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 the Thiel College website (www.thiel.edu). 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, Director of Human Resources
Thiel College, Greenville, PA 16125
724-589-2150
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>President’s Message</td>
<td>5</td>
</tr>
<tr>
<td>The Thiel Commitment</td>
<td>6</td>
</tr>
<tr>
<td>Academic Calendar 2016-17</td>
<td>7</td>
</tr>
<tr>
<td>Campus &amp; College</td>
<td>11</td>
</tr>
<tr>
<td>Admissions</td>
<td>16</td>
</tr>
<tr>
<td>Application Procedure for Transfer Students</td>
<td>17</td>
</tr>
<tr>
<td>International Admission Guidelines</td>
<td>19</td>
</tr>
<tr>
<td>Expenses &amp; Financial Aid</td>
<td>21</td>
</tr>
<tr>
<td>Financial Aid Application Procedures</td>
<td>22</td>
</tr>
<tr>
<td>Institutional Grants/Scholarships</td>
<td>23</td>
</tr>
<tr>
<td>Endowed Resources, Scholarships and Gifts</td>
<td>25</td>
</tr>
<tr>
<td>Employment/Educational Loans</td>
<td>45</td>
</tr>
<tr>
<td>Student Employment</td>
<td>45</td>
</tr>
<tr>
<td>Student Organizations and Activities</td>
<td>51</td>
</tr>
<tr>
<td>The Religious Dimension</td>
<td>56</td>
</tr>
<tr>
<td>Academic Information</td>
<td>59</td>
</tr>
<tr>
<td>General Requirements</td>
<td>61</td>
</tr>
<tr>
<td>Thiel Learning Commons (TLC)</td>
<td>76</td>
</tr>
<tr>
<td>Cooperative Programs</td>
<td>78</td>
</tr>
<tr>
<td>Department of Art</td>
<td>87</td>
</tr>
<tr>
<td>Fine Art</td>
<td>87</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>89</td>
</tr>
<tr>
<td>Department of Biology and Life Sciences</td>
<td>94</td>
</tr>
<tr>
<td>Biology</td>
<td>95</td>
</tr>
<tr>
<td>Conservation Biology</td>
<td>97</td>
</tr>
<tr>
<td>Wildlife Biology</td>
<td>101</td>
</tr>
<tr>
<td>Food and Agricultural Biology</td>
<td>101</td>
</tr>
<tr>
<td>Medical Biology</td>
<td>101</td>
</tr>
<tr>
<td>Behavioral Biology</td>
<td>101</td>
</tr>
<tr>
<td>Biology Major with Secondary Education Certifcation</td>
<td>102</td>
</tr>
<tr>
<td>Allied Health Programs</td>
<td>102</td>
</tr>
<tr>
<td>Communication Sciences and Disorders</td>
<td>102</td>
</tr>
<tr>
<td>Cytotechnology</td>
<td>103</td>
</tr>
<tr>
<td>Medical Technology</td>
<td>104</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>104</td>
</tr>
<tr>
<td>Osteopathy</td>
<td>105</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>105</td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>105</td>
</tr>
<tr>
<td>Arthur McGonigal Department of Business</td>
<td>113</td>
</tr>
<tr>
<td>Administration and Accounting</td>
<td>113</td>
</tr>
<tr>
<td>Accounting</td>
<td>113</td>
</tr>
<tr>
<td>Forensic Accounting</td>
<td>114</td>
</tr>
<tr>
<td>Business Administration</td>
<td>115</td>
</tr>
<tr>
<td>Economics</td>
<td>116</td>
</tr>
<tr>
<td>International Business</td>
<td>117</td>
</tr>
<tr>
<td>Public Relations, Advertising and</td>
<td>117</td>
</tr>
<tr>
<td>Integrated Marketing Communication</td>
<td>117</td>
</tr>
<tr>
<td>Art Institute of Pittsburgh</td>
<td>117</td>
</tr>
<tr>
<td>Culinary Certificate</td>
<td>119</td>
</tr>
<tr>
<td>Business Fashion and Retail Management</td>
<td>119</td>
</tr>
<tr>
<td>Mortuary Science</td>
<td>119</td>
</tr>
<tr>
<td>Department</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Department of Chemistry</td>
<td>124</td>
</tr>
<tr>
<td>Chemistry</td>
<td>125</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>126</td>
</tr>
<tr>
<td>Environmental Chemistry</td>
<td>127</td>
</tr>
<tr>
<td>Secondary Education Certification</td>
<td>128</td>
</tr>
<tr>
<td>Osteopathy</td>
<td>128</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>129</td>
</tr>
<tr>
<td>Dietrich Honors Institute</td>
<td>133</td>
</tr>
<tr>
<td>Department of Education</td>
<td>136</td>
</tr>
<tr>
<td>Early Childhood and Special Education</td>
<td>136</td>
</tr>
<tr>
<td>Secondary Education Certificate</td>
<td>137</td>
</tr>
<tr>
<td>Department of English</td>
<td>145</td>
</tr>
<tr>
<td>English</td>
<td>145</td>
</tr>
<tr>
<td>Literature Specialization</td>
<td>145</td>
</tr>
<tr>
<td>Writing Specialization</td>
<td>145</td>
</tr>
<tr>
<td>English Major with Secondary Teacher Certification</td>
<td>146</td>
</tr>
<tr>
<td>Department of Environmental Science</td>
<td>150</td>
</tr>
<tr>
<td>Department of Health and Physical Education</td>
<td>153</td>
</tr>
<tr>
<td>Coaching</td>
<td>153</td>
</tr>
<tr>
<td>Department of History</td>
<td>155</td>
</tr>
<tr>
<td>Secondary Education Certification</td>
<td>155</td>
</tr>
<tr>
<td>Interdisciplinary Offerings</td>
<td>159</td>
</tr>
<tr>
<td>Department of Languages</td>
<td>162</td>
</tr>
<tr>
<td>Department of Mathematics and Computer Science</td>
<td>168</td>
</tr>
<tr>
<td>Actuarial Studies</td>
<td>168</td>
</tr>
<tr>
<td>Computer Science</td>
<td>169</td>
</tr>
<tr>
<td>Information Systems</td>
<td>170</td>
</tr>
<tr>
<td>Associate of Science in E-Commerce</td>
<td>171</td>
</tr>
<tr>
<td>Associate of Arts in Management Information Systems</td>
<td>171</td>
</tr>
<tr>
<td>Mathematics</td>
<td>172</td>
</tr>
<tr>
<td>Mathematics Major with Secondary Education</td>
<td>173</td>
</tr>
<tr>
<td>Associate of Science in Web Development</td>
<td>174</td>
</tr>
<tr>
<td>Department of Media, Communication and Public Relations</td>
<td>181</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>181</td>
</tr>
<tr>
<td>Business and Financial Journalism</td>
<td>182</td>
</tr>
<tr>
<td>Film Studies</td>
<td>183</td>
</tr>
<tr>
<td>Media Communication</td>
<td>183</td>
</tr>
<tr>
<td>Public Relations, Advertising and Integrated Marketing Communication</td>
<td>185</td>
</tr>
<tr>
<td>Religion Communication</td>
<td>186</td>
</tr>
<tr>
<td>Department of Neuroscience</td>
<td>191</td>
</tr>
<tr>
<td>Department of Performing Arts</td>
<td>194</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>194</td>
</tr>
<tr>
<td>Music</td>
<td>194</td>
</tr>
<tr>
<td>Church Music</td>
<td>195</td>
</tr>
<tr>
<td>Theatre</td>
<td>195</td>
</tr>
<tr>
<td>Department of Philosophy</td>
<td>199</td>
</tr>
<tr>
<td>Interdisciplinary Ethics Minor</td>
<td>200</td>
</tr>
<tr>
<td>Department</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Department of Physics</td>
<td>203</td>
</tr>
<tr>
<td>Physics</td>
<td>203</td>
</tr>
<tr>
<td>Physics Education Major</td>
<td>204</td>
</tr>
<tr>
<td>Dual-Degree Engineering</td>
<td>204</td>
</tr>
<tr>
<td>Department of Political Science</td>
<td>208</td>
</tr>
<tr>
<td>Political Science</td>
<td>208</td>
</tr>
<tr>
<td>International Studies</td>
<td>209</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>210</td>
</tr>
<tr>
<td>Department of Psychology</td>
<td>215</td>
</tr>
<tr>
<td>Psychology</td>
<td>216</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>217</td>
</tr>
<tr>
<td>Department of Religion</td>
<td>220</td>
</tr>
<tr>
<td>Religion</td>
<td>220</td>
</tr>
<tr>
<td>Theology and Youth Ministry</td>
<td>221</td>
</tr>
<tr>
<td>Parish Education</td>
<td>222</td>
</tr>
<tr>
<td>Pre-Ministry</td>
<td>222</td>
</tr>
<tr>
<td>Department of Sociology</td>
<td>227</td>
</tr>
<tr>
<td>Sociology</td>
<td>227</td>
</tr>
<tr>
<td>Criminal Justice Studies</td>
<td>227</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>230</td>
</tr>
<tr>
<td>Register</td>
<td>235</td>
</tr>
<tr>
<td>Index</td>
<td>243</td>
</tr>
<tr>
<td>Course Listings Index</td>
<td>249</td>
</tr>
</tbody>
</table>
Welcome to Thiel College! Use this guide to navigate the exciting journey before you.

This year we celebrate Thiel College’s sesquicentennial. Since its founding 150 years ago, Thiel has been committed to providing high-quality educational experiences for students. In my inaugural year, I anticipate learning many of your stories and sharing them with alumni and friends of the College.

The Academic Catalog helps you navigate your educational journey and reach your full potential at Thiel College. If you’re uncertain about your academic path, use the information in the catalog as a tool to find your calling. The College offers 60 majors and minors in 20 discipline areas to choose from. If you are certain, the catalog can serve as a resource to get you to your destination faster. These pages contain helpful information about academic program guidelines, course descriptions, graduation requirements and internship opportunities. If you have questions about your course of study, talk to your adviser, professors or department chair. They are here to help you succeed. A liberal arts and sciences education goes beyond your major. Explore varied avenues of study and elective coursework to enrich your life and complement your academic focus.

This catalog focuses on academics, but learning, socialization and growth opportunities exist beyond the classroom as well. You will find information here on organizations, campus policies and a host of other facets of campus life. It is a symbol of all the possibilities that are open for you at Thiel College.

I am committed to student success and so is the faculty. Thiel College’s professors and instructors bring a wealth of talent to our classrooms each day. Faculty members possess extensive professional and academic backgrounds to make the Thiel College experience a truly rewarding one for all students.

Since its coeducational beginnings, the College’s mission has been to promote academic excellence, global awareness, and ethical and responsible leadership. I will support the faculty and staff as we fulfill this commitment to students and ourselves.

You stand at the starting line of a four-year exploration that will provide opportunities for growth and achievement. This resource is a touch point on your journey to Commencement.

Looking forward to your success!

Susan Traverso, Ph.D.
President of Thiel College
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 College from other schools in what we call The Thiel Commitment.

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 stretches 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 on the Thiel College Career Development Center to assist you before, during and any time after graduation!

Affordability
Thiel College is one of the least expensive private colleges in western Pennsylvania. 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 presentational literacy, you will leave the College prepared to demonstrate what you’ve learned 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. Don’t forget that networking with more than 10,000 Thiel College alumni will yield amazing advantages in your profession!
## Academic Calendar 2016-2017

### FALL SEMESTER 2016

#### August

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Monday</td>
<td>New Faculty Orientation – 9 a.m.</td>
</tr>
</tbody>
</table>
| 23    | Tuesday | Final registration for unregistered students – Students must go through drop/add process after this date.  
All Campus Picnic – 5 p.m. |
| 24    | Wed.    | Faculty meeting – 10 a.m.  
Academic department meetings – 1:30 p.m. |
| 26    | Friday  | Freshmen arrive  
President's Reception  
Opening Convocation |
| 26-27 | Fri-Sat | New Student Orientation |
| 28    | Sunday  | Sophomores, juniors and seniors arrive – 9 a.m.  
Dining hall open from 11:15 a.m. - 6 p.m.  
Board contract begins at brunch. |
| 29    | Monday  | Classes begin – 8 a.m.  
Drop/add period begins |

#### September

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
</table>
| 2     | Friday  | Final day for adding a new course – no financial adjustments made after this date  
Final day for changing meal plan. |
| 5     | Monday  | Labor Day – no classes |
| 19    | Monday  | The grade of “W” will appear on the academic transcript for all courses dropped after this date. |

#### October

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saturday</td>
<td>Homecoming – Thiel v. Washington &amp; Jefferson</td>
</tr>
</tbody>
</table>
| 14    | Friday  | Final day of classes before mid-term break  
On-campus classes end at 6 p.m.  
Rotunda Bistro open until 4 p.m.  
Dining hall open until 6 p.m.  
Residence halls close at 7 p.m. |
| 15-18 | Sat-Tues| Mid-term break – no classes |
| 18    | Tuesday | Mid-term grades due via computer by noon.  
Residence halls open at noon.  
Dining hall open from 4:30 p.m. - 6 p.m.  
Board contract resumes.  
Rotunda Bistro opens at 11:30 a.m. |

#### November

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday</td>
<td>Pre-registration for spring term begins – seniors</td>
</tr>
<tr>
<td>3</td>
<td>Thursday</td>
<td>Pre-registration for spring term continues – juniors.</td>
</tr>
<tr>
<td>4</td>
<td>Friday</td>
<td>Honors Convocation</td>
</tr>
<tr>
<td>8</td>
<td>Tuesday</td>
<td>Pre-registration for spring term continues – sophomores.</td>
</tr>
<tr>
<td>10</td>
<td>Thursday</td>
<td>Pre-registration for spring term continues – freshmen and all others.</td>
</tr>
</tbody>
</table>
| 22    | Tuesday | Final day of classes before Thanksgiving recess.  
Residence halls close at 7 p.m.  
On-campus classes end at 9 p.m.  
Rotunda Bistro open until 4 p.m.  
Dining hall open until 7 p.m. |
| 23-27 | Wed-Sun| Thanksgiving recess |
| 27    | Sunday  | Residence halls open at noon  
Dining hall open 4:30 p.m. - 6 p.m.  
Board contract resumes.  
Rotunda Bistro opens at 7 p.m. |
| 30    | Monday  | Classes resume at 8 a.m. |

#### December

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Monday</td>
<td>Final day of classes.</td>
</tr>
<tr>
<td>13</td>
<td>Tuesday</td>
<td>Study Day</td>
</tr>
<tr>
<td>14</td>
<td>Wed.</td>
<td>Final exams begin at 8 a.m.</td>
</tr>
</tbody>
</table>
| 17    | Saturday| Final exams end at 5:30 p.m.  
Dining hall open until 6 p.m.  
Residence halls close at 7 p.m.  
Rotunda Bistro open until 4 p.m. |
| 20    | Tuesday | All grades due via computer by noon. |
| 22    | Thursday| Academic Standing Committee meeting at 2 p.m. |
# SPRING SEMESTER 2017

## January

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Tuesday</td>
<td>Academic Standing Committee meeting at 9 a.m.</td>
</tr>
<tr>
<td>5</td>
<td>Thursday</td>
<td>Final registration for unregistered students – students must go through drop/add process after this date.</td>
</tr>
<tr>
<td>10</td>
<td>Tuesday</td>
<td>Students arrive. Residence halls open at noon. Dining hall open 4:30 p.m. - 6 p.m. Rotunda Bistro opens at 6 p.m. Board contract begins.</td>
</tr>
<tr>
<td>11</td>
<td>Wednesday</td>
<td>Classes begin at 8 a.m. Drop/add period begins.</td>
</tr>
<tr>
<td>17</td>
<td>Tuesday</td>
<td>Final day for adding a new course – no financial adjustments made after this date. Final day for changing meal plan.</td>
</tr>
</tbody>
</table>

## February

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wednesday</td>
<td>The grade of “W” will appear on the academic transcript for all courses dropped after this date.</td>
</tr>
<tr>
<td>2</td>
<td>Thursday</td>
<td>Founders’ Day Convocation</td>
</tr>
</tbody>
</table>

## March

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Friday</td>
<td>Final day of classes before Spring Break. Rotunda Bistro open until 4 p.m. Dining hall open until 6 p.m. Residence halls close at 7 p.m.</td>
</tr>
<tr>
<td>4-12</td>
<td>Saturday - Sunday</td>
<td>Spring Break</td>
</tr>
<tr>
<td>7</td>
<td>Tuesday</td>
<td>Mid-term grades due via computer by noon.</td>
</tr>
<tr>
<td>12</td>
<td>Sunday</td>
<td>Students return. Residence halls open at noon. Dining hall open 4:30 p.m. - 6 p.m. Rotunda Bistro opens at 6 p.m. Board contract resumes.</td>
</tr>
<tr>
<td>13</td>
<td>Monday</td>
<td>Classes resume at 8 a.m.</td>
</tr>
<tr>
<td>22</td>
<td>Wednesday</td>
<td>Final day to withdraw from a course with a “W.”</td>
</tr>
<tr>
<td>28</td>
<td>Tuesday</td>
<td>Pre-registration for fall term begins – seniors.</td>
</tr>
<tr>
<td>30</td>
<td>Thursday</td>
<td>Pre-registration for fall term continues – juniors.</td>
</tr>
</tbody>
</table>

## April

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Tuesday</td>
<td>Pre-registration for fall term continues – sophomores.</td>
</tr>
<tr>
<td>6</td>
<td>Thursday</td>
<td>Pre-registration for fall term continues – freshmen and all others.</td>
</tr>
<tr>
<td>12</td>
<td>Wednesday</td>
<td>Final day of classes before Easter Recess. On-Campus classes end at 9 p.m. Rotunda Bistro open until 4 p.m. Dining Hall open until 7 p.m. Residence Halls close at 7 p.m.</td>
</tr>
<tr>
<td>13-17</td>
<td>Thursday - Monday</td>
<td>Easter Recess.</td>
</tr>
<tr>
<td>17</td>
<td>Monday</td>
<td>Students return. Residence halls open at noon. Rotunda Bistro opens 6 p.m.</td>
</tr>
<tr>
<td>18</td>
<td>Tuesday</td>
<td>Classes resume at 8 a.m.</td>
</tr>
<tr>
<td>19</td>
<td>Wednesday</td>
<td>Monday classes meet.</td>
</tr>
<tr>
<td>28</td>
<td>Friday</td>
<td>Final day of classes.</td>
</tr>
<tr>
<td>29-30</td>
<td>Saturday - Sunday</td>
<td>Study days</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>Monday</td>
<td>Final exams begin at 8 a.m.</td>
</tr>
<tr>
<td>4</td>
<td>Thursday</td>
<td>Final exams end at 5:30 p.m. Dining Hall open until 7 p.m. Rotunda Bistro closes at 4 p.m. Residence halls close at 7 p.m.</td>
</tr>
<tr>
<td>5</td>
<td>Friday</td>
<td>Senior grades due via computer by 5:30 p.m.</td>
</tr>
<tr>
<td>7</td>
<td>Sunday</td>
<td>Baccalaureate Ceremony – 10 a.m. Commencement – 2 p.m.</td>
</tr>
<tr>
<td>8</td>
<td>Monday</td>
<td>All grades due via computer by noon.</td>
</tr>
<tr>
<td>11</td>
<td>Thursday</td>
<td>Academic Standing Committee meeting – 9 a.m.</td>
</tr>
<tr>
<td>25</td>
<td>Thursday</td>
<td>Academic Standing Committee meeting – 9 a.m.</td>
</tr>
</tbody>
</table>
SUMMER SESSIONS 2017

Travel courses, internships and special programs are encouraged to be held during the summer sessions.

**May Session**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Sunday</td>
<td>May summer housing opens at 4 p.m.</td>
</tr>
<tr>
<td>8</td>
<td>Monday</td>
<td>Registration at 7:30 a.m. Classes begin at 8 a.m. Final day to add a new course.</td>
</tr>
<tr>
<td>10</td>
<td>Wed.</td>
<td>Final day to drop a course.</td>
</tr>
<tr>
<td>15</td>
<td>Monday</td>
<td>Final day to withdraw with a “W”</td>
</tr>
<tr>
<td>26</td>
<td>Friday</td>
<td>Final day of classes – May Session.</td>
</tr>
</tbody>
</table>

**June Session**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Sunday</td>
<td>June summer housing opens at 4 p.m.</td>
</tr>
<tr>
<td>5</td>
<td>Monday</td>
<td>Registration at 7:30 a.m. Classes begin at 8 a.m. Final day to add a new course.</td>
</tr>
<tr>
<td>6</td>
<td>Tuesday</td>
<td>Final day to add a new course.</td>
</tr>
<tr>
<td>7</td>
<td>Wed.</td>
<td>Final day to drop a course.</td>
</tr>
<tr>
<td>16</td>
<td>Friday</td>
<td>Final day to withdraw with a “W.”</td>
</tr>
<tr>
<td>30</td>
<td>Friday</td>
<td>Final day of classes – June Session.</td>
</tr>
</tbody>
</table>

**July Session**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Tuesday</td>
<td>July summer housing opens at 4 p.m.</td>
</tr>
<tr>
<td>6</td>
<td>Thursday</td>
<td>Registration at 7:30 a.m. (fee) Classes begin at 8 a.m. Final day to add a new course.</td>
</tr>
<tr>
<td>7</td>
<td>Friday</td>
<td>Final day to add a new course.</td>
</tr>
<tr>
<td>10</td>
<td>Monday</td>
<td>Final day to drop a course.</td>
</tr>
<tr>
<td>19</td>
<td>Wed.</td>
<td>Final day to withdraw with a “W.”</td>
</tr>
<tr>
<td>8/3/16</td>
<td>Thursday</td>
<td>Final day of classes – July Session.</td>
</tr>
</tbody>
</table>
Campus & College

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 and 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, a 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 Pennsylvanina 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 LEARNING GOALS OF THIEL COLLEGE

Upon graduation, Thiel College students will be able to:

1. Demonstrate information literacy, critical thinking skills, and problem-solving skills.
2. Communicate clearly and effectively.
3. Describe and analyze creative expressions.
4. Demonstrate personal and ethical responsibility.
5. Apply a global perspective to the values and beliefs of multiple cultures.
6. Demonstrate knowledge and discipline-specific skills in a field of study.

ACCREDITATION

Thiel College is accredited by the Middle States Commission on Higher Education and is on the approved list of the American Chemical Society. It is approved by the Pennsylvania Department of Education to prepare elementary and secondary 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 September 1966. The 10,000-square-foot addition contains handball and basketball courts, intercollegiate 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 (top of the next page), 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 is also located in the basement.

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.

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 the late 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.

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 420 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.

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 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. The center also houses the offices of student life, the College campus store, campus post office, campus nurse, campus pastor and public safety. Renovation and expansion began in 1996 and was completed in 2000.

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 staff offices are located on the main floor and lower level. The ground floor contains dressing rooms and showers for men and women.

The James Pedas Communication Center opened in fall 2014 and was named for Trustee Emeritus Dr. James Pedas ‘50, H’89. The Pedas Center is home to the state-of-the-art television studio and radio station, the College newspaper, a 24-hour computer lab, Department of Communication and Office of Admissions. It is a media-rich environment with dynamic, flexible classrooms and learning spaces. The building has also been awarded LEED (Leadership in Energy and Environmental Design) silver certification, established by the U.S. Green Building Council and verified by the Green Building Certification Institute.

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 the President’s office, 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. There are also eight houses along College and Ridgeway avenues, offering housing for six to 18 persons.

Townhouse Apartments and Glen Johnson Community Center opened in fall 2002. The townhouses accommodate 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 the late 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 College.
Admissions

Thiel College seeks to identify, recruit and graduate a diverse student population from local, regional, national and international communities. Admissions decisions are based on a holistic review of the student application and each student’s probability for success as a part of the Thiel community. Our Admissions Review Committee strives to discover students who will bring academic and creative achievements, elements of diversity, commitments to community service and the potential to make significant contributions to our campus community. A student’s ability to endure and persist are integral aspects to their success over their four years at Thiel College. As such, Thiel College seeks individuals who show the capacity to develop an analytical mind; uphold civic responsibilities; contribute to our athletic programs; adhere to sound ethical principles; respect human diversity and individuality; effectively write, speak and research; and maintain active and healthy lifestyles. A student’s seriousness of purpose and extracurricular participation also are considered. Each student must take either the SAT or ACT.

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 Admission to learn about special tours and programs.

A high school student should apply for admission in their senior year. 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. Thiel College accepts applications on a rolling basis.
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 Education Development (GED) diploma must submit a copy of the diploma with test results in addition to an official transcript of all high school work completed.

Applications for admission should be submitted online (www.thiel.edu/apply). Thiel also accepts the Common Application (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. Students who fall below the minimum requirements of the GPA and/or ACT and SAT scores may be reviewed by an Application Review Committee. 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 website and by contacting the Office of Admissions.

APPLICATION PROCEDURE FOR TRANSFER STUDENTS

Students may apply online (www.thiel.edu/apply). A completed transfer application will include:

• A completed Application for Admission
• 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
• For students with 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 Application Review 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.
- One letter of recommendation from non-familial sources (contact information for each reference must be included).
- Personal on-campus interview with Admission Committee (suggested).
- An essay.

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 (equivalent to earning a C in the relevant course) 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.

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)
- 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), 177 (CBT)
- IELTS: 6.0 band
- ACT: 18 composite score
- GPA: 2.4 cumulative
- 900/1600 scale
- STEP EIKEN: 2A

**Conditional (Minimum) Academic Admissions Requirements**

- TOEFL: Fall 450 (PBT), 45 (IBT), 133 (CBT)
  Spring 477 (PBT), 53 (IBT), 153 (CBT)
- 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 one letter. The letter must be written by someone who has 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. Additionally, mention future academic plans, career objectives and the motivation behind the intention to return home.

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 $43,740).

* 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.

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.

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 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 49) 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 Admission 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 22.

EXPENSES FOR 2016-2017 ACADEMIC YEAR

<table>
<thead>
<tr>
<th>Full-time Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tuition</td>
<td>$27,910</td>
</tr>
<tr>
<td>• Room and Board</td>
<td>$11,700</td>
</tr>
</tbody>
</table>

**Part-time Students:** A student registering in the fall or spring for 1 to 11 credit hours will be charged a tuition fee of $900 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 (based on summer 2016 pricing).

**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 $45; health and wellness fee $250; vehicle permits $75 per semester; first-year experience fee $300.

Billing Dates and Payment Dates for 2016-2017

<table>
<thead>
<tr>
<th>Semester</th>
<th>Billing Sent</th>
<th>Payment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>July 7</td>
<td>August 15</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 are 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 47 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.

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.

Only after all applications from such students have been exhausted may non-Thiel College persons be employed.

FINANCIAL AIDS POLICY FOR OFF-CAMPUS STUDENTS

Learn more about cooperative programs on Page 78.

AID PACKAGE

Financial aid given to students is referred to as an aid package. It may include scholarships, grants, loans and/or employment. Aid based on need in an aid package must be validated by an approved needs analysis system such as the Free Application for Federal Student Aid (FAFSA).

• Need based aid cannot exceed validated need.
• A total aid package will never exceed total costs.
• Thiel College reserves the right to revise aid packages to meet current federal, state and college policy.
• Thiel assistance/merit aid is not available for off campus programs.

INSTITUTIONAL GRANTS/SCHOLARSHIPS

Stewart Academic Scholarships are presented annually in the amount of $1,000 to the top two full-time students in each class based on overall GPA and total number of credit hours earned at the end of their freshman, sophomore and junior years as determined by the College. This scholarship may be held more than one year so long as rank in class remains unchanged. It may be used to help meet need, although need is not a requirement for eligibility. Rank among equivalent GPAs is determined by the basis of quality points earned (credit hours x GPA).

Thiel Honors Scholarship—Based on academic performance at the time of acceptance, this award is renewable for four years assuming appropriate academic progress requirements are satisfied. Value can change based on housing status.

Thiel Assistance—Institutionally-funded, need-based awards are available as determined by individual level of financial need. Awards are flexible and renewable 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 2016-2017 is $5,815 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 $4,340 for the 2016-2017 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 Assistance Agency (PHEAA) approved program of study of at least two academic years (or 1,800 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 [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

The Financial Aid Office coordinates the awarding of various restricted awards, grants and scholarships to currently enrolled students annually. 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, Pa., 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 College 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) traveling 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 a junior or senior 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 College 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 College. 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-Safford Endowed Scholarship Fund**—Created to honor Dr. Richard B. Bennett and Dr. Emerson F. Heald, chemistry faculty members who began their careers at Thiel College 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 first-year 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 a junior or senior 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 College 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 juniors and seniors based upon financial need.
Class of 1950 Scholarship—In honor of the 50th anniversary of their graduation from Thiel College, 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—This 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 first-year student 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 majors 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 College 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 Riethmiller ’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 first-year 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 College who graduated from Greenville, Reynolds, Jamestown, Commodore Perry or Lakeview high schools and is to apply to tuition and fees for the senior year at Thiel College. This award should not be made in addition to the Thiel College 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 a junior or senior 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 Daniel Hamo ‘86, who died during his sophomore year at Thiel College. 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 College 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 College 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 College 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 College 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 a junior or senior 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 junior or senior 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 of experience in the Thiel College 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 a junior or senior 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 Department of Political Science, was established by his children, both Thiel College graduates, Norman C. Johnson, Class of 1952, and Susan Johnson Tischler, Class of 1955. The recipient should be a rising junior or senior who has demonstrated excellence in the field of history or political science. Financial need is not a criterion.

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 his or her first 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 first-year 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. Students 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.

The Maenpa Family Biotechnology Endowed Scholarship Fund at Thiel College—The purpose of this gift is to establish an endowed scholarship fund administered by Thiel College to be awarded annually to at least one full-time Thiel College student majoring in the sciences (Biochemistry, Biology, Chemistry, Neuroscience, Mathematics, or Physics) with preference given to residents of Ashtabula County, Ohio, who fulfills the following requirements:

- The student has successfully completed his or her first year, and is a sophomore, junior, or senior who is on track in their major in the year in which they receive the scholarship award
- The student must have an overall grade point average of 3.0 or better on a 4.0 scale and have an exemplary behavior record
- The student demonstrates verifiable financial need as determined by the college
- The student shows both interest and promise in pursuing a career in biotechnology as demonstrated by their commitment to an interdisciplinary course of study in the Life Sciences

The scholarship provides funds which may be used for student tuition, fees, books, supplies, and room or board (after all other possible scholarships, grants and other tuition reduction programs have been applied) as determined by the College. Generally, awards will be no less than $1,000 per year. As the endowment grows, awards may increase in either size or number to provide support for additional students and/or keep pace with inflation.

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 College trustee, and his wife. The endowment will provide assistance for students who have been graduated from an Erie County, Pa., high school who have demonstrated academic excellence by achieving and maintaining a minimum GPA of 3.0 while at Thiel College. 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 College 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. Juniors or seniors 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 a junior or senior 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 is through the Financial Aid Office.

**The Robert J. McKinley Memorial Scholarship**—This scholarship was established by Mary Lou (Harper) 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, Pa. majoring communication, psychology, religion or minoring 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, Pa., 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 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 juniors or seniors 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.

The Carl O. and Edith W. Nelson Memorial Scholarship Fund—The scholarship was created by Pastor Carl O. Nelson in memory of his parents Carl O. and Edith W. Nelson. Selection is based on financial need.

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 College 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’ legacy of community service by encouraging and recognizing full-time juniors or seniors 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, Pa. 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 a junior or senior 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 College graduate in 1900 and is considered to be the “father of Thiel athletics”; Winifred, who also attended the College, 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, Pa. 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 College 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 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, Pa.

**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.

**The Walter Charles and Ethel Fern Rupert Scholarship**—Preference will be given to students who: Demonstrates a record of volunteering for church, school or community causes thus exemplifying a Christian example set forth by Walter and Ethel Rupert of giving time and talents to the church, the community and to family. First preference should go to a student from the Elderton, Pa., area or the surrounding Armstrong, Westmoreland and Indiana counties, and/or is a student that has a strong commitment to Christian principles.”

**Sawvel Memorial Presidential Award**—This award is a memorial to Dr. Franklin Sawvel, scholar and former Thiel College 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 College 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, Pa. 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 Pa. 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 a 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 junior or senior 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, Pa. 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 College 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 College 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 College 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 College, for a deserving student in elementary education who demonstrates financial need. Selection is made by the Education Department.

The Lewis R. Trezona, Nedra Trezona Hollister ’41 and Ann Trezona Howell ’43 Endowed Scholarship Fund—Preference will be given to students who:

- This scholarship is to be awarded to students who espouse the conservative principles of individual freedom, limited government, free enterprise, and a strong national defense. They must have a deep respect for the Constitution and recognize the need to defend its original meaning and intent. Priority should be given to students who have demonstrated a dedication to these principles through writing, blogging, debate, or visual and performing arts projects, or who have participated in conservative student organizations such as Young America’s Foundation, National Teen Age Republicans or similar groups subscribing to conservative principals.
- The student must be a U.S.-born citizen.

It can be used for freshmen through senior students, but it is not a need-based scholarship.

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, Pa.

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 Seanor Evangelical Lutheran Church in New Stanton, Pa., who has been graduated from any public high school. Recipient must carry a minimum GPA of 3.0 and must be a resident of Westmoreland County.
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**—This scholarship 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 a junior or senior 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, W.Va.
  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 Fund
- First Lutheran Church, Pittsburgh
  Adam J. Holl Scholarship Fund
- First Lutheran Church, Washington
  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 College.

**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.

- 2015 Peter Lazzari Scholarship
- Adolph Golden Memorial Scholarship
- American Legion Post 159
- Anne Monroe Foundation
- Association of Independent Colleges & Universities of PA
- AT Fallquist Mem Scholarship Fund
- Automobile Dealers Educational Assistance Foundation
- Barberton Community Foundation
- Bessemer System Federal Credit Union
- Bethel Church Scholarship
- Bob Sayers Memorial Scholarship Fund
- Brad Deberry Memorial Scholarship Fund
- Butler-Wells Scholarship Fund
- Celebrity Bowl Youth Scholarship
- Central High School Scholarship Fund
- Chambersburg Area School District Foundation
- Chi Omega Foundation
- Columbia Local School District
- Community Foundation of Warren County
- Community Service Award
- Coshocton County Dollars for Scholars Scholarship
- Coshocton County Memorial Hospital
- Dale Bock Scholarship Fund
- David and Pauline Gregory Trust Fund Scholarship
- Educational Society of Westmoreland County PA
- Elias W. and Mae Hasbrouck Hummer Scholarship
- Erie Schottish Rite Scholarship Foundation
- Evan Gill Memorial Scholarship Fund
- Fairhill Manor Christian Church
- First United Methodist Church
- Flexospan Foundation Scholarship
- General Henry H. Arnold Education Grant Program
- Grace Chapel Benevolence Fund
- Grand Valley Alumni Association
- Grand Valley Education Association
- Hamlin Bank and Trust Company
- Harry Brown Scholarship
- Holmes County Education Foundation
- IFCA Education Department Scholarship
- InFaith Community Foundation
- Jackson Family Scholarship-Greenville
• Janet Hileman Scholarship
• JL Francis Scholarship
• John F. Connelly Scholarship
• John O. Hanna Scholarship-Northwest Savings Bank
• Johnstown Housing Authority
• Key Bank National Association Trust Division
• Last Dollar Scholarship
• Lazzeri Football Scholarship
• Leechburg Education Foundation
• Lenora Ford Bland and W. Jennings Bland Scholarship Trust
• Limestone Reesedale Church of God
• Lions Club Scholarship
• Living Memorial Scholarship
• Lois J. Macaluso Charitable Foundation Trust DTD
• Loyal Order of Moose
• Mahoning Valley College Access Program
• Marguerite B. Baker Scholarship Fund
• Mark August Memorial Fund
• Mark Jeffrey Sampson Memorial Scholarship Fund
• Martz Scholarship
• May Emma Hoyt Foundation
• McDonald Sportsmen’s Foundation
• Melissa Courtney Memorial Scholarship Fund
• Memorial Hospital of Bedford County Foundation Fund
• Merry D. Wise Scholarship
• Messiah Lutheran Church
• Meyer Scholarship Foundation
• Midland Women’s Civic Club
• Mike McGreevy Memorial Scholarship Fund
• NEED Student Grants
• Oberlin Rotary Memorial Fund
• OMNOVA Solutions Foundation
• Parry Reese Jr. Memorial Fund
• Paul D. Bennett and Doris Haselrig Scholarship
• Paula Meleky and Jennie Fuller Stevens Scholarships
• Pennsylvania Masonic Youth Foundation
• Peter Lazzeri Football Scholarship
• Pittsburgh Italian Scholarship Fund
• Pittsburgh Penguins Foundation
• Pittsburgh Promise
• PNC Wealth Management
• Premier Designs Scholarship
• Providence Reformed Baptist Church Inc.
• Pymatuning Valley Local Schools Board of Education
• Rita Rice Memorial Scholarship Fund
• Robert S Mells Scholarship
• Rotary District 6600
• Rowley Public Speaking Award
• Salem Educational Foundation and Alumni Association
• Sammie L. Smith Scholarship
• Schodack Central School District Scholarship
• Scholarship America
• Sebring Fire Dept Assoc. Scholarship
• Security National Trust Company
• Seward D. Schooler Memorial Scholarship
• Small Games of Chance Account BPOE#145
• SMART Scholarship Funding Corporation
• Smethport Area School Dist. Scholarship Fund
• St. Matthew Evangelical Luthern Church
• Steven Chavara Memorial Scholarship Fund
• Strimbu Memorial Fund-Leader Scholarship
• Stuckey Memorial Scholarship
• T.J Construction Scholarship
• The Anne R. Monroe Foundation
• The Betts Foundation
• The Brian Patterson Foundation
• The Cleveland Alumnae Panhellenic Endowment Fund
• The George J. Record School Foundation
• The Huntington National Bank
• The Lew and Betty Somers College Scholarship
• The Pittsburgh Foundation
• Trinity Lutheran Church
• UMWA-BOCA Training and Education Fund
• Van Horne Educational Fund
• Whendy Kozminski Memorial Scholarship Fund
• William L. and Margaret L. Benz Foundation
• Women Marines Association

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 half-time 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 half-time, 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 Undergraduates</th>
<th>Subsidized</th>
<th>Total (Subsidized and Unsubsidized)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td>$3,500</td>
<td>$5,500</td>
</tr>
<tr>
<td>Second year</td>
<td>$4,500</td>
<td>$6,500</td>
</tr>
<tr>
<td>Third year and beyond</td>
<td>$5,500</td>
<td>$7,500</td>
</tr>
<tr>
<td>Aggregate Limits</td>
<td>$23,000</td>
<td>$31,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent Undergraduates</th>
<th>Subsidized</th>
<th>Total (Subsidized and Unsubsidized)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td>$3,500</td>
<td>$9,500</td>
</tr>
<tr>
<td>Second year</td>
<td>$4,500</td>
<td>$10,500</td>
</tr>
<tr>
<td>Third year and beyond</td>
<td>$5,500</td>
<td>$12,500</td>
</tr>
<tr>
<td>Aggregate Limits</td>
<td>$23,000</td>
<td>$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 (www.thiel.edu) under Admissions and Financial Aid. 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 STATEMENT

While attending Thiel College, students have countless opportunities to take advantage of programs, organizations, activities and services to help to enrich the college experience. The Division of Student Life is committed to shaping a safe and exhilarating campus environment that:

• Promotes involvement in activities and organizations
• Offers educational programs and services that extend beyond the classroom setting
• Prepares students to become responsible leaders in their communities, churches and industries
• Facilitates 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 College campus. In addition to developing new academic skills, they are 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, creating 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 spaces available for students.

• First-year students typically reside in Hodge, Florence West or Sawhill halls.
• Upper-level students are normally housed in Bane 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 is 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 canceled after June 30.

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 Thiel College Health Services Center is located on the first floor of the Howard Miller Student Center. 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 Center.

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

COUNSELING

Counseling during 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 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, 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 College 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 residential students are required to participate in a dining plan, and non-residential 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, also in the Howard Miller Student Center, 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.

Students have an opportunity to have their voice heard by speaking to the Resident Director of Food Services at Thiel College. The resident director works with the 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. Hours of operation, specials and daily menus can be obtained from the dining website, linked on the Thiel College website (www.thiel.edu).

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 22. 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 45. 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 more 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 a 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 student handbook for more details.

**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 College 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 College 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, bowling, cross country, golf, lacrosse, softball, tennis, indoor/outdoor track & field, soccer and volleyball. Thiel College also offers co-ed competitive cheerleading and dance programs and several club sports.

For more information on participating in varsity athletics, see Page 74 under academic requirements.

**Intramural Athletics**

Intramural athletics provide structured recreational activities for non-athletes, and athletes who 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 students who have achieved high academic standing. It is represented at Thiel College 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 students interested in the physics field. 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 College 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 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 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.

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 College 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 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 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.

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 College 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 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 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.
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 has 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 College 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 College’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 that was 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’s 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 their freshman year. A 3.5 GPA 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 students who have a 3.0 GPA 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 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 College 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. A sampling of 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 College's varsity sports a venue for competition and teamwork.

- Aikido
- Equestrian Club
- Outdoors Club
- Rugby Club
- Shooting Club
- Ski Club
- Student Athlete Advisory Committee (SAAC)
- Ultimate Frisbee
Social Organizations
These groups allow students with common interests or pursuits to share and learn together.

- Accounting Club
- Active Minds
- Art Club
- Alliance Club
- Book Club
- Criminal Justice Club
- English Club
- Global Club
- Junior Chamber of Commerce
- Organization of Black Collegiates (OBC)
- Photography Club
- Tomcat Political Society
- Winterguard
- Women Inspiring the Next Generation (WING)

Campus Ministry Organizations
These organizations provide students with opportunities for spiritual development. Campus ministry organizations foster growth through character development, prayer, learning, service and social interaction.

- Fellowship of Christian Athletes
- Thiel Christian Fellowship
- Lutheran Student Movement
- TC Soldiers for God

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 College 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 Student Government Association Constitution and consists of five executive officers, four representatives from each class, and one club representative from each club. 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. The two have been Greenville neighbors for more than 130 years. It aims to provide frequent and structured opportunities for Thiel College 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 and volunteering, and academic opportunities.
The Religious Dimension

Thiel College’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 well-being 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 campus community. Thiel College Campus Ministry strives to engage all persons in vital expression and mindful exploration of religious faith and spirituality. These are crucial elements of a liberal arts education that empower persons to attend to and respond to God’s call in their life paths, professions and public commitments.
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 College 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 interreligious understanding and action. Thiel College’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 College 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 are also actively encouraged to become involved in worship on campus and to visit other ministries of local congregations, for which the College can provide free transportation upon request.

STUDENT RELIGIOUS ORGANIZATIONS

As of fall 2016, there are five student religious organizations recognized by the Student Government Association:

- J-Walkers (Roman Catholic Student Ministry)
- Fellowship of Christian Athletes (Non-Denominational)
- Lutheran Student Movement (Lutheran Student Ministry)
- Thiel Soldiers for God (Non-Denominational)
- Thiel Christian Fellowship (Non-Denominational)

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

RELIGIOUS STUDIES, THEOLOGY AND 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 College. See Page 220 for any faculty member in the Department of Religion, as well as the campus pastor, for further information.

THEOLOGICAL EDUCATION AND MINISTRY EXPLORATION

The campus pastor (along with others on 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.

CAMPUS PASTOR

Thiel College provides a full-time campus pastor, called and professionally rostered through the Evangelical Lutheran Church in America. The campus pastor 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 member, 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, near the Campus Store. Drop-ins are always welcome, and conversation can also be arranged by appointment. The campus pastor can be reached at ext. 2130 (office), or through 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 three 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 evenings and online.

The academic division sponsors various types of instruction. Instruction for academic credit toward degree programs is offered through the more than 60 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 Information Technology Solution 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 Information Technology Solution 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 Solution 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.

**LANGENHEIM MEMORIAL 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. Thiel's librarians are research partners to the students, providing resources and services to support the curriculum and to promote free inquiry for a liberal arts education.

To guide students in the use of the collections, three professional librarians are available on a schedule of 80 hours per week. The professional staff teaches library and research skills in both individual and group sessions. There are 420 study spaces available in lounges, individual study carrels, at large tables and in several small private rooms.

The collection includes 300,000 books, 400,000 government documents, 400 print periodical titles, 97,000 electronic journals and 10,000 e-books. 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 more than 40 online databases. These include Business Source Elite, Communication & Mass Media Complete, CQ Researcher, EBSCOhost, Education Source, ERIC, Homeland Security Digital Library, JSTOR, LexisNexis Academic, and PsychArticles. The library provides online material ranging from individual publications to First Search and the Oxford English Dictionary. The library is a member of 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 on Page 7) the student will be charged a $25 late registration fee to register for a given semester.
Graduation Requirements for Degrees in Bachelor of Arts, Associate of Arts, Bachelor of Science, Associate of Science

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 to 45 percent for the major
   c. 25 to 45 percent for electives

B. Literacy Series

1. Composition (3 CH)
   Successfully complete ENG 101: College Writing with a grade of C minus or higher.

   Writing Intensive Courses (five WIC courses)
   Combinations of major, minor, core, and elective courses that are designated as WIC can be used to fulfill this requirement. However, to fulfill the requirement no more than three courses can be in the same discipline.

2. Presentation (3 CH)
   Presentational Literacy
   Successfully complete INDS 101: Introduction to Presentational Literacy with a grade of C minus or higher.

   Presentation Intensive Courses (three PIC courses)
   Combinations of major, minor, core, and elective courses that are designated as PIC can be used to fulfill this requirement. However, to fulfill the requirement no more than two courses can be in the same discipline.
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 higher.

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, geology, neuroscience, 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, geography, political science, psychology, sociology or 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)

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

C. Seminar Series (11 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. SEMS 101: Introduction to Seminar Series (2 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. SEMS 200: 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. 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 cultures. This seminar
will be cross-listed with pre-approved courses that are discipline-specific. (P: SEMS 100)

4. SEMS 400: Global Issues (3 CH)

This is the 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, and 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. Practicum Requirements

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. Projects must be approved before they are completed. 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, HPED 198, Slimnastics, or 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 Science degree.

2. The 124 credit hours shall be distributed approximately as follows:
   a. 25 to 30 percent for the Core Curriculum Requirement
   b. 30 to 45 percent for the major
   c. 25 to 45 percent for electives

B. Literacy Series

1. Composition (3 CH)

   Successfully complete ENG 101: College Writing with a grade of C minus or higher.

   Writing Intensive Courses (five WIC courses)

   Combinations of major, minor, core, and elective courses that are designated as WIC can be used to fulfill this requirement. However, to fulfill the requirement no more than three courses can be in the same discipline.

2. Presentation (3 CH)

   Presentational Literacy

   Successfully complete INDS 101: Introduction to Presentational Literacy with a grade of C minus or higher.

   Presentation Intensive Courses (three PIC courses)

   Combinations of major, minor, core, and elective courses that are designated as PIC can be used to fulfill this requirement. However, to fulfill the requirement no more than two courses can be in the same discipline.

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 successfully complete one computer science, mathematics, natural or physical science course—biology, chemistry, computer science, environmental science, geology, neuroscience, 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, geography, political science, psychology, sociology or 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 English, history, languages, philosophy or religion.

C. Seminar Series (11 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. SEMS 101: Introduction to Seminar Series (2 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. SEMS 200: 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. 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 cultures. This seminar will be cross-listed with pre-approved courses that are discipline-specific. (P: SEMS 100)

4. SEMS 400: Global Issues (3 CH)

This is the 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, and 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. Practicum Requirements

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. Projects must be approved before they are completed. 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 Director, 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, 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 DEGREE*

The College currently offers three associate degrees—Associate of Arts, Liberal Studies; Associate of Arts, Business Administration; and Associate of Arts, Criminal Justice. All associate degrees require a minimum of 60 credit hours (CH), with at least a 2.0 cumulative grade point average (GPA).

The Associate of Arts, Liberal Studies, includes broad preparation in foundational skills and knowledge and five electives in the student’s prospective area of study.

The Associate of Arts, Business Administration, includes broad preparation in foundational skills and knowledge and 30 specified credit hours in Business Administration.

The Associate of Arts, Criminal Justice Studies, includes broad preparation in foundational skills and knowledge and 27 specified credit hours in Criminal Justice.

When core and disciplinary requirements are met, additional credit hours may be elected by the student, with approval by the student’s advisor. Successful completion of the program provides students the opportunity to complete a baccalaureate degree or enter the professional workforce.

Specific requirements for the associate degrees are currently under revision. Further information is available from Registrar Denise Urey in the Academic Records Office (durey@thiel.edu or 724-589-2009).

ASSOCIATE OF SCIENCE DEGREE*

Specific requirements for the associate of science degrees are currently under review. Further information is available from Registrar Denise Urey in the Academic Records Office (durey@thiel.edu or 724-589-2009).

THE A-TO-B PROGRAM*

Thiel College is pleased to introduce its innovative *A-to-B Program. This program offers the Associate of Arts degree to qualifying students. Successful completion of the A-to-B program affords students the opportunity to complete a baccalaureate degree or enter the professional workforce.

The College currently offers three associate degrees—Associate of Arts, Liberal Studies; Associate of Arts, Business Administration; and Associate of Arts, Criminal Justice. All associate degrees require a minimum of 60 credit hours (CH), with at least a 2.0 cumulative grade point average (GPA).

The Associate of Arts, Liberal Studies, includes broad preparation in foundational skills and knowledge and five electives in the student’s prospective area of study.

The Associate of Arts, Business Administration, includes broad preparation in foundational skills and knowledge and 30 specified credit hours in Business Administration.

The Associate of Arts, Criminal Justice Studies, includes broad preparation in foundational skills and knowledge and 27 specified credit hours in Criminal Justice.

When core and disciplinary requirements are met, additional credit hours may be elected by the student, with approval by the student’s advisor. Successful completion of the program provides students the opportunity to complete a baccalaureate degree or enter the professional workforce.

Specific requirements for the associate degrees are currently under revision. Further information is available from Registrar Denise Urey in the Academic Records Office (durey@thiel.edu or 724-589-2009).

*Subject to final approval by the Faculty of the College.

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 first 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 College. Normally, change of their 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-level students and all students who have declared a major should meet regularly with an assigned adviser 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, conferences, field trips, etc.) are excused. In all cases, in the event of an absence, it is the student’s responsibility to make up any missed assignments and to secure and provide appropriate documentation, as requested and determined by the instructor.

**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
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 College 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 College.

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.

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 College.

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 7-9). 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.
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 College 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 lower 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 lower 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 Vice President of Student Life 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 GPA of 1.50 or above before entering his or her second semester at Thiel College and a cumulative GPA of 2.0 or above before entering his or her third semester at Thiel College. To remain eligible to participate in intercollegiate athletics, the student-athlete must maintain a 2.0 cumulative GPA for the remainder of his or her enrollment at Thiel College.

Athletic eligibility is determined at the beginning of each semester.

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.

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 College 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 College, 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 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 47 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 College are awarded a gold Dean’s Key. Transfer students are eligible to receive the Dean’s Key if the student attended Thiel College for at least one year, was on the Dean’s List every semester at Thiel College 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 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 Oct. 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).

Note: Students who participate early will not be recognized for various types of honors in the commencement program.

- Students will not be permitted to participate in more than one Commencement exercise.

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 a $5.00 fee for each transcript processed.

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 DEVELOPMENT CENTER

The Career Development Center offers a comprehensive set of services in the area of career exploration, skills acquisition, profile development and placement. 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. The Career Center also has many resources online, such as e-portfolios and major-specific information to assist students with their career and graduate school questions.

Engagement—Along with providing sound guidance and the most up-to-date information, the Career Center works with students to help them explore through hands-on, experiential learning experiences. This office assists students in setting up mock and informational interviews, company visits, alumni mentoring and job-shadowing opportunities and internships. Additionally, we have a well-established set of community partners with whom students can design team-based projects, develop their leadership capacity, engage in meaningful forms of service learning or volunteer.

THIEL LEARNING COMMONS (TLC)

The Thiel Learning Commons, located on the
first floor of the Langenheim Memorial Library, aims to enhance the academic development of Thiel students by providing a variety of proactive and innovative programs designed to supplement the student’s academic experience. The TLC promotes collaborative learning opportunities to enable students to build on their strengths and maximize their potential for academic success. The TLC provides a comprehensive set of free services which include:

- academic coaching
- assistance with academic skills and study strategies
- peer tutoring
- supplemental instruction
- organized study groups
- writing lab
- quiet study area

For students admitted to Thiel with a designation of academic support and those students on academic probation, The TLC offers structured academic counsel along with our other services. Students eligible (based upon residency and PHEAA guidelines) to participate in Pennsylvania’s ACT 101 Program also receive dedicated services from The TLC.

THE DISABILITY RESOURCE CENTER

The Thiel College Disability Resource Center recognizes disability as a valued aspect of diversity and fosters an inclusive environment for all of the Thiel College community through awareness, accessibility, and empowerment. The office is committed not only to ensuring access, but also to supporting success.

The mission of the Disability Resource Center is accomplished by:

- Promoting inclusion within the campus community by creating an open, communicative environment for students, staff and faculty.
- Serving as a resource and providing disability awareness information to the campus community.
- Ensuring that students with disabilities have equal access to take full advantage of Thiel College’s educational, social, and cultural opportunities.
- Promoting access to the campus community by facilitating the acquisition and use of assistive technology and the use of universal design.
- Positively influencing the transition, retention, graduation and future success of students with disabilities through individualized, supportive services.
- Facilitating the provision of reasonable academic accommodations.
- Encouraging student development through empowerment, skills-based education, self-advocacy and personal decision making.

The Disability Resource Center provides individualized services to students with disabilities, providing the resources and support to help them succeed at Thiel College. Unlike high school, the student must self-disclose his or her disability to the Disability Resource Center. Students sometimes feel they do not want to disclose information about their disability in an effort not to “stand out” or due to a desire to “go it alone.” However, the students who do contact the Disability Resource Center find that accommodations support their academic success.

How do I request services through the Disability Resource Center?

Complete the Confidential Self-Disclosure Form (available from the DRC office or webpage), email the coordinator (tmicsky@thiel.edu), stop in the office, which is located in the Thiel Learning Commons area of the Library, or call us at 724-589-2063.

How do I know if I am eligible to receive accommodations/services?

In order to develop an individually designed plan, students who request accommodations through the DRC will be asked to meet with the coordinator and discuss his or her experience of disability, barriers and accommodation strategies utilized in the past. Students are asked to provide documentation that describes the disability and its
likely impact on educational experiences.

Can I receive Disability Resource Center services if I have a temporary injury or illness?
Yes. Contact the DRC coordinator to set up a meeting to discuss your specific needs.

Will my disability information be kept confidential?
Yes. The Disability Resource Center strives to ensure that all students’ documentation used to determine eligibility for disability services is kept confidential. Students will review and sign a Confidentiality Statement (available from the DRC office or webpage) at the time of registration with the office.

When do I sign up for services and accommodations?
Students requesting services must contact the Disability Resource Center each semester to receive accommodations. Accommodations are not retroactive. They begin only when you have met with the DRC Coordinator, provided your professors an accommodation letter from the DRC and have talked with them about using accommodations in his or her course. Professors and the DRC must have reasonable time to arrange for the accommodations required.

What kinds of accommodations/services are available?
Accommodations might include, but are not limited to:
- Extended time on tests and exams
- Distraction free testing environment
- Audio Textbooks
- Note takers
- Housing accommodations

What if I believe I have been denied equal access or reasonable accommodations?
The DRC Grievance Procedure outlines the steps to take if you believe you have been denied equal access, denied appropriate reasonable accommodations or have experienced discriminatory harassment as described in the Americans with Disabilities Act. A copy of the procedure can be obtained from the DRC office or webpage.

COOPERATIVE PROGRAMS
Thiel College 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 College 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 College 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 College) then forwarded to AiP on behalf of the student. AiP will offer a tuition reduction
of 15 percent for Thiel College 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 College 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 College which will in turn reimburse the foreign university. In those cases where the reimbursed expenses exceed Thiel College’s charges, the students will also pay the additional amount to Thiel College.

Short Programs Abroad (several weeks) — An extra fee is charged for short study abroad programs, depending on the program. Students remain eligible for Thiel College, 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, Ill., 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 College to complete their senior year.

Art Institute of Pittsburgh—(Business administration students) Thiel College and The Art Institute of Pittsburgh 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 College 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 College 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 College 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 College'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 College 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 College 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, N.C. Through this program, highly qualified students can earn a bachelor's degree at Thiel College and a master's degree at Duke in five years. Students in the program complete three years of course work at Thiel College, 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 College. 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 College 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.

The Vira I. Heinz (VIH) Program for Women in Global Leadership—This program develops global citizens by cultivating leadership and intercultural competency skills, instilling a passion for life-long learning and civic engagement, and by mentoring students through their Community Engagement Experiences. This program is an unparalleled opportunity open to women of sophomore status at 15 institutions in Pennsylvania. Applicants submit a study proposal that details the relationship between their goals for their accredited summer international experience of at least four weeks, and one of the five Heinz Endowments programming areas: Arts and Culture, Children, Youth and 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 at least 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. Cynthia Sutton, Professor of Sociology.

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 College depending upon their coursework. For the 4+ program, the student must enroll in the EAP by Feb. 1 of their second year at Thiel. The candidate would earn a B.A. or B.S. degree at Thiel College, 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. Kathryn 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 College. For the rigorous 3+4 track, students must enroll in the EAP by February 1 of their first year at Thiel College 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. Sarah Swerdlow) or the Chemistry Department (Dr. Chris 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 College degree. Any such program, including courses taken for Thiel College 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 College 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 College and profit to themselves from their study abroad.

Faculty-led Summer Study Abroad Courses—These courses are taught or directly supervised by Thiel College 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 the program adviser.

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. Marie Courtemanche, Department of Political Science.

Universidad de Especialidades Espíritu Santo—Thiel College and Universidad de Especialidades Espíritu Santo (UEES), Quayaquil, Ecuador, through a cooperative arrangement offer the opportunity for Thiel College 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. Marie Courtemanche, 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 an international organization. Consulting adviser is Dr. Marie Courtemanche, Department of Political Science.

**INDIVIDUALIZED AND 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 Director. Entering freshmen are eligible for participation if they have a high school GPA of at least 3.5 and an SAT score of 1100 or higher on the verbal and mathematics portions (or ACT composite score of 24 or higher).

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
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:** Dr. Hazlett, Education

**Dual-Degree Engineering:** Dr. Hecking, Physics

**Cytotechnology:** Dr. Arthur White, Philosophy

**Medical Technology:** Dr. Sarah Swerdlow, Biology

**Mortuary Science:** Prof. David Miller, Business

**Pre-Occupational Therapy:** Dr. Shannon Deets, Psychology

**Pre-Dental:** Dr. Kathy Frantz, Chemistry

**Pre-Law:** Dr. Marie Courtemanche, 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:** Dr. Chris Stanisky, Chemistry; Dr. Erwin Montgomery, Neuroscience

**Pre-Ministry:** Dr. Curt Thompson, Religion

**Pre-Optometry:** Dr. Greg Butcher, Neuroscience

**Pre-Pharmacy:** Dr. Kathy Frantz, Chemistry

**Pre-Physical Therapy:** Dr. Greg Butcher, Neuroscience

**Pre-Physician Assistant:** Dr. Sarah Swerdlow, Biology

**Pre-Podiatry:** Dr. Greg Butcher, Neuroscience

**Pre-Veterinary:** Dr. Chris Fonner, Biology

**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 College 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 College’s Internship Program come away with maturity and self-confidence that few other educational experiences can provide. The Career Development Center is located in The Learning Commons area of the Langenheim Memorial Library.
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.

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.
Department of Art

Dr. Ellen Lippert, Chair; Jesse Amar; Sean P. McConnor

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:

- Demonstrate a comprehensive foundational experience in the visual arts.
• Demonstrate an aesthetic value system and critical skills necessary in creating and evaluating fine art.

• Demonstrate a comprehensive foundational knowledge of the history of art.

• Demonstrate 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 College. 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.

100 level Drawing course 4 CH
200 level Drawing course 4 CH
100 level Painting course 4 CH
200 level Painting course 4 CH
100 level Sculpture course 4 CH
200 level Sculpture course 4 CH
200 or 300 level studio elective 4 CH
ART 101 Survey of Art I 3 CH
ART 201 Survey of Art II 3 CH
200 or 300 level Art History elective 3 CH
ART 401 Senior Seminar 4 CH

TOTAL 41 CH

Recommended 4-year schedule

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

• Students should complete a 100 or 200 level Drawing course by the end of their freshman year. A 100 level Painting course, a 100 level Sculpture course, Art 101 and Art 201 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

100 level Drawing
SEMS 101
College Algebra
ENG 101
Other Core Requirements

First year, second semester

200 level Drawing
100 level Sculpture
SEMS 101 (if needed)
ENG 112

Second year, third semester

Art 101
SEMS 200 (can also be taken fourth semester)
Foreign Language I

Second year, fourth semester

200 level Painting and/or 200 level Sculpture**
Art 201
SEMS 200 (if not taken previously)
Foreign Language II
Scriptures (WIC) or Lab Science**
Sophomore Review

Third year, fifth semester

300 level Drawing
Art History elective
SEMS 250
Elective (WIC/PIC)

Third year, sixth semester

200 or 300 level Painting**
200 or 300 level Sculpture**
Art History elective (if needed)
SEMS 250 (if needed)
Elective (WIC, PIC)
HPED

Fourth year, seventh semester

Art elective (if needed)
Elective (WIC, PIC)
HPED
SEMS 400

Fourth year, eighth semester

Art 401 Senior Seminar
300 level Painting, Drawing or Sculpture**
HPED
SEMS 400 (if needed)
Electives

Minor Requirements

The fine art minor is a focused course of study with course requirements appropriate to the minor level of study. The fine art minor establishes an appropriately broad yet flexible foundation which best suits the needs of students who are pursuing art in conjunction with another major or simply as a secondary interest. The Senior Seminar serves as a capstone course for all art majors and minors. Students will focus on creating work for the senior exhibition as well as generating a thesis statement summarizing their experience at Thiel College. A senior exhibition of art work is a graduation requirement for all fine art minors.

100 level Drawing course 4 CH
200 level Drawing course 4 CH
100 level Painting course 4 CH
100 level Sculpture course 4 CH
200 or 300 level studio elective 4 CH
ART 101 Survey of Art I 3 CH
ART 201 Survey of Art II 3 CH
ART 401 Senior Seminar 4 CH

TOTAL 30 CH

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 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 comprehensive foundational knowledge of the history of art

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 creating work for the senior exhibition as well as generating a thesis statement summarizing their experience at Thiel College. A senior exhibition of art work/project presentations is a graduation requirement for all commercial art majors.

Major Requirements

100 level Drawing course 4 CH
200 level Drawing course 4 CH
100 level Painting course 4 CH
100 level Sculpture course 4 CH
200 level Painting or Sculpture course 4 CH
200 or 300 level studio elective 4 CH
ART 101 Survey of Art I 3 CH
ART 201 Survey of Art II 3 CH
ART 401 Senior Seminar 4 CH
AIP Transferred Credits 30 CH

TOTAL 64 CH

Recommended 4-year schedule

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

• Students should complete a 100 and 200 level Drawing course by the end of their freshman year. A 100 level Painting course, a 100 level Sculpture course and ART 201 are to be completed by the end of the student’s 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

100 level Drawing
SEMS 101
Other requirements
ENG 101

First year, second semester

200 level Drawing
100 level Sculpture
College Algebra
SEMS 101 (if needed)
Other requirements

Second year, third semester

100 level Painting
SEMS 200
Foreign Language I

Second year, fourth semester

200 level Painting and/or 200 level Sculpture**
Art 201
SEMS 200 (if needed)
SEMS 250
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
Elective (WIC/PIC)
Art 101
HPED

Fourth year, sixth semester

Senior Seminar
300 level Drawing, Painting or Sculpture**
HPED
Electives (WIC/PIC)
SEMS 400

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 Page 79. 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 Page 80.

COURSE OFFERINGS

ART 101—Art History, Pre-History to 1800 (3 CH) A chronological history of art surveying the Ancient World, the Middle Ages, and 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 some emphasis given to international aspects and cross-cultural influences such as Japanese, African and Mexican. Offered every fall.

ART 111—Still Life, Perspective and Proportion (4 CH) Experience and skill in drawing is absolutely critical to all who have interest in further study in the arts, and thus this course is required for all art majors. But, this class is also structured to teach students of any skill level how to draw, regardless of their backgrounds, provided they are willing to try. ART 111 is a course designed to take all students interested in learning, to a point of basic drawing proficiency with several materials and techniques. Anyone who applies themselves in this course will learn to draw, and at the end of the semester they will earn a good grade. Offered at least once a year.

ART 112—Drawing the Still Life and Landscape (4 CH) This is a drawing course designed to teach the student basic to intermediate level drawing skills. This course will emphasize drawing from observation with an introduction to great drawings through the ages. The subjects to be studied in-depth are the still life and landscape. The
structure of the course is based on experiential learning and practice. Concepts or themes to be investigated in this course as it relates to drawing are line, shape, value, texture, composition, and linear perspective. A variety of media will be explored such as graphite, charcoal, and ink. Offered at least once a year.

**ART122—Painting the Still Life and Landscape (4 CH)** This is a painting course designed to teach the student basic to intermediate level painting skills. This course will emphasize painting from observation with an introduction to great painting through the ages. The subjects to be studied in-depth are the still life and landscape. The structure of the course is based on experiential learning and practice. Concepts or themes to be investigated in this course as it relates to painting are value, color, composition, linear and atmospheric perspective. Offered at least once a year.

**ART 132—3D Materials & Techniques (4 CH)** ART 132—3D M&T, is a course designed to introduce the beginning art student to the basic visual, material, technical and conceptual skills necessary for 3-D design and sculpture. Experience and skill in 3-D composition is absolutely critical to all who have interest in further study in the arts, therefore this course is required for all art majors. But, this class is also structured to accommodate students of any skill level, regardless of their background, provided they are willing and work hard. Anyone who applies themselves in this course will learn to make sculpture and at the end of the semester they will earn a good grade. Offered at least once a year.

**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 17th century and continuing to the present time. The course will include major contributions made by European and American cultures with some emphasis given to international aspects and cross cultural influences such as Japanese, African and Mexican. Offered every spring.

**ART 212—Drawing People: Realism to Caricatures (4 CH)** This is a drawing course designed to teach the student basic to intermediate level drawing skills. This course will emphasize drawing from observation with an introduction to great drawings through the ages. The subject to be studied in-depth is the human figure. The structure of the course is based on experiential learning and practice. Concepts or themes to be investigated in this course as it relates to drawing are line, shape, value, texture, composition. Emphasis will be placed on artistic human anatomy and the depiction of the people in the styles of both realism and caricature. A variety of media will be explored such as graphite, charcoal, and ink. Offered yearly.

**ART 222—Drawing and Painting the Portrait (4 CH)** This is a course designed to teach the student basic to intermediate level drawing and painting skills. This course will emphasize drawing and painting from observation with an introduction to great portraiture through the ages. The semester is divided in two with the first half focusing on drawing and the second half on painting. The subject to be studied in-depth is the human head and portraiture. The structure of the course is based on experiential learning and practice. Concepts or themes to be investigated in this course as it relates to drawing and painting are the elements and principles of design and anatomy. Offered yearly.

**ART 232—Clay Sculpture & Casting (4 CH)** In this course we will explore the technical and creatively challenging process of creating various 3D sculptures molding and casting 3D sculptures, exploring key aesthetic as well as subjective problems and how they relate to material concerns. Students will conceive and execute a number of sculptures in a range of materials including clay, direct and cast plaster, and lost wax casting techniques. A substantial portion of the course will be devoted to making figure sculpture from life. ART 232 is required for all Fine and Commercial Art majors. Offered yearly.

**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. Offered on a rotational basis. Check with department for course availability. (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 (3 CH) 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. (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 as needed; check with the department.

ART 312—Advanced Drawing (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 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. This course is also intended as a primer for work made towards the student's senior exhibition. Prerequisite: Art 112 or Art 222. Offered as needed; check with the department.

ART 312—Survey of American Art (4 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 or ART 201) (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 as needed; check with the department.

ART 322—Advanced Painting (4 CH) The course will require the student to investigate 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. This course is also intended as a primer for work made towards the student’s senior exhibition. Prerequisite: Art 122 or Art 222. Offered as needed; check with the department.

**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 as needed; check with the department.

**ART 332—Advanced Sculpture (4 CH)** The purpose of this course is to investigate and refine specific visual, material, technical and conceptual skills relevant to sculpture as learned in previous sculpture classes. In this course we will explore more technically and creatively challenging assignments designed to emphasize individual aesthetics and idea development and how this relates to material concerns. Students will execute a number of sculptures in a range of materials and techniques appropriate to their conception. Art 330 is an elective course and recommended for motivated art students with a strong interest in sculpture. Offered as needed; check with the department.

**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 minors or by consent of the professor) Offered every spring.

**ART 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 are 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.

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 (after completed with a C minus or better) 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 with a BIO prefix, after matriculation, must be passed with a grade of C minus or better and are to be completed at Thiel College. A student must complete three BIO lab courses by the end of their sophomore year, and a total of five BIO lab courses by the end of their Junior year (with a C minus or better). In addition, a student should not retake more than three different BIO courses because of a D or F, throughout their college career. Not meeting these requirements would be considered failure to progress and the student’s name will be sent to Academic Standing for review, at the discretion of the department.

**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, Fonner 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. Michael Balas and Fatimata 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 including: Evolution; Structure and Function; Information flow, exchange, and storage; Pathways and transformation of energy and matter; and Biological Systems.
- study, analyze experimentally and interpret biological problems including: a. modeling and simulation b. quantitative reasoning c. generation of lab reports that reflect methodology.
- 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

Students must take all five courses.

1. BIO 290 Cell Biology
2. BIO 322 Genetics
3. BIO 342 Biostatistics and Research Methods
4. BIO 392 General Ecology
5. One elective from any four-credit, 200 or 300 level BIO lab course, except BIO 350—Principles of Immunology. Students may also choose from NCSI 202, 209 or 315.

**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 395 Junior Research Seminar
2. BIO 462 Senior Seminar
3. BIO 452  Advanced Biology
    or
    BIO 482  Independent Study

IV. Related Math and Science Courses

MATH 142  Precalculus
    (minimum requirement)

and

CHEM 140  General Chemistry I

or

PHYS 154  Intro to Physics I
    (non-calculus based)

or

PHYS 174  Intro to Physics I
    (calculus based)

and

CHEM 160  General Chemistry II

or

PHYS 164  Intro to Physics II
    (non-calculus based)

or

PHYS 184  Intro to Physics II
    (calculus based)

Suggested schedule of science courses for biology majors (B.A.)

First year, fall

BIO 145  Foundations of Biology

CHEM 140  General Chemistry I

MATH 142  Precalculus (minimum)

First year, spring

BIO 290  Cell Biology

or

CHEM 160  General Chemistry II

Systematics Course

Second year, fall

BIO 322  Genetics

or

BIO  Elective

Second year, spring

BIO 290  Cell Biology

or

Systematics Course

Third year, fall

BIO 392  Ecology

and

BIO 322  Genetics

or

BIO  Elective

BIO 342  Biostatistics and Research Methods

and

BIO 395  Junior Research Seminar

Fourth year, fall

BIO 462  Senior Seminar

and

BIO 452  Advanced Biology

or

BIO 482  Independent Study

Fourth year, spring

BIO  Elective

Bachelor of Science Degree

A student who graduates from Thiel College with a major in biology will:

- understand biological principles and their implications including: evolution; structure and function; information flow, exchange, and storage; pathways and transformation of energy and matter; and biological systems.

- study, analyze experimentally and interpret biological problems including: a. modeling and simulation b. quantitative reasoning c. generation of lab reports that reflect methodology.

- 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
    and

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 290  Cell Biology
2. BIO 322  Genetics
3. BIO 342  Biostatistics and Research Methods
4. BIO 392  General Ecology
5. BIO 350  Principles of Immunology or BIO 399  Molecular Biology
and
6. One elective from any four-credit, 200 or 300 level BIO lab course. Students may also choose from NCSI 202, 209 or 315.

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 395  Junior Research Seminar and
2. BIO 462  Senior Seminar and
3. BIO 452  Advanced Biology or BIO 482  Independent Study

IV. Related Math and Science Courses

All of the following
MATH 181  Calculus I
CHEM 140  General Chemistry I
CHEM 160  General Chemistry II
CHEM 200  Organic Chemistry I
CHEM 210  Organic Chemistry II
CHEM 345  Biochemistry I

Suggested schedule of science courses for biology majors (B.S.)

First year, fall
BIO 145  Foundations of Biology

First year, spring
BIO 290  Cell Biology or a Systematics Course
CHEM 160  General Chemistry II
MATH 181  Calculus I

Second year, fall
BIO 322  Genetics or Biology elective and CHEM 200  Organic Chemistry I

Second year, spring
BIO 290  Cell Biology or a Systematics Course
CHEM 210  Organic Chemistry II

Third year, fall
BIO 395  Junior Research Seminar and
BIO 322  Genetics or Biology elective and
CHEM 345  Biochemistry I

Third year, spring
BIO 342  Biostatistics and Research Methods
BIO 395  Junior Research Seminar
BIO 399  Molecular Biology

Fourth year, fall
BIO 462  Senior Seminar and
BIO 350  Principles of Immunology and
BIO 452  Advanced Biology or
BIO 482  Independent Study

Fourth year, spring
BIO  Elective

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 including: evolution; structure and function; information flow, exchange, and storage; pathways and transformation of energy and matter; and biological systems.
- Study, analyze experimentally and interpret biological problems including: a. modeling and simulation b. quantitative reasoning c. generation of lab reports that reflect methodology.
- Understand the interdisciplinary nature of conservation strategies and societal implications.
- Be able to effectively communicate about biological matters in both oral and written form.
- Be prepared for discipline-related 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
4. BIO 263 Plant Systematics

II. Breadth in the Discipline

1. BIO 290 Cell Biology
   or
   BIO 322 Genetics
   or
   Systematics Course
   or
   Biology elective
2. BIO 342 Biostatistics and Research 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 Department of Biology 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 395 Junior Research Seminar
2. BIO 462 Senior Seminar
3. BIO 452 Advanced Biology
   or
   BIO 482 Independent Study

IV. Specified I.R. courses, related sciences (because of the interdisciplinary nature of the major)

1. CHEM 140 General Chemistry I
   or
   PHYS 154 Intro to Physics I (non-calculus based)
   or
   PHYS 174 Intro to Physics I (calculus based)
   and
2. CHEM 160 General Chemistry II
   or
   PHYS 164 Intro to Physics II (non-calculus based)
   or
   PHYS 184 Intro to Physics II (calculus based)
3. POSC 116 American Government and Politics
   or
   POSC 236 Public Policy
4. ECON 211 Macroeconomics
   or
   ECON 221 Microeconomics
5. SOC 141 Macrosociology
   or
   SOC 211 Anthropology
   and
6. REL 200 Contemporary Ethical Issues
   or
   PHIL 267 Ethics
   or
   PHIL 297 Environmental Ethics
   and
7. Foreign language, especially Spanish (I.R. I)
   and
8. MATH 107 College Algebra
   (minimum requirement)

Suggested schedule of science courses for biology majors

First year, fall
   BIO 145 Foundations of Biology
   CHEM 140 General Chemistry I
   MATH 107 College Algebra

First year, spring
   CHEM 160 General Chemistry II
   BIO 116 Conservation Biology
   BIO 262 Animal Systematics
   or
   BIO Elective

Second year, fall
   BIO 222 Entomology
   or
   BIO 263 Plant Systematics

Second year, spring
   BIO 262 Animal Systematics
   or
   Biology elective
   BIO 290 Cell Biology

Third year, fall
   BIO 392 General Ecology
   or
   Biology elective
   and
   BIO 322 Genetics

Third year, spring
   BIO 342 Biostatistics and Research Methods

   BIO 395 Junior Research Seminar

Fourth year, fall
   BIO 462 Senior Seminar

Fourth year, spring
   BIO 452 Advanced Biology
   or
   BIO 482 Independent Study

Bachelor of Science Degree

A student who graduates from Thiel College with a major in conservation biology will:

- understand biological principles and their implications including: Evolution; Structure and Function; Information flow, exchange, and storage; Pathways and transformation of energy and matter; and Biological Systems.

- study, analyze experimentally and interpret biological problems including: a. modeling and simulation b. quantitative reasoning c. generation of lab reports that reflect methodology.

- understand the interdisciplinary nature of conservation strategies and societal implications.

- be able to effectively communicate about biological matters in both oral and written form.

- be prepared for discipline-related 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 290 Cell Biology
   2. BIO 322 Genetics
   3. BIO 342 Biostatistics and Research Methods
4. BIO 392 General Ecology

5. 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 Department of Biology 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 395 Junior Research Seminar
   and
2. BIO 462 Senior Seminar
   and
3. BIO 452 Advanced Biology
   or
4. BIO 482 Independent Study

**IV. Specified I.R. courses, related sciences (because of the interdisciplinary nature of the major)**

1. CHEM 140 General Chemistry I
   or
   PHYS 154 Intro to Physics I (non-calculus based)
   or
   PHYS 174 Intro to Physics I (calculus based)
   and
2. CHEM 160 General Chemistry II
   or
   PHYS 164 Intro to Physics II (non-calculus based)
   or
   PHYS 184 Intro to Physics II (calculus based)
   and
3. POSC 116 American Government and Politics
   or
   POSC 236 Public Policy
   and
4. ECON 211 Macroeconomics
   or
   ECON 221 Microeconomics
   and
5. SOC 141 Macrosociology
   or
   SOC 211 Anthropology
   and
6. REL 200 Contemporary Ethical Issues
   or
   PHIL 267 Ethics
   or
   PHIL 297 Environmental Ethics
   and
7. Foreign language, especially Spanish (I.R. I)
   and
8. MATH 142 Precalculus (minimum requirement)

**Suggested schedule of science courses for biology majors**

**First year, fall**

- BIO 145 Foundations of Biology
- CHEM 140 General Chemistry I
- MATH 142 Precalculus
- Biology elective

**First year, spring**

- CHEM 160 General Chemistry II
- BIO 116 Conservation Biology
- BIO 262 Animal Systematics
   or
   Biology elective

**Second year, fall**

- BIO 222 Entomology
   or
   BIO 263 Plant Systematics

**Second year, spring**

- BIO 262 Animal Systematics
   or
   BIO Elective
   BIO 290 Cell Biology
Third year, fall
BIO 392 General Ecology
or
BIO Elective
and
BIO 322 Genetics

Third year, spring
BIO 342 Biostatistics and Research Methods
BIO 395 Junior Research Seminar

Fourth year, fall
BIO 462 Senior Seminar

Fourth year, spring
BIO 452 Advanced Biology
or
BIO 482 Independent Study

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 295 General Parasitology
BIO 322 Genetics
BIO 350 Principles of Immunology
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.

BIO 145 Foundations of Biology
BIO 222 Entomology
BIO 263 Plant Systematics
BIO 392 Ecology
One of:
BIO 110 Ethnobotany
BIO 111 Edible Botany
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.

BIO 145 Foundations of Biology
Four of:
BIO 282 Comparative Chordate Anatomy
or
BIO 284 Human Anatomy
BIO 212 Microbiology
BIO 290 Cell Biology
BIO 295 General Parasitology
BIO 343 Developmental Biology
BIO 322 Genetics
BIO 350 Principles of Immunology

BEHAVIORAL BIOLOGY

Behavioral biology involves a study of interaction between organisms and their environment, a very pervasive part of biology and its applications. Biology is fundamental to understanding some of the phenomena in the social sciences, especially those considered in psychology and sociology. The minor in behavioral biology establishes a
concentration of biology courses that provide keys to understanding behavior in all animals, including that of human beings. These courses would provide a biological perspective of behavior to complement a social science perspective. It would be of special interest to students of social sciences and humanities.

- BIO 145 Foundations of Biology
- BIO 272 Animal Behavior
- Three of:
  - BIO 118 Human Evolution
  - BIO 322 Genetics
  - BIO 352 Animal Physiology
  - BIO 392 General Ecology

**BIOLOGY MAJOR WITH SECONDARY EDUCATION CERTIFICATION**

Those students seeking secondary education certification MUST:

- follow the traditional biology B.A. track;
- take both BIO 262 Animal Systematics and BIO 263 Plant Systematics;
- and choose from either BIO 284—Human Physiology, BIO 352—Animal Physiology or BIO 302—Plant Physiology.

**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/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 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:

1. Demonstrate a working knowledge of principles of basic science and normal development in relation to speech, language, hearing, and swallowing for entry level into the profession.
2. Demonstrate knowledge of characteristics, etiologies, diagnostic and treatment methods for each disorder area within the scope of practice for Speech Language Pathology.
3. Demonstrate knowledge of professional and ethical standards of conduct within the field of CSD.

**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;
To acquaint students with the characteristics, roles and responsibilities of professionals in this challenging field.

COMMUNICATION SCIENCES AND DISORDERS WITH TWO PRE-PROFESSIONAL TRACKS: B.A. AND B.S.

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 63 credit hours for the B.A. and 68 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 27 credit hours of interdisciplinary minor requirements: BIO 284 or 294; CHEM 100, COMM 225; MATH 211 or PSY 233, PSY 150, 222, 240 and 270. Those intending to earn a B.S. are required to take 32 credit hours of interdisciplinary minor requirements: BIO 284 and 294; CHEM 100; COMM 225; MATH 211 or PSY 233; NSCI 202, PSY 150, 222 and 270. All courses taken for the major in CSD must be passed with a grade of C minus or better. All courses with a CSD and BIO prefix, after matriculation, are to be completed at Thiel College.

Suggested Sequence of Major Requirements

Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 111</td>
<td>Intro. to Communication Sciences &amp; Disorders</td>
<td>freshman or sophomore year</td>
</tr>
<tr>
<td>CSD 193</td>
<td>Nature and Development of Language</td>
<td>sophomore or junior year</td>
</tr>
<tr>
<td>CSD 218</td>
<td>Sign Language I</td>
<td></td>
</tr>
</tbody>
</table>

Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 191</td>
<td>Acoustical Phonetics</td>
<td>first year or sophomore year</td>
</tr>
<tr>
<td>CSD 214</td>
<td>Speech and Hearing Science</td>
<td>first year or sophomore year</td>
</tr>
<tr>
<td>CSD 215</td>
<td>Anatomy and Physiology of the Vocal Mechanism</td>
<td>sophomore or junior year</td>
</tr>
<tr>
<td>CSD 370</td>
<td>Communication Disorders in Adults</td>
<td>junior or senior year</td>
</tr>
<tr>
<td>CSD 392</td>
<td>Communication Disorders in Children</td>
<td>junior or senior year</td>
</tr>
<tr>
<td>CSD 395</td>
<td>Aural Rehabilitation</td>
<td>junior or senior year</td>
</tr>
<tr>
<td>CSD 420</td>
<td>Clinical Practicum</td>
<td>junior or senior year</td>
</tr>
</tbody>
</table>

- Seniors may elect to take CSD 460 Integrational Internship in CSD as a continuation of their clinical experience.
- Juniors and seniors may elect to take 1-3 independent studies in CSD.
- 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. Arthur A. White Jr., Adviser & 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 145</td>
<td>Foundations of Biology</td>
</tr>
<tr>
<td>BIO 212</td>
<td>Microbiology</td>
</tr>
<tr>
<td>BIO 290</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>BIO 322</td>
<td>Genetics</td>
</tr>
<tr>
<td>BIO Lab</td>
<td>Elective</td>
</tr>
<tr>
<td>12 CH in Chemistry</td>
<td></td>
</tr>
<tr>
<td>CHEM 140</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHEM 160</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>CHEM 200</td>
<td>Organic Chemistry I</td>
</tr>
</tbody>
</table>

In addition:

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 J. 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.

A student must complete three BIO or CHEM lab course by the end of sophomore year (with a C- or better). Not meeting these requirements would be considered failure to progress and the student’s name will be sent to Academic Standing for review, at the discretion of the department.

19 hours in biology including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 145</td>
<td>Foundations of Biology</td>
</tr>
<tr>
<td>BIO 212</td>
<td>Microbiology</td>
</tr>
<tr>
<td>BIO 295</td>
<td>General Parasitology</td>
</tr>
<tr>
<td>BIO 284</td>
<td>Human Physiology</td>
</tr>
<tr>
<td>BIO 350</td>
<td>Principles of Immunology</td>
</tr>
</tbody>
</table>

16 hours in chemistry including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 140</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHEM 160</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>CHEM 200</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CHEM 240</td>
<td>Quantitative Analysis</td>
</tr>
</tbody>
</table>

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 immunohematology, clinical immunology/serology and clinical seminar. Thiel awards 32 credit hours for the professional study year when satisfactorily completed.

OCCUPATIONAL THERAPY

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 217 for details.

**OSTEOPATHY**

*Dr. Chris Stanisky, 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**
**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).

**PHYSICAL THERAPY**

*Dr. Greg Butcher, 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 an affiliation agreement with Gannon University (3+3 program) to allow our students to more readily enter the Doctor of Physical Therapy degree program. Students earn a B.A. in biology at Thiel College and then an advanced degree in physical therapy from 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. This, however, is not a guarantee of acceptance.

**PHYSICIAN ASSISTANT**

*Dr. Sarah J. 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 College, 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 College 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.

**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 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 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 College. 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.

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 111—Edible Botany (4 CH)* From the dawn of human history, plants have played an integral role in human societies across the world. This introductory botany course of edible plants is aimed at enhancing your understanding and appreciation of the plant world. This class will cover general plant anatomy and morphology and will focus on plant organs used in the preparation of food, beverages, medicine, psychoactive drugs, and spices. The class will discuss the botany of plant families dominating the world of agriculture in North America and around the world. Demonstrations enhancing classroom learning will take place in the Biology Department greenhouse as well as through observations of campus plantings. Labs will consist of bench work and field trips with the local supermarket serving as a surrogate lab for a part of the course. Evaluations of the students are based on class participation, daily laboratory/field exercises, quizzes, and group projects. Prerequisite: An appreciation for the plants we eat. Offered every summer.

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 spring of even-numbered years.

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 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 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 apparatuses 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 290—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. (P: BIO 145; CHEM 200 recommended) Offered every spring. (WIC)

BIO 295—General 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 even-numbered years. (PIC)

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. (P: BIO 145 or permission of the instructor) Offered spring of even-numbered years. (WIC)

BIO 292—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—Biostatistics and Research 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. Both 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 350—Principles of Immunology (3CH) A study of the major principles of immunology including: the development of the immune system, innate and adaptive immunity activation and development, effector functions of immune
responses, immune responses to infectious agents and tumors, immune response abnormalities and deficiencies, as well as autoimmune diseases. (Prerequisites: BIO 145; Highly recommended: BIO 212, BIO 322, and BIO 393). Offered fall of odd numbered years. (WIC, PIC)

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 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, PIC)

BIO 396—Advanced Biotechnology Methods Lab (2 CH)* Application of advanced techniques to experimental research in genetics, cell biology, molecular biology, microbiology, immunology neurobiology and biochemistry. Three hours of lab twice per week, in a lab setting. (Prerequisites: BIO 145, CHEM 140, CHEM 160 and consent of instructor, Highly recommended: BIO 212, BIO 322, BIO 393, CHEM 200, and CHEM 210). Offered fall of every year.

BIO 399—Molecular Biology (4 CH)* 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 odd numbered years. (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 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 455—Cooperative Education (CH Variable)

BIO 462—Senior Seminar in Biology (2 CH) Integration of key ideas of biological science and processes of life into a philosophy of biology.
Emphasis on constructive criticism of scientific arguments. Presentation of formal papers and talks. Participation in discussion. Two hours of seminar class. (P: senior biology major or 24 hours of biology and permission of instructor) Offered every fall. (WIC, PIC)

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 & 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 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.
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 211  Elementary Statistics
CIS 111  Word Processing Applications
CIS 112  Spreadsheet Applications
CIS 122  Advanced Spreadsheet Apps
CIS 129  Fund of Info Systems
BADM 355  Business Law I
BADM 356  Business Law II
ENG 260  Business and Technical Writing
or
BADM 384  Business Communication
ACCT 313  Cost Accounting
ACCT 323  Taxation-Personal
ACCT 333  Taxation-Corporate
ACCT 423  Auditing

Upper Level (4 required)
ACCT 253  Payroll Accounting
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
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 College 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. Core requirements for the A.A. degree are detailed on Page 68.

3. Last 30 credit hours must be completed at Thiel College.

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
   BADM 355  Business Law I
   CIS 111  Word Processing Applications
   CIS 112  Spreadsheet Applications
   CIS 122  Advanced Spreadsheet Apps

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 412  Accounting Information Systems
ACCT 423  Auditing
ACCT 453  Forensic Accounting and Fraud Examination
ACCT 495  Research/Practicum**
BADM 344  Finance
BADM 355  Business Law I
BADM 356  Business Law II
BADM 374  Principles of Management
BADM 384  Business Communication
or
ENG 260  Business and Technical Writing
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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 113</td>
<td>Principles of Accounting I</td>
</tr>
<tr>
<td>ACCT 123</td>
<td>Principles of Accounting II</td>
</tr>
<tr>
<td>BADM 233</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ACCT 313</td>
<td>Cost Accounting</td>
</tr>
<tr>
<td></td>
<td>(accounting majors/minors only)</td>
</tr>
<tr>
<td>ECON 211</td>
<td>Macroeconomics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 221</td>
<td>Microeconomics</td>
</tr>
<tr>
<td>MATH 211</td>
<td>Elementary Statistics</td>
</tr>
<tr>
<td>CIS 111</td>
<td>Word Processing Applications</td>
</tr>
<tr>
<td>CIS 112</td>
<td>Presentation Applications</td>
</tr>
<tr>
<td>CIS 113</td>
<td>Spreadsheet Applications</td>
</tr>
<tr>
<td>CIS 122</td>
<td>Advanced Spreadsheet Apps</td>
</tr>
<tr>
<td>CIS 129</td>
<td>Fund. of Info Systems</td>
</tr>
<tr>
<td>CSCI 351</td>
<td>Info Systems Security &amp; Forensics</td>
</tr>
</tbody>
</table>

Advertising and Marketing Track

BADM 324  Advertising
BADM 454  Marketing
BADM 376  International Business
or
BADM 456  International Marketing

Three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 240</td>
<td>Introduction to Graphic Design</td>
</tr>
<tr>
<td>BADM 455</td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>COMM 280</td>
<td>Survey Mass Communication</td>
</tr>
<tr>
<td>COMM 282</td>
<td>Writing for Mass Media</td>
</tr>
<tr>
<td>COMM 331</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>COMM 340</td>
<td>Public Relations</td>
</tr>
</tbody>
</table>

Finance Track

BADM 344  Finance

Four of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 213</td>
<td>Intermediate Accounting I</td>
</tr>
<tr>
<td>BADM 304</td>
<td>Principles of Investments</td>
</tr>
<tr>
<td>BADM 334</td>
<td>Insurance</td>
</tr>
<tr>
<td>BADM 490</td>
<td>Strategic Management</td>
</tr>
<tr>
<td>BADM 376</td>
<td>International Business</td>
</tr>
<tr>
<td>ACCT 455</td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BADM 455</td>
<td>Cooperative Education</td>
</tr>
</tbody>
</table>

Management Track

Two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM 344</td>
<td>Finance</td>
</tr>
<tr>
<td>BADM 444</td>
<td>Operations Management</td>
</tr>
<tr>
<td>BADM 454</td>
<td>Marketing</td>
</tr>
<tr>
<td>BADM 484</td>
<td>Human Resource Management</td>
</tr>
</tbody>
</table>

Two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 323</td>
<td>Personal Taxation</td>
</tr>
<tr>
<td>BADM 300</td>
<td>Introduction to Entrepreneurship</td>
</tr>
</tbody>
</table>
BADM 304 Principles of Investments
BADM 324 Advertising
BADM 334 Insurance
BADM 364 Business Ethics
BADM 376 International Business
BADM 455 Cooperative Education
or
ACCT 455 Cooperative Education
BADM 456 International Marketing
BADM 474 Senior Seminar
BADM 490 Strategic Management

Human Resource Management Track

BADM 484 Human Resource Management
PSY 150 General Psychology
Two of the following:
COMM 225 Interpersonal Communication
COMM 321 Organizational Communication
PSY 310 Personality Theories
PSY 360 Social Psychology

Graduate School Track

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 I
Any one:
BADM 344 Finance
BADM 374 Principles of Management
BADM 454 Marketing

Transfer students are required to complete at Thiel College 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 DEGREE IN BUSINESS ADMINISTRATION

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

2. Core requirements for the A.A. degree are detailed on Page 68.

3. Last 30 credit hours must be completed at Thiel College.

Major Requirements

BADM 100 Introduction to Business
BADM 233 Managerial Accounting
CIS 111 Word Processing Applications
CIS 112 Spreadsheet Applications
CIS 113 Data Management Applications
or
CIS 122 Advanced Spreadsheet Applications
ECON 211 Macroeconomics
or
ECON 221 Microeconomics
BADM 374 Principles of Management
BADM 383 Business Communication
or
ENG 260 Business and Technical Writing
and
Any three of the following:
ACCT 323 Personal Tax
BADM 324 Advertising
BADM 334 Insurance
BADM 364 Business Ethics
BADM 376 International Business
ASSOCIATE OF ARTS DEGREE IN HUMAN RESOURCE MANAGEMENT*

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

2. Core requirements for the A.A. degree are detailed on Page 68.

3. Last 30 credit hours must be completed at Thiel College.

Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM 100</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>BADM 233</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>CIS 111</td>
<td>Word Processing Applications</td>
</tr>
<tr>
<td>CIS 112</td>
<td>Spreadsheet Applications</td>
</tr>
<tr>
<td>CIS 113</td>
<td>Data Management Applications</td>
</tr>
<tr>
<td>or</td>
<td>Advanced Spreadsheet Applications</td>
</tr>
<tr>
<td>ECON 211</td>
<td>Macroeconomics</td>
</tr>
<tr>
<td>ECON 221</td>
<td>Microeconomics</td>
</tr>
<tr>
<td>BADM 374</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>BADM 383</td>
<td>Business Communication</td>
</tr>
<tr>
<td>or</td>
<td>Business and Technical Writing</td>
</tr>
<tr>
<td>ENG 260</td>
<td>Human Resource Management</td>
</tr>
</tbody>
</table>

*Pending approval by the Curriculum Study Committee.

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*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 113</td>
<td>Principles of Accounting I</td>
</tr>
<tr>
<td>ACCT 123</td>
<td>Principles of Accounting II</td>
</tr>
<tr>
<td>BADM 233</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>MATH 211</td>
<td>Elementary Statistics</td>
</tr>
<tr>
<td>CIS 111</td>
<td>Word Processing Applications</td>
</tr>
<tr>
<td>CIS 112</td>
<td>Spreadsheet Applications</td>
</tr>
<tr>
<td>CIS 113</td>
<td>Data Management Applications</td>
</tr>
<tr>
<td>or</td>
<td>Advanced Spreadsheet Applications</td>
</tr>
<tr>
<td>CIS 122</td>
<td>Adv. Spreadsheet Applications</td>
</tr>
<tr>
<td>CIS 129</td>
<td>Fund of Info Systems</td>
</tr>
<tr>
<td>ECON 211</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>ECON 221</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>POSC 46</td>
<td>Intro to Comparative Politics</td>
</tr>
<tr>
<td>GEOG 110</td>
<td>World Regional Geography</td>
</tr>
<tr>
<td>BADM 376</td>
<td>International Business</td>
</tr>
<tr>
<td>BADM 456</td>
<td>International Marketing</td>
</tr>
<tr>
<td>BADM 355</td>
<td>Business Law I</td>
</tr>
<tr>
<td>BADM 356</td>
<td>Business Law II</td>
</tr>
<tr>
<td>COMM 331</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>REL 190</td>
<td>World Religions</td>
</tr>
<tr>
<td>Any three:</td>
<td></td>
</tr>
<tr>
<td>BADM 344</td>
<td>Finance</td>
</tr>
<tr>
<td>BADM 374</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>BADM 444</td>
<td>Operations Management</td>
</tr>
<tr>
<td>BADM 454</td>
<td>Marketing</td>
</tr>
<tr>
<td>BADM 484</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>Any one:</td>
<td></td>
</tr>
<tr>
<td>POSC 327</td>
<td>Politics of Developing Societies</td>
</tr>
<tr>
<td>POSC 347</td>
<td>Politics of Industrialized Societies</td>
</tr>
</tbody>
</table>

PUBLIC RELATIONS, ADVERTISING AND INTEGRATED MARKETING COMMUNICATION

Bachelor of Arts Degree

A student who graduates from Thiel College with a major in public relations, advertising, and integrated marketing communication will:

- Understand the basic business marketing (especially public relations and advertising) and management functions.
Develop interpersonal skills and learn to be a valuable member of a team.

Understand that every business decision has financial, environmental and managerial costs and benefits.

Be prepared for employment as a public relations, advertising or marketing professional and for admission into a public relations, advertising, marketing, or general business graduate program.

Understand ethical issues in public relations, advertising, and marketing in today's business environment, and appropriate resolutions of ethical dilemmas and other problems.

Demonstrate a thorough understanding of communication's role in society and in mass culture, the role and uses of mass communication, and the uses of a range of specialized communication applications such as public relations, advertising, and marketing generally.

Demonstrate a thorough understanding of the job requirements and work environments in public relations, advertising, and marketing positions, departments, and agencies.

Major Requirements

Management Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 155</td>
<td>Introduction to Integrated Marketing Communication</td>
</tr>
<tr>
<td>COMM 255</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>COMM 321</td>
<td>Organizational Communication</td>
</tr>
<tr>
<td>COMM 280</td>
<td>Survey of Mass Communication</td>
</tr>
<tr>
<td>COMM 282</td>
<td>Writing for the Mass Media</td>
</tr>
<tr>
<td>COMM 325</td>
<td>Communication Ethics</td>
</tr>
<tr>
<td>COMM 340</td>
<td>Public Relations</td>
</tr>
<tr>
<td>COMM 405</td>
<td>Advanced Public Relations</td>
</tr>
<tr>
<td>COMM 470</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>COMM 480</td>
<td>Internship</td>
</tr>
<tr>
<td>CIS 111</td>
<td>Word Processing Applications</td>
</tr>
<tr>
<td>CIS 112</td>
<td>Spreadsheet Applications</td>
</tr>
<tr>
<td>CIS 122</td>
<td>Advanced Spreadsheet Apps</td>
</tr>
<tr>
<td>BADM 100</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>BADM 233</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>BADM 324</td>
<td>Advertising</td>
</tr>
<tr>
<td>BADM 355</td>
<td>Business Law I</td>
</tr>
<tr>
<td>BADM 374</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>BADM 384</td>
<td>Business Communication</td>
</tr>
<tr>
<td>BADM 454</td>
<td>Marketing</td>
</tr>
<tr>
<td>ECON 221</td>
<td>Microeconomics</td>
</tr>
</tbody>
</table>

Recommendation: IS 140—Graphic Arts; COMM 181—Public Speaking; COMM 300—Persuasion; COMM 331—Intercultural Communication; and COMM—455 Media Law & Regulation

Media Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 155</td>
<td>Introduction to Integrated Marketing Communication</td>
</tr>
<tr>
<td>COMM 255</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>COMM 321</td>
<td>Organizational Communication</td>
</tr>
<tr>
<td>COMM 280</td>
<td>Survey of Mass Communication</td>
</tr>
<tr>
<td>COMM 282</td>
<td>Writing for the Mass Media</td>
</tr>
<tr>
<td>COMM 325</td>
<td>Communication Ethics</td>
</tr>
<tr>
<td>COMM 340</td>
<td>Public Relations</td>
</tr>
<tr>
<td>COMM 405</td>
<td>Advanced Public Relations</td>
</tr>
<tr>
<td>COMM 470</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>COMM 480</td>
<td>Internship</td>
</tr>
<tr>
<td>CIS 111</td>
<td>Word Processing Applications</td>
</tr>
<tr>
<td>CIS 112</td>
<td>Spreadsheet Applications</td>
</tr>
<tr>
<td>CIS 122</td>
<td>Advanced Spreadsheet Apps</td>
</tr>
<tr>
<td>BADM 100</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>BADM 233</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>BADM 324</td>
<td>Advertising</td>
</tr>
<tr>
<td>BADM 456</td>
<td>International Marketing</td>
</tr>
<tr>
<td>ECON 221</td>
<td>Microeconomics</td>
</tr>
</tbody>
</table>

Recommendation: IS 140—Graphic Arts; COMM 181—Public Speaking; COMM 300—Persuasion; COMM 331—Intercultural Communication; and COMM—455 Media Law & Regulation

Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 155</td>
<td>Introduction to Integrated Marketing Communication</td>
</tr>
<tr>
<td>COMM 240</td>
<td>Public Relations</td>
</tr>
<tr>
<td>COMM 282</td>
<td>Writing for Media</td>
</tr>
<tr>
<td>COMM 405</td>
<td>Advanced Public Relations</td>
</tr>
<tr>
<td>ART 240</td>
<td>Introduction to Graphic Design</td>
</tr>
<tr>
<td>BADM 324</td>
<td>Advertising</td>
</tr>
</tbody>
</table>

Note: In this major and minor, a C minus grade or higher is required for the course to count towards the major or minor. Recommendation: Students should consider being involved in relevant extracurricular activities such as student media.
ART INSTITUTE OF PITTSBURGH
CULINARY CERTIFICATE

Thiel College Business Administration Degree

Competency and integrative requirements are the same as those required for the Bachelor of Arts degree.

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
CIS 111  Word Processing Applications
CIS 112  Spreadsheet Applications
CIS 113  Data Management Applications
or
CIS 122  Adv. Spreadsheet Applications
CIS 129  Fund of Info Systems
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
or
CIS 122  Adv. Spreadsheet Applications
CIS 129  Fund of Info Systems
Any two:
BADM 324  Advertising
BADM 444  Operations Management
BADM 454  Marketing
BADM 455  Cooperative Education
BADM 484  Human Resource Management

BUSINESS FASHION AND
RETAIL MANAGEMENT

Art Institute Of Pittsburgh Thiel College
Capstone Program

This program is designed for students interested in pursuing a career in business management within the fashion and retail industries. Under a cooperative agreement between Thiel College and the Art Institute of Pittsburgh, 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 fashion and retail management program and return for their final year on Thiel’s campus. Graduates of the program will earn a Bachelor of Arts degree in business administration from Thiel College with a diploma in fashion and retail management from the Art Institute of Pittsburgh. Professor Angelo Giannini is the leader of this program.

Competency and integrative requirements are the same as those required for the Bachelor of Arts degree.

Major Requirements*

Courses taken at Thiel College

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
or
CIS 122  Adv. Spreadsheet Applications
CIS 129  Fund of Info Systems
Any two:
BADM 324  Advertising
BADM 444  Operations Management
BADM 454  Marketing
BADM 455  Cooperative Education
BADM 484  Human Resource 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*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 113</td>
<td>Principles of Accounting I</td>
</tr>
<tr>
<td>ACCT 123</td>
<td>Principles of Accounting II</td>
</tr>
<tr>
<td>ECON 211</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>ECON 221</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>MATH 211</td>
<td>Elementary Statistics</td>
</tr>
<tr>
<td>BADM 233</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>BADM 355</td>
<td>Business Law I</td>
</tr>
<tr>
<td>BADM 374</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>BADM 384</td>
<td>Business Communication</td>
</tr>
<tr>
<td>or ENG 260</td>
<td>Business and Technical Writing</td>
</tr>
<tr>
<td>Any two:</td>
<td>Payroll Accounting</td>
</tr>
<tr>
<td></td>
<td>Personal Taxation</td>
</tr>
<tr>
<td></td>
<td>Introduction to Entrepreneurship</td>
</tr>
<tr>
<td></td>
<td>Principles of Investments</td>
</tr>
<tr>
<td></td>
<td>Advertising</td>
</tr>
<tr>
<td></td>
<td>Insurance</td>
</tr>
<tr>
<td></td>
<td>Finance</td>
</tr>
<tr>
<td></td>
<td>Business Ethics</td>
</tr>
<tr>
<td></td>
<td>International Business</td>
</tr>
<tr>
<td></td>
<td>Operations Management</td>
</tr>
<tr>
<td></td>
<td>Marketing</td>
</tr>
<tr>
<td></td>
<td>Cooperative Education</td>
</tr>
<tr>
<td></td>
<td>International Marketing</td>
</tr>
<tr>
<td></td>
<td>Human Resource Management</td>
</tr>
<tr>
<td></td>
<td>Strategic Management</td>
</tr>
</tbody>
</table>

NON-BUSINESS MAJORS CERTIFICATE

The Fundamentals of Business for Non-Majors concentration will provide the fundamentals of management to enable non-majors’ entry to work environments in which these skills are essential. Through the concentration, students will acquire:

• A basic understanding of management principles
• Knowledge of budgeting, including structure and uses
• Awareness of basic legal issues common to all organizations

The program consists of three, three-credit courses, two to be selected by the student from a list of eight existing courses and the required Introduction to Business (BADM 100).

• BADM 300 Introduction to Entrepreneurship
• BADM 324 Advertising
• BADM 334 Insurance
• BADM 374 Principles of Management
• BADM 384 Business Communication
• BADM 454 Marketing
• BADM 484 Human Resource Management
• ACCT 323 Taxation – Personal

* Departmental majors must successfully complete ACCT 123 (Principles of Accounting II) in order to take any 300 or 400 level Business Administration courses.

COURSE OFFERINGS

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 a 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) 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) 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. (P: ACCT 223) 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: ACCT 223)

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) 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) 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) 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.

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.

BADM 233—Managerial Accounting (3 CH) Emphasizes the use of accounting information in decision making. A course designed for majors in business administration only. 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 in the business world. (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. 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.

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 BADM 233 and MATH 211) 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.

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. Open to juniors and seniors only.

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.

**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. Offered every fall.

**BADM 455—Cooperative Education (CH Variable)**

**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 and global economies 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 College 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.

**CHEMISTRY**

**Bachelor of Arts Degree Major Requirements**

The major in chemistry consists of all of the courses in Sections A and D, and one course in Section B and C:

<table>
<thead>
<tr>
<th>Section A</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 140</td>
<td>General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CHEM 160</td>
<td>General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHEM XXX</td>
<td>Introduction to Inorganic Chemistry</td>
<td></td>
</tr>
<tr>
<td>CHEM 200</td>
<td>Organic Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CHEM 210</td>
<td>Organic Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHEM 240</td>
<td>Quantitative Analysis</td>
<td></td>
</tr>
<tr>
<td>CHEM 3XX</td>
<td>Fundamentals of Physical Chemistry</td>
<td></td>
</tr>
<tr>
<td>CHEM 4XX</td>
<td>Chemistry Capstone I</td>
<td></td>
</tr>
<tr>
<td>CHEM 4XX</td>
<td>Chemistry Capstone II</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section B</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 490</td>
<td>Problems in Chemistry</td>
<td></td>
</tr>
<tr>
<td>CHEM 495</td>
<td>Independent Study</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section C</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 3XX</td>
<td>Applications of Physical Chemistry</td>
<td></td>
</tr>
<tr>
<td>CHEM 370</td>
<td>Instrumental Analysis</td>
<td></td>
</tr>
<tr>
<td>CHEM 390</td>
<td>Inorganic Chemistry</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section D</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 181</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>Math 182</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>PHYS 174</td>
<td>Introductory Physics I</td>
<td></td>
</tr>
<tr>
<td>PHYS 184</td>
<td>Introductory Physics II</td>
<td></td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Course</th>
<th>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>MATH 181</td>
<td>Calculus I</td>
<td>4 CH</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College Writing</td>
<td>3 CH</td>
</tr>
<tr>
<td>SEMS 101</td>
<td>Seminar I</td>
<td>2 CH</td>
</tr>
<tr>
<td>IR Group D</td>
<td></td>
<td>1 CH</td>
</tr>
<tr>
<td>PHYS 174</td>
<td>Introduction to Physics</td>
<td>4 CH</td>
</tr>
<tr>
<td>or Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL 16-18 CH</strong></td>
<td></td>
</tr>
</tbody>
</table>

**First Year, Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 160</td>
<td>General Chemistry II</td>
<td>4 CH</td>
</tr>
<tr>
<td>MATH 182</td>
<td>Calculus II</td>
<td>4 CH</td>
</tr>
<tr>
<td>INDS 101</td>
<td>Presentational Literacy</td>
<td>3 CH</td>
</tr>
<tr>
<td>IR Group V (theory)</td>
<td></td>
<td>1 CH</td>
</tr>
<tr>
<td>PHYS 174</td>
<td>Introduction to Physics</td>
<td>4 CH</td>
</tr>
<tr>
<td>or Electives</td>
<td></td>
<td>1-4 CH</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL 15-18 CH</strong></td>
<td></td>
</tr>
</tbody>
</table>

Students who are not strong in math are advised to take MATH 107 College Algebra in the fall, CHEM 140 and MATH 142 Precalculus in the spring, and CHEM 160 and MATH 181 in the fall semester of the second year.

Students with exceptionally strong math/ science backgrounds should consult with the chemistry department before registering.

**AMERICAN CHEMICAL SOCIETY CERTIFIED MAJOR IN CHEMISTRY**

**Bachelor of Science Degree Major Requirements**

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

**Section B**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 210</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>CHEM 310</td>
<td>Physical Chemistry—Dynamics</td>
</tr>
<tr>
<td>CHEM 320</td>
<td>Physical Chemistry—Structure</td>
</tr>
<tr>
<td>CHEM 370</td>
<td>Instrumental Analysis</td>
</tr>
<tr>
<td>CHEM 380</td>
<td>Organic Structural Analysis</td>
</tr>
<tr>
<td>CHEM 390</td>
<td>Inorganic Chemistry</td>
</tr>
</tbody>
</table>

**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.

**Minor Requirements**

A minor in chemistry consists of all of the courses in Section A and one course in Section B:

**Section A**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 140</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHEM 160</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>CHEM 200</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CHEM 240</td>
<td>Quantitative Analysis</td>
</tr>
</tbody>
</table>

**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
MATH 182  Calculus II

**Section E**
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

**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

SECONDARY EDUCATION CERTIFICATION

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.
- historical and contemporary issues.

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 College. 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 College 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 Feb. 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 Feb. 1 of their first year at Thiel. Upon completing three years at Thiel College 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 College depending upon their coursework. For the 4+ program, students must enroll in the EAP by Feb. 1 of their second year at Thiel College. The candidate would earn a B.A. or B.S. degree at Thiel College, 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 College (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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Oral and Written Expression I</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Oral and Written Expression II</td>
</tr>
<tr>
<td>BIO 145</td>
<td>Foundations of Biology</td>
</tr>
<tr>
<td>BIO 393</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>or</td>
<td>Other approved biology elective</td>
</tr>
<tr>
<td>CHEM 140</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHEM 160</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>CHEM 200</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CHEM 210</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>PHYS 174</td>
<td>Introductory Physics I</td>
</tr>
<tr>
<td>PHYS 184</td>
<td>Introductory Physics II</td>
</tr>
<tr>
<td>MATH 181</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 182</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MATH 211</td>
<td>Elementary Statistics</td>
</tr>
<tr>
<td>ECON 221</td>
<td>Microeconomics</td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
</tr>
<tr>
<td>SOC 121</td>
<td>Microsociology</td>
</tr>
<tr>
<td>CIS 111</td>
<td>Word Processing Applications</td>
</tr>
<tr>
<td>CIS 112</td>
<td>Spreadsheet Applications</td>
</tr>
<tr>
<td>CIS 113</td>
<td>Data Management Applications</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>

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 142 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 non-science 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: CHEM160) 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 pre-registration 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 preregistration 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 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 fifth year, the Institute will welcome its fourth recruited class in the 2016-2017 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 DHI moves into its fourth year of offering classes.

For the DHI program, the following are required:

**Foreign Language competency**

Two semesters (check for possible exemption) 0-6 CH

**Mathematics competency**

For the B.A. 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 125. 0-4 CH

For the B.S. degree: pass the mathematics placement test at the calculus entry level or earn a grade of C minus or higher in MATH 142 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, a student in the DHI must take and pass those courses included in its curriculum.

The DHI has a core of courses, which substitutes for the general College Integrative Requirement, and that core of required courses follows.
# COURSE OFFERINGS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONS 109</td>
<td>Becoming Human: Love, Power, Justice</td>
<td>3 CH</td>
</tr>
<tr>
<td>HONS 113</td>
<td>Communicating Effectively: Grammar, Dialectic, Rhetoric</td>
<td>3 CH</td>
</tr>
<tr>
<td>HONS 114</td>
<td>Creating Culture: Ancient, Medieval, Modern</td>
<td>3 CH</td>
</tr>
<tr>
<td>HONS 128</td>
<td>Interpreting Scriptures: Jewish, Christian, Islamic</td>
<td>3 CH</td>
</tr>
<tr>
<td>HONS 126</td>
<td>Composing Contextually: Enlightenment, Romanticism, Postmodernism</td>
<td>3 CH</td>
</tr>
<tr>
<td>HONS 127</td>
<td>Emerging Reality: Universe, Life, Mind</td>
<td>3 CH</td>
</tr>
<tr>
<td>HONS 137</td>
<td>Emerging Reality Lab</td>
<td>1 CH</td>
</tr>
<tr>
<td>HONS 230</td>
<td>Understanding Globalization: Markets, Images, Sustainability</td>
<td>3 CH</td>
</tr>
<tr>
<td>HONS 240</td>
<td>Appreciating Creativity: Artistic, Scientific, Societal</td>
<td>3 CH</td>
</tr>
<tr>
<td>HONS 340</td>
<td>Contributing Culturally: Researching, Creating, Presenting</td>
<td>3 CH</td>
</tr>
<tr>
<td>Plus one DHI Elective Course</td>
<td></td>
<td>3 CH</td>
</tr>
</tbody>
</table>

**HONS 109—Becoming Human: Love, Power, Justice (3 CH)**

This 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—a 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)

**HONS 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 other students and the professor 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)

**HONS 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)

**HONS 126—Composing Contextually: Enlightenment, Romanticism, Postmodernism (3 CH)**

This course continues two other Honors courses, namely, HONS 113, the composition course Communicating Effectively: Grammar, Dialectic, Rhetoric, and HONS 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)

**HONS 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. Astrophysics, chemistry, biology, psychology, and neuroscience will give us insights into these three. (WIC)

HONS 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)

HONS 137—Emerging Reality Lab (1 CH) This laboratory course, Emerging Reality Lab, HONS 137, is a supplement to the course Emerging Reality: Universe, Life, Mind, HONS 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, HONS 127. (WIC)

HONS 230—Understanding Globalization: Markets, Images, Sustainability (3 CH) The notion of globalization took on new meaning after the era of exploration and discovery in the 16th century. But the fall of the Berlin wall in 1989 was an exceptional event in world history that ushered in a new era of globalization. After that event many countries made the transition to democracy and market economics. Over the past two decades markets have been increasingly shaped by the power of images to influence consumers to purchase goods. Global economic forces sometimes threaten earth processes that are needed for sustaining life. Called for today is thoughtful reflection concerning how economic prosperity can occur while at the same time honoring the sustainability of the Earth.

HONS 240—Appreciating Creativity: Artistic, Scientific, Societal (3 CH) Creativity is alive in nature; as creatures embedded in the natural world, human beings participate in the creative advance of the universe. This course gives students the opportunity to gain an appreciation for the multi-faceted reality of creativity. Many types of human creativity are investigated with the intent of identifying ways in which these creative forms differ from one another and yet are the same. The comparison of creativity as manifested in the world of artists, of scientists and of societies will contribute to appreciating this fundamental human characteristic. The course will set the stage for the senior capstone course to be taken in the following year, during which each student will present their major creative project.

HONS 340—Contributing Culturally: Researching, Creating, Presenting (3 CH) The thesis seminar is the capstone course for all students graduating in the Dietrich Honors Institute. This course culminates in the presenting of their independent research and/or creative achievement. The “thesis” for the course may assume many different forms, depending on the particular discipline(s) and type of project, from traditional library research to sculpture show. Work begun in the Appreciating Creativity course will continue in the context of this course. Students will conceive, plan and execute a high-quality project in the appropriate disciplinary or multi-disciplinary context. If situated in a department that already has a senior capstone thesis expectation, the student’s honors thesis needs to be significantly different from the departmental thesis although it can build upon the other thesis. The public presentation will be either at an event at Thiel College or at an off-campus conference. (WIC, PIC)
As a student in Thiel College’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-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.

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
### 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 358</td>
<td>Intensive Reading, Writing and Math Intervention Approaches</td>
<td></td>
</tr>
<tr>
<td>SPED 360</td>
<td>Educational Assessment EDUC 400 Educating English Language Learners</td>
<td></td>
</tr>
<tr>
<td>SPED 410</td>
<td>Evidence-Based Effective Instruction – Teaching Students with High Incidence Disabilities including LD</td>
<td></td>
</tr>
<tr>
<td>SPED 420</td>
<td>Effective Collaboration and Communication in the Academic Setting</td>
<td></td>
</tr>
<tr>
<td>SPED 424</td>
<td>Student Teaching</td>
<td></td>
</tr>
<tr>
<td>SPED 430</td>
<td>Evidence-Based Effective Instruction – Teaching Students with Low Incidence Disabilities</td>
<td></td>
</tr>
<tr>
<td>SPED 440</td>
<td>Evidence-Based Effective Instruction – Teaching Students with Behavioral Disabilities</td>
<td></td>
</tr>
<tr>
<td>EDUC 400</td>
<td>Educating English Language Learners</td>
<td></td>
</tr>
<tr>
<td>EDUC 215</td>
<td>Curriculum, Instruction and Assessment</td>
<td>3 CH</td>
</tr>
</tbody>
</table>

**Note:** EDUC 215 is a prerequisite for all other Phase II methodology courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 220</td>
<td>Integrated Instructional Systems</td>
<td>3 CH</td>
</tr>
<tr>
<td>EDUC 255</td>
<td>Mentoring I</td>
<td>3 CH</td>
</tr>
<tr>
<td>SECED 268</td>
<td>Mentoring II: Classroom Methodology</td>
<td>3 CH</td>
</tr>
<tr>
<td>SECED 325</td>
<td>Teaching Reading and Writing</td>
<td></td>
</tr>
<tr>
<td>SECED 340/</td>
<td>350/360/370 Teaching Science in Secondary Schools</td>
<td>3 CH</td>
</tr>
<tr>
<td>SECED 444</td>
<td>Student Teaching</td>
<td>12 CH</td>
</tr>
</tbody>
</table>

**All students must also take:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 111</td>
<td>Word Processing Applications I</td>
<td>1 CH</td>
</tr>
<tr>
<td>AH 105</td>
<td>Taking Care of Your Health</td>
<td>2 CH</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>36 CH</td>
</tr>
</tbody>
</table>

The nine credits for special education will come from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 356</td>
<td>Special Education Processes</td>
<td></td>
</tr>
<tr>
<td>SPED 357</td>
<td>Effective Instructional Practices</td>
<td></td>
</tr>
<tr>
<td>SPED 358</td>
<td>Intensive Reading, Writing and Math Intervention Approaches</td>
<td></td>
</tr>
</tbody>
</table>

**The three credits for ELL will be from:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 400</td>
<td>Educating English Language Learners</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 111</td>
<td>Foundations of American Education</td>
<td>3 CH</td>
</tr>
<tr>
<td>EDUC 112</td>
<td>Psychological Foundations of Education</td>
<td>3 CH</td>
</tr>
<tr>
<td>HIST 101</td>
<td>United States History to 1877</td>
<td></td>
</tr>
<tr>
<td>HIST 102</td>
<td>United States History Since 1877</td>
<td></td>
</tr>
<tr>
<td>HIST 250</td>
<td>World History</td>
<td></td>
</tr>
<tr>
<td>HIST 290</td>
<td>Introduction to Historical Methods</td>
<td></td>
</tr>
</tbody>
</table>

**Required course within the major**

Select two out of these three courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>United States History to 1877</td>
<td></td>
</tr>
<tr>
<td>HIST 102</td>
<td>United States History Since 1877</td>
<td></td>
</tr>
<tr>
<td>HIST 250</td>
<td>World History</td>
<td></td>
</tr>
</tbody>
</table>
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 Macroeconomics
- GEOG 110 World Regional Geography
- POSC 116 American Government and Politics
- SOC 141 Macrosociology
- 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—The major is designed to provide students with a basic knowledge of foundational mathematics courses, as well as in-depth study within a specific branch of mathematics. All courses that are applied to the major must be completed with a grade of C minus or higher.

Required courses:

- MATH 181 Calculus I
MATH 182  Calculus II  
MATH 281  Calculus III  
MATH 291  Linear Algebra  
MATH 302  Differential Equations  
MATH 371  Real Analysis  

Complete the following sequence (required by the Pennsylvania Department of Education):  
MATH 331  Abstract Algebra  
MATH 311  Non-Euclidean Geometry  

Complete one additional three- or four-credit mathematics course numbered 220 or above. MATH 481 may not be used for this requirement, but PHYS 363 may be used here. MATH 221—Discrete Mathematics is recommended for secondary education majors.  

Student teaching will fulfill the capstone requirement.  

Complete the following support courses:  
One of  
PHYS 174  Intro to Physics I  
(calculus-based)  
and  
PHYS 184  Intro to Physics II  
(calculus-based)  
and one of  
CSCI 159  Introduction to Programming  
and  
CSCI 179  Programming in Visual Basic  

In addition, secondary education students are encouraged to take MATH 211—Elementary Statistics.  

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:  
BIO 322  Genetics  
BIO 342  Biostatistics and Research Methods  
BIO 290  Cell Biology  
BIO 392  General Ecology  

Departmental Requirement—This 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  
or  
BIO 294  Human Physiology  
or  
BIO 352  Animal Physiology  
or  
BIO 302  Plant Physiology  

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 395  Junior Research Seminar  
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.

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
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.

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. (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.

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)

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.

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. 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.

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.

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.

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.

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, ECE 216 and ECE 355.) Students must have an overall GPA of 3.0.
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. (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. A special fee is charged. Five hours per week is spent 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.

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 216, ECE 304, ECE 334, ECE 336, ECE 355, ECE 367 and ECE 369.) Students must have an overall GPA of 3.0. 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)

EDUC 112—Psychological Foundations of Education (3 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.

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. 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. 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. (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. 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. 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) (WIC)

SECED 340—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) (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) (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 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) (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) (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 2.75. 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. (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) 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.

**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.

**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.

**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.
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 120</td>
<td>Introduction to Literature</td>
<td>3 CH</td>
</tr>
<tr>
<td>ENG 210, 220</td>
<td>British Literature</td>
<td>6 CH</td>
</tr>
<tr>
<td>ENG 230, 240</td>
<td>American Literature</td>
<td>6 CH</td>
</tr>
<tr>
<td>ENG 270</td>
<td>Advanced Composition and Research</td>
<td>3 CH</td>
</tr>
<tr>
<td>ENG 340</td>
<td>Shakespeare</td>
<td>3 CH</td>
</tr>
<tr>
<td>ENG 440</td>
<td>Literary Criticism</td>
<td>3 CH</td>
</tr>
<tr>
<td>ENG 455</td>
<td>The English Language</td>
<td>4 CH</td>
</tr>
<tr>
<td>ENG 345</td>
<td>Development of the Novel</td>
<td>3 CH</td>
</tr>
<tr>
<td>ENG 355</td>
<td>19th-Century Novel</td>
<td></td>
</tr>
<tr>
<td>ENG 365</td>
<td>20th-Century Novel</td>
<td></td>
</tr>
<tr>
<td>ENG 495</td>
<td>Special Topics Seminar</td>
<td>3 CH</td>
</tr>
</tbody>
</table>

Any departmental course covering literature from beyond the American and British canons (ENG 265, ENG 275, ENG 290, ENG 320, ENG 330) 3 CH

Any other English course not taken to fill the above requirements 3 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.

**Electives**

Choose four of the following 12 CH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 262</td>
<td>Advanced Technical Writing</td>
</tr>
<tr>
<td>ENG 282</td>
<td>Creative Writing: Poetry</td>
</tr>
<tr>
<td>ENG 284</td>
<td>Creative Writing: Fiction</td>
</tr>
<tr>
<td>ENG 286</td>
<td>Drama</td>
</tr>
<tr>
<td>COMM 282</td>
<td>Writing for Mass Media</td>
</tr>
<tr>
<td>ENG 335</td>
<td>Persuasive Writing</td>
</tr>
</tbody>
</table>

And two of the following: 6 CH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 210</td>
<td>British Literature to Romanticism</td>
</tr>
<tr>
<td>ENG 220</td>
<td>British Literature 1798 to Present</td>
</tr>
<tr>
<td>ENG 230</td>
<td>American Literature to 1865</td>
</tr>
<tr>
<td>ENG 240</td>
<td>American Literature 1865 to Present</td>
</tr>
</tbody>
</table>

**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

English 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 101—College Writing (3 CH) A first-year writing and critical thinking skills development course introducing the conventions of academic argumentation. The course focuses the study of genre conventions and rhetorical contexts of academic writing and the practice of composing arguments that respond to specific rhetorical situations. A process-based approach to writing, critical thinking, and self-reflection and analysis is emphasized in a collaborative workshop setting.

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 101) 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 101) 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 101) 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 101) 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 101) 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 101) 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 101) 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 101) 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 101) 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 101) 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 101) 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 101 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 101 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 101 or permission of the instructor) Offered spring of even-numbered years.

ENG 290—World Mythologies (3 CH) A seminar course that examines the mythological literatures of Western and non-Western cultures (any culture from Africa, Asia or Latin America) throughout the world from antiquity to the present day from a comparative perspective. (P: ENG 101) 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 101) 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 101) Offered every spring. (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 101) 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 101) Offered spring of odd-numbered years. (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 101) 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 101) Offered spring 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 101) 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 101) 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 101) 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 101) 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 101) 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)
Thiel College’s Department of Environmental Science 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 College 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 College 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.
Bachelor of Science Degree Major Requirements

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 Name</th>
<th>Credits</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>or</td>
<td>POSC 336</td>
<td></td>
</tr>
<tr>
<td>ECON 211</td>
<td>Principles of Macroeconomics</td>
<td>3 CH</td>
</tr>
<tr>
<td>or</td>
<td>ECON 221</td>
<td></td>
</tr>
<tr>
<td>REL 200</td>
<td>Contemporary Ethical Issues</td>
<td>3 CH</td>
</tr>
<tr>
<td>or</td>
<td>PHIL 297</td>
<td></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>or</td>
<td>BIO 263</td>
<td></td>
</tr>
<tr>
<td>BIOL 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>
</tr>
<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>
</tr>
<tr>
<td>CHEM 370</td>
<td>Instrumental Analysis</td>
<td>4 CH</td>
</tr>
<tr>
<td>GEOL 150</td>
<td>Earth Systems</td>
<td>4 CH</td>
</tr>
<tr>
<td>GEOL 210</td>
<td>Hydrogeology</td>
<td>3 CH</td>
</tr>
<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>
</tr>
</tbody>
</table>

TOTAL 74-77 CH

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
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.
Department of Health & Physical Education
Aaron McGinnis, Chair

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.

Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 113</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>HPED 198</td>
<td>Slimnastics</td>
<td>2</td>
</tr>
<tr>
<td>COMM 181</td>
<td>Public Speaking I</td>
<td>3</td>
</tr>
<tr>
<td>COMM 171</td>
<td>Introduction to Communication</td>
<td>3</td>
</tr>
<tr>
<td>HPED 314</td>
<td>Coaching Organization and Administration</td>
<td>3</td>
</tr>
<tr>
<td>HPED 315</td>
<td>Practicum Experience</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>18</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 126—Basketball/Volleyball (1 CH) The basketball/volleyball course will review fundamentals of each sport with playing each 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 (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.
Department of History

Dr. James C. Koshan, Chair; Dr. David R. Buck; Dr. Sheila Nowinski

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.
- analyze the cause(s) and result(s) of historical events across a broad spectrum.
- demonstrate a knowledge of human experiences as represented through history.
- demonstrate an understanding of major historical factors as embodied in the principle historical cultures.
- be able to find, analyze and interpret historical evidence and to develop historical perspective.
- be able to apply an historical perspective when visiting an historical site or attending an historical conference.

HISTORY

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
- SEMS 250 World History

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 present at an academic conference or complete a history related internship.

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
- 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 137, 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.
• Analyze the cause(s) and result(s) of historical events across a broad spectrum.
• demonstrate a knowledge of human experiences as represented through history.
• demonstrate an understanding of major historical factors as embodied in the principle historical cultures.
• be able to find, analyze and interpret historical evidence and to develop 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 (3 CH)
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.

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.

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 241—European Women’s History (3 CH)
This course surveys European Women’s History from the Renaissance to modern times. Organizing themes include family and marriage, religion, nationalism, feminism, war, and mass culture.

HIST/SEMS 250—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.
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. (PIC)

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. Offered every spring. (WIC, PIC)

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. (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. (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. (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. (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. (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. (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. (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 (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: 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: 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) (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) (WIC)

HIST 461—History of Modern China (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—Internship (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 team 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 101—Introduction to Presentational Literacy (3 CH) INDS 101 is a first-year course introducing students to appropriate presentation development and delivery. The course focuses on the process for developing the content for presentations and the skills necessary for an appropriate presentation. A process-based approach to presentations is emphasized in a collaborative workshop setting.

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 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) IND S 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 101—Introduction to Seminar (2 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.

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. (P: SEMS 101)

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. (P: SEMS 101)

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 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 101, SEMS 200, and SEMS 250).
The Department of Languages has four primary objectives:

1. At the introductory level, to help students acquire a basic understanding of the language;
2. At more advanced levels, to prepare students for effective communication in a complementary program of study;
3. To use the target language as a tool to greater awareness and understanding of the student’s native language.
4. To foster awareness, understanding and appreciation of other cultures.

While courses are available in French, German, Greek, Latin and Spanish, no major or minor programs are currently offered. However, an approved individualized minor may be presented in lieu of a departmental minor.

Proficiency in a foreign language is an integral part of the College’s core competency requirements.

The foreign language requirement may be satisfied in one of the following ways:

1. Pass a proficiency examination in a foreign language upon entrance to Thiel College;
2. Complete (C minus or better) two semesters of a foreign language at the introductory level;
3. Complete (C minus or better) one semester of a foreign language at the intermediate level.

Please note that students must take the foreign language proficiency test on campus and with supervision to be eligible for exemption from all or part of the language requirement.

A student who completes a course or course sequence that satisfies the language requirement will be able to actively demonstrate:

1. Basic oral proficiency in the foreign language;
2. Understanding of the basic grammatical structures and syntactic patterns of the language;
3. Critical thinking skills of analysis, synthesis, and production with respect to the language studied;
4. Awareness and appreciation of the literary, musical, and cultural manifestations of the target language.

**COURSE OFFERINGS**

**French**

**FREN—150/151 Introduction to French 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. (FREN 151 P: FREN 150 or equivalent)

**FREN 213—Intermediate I (3 CH)** Grammar review and introduction of more advanced linguistic patterns. Reading and discussion in French of literary texts. (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.

**FREN 293—Individual Work (3 CH)** Students whose requirements in French cannot be met in regularly scheduled courses may, with the consent of the instructor and the head of the department, register for this course.
FREN 303—Individual Work (3 CH) Continuation of FREN 293.

FREN 455—Cooperative Education (CH Variable)

FREN 493—Independent Study (1-4 CH) Students with a satisfactory GPA may, with the consent of the instructor and the head of the department, register for this course. Special work in French will be assigned on the basis of the individual needs and interests of the student.

German

GER 150/151—Introduction to German Communication (6 CH) A beginning course designed for students with no previous instruction in German. Instruction in the most basic elements of grammar, pronunciation and intonation for the purpose of speaking, listening, reading and writing German. (GER 151 P: GER 150 or equivalent)

GER 219—Intermediate I (3 CH) Systematic review of grammar, pronunciation and intonation. Reading of simple texts by German authors. (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 intermediate difficulty. (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 GPA 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 individual 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/REL 151 P: GREK/REL 150 or equivalent)

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 150 and 151 will be reviewed (P: GREK/REL 151)

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. (LAT 151 P: LAT 150 or equivalent)

LAT 218—Intermediate Latin I (3 CH) A continuation of the fundamentals of the Latin language and an introduction to the reading of Latin literature. Offered in alternate years. (P: LAT 151 or equivalent).

SPAN

SPAN 150/151—Introduction to Spanish Communication (6 CH) Instruction in the most basic elements of grammar, pronunciation and intonation for the purpose of speaking, aural comprehension, reading and writing. (SPAN 151 P: SPAN 150 or equivalent)

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 GPA 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 individual needs and interests of the student. (P: SPAN 224)

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 (or equivalent).

Students who score 82 or higher on the TOEFL iBT (Internet-Based Test) (or equivalent) may enroll in Thiel's standard offering of courses. Degree-seeking students must fulfill the College's core curriculum and major requirements. Exchange students may select courses consistent with their class level, major, and interests, and will enroll in at least one English class (or another class with extensive speaking or writing requirements).

Students whose TOEFL iBT scores (or equivalent) are below 82 are required to take the TOEFL ITP (International Testing Program) on campus during registration or orientation. A TOEFL iBT score below 82 indicates a need for supplemental English language instruction in 1, 2, or 3 competency skills (speaking and listening, reading, and writing). The campus-administered TOEFL ITP assists the College in appropriate student-success-based placement for English language instruction. Details are available through the Department of Languages chair: kcarlson@thiel.edu.

Students who exhibit a need for supplemental English language instruction must complete with a grade of C minus or better an individually prescribed sequence of ESOL and/or P-ESOL courses.

All international students must be enrolled in a minimum of 12 credit hours per semester of attendance.

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 will 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 English language learners with an additional semester to practice and strengthen English speaking and listening skills at the 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 will 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 will be required to take ESOL 106 as well. Offered every spring.

P-ESOL 011—Reading Comprehension and Academic Vocabulary (0 CH) Students who take this course will acquire skills in reading and comprehending academic texts with American themes while also increasing their academic vocabulary and gaining in-context grammar understanding. Reading assignments will center on themes that will help students understand the American cultural context. Students will improve oral and silent reading fluency and will utilize a variety of reading comprehension strategies, including understanding genre and text features. Students will apply new knowledge, skills, and understanding to speaking, listening, note-taking, and writing assignments. Students will also produce a personal dictionary of newly acquired vocabulary words. Graded Pass/Fail. Offered every semester.

P-ESOL 012—Listening and Technology: Academic Media Lab (0 CH) In this course, students will use classroom technology to improve all areas of their English proficiency, with an emphasis on listening. Students will supplement their classroom- and textbook-based listening practice with a variety of online and computer-based programs during regular class hours and out of class with technology-based assignments. Additionally, students will demonstrate proficiency in other areas of technology use. Graded Pass/Fail. Offered every semester.

P-ESOL 013—Introductory Speaking: Academic and Conversational English (0 CH) This highly interactive course will introduce students to the preliminary speaking requirements of the academic environment as well as engage them in the natural informal conversation that takes place on a daily basis in American culture. Students will be introduced to idioms, figures of speech, colloquialisms, jargon, and slang. Students will also engage in field study and will apply findings both in class and outside of class. Speaking will be targeted in this course but will be integrated with other domains as well. Offered every semester.

P-ESOL 014—Introduction to Academic Writing (0 CH) Students who take this course will acquire basic grammar and composition understanding as well as the foundational skills necessary for writing successfully in the American college.
classroom. Writing assignments designed to build skills incrementally will reinforce newly acquired grammar. Students will analyze a variety of genres, learn to outline key information, and be able to produce written work in the genres studied. Students will learn to generate ideas, plan, draft, revise, edit, and evaluate their written work. At the end of the course, students will be expected to produce a well-developed, organized paragraph. Graded Pass/Fail. Offered every semester.

Level 2

P-ESOL 021—Readers’ Theater (0 CH)
Reading aloud and acting out drama not only help students develop reading, speaking and listening skills, but they make language come alive and present scenarios in which English vocabulary occurs naturally. Reading assignments in this course will focus on the American cultural context. Students will improve both oral and silent reading fluency and will utilize a variety of reading comprehension strategies. By reading scripts, practicing pronunciation and intonation, and employing body language, students will develop English language confidence that will transfer to real-world situations, including the college classroom. Students will also gain knowledge and understanding of the literary features used in drama and will collaboratively write and perform short role plays. (P: P-ESOL 011 or placement by test.) Graded Pass/Fail. Offered every semester.

P-ESOL 022—Listening: American Visual Media (0 CH) Students will listen to, view, and study the language found in various American television shows, movies, and news programs. These media will expose students to American English colloquialisms, regional accents and dialects, linguistic conventions, and cultural expectations. Students will study the vocabulary, text structure, genre, grammar, and background information of each media choice. Class discussion will elicit individual oral expression and encourage collaborative exploration of topics and themes. Additional strategies will help students apply newly acquired language understanding to note taking, outlining, and analytical writing skills. (P: P-ESOL 012 or placement by test.) Graded Pass/Fail. Offered every semester.

P-ESOL 023—Speaking: American Cultural Studies (0 CH) This course focuses on building academic vocabulary and solidifying key elements of English grammar necessary to comprehend and produce clear speech. Student reading, study, and speaking practice will focus on various aspects of American culture, such as its Greek and Roman roots, history, geography, literature, and religion. Students will expand their academic vocabulary, continue to develop their grammar understanding, participate in classroom discussions, give oral presentations, develop a deeper appreciation for American culture, and acquire additional conversational skills for navigating American academic culture. (P: P-ESOL 013 or placement by test.) Graded Pass/Fail. Offered every semester.

P-ESOL 024—Writing for the American College Classroom (0 CH) Students in this course will continue to build upon their sentence- and paragraph-writing skills, as well as their understanding of the writing process, to begin writing three- to five-paragraph essays. Students will incorporate new grammar into descriptive essays, comparison essays, summaries, and other essay types. Students will use writing to express their opinions as well as to analyze various aspects of American culture. They will also include new vocabulary in their writing assignments, with a focus on words with Latin and Greek roots. Students will revise all essays and will keep an error journal to track their writing strengths and weaknesses. (P: P-ESOL 014 or placement by test.) Graded Pass/Fail. Offered every semester.

Level 3

P-ESOL 031—Reading and Vocabulary: American Literature Studies (0 CH) Through reading short story, novel, and poetry selections, students in this course will examine American literature, the American literary voice, and more advanced vocabulary. Students will develop an understanding of and appreciation for elements of literature and literary and poetic devices through discussions and assignments. Further, students will practice strategies for academic literary analysis. Exercises designed to support growth in vocabulary building, reading comprehension, listening, speaking, and writing will be integrated throughout the course content. (P: P-ESOL 021 or placement by test.) Graded Pass/Fail. Offered every semester.

P-ESOL 032—Listening: American History and Geography Studies (0 CH) This course provides students with an opportunity to enhance their
listening skills through a survey of key periods and events in American history, primarily through the use of film and video. To enhance listening and viewing comprehension, students will study historical and geographical background information. Students will be led to consider and discuss the ways in which past events have shaped modern America. (P: P-ESOL 022 or placement by test.) Graded Pass/Fail. Offered every semester.

P-ESOL 033—Speaking and Oral Presentation for the American College Classroom (0 CH) This course is designed to advance students’ abilities to communicate in clear, concise English for the presentation of ideas, inquiry, and academic discourse. Students will learn to analyze and identify rhetorical situations, choose appropriate speech patterns, and deliver thoughts and information intelligibly and effectively. In addition, students will model and practice non-verbal cues that reinforce effective speech and facilitate understanding. Students will deliver both speeches and oral presentations and will practice note taking, writing for presentation (including using PowerPoint), and reviewing the work of peers. (P: P-ESOL 023 or placement by test.) Graded Pass/Fail. Offered every semester.

P-ESOL 034—Academic Writing and Grammar (0 CH) In this course, students will acquire skills necessary for conducting research and writing essays for the American academic setting. Students will learn MLA format and MLA documentation style. In addition, students will practice the stages of the writing process and gain in-context grammar understanding that they will be expected to apply to their writing. After studying and analyzing text models, students will write essays representing a variety of modes, culminating in a three-page MLA documented essay. (P: P-ESOL 024 or placement by test.) Graded Pass/Fail. Offered every semester.

Level 4

P-ESOL 041—Reading: Humanities and Socio-Political Issues (1 CH) Through readings in the American humanities, including a novel and a variety of news articles, speeches, letters, and primary source documents from relevant fields, this course will focus on broadening students’ college-level vocabulary, expanding their reading comprehension strategies, and improving their reading fluency both through discrete reading exercises and through in-context readings. (P: P-ESOL 031 or placement by test.) Students must earn a grade of C minus or higher to move on to ESOL 100. Offered every semester.

P-ESOL 042—Listening: Religious Studies and Community Service (1 CH) This course is designed to improve students’ listening skills so that they may transition to attending standard classes at Thiel and living in the greater Greenville community. Students will practice listening in the context of religious studies and community service. Additionally, the community service component will allow the students to implement their English language skills in a real world context with both native and international English speakers. (P-ESOL 032 or placement by test.) Students must earn a grade of C minus or higher in both P-ESOL 042 and P-ESOL 043 to move on to ESOL 103. Offered every semester.

P-ESOL 043—Presentation (1 CH) This course will continue to prepare students for the discourse of the American college classroom and build their confidence and expertise in public speaking and presentation. Students will learn the concept of intellectual property as they prepare for and deliver their presentations. They will continue work with vocabulary development, language production, clear pronunciation, and effective delivery of speeches and presentations. Students will create original PowerPoint or other digital presentations in addition to extemporaneous speeches. (P: P-ESOL 033 or placement by test.) Students must earn a grade of C minus or higher in both P-ESOL 042 and P-ESOL 043 to move on to ESOL 103. Offered every semester.

P-ESOL 044—Research and Composition (1 CH) In this course, students will gain the grammar, composition, research skills, and understanding of intellectual property necessary for producing college-level, MLA-style research essays. Students will be expected to apply their understanding of new grammatical and syntactical information in essays that require both analysis and synthesis of ideas and information. The final product will be a four- or five-page research paper on a topic within the domain of each student’s future major. (P: P-ESOL 034 or placement by test.) Students must earn a grade of C minus or higher to move on to ESOL 106. Offered every semester.
Departments of Mathematics & Computer Science

Dr. Russell Richins, Chair; Prof. Ronald Anderson; Dr. Brian Bradshaw; Prof. Rebecca Hecking; Dr. Jeonghun Kim; Dr. Jie Wu

The Department of Mathematics and Computer Science offers degree programs in actuarial studies, computer science, e-commerce, management information systems, mathematics and Web development.

Although the programs of study we provide are quite varied, students graduating from any one of our major programs will …

• demonstrate algorithmic problem solving skills and techniques appropriate to the given major within the department.

• take practical “real world” problems and translate problems into abstractions that can be solved through the skills and techniques of the major.

• apply the problem solving skills to the abstract model of “real world” problems to generate meaningful solutions and analyses of the problems.

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 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

Choose one of the following two courses:

BADM 233 Managerial Accounting 3 CH
ACCT 313 Cost Accounting 3 CH
BADM 344 Finance 3 CH

Choose one of the following two courses:

ENG 270 Advanced Composition 3 CH
ENG 260 Business and Technical Writing 3 CH
CIS 112 Spreadsheet Applications 1 CH
CIS 113 Data Management Applications 1 CH
CSCI 159 Introduction to Programming 4 CH
MATH 181 Calculus I 4 CH
MATH 182 Calculus II 4 CH
MATH 281 Calculus III 4 CH
MATH 291 Linear Algebra 4 CH
MATH 341 Theory of Interest and Life Annuities 4 CH
MATH 342 Derivatives Markets 3 CH
MATH 451 Probability 4 CH
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 College.

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:
students choose a concentration area within information systems (e-commerce, web design, business information systems, or general) which includes coursework outside the department of Mathematics and Computer Science.

### 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</th>
<th>Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 120</td>
<td>A+</td>
<td>3</td>
</tr>
<tr>
<td>IS 260</td>
<td>Networking +</td>
<td>3</td>
</tr>
<tr>
<td>IS 320</td>
<td>Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>CIS 189</td>
<td>Java Programming</td>
<td>4</td>
</tr>
<tr>
<td>CIS 111</td>
<td>Word Processing Applications</td>
<td>1</td>
</tr>
<tr>
<td>CIS 112</td>
<td>Spreadsheet Applications</td>
<td>1</td>
</tr>
<tr>
<td>CIS 113</td>
<td>Data Management Applications</td>
<td>1</td>
</tr>
<tr>
<td>CSCI 319</td>
<td>Database Management</td>
<td>4</td>
</tr>
</tbody>
</table>

Complete the requirements for one of the following concentrations:

#### E-Commerce

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 201</td>
<td>E-Commerce</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 139</td>
<td>Web Design and Development</td>
<td>3</td>
</tr>
<tr>
<td>CIS 129</td>
<td>Fundamentals of Info. Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIS 241</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 331</td>
<td>Web Programming</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 351</td>
<td>Information Security and Forensics</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective BADM courses 15 CH

Elective CSCI/CIS/IS/BADM/ACCT courses 6 CH

#### Web Development

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 139</td>
<td>Web Design</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 331</td>
<td>Web Programming</td>
<td>3</td>
</tr>
<tr>
<td>CIS 201</td>
<td>E-Commerce</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 431</td>
<td>Web Portfolio</td>
<td>3</td>
</tr>
<tr>
<td>IS 140</td>
<td>Graphics Applications</td>
<td>3</td>
</tr>
<tr>
<td>BADM 324</td>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 169</td>
<td>Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 498</td>
<td>Cooperative Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective CSCI/CIS courses 9 CH

#### Business Information Systems

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 129</td>
<td>Fundamentals of Info. Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIS 469</td>
<td>Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 427</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

---

### INFORMATION SYSTEMS

#### Bachelor of Science Degree

The Information Science degree focuses on using technology as a tool to manage information in a variety of contexts. The program includes a core of courses focusing on business programming, e-commerce technology, systems analysis and design, operating systems concepts, database management systems, networks and data communication, and project management.

In addition to completing the core requirements,
ASSOCIATE OF SCIENCE DEGREE IN E-COMMERCE

The Associate of Science degree 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. For the Associate of Science degree core requirements refer to Page 68.
2. A minimum of 64 credit hours with at least a 2.0 cumulative GPA.
3. Requirements under Group D of the A.S. degree requirements are to be met with the following courses:

Group D

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 3 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 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. For the Associate of Arts degree core
requirements refer to Page 68.

2. A minimum of 64 credit hours with at least a 2.0 cumulative GPA.

3. Requirements under Group D of the A.S. degree requirements are to be met with the following courses:

**Group D**

**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**

The major in Mathematics places a focus on the logic and critical thinking needed to solve difficult problems. It is increasingly clear that many careers created by our technology-oriented society demand both the knowledge and skills possessed by trained mathematicians. The Mathematics major at Thiel College seeks to prepare students for the various occupations in academics, government, and industry available to mathematicians.

To satisfy the prerequisite for a particular course, the student must earn a grade of C- or higher in courses listed as prerequisites. Prerequisites may be waived at the discretion of the course 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 degree in Mathematics will:

- Demonstrate a broad base of fundamental mathematical skills, including Calculus and Linear Algebra. Students will use these skills to evaluate, analyze, and model in order to make solve real world problems.
- Demonstrate abstract logic and reasoning skills developed through the study of theorems and proofs. Students will also be expected to develop their own proofs as solutions to problems.
- Use computers in the solution of mathematically important problems and understand the limitations and advantages of computational approaches to mathematics.
- Understand how mathematics can be used to formulate models of real world phenomena and how to make decisions and predictions based on these models.
- Be able to communicate mathematics effectively, both orally and in writing.
- Understand the historical significance of the mathematical discoveries of the past several centuries.

**Major Requirements**

In order to complete the major in mathematics, a student must fulfill these requirements successfully:

1. **Complete the required courses:**
   - MATH 181  Calculus I  4 CH
   - MATH 182  Calculus II  4 CH
   - MATH 281  Calculus III  4 CH
   - MATH 291  Linear Algebra  4 CH
   - MATH 302  Differential Equations  4 CH
2. Complete one of the following sequences:
   - MATH 311 Non-Euclidean Geometry 3 CH
   - MATH 331 Abstract Algebra 3 CH
   - or
   - MATH 451 Probability 4 CH
   - MATH 461 Statistics 4 CH
   - or
   - MATH 421 Numerical Analysis I 3 CH
   - MATH 422 Numerical Analysis II 3 CH

3. Complete one additional three or four credit mathematics course numbered 220 or above. PHYS 363 (Mathematical Physics) may be counted as a mathematics class for the purpose of this requirement. The Capstone Seminar, MATH 341 and MATH 342 may not be used to fulfill this requirement.

4. Complete a capstone project. The project can take the form of a supervised research experience (such as REU), an approved internship, or student teaching (for Education majors). Research projects should be reported on at an appropriate venue, such as a Thiel Forum, Thiel Research Symposium, or professional conference.

5. Complete the support courses:
   - one of
     PHYS 174 Introductory Physics I (4 credits)
     PHYS 184 Introductory Physics II (4 credits)
   - and one of
     CSCI 159 Intro to Programming (4 credits)
     CSCI 189 Java Programming (4 credits)

Students planning on attending graduate school in mathematics should include PHYS 184, as well as:
   - Abstract Algebra (for pure math)
   - Numerical Analysis I/II and Mathematical Physics (for applied math) in their course of study.

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. It is strongly recommended that secondary education majors plan to take MATH 211 (Elementary Statistics) as preparation for the possibility of teaching statistics at the high school level.

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 complete successfully the following courses. All courses that are applied to the minor must be completed with a grade of C- or higher.

1. Required courses:
   - MATH 181 Calculus I 4 CH
   - MATH 182 Calculus II 4 CH
   - MATH 291 Linear Algebra 4 CH

2. Elective courses:
   Complete three additional three or four credit mathematics courses numbered 220 or above. The Capstone Seminar, MATH 341 and MATH 342 may not be used to fulfill this requirement.
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. For the Associate of Science degree core requirements refer to Page 68.

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 D

Integrative Applications:

All courses which are applied to the discipline must be completed with a grade of C minus or higher.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 240</td>
<td>Introduction to Graphic Design</td>
<td>4 CH</td>
</tr>
<tr>
<td>CIS 129</td>
<td>Fundamentals of Information Systems</td>
<td>3 CH</td>
</tr>
<tr>
<td>CSCI 139</td>
<td>Web Design and Development</td>
<td>3 CH</td>
</tr>
<tr>
<td>CSCI 319</td>
<td>Database Management</td>
<td>4 CH</td>
</tr>
<tr>
<td>CSCI 331</td>
<td>Web Programming</td>
<td>4 CH</td>
</tr>
</tbody>
</table>

Choose one of the following four courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 159</td>
<td>Introduction to Programming</td>
<td>4 CH</td>
</tr>
<tr>
<td>CSCI 169</td>
<td>Data Structures</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>Java Programming</td>
<td>4 CH</td>
</tr>
</tbody>
</table>

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, preloaders, and Flash detection. Flash ActionScripting will also be introduced for additional control in dynamic interface creation. Offered on a rotating basis.

CIS 122—Advanced Spreadsheet Applications (1 CH)  This course is an advanced course in spreadsheet applications. It focuses on using advanced features of Microsoft Excel to create efficient spreadsheet models of common and complex business problems. Students will use critical thinking and analysis to find effective solutions to real-life situations making this course extremely practical. The skills learned can be put to immediate use in other classes, the workplace, and other areas of life. Topics discussed are as follows: Developing an Excel Application, Working with Advanced Functions, Exploring Financial Tools and Functions, Performing What-If Analyses, Connecting to External Data, and Collaborating on a Shared Workbook (P: CIS 112). This course is listed pending final approval by the faculty.

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 every spring. (WIC)

CIS 201—E-Commerce (3 CH)  This course introduces the student to concepts in electronic commerce. The course covers all major e-commerce models including: business-to-business (B2B), business-to-consumer (B2C), consumer-to-consumer (C2C), E-Government and E-Learning. Internet retailing concepts will be introduced. Issues in Internet law, ethics and cyber crime will be explored. Offered every fall. (WIC)

CIS 241—Project Management (3 CH)  This course introduces the student to concepts in information technology project management. The course covers the five phases of traditional project management and explores many other related concepts, including managing project scope, risk management, quality control, estimating resources and costs, managing the project schedule and recruiting and organizing the project team. Industry standard project documentation techniques will also be covered. (P: CSCI 109 or CIS 129) Offered spring of odd-numbered years. (WIC)

CIS 469—System Analysis (3 CH)  An introduction to the major components of the system development life cycle. Current system documentation using classical and structured tools and techniques for describing process flows, data structures, file designs and program specifications are emphasized. Discussion of the transition from analysis to design. (P: CSCI 319) Offered spring of even-numbered years.

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 data 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 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: Any one of CSCI 149, CSCI 159, CSCI 179 or CSCI 189; CSCI 169 recommended.) Offered every semester.

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 CSCI 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 or 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 storefronts. 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 CIS 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.

Information Systems

IS 120—A+ (3 CH) A vendor-neutral CompTIA course giving a broad base of knowledge and competency in core hardware and operating system technologies in areas such as installation, preventative maintenance, networking, security, and troubleshooting. Students will build and modify a PC from scratch. Offered fall of even years.

IS 260—Networking + (3 CH) CompTIA Network+ is a vendor-neutral networking certification that is trusted around the world. It validates the essential knowledge and skills needed to confidently design, configure, manage, and troubleshoot any wired and wireless device. Offered spring of odd years.

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
A course for students who need to review arithmetic and basic algebra before enrolling in MATH 107 or MATH 125. Topics include operations on integers, arithmetic on algebraic expressions, linear equations and inequalities, and word problems including percentages. 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. 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. Offered every semester.

MATH 142—Precalculus (3 CH) A course for students with an average high school background in mathematics (two years of algebra) who need further preparation before taking Calculus. The course focuses on creating a familiarity with functions that will be encountered in Calculus, especially exponential, logarithmic, and trigonometric functions. Not open to students who have earned a grade of C or better in a college calculus course. 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. Offered every fall.

MATH 182—Calculus II (4 CH) Applications of integration, techniques of integration, improper integrals, L'Hopital's rule, polar coordinates, infinite series, Taylor series. 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. 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. Offered every fall.

MATH 281—Calculus III (4 CH) Multivariable calculus. Vector algebra, vector geometry, vector functions, calculus on curves, partial differentiation and applications, directional derivatives, multiple integration, derivatives of vector fields, line integrals, surface integrals. 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. 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. 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 481—Capstone Seminar (3 CH) This course is intended for senior students in mathematics who are working on a research project under the direction of a faculty member. These students and the faculty advisors attend this weekly seminar where background material on the several projects in progress may be presented, as well as current progress on those projects. Fundamentals for communicating research are also discussed, such as talk slides, poster presentations, and research papers. (P: MATH 291). Offered fall semester as needed.

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 Department of Media, Communication and Public Relations offers five majors: public relations, advertising, and integrated marketing communication; media and journalism; religion communication; business and financial journalism; and communication studies. Four minors are offered: film studies, public relations, media communication, and communication studies.

The department’s primary mission is to prepare the next generation of communicators for employment in their chosen fields. Building on a balance of practice and context, the department is committed to fostering a personal, dynamic and creative environment in which students learn from mentors in contexts ranging from rigorous classroom instruction to state-of-the-art studio work. From new media to public relations to broadcasting to film/video, the Department of Media, Communication and Public Relations is committed to developing in each student the practical knowledge and skills to work in media and related jobs, such as public relations, within a broader context of history, theory, ethics and more.

Students experience hands-on coursework and are involved in the College television studio, radio station, newspaper, off-campus internships, and other opportunities.

COMMUNICATION STUDIES

Bachelor of Arts Degree

Communication studies at Thiel College is a traditional liberal arts degree like English, history, or philosophy. It is not a general communications degree and does not prepare students for careers in media, Internet, journalism, television, radio, newspapers, magazines, public relations or advertising. Students interested in those careers should major in one or two of the department’s other majors.

Human communication is a transactional process in which persons share meaning. The communication studies major includes a variety of courses including public speaking, small group and organizational communication, 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 in their professional, personal, economic or civic lives.

The communication studies major prepares students for a wide variety of jobs in which sound human communication skills are especially significant and necessary. It also prepares students for graduate study in communication. Again, this major is not the best, nor sufficient, preparation for any career in any area of media (such as Internet, TV, or journalism) or marketing (such as public relations or advertising).

A student who graduates from Thiel College with a major in communication studies will:

- demonstrate knowledge and skills as a critical communication producer and consumer.
- be prepared for employment in entry-level positions requiring communication-oriented skills and theoretical knowledge.
- be a critical communication producer and consumer.
- demonstrate competence in resolving ethical issues in effective communication.

Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 171</td>
<td>Introduction to Communication</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 175</td>
<td>History of Communication</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 181</td>
<td>Public Speaking</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 225</td>
<td>Interpersonal Communication</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 331</td>
<td>Intercultural Communication</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 250</td>
<td>Small Group Communication</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 265</td>
<td>Communication and Gender</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 281</td>
<td>Media Literacy</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 300</td>
<td>Persuasion</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 321</td>
<td>Organizational Communication</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 325</td>
<td>Communication Ethics</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 440</td>
<td>Communication Theory</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 455</td>
<td>Media Law &amp; Regulation</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 470</td>
<td>Senior Seminar</td>
<td>3 CH</td>
</tr>
</tbody>
</table>
Choose one
COMM 155  Introduction to Integrated Marketing
or
COMM 220  Introduction to Online and Print Journalism  3 CH
or
COMM 235  Announcing
or
COMM 495  Research Methods
TOTAL 45 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 3 CH
or
COMM 331  Intercultural Communication
COMM 250  Small Group Communication 3 CH
COMM 300  Persuasion 3 CH
or
COMM 325  Communication Ethics
Three electives from Comm. Studies major 9 CH
TOTAL 24 CH

Note: A C minus grade or higher is required for a course to count toward 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.

BUSINESS & FINANCIAL JOURNALISM

Bachelor of Arts Degree

The purpose of this program is to prepare students for professional positions in print, broadcast, and/or online journalism reporting on and writing about a wide variety of business, financial, and economic news. Such news includes international news, such as export and import statistics, trade agreements, currency exchanges, multi-country or global economic growth and recessions, international affects of countries’ tax rates, worker immigration policies, intellectual property law, etc. Such news includes national and regional news about unemployment, housing starts, business startups, domestic stock and bond markets, inflation rate, Federal Reserve Board policies, product/service research & development, tax rates, job training, government contracts with business, government regulation of business, management changes, corporate mergers and acquisitions, corporate earnings, profiles of corporations and/or individual executives, corporate bankruptcies, labor union strikes, corporate philanthropy, etc. Such news includes local news such as companies starting or ceasing, companies hiring/laying off/firing workers, management changes, company philanthropy, regulation and inspection of businesses, Chamber of Commerce activities, feature profiles of businesses and individual businesspeople, etc.

Thiel College’s major in business and financial journalism is the most comprehensive such program in the United States, and is one of only a few US institutions that offers a business journalism major.

A student who graduates from Thiel College with a major in business and financial journalism will:

- Demonstrate a thorough understanding of communication’s role in society and in mass culture, the role and uses of mass communication, and the uses of a range of specialized communication such as business/financial journalism.
- Graduates will be aware of and understand the major legal and ethical issues that arise, both in a journalist’s work and in news being reported on, in business/financial journalism.
- Understand the basic business management functions.
- Understand that every business decision has financial, environmental and managerial costs and benefits.
- Demonstrate a thorough understanding of work environments in, and ability to apply, at a level prepared for professional employment, the work requirements in business/financial journalism.

Major Requirements

COMM 220  Introduction to Online and Print Journalism  3 CH
COMM 280  Survey of Mediated Comm.  3 CH
COMM 315  Online and Print Feature and Opinion Writing  3 CH
COMM 325  Communications Ethics  3 CH
COMM 350  Print Media Production  3 CH
or
COMM 275  Special Topics Business Journalism (When there are enough majors to offer)  3 CH
COMM 360  Co-Curricular Practicum I: The Thielensian  1 CH
COMM 365  Co-Curricular Practicum II: TCTV  1 CH
COMM 370  Co-Curricular Practicum III: WXTC  1 CH
COMM 455  Media Law and Regulation  3 CH
COMM 470  Senior Seminar (research paper to be written on business journalism)  3 CH
COMM 480  Communication Internship  3 CH
BADM 100  Introduction to Business  3 CH
BADM 233  Managerial Accounting  3 CH
BADM 364  Business Ethics  3 CH
or
BADM 355  Business Law I  3 CH
BADM 374  Principles of Management  3 CH
BADM 454  Marketing  3 CH
BADM 484  Human Resource Management  3 CH
or
BADM 304  Principles of Investments  3 CH
ECON 211  Macroeconomics  3 CH
ECON 221  Microeconomics  3 CH
TOTAL  51 CH

Recommended: COMM 340—Public Relations, BADM 304—Principles of Investments (for students who take BADM 484 instead), BADM 324—Advertising, BADM 376—International Business, and BADM 484—Human Resource Management (for students who take BADM 304 instead)

Note: A C minus grade or higher is required for a course to count toward the major or minor.

FILM STUDIES

The film studies minor gives student 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 film courses while the remaining courses are selected from a diverse offering of film courses taught within other 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 courses must be offered outside of the Department of Media, Communication and Public Relations. Film courses not listed below can be approved subject to department approval.

COMM 255  Dissecting Disney  3 CH
COMM 275  Special Topics: Representation in Film  3 CH
COMM 281  Media Literacy  3 CH
COMM 282  Writing for Media  3 CH
COMM 415  Advanced Film Production  3 CH
ART 240  Intro to Graphic Design  3 CH
CJS 431  Selected Studies: Crime & Film  3 CH
ENG 286  Creative Writing: Drama  3 CH
ENG 495  Special Topics: Scriptwriting  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
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

Note: A C minus grade or higher is required for a course to count toward the major or minor.

MEDIA AND JOURNALISM

Bachelor of Arts Degree

Media now include many forms of mass communication and social media to reach a wide variety of audiences via different media, ranging from the Internet, newspapers, magazines, newsletters, and books, to television, radio, film and video. The Media and Journalism major offers and requires a variety of foundational and skills courses to help prepare students to enter the “real world” of media. The blending of media law and media ethics with hands-on skills is inherent in this major’s courses. Media and Journalism graduates
also benefit substantially from the College’s core curriculum and electives in social sciences, sciences, humanities, fine and performing arts because today’s media professionals need both a broad knowledge background and multiple specialized areas of expertise.

The media and journalism major has two quite different course tracks; students must choose one starting when they declare the major. The television, radio, and online media track is designed for students planning to work in television (broadcast, cable, satellite, online, mobile) and/or radio (broadcast, satellite, online). The online and print media track is designed for students planning to work in online-only news media, or newspapers, magazines, newsletters, and news services (such as Associated Press), and their online media (websites, social media, and mobile media).

A student who graduates from Thiel College with a major in public relations, advertising, and integrated marketing communication will:

- demonstrate professional skills and knowledge necessary for success in their media-related careers.
- demonstrate academic knowledge and skills necessary for graduate studies in such fields as journalism, mass communication, media studies, film studies, public relations, or general communication studies.
- demonstrate knowledge of the limited number of legal issues and the large number of ethical issues in media work created by First Amendment freedoms.

### Major Requirements

#### Television, Radio and Online Media Track

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 235</td>
<td>Announcing</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 280</td>
<td>Survey of Mediated Comm.</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 282</td>
<td>Writing for Media</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 301</td>
<td>Radio Broadcasting &amp; Prod.</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 302</td>
<td>TV Studio Production</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 303</td>
<td>Field Production &amp; Editing</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 304</td>
<td>Online, Television and Radio Newswriting</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 305</td>
<td>Television News Production</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 325</td>
<td>Communication Ethics</td>
<td>3 CH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 360</td>
<td>Co-Curricular Practicum I: The Thielensian</td>
<td>1 CH</td>
</tr>
<tr>
<td>COMM 365</td>
<td>Co-Curricular Practicum II: TCTV</td>
<td>1 CH</td>
</tr>
<tr>
<td>COMM 370</td>
<td>Co-Curricular Practicum III: WXTC</td>
<td>1 CH</td>
</tr>
<tr>
<td>COMM 455</td>
<td>Media Law and Regulation</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 470</td>
<td>Senior Seminar</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 480</td>
<td>Communication Internship</td>
<td>3 CH</td>
</tr>
<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 139</td>
<td>Web Design and Development</td>
<td>3 CH</td>
</tr>
<tr>
<td>CIS 149</td>
<td>Programming in Python</td>
<td>4 CH</td>
</tr>
<tr>
<td>CIS 159</td>
<td>Introduction to Programming</td>
<td>4 CH</td>
</tr>
</tbody>
</table>

**TOTAL 54 CH**

#### Online and Print Media Track

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 220</td>
<td>Introduction to Online and Print Journalism</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 280</td>
<td>Survey of Mediated Comm.</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 281</td>
<td>Media Literacy</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 315</td>
<td>Online and Print Feature and Opinion Writing</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 325</td>
<td>Communications Ethics</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 340</td>
<td>Public Relations</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 350</td>
<td>Print Media Production</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 360</td>
<td>Co-Curricular Practicum I: The Thielensian</td>
<td>1 CH</td>
</tr>
<tr>
<td>COMM 365</td>
<td>Co-Curricular Practicum II: TCTV</td>
<td>1 CH</td>
</tr>
<tr>
<td>COMM 370</td>
<td>Co-Curricular Practicum III: WXTC</td>
<td>1 CH</td>
</tr>
<tr>
<td>COMM 455</td>
<td>Media Law and Regulation</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 470</td>
<td>Senior Seminar</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 480</td>
<td>Communication Internship</td>
<td>3 CH</td>
</tr>
<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>CSCI 139</td>
<td>Web Design and Development</td>
<td>3 CH</td>
</tr>
<tr>
<td>CSCI 149</td>
<td>Programming in Python</td>
<td>4 CH</td>
</tr>
<tr>
<td>CSCI 159</td>
<td>Introduction to Programming</td>
<td>4 CH</td>
</tr>
</tbody>
</table>

**TOTAL 48 CH**

### Minor Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 181</td>
<td>Public Speaking</td>
<td>3 CH</td>
</tr>
</tbody>
</table>
COMM 280  Survey of Mediated Comm.  3 CH  
COMM 282  Writing for Media  3 CH  
COMM 455  Media Law and Regulation  3 CH  
Electives chosen from media and communication major  12 CH  
TOTAL 24 CH

Note: A C minus grade or higher is required for a course to count toward the major or minor.

PUBLIC RELATIONS, ADVERTISING AND INTEGRATED MARKETING COMMUNICATION

Bachelor of Arts Degree

The public relations, advertising, and integrated marketing 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 public relations, advertising, integrated marketing communication, interpersonal communication, media, accounting, business management, computer information systems, and economics. This degree has been designed in response to employers, who are demanding that their public relations and advertising professionals complete extensive coursework in business administration. The degree has two slightly different tracks, depending on whether the student anticipates eventually working in general management (management-oriented track) or not (media-oriented track).

The public relations, advertising and integrated marketing major helps prepare students for a variety of jobs in public relations, advertising, and marketing, working in PR/advertising agencies, corporations or small businesses (including media companies), large and small nonprofit organizations, or government. It also helps prepare students for graduate study in public relations, advertising, marketing, business administration (such as an MBA degree), nonprofit management, or business journalism.

A student who graduates from Thiel College with a major in public relations, advertising, and integrated marketing communication will:

- Understand the basic business marketing (especially public relations and advertising) and management functions.
- Develop interpersonal skills and learn to be a valuable member of a team.
- Understand that every business decision has financial, environmental and managerial costs and benefits.
- Be prepared for employment as a public relations, advertising or marketing professional and for admission into a public relations, advertising, marketing, or general business graduate program.
- Understand ethical issues in public relations, advertising, and marketing in today's business environment, and appropriate resolutions of ethical dilemmas and other problems.
- Demonstrate a thorough understanding of communication's role in society and in mass culture, the role and uses of mass communication, and the uses of a range of specialized communication applications such as public relations, advertising, and marketing generally.
- Demonstrate a thorough understanding of the job requirements and work environments in public relations, advertising, and marketing positions, departments, and agencies.

Major Requirements

Management Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 155</td>
<td>Introduction to Integrated Marketing Comm.</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 255</td>
<td>Interpersonal Communication</td>
<td>3 CH</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM 321</td>
<td>Organizational Communication</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 280</td>
<td>Survey of Mediated Comm.</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 282</td>
<td>Writing for Media</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 325</td>
<td>Communication Ethics</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 340</td>
<td>Public Relations</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 405</td>
<td>Advanced Public Relations</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 470</td>
<td>Senior Seminar</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 480</td>
<td>Internship</td>
<td>3 CH</td>
</tr>
<tr>
<td>CIS 111</td>
<td>Word Processing Applications</td>
<td>1 CH</td>
</tr>
<tr>
<td>CIS 112</td>
<td>Spreadsheet Applications</td>
<td>1 CH</td>
</tr>
<tr>
<td>CIS 122</td>
<td>Advanced Spreadsheet Apps</td>
<td>1 CH</td>
</tr>
<tr>
<td>BADM 100</td>
<td>Introduction to Business</td>
<td>3 CH</td>
</tr>
<tr>
<td>BADM 233</td>
<td>Managerial Accounting</td>
<td>3 CH</td>
</tr>
<tr>
<td>BADM 324</td>
<td>Advertising</td>
<td>3 CH</td>
</tr>
<tr>
<td>BADM 355</td>
<td>Business Law I</td>
<td>3 CH</td>
</tr>
</tbody>
</table>
BADM 374  Principles of Management  3 CH  
BADM 384  Business Communication  3 CH  
BADM 454  Marketing  3 CH  
ECON 221  Microeconomics  3 CH  

**Recommendation:** IS 140—Graphic Arts; COMM 181—Public Speaking; COMM 300—Persuasion; COMM 331—Intercultural Communication; and COMM 455 Media Law & Regulation  

**Media Track**  
COMM 155  Introduction to Integrated Marketing Communication  3 CH  
COMM 255  Interpersonal Communication  3 CH  
COMM 321  Organizational Communication  3 CH  
COMM 280  Survey of Mediated Comm.  3 CH  
COMM 282  Writing for Media  3 CH  
COMM 325  Communication Ethics  3 CH  
COMM 340  Public Relations  3 CH  
COMM 405  Advanced Public Relations  3 CH  
COMM 470  Senior Seminar  3 CH  
COMM 480  Internship  3 CH  
CIS 111  Word Processing Applications  1 CH  
CIS 112  Spreadsheet Applications  1 CH  
CIS 122  Advanced Spreadsheet Apps  1 CH  
BADM 100  Introduction to Business  3 CH  
BADM 233  Managerial Accounting  3 CH  
BADM 324  Advertising  3 CH  
BADM 374  Principles of Management  3 CH  
BADM 384  Business Communication  3 CH  
BADM 454  Marketing  3 CH  
BADM 456  International Marketing  3 CH  
ECON 221  Microeconomics  3 CH  

**Recommendation:** IS 140—Graphic Arts; COMM 181—Public Speaking; COMM 300—Persuasion; COMM 331—Intercultural Communication; and COMM 455 Media Law & Regulation  

**Minor Requirements**  
COMM 155  Introduction to Integrated Marketing Communication  3 CH  
COMM 240  Public Relations  3 CH  
COMM 282  Writing for Media  3 CH  
COMM 405  Advanced Public Relations  3 CH  
IS 140  Graphic Arts  3 CH  
BADM 324  Advertising  3 CH  

**Note:** A C minus grade or higher is required for a course to count toward the major or minor.  

**Recommendation:** Students should consider being involved in relevant extracurricular activities such as student media.  

**RELIGION COMMUNICATION**  
**Bachelor of Arts Degree**  

The purpose of this 55-credit major is to prepare students for professional positions in print, broadcast, and/or online journalism reporting on and writing about a wide variety of religion and religion-related news, or to prepare them for a career in religious broadcasting. Students select one track of courses appropriate to their academic, career, and personal goals and interests. Religion journalism and religious broadcasting are intellectually stimulating and professionally rewarding, and many jobs are available in this field nationally and internationally. Thiel College is the only U.S. college or university with a media-oriented undergraduate major in religion journalism or religious broadcasting.  

Religion and communication have been partners since the beginnings of religion in human history and even more so since the invention of communication technologies such as paper and ink. Johannes Gutenberg, Europe's inventor of the printing press with movable type in about 1439, started a massive wave of religious publishing (including his "Gutenberg Bible") which, in the 16th and 17th centuries, played the major role in the successful spread of Protestantism. Early printing in the North American colonies that became the United States also was almost entirely religious or governmental in nature. By the 19th and 20th centuries, content about religion could be found in every new medium: magazines, radio, film/video, television, and the Internet. Today, mass audience media companies publish, broadcast, videotape, and post large amounts of content about religion in the United States and around the world, while religious media corporations are more powerful than ever before, with cutting edge technology and marketing. Thiel College's Religion Communication major prepares
students for a wide variety of professional positions in religion-related communication through solid groundings in both media skills and knowledge and ideas about Christianity and the world’s other great religions.

A student who graduates from Thiel College with a major in religion communication will:

- Demonstrate a thorough understanding of communication's role in society and in mass culture, the role and uses of mass communication, and the uses of a range of specialized communication about or of religion.

- Graduates will be aware of and understand the major legal and ethical issues that arise in the professional communicator's communication about or of religion.

- Demonstrate a thorough understanding of work environments in, and ability to apply, at a level prepared for professional employment, the work requirements in religion journalism or religious broadcasting.

Major Requirements

**Religion Journalism Track**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 220</td>
<td>Introduction to Online and Print Journalism</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 280</td>
<td>Survey of Mediated Comm.</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 315</td>
<td>Online and Print Feature and Opinion Writing</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 325</td>
<td>Communications Ethics</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 350</td>
<td>Print Media Production</td>
<td>3 CH</td>
</tr>
<tr>
<td>or</td>
<td>COMM 275</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Topics Religion Journalism (When there are enough majors to offer)</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 360</td>
<td>Co-Curricular Practicum I: The Thielensian</td>
<td>1 CH</td>
</tr>
<tr>
<td>COMM 365</td>
<td>Co-Curricular Practicum II: TCTV</td>
<td>1 CH</td>
</tr>
<tr>
<td>COMM 370</td>
<td>Co-Curricular Practicum III: WXTC</td>
<td>1 CH</td>
</tr>
<tr>
<td>COMM 455</td>
<td>Media Law and Regulation</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 470</td>
<td>Senior Seminar (research paper to be written on religion journalism)</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 480</td>
<td>Communication Internship</td>
<td>3 CH</td>
</tr>
<tr>
<td>REL 110</td>
<td>Introduction to Religion</td>
<td>3 CH</td>
</tr>
<tr>
<td>REL 125</td>
<td>Introduction to Theology</td>
<td>3 CH</td>
</tr>
</tbody>
</table>

**Religious Broadcasting Track**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 235</td>
<td>Announcing</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 282</td>
<td>Writing for Media</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 301</td>
<td>Radio Broadcasting and Production</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 302</td>
<td>TV Studio Production</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 303</td>
<td>Field Production &amp; Editing</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 325</td>
<td>Communication Ethics</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 360</td>
<td>Co-Curricular Practicum I: The Thielensian</td>
<td>1 CH</td>
</tr>
<tr>
<td>COMM 365</td>
<td>Co-Curricular Practicum II: TCTV</td>
<td>1 CH</td>
</tr>
<tr>
<td>COMM 370</td>
<td>Co-Curricular Practicum III: WXTC</td>
<td>1 CH</td>
</tr>
<tr>
<td>COMM 455</td>
<td>Media Law and Regulation</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 470</td>
<td>Senior Seminar (research paper to be written on religious broadcasting)</td>
<td>3 CH</td>
</tr>
<tr>
<td>COMM 480</td>
<td>Communication Internship</td>
<td>3 CH</td>
</tr>
<tr>
<td>REL 110</td>
<td>Introduction to Religion</td>
<td>3 CH</td>
</tr>
<tr>
<td>REL 125</td>
<td>Introduction to Theology</td>
<td>3 CH</td>
</tr>
<tr>
<td>REL 140</td>
<td>History of Christianity</td>
<td>3 CH</td>
</tr>
<tr>
<td>REL 160</td>
<td>Religion in the United States</td>
<td>3 CH</td>
</tr>
<tr>
<td>REL 180</td>
<td>Christian Worship</td>
<td>3 CH</td>
</tr>
<tr>
<td>REL 190</td>
<td>World Religions</td>
<td>3 CH</td>
</tr>
<tr>
<td>REL 200</td>
<td>Contemporary Ethical Issues</td>
<td>3 CH</td>
</tr>
<tr>
<td>REL 210</td>
<td>Religion and the Sciences</td>
<td>3 CH</td>
</tr>
<tr>
<td>REL 250/PSY 362</td>
<td>Psychology of Religion</td>
<td>3 CH</td>
</tr>
<tr>
<td>REL 330</td>
<td>Readings in Religious Studies</td>
<td>2 CH</td>
</tr>
<tr>
<td>REL 340</td>
<td>Readings in Religious Studies</td>
<td>2 CH</td>
</tr>
</tbody>
</table>

**TOTAL 55 CH**

*Curriculum does not include REL 120 Interpreting the Jewish and Christian Scriptures because REL 120 is a College core requirement.

**Recommendation:** REL 130—Introduction to Ministry

*Curriculum does not include REL 120 Interpreting
the Jewish and Christian Scriptures because REL 120 is a College core requirement.

**Note:** A C minus grade or higher is required for a course to count toward the 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 155—Introduction to Integrated Marketing (3 CH)** An introduction to the historical, theoretical and practical implications of integrated marketing communications across delivery channels to a broad array of stakeholders. The course demonstrates how planning and coordinating communication with the public, media, employees, stockholders, and government through consistent public relations, advertising, sales, promotions, and information dissemination strengthens effectiveness, image and reputation.

**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 Online and Print Journalism (3 CH)** The theory and practice of online and print news production, including effective writing and reporting. (WIC) Offered every fall.

**COMM 222—Popular Music as Mass Communication (3 CH)** This course is designed to promote critical thinking and analysis in the area of mass communication. Students will learn the effects “popular music as mass communication” has on culture, politics, society and other media. By examining social trends and changes students will gain understanding of how and why popular music promotes or reflects change. Offered irregularly.

**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. Offered irregularly.

**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, such as business journalism and religion journalism.

**COMM 280—Survey of Mediated Communication (3 CH)** A survey of the mass media and social media, their effects on and connections with each other, American culture, politics and economics, and the global community. Offered every fall.
COMM 281—Media Literacy (3 CH) Learn analytical and critical skills that help develop awareness and understanding of media influences in our lives, positive and negative, intentional and unintentional, including appropriate responses. Offered every spring.

COMM 282—Writing for Media (3 CH) An introduction to basic writing skills, techniques and formats for various media, especially radio, TV and online video, including news, features, commentaries, commercials and public service 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—Online, Television & Radio Newswriting (3 CH) Theory and practice of gathering, writing and editing news for all non-print mass media and social 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—Online and Print Feature and Opinion Writing (3 CH) A course in reporting, writing, and editing feature and opinion articles for online news, newspapers and magazines, and their websites and social media. (P: COMM 220) (WIC) Offered every spring.

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)

COMM 350—Print Media Production (3 CH) Develop skills for desktop publishing, layout and design. (P: COMM 220) Offered irregularly.

COMM 355—Cooperative Education (Credit Hours Vary) See Thiel College Academic Catalog for opportunities and details. Students MUST obtain PRIOR WRITTEN approval from the Department of Media, Communication and Public Relations chair.

COMM 360—Co-Curricular Practicum I: The Thielensian (1 CH) Writing, editing, and design/graphics work (may also include photography and/or advertising sales) on the College’s student newspaper under supervision of the student
Editor-in-Chief and the faculty advisor. Two hours per week. (P: COMM 280, COMM 220 and COMM 315; or COMM 280, COMM 282 and COMM 304 or COMM 305). Students may not simultaneously enroll in COMM 360, COMM 365, and COMM 370. Offered every fall and every spring.

COMM 365—Co-Curricular Practicum II: TCTV (1 CH) Work as a reporter, writer, commentator, editor, producer and/or director on a newscast and/or other programming produced in Thiel’s TV studio, under supervision of the studio’s student general manager and faculty advisor. Two hours per week. (P: COMM 280, and COMM 220 and COMM 315 OR COMM 282 and COMM 304 or COMM 305). Students may not simultaneously enroll in COMM 360, COMM 365, and COMM 370. Offered every fall and every spring.

COMM 370—Co-Curricular Practicum III: WXTC (1 CH) Work as a reporter, writer, commentator, editor, producer and/or director on a newscast, interview/talk show, and/or other programming at WXTC radio, under supervision of the station’s student general manager and faculty advisor. Two hours per week. (P: COMM 280, and COMM 220 and COMM 315 OR COMM 282 and COMM 304 or COMM 305). Students may not simultaneously enroll in COMM 360, COMM 365, and COMM 370. Offered every fall and every spring.

COMM 405—Advanced Public Relations (3 CH) Public relations writing and case studies will be emphasized. (P: COMM 340) (WIC) Offered every spring.

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.) Offered irregularly.

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) Offered irregularly.

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) Offered irregularly.

COMM 445—Mediated Communication Theory (3 CH) A survey and study of various theories of the processes and effects of mediated communication. (P: Junior or senior standing) Offered irregularly.

COMM 455—Media Law and Regulation (3 CH) A comprehensive study of the legal and regulatory environment in which all 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. (WIC) (P: Senior standing) Offered every fall.

COMM 480—Communication Internship (Credit Hours Vary) 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. Offered irregularly.

COMM 490—Independent Study (1-4 CH) (P: Senior standing. Prior written approval from the supervising instructor and the Department of Media, Communication and Public Relations chair.)

COMM 495—Social Science Research Methods (3 CH) An introduction to the principles, procedures and tools of quantitative and qualitative social science research methods to gather data, test hypotheses, and answer research questions stemming from mediated and interpersonal communication. (P: Senior standing and permission of instructor) (WIC) Offered irregularly.
The Department of Neuroscience provides students with an interest in the nervous system the opportunity to explore the discipline at levels of analysis ranging from molecules to societal interaction.

Faculty members from multiple departments across the college contribute to the neuroscience curriculum.

This interdisciplinary approach provides students with a solid foundational knowledge of neuroscience while retaining the flexibility to pursue electives emphasizing their specific interests and career aspirations.

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:

- Develop an interdisciplinary knowledge base in neuroscience,
- Refine communications skills, and
- Actively contribute to their own professional development.

Neuroscience Program Honors

Nu Rho Psi is the National Honor Society in Neuroscience, founded in 2006 by the Faculty for Undergraduate Neuroscience. Any student who majors or minors in neuroscience, completes at least three semesters of college coursework, nine credit hours of neuroscience-related coursework, maintains a cumulative GPA of 3.2, and a minimum GPA of 3.5 in neuroscience courses can be elected to membership by current chapter members.
## Major Requirements
*(Bachelor of Arts Degree, 44-47 CH)*

### Foundational Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSCI 101*</td>
<td>The College Brain</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 202</td>
<td>Intro. Neuroscience</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 250</td>
<td>Neuro. Methods</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 333</td>
<td>Junior Seminar in Neuro. (PIC)</td>
<td>2</td>
</tr>
<tr>
<td>NSCI 400</td>
<td>Advanced Neuro (WIC, PIC)</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 409</td>
<td>Internship in Neuroscience</td>
<td>2</td>
</tr>
<tr>
<td>NSCI 444</td>
<td>Senior Seminar in Neuro. (PIC)</td>
<td>2</td>
</tr>
<tr>
<td>NSCI 499</td>
<td>Neuroscience Research</td>
<td>2</td>
</tr>
</tbody>
</table>

### Related Science Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 140</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 160</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 267</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>PHIL 387</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Medical Ethics</td>
<td></td>
</tr>
</tbody>
</table>

### Depth in Neuroscience Related Areas

Choose any three courses, not more than one per department, from the elective list included below, not more than one per department.

**NOTE:** elective courses may have prerequisites not listed here.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>Edible Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIO 272</td>
<td>Animal Behavior</td>
<td>4</td>
</tr>
<tr>
<td>BIO 322</td>
<td>Genetics (WIC)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 393</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 399</td>
<td>Molecular Biology (WIC)</td>
<td>4</td>
</tr>
<tr>
<td>CSD 193</td>
<td>Nat &amp; Dev of Lang (WIC)</td>
<td>3</td>
</tr>
<tr>
<td>CSD 214</td>
<td>Speech and Hearing Sci</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 345</td>
<td>Biochem I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 348</td>
<td>Biochem II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 400</td>
<td>Adv Top Biochem (WIC)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 110</td>
<td>Child Dev</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 455</td>
<td>Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 125</td>
<td>Sci of Cooking</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 209</td>
<td>Neuropsychopharm. (WIC)</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 315</td>
<td>Topics in Neuro.</td>
<td>3 or 4</td>
</tr>
<tr>
<td>PHIL 347</td>
<td>Phil of Mind (WIC)</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 397</td>
<td>Phil of Science (WIC)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 164</td>
<td>Intro Physics II (non-Calc. based)</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>PHYS 184</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intro to Physics II (Calc. based)</td>
<td>4</td>
</tr>
<tr>
<td>PSY 270</td>
<td>Neuropsychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Introduction to Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 343</td>
<td>Sen and Perception (WIC)</td>
<td>4</td>
</tr>
<tr>
<td>PSY 444</td>
<td>Cog. Theories (WIC)</td>
<td>3</td>
</tr>
<tr>
<td>REL 250</td>
<td>Psych. of Religion (WIC)</td>
<td>3</td>
</tr>
<tr>
<td>SOC 381</td>
<td>Medical Sociology (WIC)</td>
<td>3</td>
</tr>
<tr>
<td>SOC 391</td>
<td>Sociology of Aging</td>
<td>3</td>
</tr>
</tbody>
</table>

## Major Requirements
**(Bachelor of Science Degree, 52-55 CH)**

### Foundational Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSCI 101*</td>
<td>The College Brain</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 202</td>
<td>Intro. Neuroscience</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 250</td>
<td>Neuro. Methods</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 333</td>
<td>Junior Seminar in Neuro. (PIC)</td>
<td>2</td>
</tr>
<tr>
<td>NSCI 400</td>
<td>Advanced Neuro (WIC, PIC)</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 409</td>
<td>Internship in Neuroscience</td>
<td>2</td>
</tr>
<tr>
<td>NSCI 444</td>
<td>Senior Seminar in Neuro. (PIC)</td>
<td>2</td>
</tr>
<tr>
<td>NSCI 499</td>
<td>Neuroscience Research</td>
<td>2</td>
</tr>
</tbody>
</table>

### Related Science Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 140</td>
<td>Gen Chemistry I &amp; II</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 200 &amp; 210</td>
<td>Organic Chem I &amp; II</td>
<td>8</td>
</tr>
<tr>
<td>PHIL 267</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>PHIL 387</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Medical Ethics</td>
<td></td>
</tr>
</tbody>
</table>

## Minor Requirements (22-24 CH)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSCI 101*</td>
<td>The College Brain</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 202</td>
<td>Intro. Neuroscience</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 250</td>
<td>Neuro. Methods (pending)</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 400</td>
<td>Advanced Neuro (pending)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Two electives from the list above</td>
<td>6-8</td>
</tr>
</tbody>
</table>
COURSE OFFERINGS

(*Lab fee charged)

NSCI 101—The College Brain* (4 CH) This course will introduce various concepts in neuroscience through a focused study of the college-age brain. Specific neuroscience topics may include: sleep, brain-based learning, drugs, love and cognition. Additionally the course will heavily emphasize the process of science, experimental design, and quantitative analysis of data. Fall annually.

NSCI 125—The Science of Cooking* (4 CH) This lab course will examine the science behind the nearly universal experience of cooking. Students will use experimentation as they explore the biochemistry of food, food preservation, and the neurobiology of gustation (taste) and hunger.

NSCI 202—Introduction to Neuroscience* (4 CH) Introduces fundamental principles and concepts within the field of neuroscience. Topics may include neuronal structure/function, motor and sensory systems, memory, and behavior. The laboratory component provides a survey of common techniques through hands-on experimental procedures. Three one-hour lectures and one three-hour laboratory per week. (P: NSCI 101, BIO 145 or consent of the instructor)

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: NSCI 202 or consent of instructor) Offered every spring.

NSCI 250—Neuroscience Methods* (4 CH) Neuroscience is an inherently interdisciplinary field. As such the skills used by one neuroscientist may be quite different from those employed by another. This course will introduce students to different perspectives, techniques and modes of thought utilized by various sub-disciplines of the field. Six hours of lecture/lab combined in a studio-format per week. (P: NSCI 202 or consent of instructor). Offered every fall.

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 202 or consent of instructor)

NSCI 333—Junior Seminar in Neuroscience (2 CH; PIC) Provides the opportunity to investigate various career paths, develop a resume/cv and refine critical thinking and presentation skills. (PIC; P junior standing or permission of instructor) Offered every spring.

NSCI 400—Advanced Neuroscience* (4 CH) Builds on topics introduced in NSCI 202 and provides students with the opportunity to explore a topic of interest in depth through development of a novel research project in which they utilize skills and techniques from NSCI 250. Six hours of lecture/lab per week. (P: NSCI 202 and 250 or consent of the instructor). Offered spring of odd years.

NSCI 409—Internship in Neuroscience (2 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 444—Senior Seminar in Neuroscience (2 CH: PIC) Provides the opportunity for students to analyze and critique various topics within the discipline. Emphasis is placed on journal club discussions and oral presentations. (PIC; P senior standing or permission of instructor) Offered every spring.

NSCI 499—Independent Research* (1-3 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.

**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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THAR 287</td>
<td>Theatre History I: To the Renaissance</td>
<td>3 CH</td>
</tr>
</tbody>
</table>

**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
MUS 154  Music Theory II  3 CH
MUS 100  Music Appreciation  3 CH
MUS 354  History of Sacred Music  3 CH
MUS 364  Choral Conducting  2 CH
Applied Music—private lessons instrumental or voice lessons  4 CH
Ensemble—choir, band, orchestra and handbells  5 CH

TOTAL 23 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:

MUS 115  Intro. to Music: Music Theory I  3 CH
MUS 154  Music Theory II  3 CH
MUS 224  Class Voice I  2 CH
or
MUS 244  Private Voice I
MUS 294  Private Organ  2 CH
Private lessons on one instrument
or
2 additional credits of voice or organ  2 CH
MUS 354  History of Sacred Music  3 CH
MUS 364  Choral Conducting  2 CH
MUS 454  Church Music Practicum  2 CH
MUS 466  Thiel Choir  4 CH
MUS 464  Thiel Handbell Choir  1 CH

TOTAL 24 CH

THEATRE

A student who graduates from Thiel College with a theatre minor will:

- demonstrate a working knowledge of the various aspects of theatre production;
- articulate the development of Western performance traditions from Ancient Greece until modern times;
- employ effective performance techniques in performance;
- read and analyze plays from diverse periods and cultures;
- discuss specific social, cultural, and political contexts as reflected in contemporaneous dramatic texts and performance practices; and design and construct technical elements for productions.

Minor Requirements

The requirements for the minor in theatre include successful completion of the following courses for a total of 23-24 credits:

THAR 287  Theatre History I: To the Renaissance  3 CH
THAR 297  Theatre History II: Renaissance to Today  3 CH
THAR 217  Intro to Technical Theatre  3 CH
THAR 257  Basic Acting  4 CH
THAR 347  Advanced Acting & Directing  4 CH
ENG 286  Creative Writing: Drama  3 CH
or
ENG 330  Dramatic Literature  3 CH
or
ENG 350  Shakespeare I  3 CH
THAR 307  Children’s Theatre and Creative Drama  4 CH
or
THAR 417  Theater Seminar  3-4 CH

TOTAL 23-24 CH

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 is placed on music in the Western tradition. 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. 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 small 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 significant 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 spring 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. Admission by consent of instructor.

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 Gregorian chant to the present. (P: MUS 100 and MUS 115 or consent of the instructor) Offered fall of even-numbered years. (WIC)

MUS 364—Choral Conducting (2 CH) Choral
Conducting prepares the student to rehearse a vocal or instrumental 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 or instrumental program. (P: MUS 115 or consent of the instructor) Offered spring of odd-numbered years.

**MUS 390—The History of Classic Jazz (3 CH)**
This course explores the development and transformation of jazz music in America from its earliest beginnings through modern-day jazz. Important musicians, compositions, venues, and related racial and social implications are also explored. Critical thinking, listening and analytical skills, and writing are stressed in this course. (WIC)

**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 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 107—Improvisation (1 CH) The objective of this course is to develop improvisational techniques for ensemble long-form comedies. The methodology we will use follows guidelines set forth by the Upright Citizen's Brigade, and our goal is achieving the elusive Harold. Whether we find him or not: You will laugh, and you will work extraordinarily hard. Instructor permission required for enrollment. Offered fall of even-numbered years.

THAR 110—Theatre Appreciation (3 CH) Theatre Appreciation is designed for the student who wishes to expand their understanding and appreciation of theater as an art form whether as an active participant, a reader of plays, or an audience member. With a focus on Western performance practices, students will be exposed to landmark theorists, performances, and texts from Ancient Greece to the Broadway musical. Does not count towards the theatre minor. Offered every year.

THAR 217—Introduction to Technical Theatre (3 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 every year.

THAR 257—Introductory Acting (4 CH) This is 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. Offered spring of odd-numbered years.

THAR 287—Theatre History I: to the Renaissance (3 CH) This course is a survey of theatre history, from Ancient Greece to the European Renaissance, through the lens of dramatic literature. This course is designed for students who seek to explore a spectrum of dramatic literature in critical and historical context and develop the fundamental tools of dramatic analysis and production critique. Offered fall of odd-numbered years.

THAR 297—Theatre History II: Renaissance to Today (3 CH) This course is a survey of theatre history, from the European Renaissance to the start of the 21st Century through the lens of dramatic literature. This course is designed for students who seek to explore a spectrum of dramatic literature in critical and historical context and develop the fundamental tools of dramatic analysis and production critique. Offered fall of even-numbered years.

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. Instructor permission required for enrollment. Offered spring of even-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. Instructor permission required for enrollment. Offered fall of odd years.

THAR 417—Theater Seminar (3-4 CH) This advanced-level theater seminar is offered on a regular basis with rotating topics including stage management, musical theater performance and stage combat. Credit hours and course fees vary according to topic. Offered at least every other year.

THAR 455—Cooperative Education (Credit Hours Vary)

THAR 487—Special Project (Credit Hours Vary) Students may earn up to 4 CH per semester working on productions in nearly every capacity. Some students work in the afternoons building sets, repairing lights, running the box office, etc. Others work evenings during rehearsals stage managing, directing, or acting. Instructor permission required for enrollment. Offered every semester.

THAR 497—Independent Study (Credit Hours Vary) Students may earn up to 4 CH per semester working on productions in nearly every capacity. Some students work in the afternoons building sets, repairing lights, running the box office, etc. Others work evenings during rehearsals stage managing, directing, or acting. Instructor permission required for enrollment. Offered every semester.
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 Critical Thinking
- 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 Critical Thinking
- PHIL 147 Introduction to the History of Philosophy: Socrates to Aquinas
- PHIL 157 Introduction to the History of Philosophy: Descartes to Sartre

or

- PHIL 267 Ethics
- PHIL 477 Research in Philosophy

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—Critical Thinking (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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 174</td>
<td>Introductory Physics I (Calc)</td>
</tr>
<tr>
<td>PHYS 184</td>
<td>Introductory Physics II (Calc)</td>
</tr>
<tr>
<td>PHYS 213</td>
<td>Analog Electronics</td>
</tr>
<tr>
<td>PHYS 223</td>
<td>Thermophysics</td>
</tr>
<tr>
<td>PHYS 243</td>
<td>Digital Electronics</td>
</tr>
<tr>
<td>PHYS 253</td>
<td>Statics and Dynamics</td>
</tr>
<tr>
<td>PHYS 263</td>
<td>Modern Physics</td>
</tr>
<tr>
<td>PHYS 343</td>
<td>Electromagnetic Theory</td>
</tr>
<tr>
<td>PHYS 353</td>
<td>Intermediate Lab</td>
</tr>
<tr>
<td>PHYS 363</td>
<td>Mathematical Physics</td>
</tr>
<tr>
<td>PHYS 424</td>
<td>Senior Project</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 181</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 182</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MATH 281</td>
<td>Calculus III</td>
</tr>
<tr>
<td>MATH 302</td>
<td>Differential Equations</td>
</tr>
<tr>
<td>CSCI 159</td>
<td>Introduction to Programming</td>
</tr>
</tbody>
</table>

Chemistry

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 140</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHEM 160</td>
<td>General Chemistry II</td>
</tr>
</tbody>
</table>

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.

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 174</td>
<td>Introductory Physics I (Calc)</td>
</tr>
<tr>
<td>PHYS 184</td>
<td>Introductory Physics II (Calc)</td>
</tr>
<tr>
<td>PHYS 263</td>
<td>Modern Physics</td>
</tr>
<tr>
<td>PHYS 213</td>
<td>Analog Electronics</td>
</tr>
<tr>
<td>or PHYS 243</td>
<td>Digital Electronics</td>
</tr>
<tr>
<td>or PHYS 353</td>
<td>Intermediate Lab</td>
</tr>
</tbody>
</table>

And at least one additional course numbered 200 or above, not included in the above list.

DUAL-DEGREE ENGINEERING

Thiel College 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. 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 College 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 College 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. 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, and no grade less than C in any science or math course.

### Math, Physics, Chemistry and Computer Science Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 181</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 182</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MATH 281</td>
<td>Calculus III</td>
</tr>
<tr>
<td>MATH 302</td>
<td>Differential Equations</td>
</tr>
<tr>
<td>PHYS 174</td>
<td>Introductory Physics I (Calc)</td>
</tr>
<tr>
<td>PHYS 184</td>
<td>Introductory Physics II (Calc)</td>
</tr>
<tr>
<td>PHYS 263</td>
<td>Modern Physics</td>
</tr>
<tr>
<td>PHYS 353</td>
<td>Intermediate Lab</td>
</tr>
<tr>
<td>PHYS 363</td>
<td>Mathematical Physics</td>
</tr>
<tr>
<td>CHEM 140</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHEM 160</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>CSCI 159</td>
<td>Introduction to Programming</td>
</tr>
</tbody>
</table>

In addition, students must complete the following courses depending on the area of specialization:

### Chemical Engineering

**At least two courses from:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 200</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CHEM 210</td>
<td>Organic Chemistry II</td>
</tr>
</tbody>
</table>
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 (**Lab fee charged**)**

**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: PHYS 174 or permission of instructor and 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.
Department of Political Science

Dr. Marie Courtemanche, Chair; Dr. Michael Morgan; Matthew Mangino, Esq.

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 sciences shall successfully complete:

A total of 46 CH, with 37 CH in political science coursework and 9 CH in other areas (see below). Students are required to take each of the following courses (for a total of 22 CH of the 37 CH).

- **POSC 116** American Government in Politics
- **POSC 146** Introduction to Comparative Politics
- **POSC 156** Introduction to International Relations
- **POSC 236** Public Policy
- **POSC 300** Introduction to Legal Studies
- **POSC 286** Political Analysis
- **POSC 496** Senior Seminar

The additional 15 CH (of the 37 CH) will be taken from political science electives; 9 CH of which must come from three different subfields of the following five. The remaining 6 CH can be fulfilled with coursework from the list below, an internship or independent study within political science.

American Politics
- **POSC 297** Political Parties and Elections in the United States
- **POSC 333** Congressional Politics
- **POSC 335** The American Presidency

Public Policy and Public Administration
- **POSC 226** State and Local Politics
- **POSC 336** Public Administration
- **POSC 385** The Law of Families
- **POSC 388** The Death Penalty
- **POSC 456** American Foreign Policy Formulation

Public Law
- **POSC 436** Constitutional Law
- **POSC 437** First Amendment
- **POSC 438** Criminal Due Process
- **POSC 439** Criminal Law
- **POSC 445** The Great American Trial

International Relations
- **POSC 357** Vietnam and Iraq Wars
- **POSC 367** American Propaganda in WWI and II
- **POSC 396** International Law and Organization
- **POSC 466** International Relations: Selected Problems

Comparative Politics
- **POSC 327** Politics of Developing Societies
- **POSC 347** Politics of Industrial Societies
- **POSC 376** Nationalism

The major in political science shall also 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 125** Quantitative Reasoning
- **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:

- **POSC 116** American Government and Politics
- **POSC 146** Introduction to Comparative Politics
- **POSC 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**
- POSC 156 Introduction to International Relations

**Any three of the following political science courses:**
- POSC 327 Politics of Developing Societies
- POSC 347 Politics of Industrialized Societies
- POSC 376 Nationalism
- POSC 396 International Organization and Law
- POSC 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 extend 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 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 385</td>
<td>The Law of Families</td>
</tr>
<tr>
<td>POSC 388</td>
<td>The Death Penalty</td>
</tr>
<tr>
<td>SOC 321</td>
<td>Deviance</td>
</tr>
<tr>
<td>SOC 331</td>
<td>Criminology</td>
</tr>
<tr>
<td>SOC 431</td>
<td>Selected Topics (if designated as an elective in the course description)</td>
</tr>
<tr>
<td>ENG 120</td>
<td>Introduction to Literature</td>
</tr>
</tbody>
</table>

### Legal Policy and Process

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 396</td>
<td>International Organization and Law</td>
</tr>
<tr>
<td>POSC 316</td>
<td>Selected Topics (if designated as an elective in the course description)</td>
</tr>
<tr>
<td>POSC 445</td>
<td>The Great American Trial</td>
</tr>
<tr>
<td>POSC/SOC 438</td>
<td>Criminal Due Process Rights</td>
</tr>
<tr>
<td>COMM 300</td>
<td>Persuasion</td>
</tr>
</tbody>
</table>

Other courses maybe 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 83) 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
- **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 data bases, 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)
Department of Psychology

Dr. Laura Pickens, Chair; Dr. Shannon Deets, Dr. Kristel Gallagher

DEPARTMENTAL OBJECTIVES

Psychology is a science that seeks to understand the mind and behavior of humans and non-human 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 department at Thiel seeks to:

1. meet the needs of students preparing for careers in education, social work, human services agencies, research, industry and other fields for which background in psychology is desirable or necessary;

2. prepare students to continue their education at the graduate level, either in psychology or a related discipline;

3. meet the needs of students pursuing a liberal arts education.

The psychology department at Thiel College has adopted five goals for psychology majors, which adhere to the American Psychological Association’s Guidelines for the Undergraduate Psychology Major. These five goals include the following:

Goal 1: Knowledge Base in Psychology

Goal 2: Scientific Inquiry and Critical Thinking

Goal 3: Ethical and Social Responsibility in a Diverse World

Goal 4: Communication

Goal 5: Professional Development

Considering these goals, a student who graduates from Thiel College with a major in psychology should develop:

• Fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems;

• Scientific reasoning and problem solving skills, including effective research methods;

• Ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity;
• Communication skills, including competence in writing and in oral and interpersonal communication skills;

• Professional abilities including engagement in the application of psychology-specific content and skills, effective self-reflection, project management skills, and career/graduate school preparation.

**PSYCHOLOGY DEPARTMENTAL HONORS**

Students will earn departmental honors if they achieve a 3.5 or higher GPA in the major.

**Major Requirements (Bachelor of Arts Degree)**

The major in psychology consists of 45 credit hours. These 45 credit hours include 19 hours of foundation courses, 4 hours of capstone courses, and 9 psychology elective hours. The final 13 credit hours comprise the student's specialization courses in one of three tracks: (1) Counseling, (2) Cognitive, or (3) Social Psychology.

In order to successfully complete the psychology major, students must earn a grade of at least C minus in the courses required for the major and maintain a 2.0 overall average for all psychology courses. Majors are expected to choose an advisor within the psychology department, and work conscientiously to ensure appropriate course selections and timely progress toward fulfilling major and general college requirements.

All psychology majors, regardless of track specialization, must successfully complete the following (C- or higher):

**Foundation Courses** 19 CH total

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100</td>
<td>Orientation to Psychology</td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
</tr>
<tr>
<td>PSY 270</td>
<td>Neuropsychology</td>
</tr>
<tr>
<td>PSY 233</td>
<td>Statistics for the Social Sciences</td>
</tr>
<tr>
<td>PSY 222</td>
<td>Research Methods</td>
</tr>
<tr>
<td>PSY 246</td>
<td>Lifespan I</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>PSY 248</td>
<td>Lifespan II</td>
</tr>
<tr>
<td>PSY 430</td>
<td>History and Philosophy of Psychology</td>
</tr>
</tbody>
</table>

**Capstone Courses** 4 CH total

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 333</td>
<td>Junior Seminar in Psychology</td>
</tr>
<tr>
<td>PSY 444</td>
<td>Senior Seminar in Psychology</td>
</tr>
</tbody>
</table>

**Electives** 9 CH total

(Cannot overlap with Foundation, Capstone, or selected Track course listings)

<table>
<thead>
<tr>
<th>Level</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>200-level</td>
<td>at least 6 CH</td>
</tr>
<tr>
<td>300-level</td>
<td>at least 3 CH</td>
</tr>
</tbody>
</table>

**Note:** elective CH can also include enrollment in internship or research credit along with traditional PSY course listings. Also included in the acceptable electives (outside of PSY listings) are REL 250—Psychology of Religion and EDUC—112 Educational Psychology.

All psychology majors must select one of the following track specializations, and successfully complete (C- or higher) 13 CH of coursework within the track:

**Track 1: Counseling** 13 CH total

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 300</td>
<td>Abnormal Behavior</td>
</tr>
<tr>
<td>PSY 370</td>
<td>Counseling Methods</td>
</tr>
<tr>
<td>PSY 373</td>
<td>Research with Human Participants</td>
</tr>
<tr>
<td>400-level</td>
<td>Seminar/Topics course</td>
</tr>
</tbody>
</table>

**Track 2: Cognitive Psychology** 13 CH total

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 210</td>
<td>Positive Psychology</td>
</tr>
<tr>
<td>PSY 440</td>
<td>Cognitive Theories in Psychology</td>
</tr>
<tr>
<td>PSY 342</td>
<td>Cognitive Psychology</td>
</tr>
<tr>
<td>400-level</td>
<td>Seminar/Topics course</td>
</tr>
</tbody>
</table>

**Track 3: Social Psychology** 13 CH total

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 250</td>
<td>Applied Psychology</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>PSY 257</td>
<td>Applied Health Psychology</td>
</tr>
<tr>
<td>PSY 360</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>PSY 364</td>
<td>Experimental Social Psychology</td>
</tr>
<tr>
<td>400-level</td>
<td>Seminar/Topics course</td>
</tr>
</tbody>
</table>

**Minor Requirements**

The minor in psychology consists of eight courses, for a total of 24-26 CH. Psychology minors must earn a grade of at least C minus in the courses required for the minor and maintain a 2.0 overall average for all psychology courses. The following courses comprise the minor requirements:

**Psychology Minor:** 24-26 CH total

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 333</td>
<td>Junior Seminar in Psychology</td>
</tr>
<tr>
<td>PSY 350</td>
<td>Seminar in Psychology</td>
</tr>
</tbody>
</table>
Concentration Requirements

Psychological Foundations for Pre-Professionals

The general purpose of this program is to provide pre-professional students a concentration in relevant background coursework in psychology as they prepare for their appropriate aptitude tests in their pre-professional program (MCAT, OAT, etc.). This new program is purposefully flexible, allowing students to choose from a list of existing courses that best meet the needs for various pre-professional programs. The layout of the proposed concentration is as follows:

All students take: 3 CH total
PSY 150 General Psychology

2 additional courses listed: 6-8 CH total
(related to specific pre-professional program needs)
PSY 210 Positive Psychology
PSY 233 Statistics for the Social Sciences
PSY 246 Lifespan I
PSY 248 Lifespan II
PSY 270 Neuropsychology
PSY 300 Abnormal Behavior
PSY 342 Cognitive Psychology
PSY 343 Sensation and Perception
PSY 370 Counseling Methods
PSY 440 Cognitive Theories in Psychology

OCCUPATIONAL THERAPY

Dr. Shannon Deets, Adviser

Thiel College has an articulation agreement with Gannon University for a Master of Science in occupational therapy.
- Four years at Thiel College. B.A. in biology or psychology
- Three years at Gannon University. 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 http://gannon.edu/Academic-Offerings/Health-Professions-and-Sciences/Graduate/Occupational-Therapy.

COURSE OFFERINGS

*Lab fee charged

PSY 100—Orientation to Psychology (1 CH) In this course, students will become oriented to the unique self-reflection and interpersonal skills necessary when working with human participants in the field of psychology. (This course meets at the same time as PSY-373: Research with Human Participants). Offered to first-year psychology majors 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 210—Positive Psychology: Living a Fulfilling Life (3 CH) This course is designed to be an introduction to the emerging field of Positive Psychology. Students will study and complete exercises that allow them to apply the PERMA (Positive emotions, Engagement, Relationships, Meaning, Accomplishment) model for maximizing human potential. (PIC)

PSY 222—Research Methods (3 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 examined, with an emphasis on experimentation. Students will develop the ability to design an empirical study within the ethical constraints of human research and understand the results of research in professional journals. An important focus will be on writing in the accepted format of the American Psychological Association. (P: PSY 150, and MATH 211 or PSY 233) (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)

PSY 233—Statistics for the Social Sciences (3 CH) An introduction to statistical methods as applied to the social and behavioral sciences. The theory and application of descriptive and inferential statistics will be addressed. Descriptive topics include data classification, frequency distributions, graphing, as well as measures of central tendency, variability, and distribution shape. Inferential topics include correlation, linear regression, chi square tests, t-tests, and ANOVAs. Confidence intervals, hypothesis testing, significance levels, type I error, and type II error will be discussed. (P: MATH 125)

PSY 246—Lifespan I (3 CH) This course will provide both chronological and topical approaches in the field of childhood/adolescent development including major theoretical perspectives on human behavior, subfields of study, and application to the human experience. (P: PSY 150)

PSY 248—Lifespan II (3 CH) This course will provide both chronological and topical approaches in the field of adult development including major theoretical perspectives on human behavior, subfields of study, and application to the human experience. (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 257—Applied Health Psychology (3 CH) An overview of the foundation areas pertaining to health psychology, including discussion of leading research and theory in those areas, with a focus on the personal and practical implications of this information. Students will apply psychological principles and research to the enhancement of health, prevention of disease, and treatment of illness. (P: PSY 150 and at least sophomore standing)

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 NSCI 109) (PIC)

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 333—Junior Seminar in Psychology (2 CH) Pending approval.

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 NSCI 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) (PIC)

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)
PSY 364—Experimental Social Psychology (4 CH) (P: PSY 150 and two other courses in psychology) (WIC) Pending approval.

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 371—Microcounseling Skills and Evidence Based Treatment (3 CH) An introduction to the important concepts and skills of clinical practice within the helping professions. Students will learn evidence based treatment strategies and Microcounseling skills such as active listening, attending skills, empathic highlighting, probing and summarizing, influencing skills, challenging, and rapport building. (P: At least a sophomore; PSY-150 and 1 additional PSY course) (PIC)

PSY 373—Research with Human Participants (4 CH) This laboratory course is offered every fall semester for psychology students in the counseling track. Students will facilitate interpersonal process groups throughout the semester as well as gather and analyze data working with human participants. (P: Junior; PSY-371) (WIC)

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 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)

PSY 444—Senior Seminar in Psychology (2 CH) Pending approval.

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) (PIC)

PSY 455—Internship in Psychology (CH Variable) Internship in psychology.

PSY 467-469—Semester in Washington (8-16 CH) For more information, please see complete description within the Political Science Department section of this catalog.

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, PSY 233 and permission of the instructor)

PSY 471—Advanced Study in Psychology II (CH Variable) Continuation of PSY 470.

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:

- to familiarize the student with the biblical writings of the Jewish and Christian traditions;
- to interpret the nature of religious experience, especially Christian;
- to introduce the student to the chief persons, works and movements in the history of Christianity; and
- 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**

**Major Requirements (Bachelor of Arts Degree)**

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>
</tr>
</thead>
<tbody>
<tr>
<td>REL 110</td>
<td>Introduction to Religion</td>
<td>3 CH</td>
</tr>
<tr>
<td>REL 120</td>
<td>Interpreting the Jewish and Christian Scriptures</td>
<td>3 CH</td>
</tr>
<tr>
<td>REL 190</td>
<td>World Religions</td>
<td>3 CH</td>
</tr>
</tbody>
</table>

The following two courses are to be taken no earlier than the second semester of the junior year.
REL 330  Readings in Religious Studies  2 CH
REL 340  Readings in Theology  2 CH

A maximum of three credit hours of:

REL 380  Cooperative Education
or
REL 390  Independent Study may be applied toward the major.

Choose one of the following to be taken preferably in the freshman year:

PHIL 127  Introduction to Philosophy  3 CH
PHIL 147  Introduction to the History of Philosophy: Socrates to Aquinas  3 CH
PHIL 157  Introduction to the History of Philosophy: Descartes to Sartre  3 CH

Upon graduation with a religion major from Thiel College, a student will demonstrate:

• familiarity with the biblical writings of the Jewish and Christian traditions and with scholarly approaches to interpreting these and other religious texts;

• the ability to interpret the nature of religious, particularly Christian, experience with a level of sophistication appropriate to an undergraduate scholar of religion;

• knowledge of the key persons, works, and movements from the history of Christianity; and

• a mature understanding of the interrelatedness of religion and culture.

Minor Requirements

Students minoring in religion must meet the following minimum requirements:

REL 120  Interpreting the Jewish and Christian Scriptures
REL 110  Introduction to Religion
REL 125  Introduction to Theology
or
REL 200  Contemporary Ethical Issues
REL 160  Religion in the United States
or
REL 140  History of Christianity

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  Intro to Communication  3 CH
COMM 225  Interpersonal Comm  3 CH
COMM 331  Intercultural Comm  3 CH
PARISH EDUCATION

Major Requirements (Bachelor of Arts Degree)

Students desiring to prepare for careers in parish education must fulfill the following requirements:

Twenty-eight credit hours in religion including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 120</td>
<td>Interpreting the Jewish and Christian Scriptures</td>
<td></td>
</tr>
<tr>
<td>REL 150</td>
<td>Introduction to Greek Language Skills</td>
<td></td>
</tr>
<tr>
<td>REL 382</td>
<td>Foundations of Parish Education and any other courses offered by the Religion Department except:</td>
<td></td>
</tr>
<tr>
<td>REL 330</td>
<td>Readings in Religious Studies</td>
<td></td>
</tr>
<tr>
<td>REL 340</td>
<td>Readings in Theology</td>
<td></td>
</tr>
</tbody>
</table>

Certification in elementary education or at least the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 111</td>
<td>Foundations of American Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 112</td>
<td>Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>CIS 111</td>
<td>Word Processing Applications</td>
<td></td>
</tr>
<tr>
<td>CIS 112</td>
<td>Spreadsheet Applications</td>
<td></td>
</tr>
<tr>
<td>PSY 240</td>
<td>Child Development</td>
<td></td>
</tr>
<tr>
<td>PSY 244</td>
<td>Adulthood and Aging</td>
<td></td>
</tr>
<tr>
<td>SOC 261</td>
<td>American Women’s Experience: A Multicultural Perspective</td>
<td></td>
</tr>
</tbody>
</table>

A supervised parish education field experience in a congregation.

Upon graduation with a parish education major from Thiel College, a student will demonstrate:

- the ability to understand and apply the theories and practices of parish education;

- familiarity with the biblical writings of the Jewish and Christian traditions and with scholarly approaches to interpreting these and other religious texts;

- the ability to interpret the nature of religious, particularly Christian, experience with a level of sophistication appropriate to an undergraduate scholar of religion; and

- a mature understanding of the interrelatedness of religion and culture.

Minor Requirements

Students minoring in parish education must meet the following minimum requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 120</td>
<td>Interpreting the Jewish and Christian Scriptures</td>
</tr>
<tr>
<td>REL 125</td>
<td>Introduction to Theology</td>
</tr>
<tr>
<td>REL 250</td>
<td>Psychology of Religion</td>
</tr>
<tr>
<td>EDUC 112</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>REL 140</td>
<td>History of Christianity</td>
</tr>
<tr>
<td>REL 382</td>
<td>Foundations of Parish Education</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 130</td>
<td>Introduction to Ministry</td>
</tr>
</tbody>
</table>

Biblical Studies (6 CH)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 120</td>
<td>Interpreting the Jewish and Christian Scriptures</td>
</tr>
<tr>
<td>GREK/REL 150</td>
<td>Introduction to Greek Language</td>
</tr>
</tbody>
</table>

Practical Studies (3 CH)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 180</td>
<td>Christian Worship</td>
</tr>
<tr>
<td>MUS 354</td>
<td>History of Sacred Music (with permission of instructor)</td>
</tr>
</tbody>
</table>

Historical Studies (3 CH)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 160</td>
<td>Religion in the United States</td>
</tr>
<tr>
<td>REL 190</td>
<td>World Religions</td>
</tr>
<tr>
<td>REL 240</td>
<td>African American Religion in the United States</td>
</tr>
<tr>
<td>REL 140</td>
<td>History of Christianity</td>
</tr>
</tbody>
</table>

Theological Studies (3 CH)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 230</td>
<td>Philosophy of Religion</td>
</tr>
<tr>
<td>REL 200</td>
<td>Contemporary Ethical Issues</td>
</tr>
<tr>
<td>REL 290</td>
<td>Luther and His Legacy</td>
</tr>
</tbody>
</table>
A student who graduates from Thiel College with a major in religion communication will:

- Demonstrate a thorough understanding of communication's role in society and in mass culture, the role and uses of mass communication, and the uses of a range of specialized communication about or of religion.
- Graduates will be aware of and understand the major legal and ethical issues that arise in the professional communicator's communication about or of religion.
- Demonstrate a thorough understanding of work environments in, and ability to apply, at a level prepared for professional employment, the work requirements in religion journalism or religious broadcasting.

Major Requirements

Religion Journalism Track*

**COMM 220** Introduction to Online and Print Journalism 3 CH
**COMM 280** Survey of Mediated Communication 3 CH
**COMM 315** Online and Print Feature and Opinion Writing 3 CH
**COMM 325** Communications Ethics 3 CH
**COMM 350** Print Media Production 3 CH
**or**
**COMM 275** Special Topics Religion Journalism (When there are enough majors to offer) 3 CH
**COMM 360** Co-Curricular Practicum I: The Thielensian 1 CH
**COMM 365** Co-Curricular Practicum II: TCTV 1 CH
**COMM 370** Co-Curricular Practicum III: WXTC 1 CH
**COMM 455** Media Law and Regulation 3 CH
**COMM 470** Senior Seminar (research paper to be written on religion journalism) 3 CH
**COMM 480** Communication Internship 3 CH
**REL 110** Introduction to Religion 3 CH
**REL 125** Introduction to Theology 3 CH
**REL 140** History of Christianity 3 CH
**REL 160** Religion in the United States 3 CH
**REL 190** World Religions 3 CH
**REL 200** Contemporary Ethical Issues 3 CH
**REL 210** Religion and the Sciences 3 CH
**REL 250/PSY 362** Psychology of Religion 3 CH
**REL 330** Readings in Religious Studies 2 CH
**REL 340** Readings in Religious Studies 2 CH

**TOTAL 55 CH**

Recommendation: REL 200 or REL 210 if not otherwise completed

*Curriculum does not include REL 120 Interpreting the Jewish and Christian Scriptures because REL 120 is a College core requirement.

Religious Broadcasting Track*

**COMM 235** Announcing 3 CH
**COMM 282** Writing for Media 3 CH
**COMM 301** Radio Broadcasting and Production 3 CH
**COMM 302** TV Studio Production 3 CH
**COMM 303** Field Production & Editing 3 CH
**COMM 325** Communication Ethics 3 CH
**COMM 360** Co-Curricular Practicum I: The Thielensian 1 CH
**COMM 365** Co-Curricular Practicum II: TCTV 1 CH
**COMM 370** Co-Curricular Practicum III: WXTC 1 CH
**COMM 455** Media Law and Regulation 3 CH
**COMM 470** Senior Seminar (research paper to be written on religion journalism) 3 CH
**COMM 480** Communication Internship 3 CH
**REL 110** Introduction to Religion 3 CH
**REL 125** Introduction to Theology 3 CH
**REL 140** History of Christianity 3 CH
**REL 160** Religion in the United States 3 CH
**REL 180** Christian Worship 3 CH
**REL 190** World Religions 3 CH
**REL 200** Contemporary Ethical Issues 3 CH
**REL 210** Religion and the Sciences 3 CH
**REL 250/PSY 362** Psychology of Religion 3 CH
**REL 330** Readings in Religious Studies 2 CH
**REL 340** Readings in Religious Studies 2 CH

**TOTAL 55 CH**

Recommendation: REL 130—Introduction to Ministry

*Curriculum does not include REL 120 Interpreting the Jewish and Christian Scriptures because REL 120 is a College core requirement.
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 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: INDS 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/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 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, biomedical 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 (3 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. It also includes an essential field work component.

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 employment in the social services or for graduate study in sociology, social work, or a related field.

A C average is required for the sociology major and/or minor and the criminal justice studies major to graduate.

SOCIOLOGY

Major Requirements (Bachelor of Arts Degree)

The major requires a minimum of 34 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
- SOC/PSY 233 Statistics for the Social Sciences

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. Soc 233: Statistics for the Social Sciences is accepted as a student’s second math class towards graduation.

In addition to the required courses, sociology majors are encouraged to engage in internships and to include off-campus experiences, such as the Washington Semester Program which includes an internship component. 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 the sociological perspective;
• understand the principles of good social science research methodology;
• understand the major theoretical paradigms of sociology;
• understand the complexity and interaction of social groups in United States culture in terms of race/ethnicity, sex/gender, social class, sexual orientation, age and disability; and
• understand the diversity of collective human behavior and belief.

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

Associates of Arts Degree

The Associate of Arts Degree in Criminal Justice
Studies requires a minimum of 64 credit hours with at least a 2.0 cumulative and Criminal Justice Studies program GPA.

A. Literacy

- ENG 101 College Writing 3 CH
- INDS 101 Presentational Literacy 1 CH
- MATH 125 Quantitative Reasoning 3 CH
- One laboratory class in natural or physical sciences 4 CH
- REL 120 Interpreting the Jewish and 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 101 Introduction to Seminar Series 2 CH
- SEMS 200 Western Traditions 3 CH

C. Practicum Series

Fulfill one of the following:

- Citizenship
- Leadership
- Study Away/Study Abroad
- Scholarship
- Health Theory course 2 CH

or

- Two activity courses

Major courses required for the Associate of Arts in criminal justice studies:

- CJS 101 Introduction to Criminal Justice Studies 3 CH
- SOC 121 Microsociology
- or
- SOC 141 Macrosociology 3 CH
- CJS 230 Law Enforcement in America 3 CH
- CJS 221 Corrections in America 3 CH
- CJS 301 Juvenile Justice Studies
- or
- CJS 431 Victimology 3 CH
- SOC 331 Criminology
- or
- SOC 321 Deviance 3 CH
- PSOC 445 The Great American Trial
- or
- POSC 439 Criminal Law
- or
- CJS/POSC 438 Due Process Rights 3 CH

Two elective courses (6 CH) must be selected from the list of elective courses for the major in criminal justice studies.

Suggested schedule for a student to graduate with an Associate of Arts in criminal justice studies in four semesters:

First year, fall

- ENG 101 College Writing 3 CH
- SEMS 101 Introduction to Seminar Series 2 CH
- CJS 101 Introduction to Criminal Justice Studies 3 CH
- SOC 121 Microsociology 3 CH
- PHIL 267 Ethics 3 CH
- HPED 199 Fitness, Life and Wellness or varsity sport 2 CH

First year, spring

- INDS 101 Presentational Literacy 3 CH
- SEMS 200 Western Traditions 3 CH
- Lab science course 4 CH
- CJS 230 Policing
- or
- CJS 221 Corrections 3 CH
- PSOC 445 The Great American Trial
- or
- POSC 439 Criminal Law
- or
- CJS/POSC 438 Due Process Rights 3 CH

Second year, fall

- REL 120 Interpreting Jewish and Christian Scriptures 3 CH
- SEMS 250 World Cultures 3 CH
- SOC 331 Criminology
- or
- CJS 321 Deviance 3 CH
- Elective 3 CH
- Fine arts or MATH 125 3 CH

Second year, spring

- SEMS 400 Global Studies 3 CH
- CJS 230 Policing
- or
- CJS 221 Corrections 3 CH
- CJS 301 Juvenile Delinquency
- or
- CJS 431 Victimology 3 CH
- Elective 3 CH
- Fine arts or MATH 125 3 CH
- Citizenship/Leadership Practicum 2 CH

TOTAL 64 CH
Bachelor of Arts Degree

The program is framed by Thiel College’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 and requires study in a variety of related and supportive fields including sociology, political science, psychology, religion and philosophy.

Graduates from the program may work in courts, law enforcement, probation and parole, specialized treatment programs, public and private agencies such as juvenile probation, child and protective services and other occupations dedicated to principles of behavior reform.

The major in criminal justice studies requires a minimum of 43 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).

Major Requirements

The major requires a minimum of 43 credit hours and must include the following courses:

- CJS 101 Criminal Justice Studies
- SOC 121 Microsociology
- or
- SOC 141 Macrosociology
- CJS 221 Corrections
- CJS 230 Law Enforcement
- CJS 301 Juvenile Justice System
- or
- CJS 431 Victimology
- or
- SOC 321 Deviance
- or
- SOC 331 Criminology
- SOC 341 Social Research Methods
- SOC 342 Sociological Theory
- CJS/POSC 438 Criminal Due Process
- or
- POSC 439 Criminal Law
- or
- POSC 445 The Great American Trial
- PHIL 267 Ethics
- SOC/CJS 371 Professional Seminar (1 CH)
- SOC/PSY 233 Statistics for the Social Sciences

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 College’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 the major theoretical paradigms of criminal justice.
- understand 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 the criminal justice system and role of law in the United States as related to critical issues in US society: restorative justice, terrorism, domestic and transnational crime, corrections, deviance, race/ethnicity, sex/gender, juvenile law, and domestic violence.
- understand the diversity of criminal acts and the variety of criminal justice systems in a global context.

Minor Requirements
The minor requires a minimum of 18 credit hours and must include the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS 101</td>
<td>Criminal Justice Studies</td>
</tr>
<tr>
<td>SOC 121</td>
<td>Microsociology</td>
</tr>
<tr>
<td>or SOC 141</td>
<td>Macrosociology</td>
</tr>
<tr>
<td>CJS 221</td>
<td>Corrections</td>
</tr>
<tr>
<td>or CJS 230</td>
<td>Law Enforcement</td>
</tr>
<tr>
<td>or SOC 301</td>
<td>Juvenile Justice Studies</td>
</tr>
<tr>
<td>or CJS 431</td>
<td>Victimology</td>
</tr>
<tr>
<td>or SOC 331</td>
<td>Criminology</td>
</tr>
<tr>
<td>or SOC 342</td>
<td>Sociological Theory</td>
</tr>
<tr>
<td>CJS/POSC 438</td>
<td>Criminal Due Process</td>
</tr>
<tr>
<td>or POSC 439</td>
<td>Criminal Law</td>
</tr>
<tr>
<td>or POSC 445</td>
<td>The Great American Trial</td>
</tr>
</tbody>
</table>

A declaration of minor in Criminal Justice Studies must be filed no later than the first semester of the senior year.

LEGAL STUDIES

Minor Requirements
A minor in legal studies is available. Students interested in topics of law are encouraged to avail themselves of the opportunities provided by this program. A description of the minor can be found on Page 210.

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 spring of even-numbered years.

**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 odd-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 spring of odd-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 infrequently. (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 Victimology (3 CH)**
An overview of the history and theory of victimology in which patterns of victimization are analyzed, with emphasis on types of victims and crimes. The aim is to identify and apply appropriate preventative measures and responses to victimization. Discussion covers the interaction between victims of crime and the criminal justice system in terms of the role of the victim and the services that the victim is offered. (P: PICS 101 and an additional CJS course or permission of the instructor) Offered fall of even-numbered years (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: Two CJS courses or permission of the instructor.)

**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. (P: Two CJS courses or permission of the instructor.)

**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, juniors or seniors and permission of the instructor)
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 College’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 archaeological 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, SOC 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) Offered every spring.

SOC 271—Sociology of Sport (3 CH) Critical analysis of sport. Examines sport socialization; deviance; violence; gender and sexuality; race/ethnicity; professional sport careers; intercollegiate athletics; and the media. (P: none but SOC 121/141 or CJS 101 is recommended). Offered Spring of odd-numbered years. (PIC).
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 sociology courses or two CJS courses or permission of the instructor) Offered fall of even-numbered years. (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 sociology courses or two CJS courses or permission of the instructor) Offered fall of odd-numbered years. (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 sociology courses 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: Two sociology courses or permission of the instructor) Offered every fall.

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 sociology courses 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 sociology courses or permission of the instructor) Offered spring of even-numbered years. (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 sociology courses or permission of the instructor) Typically offered fall of odd-numbered years. (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: Two sociology courses or permission of the instructor) Typically offered every 2-3 years. (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 sociology courses or permission of the instructor) Typically offered fall of even-numbered years. (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 sociology courses 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. (P: Two sociology courses or permission of the instructor) Typically offered spring of even-numbered years. (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. (P: Two sociology courses or permission of the instructor) Usually offered spring of odd-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: Two sociology or two CJS courses 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. Usually offered fall of even-numbered years. (P: Two sociology or two CJS courses or permission of the instructor). (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)

SOC 455—Cooperative Education (1-12 CH) These credits do not count toward major requirements.

SOC 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, juniors or seniors, and permission of the instructor)

SOC 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.

SOC 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.)

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.
BOARD OF TRUSTEES

Trustees Emeriti

Dr. Frank T. Baker (1985-1998)
Elderton, PA
Retired Owner, EcoTech Laboratory
Retired Professor of Biology, Indiana Univ. of PA

Sharon, PA
Corporate Counsel, Joy Cone Company, Inc.

Ft. Myers, FL
Retired, Lutheran Brotherhood

Dr. James C. McHugh ’62, H’02 (1987-1997)
Latrobe, PA
President and CEO, Reprax, Inc.

Dr. Peter Mortensen, H’05 (1987-1998)
Hermitage, PA
Retired Chairman of FNB Corporation

Greensburg, PA
Secretary and Treasurer, IRIS Technologies

Dr. James Pedas ’50, H’89 (1985-2000)
Washington, D.C.
Co-Owner, Circle Companies

Edward G. Redman ’60 (1998-2007)
Morganton, NC
Retired Owner, Environmental Inks & Coatings

Dr. Roy Strausbaugh H’14 (2000-2011)
Erie, PA
Retired Chair of History and Dean of Social Sciences, Mercyhurst University and Edinboro University

Dr. John L. Vitale ’47, H’90 (1978-1994)
Wilmette, IL
Retired, Peat, Marwick, Mitchell & Company

Dr. Howard J. Weyers ’56, H’11 (1996-2005)
Okemos, MI
Owner, Health & Benefit Strategy

Board of Trustees

John M. Barr ’70 (2013-2019)
Pittsford, NY
Partner, Blue Lake Associates

Mark A. Benninghoff ’82 (2006-2015, 2016)
Pittsburgh, PA
Associate Director, Navigant Consulting

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 (2010-2019)
Cheswick, PA
Vice President, Cemline Corporation

Dr. Beverly A. Cigler ’68 (2015-2018)
Middletown, PA
Distinguished Professor of Public Policy and Administration, Penn State Harrisburg

Greenville, PA
Retired, Founder of Deist Industries, Inc./Bucks Fabricating

Bonita Springs, FL
Retired, Assoc. Director of Safety, Security and Infrastructure, Dept. of Energy Office of Science

Rev. Brian A. Evans ’03 (2010-2019)
Pittsburgh, PA
Pastor, Faith Lutheran Church

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 (2012-2018)
Pittsburgh, PA
Vice President, BNY Mellon

Harrisburg, PA
President & Corporate Medical Director, PrimeCare Medical, Inc.

Hermitage, PA
President, Hudson Group, Inc.

Richard D. Huether ’74 (2010-2016)
Belcamp, MD
President, Independent Can Company

David A. Johnston ’71 (2015-2018)
Falls Church, VA
Executive Director/CEO, EIFS Industry Members Association

Dr. Frederick A. Luchette ’76 (2011-2017)
Maywood, IL
Professor of Surgery, Loyola University Chicago Stritch School of Medicine

Dr. Frank C. Maenpa ’69 (2011-2017)
Ashtabula, OH
Retired- V.P. Operations of USB Products, Div. of Affymetrix

Catherine V. Mott (2008-2017)
Wexford, PA
Founder and CEO, BlueTree Capital Group, LLC

Barry Oman ’74 (2011-2017)
Jamestown, PA
Retired, Combined Tactical Systems, Inc.

Pittsburgh, PA
Vice President, Agency Marketing, Fidelity National Title Insurance Company

Derwood, MD
Principal, Global Engagement Solutions, LLC

Paul A. Runge ’70 (2015-2018)
Los Angeles, CA
Director, Analytic Investors LLC

Dwayne F. Spurlock ’81 (2015-2018)
Sewickley, PA
CEO, ePeople Healthcare Group

Dr. Barry D. Stamm ’70 (2011-2017)
Erie, PA
Retired, Stamm Cataract & Laser Center, Inc.

Queenstown, MD
Assistant Director, Harry R. Hughes Center for Agro-Ecology, Inc. at University of Maryland

Miles J. Wallace (2010-2019)
Pittsburgh, PA
President, Ehrlich, Wesen & Dauer, LLC

Warren, PA
Past President, Board of Directors, American Cancer Society

Jeffersonville, IN
CEO, Shoe Sensation, Inc.

Officers of the Board

Dr. Barry D. Stamm, Chair of the Board
John Frangakis, Vice Chair of the Board
G. Leah Dever, Secretary of the Board

Ex-Officio Member

Dr. Susan Traverso, President of Thiel College

Executive Committee of the Board

John Barr
Robert Burns
G. Leah Dever
Alan Fager
John Frangakis
John Hudson
Frank Maenpa
Barry Oman
Ron Owen
Barry Stamm
Susan Traverso, Ex Officio
BOARD OF ASSOCIATES

Dr. Gary F. Best ’77
Jane Bittcher ’80
James D. Bittel Jr. ’60
Dr. Alan P. Childs
James H. Cunningham III ’77
Dominic Dionisio ’72
David L. Hofius ’64
Michael J. Kuder
Cris Loutzenhiser
Eric S. Newman ’99
Sue A. Nicklin
Leo M. Phillips ’84
Paul H. Saternow ’71
Mathew J. Saur ’11
John E. Thigpen ’86
Nicholas Travaglianti ’11
Jeffrey A. Wallace
The Hon. Roy W. Wilt ’59, H’85

ALUMNI ASSOCIATION BOARD OF DIRECTORS

Officers
Antonio Quarterman ’08, President
Elizabeth Prada ’04, Vice President
Chelsea Costello ’14, Secretary

Directors
Deborah Ajak Mogle ’75
Michael A. Allen ’90
Laura Broome ’92
Nancy Cox ’02
Nikki Colpo ’06
Maggie (Giel) Bovaird ’09
David Hummel ’83
Michael Miller ’92
Jessica Phillips ’08
Laura Reino ’07
David S. Schreiber ’00
Allen Schreiber ’99
Jeffrey Seiple ’85
Marion (Norris) Shoemaker ’63
Richard Smallwood ’15
Michael Stimac ’08
Damen L. Taylor ’95
Cindy Wagner ’79

At-Large
Ricardo Daley ’96
Angela Hughes ’97
James M. McRoberts ’58
Chris Shinkman ’62
Paul Stibich ’05
John Wotus ’74

FACULTY AND STAFF

President’s Cabinet

Susan Traverso, Ph.D., President (2016)
B.A., Simmons College; M.A. and Ph.D., University of Wisconsin-Madison.

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.

Stephen Lazowski, Vice President for Enrollment Management (2015)
B.A., Saint Xavier University; M.ET, Boise State University.

Robert J. Leonard, Interim Vice President for College Advancement (2001)
B.S., University of Pittsburgh.

Michael C. McKinney ’02, Vice President of Student Life (2002)
B.A., Thiel College; M.S., Youngstown State University.

Linda J. Nochta, Administrative Assistant to the President (2012)

Amy L. Schafer, Director of Athletics (2005) B.A., Bethany College; M.S., California University of Pennsylvania.

Robert B. Schmoll, Vice President for Finance and Management (2012), B.A., Dana College; M.B.A., University of Nebraska.

Faculty Emeriti

D. Bruce Armitage, Ph.D.
Professor of Chemistry (1979-2004)

Michael E. Bacon, Ph.D.
Professor of Physics (1981-2012)

J. Henry Barton, D.A.
Professor of Environmental Studies (1979-2011)
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)

Andrew J. Grover, M.S.
Professor of Mathematics and Computer Science (1984-2016)

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. Koehler, 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)

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)

Beth Parkinson, Ph.D.
Professor of Psychology (1985-2015)

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)

Max Shellenbarger, M.A.
Lecturer of Mathematics and Computer Science (1990-2016)

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)

Robert A. Wells, Ph.D.
Professor of Political Science (1992-2016)

Sonya M. Wilt, Ph.D.
Professor of Communication Arts & Sciences (1964-1998)

Faculty

Delbert S. Abi Abdallah, Ph.D., Assistant Professor of Biology (2014)
B.S., 2005, University of Florida; Ph.D., 2011, Cornell University.


Nancy Antonino, Ph.D., Program Coordinator for Comm. Sciences and Disorders/Lecturer (1989)

Michael T. Balas, Ph.D., Professor of Biology (2000)

Melissa Borgia-Askey, Ph.D., Assistant Professor of English (2014)

Brian Bradshaw, Visiting Instructor of Mathematics and Computer Science (2015)
B.A., Westminster College; B.S. and M.Ed., Clarion University.

George Branch-Trevathan, Lecturer of Religion (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., Associate Professor of Neuroscience (2014)

Kristin Carlson, Ph.D., Assistant Professor of Languages (2015)

Nancy Castor, Assistant Professor of Education and Director of Teacher Education (2012)

Dane S. Claussen, Ph.D., Professor of Communication and Pedas Endowed Chair in Communication (2015)

Marie C. Courtemanche, Ph.D., Assistant Professor of Political Science (2014)

Shannon Len Deets, Ph.D., Assistant Professor of Psychology (2014)

Brenda K. DelMaramo, Lecturer of English (1989)

Mark J. DelMaramo, Ph.D., Professor of English (1989)

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.

Christopher Fonner, Ph.D, Assistant Professor of Biology (2015)
B.S., 2009, Gannon University; Ph.D., 2015, Duquesne University.

Kathryn Keverline Frantz, Ph.D., Professor of Chemistry (1998)
B.S., 1982, Grove City College; Ph.D., 1993; University of North Carolina.

Kristel M. Gallagher, Ph.D., Assistant Professor of Psychology (2015)

John E. Gomolchak, J.D., Assistant Professor of Business Administration and Accounting (2014) 
B.S., 1981, Gannon University; J.D., 1992, Duquesne University.

Mary Theresa Hall, Ph.D., Professor of English (1999) 

Jared M. Hanneman, Ph.D., 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., Associate 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) 


Ellen J. Lippert, Ph.D., Associate Professor of Art History (2006) 

Sean P. McConnor, Professor/Curator of Art (1999) 

David M. Miller, Professor of Economics and Business Administration and Norman P. Mortensen Chair of Economics (1963) 

Ludmilla A. Miller, Lecturer of German (2005) 

Christopher H. Moinet, Ph.D., Professor of English (1985) 

Matthew R. Morgan, Ph.D., Professor of Philosophy (2006) 

Michael Morgan, Ph.D., Assistant Professor of Political Science (2016) 

Sheila Nowinski, Ph.D., Assistant Professor of History (2015) 

Ross Nugent, Assistant Professor of Communication (2015) 
Melissa Oakes, Associate Professor of Business Administration and Accounting (2010)

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.

Laura R.G. Pickens, Ph.D., Assistant Professor of Psychology (2011)

Mary M. Reames, Lecturer of Education (2006)

Anna M. Reinsel, Ph.D., Associate 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)

David F. Shaffer, Lecturer of Education (1993)

Karen Shaffer, Assistant Professor of Business Administration and Accounting (2014)

Christopher Stanisky, Ph.D., Associate 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)

Arthur A. White Jr., Ph.D., Professor of Philosophy (1975)

Gary J. Witosky, Professor of Business Administration and Accounting (2002)
B.A., 1979, Thiel College; M.Acc., 2012, Stetson University.

B.S., 1989, Central South University of Technology, China; M.S., 1992, Zhejiang University, China; Ph.D., 2007, Louisiana State University.

Administrative Staff

Eric Allen, Director of Public Safety (2012)

Martin D. Black, Associate Dean of Career Development (2013)
B.A., State University of New York at Albany.

Homer Bloom '02, Director of Administrative Computing (2001)
B.A., Thiel College.

Melanie Broadwater '98, Student Life Counselor (2011)
B.A.; Thiel College; M.A., Geneva College.
Jennifer Clark, Director of Human Resources (2008)  
A.B., Business Institute of PA.

Christine Cianci ’96, Director of Student Health Services (2014)  
B.S., Thiel College; M.A., California University of Pennsylvania.

Diane Donnelly, Director of Learning Commons (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 Financial Aid (1978)  
B.A., Thiel College.

Constance Jablonski, Controller (1999)  
A.S., Clarion University; B.S. Penn State University; M.B.A., Gannon University.

Sonya Lapikas, Senior Associate Director of Admissions (1999)  
B.S., Clarion University.

Mario N. Marini ’91, Director of Special and Planned Gifts (2002)  
B.A., Thiel College.

Tami Micsky, Coordinator, Disability Services/Student Life Counselor (2014)  
B.S., Edinboro University; M.S., Case Western Reserve University.

Allen S. Morrill, Director of the Langenheim Memorial Library (2007)  
B.A., Hanover College; M.L.S., Indiana University School of Library and Information Science.

Roberta Mutinelli, Associate Dean of Students and Director of Student Life (2009)  
B.A., St. Vincent College; M.B.A., Indiana University of PA.

Than Oo, Director of Student Activities (2013)  
B.A., State University of New York; M.S., Binghamton University.

Robert Phillips ‘08, Assistant Director of Residence Life (2008)  
B.A., Thiel College; M.S., Youngstown State University.

Shannon Reesh, Assistant Dean of Students/Assistant of International Student Affairs (2010)  
B.F.A. and M.S., Youngstown State University.

Kelly Sanzari ’13, Director of Alumni Relations  
B.A., Thiel College; M.A., Slippery Rock University.

Joseph M. Schaly, Assistant Director of Athletics (1999)  
B.A., Marietta College; M.A., Kent State University.

Edward C. Schutte, Bookstore Manager (2001)

Jonathan Shearer, Director of Communications and Marketing (2011)  
B.F.A., Youngstown State University.

Mike Shultz, Director of Facilities (2014)  
B.A., Grove City College.

Kraig R. Smith ’12, Director of Alumni Development (2014)  
B.A., Thiel College.

Ed Topoleski ’02, Sports Information Director (2012)  
B.A., Thiel College.

Denise Urey ’00, Registrar (1994)  
B.A., Thiel College.

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

Medical Director: William Geary, M.D., Ph.D. Program Director: Michele G. Harms, M.S., MLS (ASCP)
Index

A

Academic Appeals, 74
Academic Calendar, 7-9
Academic Center, 12, 14, 50, 59
Academic Dismissal, 73
Academic Honors, 75
Academic Integrity, 70
Academic Load, 69
Academic Policies, 73
Academic Preparation, 17
Academic Probation, 73, 77
Academic Programs, 6, 25, 59
Academic Progress, 23, 73
Academic Standing, 7-8, 17, 30, 61, 73, 74, 76, 82, 85
Academic Suspension, 73
Academic Warning, 73
Accounting, 3, 25-26, 31-34, 41, 52, 55, 67, 113-123, 153, 168, 171, 172, 183, 185, 186, 203, 229, 240-241, 249
Accreditation, 12
Actuarial Studies, 3, 268, 180
Adding, 7-8, 72-73
Administrative Staff, 241
Admissions, 2, 14, 16-20, 29, 47, 73, 211, 242
Advanced Placement, 18, 70-71
Advanced Topics, 83, 126-128, 131-132, 138, 158, 209
Affiliates, 53, 242
Alcohol and Narcotics, 50-51
Allied Health, 2, 27, 40, 102, 104, 106, 111, 238
Alpha Chi, 51
Alpha Psi Omega, 51, 55
Alumni Association Board of Directors, 237
Alumni Stadium, 12
American Chemical Society, 12, 53, 124-125
American Institute of Physics, 51, 53
Annual Gifts, 43
Annual Loan Limits, 46
Appalachian Semester, 79
Application Procedures, 2, 21, 22, 50
Art Institute of Pittsburgh, 2, 78-80, 89-90, 119
Associate of Arts Degrees, 3, 11, 19, 61, 66-68, 73, 75, 114, 116, 117, 171-172, 174, 227-228
Athletic Eligibility, 74
Attendance, 21, 69, 73, 82, 132, 138, 164
Auditing, 21, 72, 113-114, 121

B

Bachelor of Arts Degree, 11, 19, 29, 61, 73, 80, 82, 87, 89, 95, 97, 102-104, 113-115, 117, 119, 125, 126-127, 136, 145-146, 155, 169, 172, 181-183, 185-186, 192, 200, 204, 208, 216, 22-223, 227, 229
Bachelor of Science Degree, 11, 19, 61, 64, 73, 96, 99, 102-103, 125, 151, 168, 170, 192, 203, 205
Bands, 55, 195, 197, 218, 242
Beeghly Gymnasium, 12
Behavioral Biology, 2, 101
Beta Beta Beta, 51
Billing Dates, 21
Biochemistry, 3, 33, 81, 97, 110, 124-127, 129, 131, 136, 193
Biology, 2, 14, 26, 33, 35, 37, 52, 55, 62, 64, 79, 81, 82, 85, 86, 94-110, 127, 129, 130, 135, 139, 150-151, 192-193, 204, 217, 235, 238-239, 241
Board of Associates, 237
Board of Trustees 11, 13, 15, 27, 31, 35, 51, 235
Book Club, 55
Business Administration, 2, 25-26, 29-34, 41, 52, 67, 79-80, 82, 113, 115-116, 119-123, 185, 211, 240, 241, 249

C

Campus Employment, 45, 50
Campus Pastor, 14, 27, 39, 56-57
Capitol Semester, 211, 214
Career Development, 6, 63, 66, 68, 76, 85, 241
Chamber Singers, 55, 197
Change of Grades, 72
Change of Major, 68
Chi Alpha Epsilon, 52
Chi Alpha Sigma, 52
Chi Eta Sigma, 52
Church Music Minor, 3, 195
Circle K, 54
Class Attendance, 69
Class Honors, 75
Class Level, 70, 164
Club Sports, 51, 54
Coaching Minor, 153-154
Co-Curricular Activities, 37, 55
Commencement Participation, 75
Commercial Art, 2, 79, 87, 89, 91
Communication Sciences & Disorders, 111, 249
Communication Studies, 3, 52, 181-182, 184
Comprehensive Examinations, 70
Computer Information Systems, 3, 114, 121, 150-151, 168, 170-171, 174-175, 178, 185, 218, 249
Concert Band, 55, 197
Concurrent Enrollment, 21, 86, 197
Conservation Biology, 2, 94-95, 97-101, 107, 128
Convocation Attendance, 69
Cooperative Programs, 2, 23, 59, 75, 78, 90, 105
Counseling, 50, 76, 216-217, 219
Course Examinations, 70
Course Learning Management System, 59
Course Load, 125, 178, 180
Credit for Life Experience, 71
Credit Hour Overload, 21, 69
Criminal Justice Club, 55
Criminal Justice Studies, 31, 62, 65, 67, 211, 227-230, 249
Culinary Program, 80
Cumulative GPA, 23, 26, 29-31, 33-34, 38, 52-53, 66-69, 72-74, 84, 143, 149, 171-172, 174, 191
Cytotechnology, 2, 79, 84-85, 103-104

D

Davis Square Apartments, 12
Dean's List, 75, 78
Departmental Honors, 75, 156, 216
Dietrich Honors Institute, 3, 84, 133-135, 249
Dining Services, 50
Distance Education, 86
DocuCenter, 13
Drew University Art Semester 80, 83, 90
Dropping, 72
Dual Enrollment, 86

E

Early Childhood Education, 136, 141, 249
E-Commerce, 3, 168, 170-171, 175
Educational Loans, 2, 45
Endowed Resources, 2, 25
Endymion, 54
Engineering, 4, 17, 25, 29, 53, 79, 80, 84-85, 152, 203-207, 235
Engineering (3-2 Program), 4, 79, 80, 84, 204-205
English, 2, 12, 17, 19, 20, 26, 31, 33, 41, 53, 55, 60, 62, 65, 80, 82, 86, 111, 19-29, 137, 140-143, 145-149, 162-167, 224, 238-240, 249
English Club, 53, 55
English for Speakers of Other Languages (ESOL), 164-167, 249
Enhanced Classrooms, 15, 59
International Admission Guidelines, 2, 19
International Baccalaureate Diploma, 18, 71
International Students, 20, 41, 164, 165
International Studies, 4, 33-34, 209-210
Internships, 9, 55, 76, 82, 85, 127, 181, 211, 214, 227, 229, 230
Intramural Athletics, 51

J
Jazz Ensemble, 55
Joining Generations, 55

K
Kappa Delta Pi, 52
Kappa Mu Epsilon, 52
Kappa Sigma, 54

L
Lake Erie College of Osteopathic Medicine (LECOM), 81, 105, 128
Lambda Pi Eta, 52
Lambda Sigma, 54
Languages, 3, 34, 62, 65, 122, 162, 167, 169, 170, 177, 239, 249
Latin, 30, 138, 141, 147, 148, 157, 158, 163-166, 214, 226
Leave of Absence, 22, 47, 74-75
Legal Studies, 208-209
Les Lauriers, 54
Literature Specialization, 3, 145
Livingston Memorial Hall, 13
Loan Limits, 46
Lutheran Church Scholarships, 42
Lutheran Student Movement, 57

M
Management Information Systems, 3, 168, 171
Marching Band, 55, 197
Media Communication, 3, 181
Media Organizations, 54
Medical Biology, 101
Medical Technology, 81-82, 85, 104
Medicine (LECOM), 105, 128-129
Military Admission, 17
Military Leave of Absence, 22, 47, 75
Military Personnel, 46-47
Ministry Exploration, 57
Moodle Learning System, 59-60
Mortuary Science, 85, 119-120
Music Minor, 194-195
Music Programs, 55

N
National Society of Collegiate Journalists, 52
Network of Advocates, 17-18, 46-47
Neuroscience, 3, 14, 33, 52, 62, 64, 85, 135, 191-193, 199, 219, 2239

O
Occupational Therapy, 104, 217
One-Semester Programs, 79-83
One-Year Programs, 78-79
Order of Omega, 52
Organization of Black Collegiates (OBC), 55
Osteopathy, 105, 126-127
Outdoors Club, 55

P
Parish Education, 57, 220, 222
Payment Dates, 21
PELL Grants, 24
Pennsylvania State Grants, 24
Pep Band, 55
Performing Arts, 3, 40, 55, 184, 194-198, 238, 241
Pharmacy, 3, 81, 84, 85, 124, 125, 126, 129
Pennsylvania Higher Education Assistance Agency (PHEAA), 24
Phi Alpha Theta, 52
Phi Sigma Tau, 52
Phi Theta Kappa Academic Honor Scholarship, 23
Physical Therapy, 105
Physician Assistant, 105
Physics, 4, 26, 33, 35, 51, 53, 62, 64, 79, 85, 96, 98, 100, 105, 111, 125, 126, 127, 128, 129, 130, 135, 139, 140, 173, 192, 203-207, 240, 249
Pi Sigma Alpha, 53, 206
Pittsburgh Institute of Mortuary Science (PIMS), 82
PLUS Loans, 46
Pre-Dental, 84-85
Pre-Law, 26, 84-85, 208
Pre-Medicine, 84-85
Pre-Ministry 57, 84-85, 220
Pre-Occupational Therapy, 84-85
Pre-Optometry, 84-85
Pre-Pharmacy, 84-85
Pre-Physical Therapy, 84-85
Pre-Podiatry, 84-85
Pre-Professional Programs, 84-85
Pre-Veterinary, 85
President's Cabinet, 237
President's Message, 2, 5
Professional School Early Acceptance, 75
Psi Chi, 53
Psychology Club, 53
Public Relations, 2, 3, 115, 117-118, 122, 181, 183, 184, 185-186-188, 189, 190
Public Relations, Advertising and Integrated Marketing Communication, 2, 3, 117-118, 185-186
R
Radio Station, 35, 54
Readmission, 73, 74, 75
Refunds, 21-22, 47
Registration, 7-9, 71
Reinstatement, 74
Religious Organizations, 57
Religious Studies, 26, 57, 167, 187, 221, 222, 223, 226
Repeating Courses, 69
Residence Life, 20, 49, 242
Rhodehouse Memorial Science Hall, 14
Right to Privacy, 76
Rissell Gymnasium, 14
Room and Board, 21
Roth Memorial Hall, 15
Rugby Club, 54
S
Satisfactory Academic Progress, 23, 73
Scheduling, 69
Scholarships, 6, 23-45
Secondary Education, 2, 3, 24, 27, 34, 95, 96, 102, 128, 137, 139, 143, 146, 155, 156, 173, 204, 249
Selected Topics, 83, 131, 132, 157, 158, 183, 190, 207, 210, 211, 212, 214, 226, 229
SERV Program, 47
Shooting Club, 54
Short Programs Abroad, 79
Sigma Pi Sigma, 53
Sigma Tau Delta, 53
Ski Club, 54
Social Organizations, 54
Sororities, 54
Spanish, 32, 82, 99, 100, 150, 162-164, 238, 249
Special Education, 142-143, 148
Special Needs, 33, 77-78
Special Programs, 9, 85, 211, 230
Special Projects, 83, 158, 219, 231, 234
Stewart Academic Scholarships, 23
Student Affiliates of The American Chemical Society, 53
Student Athlete Advisory Committee (SAAC), 54
Student Center, 14, 49-50
Student Employment, 23, 45, 50
Student Government, 27, 53, 54, 55, 57
Student Life Statement, 49
Student Media, 52, 118, 182, 186
Student Organizations, 14, 51
Study Abroad, 25, 30, 34, 63, 66-68, 81, 83
Summer Sessions, 9, 22, 79

T
TCTV, 54
Theatre Arts, 29, 194-195
Theatre Minor, 195
Theme Housing, 15, 49
Theological Education, 57
Theology and Youth Ministry, 57, 219
Thiel Assistance, 23-24
Thiel Choir, 29, 32, 55, 195, 197
Thiel Christian Fellowship, 57
Thiel Commitment, 6
Thiel High School Scholars, 86
Thiel Players, 15, 55
Thiel Soldiers For God, 54-55
TOEFL, 19, 164
Tomcats Inspiring Hope, 54
Townhouse Apartments, 15
Transcripts, 17, 18, 22, 76, 86
Transfer Credits, 17, 72
Transfer Students, 2, 17, 71, 75, 85, 114, 116, 156
Trustees, 11, 13, 15, 27, 28, 31, 35, 51, 235
Tuition, 24-25
Tuition Remission Grants, 24
U
United Nations Semester, 83, 211
Universidad De Especialidades Espiritu Santo, 82
Unpaid Accounts, 21
V
Varsity Athletics, 51
W
Web Development, 3, 168, 170, 174, 178
Wireless Computing, 59
Withdrawal, 21, 22, 72, 74
Women Inspiring The Next Generation (WING), 55
Worship, 57, 187, 221, 222, 223, 224
Writing Intensive Courses, 61, 64
Writing Lab, 77
Writing Specialization, 3, 145
Y
Yearbook, 35, 54
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>Accounting</td>
<td>120</td>
</tr>
<tr>
<td>AH</td>
<td>Allied Health</td>
<td>106</td>
</tr>
<tr>
<td>ART</td>
<td>Art</td>
<td>90</td>
</tr>
<tr>
<td>BADM</td>
<td>Business Administration</td>
<td>121</td>
</tr>
<tr>
<td>BIO</td>
<td>Biology</td>
<td>106</td>
</tr>
<tr>
<td>CHEM</td>
<td>Chemistry</td>
<td>130</td>
</tr>
<tr>
<td>CIS</td>
<td>Computer Information Systems</td>
<td>175</td>
</tr>
<tr>
<td>CJS</td>
<td>Criminal Justice Studies</td>
<td>230</td>
</tr>
<tr>
<td>COMM</td>
<td>Communication</td>
<td>188</td>
</tr>
<tr>
<td>CSCI</td>
<td>Computer Science</td>
<td>175</td>
</tr>
<tr>
<td>CSD</td>
<td>Communication Sciences &amp; Disorders</td>
<td>111</td>
</tr>
<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
<td>141</td>
</tr>
<tr>
<td>ECON</td>
<td>Economics</td>
<td>123</td>
</tr>
<tr>
<td>EDUC</td>
<td>Education</td>
<td>142</td>
</tr>
<tr>
<td>ENG</td>
<td>English</td>
<td>147</td>
</tr>
<tr>
<td>ENSC</td>
<td>Environmental Science</td>
<td>151</td>
</tr>
<tr>
<td>ESOL</td>
<td>English for Speakers of Other Languages</td>
<td>164</td>
</tr>
<tr>
<td>FREN</td>
<td>French</td>
<td>162</td>
</tr>
<tr>
<td>GEOG</td>
<td>Geography</td>
<td>152</td>
</tr>
<tr>
<td>GEOL</td>
<td>Geology</td>
<td>152</td>
</tr>
<tr>
<td>GER</td>
<td>German</td>
<td>163</td>
</tr>
<tr>
<td>GREK</td>
<td>Greek</td>
<td>163</td>
</tr>
<tr>
<td>HIST</td>
<td>History</td>
<td>156</td>
</tr>
<tr>
<td>HON</td>
<td>Dietrich Honors Institute</td>
<td>134</td>
</tr>
<tr>
<td>HPED</td>
<td>Health &amp; Physical Education</td>
<td>153</td>
</tr>
<tr>
<td>INDS</td>
<td>Interdisciplinary Offerings</td>
<td>161</td>
</tr>
<tr>
<td>Information Systems</td>
<td></td>
<td>178</td>
</tr>
<tr>
<td>LAT</td>
<td>Latin</td>
<td>163</td>
</tr>
<tr>
<td>MATH</td>
<td>Mathematics</td>
<td>178</td>
</tr>
<tr>
<td>MUS</td>
<td>Music</td>
<td>195</td>
</tr>
<tr>
<td>NSCI</td>
<td>Neuroscience</td>
<td>193</td>
</tr>
<tr>
<td>PHIL</td>
<td>Philosophy</td>
<td>201</td>
</tr>
<tr>
<td>PHYS</td>
<td>Physics</td>
<td>206</td>
</tr>
<tr>
<td>POSC</td>
<td>Political Science</td>
<td>212</td>
</tr>
<tr>
<td>PSY</td>
<td>Psychology</td>
<td>217</td>
</tr>
<tr>
<td>REL</td>
<td>Religion</td>
<td>224</td>
</tr>
<tr>
<td>SECED</td>
<td>Secondary Education</td>
<td>143</td>
</tr>
<tr>
<td>SOC</td>
<td>Sociology</td>
<td>232</td>
</tr>
<tr>
<td>SPAN</td>
<td>Spanish</td>
<td>163</td>
</tr>
<tr>
<td>SPED</td>
<td>Special Education</td>
<td>144</td>
</tr>
<tr>
<td>THAR</td>
<td>Theatre Arts</td>
<td>198</td>
</tr>
</tbody>
</table>