SOC 121 or 141 or permission of instructor) (WIC)
SOC 321—Deviance (3 CH) Sociological analysis of behaviors, attitudes and physical attributes that are viewed as unacceptable by some group, organization, community or society. Representative examples would include mental illness, physical disability, unconventional lifestyles, suicide and criminal behavior. Special attention is given to a delineation of social structures that encourage or inhibit the incidence of deviance, the societal reactions to deviance and the consequences of the labeling of deviants. (P: Two of the following courses: SOC 121, 141, CJS 101 and one upper-level SOC or CJS course numbered 261 or higher or permission of the instructor) (WIC)

SOC 331—Criminology (3 CH) An introduction to the sociological study of crime and criminality emphasizing societal reactions to violations of law and the organization of the criminal justice system. Topics include the major theoretical and methodological approaches in the study of crime, typologies of criminal behaviors, dilemmas of corrections and public policy options. (P: Two of the following courses: SOC 121, 141, CJS 101 and one upper-level SOC or CJS course numbered 261 or higher or permission of the instructor) (WIC)

SOC 341—Social Research Methods (3 CH) This course is designed to be the first formal introduction to the theory and practice of social research. Small projects utilizing some of the various methods will be incorporated. While not required, it is recommended that students have a basic understanding of elementary statistics. The course includes an exposure to the ethics of research and the basic methodology used in the social sciences, which includes sampling, analysis and report writing. (P: Two of the following courses: SOC 121, 141, CJS 101 and one upper-level SOC or CJS course numbered 261 or higher or permission of the instructor) Offered every fall.

SOC 342—Sociological Theory (3 CH) An historical overview of the sociologists and their precursors ranging from the “founding fathers” to contemporary schools. A paradigmatic approach is taken in order to expose the students to the assumption of each paradigm. The course is designed to provide a comprehensive base for an understanding of contemporary theory, offering an opportunity to all students to select a narrow sociological perspective or become eclectic in utilizing several theories to explain social phenomena. (P: SOC 121 and 141 or higher or permission of the instructor) Offered every fall. (WIC)

SOC 351—Social Stratification (3 CH) Historical and cross-cultural analysis of the causes, structure and consequences of affluence and poverty in societies. Special emphasis is given to Marxist and functionalist theories of stratification, the institutional structure of caste- and class-based societies, and social mobility. (P: Two of the following courses: SOC 121, 141, CJS 101 and one upper-level SOC or CJS course numbered 261 or higher or permission of the instructor) (WIC)

SOC 361—Sociology of Religion (3 CH) Historical and cross-cultural analysis of religion as a social institution. Topics include the role of religion in society, analysis of religious groups and organizations, emergence of religious movements and social change. (P: Two of the following courses: SOC 121, 141, CJS 101 and one upper-level SOC or CJS course numbered 261 or higher or permission of the instructor) (WIC)

SOC/CJS 371—Professional Seminar (1 CH) This seminar is required of all sociology majors with junior standing. Students will learn academic and non-academic skills needed to succeed in their profession. Ethical issues of the profession will be stressed. (P: Junior or senior sociology or criminal justice studies majors or permission of instructor.) Offered every fall.

SOC 381—Medical Sociology (3 CH) Considers the social dimensions of health and illness. Some topics considered are social factors and health, the sick role, utilization of health services, the variety of health care practitioners, cross-cultural comparisons of health care delivery systems, economics of health care and ethical issues in health care. (P: Two of the following courses: SOC 121, 141, CJS 101 and one upper-level SOC or CJS course numbered 261 or higher or permission of the instructor) (WIC)

SOC 391—Sociology of Aging (3 CH) A sociological perspective on human aging. The course
will focus on the implications and consequences of aging for individuals in their role relationships, social groups and society. Students will be exposed to relevant theoretical orientations and research methods. It will include a cross-cultural comparison of societal attitudes and responses toward older persons. (P: SOC 121 and 141 or permission of the instructor) (WIC)

SOC 401—Sociology of the Family (3 CH)
Examines the family as a social institution. The focus is mainly on the United States but includes some cross-cultural comparisons. Some topics included are family organization, various family life-styles, dating and mate selection, sexual relationships, parenting, domestic violence, divorce and remarriage, family in the later years and changes over the family life cycle. (P: Two of the following courses: SOC 121, 141, CJS 101 and one upper-level SOC or CJS course numbered 261 or higher or permission of the instructor) (WIC)

SOC 411—Organizations (3 CH)
This course focuses upon the theory and design of formal organizations. Structure and the dynamics of behavior within the structure are analyzed to ascertain whether or not the purpose of the organization is being fulfilled or how the organization's effectiveness and/or efficiency can be improved. The course seeks to expose students to case studies (drawn from businesses) that reflect open systems, rational and social systems, and manifest the techniques of control. The course involves lectures, discussions and case presentations and analyses by students. (P: Two of the following courses: SOC 121, 141, CJS 101 and one upper-level SOC or CJS course numbered 261 or higher or permission of the instructor) (WIC)

SOC 421—Gender and Society (3 CH)
Examines the origins, nature and consequences of gender role definitions and stereotypes upon the lives of men, women and society. Historical and cross-cultural comparisons are made of the relative positions of women and men. It includes an examination of sexism in social institutions, controversial issues and relevant social movements. (WIC)

SOC 425—Urban Sociology (3 CH)
Traces the development of urbanism from the pre-industrial city to the present post-industrial age. The course focuses upon urban growth and changes of demographic patterning, life styles, and economics. Theoretical models of urbanism will be discussed. Offered fall of even-numbered years. (WIC)

SOC 431—Selected Studies (3 CH)
Intensive study of current sociological or anthropological topic. Topics vary, but are offered on a regular rotation. (P: SOC 121, 141, and one upper-level sociology course numbered 261 or higher or permission of the instructor) (WIC)

SOC 435—Popular Culture (3 CH)
The objective of this course is to explore the effects of popular culture upon our perceptions and definitions of ourselves and our socio-political reality. Examinations of the products of the entertainment industry and mass media will serve to provide myriad examples for analysis. Offered fall of odd-numbered years. (WIC)

SOC 451—Sociology Internship (1-6 CH)
An in-service training course to enable the student to practically apply specialized knowledge in a public service agency. Students work approximately 20 hours per week in a local or state agency. A log book and a research project in which the student correlates academic knowledge with practical experience will be required. The student will meet regularly with the sponsoring faculty member. (P: Sociology or criminal justice studies majors only, juniors or seniors with a minimum GPA of 3.0 in sociology, with permission of the sponsoring faculty member)

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SOC 497—Seminar I (4 CH)
SOC 498—Seminar II (4 CH) Two four-credit seminars are required of all students participating in the Thiel College semester in Washington. Specific arrangements are made according to each student’s major interests, subject to approval by supervising professors at Thiel College and supervisors at the Washington, D.C. site.
Elected by the Synods of the Evangelical Lutheran Church in America

Niskayuna, NY
Retired faculty, Maria College COTA Program, Albany, NY and Private Practice Occupational Therapist, Schenectady, NY

Rev. Brian Evans ’03 (2010-2016)
Pittsburgh, PA
Pastor, Faith Lutheran Church

Rev. Daniel Smail ’97 (2011-2014)
Glenshaw, PA
Senior Pastor, Bethlehem Evangelical Lutheran Church

Susan R. Snowden, Esq. (2005-2014)
Martinsburg, WV
Attorney at Law, Martin & Seibert, L.C.

Miles Wallace (2010-2016)
Pittsburgh, PA
President, Ehrlich, Wesen & Dauer, LLC

Elected by the Board of Trustees

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Pittsford, NY
Partner, Blue Lakes Associates

Mark A. Benninghoff ’82 (2006-2015)
Sharon, PA
Executive Director, Sharon Regional Physicians Services

Mansfield, OH
Founding and Senior Partner, Mansfield Pediatrics, Inc.

Lewis P. Carbone ’71 (2008-2017)
Minneapolis, MN
President & CEO, Experience Engineering, Inc.

Jason E. Chappell ’96 (2010-2016)
Cheswick, PA
Vice President, Cemline Corporation

Register
Leah G. Dever ’74 (2013-2016)
Bonita Springs, FL
Retired, Assoc. Director of Safety, Security and Infrastructure, Dept. of Energy Office of Science

Ronald H. Doerr (2005-2014)
Gibsonia, PA
Retired-Exec. V.P. and Director, Koontz-Wagner Electric Company

George “Chip” Dufala ’92 (2010-2016)
Erie, PA
Executive Vice President/Services
Erie Insurance

Dr. Alan F. Fager ’69 (2007-2016)
York, PA
Retired Professor, California University of PA

Greenville, PA
Chairman & CEO, Reynolds Services, Inc.

Bowdoinham, ME
President, FHC, Inc.

Dr. Cara Hoehn-Lapic ’92 (2012-2015)
Pittsburgh, PA
Vice President, BNY Mellon

Harrisburg, PA
President & Corporate Medical Director
PrimeCare Medical, Inc.

Dr. Robert Holderer (2011-2014)
Edinboro, PA
Assoc. Professor Edinboro University of PA

Hermitage, PA
President, Hudson Group, Inc.

Rick Huether ’74 (2010-2016)
Belcamp, MD
President, Independent Can Company

Dr. Fred Luchette ’76 (2011-2017)
Maywood, IL
Professor of Surgery, Loyola University Chicago
Stritch School of Medicine

Dr. Frank Maenpa ’69 (2011-2017)
Ashtabula, OH
Retired- V.P. Operations of USB Products, Div. of Affymetrix

Catherine V. Mott (2008-2017)
Wexford, PA
Founder, CEO, BlueTree Capital Group, LLC

Barry Oman ’74 (2011-2017)
Jamestown, PA
Combined Tactical Systems, Inc.

Pittsburgh, PA
Senior Relationship Executive, First American Title Insurance Co.

Donald R. Owrey ’89 (2010-2015)
Farrell, PA
President, UPMC Horizon

Dr. Barry Stamm ’70 (2011-2017)
Erie, PA
Retired
Stamm Cataract & Laser Center, Inc.

Queenstown, MD
Assistant Director
Harry R. Hughes Center for Agro-Ecology, Inc.
University of Maryland

Oakmont, PA
Partner, Oakmont Real Estate Management, LLC

Elaine M. Woloshyn ’74 (2008-2014)
Akron, OH
Exec. Director of the International Institute of Akron

Michael G. Zawoysky ’79 (2013-2016)
Jeffersonville, IN
CEO Shoe Sensation
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Barry Stamm, Vice Chair of the Board
Chip Dufala, Treasurer of the Board
Susan Snowden, Secretary of the Board

Ex-Officio Member
Troy D. VanAken, President of Thiel College

Executive Committee of the Board
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Barry Oman
Ron Owen
Susan Snowden
Barry Stamm
Elaine Woloshyn
Troy VanAken, Ex Officio

FACULTY AND STAFF
Faculty Emeriti

D. Bruce Armitage, Ph.D.
Professor of Chemistry (1979-2004)

Michael E. Bacon, Ph.D.
Professor of Physics (1981-2012)

Evelyn C. Baer, M.A.
Professor of English (1951-1989)

J. Henry Barton, D.A.
Professor of Environmental Studies (1979-2011)

Richard B. Bennett, Ph.D.
Professor of Chemistry (1964-1998)

Twylah Benson, Ph.D.
Associate Professor of Sociology (1981-1995)

James R. Bloomfield, Ph.D.
Professor of History (1965-2006)

Susan E. Cowan, M.S.N.
Professor of Nursing and Professor of Biology/Allied Health (1987-2011)

Joyce M. Cuff, Ph.D.
Professor of Biology and Paul M. Rike Professor of Life Sciences (1981-2012)

Nicholas G. Despo, Ph.D.
Professor of Biology and Paul M. Rike Professor of Life Sciences (1975-2014)

Joanne M. Diana, Ed.D.
Professor of Nursing (1989-2002)

John A. Dickason, M.A.
Associate Professor of Health & Physical Education (1969-2004)

William M. Downer, Ph.D.
Professor of Political Science (1975-2008)

William A. Good, Ph.D.
Professor of Religion (1966-1990)

Nancy E. Harig, M.S.
Professor of Nursing (1984-2001)

Barbara B. Hassel, M.A.
Professor of Spanish (1971-2005)

Emerson F. Heald, Ph.D.
Professor of Chemistry (1964-1998)

Conrad J. Kochler, Ph.D.
Professor of Philosophy (1967-1998)

 Bonnie K. MacLean, Ph.D.
Professor of Biology (1977-1998)

Charles H. Manes, M.S.
Professor of Health & Physical Education (1959-1997)

Judith G. Newton, M.A., M.S.
Professor of Mathematics & Computer Science (1973-2014)

Mervin E. Newton, Ph.D.
Professor of Mathematics & Computer Science, Vice President for Academic Affairs and Dean of the College (1970-2010)

John C. Nichols, Ph.D.
Professor of Mathematics (1971-2005)

Robert C. Olson, Ph.D.
Professor of History, Vice President for Academic Affairs and Dean of the College (1965-2005), President (2007-2009)

Ronald A. Pivovar, M.F.A.
Professor of Art (1967-2000)

Georgina S. Rettinger, Ph.D.
Professor of Education (1984-1997)
William A. Robinson, Ph.D.
Professor of Performing Arts (1975-2013)

Richard A. Schroeder, Ph.D.
Professor of English (1970-1998)

James H. Shaffer, Ph.D.
Professor of Psychology (1970-2009)

Frank M. Stratiff, Ph.D.
Professor of Education (1995-2005)

Paul D. Vang, M.B.A.
Professor of French (1968-1994)

Mark R. Vennis, M.S.
Associate Professor of Health & Physical Education (1982-2011)

Jay A. Ward, Ph.D.
Professor of English (1978-2008)

Sonya M. Wilt, Ph.D.
Professor of Communication Arts & Sciences (1964-1998)

President’s Cabinet

Troy VanAken, Ph.D., President (2009)
B.S., Hillsdale College; M.A. and Ph.D., Bowling Green State University.

Kurt Ashley, Chief Information Officer (2011)
B.B.A., Cleary University.

Lynn Franken, Ph.D., Vice President for Academic Affairs and Dean of the College (2010)
B.A. and M.A., Texas Tech University; Ph.D., The University of Texas at Austin.

Jennifer S. Griffin, Associate Academic Dean (1993)
B.S., Youngstown State University; M.A. and Ph.D., Kent State University; Thiel.

Theresa M. Law, Vice President for College Advancement (2014)
B.A. University of Notre Dame, J.D. Tulane Law School

Jack Leipheimer ’74, Director of Athletics (2001)
B.A., Thiel College.

Michael C. McKinney ’02, Dean of Students (2002)
B.A., Thiel College; M.Ed., Youngstown State University.

Linda J. Nochta, Administrative Assistant to the President (2012)

Robert B. Schmoll, Vice President for Finance and Management (2012)
M.B.A., University of Nebraska.

Administrative Staff

Eric Allen, Director of Public Safety (2012)

Heather Balas ’01, Interim Director of Career Services (2004)
B.A., Thiel College; M.A., Slippery Rock University.

Jennifer Behm, Director of IT Support and Institutional Technology (2012)
B.S., Westminster College; M.S. and Ed.D., University of Pittsburgh.

Martin D. Black, Associate Dean for Career Services (2013)
B.A. and M.B.A., Youngstown State University; Ph.D., Kent State University

Homer Bloom ’02, Director of Administrative Computing (2001)
B.A., Thiel College.

George Branch-Trevathan, Director of The Learning Commons (2010)
B.A., Vanderbilt University; M.Div., Harvard Divinity School; Ph.D., Emory University.

Melanie Broadwater ’98, Counselor (2011)
B.A. Thiel College; M.A. Geneva College.

R. Michael Brown, Executive Director of Facilities Management (2012)
B.A., Kent State University.

Jennifer Clark, Assoc. Director of Human Resources (2008)
A.B., Business Institute of PA

Pamela Despo, Coordinator of Health Services (1991)
B.S.N., Pennsylvania State University; M.S.N., Slippery Rock University.

Diane Donnelly, Academic Competencies Enhancement Specialist (1988)
B.S. Clarion University; M.A., Slippery Rock University.
Andrew Erb, Director of Bands, (2010)
B.M., Westminster College, M.S., Youngstown State University

Cynthia H. Farrell ’77, Executive Director of Student Financial Services (1978)
B.A., Thiel College.

Stephanie (Hills) Wilson ’04, Director of Alumni Relations (2009)
B.A., Thiel College.

Constance Jablonski, Controller (1999)
A.S., Clarion University, B.S. Penn State University, M.B.A., Gannon University.

Leta Jeffers, Director of Annual Giving (2013)
B.A., Edinboro University of PA

Jennie Kather, Assistant Director of Public Relations (1999)
B.S., Slippery Rock University

Sonya Lapikas, Associate Director of Admissions (1999)
B.S., Clarion University.

Robert J. Leonard, Director of Corporate and Foundation Support (2001)
B.S., University of Pittsburgh.

Jeffrey S. Linn ’02, Associate Director of Admissions (2002)
B.S., Thiel College.

Mario N. Marini ’91, Director of Special and Planned Gifts (2002)
B.A., Thiel College.

Kristy Maynard ’97, Director of Student Accounts (2011)
B.A., Thiel College

Allen S. Morrill, Executive Director of the Langenheim Memorial Library and The Learning Commons (2007)
B.A., Hanover College; M.L.S., Indiana University School of Library and Information Science.

Roberta Mutinelli, Assistant Dean of Students and Director of Residence Life (2009)
B.A., St. Vincent College; M.B.A., Indiana University of PA.

Robert Phillips ’08, Assistant Director of Residence Life (2008)
B.A., Thiel College, M. S. Youngstown State University

Shannon Reesh, Director of International Student Affairs (2010)
B.F.A. and M.S., Youngstown State University.

Joseph M. Schaly, Assistant Director of Athletics (1999)
B.A., Marietta College; M.A., Kent State University.

Amy Schafer, Assistant Director of Athletics, Head Softball Coach, Senior Women Athletic Administrator (2005)
B.A., Bethany College; M.S., California University of Pennsylvania

Edward C. Schutte, Bookstore Manager (2001)

Denise Urey ’00, Registrar (1994)
B.A., Thiel College.

Faculty

Troy VanAken, Ph.D., President (2009)

Lynn Franken, Ph.D., Vice President for Academic Affairs and Dean of the College (2010)

Jennifer S. Griffin, Ph.D., Associate Academic Dean and Professor of Psychology (1993)

Delbert S. Abi Abdallah, Assistant Professor of Biology (2014)
B.S., 2005, University of Florida; Ph.D., 2011, Cornell University.

Jesse B. Amar, M.F.A., Professor of Art (2000)

Nancy Antonino, Ph.D., Program Coordinator for Communication Sciences and Disorders/Lecturer (1989)

Michael T. Balas, Ph.D., Professor of Biology (2000)

Bob Batchelor, Ph.D., Associate Professor of Communication and Pedas Endowed Chair in Communication (2013)

Melissa Borgia, Ph.D., Assistant Professor of English (2014)

George Branch-Trevathan, M.Div., Lecturer of Religion and Director of The Learning Commons (2010)

Michael R. Bray, D.M.A., Professor of Music (1996)

David R. Buck, Ph.D., Professor of History (2005)

Greg Q. Butcher, Ph.D., Professor of Neuroscience (2014)

Nancy Castor, Assistant Professor of Education and Director of Teacher Education (2012)

Marie C. Courtemanche, Assistant Professor of Political Science (2014)

Shannon Len Deets, Visiting Assistant Professor of Psychology (2014)


Mark J. DelMaramo, Ph.D., Professor of English (1989)

David Duriancik, Visiting Assistant Professor of Biology (2014)

Daniel F. Eppley, Ph.D., Professor of Religion (2007)
B.A., 1988, Gustavus Adolphus College; M.S., 1990, Cornell University; Ph.D., 2000, University of Iowa.

Victor D. Evans, Ph.D., Associate Professor of Communication (2007)

Kathryn Keverline Frantz, Ph.D., Professor of Chemistry (1998)
B.S., 1982, Grove City College; Ph.D., 1993; University of North Carolina.

Mercedes Gutiérrez García, Ph.D., Assistant Professor of Languages (2008)
B.A., 1994, Universidad Complutense; Ph.D., 2007, UNED.
Angelo A. Giannini, M.B.A., Professor of Business Administration and Accounting (2002)

John E. Gomolchak, Assistant Professor of Business Administration and Accounting (2014)
B.S., 1981, Gannon University; J.D., 1992, Duquesne University.

Andrew J. Grover, M.S., Professor of Mathematics and Computer Science (1984)

Mary Theresa Hall, Ph.D., Professor of English (1999)

Jared M. Hanneman, Assistant Professor of Sociology (2014)

Douglas R. Hazlett, Ph.D., Professor of Education (2006)

Patrick C. Hecking, Ph.D., Professor of Physics (1987)
B.S., 1969, University of Cologne; M.S., 1971, and Ph.D., 1975, University of Erlangen.

Allan M. Hunchuk, Ph.D., Professor of Sociology (1991)
B.A., 1981, Luther College; M.A., 1984, University of Regina; Ph.D., 1990, University of Notre Dame.

Jared S. Johnson, Ph.D., Assistant Professor of English (2012)

Guru Rattan Kaur Khalsa, Ph.D., Professor of Chemistry (1980)
B.S., 1972, University of Alabama; Ph.D., 1979, University of Illinois.

Jeonghun Kim, Ph.D., Associate Professor of Mathematics and Computer Science (2007)

James C. Koshan, Ph.D., Professor of History (1999)

Cynthia Sharrer Kreisel, Ph.D., Associate Professor of History (2008)

Ellen J. Lippert, Ph.D., Associate Professor of Art History (2006)


Toni L. Mild, M.Ed., Assistant Professor of Education (2008)

David M. Miller, M.B.A., Professor of Economics and Business Administration and Norman P. Mortensen Chair of Economics (1963)

Ludmilla A. Miller, M.A., Lecturer of German (2005)
Christopher H. Moinet, Ph.D., Professor of English (1985)

Matthew R. Morgan, Ph.D., Associate Professor of Philosophy (2006)

Laurie J. Moroco, Ph.D., Professor of Communication (2004)


Fatimata A. Palé, Ph.D., Professor of Biology (1998)
B.S., 1978, University of Orleans; M.S., 1979, University of Paris VI; Ph.D., 1986, University of Bordeaux III; M.S., 1994, University of Knoxville.

Beth Parkinson, Ph.D., Professor of Psychology (1985)

Laura R.G. Pickens, Ph.D., Assistant Professor of Psychology (2011)


Anna M. Reinsel, Ph.D., Assistant Professor of Environmental Science and Chemistry (2011)

Russell B. Richins, Ph.D., Assistant Professor of Mathematics and Computer Science (2012)

Peter M. Rydberg, Ph.D., Assistant Professor of Performing Arts (2013)


Karen Shaffer, Assistant Professor of Business Administration and Accounting (2014)

Max Shellenbarger, M.A., Lecturer of Mathematics and Computer Science (1990)

Christopher Stanisky, Ph.D., Assistant Professor of Chemistry (2010)

Cynthia L. Sutton, Ph.D., Professor of Sociology (1995)

Sarah J. Swerdlow, Ph.D., Assistant Professor of Biology (2012)
B.S. 2005, Clarion University; Ph.D., 2009, Case Western Reserve University.

Curtis L. Thompson, Ph.D., Professor of Religion (1983)
Eugene T. Torigoe, Ph.D., Assistant Professor of Physics (2012)

Robert A. Wells, Ph.D., Professor of Political Science (1992)

Arthur A. White Jr., Ph.D., Professor of Philosophy (1975)

Gary J. Witosky, C.P.A., M.Acc., Associate Professor of Business Administration (2002)
B.A., 1979, Thiel College; M.Acc., 2012, Stetson University.

Jie Wu, Ph.D., Associate Professor of Mathematics and Computer Science (2007)

HOSPITAL AFFILIATES & ADJUNCT FACULTY MEDICAL TECHNOLOGY PROGRAM

School of Medical Technology
St. Vincent Health Care
232 W. 25th Street
Erie, Pennsylvania 16512
814-452-5365

Medical Director: Mary Ellen Reitz, M.D.
Program Director: Stephen M. Johnson, M.S., MT (ASCP)

Medical Laboratory Science Program
WCA Hospital
P.O. Box 840
207 Foote Avenue
Jamestown, N.Y. 14702-0840
716-664-8484

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Program Director: Michele G. Harms, M.S., MLS (ASCP)

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For more information:
Office of Admissions
Thiel College
75 College Avenue
Greenville, PA 16125

800-248-4435
admissions@thiel.edu
www.thiel.edu