

Academic Catalog

2019-2020





Catalog 2019-2020

Greenville, Pennsylvania 16125
724-589-2000

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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



President's Message

Welcome to Thiel College! Use this guide to navigate the exciting journey before you.

Since its founding in 1866, Thiel College has been committed to providing high-quality educational experiences for students.

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!

A handwritten signature in black ink that reads "Susan Traverso". The signature is fluid and cursive.

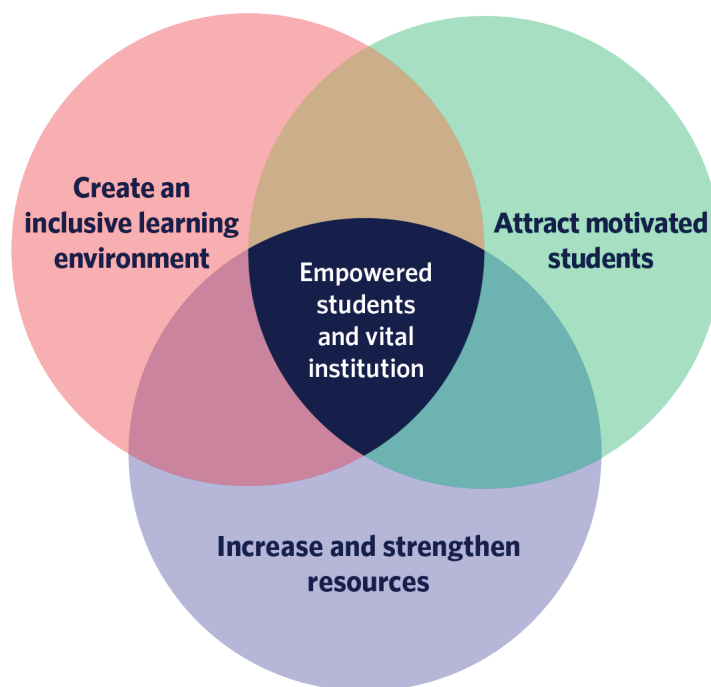
Susan Traverso, Ph.D.

President of Thiel College

The Thiel 2021 Strategic Plan

By 2021, Thiel College will convey enhanced confidence in its identity and mission as a liberal arts college that empowers students to reach their full potential. To realize this vision, Thiel will advance student success as a strategic imperative and foster institutional vitality through achieving sustained financial strength and enrollment growth.

The strategic goals of the College are derived from the mission and vision statements and serve the specific purpose of empowering students and ensuring institutional vitality. These three interdependent goals will foster collaborative endeavors by College stakeholders.



Goal 1: Inclusive Learning Environment

Create an inclusive learning environment where students succeed through innovative academic programs, rich experiential learning opportunities, and dynamic co-curricular and athletic programs.

Goal 2: Motivated Students

Enroll 1,100 students from a wide-range of backgrounds, motivated to succeed in college.

Goal 3: Resources

Increase and strengthen resources through effective leadership, faculty, and staff development, financial management, fundraising, and partnerships.

Academic Calendar 2019-2020

Fall Semester 2019

August

19	Monday	New Faculty Orientation – 9 a.m.
20	Tuesday	Final registration for unregistered students. All-Campus Picnic – 5 p.m.
21	Wed.	Faculty meeting – 10 a.m. Academic department meetings – 1:30 p.m.
24	Saturday	First-Year students arrive
24-25	Sat.-Sun.	First-Year Student Orientation
25	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.
26	Monday	Classes begin – 8 a.m. Drop/add period begins
30	Friday	Final day for adding a new course. No financial adjustments made after this date.

September

2	Monday	Labor Day – no classes
16	Monday	The grade of “W” will appear on the academic transcript for all courses dropped after this date.

October

4	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.
5-8	Sat.-Tues.	Mid-term break – no classes
8	Tuesday	Mid-term grades due by noon. Residence halls open at noon.

		Dining hall open from 4:30-6 p.m. Rotunda Bistro opens at 11:30 a.m.
9	Wednesday	Classes resume at 8 a.m.
10-12	Thurs.-Sat	Homecoming and Family Day
12	Saturday	Homecoming – Thiel vs. St. Vincent College
23	Wednesday	Final day to withdraw from a course with a “W.”
29	Tuesday	Pre-registration for spring term begins – seniors
31	Thursday	Pre-registration for spring term continues – juniors.
November		
5	Tuesday	Pre-registration for spring term continues – sophomores.
7	Thursday	Pre-registration for spring term continues – first-years and all others.
26	Tuesday	Final day of classes before Thanksgiving recess. Rotunda Bistro closes at 4 p.m. Dining hall closes at 9 p.m. On-campus classes end at 9 p.m. Residence halls close at 9:30 p.m.
27-12/1	Wed.-Sun.	Thanksgiving recess
December		
1	Sunday	Residence halls open at noon Dining hall open 4:30-6 p.m. Board contract resumes. Rotunda Bistro opens at 7 p.m.
2	Monday	Classes resume at 8 a.m.
9	Monday	Final day of classes.
10	Tuesday	AM Study time FINAL EXAMS BEGIN AT 1:00 P.M.
13	Friday	Final Exams End at 5:30 p.m. Rotunda Bistro closes at 4 p.m. Dining hall closes at 6 p.m. Residence halls close at 7 p.m.

Spring Semester 2020

January

2	Thursday	Final registration for unregistered students
7	Tuesday	Students arrive. Residence halls open at noon. Dining hall open 4:30-6 p.m. Rotunda Bistro opens at 6 p.m.
8	Wednesday	Classes begin at 8 a.m. Drop/add period begins.
14	Tuesday	Final day for adding a new course. No financial adjustments made after this date.
29	Wednesday	The grade of "W" will appear on the academic transcript for all courses dropped after this date.

February

6	Thursday	Founders' Day Convocation
7	Friday	Academic Honors Convocation, 7 p.m.
28	Friday	Final day of classes before Spring Break Rotunda Bistro closes at 4 p.m. Dining hall closes at 6 p.m. Residence halls close at 7 p.m.

March

2/29-3-8	Sat.-Sun.	Spring Break
3	Tuesday	Mid-term grades due by noon.
8	Sunday	Students return. Residence halls open at noon. Dining hall open 4:30-6 p.m. Rotunda Bistro opens at 6 p.m. Meal plan resumes.
9	Monday	Classes resume at 8 a.m.
18	Wednesday	Final day to withdraw from a course with a "W."

24	Tuesday	Pre-registration for fall term begins – seniors.
26	Thursday	Pre-registration for fall term begins – juniors.
31	Tuesday	Pre-registration for fall term continues – sophomores.
April		
2	Thursday	Pre-registration for fall term continues – first-years and all others.
9	Thursday	Final day of classes before Easter Recess. Rotunda Bistro closes at 4 p.m. Dining Hall closes at 7 p.m. Campus classes end at 9 p.m. Residence Halls close at 9:30 p.m.
10-13	Fri.- Mon.	Easter Recess.
13	Monday	Students return. Residence halls open at noon. Rotunda Bistro opens 6 p.m.
14	Tuesday	Classes resume at 8 a.m.
15	Wednesday	Monday classes will meet,
16	Thursday	Scholarship and Arts Symposium
24	Friday	Final day of classes.
25-26	Sat.-Sun.	Study days
27	Monday	Final exams begin at 8 a.m.
30	Thursday	Final exams end at 5:30 p.m. Rotunda Bistro closes at 4 p.m. Dining hall closes 7 p.m. Residence halls close at 7 p.m.
May		
1	Friday	Senior grades due by noon
3	Sunday	Baccalaureate Ceremony, 10 a.m. Commencement, 2 p.m.
4	Monday	All grades due via computer by noon.

Summer Sessions 2020

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

May Session

3	Sunday	May summer housing opens at 4 p.m.
4	Monday	Classes begin at 8 a.m. Final day to add a new course.
6	Wednesday	Final day to drop a course.
12	Tuesday	Final day to withdraw with a "W"
22	Friday	Final day of classes – May Session.

June Session

5/31	Sunday	June summer housing opens at 4 p.m.
1	Monday	Classes begin at 8 a.m.
2	Tuesday	Final day to add a new course.
3	Wednesday	Final day to drop a course.
12	Friday	Final day to withdraw with a "W."
26	Friday	Final day of classes – June Session.

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. Thiel is accredited by the Middle States Commission on Higher Education, the Pennsylvania Department of Education.

The College was founded as Thiel Hall in Monaca (Philipsburg), Pa. on the Ohio River in 1866 by 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. The College was founded as coeducational. Three of the College's first five students were women.

Statement of Vision of Thiel College

Founded in 1866 as a coeducational institution in western Pennsylvania, Thiel College is an independent liberal arts college rooted in the Lutheran tradition. Offering distinctive programs in the arts and humanities, social and natural sciences, professional studies, together with engaging co-curricular and athletic opportunities, Thiel provides an accessible and inclusive learning environment that emphasizes service to society. Thiel's residential campus offers a safe and supportive setting in which to grow and learn.

Statement of Mission of Thiel College

Thiel College empowers individuals to reach their full potential by creating a diverse and inclusive learning environment that ensure educational excellence, stimulates global awareness, and promotes ethical leadership. In doing so, Thiel prepares students for careers and lives of meaning and purpose.

Statement of Identity of Thiel College

Thiel College attracts students from a wide range of backgrounds who are motivated to succeed in college. Distinguished by an integrative teaching and learning model blending liberal arts with professional education, Thiel's academic programs offer innovative classroom instruction and enriching experiential learning opportunities, including faculty-student research, internships and study abroad/away. This educational model, combined with distinctively immersive and individualized student support, affords students exceptional preparation for careers and lives of meaning and purpose.

Statement of Values of Thiel College

Freedom of inquiry is at the center of our value system and is the basis from which we study with curiosity, live together with civility, serve society, respect one another, build our community, deepen our faith, express our creativity and experience our independence in pursuit of truth.

The Learning Goals of Thiel College

Upon graduation, Thiel College students will be able to:

- Demonstrate information literacy, critical thinking skills and problem-solving skills.
- Communicate clearly and effectively.
- Describe and analyze creative expressions.

- Demonstrate personal and ethical responsibility.
- Analyze the values and beliefs of multiple cultures in order to develop a global perspective.
- Demonstrate knowledge and discipline-specific skills in a field of study.

Accreditation

Thiel College is accredited by the Middle States Commission on Higher Education. 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—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.

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

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

The David Johnson Memorial Chapel was dedicated in May 2006. The nearly 7,000-square-foot structure is named in honor of David Johnson, the late son of 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.

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.

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. 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.

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.

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.

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.

The Haer Family Science and Arts Connector was dedicated in October 2017. It added 7,850 square feet of classroom, lab and collaborative space. The Connector links together wings of the Academic Center and the Rhodehouse Memorial Science Hall.

Tomcat Park opened with the 2008 baseball and softball seasons. The Tomcat Park Complex was made possible largely through a \$1.2 million grant from the commonwealth of Pennsylvania. The complex is located just north of Roy Johnson Drive on West Campus, near Greenville Borough's Riverside Park. The baseball field is served by an elevated press box.

Track & Field Complex was dedicated at Homecoming 2017. Ground was broken at a ceremony in May 2015. The competition-certified facility also includes a grass infield that adds additional recreation and practice space.



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. All students are encouraged to visit the campus; contact the Office of Admission to learn about tours times and visit day opportunities.

A high school student should apply for admission in the 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 (www.thiel.edu) 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

- For students with fewer than 12 college credits, official ACT/SAT test scores and official high school transcripts required. For students with fewer than 30 college credits, official high school transcripts are required for an admissions decision.
- High school transcript is required of all transfer students to verify graduation date

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.
- Personal on-campus interview with Admission Committee (suggested).

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

Advanced Placement

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

College Level Examination Program (CLEP)

Persons scoring an equivalent score of 50 for each College Level Examination Program exam (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.

Academic Admissions Requirements

- TOEFL: 450 (PBT), 45 (IBT), 133 (CBT)
- IELTS: 5.0 band
- ACT: 18 composite score
- GPA: 2.4 cumulative
- 900/1600 scale
- 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 \$49,000).

** 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 I-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.

Thiel College is authorized by the United States Government to issue a Form I-20 (Certificate of Eligibility for Nonimmigrant [F-1] Student Status) to an accepted student. The Form I-20 along with the official letter of acceptance will be issued upon receipt of the registration deposit. The Form I-20 must be used to secure an F-1 visa to enable the applicant to legally enter and study in the United States. All students who obtain the F-1 visa are required to initially attend the educational institution that issued the Form I-20 to them.

Support Services

In an effort to enhance the positive educational experience of international students, Thiel 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.”

Expenses for 2019-2020 Academic Year

Full-time Students

- Tuition \$30,766
- Room and Board \$13,040

Part-time Students: A student registering in the fall or spring for 1 to 11 credit hours will be charged a tuition fee of \$990 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.

Credit Hour Overload: Any student taking more than 18 credit hours in the fall or spring will be charged \$910 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 \$50; health and wellness fee \$250; vehicle permits \$75 per semester; first-year experience fee \$300.

Billing Dates and Payment Dates for 2019-2020

Semester	Billing Sent	Payment Due
Fall	Early July	August 1
Spring	Early December	January 2
Summer Sessions	At registration	10 days following summer registration

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 10th 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, the costs are as follows:

Withdrawal	Charges based on
Second week	20 percent of all tuition, fees, room and board costs;
Third week	30 percent of all tuition, fees, room and board costs;
Fourth week	40 percent of all tuition, fees, room and board costs;
Fifth week	50 percent of all tuition, fees, room and board costs;
Sixth week	60 percent of all tuition, fees, room and board costs;
Seventh week	70 percent of all tuition, fees, room and board costs;
Eighth week	80 percent of all tuition, fees, room and board costs;
Ninth week	90 percent of all tuition, fees, room and board costs;
10th week	100 percent of all tuition, fees, room and board costs;

Any withdrawal after the 10th 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.

See Page 45 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 Aid Policy for Off-Campus Students

Learn more about cooperative programs on Page 75.

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 2019-2020 is \$6,095 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 \$4,123 for the 2019-2020 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 B. Anderson Endowed Scholarship Fund— Awarded annually to at least one full-time Thiel College student who fulfills the following requirements: is a high school graduate who has reached at least sophomore standing at Thiel College with a minimum GPA of a 2.7 on a 4.0 scale and demonstrates financial need.

The Dr. David and Mrs. Mary Jo Andrews '63, '63—This scholarship was established in honor of David and Mary Jo's life of service to Thiel College. Dr. David Andrews passed away in 2014, during his life he served as a President of the Alumni Board and as a member of the Executive Committee of the Thiel College Board of Trustees. His wife Mary Jo is a committed alumna and 1963 graduate. The scholarship is given to accounting students who show academic promise and demonstrate financial need.

William E. and Dorothy (Floyd) Babcock Scholarship—Awarded to a student that has successfully completed their freshman year and is a sophomore, junior, or senior on track in their major in the year in which they receive the scholarship award. Student must have an overall GPA of 3.0 or better and must demonstrate verifiable financial need as determined by the college. The award will alternate between male and female students.

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 senior 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.

Cigler Political Science Endowed Scholarship—This scholarship will provide an annual award to a full-time Thiel College student who is a political science major with a minimum cumulative GPA of 3.25 or with a major GPA of 3.50 in at least 12 hours of coursework in the major or given to a new student with strong high school performance with the intention of majoring in political science.

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.

Class of 1963 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 reached at least sophomore standing 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.

The Dr. Judith A. Crissman '64 Endowed Scholarship Fund—Awarded annually to at least one full-time Thiel College student with preference given to residents of Clarion County, Pa., majoring in the sciences (biochemistry, biology, chemistry, neuroscience, mathematics or physics) or if no students qualify, then preference will be given to any student from Clarion County who fulfill the following requirements: who has reached at least sophomore standing at Thiel College and is on track in their major in the year in which they receive the scholarship award, with a minimum GPA of 2.7 on a 4.0 scale in their major and 3.0 or better overall, and demonstrates financial need.

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

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

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

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

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

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

The Rev. Dr. Luther E. and Ruth (Potts) Fackler Scholarship—Given by two Thiel alumni in appreciation for their education at Thiel, this scholarship is awarded to full-time juniors and seniors preparing for the ministry,

with second preference going to those going into education. Students must demonstrate financial need. Selection is made by the director of financial aid.

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

Anthony R. Fahl '50 Scholarship—A Greenville native and Thiel 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.

Norman G. Hasbrouck '74 Memorial Endowed Scholarship – Awarded annually to at least one full-time Thiel College student including freshmen. The student must have an overall GPA of 3.0 or better and demonstrate verifiable financial need as determined by the College. Preference will be given to students of the following school districts in order: Bethlehem Center, California Area, Corry Area or a student from Washington County.

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 Heissenbittel Award in English Language and Literature in Memory of Ernest, Jean and Robert— The Heissenbittel 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 Heissenbittel 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.

The Dr. Roy H. Johnson Political Science Awards Fund—Provides awards in memory of Dr. Roy H. Johnson, former chairman of the History Department and the “Founding Father” of the Political Science Department at Thiel College. These awards will be presented to political science majors, with financial need not being a criterion. Two awards will be given annually: The Dr. Roy H. Johnson American Government Award will be presented to a rising junior who has exhibited outstanding work in the study of American government and politics; The Dr. Roy H. Johnson Political Science Award will be presented to a rising senior who has demonstrated outstanding work in the field of political science. Selection shall be through the Political Science Department.

The Eleanor D. Kilner TWC Senior Scholarship— Established by the Thiel Women’s Club, this scholarship is awarded to a student in her senior year who has demonstrated academic excellence and a commitment to community service. She must also demonstrate financial need.

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

Paul E. Kilner ’35 and Eleanor (Demi) ’36 Kilner Scholarship—Paul Kilner ’35 was a student- athlete while at Thiel and, after his graduation, became a football and basketball official on the high school and college levels for almost 25 years. He passed away in 1963. Eleanor (Demi) Kilner ’36 served as director of alumni affairs from 1964 to 1982. This award shall be presented annually to a rising sophomore male student with an overall GPA of at least 2.5 at the end of 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 fulfill 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 (Harpster) McKinley '56 in loving memory and honor of her husband, Robert J. McKinley '54. It is awarded annually to an accounting major in good academic standing. Recipients are selected by the Financial Aid Office.

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

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

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

Dr. Earl R. '47 and Joan Miller '48 Mezoff Endowed Scholarship —Full-time Thiel College student who has completed the junior year of study, is an English major and has a minimum grade point average of 3.0 on a 4.0 scale.

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 Patricia Murrin Endowed Scholarship - 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 with first preference given to a student from Mercer County, Pennsylvania who fulfills the following requirements: the student has successfully completed their freshman 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 2.75 or better on a 4.0 scale, and the student demonstrates verifiable financial need as determined by the college.

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.

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.

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 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 Armstrog, Westmoreland and Indiana counties, and/or is a student that has a strong commitment to Christian principles.”

St. Paul’s Lutheran Church Endowed Scholarship Fund – This scholarship will be awarded to a full-time student including freshmen with an overall GPA of 3.00 or better and a verifiable financial need as determined by the College. Student must reside in Westmoreland County.

The Sawhill 200 Endowed Scholarship Fund— 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 female Thiel College student who fulfills the following requirements: has reached at least sophomore standing and is on track in their major in the year in which they receive the scholarship award, has an overall grade point average of 3.0 on a 4.0 scale and demonstrates a verifiable financial need as determined by the College.

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.

The Patricia Turcic Endowed Scholarship—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 with first preference given to a student from Mercer County, Pennsylvania who fulfills the following requirements: the student has successfully completed their freshman 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 2.75 or better on a 4.0 scale, and the student demonstrates verifiable financial need as determined by the college.

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 Orczek 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, communing 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 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 Eugene Woloshyn '39 Award—Awarded to an outstanding rising senior who is a first-generation college student based upon his/her contributions to the campus, academic and co-curricular communities.

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
- 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. Dersheimer 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

Stevan 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.

- Alpha Omega Foundation
- American Legion
- American Red Cross
- Americorps
- Association of Independent Colleges & Universities of PA
- Austintown Band Parents Inc.
- Bessemer System Federal Credit Union
- Bethel United Methodist Church
- Blue Prints
- BNY Mellon
- Bridge Builders Community Foundations Scholarship Account
- Building Laborers' Union, Local No. 310
- Central Electric Cooperative
- Chi Omega Foundation

- Church of the Good Shepherd
- CNB Bank
- College Now Greater Cleveland, Inc.
- Community Foundation for the Alleghenies
- Community Foundation of Fayette County PA
- Community Foundation of Northern Alleghenies
- Community Foundation of Warren County
- Community Foundation of Western PA & Eastern OH
- Croatian Fraternal Union Scholarship Foundation
- DC College Access Program
- Delta Sigma Phi Foundation
- District 10 Athletic Directors Association Golf Scholarship Fund
- District of Columbia College Access Program
- Dr. Eleanor G. Morris Scholarship
- FHC Community Education Foundation
- Flicker of Hope Foundation
- Franklin Elk's Lodge #110
- Fred N. Vanburen Scholarship Fund
- Geneva Area Teachers Association
- George W. Wright Estate
- Greeville Elk's Club
- Hutchinson Sportsmans Club Small Games of Chance
- International Union of Operating Engineers Local 66
- Italian Home Club Small Game of Chance 70%
- Kane High School Alumni Memorial Award Fund
- Kappa Sigma Endowment Fund
- Karns City Area School District
- Karns City Scholastic Foundation, Inc.
- Keybank National Association Trust Division
- Keystone School District
- Kolmar Laboratories, Inc.
- Kolmar Scholarship
- Little Eden Camp
- Lois J. Macaluso Charitable Foundation Trust
- Marine Corps Scholarship Foundation
- Marion Center Bank
- May Emma Hoyt Foundation
- Meyer Scholarship Foundation Inc.
- Mike McGreevy Memorial Scholarship Fund
- Nason Foundation
- Northwest Savings Bancorp, Inc. Charitable Foundation
- Ohio Girls Golf Foundation
- OSGA
- Pittsburgh Metro Area Postal Workers Union
- Pittsburgh Youth Leadership Education Fund
- PNC

- Positive Coaching Alliance
- Punxsutawney Arts Association Inc.
- S&T Wealth Management
- Scholarship America
- Seven Seventeen Credit Union
- Sherwood Oaks Fund
- Sigma Kappa Foundation
- Southington Local School District
- Southington Wildcat Athletic Boosters
- St. Matthew Luthern Church
- Tabor Evangelical Lutheran Church
- The George J. Record School Foundation
- The Gladys M. Hess Memorial Scholarship Fund
- The Hubbard Gridiron Club
- The Pennsylvania Moose Association
- The Pennsylvania Sports Hall of Fame
- The Pittsburgh Promise
- The Warren Area Board of Realtors
- Trinity Lutheran Church
- Trumbull Career & Tech Center Education Association
- Trumbull County Interdenominational Ministerial Alliance
- Washington County 4-H Scholarship Fund
- WesBanco
- West Penn Hospital Staff Foundation
- Westlake High School
- Wolves Club of Farrell Scholarship Fund
- Zeta Tau Alpha Foundation, Inc.
- Zion's Reformed Church

Employment/Educational Loans

Student Employment

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

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

Educational Loans

A loan is a form of financial aid which must be repaid with interest. Few students can afford to pay for college without some form of education financing. Education loans come in three major categories: student loans,

parent loans and private or alternative loans. The following information describes loan programs currently available to students and parents of students at Thiel College and their criteria for eligibility.

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

Federal 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.

Dependent Undergraduates	Subsidized	Total
<i>(exclusive of students whose parents are unable to borrow under the PLUS program)</i>		<i>(Subsidized and Unsubsidized)</i>
First year	\$3,500	\$5,500
Second year	\$4,500	\$6,500
Third year and beyond	\$5,500	\$7,500
Aggregate Limits	\$23,000	\$31,000
Independent Undergraduates	Subsidized	Total
<i>(exclusive of students whose parents are unable to borrow under the PLUS program)</i>		<i>(Subsidized and Unsubsidized)</i>
First year	\$3,500	\$9,500
Second year	\$4,500	\$10,500
Third year and beyond	\$5,500	\$12,500
Aggregate Limits	\$23,000	\$57,500

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 3672 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

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
- 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 lunch 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](http://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

Each semester, the College plans intramural and 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. The College also offers a variety of fitness classes to students at no extra cost.

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 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.

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

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.

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

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

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

Pi Nu Epsilon—a national honorary music fraternity that is dedicated to music, diverse musical organizations, and college-community service. Membership is based on participation in at least two semesters of a music ensemble and a cumulative GPA of at least 2.75. The Eta Chapter was established in 2011, and since then 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— 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 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:

- 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
- Book Club
- Criminal Justice Club
- English Club
- Global Club
- Junior Chamber of Commerce
- LGBTQ+ Club
- 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.

- J-Walkers
- Fellowship of Christian Athletes
- Thiel Christian Fellowship
- Lutheran Student Movement
- Thiel 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 performs during the fall and spring semesters at various concerts and events on and off campus throughout the year. 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 inter-religious 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 distinctively 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

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. Check with 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. 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, ex 2222.



Academic Information

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, two 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. 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.”

General Requirements

The academic requirements of the College Catalog in effect at the time of a student’s matriculation at Thiel are requisite 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.

Graduation Requirements for Degrees in Bachelor of Arts, Associate of Arts, Bachelor of Science, Associate of Science

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.

2. Presentation (3 CH)

Presentation Literacy

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

3. Quantitative/Scientific Reasoning (10-12 CH)

a. Quantitative Reasoning

Students must earn a grade of C minus or higher in MATH 125 or higher or pass the mathematics placement test at the precalculus level.

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.

c. Additional Quantitative / Scientific Reasoning Course

Successfully complete one additional course satisfying either quantitative or scientific reasoning: computer science, mathematics, natural or physical science course—biology, chemistry, computer science, environmental science, geology, neuroscience, mathematics, physics. PSY/SOC 233, Statistics for Social Sciences, will fulfill this requirement.

(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)

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

- Earn a final grade of C or better in two years of the same foreign language in high school;
- Take the placement test and test out of a class or the requirement altogether;
- Complete (C minus or better) two semesters of a foreign language at the introductory level;
- Complete (C minus or better) one semester of a foreign language at the intermediate level.

7. Humanistic (6 CH)

a. Students must successfully complete REL 120, or 121, or 122 or 123. (This course is to be taken after the completion of SEMS 110)

and

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

C. Seminar Series (12 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 110: Introduction to Seminar Series (3 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. SEMS 110 must be completed with a C minus or higher to meet graduation requirements.

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 interrelationships of ideas and their results. Students read primary texts in art, history, literature, philosophy, and science, ranging from Plato to Machiavelli to Thoreau to Mandela. Each class is built on such features as a specific location, culture, object, literary work, scientific breakthrough that best embody the conflicts and issues of that time period. (P: SEMS 110)

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 110)

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 110, 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 component 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 Academic Dean, Elizabeth Frombgen, Ph.D.

*b. **Leadership***—Students endeavoring to fulfill their practicum requirement through the Leadership component have options such as completing a credit bearing internship, student teaching, attending pre-approved leadership conferences, or completing a pre-approved leadership project. For more information, please contact the Academic Dean, Elizabeth Frombgen, Ph.D.

*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 Professor of Sociology and Study Abroad Coordinator Cynthia L. Sutton, Ph.D.

*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 Greg Butcher, Ph.D., who coordinates the scholarship program. For more information contact Dr. Butcher.

2. Concern for Physical Well-Being (2 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

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.

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.

2. Presentation (3 CH)

Presentation Literacy

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

3. Quantitative/Scientific Reasoning (10-12 CH)

a. Quantitative Reasoning

Students must earn a grade of C minus or higher in MATH 142 or any calculus course or pass the mathematics placement test at the precalculus level.

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.

c. Additional Quantitative / Scientific Reasoning Course

Successfully complete one additional course satisfying either quantitative or scientific reasoning: computer science, mathematics, natural or physical science course—biology, chemistry, computer science, environmental science, geology, neuroscience, mathematics, physics. PSY/SOC 233, Statistics for Social Sciences, will fulfill this requirement.

(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)

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

- Earn a final grade of C or better in two years of the same foreign language in high school;
- Take the placement test and test out of a class or the requirement altogether;
- Complete (C minus or better) two semesters of a foreign language at the introductory level;
- Complete (C minus or better) one semester of a foreign language at the intermediate level.

7. Humanistic (6 CH)

a. Students must successfully complete REL 120, or 121, or 122, or 123. (This course is to be taken after the completion of SEMS 110)

and

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

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Requirements

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.

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).

Associate of Arts Degree – Core Requirements

ENG 101	College Writing	3 CH
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INDS 101	Presentational Literacy	3 CH
MATH 125	Quantitative Reasoning	3 CH
Lab Science	Natural/Physical Lab Science	4 CH

REL 120 Interpret Jew/Christian Scripture
or

REL 121 Intro to Old Test/Heb Bible
or

REL 122 Intro to the New Testament
or

REL 123 Intro to Christianity 3 CH

Choose one course from three of the following: 9-11 CH

Humanities 3 CH

Fine Arts 3-4 CH

Social Science 3 CH

CSCI/MATH/SCIENCE 3-4 CH

SEMS 110 Seminar Series I 3 CH

SEMS 200 Western Traditions 3 CH

HPED THEORY 2 CH

TOTAL CORE CH 33-35

Practicum:

Choose one of the following: Citizenship, Leadership, Study Abroad/Study Away, Scholarship.

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 (minor).

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.

Further information is available from Registrar Denise Urey in the Academic Records Office (durey@thiel.edu or 724-589-2009).

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 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.

Students who have declared a major should meet regularly with an assigned adviser and obtain permission from an adviser to register for specified courses each semester. Students with double majors should 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 and placed on the official transcript for credit applied to a degree program.

Information concerning CLEP examinations may be obtained from the College Entrance Examination Board at clep.collegeboard.org.

International Baccalaureate Diploma/Certificate Program

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

Credit For Life Experience

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

Expiration Of Credits

All of the credits required for a degree, whether earned in residence or transferred from another institution, must have been earned within 10 years prior to the date on which the degree is awarded. Course work completed more than 10 years prior to a student's date of graduation is subject to review by the Dean of the College to determine its applicability to the degree.

When given evidence that the previous courses still provide adequate preparation for courses yet to be taken and still represent a reasonable part of the total academic program, the Vice President for Academic Affairs/Dean of the College may waive the 10-year limitation. Any such waiver is for a specific period during which the degree program must be completed. This policy controls credits to be applied toward the degree. When specific courses are being evaluated for acceptance toward major requirements, the department chair may apply a more stringent standard because the early foundational courses prepare a student for upper-level courses or because students need to understand the interrelationship among courses in the field.

Transfer Credit

A student transferring from an accredited school of higher education for the purpose of pursuing a degree at Thiel College will:

1. Fulfill the general college core requirements of Thiel 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.

Credit Hour

In accordance with federal guidelines, Thiel College adopts the following definition of a credit hour:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that entails not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different period of time; or
2. At least an equivalent amount of work as required above for other academic activities, including laboratory work, internships, practicum, studio work, service learning, undergraduate research, and other work leading to the achievement of learning objectives.

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, 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 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.

Information on a military leave of absence is available in the Expenses and Financial Aid section of the catalog.

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.

Thiel College Honor Code

The Thiel College Student Government established the Honor Code to promote the highest standards of academic integrity among students and to provide a forum for student initiative in minimizing plagiarism and cheating. Beginning August 31, 1998, the Honor Code applied to all students enrolled at Thiel College. Approximately 20 years later, the Administration, Faculty, and Student Government reaffirmed their commitment to the Thiel College Honor Code (TCHC) by reviving the tradition of having all matriculating students sign a pledge asserting their commitment to the following:

As a member of the Thiel College Community, I understand that I am expected to uphold the highest standards of academic integrity. I therefore pledge that I will not engage in academic misconduct including plagiarism, cheating, and disruptive or inappropriate classroom behavior. Furthermore, I pledge to hold my fellow students to the same standards and report violations of this Honor Code.

Academic Misconduct

Acquiring a degree at Thiel College is both a distinction and a responsibility. Acceptance into this community of scholars is a privilege that enables you to engage, not only with administrators, professors, students, and staff, but also with the authors and editors of textbooks, journals, and scholarly work you will encounter through your academic work. The community expects you to treat each of these entities with respect, which at times may include respectful disagreement. Academic misconduct including plagiarism, cheating, and disruptive classroom behavior violates this expectation of respect and will not be tolerated.

Plagiarism

Plagiarism is theft, an act of fraud, and a violation of the TCHC. It includes the use or presentation of someone else's production, language, ideas, or images as one's own. Examples of plagiarism include but are not limited to:

- Copying homework, papers, tests, or other assignments;
- Using any online material without adequate citation including words, images, graphs, tables, and other graphics;
- Failing to indicate the sources of ideas, words, data, or images;

- Collaborating without adequately citing that collaboration;
- Submitting one paper, presentation or other assignment to satisfy the requirements of two different courses.

You may be guilty of plagiarism even when you have made no conscious effort to deceive. Therefore, cite your sources—primary, secondary, electronic, textbook, class discussion, lab manual, or any other source of information—whether through quoting, paraphrasing, or summarizing, in a clear and consistent way. The exact system of citation varies by discipline. Your professors will tell you whether to use MLA, APA, Chicago style, or another format. If you have any doubts about the appropriate style, or use of summaries, paraphrasing, or quotations, ask your professors.

Cheating

Academic cheating is a form of plagiarism and violation of the TCHC. Examples include, but are not limited to:

- Using unauthorized notes, papers, books, calculators, or any electronic devices during a test;
- Paying someone to do academic work for you, including the purchase of papers or test questions;
- Using another person's answers, papers, reports, and/or projects as one's own for the purpose of receiving credit or completing an assignment;
- Passing or accepting information during a test or quiz;
- Collaborating with others on individual projects;
- Using unauthorized access to computer accounts, files, and/or programs;
- Manufacturing or falsifying data in the process of research.

Inappropriate behavior

Behavioral conduct that detracts from the teaching and learning process of faculty and students is a violation of the TCHC. This includes but is not limited to, distractive or disorderly conduct in the classroom, misuse of or damage to classroom property, or conduct dangerous to oneself or others. In the classroom setting, a faculty member has the responsibility for proper classroom management. He or she can order the temporary removal or, in cases of repeat violations, exclusion of any student from the classroom if the student's behavior is judged inappropriate.

Faculty procedures for addressing inappropriate behavior:

1. A faculty member may ask disruptive students to leave the classroom and will notify the Public Safety Office and/or the Academic Affairs Office if the student refuses to obey the request.
2. A faculty member has the right to assign a failing grade for any class work during the period of temporary exclusion.
3. Prior to the next class meeting, the faculty member shall notify, in writing, the student, the student's academic advisor, the faculty member's department chair and the Associate Academic Dean for Student Success (AADSS) of the incident and the resulting disciplinary actions.
4. Recurrence of inappropriate behavior will result in a mandatory meeting between the student and the AADSS and additional sanctions that may include the student being permanently expelled from the course where the misconduct has occurred and/or from Thiel College.

Violations of the TCHC

If a member of the Thiel College Community suspects a violation of the TCHC has occurred, they will report the situation to the relevant faculty member who will initiate the following procedure.

1. The faculty member will discuss the issue with the student(s) as soon as possible. The faculty member may withdraw/discard the complaint, give the student(s) a verbal warning, request resubmission of the

corrected work, and/or impose a grade penalty on that assignment or test up to and including full loss of credit. The faculty member may choose to report the initial violations to the AADSS.

2. In cases where a student has committed repeated violations within a course, the case must be submitted to the AADSS. Within a reasonable period of time (typically two weeks of the alleged violation), the faculty member will:
 - a. Notify the student(s),
 - b. Notify the AADSS and submit any available supporting evidence. The AADSS will send copies of the relevant materials to the student(s), the relevant academic advisor(s), and the faculty member's department chair; and schedule a meeting with the student(s).
3. Each time a student meets with the AADSS regarding any violation of the TCHC, the situation will be discussed with the student and, if warranted, the following disciplinary action taken.
 - a. First offense:
 - i. A grade penalty (zero credit on that assignment or test) will be issued.
 - ii. The student will be required to complete an online plagiarism/cheating tutorial (similar to <https://www.indiana.edu/~academy/firstPrinciples/index.html>) and submit a certificate of completion to the AADSS, typically within one week of their meeting. Failure to submit the certificate will result in an academic hold being placed on the student's account.
 - iii. An official warning letter will be sent to the student, the reporting faculty member, the faculty member's department chair, the academic advisor, and placed in the student's disciplinary record.
 - b. Second Offense:
 - i. A failing grade in the course will be imposed, the student may not attend class meetings or take the final examination, and the student will be placed on Academic Probation for at least one full semester.
 - ii. The student will be required to read and sign the *TCHC Violation Letter* noting they are aware that a third violation will result in suspension from the College. Failure to sign the letter will result in immediate suspension.
 - iii. A copy of the signed *TCHC Violation Letter* will be sent the student, the reporting faculty member, the faculty member's department chair, the academic advisor, and placed in the student's disciplinary record.
 - iv.
 - c. Third Offense:
 - i. The student will be suspended from the College for a period of not less than one semester.
 - ii. Prior to the student's return to the College, they will be required to read and sign a *Condition of Readmission Letter* noting they are aware that a fourth violation will result in permanent dismissal from the College. Other conditions of readmission may also be imposed.
 - d. Fourth Offense:
 - i. The student will be permanently dismissed from the College.

The AADSS may impose penalties other than those listed above, depending on circumstances and upon consultation with the reporting faculty member.

4. If the student wishes to appeal the disciplinary action, he or she:
 - a. Submits a letter explaining his/her position to the VPAA/Dean of the College with copies to his/her academic advisor, the involved faculty member, the faculty member's department chair, and the AADSS within one week of receiving the AADSS's letter.
 - b. May attend classes while the appeal is in process.
5. The VPAA/Dean of the College will follow the normal hearing procedure and notify, in writing, the student, the student's advisor, the faculty member, the faculty member's department chair, and the AADSS within two business days of the decision.
6. An appeal of suspension or expulsion shall be made directly to the President of Thiel College.

Academic Grievance Procedure

Student grievances may concern grades, courses, and academic requirements. The academic grievance process involves three steps:

1. Any student who has any form of grievance with a faculty member or administrator, first takes that grievance to the person involved (the faculty member or administrator).
2. If that individual is contacted, and a resolution does not result, the grievance may then be taken to the departmental chair or administrator's supervisor.
3. If the grievance is still not resolved, it may be taken to the AADSS (or the VPAA if the AADSS is involved). Prompt and polite communication among concerned parties is a sound practice in matters of misunderstanding. Grievances should be expressed and dealt with at the earliest point in time. Ordinarily students should begin the grievance process no later than two weeks following the dispute.

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.

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 may participate in the May Commencement Exercise before completing the requirements, only if no more than two courses (6 to 8 CH) or the student-teaching requirement remain to be completed.

- Students must make application for early participation by April 1 of the spring semester for May participation,
- Students participating early will be designated in the commencement program that graduation requirements have not been completed, but will be completed during the summer/fall session.

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 engaging 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) and stop in the office, which is located in the Thiel Learning Commons area of the Library, or call 724-589-2063. You may also email disabilityservices@thiel.edu for more information.

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 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 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

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

Capitol Semester

The Capitol Semester is a competitive 12 or 16-week in-service study program in a state-related agency in Harrisburg. A 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.

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

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.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 and food service industries. Under a cooperative program between Thiel College and the Pittsburgh Technical College, 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 Pittsburgh Technical College's culinary arts certificate program, and conclude their final year at Thiel College. Graduates of the program will earn a Bachelor of Arts degree in business administration from Thiel

with a culinary arts certificate from the Pittsburgh Technical College. 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.

Duquesne University Accelerated J.D. Program - Thiel College students can participate in an accelerated J.D. program, earning their undergraduate and law degrees in just six years through an agreement between Thiel College and Duquesne University School of Law. Eligibility requirements are as follows: Cumulative GPA of ~3.5 for three years at Thiel College (96 CH); Completion of all undergraduate curricular major field and liberal studies requirements at Thiel; Minimum LSAT score in the 60th percentile on the present LSAT, taken in the winter of the third year at Thiel, but, by request, can be taken by the spring of the third year; Recommendation by a selection committee appointed by the Provost and Academic Vice President and the Dean of Admission of Duquesne University Law School; Interview with the Dean of Admission of DU School of Law.

EWHA Women's University, Seoul, Korea—Through a cooperative arrangement with EWHA Women's University, each academic year Thiel students 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.

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 with a cumulative GPA of 3.0, 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 (LECOM) Early Acceptance Programs (EAPs)

School of Dental Medicine (4+4) - This program is only available in Bradenton, FL. The student must have a provisional letter of acceptance in the EAP before starting their third year at the undergraduate

institution. Therefore, students are encouraged to apply by the spring semester of their sophomore year. Upon submitting an AADSAS application, completing four years of undergraduate study, taking the DAT and successfully meeting certain GPA and other requirements, the student enters LECOM's School of Dental Medicine the following July. The student receives a B.A. or B.S. from Thiel College and a Doctor of Dental Medicine (D.M.D.) degree. Interested students should contact the Chemistry Department (Dr. Kathryn Frantz) for more detailed information.

School of Pharmacy (3+3 and 4+3) Thiel College has a 3+3 and 4+3 Early Acceptance Program (EAP) in pharmacy (leading to the PharmD degree) with the School of Pharmacy at the Lake Erie College of Osteopathic Medicine (LECOM) campuses in either Erie, PA or Bradenton, Fla. For the 3+ track, the student must enroll in the EAP by March 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.S. 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 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.

Osteopathic Medicine (3+4 and 4+4)— 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 apply to the EAP and complete an interview before starting their second year of study at Thiel College. Upon completing three years at Thiel and meeting certain GPA, MCAT, curriculum and other requirements, they would matriculate into LECOM. The B.A. or B.S. degree in an appropriate discipline would then be awarded upon completion of the first year at LECOM (30 credit hours). For the 4+4 track, students must have a provisional letter of acceptance in the EAP before starting their third year at the undergraduate institution. Therefore, students are encouraged to apply by the spring semester of their sophomore year. 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 the HPI pre-medical advisors Dr. Greg Butcher or Dr. Neil Lax (Neuroscience).

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 are at least 10 days in length. Students and faculty travel together as a group. Students pay the cost of the study abroad program and travel expenses, but tuition for the 3 credit hour course is waived. Competitive scholarships are typically available.

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 seminar course. 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.

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.

Global Institute

The mission of the Global Institute is to foster consideration of issues related to global economic development, sustainability and the environment. The Global Institute seeks to provide regional, national and international resources for reflecting on the identified theme of the year, such as “Water Justice and the Earth’s Future” (2015-2016), “Warm Temperature Experiences of the Earth” (2014-2015), “Revisiting Sustainability: Still Caring for the Earth” (2013-2014), “Caring for the Earth’s Energy” (2012-2013), “Being Creative for the Earth: In Economically Challenging Times” (2011- 2012), “Justice, Just Us and the Earth” (2010-2011), “Taking Care of the Earth” (2009-2010), “Regenerating the Earth” (2008-2009), “Honoring Earth’s Hospitality” (2007-2008), etc. The Global Institute sponsors a Celebration of the Earth during each spring semester. Dr. Anna Reinsel is the director of the Global Institute and various faculty and staff members serve as Global Institute Associates.

Dietrich Honors Institute

Dr. Matthew Morgan, 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).

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 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 member of the Dietrich Honors Institute.

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 Program Advisors

Education: Dr. Hazlett, Education

Dual-Degree Engineering: Dr. Hecking, Physics

Cytotechnology: Dr. Sarah J. Swerdlow, Biology

Medical Technology: Dr. Sarah J. 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

Pre-Medicine: Dr. Greg Q. Butcher and Dr. Neil Lax, Neuroscience

Pre-Ministry: Dr. George Branch-Trevathan, Religion

Pre-Optometry: Dr. Chris Stanisky, Chemistry

Pre-Pharmacy: Dr. Kathy Frantz, Chemistry

Pre-Physical Therapy: Dr. Kristel Gallagher, Psychology

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

Pre-Podiatry: Dr. Greg Q. Butcher and Dr. Neil Lax, Neuroscience

Pre-Veterinary: Dr. Sarah Swerdlow, Biology

Pre-Chiropractic: Dr. Chris Stanisky, Chemistry

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 freshmen 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.

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.
- 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.

College-in-High School Program

Thiel College partners with high schools in awarding college credits for certain courses that may be taken on their high school campuses and taught by qualified high school teachers who deliver the Thiel College curriculum. By supporting the teaching of freshman college-level courses in the high school, Thiel College collaborates with the high school faculty and students to provide an opportunity for students to earn college credit on the high school campus. At the end of the year, students receive a Thiel College transcript that enables the courses to be accepted at Thiel or transfer to another college.

Distance Education

Thiel College began offering courses online in our summer sessions. 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. 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, M.F.A.; Sean P. McConnor, M.F.A.

The Department of Art is committed to developing in each student an appreciation of and understanding for the dynamic, creative impulse that all people share and that can inform and enrich all areas of study and personal development.

The Department of Art offers a minor in fine art. The minor is designed to meet the needs of every student at Thiel College from those wanting to pursue an artistic interest alongside another major to those students wanting to receive foundational training for a lifelong career in the art field. Pre-art therapy, graphic design and illustration and graduate study in fine arts are all paths pursued by previous students.

Building on a balance of practice and theory, the art department is committed to fostering a personal, dynamic, creative environment in which students learn from mentors in contexts ranging from quality classroom instruction, rigorous studio practice, guest lectures and hands-on experience in our own Weyers-Sampson Gallery and art collection. We strive to provide experiences and opportunities that enhance and expand the lives of both students and members of the surrounding community.

Minor Requirements

Fine Art Minor

The fine art minor introduces students to the foundational language of the visual arts through studio courses in drawing, painting, and sculpture as well as art history. The curricular flexibility of this minor is well suited to students who are pursuing art in conjunction with another major or simply as a secondary interest.

A student who graduates from Thiel College with a minor in fine arts will:

- Demonstrate basic art-making skills in the visual arts
- Demonstrate a foundational knowledge of the history of art
- Demonstrate a basic ability to interpret works of art

A drawing course 100 or 200 level		4 CH
A painting course 100 or 200 level		4 CH
A sculpture/3D course 100 or 200 level		4 CH
A studio elective 100 or 200 level		4 CH
ART 101	Survey of Art I	3 CH
ART 201	Survey of Art II	3 CH
		TOTAL 22 CH

The Department of Art requires a C minus or better in all courses required for the minor.

Cooperative 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.

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 as needed; check with department.

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.

ART 122—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 critical to all who have interest in further study in the arts. Materials used will include wire, foam core and hot melt glue, clay and plaster. Lab fee \$75. Offered infrequently.

ART 140—Ceramics (4 CH) This course is designed to introduce students to the basic techniques of clay hand-building and wheel-throwing and the glazing and firing process. Using clay, students will create traditional forms and learn to use glazing techniques for both function and aesthetic. Finished pieces will be assessed during group critiques. Offered every semester, no prerequisite. Lab fee \$175.

ART 181 – Architecture – Theory & Practice (4 CH) is a course designed to give students an historic as well as hands-on introduction to the world of architecture. Class will meet for three hours, two times a week, for a total of six hours per week. Class meetings would be divided between traditional lecture and discussion, quizzes and papers and studio time. Using history as a guide, class lectures will survey the major periods and developments in architecture and the individual structures best exemplifying these styles and techniques.

Studio time will consist of several individual and group projects, using different methods and materials covered in class, to create models of famous structures. Final projects will be individually designed. Offered spring semesters. Lab fee \$50

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 as needed; check with department.

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 214 – Women in Art (3 CH) This course surveys the history of women in art, both as the subjects and creators, in Western Europe and America from medieval to modern times. The class is organized chronologically and thematically, contrasting feminist and conventional perspectives, and examining the religious, mythological, and secular images of women in art. Attention will be given to the creation, modification, and persistence of these images and students will consider the social and historical contexts in which women produced art and the challenges this created. Class time will be divided between lecture, discussions of readings, and presentations. Offered as needed in conjunction with the Gender Studies minor.

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) is a course that explores the technical and creative process of creating 3-D sculptures in clay. We will use direct modeling techniques with clay to make finished, fired, and glazed sculptures. Students will also conceive, execute, and cast a small sculpture in aluminum, using the lost-wax casting technique. Offered fall semesters. Lab fee \$100.

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. Offered as needed; check with department.

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. Offered as needed; check with department.

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. Offered as needed; check with department.

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)

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. Offered as needed; check with department.

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

ART 314—Advanced Drawing (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 112 or Art 222. Offered as needed; check with the department.

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 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.



Department of Biology and Life Sciences

**Dr. Michael Balas, Dr. Gregory Kingston, Dr. Fatimata Palé,
Dr. Sarah J. Swerdlow**

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 or EXER 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 Three Tracks

Students can choose to complete major requirements for one of three biological tracks: biology, conservation biology, or exercise science.

The biology track is a traditional balance of requirements in molecular, organismal and population biology. Dr. Swerdlow primarily advises students in this 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.

The exercise science track involves an emphasis on traditional exercise science courses, with focuses on exercise physiology, kinesiology, management, physical fitness, and certification, among other fields/topics. Dr. Gregory Kingston advises students in the exercise science track.

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
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

Students must take all five courses.

1. BIO 290	Cell Biology
Thiel College	Academic Catalog 2019-2020

- | | |
|---|------------------------------------|
| 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 |
| <i>and</i> | |
| 2. BIO 462 | Senior Seminar |
| <i>and</i> | |
| 3. BIO 452 | Advanced Biology |
| <i>or</i> | |
| BIO 482 | Independent Study |

IV. Related Math and Science Courses

- | | |
|------------|--|
| MATH 142 | Precalculus
<i>(minimum requirement)</i> |
| <i>and</i> | |
| CHEM 140 | General Chemistry I |
| PHYS 154 | Intro to Physics I
<i>(non-calculus based)</i> |
| <i>or</i> | |
| PHYS 174 | Intro to Physics I
<i>(calculus based)</i> |
| <i>and</i> | |
| CHEM 160 | General Chemistry II |
| <i>or</i> | |
| PHYS 164 | Intro to Physics II
<i>(non-calculus based)</i> |
| <i>or</i> | |
| PHYS 184 | Intro to Physics II
<i>(calculus based)</i> |

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 |
|---------|--------------|

<i>or</i>	
CHEM 160	Systematics Course General Chemistry II
Second year, fall	
BIO 322	Genetics
<i>or</i>	
BIO	Elective
Second year, spring	
BIO 290	Cell Biology
<i>or</i>	
	Systematics Course
Third year, fall	
BIO 392	Ecology
<i>and</i>	
BIO 322	Genetics
<i>or</i>	
BIO	Elective
Third year, spring	
BIO 342	Biostatistics and Research Methods
<i>and</i>	
BIO 395	Junior Research Seminar
Fourth year, fall	
BIO 462	Senior Seminar
<i>and</i>	
BIO 452	Advanced Biology
<i>or</i>	
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
Thiel College Academic Catalog 2019-2020

<i>or</i>	
BIO 222	Entomology
<i>or</i>	
BIO 263	Plant Systematics
<i>or</i>	
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
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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 |
| <i>and</i> | |
| 2. BIO 462 | Senior Seminar |
| <i>and</i> | |
| 3. BIO 452 | Advanced Biology |
| <i>or</i> | |
| 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
CHEM 140	General Chemistry I

First year, spring BIO 290 CHEM 160 MATH 181	Cell Biology <i>or</i> a Systematics Course General Chemistry II Calculus I
Second year, fall BIO 322 <i>or</i> Biology elective <i>and</i> CHEM 200	Genetics Organic Chemistry I
Second year, spring BIO 290 CHEM 210	Cell Biology <i>or</i> a Systematics Course Organic Chemistry II
Third year, fall BIO 392 <i>and</i> BIO 322 <i>or</i> Biology elective <i>and</i> CHEM 345	Ecology Genetics Biochemistry I
Third year, spring BIO 342 BIO 395 BIO 399	Biostatistics and Research Methods Junior Research Seminar Molecular Biology
Fourth year, fall BIO 462 <i>and</i> BIO 350 <i>and</i> BIO 452 <i>or</i> BIO 482	Senior Seminar Principles of Immunology Advanced Biology 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
<i>or</i>	
BIO 272	Entomology
4. BIO 263	Plant Systematics

II. Breadth in the Discipline

1. BIO 290	Cell Biology
<i>or</i>	
BIO 322	Genetics
2. BIO 342	Biostatistics and Research
Methods	
3. BIO 392	General Ecology
4. <i>Two courses from the following:</i>	
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
<i>or</i>	

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
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 (non-calculus based)	Intro to Physics I
or	
PHYS 174 (calculus based)	Intro to Physics I
2. CHEM 160	General Chemistry II
or	
PHYS 164 (non-calculus based)	Intro to Physics II
or	
PHYS 184 (calculus based)	Intro to Physics II
3. POSC 116	American Government and Politics
or	
POSC 236	Public Policy

4. ECON 211	Macroeconomics
<i>or</i>	
ECON 221	Microeconomics
5. SOC 141	Macrosociology
<i>or</i>	
SOC 211	Anthropology
6. REL 200	Contemporary Ethical Issues
<i>or</i>	
PHIL 267	Ethics
<i>or</i>	
PHIL 297	Environmental Ethics
7. MATH 142	Precalculus
	<i>(minimum requirement)</i>

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 <i>or</i> Biology
	elective

Second year, fall

BIO 222	Entomology
<i>or</i>	
BIO 263	Plant Systematics

Second year, spring

BIO 262	Animal Systematics
<i>or</i>	
BIO	Elective
BIO 290	Cell Biology

Third year, fall

BIO 392	General Ecology
<i>or</i>	
BIO	Elective
<i>and</i>	
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

Exercise Science

The biology department of Thiel College offers a Bachelor of Science degree in Exercise Science. Through an interdisciplinary and comprehensive approach, students will gain knowledge in scientific foundation of human movement, physical activity, and exercise sport and performance. This curriculum will prepare students for a wide variety of graduate and professional programs, or for diverse careers in health-related professions.

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

- Understand exercise science principles and their implications/applications.
- Experimentally analyze, critique, and interpret problems in the exercise science field.
- Effectively communicate scientific concepts in both written and oral forms.
- Be effectively prepared for discipline-related employment, or admission into a graduate/professional program.

Exercise Science Requirements - 45 CREDITS

EXER 105	Intro to Exercise Science	3 CH
EXER 205	Facility Management	3 CH
EXER 305	Exercise Testing/Prescription (Lab)	4 CH
EXER 310	Kinesiology	3 CH
EXER 315	Exercise Physiology (Lab)	4 CH
EXER 405	Strength and Conditioning (Lab)	4 CH
EXER 410	Seminar/Certification	2 CH
EXER 490	Ind Study in Exercise Research	3 CH
EXER 495	Internship	5 CH
BIO 117	Medical Terminology	3 CH
BIO 191	Physiological Basis of Exercise & Physical Fit	4 CH
BIO 284	Human Anatomy	4 CH
MATH 211	Elementary Statistics	4 CH

Suggested schedule of science courses for biology majors

First year, fall	
EXER 105	Introduction to Exercise Science
BIO 145	Foundations of Biology

First year, spring		
EXER 205	Facility Management	
MATH 107	College Algebra	
Second year, fall		
BIO 284	Human Anatomy	
MATH 211	Elementary Statistics	
Second year, spring		
BIO 117	Medical Terminology	
BIO 191	Physiological Basis of Exercise and Physical Fitness	
Third year, fall		
EXER 310	Kinesiology	
Third year, spring		
EXER 305	Exercise Testing and Prescription	
EXER 315	Exercise Physiology	
Fourth year, fall		
EXER 490	Independent Study in Exercise Research	
EXER 405	Strength and Conditioning	
Fourth year, spring		
EXER 410	Exercise Seminar/Certification	
EXER 495	Internship in Exercise Science	

Minor Programs and Requirements

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

Environmental Biology Minor

The purpose of this minor is to provide depth and diversity of coursework to students who wish to pursue vocations in environmental science and biological conservation upon graduation. It will expand upon the knowledge and skills bases of both environmental science and biology majors who wish to pursue opportunity in the complementary field. It also would establish a strong field science foundation for students in the natural sciences, humanities and social sciences who have strong interest in environmental ethics.

All of the following courses:

ENSC 111 Introduction to environmental Studies	3 CH
GEOL 150 Earth Systems	4 CH
ENSC 225 Geographical Information Systems	3 CH
BIO 145 Foundations of Biology	4 CH

Three of the following courses:

BIO 116 Conservation Biology	3 CH
BIO 262 Animal Systematics*	4 CH

BIO 263 Plant Systematics*	4 CH
BIO 212 Microbiology	4 CH
BIO 222 Entomology	4 CH
BIO 272 Animal Behavior	4 CH
BIO 273 Toxicology	4 CH
BIO 295 General Parasitology	4 CH
BIO 302 Plant Physiology	4 CH
BIO 394 Aquatic Ecology	4 CH
Total CH	25-26

*A course from this pair may not count toward both the minor and the Biology or Environmental Science majors.

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
<i>One of:</i>	
BIO 222	Entomology
BIO 262	Animal Systematics
BIO 263	Plant Systematics
<i>Two of:</i>	
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	General Ecology
<i>One of:</i>	
BIO 110	Ethnobotany
BIO 111	Edible Botany
BIO 116	Conservation Biology
BIO 212	Microbiology
BIO 302	Plant Physiology

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
<i>Four of:</i>	
BIO 282	Comparative Chordate Anatomy
<i>or</i>	
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
<i>Three of:</i>	
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 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.

Our Allied Health programs encompass a wide range of fields, including:

1. Cytotechnology
2. Medical Technology
3. Occupational Therapy
4. Osteopathy
5. Physical Therapy
6. Physician Assistant

Courses taken as a Biology Major also fulfill many of the required coursework for Exercise Science and Health Systems. More specific information and details on these programs can be found under the Health Systems Program section, as well as the Health Professions Institute section.

Cytotechnology Bachelor of Arts Degree

Dr. Sarah J. Swerdlow., 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:

BIO 145	Foundations of Biology
BIO 212	Microbiology
BIO 290	Cell Biology
BIO 322	Genetics
BIO Lab	Elective

In addition

MATH 211	Statistics
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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 courses 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:

BIO 145	Foundations of Biology
BIO 212	Microbiology
BIO 295	General Parasitology
BIO 284	Human Physiology
BIO 350	Principles of Immunology

16 hours in chemistry including:

CHEM 140	General Chemistry I
CHEM 160	General Chemistry II
CHEM 200	Organic Chemistry I
CHEM 240	Quantitative Analysis

In addition:

MATH 211	Elementary Statistics
PSY 150	General Psychology

In the senior year, majors in allied health-medical technology must attend one of the hospitals affiliated with Thiel College, or any other hospital with an ASCP-approved program in medical technology for a year of clinical and classroom work.

The medical technology professional study year includes the following courses: clinical microbiology, clinical chemistry, clinical hematology/coagulation, clinical immuno-hematology, clinical immunology/serology and clinical seminar. Thiel awards 32 credit hours for the professional study year when satisfactorily completed.

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/masters/3-2.

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.

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 depending on student interest.

BIO 116—Conservation Biology (3 CH) The conservation and preservation of living resources (biodiversity). In addition to traditional wildlife management and forestry, attention is given to endangered species of all types of organisms, and threatened ecosystems, communities, habitats and genetic resources. Economic, ecological and aesthetic significance of natural life and habitats are considered with special emphasis on the effects of human activities on these natural phenomena. Case studies of conservation problems. Examination of conservation philosophies. Three lectures. Offered every spring.

BIO 117—Medical Terminology (3 CH) A study of medical terms related to the language of health care, including origin, construction and meaning of medical terms presented within a context of techniques for successful mastery and practical utilization. The medical terminology will be presented relative to body systems. Medical records will be used as a learning tool and as a demonstration of usage. Three lectures per week. Offered spring of even-numbered years.

BIO 118—Human Evolution (3 CH) An exploration of the process that led to the emergence of humans from

primate ancestors. The course will consider the evidence of the fossil record, comparisons between humans and related primates through molecular and behavioral analyses, and implications of the facts of human evolution for human studies today. Offered periodically according to instructor availability and student interest.

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.

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 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.

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 every fall.

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.

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, dependent on student interest.

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 and possibly even-numbered years (dependent on student need).

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.

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.

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.

BIO 302—Plant Physiology (4 CH)* A study of the processes in plants and subsequent growth and development. Processes studied include photosynthesis, respiration, ion absorption, translocation, stomatal function, transpiration, hormonal activity, flowering and seed formation. As a study of producers, this course will examine those organisms so important because of their position in the energy pyramid and the food web. Three hours of lecture per week and one three-hour laboratory. Recommended: CHEM 200 or permission of instructor. Recommended for second semester sophomore and above. (P: BIO 145; CHEM 140, 160) Offered

spring of even-numbered years.

BIO 322—Genetics (4 CH)* A study of the nature of hereditary materials, replication and genetic control of metabolism, development, behavior, evolution and all biological functions. A consideration of the implications of genetic techniques and genetic theory for humans. Three lectures and three hours of laboratory. (P: BIO 145 or permission of instructor;

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. Two hours of lecture and six hours of laboratory per week. (P: junior biology major or permission of the instructor) Offered every spring.

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.

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 290, and BIO 393). Offered fall of odd-numbered years.

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.

BIO 392—General Ecology (4 CH)* Current concepts 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.

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.

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 290, BIO 322, 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 290 OR BIO 322; CHEM 160; CHEM 200 OR CHEM 210 recommended) Offered spring odd numbered years.

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)

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.

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)

Exercise Science

EXER 105 - Intro to Exercise Science (3 CH) This course will introduce exercise science major students to the general field of Exercise Science. Topics and areas covered will include: origins of the exercise science

profession, requirements and standards for professional certification, and requirements for both graduate school and professional careers centered on both health fitness and clinical fields. Other specific lecture topics will focus on the mission, history, and vision of the American College of Sports Medicine (ACSM), as well as the Department of Physical Education and Athletics. Students will also be introduced to basic aspects of professional development in this field, including observations/interactions with field professionals, the creation of individual portfolios, internship opportunities, and current research programs/areas in the Exercise Science fields.

EXER 205 - Facility Management (3 CH) This course will provide students with an increased understanding of recreation and athletic facilities management. The students will learn practical applications and gain an understanding of diverse responsibilities and decision-making processes to manage a facility. Students will also acquire an understanding to meet budget restraints while improving productivity, efficiency, and employee quality of life issues.

EXER 305 - Exercise Testing/Prescription (4 CH) This course will focus on specific fitness testing procedures for both healthy and clinical populations. Using the American College of Sports Medicine Guidelines for Exercise Testing, students will develop specific testing protocols. These protocols will be utilized and tested in the laboratory course. Additionally, students will examine and analyze case studies, with a specific focus on studies concerning human health and disease, and how individualized testing procedures can be modeled for these subjects.

EXER 310 – Kinesiology (4 CH) This course will examine the study of human body movement and the underlying scientific principles of these movements. Specifically, with detailed focus on human anatomy and basic physics, students will be introduced to a wide array of mechanical principles, as well as how these principles can be applied to proper physical activity and exercise. A component of the course will also emphasize the psychological aspect of kinesiology. The laboratory portion of the course will examine basic biomechanical movements, how these movements can be utilized in training programs, and how exercise can be used to relieve/treat symptoms of different human disorders. (P: BIO 284 or permission of instructor)

EXER 315 - Exercise Physiology (4 CH) This course will focus on the study of the physiological bases of exercise. Specifically, coursework will focus on the major physiological support systems, including the pulmonary, neuromuscular, cardiovascular, and endocrine systems, among others. Additionally, students will learn how each of these systems responds to external factors/stimuli, including that of exercise. A major component of the course will involve case studies and laboratory simulations/experiments on pathophysiology, and how physical activity can be applied to treating specific disorders of the aforementioned systems. (P: BIO 284 or permission of instructor)

EXER 405 - Strength/Conditioning (4 CH) This course will provide students with the knowledge of theoretical and functional aspects of exercise physiology and wellness. Students will be prepared to design a number of different exercise prescriptions based on the physical status of the population. (P: 15 credit hours in exercise science)

EXER 410 - Seminar/Certification (2 CH) This course will prepare student for the National Strength and Conditioning Certification (NSCA) exam and address major issues and topics associated with exercise science. There will attention given to the professional development, employment strategies and graduate opportunities.

EXER 490 - Independent Study in Exercise Research (3 CH) An opportunity to conduct supervised research in

Exercise Science. Senior standing and permission of the department chair and a faculty sponsor are required.

EXER 495 – Internship (5 CH) The internship is for senior Exercise Science majors to earn credits for field experience in cooperating health care facilities, health clubs, or athletic teams. The student is required to submit a written internship request and receive approval from their advisor before formal application to the student can initiate cooperating agency. The student will be required to have an on-site supervisor and that supervisor will be required to complete a survey for grade purposes. The student will also be graded on a written report submitted to their advisor at the completion of the internship. Students majoring in Exercise Science must earn at least five credits (300 clock hours) for this course.



Arthur McGonigal Department of Business Administration & Accounting

Melissa S. Oakes, Associate Chair; Angelo A. Giannini; John E. Gomolchak; Douglas R. Kinnear, Ph.D.; David M. Miller; Gary J. Witosky

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 demonstrate:

- an understanding of generally accepted accounting principles and the ability to prepare accurate and informative financial statements.
- a working knowledge of the importance and function of independent audits and generally accepted auditing standards.
- a basic understanding of the Internal Revenue Code and the impact of taxes on business decisions.
- competency in data analysis techniques, including spreadsheets and databases.
- facility in understanding and resolving ethical dilemmas faced by accountants and auditors.
- interpersonal and team membership skills.
- preparedness 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
<i>or</i>	
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
<i>or</i>	
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
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
<i>or</i>	
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 Risk Management and 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
BADM 344	Finance
BADM 355	Business Law I
BADM 356	Business Law II
BADM 374	Principles of Management

BADM 384	Business Communication
<i>or</i>	
ENG 260	Business and Technical Writing
CIS 111	Word Processing Applications
<i>or</i>	
CIS 114	Presentation Applications
CIS 112	Spreadsheet Applications
CIS 122	Advanced Spreadsheet Apps
CIS 129	Fund. of Info Systems
CSCI 351	Info Systems Security & Forensics
MATH 211	Elementary Statistics

BUSINESS ADMINISTRATION

Bachelor of Arts Degree

The objectives of the business administration program are to provide a broad understanding of the American business system and to establish a base for good citizenship in our democratic society; to teach basic business principles and fundamental skills essential for success in either a large or small business; and to prepare for employment in a business related field.

A student who graduates from Thiel College with a major in business administration will demonstrate:

- the ability to perform basic business management functions.
- competency in data analysis techniques, including use of spreadsheets and databases.
- facility in resolving ethical dilemmas faced by business managers.
- interpersonal skills and learn to be a valuable member of a team.
- preparedness for entry-level employment in the field of business.

Major Requirements

Major Core Requirements (All Tracks)

ACCT 113	Principles of Accounting I
BADM 233	Managerial Accounting
ECON 211	Macroeconomics
ECON 221	Microeconomics
MATH 211	Elementary Statistics
CIS 111	Word Processing Applications
CIS 112	Spreadsheet Applications
CIS 113	Data Management Applications
<i>or</i>	
CIS 122	Adv. Spreadsheet Applications
CIS 129	Fund of Info Systems
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

Advertising and Marketing Track

BADM 324	Advertising
BADM 454	Marketing
BADM 376	International Business
or	
BADM 456	International Marketing
<i>Three of the following:</i>	
IS 140	Graphic Applications
BADM 455	Cooperative Education
COMM 280	Survey Mediated Communication
COMM 282	Writing for Mass Media
COMM 331	Intercultural Communication
COMM 340	Public Relations

Finance Track

BADM 344	Finance
<i>Four of the following:</i>	
ACCT 213	Intermediate Accounting I
BADM 304	Principles of Investments
BADM 334	Risk Management and Insurance
BADM 376	International Business
BADM 490	Strategic Management
CSCI 179	Programming – Visual Basic

Management Track

<i>Two of the following:</i>	
BADM 344	Finance
BADM 444	Operations Management
BADM 454	Marketing
BADM 484	Human Resource Management
<i>Two of the following:</i>	
BADM 300	Introduction to Entrepreneurship
BADM 334	Risk Management and Insurance
BADM 364	Business Ethics
BADM 376	International Business
BADM 455	Cooperative Education
BADM 474	Ruth A. Miller Senior Seminar
BADM 490	Strategic Management
CIS 241	Project Management

Human Resource Management Track

BADM 470	Employment Law
BADM 484	Human Resource Management
PSY 150	General Psychology
<i>One of the following:</i>	
COMM 225	Interpersonal Communication
PSY 360	Social Psychology
ACCT 253	Payroll Accounting
BADM 334	Risk Management and Insurance

Graduate School Track

MATH 181

All of the following:

BADM 344

BADM 444

BADM 454

BADM 484

BADM 490

Calculus

Finance

Operations Management

Marketing

Human Resource Management

Strategic Management

Sports Management Track

BADM 105

HPED 314

BADM 450

BADM 452

INDS 155

Choose one of the following:

BADM 324

BADM 454

BADM 490

Introduction to Sports Management

Coaching Organization & Admin.

Facilities Management Practicum

Sports Information Practicum

Principles of Ethical Leadership

Advertising

Marketing

Strategic Management

Supply Chain Management Track

CIS 241

BADM 380

BADM 444

BADM 480

BADM 490

Project Management

Logistics

Operations Management

Supply Chain Management

Strategic Management

Minor Requirements

ACCT 113

BADM 233

ECON 221

BADM 355

Any one:

BADM 344

BADM 374

BADM 454

Principles of Accounting I

Managerial Accounting

Principles of Microeconomics

Business Law I

Finance

Principles of Management

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

ECON 211

ECON 221

Principles of Accounting I

Principles of Macroeconomics

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 60 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 64.
3. Last 30 credit hours must be completed at Thiel College.

Major Requirements

BADM 100	Introduction to Business
CIS 111	Word Processing Applications
CIS 112	Spreadsheet Applications
CIS 113	Data Management Applications

or

CIS 122	Advanced Spreadsheet Applications
ECON 211	Macroeconomics
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	Risk Management and Insurance
BADM 364	Business Ethics
BADM 376	International Business

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 demonstrate:

- the ability to perform basic business management functions.
- competency in data analysis techniques, including use of spreadsheets and databases.
- facility in resolving ethical dilemmas faced by business managers.
- interpersonal skills and learn to be a valuable member of a team.

- preparedness for entry-level employment in the field of international business.

Major Requirements*

ACCT 113	Principles of Accounting I
BADM 233	Managerial Accounting
MATH 211	Elementary Statistics
CIS 111	Word Processing Applications
CIS 112	Spreadsheet Applications
CIS 113	Data Management Applications
<i>or</i>	
CIS 122	Adv. Spreadsheet Applications
CIS 129	Fund of Info Systems
ECON 211	Principles of Macroeconomics
ECON 221	Principles of Microeconomics
POSC 146	Intro to Comparative Politics
GEOG 110	World Regional Geography
BADM 376	International Business
BADM 456	International Marketing
BADM 355	Business Law I
BADM 356	Business Law II
COMM 331	Intercultural Communication
REL 190	World Religions
<i>Any three:</i>	
BADM 344	Finance
BADM 374	Principles of Management
BADM 444	Operations Management
BADM 454	Marketing
BADM 484	Human Resource Management
<i>Any one:</i>	
POSC 327	Politics of Developing Societies
POSC 347	Politics of Industrialized Societies

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

COMM 155	Introduction to Integrated Marketing Communication
COMM 255	Interpersonal Communication or
OR	
COMM 321	Organizational Communication
COMM 280	Survey of Mediated Communication
COMM 282	Writing for the Mass Media
COMM 325	Communication Ethics
COMM 340	Public Relations
COMM 405	Advanced Public Relations
COMM 470	Senior Seminar
COMM 480	Internship
CIS 111	Word Processing Applications
CIS 112	Spreadsheet Applications
CIS 122	Advanced Spreadsheet Apps
ACCT 113	Principles of Accounting I
BADM 233	Managerial Accounting
BADM 324	Advertising
BADM 355	Business Law I
BADM 374	Principles of Management
BADM 384	Business Communication
BADM 454	Marketing
ECON 221	Microeconomics

Recommendation: IS 140—Graphic Applications; 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
COMM 255	Interpersonal Communication
<i>or</i>	
COMM 321	Organizational Communication
COMM 280	Survey of Mediated Communication
COMM 282	Writing for the Mass Media
COMM 325	Communication Ethics
COMM 340	Public Relations
COMM 405	Advanced Public Relations
COMM 470	Senior Seminar
COMM 480	Internship
CIS 111	Word Processing Applications

CIS 112	Spreadsheet Applications
CIS 122	Advanced Spreadsheet Apps
BADM 100	Introduction to Business
CSCI 139	Web Design & Development
BADM 324	Advertising
BADM 374	Principles of Management
BADM 384	Business Communication
BADM 454	Marketing
ECON 221	Microeconomics

Recommendation: IS 140—Graphic Applications; 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
COMM 240	Public Relations
COMM 282	Writing for Media
COMM 405	Advanced Public Relations
ART 240	Introduction to Graphic Design
BADM 324	Advertising

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.

Co-Operative Programs Culinary Certificate

Pittsburgh Technical College/Thiel College Capstone Program

Students enrolled in the business department's cooperative programs have a reduced core requirement. Students will need to complete SEMS 110, SEMS 200, SEMS 250 and one practicum component.

Major Requirements

Courses taken at Thiel

ACCT 113	Principles of Accounting I
ECON 211	Macroeconomics
ECON 221	Microeconomics
MATH 211	Elementary Statistics
CIS 111	Word Processing Applications
CIS 112	Spreadsheet Applications
CIS 113	Data Management Applications
<i>or</i>	
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
<i>or</i>	
BADM 384	Business Communication
BADM 484	Human Resource Management
<i>or</i>	
BADM 444	Operations Management

Pittsburgh Institute of Mortuary Science

Thiel College Capstone Program

Students enrolled in the business department's cooperative programs have a reduced core requirement. Students will need to complete SEMS 110, SEMS 200, SEMS 250 and one practicum component.

A student who graduates from Thiel College with a major in mortuary science will demonstrate:

- the ability to perform basic business management functions.
- preparedness for admission into the Pittsburgh Institute for Mortuary Science.
- preparedness to sit for the State Board of Exam for Funeral Directors.
- the ability to contribute to the successful operation of a funeral home.

Major Requirements*

ACCT 113	Principles of Accounting I
ECON 221	Principles of Microeconomics
MATH 211	Elementary Statistics
BADM 233	Managerial Accounting
BADM 355	Business Law I
BADM 374	Principles of Management
BADM 384	Business Communication or
ENG 260	Business and Technical Writing
<i>Any two:</i>	
ACCT 253	Payroll Accounting
ACCT 323	Personal Taxation
BADM 300	Introduction to Entrepreneurship
BADM 304	Principles of Investments
BADM 324	Advertising
BADM 334	Risk Management and Insurance
BADM 344	Finance
BADM 364	Business Ethics
BADM 376	International Business
BADM 444	Operations Management
BADM 454	Marketing
BADM 455	Cooperative Education

Non-Business Majors Certificate

The Fundamentals of Business for Non-Majors concentration will provide the fundamentals of management to enable non-majors to enter 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 Risk Management and Insurance
- BADM 374 Principles of Management
- BADM 384 Business Communication
- BADM 454 Marketing
- BADM 484 Human Resource Management
- ACCT 323 Taxation – Personal

Course Offerings

Accounting

ACCT 113—Principles of Accounting I (3 CH) Principles of Accounting I is an introduction to financial accounting focused primarily from the perspective of the users of financial information. It covers the preparation of accrual-basis financial statements, the accounting cycle and closing process. It also introduces the student to accounting for cash, accounts receivable, inventories, long-term assets and liabilities. The course focuses on how accounting systems provide information which can be used by managers, investors, creditors and others to make decisions about a company. This course requires a grade of C minus or better and a 60 percent or higher on the final to progress to ACCT 123— Principles of Accounting II or BADM 233— Managerial Accounting. Offered every fall.

ACCT 123—Principles of Accounting II (3 CH) Principles of Accounting II is a continuation of ACCT 113— Principles of Accounting I. Emphasis will be placed on double entry accounting and the accounting equation with the use of debits and credits preparing journal entries, adjusting entries and with the use of debits and credits preparing journal entries, adjusting entries and closing entries. This course requires a grade of an B minus or better and a 60 percent or higher on the final exam to progress to ACCT 213—Intermediate Accounting I or a C minus or better and a 60 percent on the final exam to progress to ACCT 253—Payroll Accounting. (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 spring.

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 fall.

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)

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 junior and 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 105 – Introduction to Sports Management (3 CH) This course will serve as an overview for the field of sports management through discussions of foundational aspects, current topics and will discuss the role of social media in how it plays a significant part in the industry. Students will learn the importance of legal, sociocultural, historical, political and psychological concepts to the management of sport. In addition to the many aspects of sports management, the course will present students the opportunity to explore career options in sports management.

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 spring.

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. 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. Open to juniors and seniors only.

BADM 304—Principles of Investments (3 CH) Basic theories of asset valuation, portfolio construction and personal financial planning are required of professional money managers and individual investors. This course is based on the Chartered Financial Analyst® curriculum. Open only to juniors and seniors.

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 analyzing and creating various advertising collateral media. Open to juniors and seniors only. Offered every spring.

BADM 334—Risk Management and 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 Risk Management and Insurance, risk retention, self-Risk Management and Insurance and loss prevention. Specific topics to be covered include property and liability Risk Management and Insurance, life and health Risk Management and Insurance, government regulation and Risk Management 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: BADM 233) Offered every spring.

BADM 355—Business Law I (3 CH) The study of the legal and social environment of business, contracts, personal property and bailments, and sales. Open to juniors and seniors only. Offered every fall.

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. Offered every spring.

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. 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: BADM 233) 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. Students will analyze and create various projects. Open to juniors and seniors only. Offered spring of even-numbered years.

BADM 380—Logistics (3 CH) This course describes the flow of materials in a supply chain from suppliers to customers in manufacturing, distribution, service, and retail industries. Focus is placed on the interrelationships in the design, planning, execution, monitoring, and control that occur between logistics and other key organizational functions, such as management, finance and marketing. It provides the foundational knowledge that is covered in more depth in supply chain management.

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. 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 450—Facilities Management Practicum (3 CH) The primary emphasis is to prepare students for supervisory and administrative roles within the sports management field. The opportunities provided include a combined classroom, service learning and practical field experience in the field of facilities management.

BADM 452—Sports Information Practicum (3 CH) The purpose of this practicum is to prepare students for future employment opportunities within the field of sports management. The opportunities provided include a combined classroom, service learning and practical field experience in the field of sports information.

BADM 454—Marketing (3 CH) An introduction to marketing management including product planning, channels of distribution, promotion, pricing, market research, consumer behavior and government regulation. Practical application through creating various media 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 cultural information that enable students to perform analyses of world markets and their respective consumers and environments. The course applies various analysis and creation of collateral to develop an understanding of the marketing management efforts required to meet the demands of world markets in dynamic setting. Open to juniors and seniors only. Offered spring of odd numbered years.

BADM 470—Employment Law (3 CH) This course is an overview of the laws affecting employment. Focus will be on the major federal laws that form the employment relationship between the employer and the employee. The course will discuss The Federal Labor Standards Act, the use of Unemployment, Workers Compensation and Social Security as safety nets for the economy, Work place safety, Employment contracts, Employee privacy, Discrimination in the workforce, Disability, the Global perspective of employment rights and Collective bargaining.

BADM 474—The Ruth A. Miller 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 480—Supply Chain Management (3 CH) Building of the fundamentals of Logistics (BADM 380), this course explores the concepts of supply chain management, including key processes, methods and benefit analysis. Topics covered include: supply chain design considerations, inventory planning and control, demand forecasting and management techniques that impact supply chain management. The course will look at the alignment of the supply chain with core business strategies within an organization.

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: 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)



Department of Chemistry

Dr. Kathryn K. Frantz, Chair; Dr. G. Rattan K. Khalsa; Dr. Anna M. Reinsel; Dr. Christopher M. Stanisky

The Department of Chemistry offers Bachelor of Science degrees in biochemistry, chemistry, and environmental chemistry. Our Early Acceptance Program (EAP) with Lake Erie College of Osteopathic Medicine facilitate the admission of Thiel students into LECOM's Doctor of Dentistry, Pharmacy or Osteopathic Medicine programs. LECOM interviews students recommended by Thiel College for EAP prior to enrollment at Thiel College or within the first two years of enrollment in the program. Students interviewing successfully are offered 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, FL). Due to the rigor of the professional program, requirements established for acceptance are designed to demonstrate the capability of the applicant to handle a challenging course load.

Chemistry

A student who graduates from Thiel College with a Bachelor of Science degree in chemistry will:

- possess scientific literacy and problem solving skills associated with the main branches of chemistry: analytical, biochemistry, inorganic, organic, physical and environmental;
- be able to conduct an internal or external research project;
- be prepared for employment in a chemistry-related field or matriculation into graduate or professional programs including medical, dental, or veterinary schools.

Bachelor of Science Degree Major Requirements

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

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 315	Physical Chemistry—Fundamentals
CHEM 345	Biochemistry I
CHEM 370	Instrumental Analysis
CHEM 405	Junior Seminar
CHEM 406	Chemistry Capstone
CHEM 495	Independent Study
Section B	
CHEM 325	Physical Chemistry-Applications
CHEM 390	Inorganic Chemistry
Section C	
Math 181	Calculus I
Math 182	Calculus II
PHYS 174	Introductory Physics I
PHYS 184	Introductory Physics II
Section D	
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 450	Advanced Topics in Organic Chemistry
CHEM 465	Advanced Topics in Analytical Chemistry

Students planning to be professional chemists are encouraged to take more than the minimum course work in physics and mathematics.

Suggested first year schedule for all chemistry majors (includes Pre-Medicine, Pre-Dentistry, Pre-Pharmacy, Pre-Veterinary, B.S. in Biochemistry, Chemistry, and Environmental Chemistry):

First Year, Fall

CHEM 140	General Chemistry I	4 CH
MATH 181	Calculus I	4 CH
ENG 101	College Writing	3 CH
SEMS 110	Introduction to Seminar	3 CH
Electives		1-4 CH
		TOTAL 15-18 CH

First Year, Spring

CHEM 160	General Chemistry II	4 CH
MATH 182	Calculus II	4 CH
INDS 101	Presentational Literacy	3 CH
Core Elective		3 CH
Elective		0-4 CH
		TOTAL 14-18 CH

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.

Minor Requirements

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

Section A	
CHEM 140	General Chemistry I
CHEM 160	General Chemistry II
CHEM 200	Organic Chemistry I
CHEM 240	Quantitative Analysis
Section B	
CHEM 210	Organic Chemistry II
CHEM 310	Physical Chemistry—Dynamics
CHEM 320	Physical Chemistry—Structure
CHEM 370	Instrumental Analysis
CHEM 380	Organic Structural Analysis
CHEM 390	Inorganic Chemistry

Biochemistry

Bachelor of Science Degree

In the interdisciplinary science of biochemistry, the structure, composition and chemical reactions of substances in living systems are studied. 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 Science degree in biochemistry will:

- 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;
- know how to conduct an internal or external research project;
- be prepared for chemistry-related employment in the medical, pharmaceutical, biotechnology or related fields or biochemistry-related graduate or professional programs including medical, dental or veterinary schools.

Major Requirements

The B.S. 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
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CHEM 160	General Chemistry II
CHEM 200	Organic Chemistry I
CHEM 210	Organic Chemistry II
CHEM 240	Quantitative Analysis
CHEM 310	Physical Chemistry
CHEM 345	Biochemistry I
CHEM 348	Biochemistry II
CHEM 405	Junior Seminar
CHEM 406	Chemistry Capstone
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
MATH 182	Calculus II
PHYS 174	Introductory Physics I (calculus-based)
PHYS 184	Introductory Physics II (calculus-based)
BIO 145	Foundations of Biology
Section E	
BIO 293	Cell Biology
BIO 294	Human Physiology
BIO 322	Genetics
BIO 343	Developmental Biology
BIO 284	Human Anatomy
<i>or</i>	
BIO 282	Comparative Chordate Anatomy

Minor Requirements

The biochemistry minor provides students with an opportunity to diversify their education in chemistry and biology. Many fields utilizing chemistry and biology, such as medicine, dentistry, pharmacology and medicinal chemistry, involve aspects of biochemistry. This minor is often of interest to biology majors by providing a chemical perspective to their biology studies.

Fulfillment of the minor requires the following courses:

CHEM 140	General Chemistry I
CHEM 160	General Chemistry II
CHEM 200	Organic Chemistry I
CHEM 210	Organic Chemistry II
CHEM 345	Biochemistry I
CHEM 348	Biochemistry II
BIO 145	Foundations of Biology
BIO 322	Genetics
BIO 393	Cell Biology

ENVIRONMENTAL CHEMISTRY

Bachelor of Science 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.S. 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
CHEM 160
CHEM 200
CHEM 210
CHEM 240
CHEM 330
CHEM 370
CHEM 390
CHEM 405
CHEM 406
CHEM 430

General Chemistry I
General Chemistry II
Organic Chemistry I
Organic Chemistry II
Quantitative Analysis
Environmental Chemistry
Instrumental Analysis
Inorganic Chemistry
Junior Seminar
Chemistry Capstone
Advanced Topics in
Environmental Chemistry

Section B

CHEM 490
CHEM 495

Problems in Chemistry
Independent Study

Section C

ENSC 250
GEOL 150

Meteorology & Air Quality Assessment
Earth Systems

GEOL 210	Principles of Hydrogeology
ENSC 111	Introduction to Environmental Studies
<i>or</i>	
BIO 116	Conservation Biology
Section D	
MATH 181	Calculus I
MATH 182	Calculus II
PHYS 174	Introductory Physics I
PHYS 184	Introductory Physics II

Minor Requirements

A minor in environmental chemistry consists of all the courses in Section A and two courses selected from Section B.

Section A	
CHEM 140	General Chemistry I
CHEM 160	General Chemistry II
CHEM 240	Quantitative Analysis
CHEM 330	Environmental Chemistry
CHEM 430	Advanced Topics in Environmental Chemistry
Section B	
ENSC 250	Meteorology & Air Quality Assessment
GEOL 150	Earth Systems
GEOL 210	Principles of Hydrogeology
ENSC 111	Introduction to Environmental Studies
<i>or</i>	
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 of Education section of catalog for more 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 3+3 and 4+3 Early Acceptance Programs (EAP) in pharmacy with Lake Erie College of Osteopathic Medicine, School of Pharmacy in Erie, Pa., and 3+4 and 4+4 programs 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 specific GPA, curriculum, and other requirements, students matriculate into LECOM. Upon completion of the requirements at LECOM (after 1 to 2 years), students receive a B.S. in chemistry or 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.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)

ENG 101	College Writing
INDS 101	Presentational Literacy
BIO 145	Foundations of Biology
BIO 393	Cell Biology

or

Other approved biology elective
(BIO 212, 284, or 294)

CHEM 140	General Chemistry I
CHEM 160	General Chemistry II
CHEM 200	Organic Chemistry I
CHEM 210	Organic Chemistry II
PHYS 174	Introductory Physics I
PHYS 184	Introductory Physics II
MATH 181	Calculus I
MATH 182	Calculus II
MATH 211	Elementary Statistics
ECON 221	Microeconomics
PSY 150	General Psychology
SOC 121	Microsociology

Electives

AP credits may not be used to satisfy any of the science requirements.

COURSE OFFERINGS

*(*Lab fee charged)*

CHEM 100—Chemtech (4 CH)* A course intended for the non-major who has little or no chemistry background. Included are semi-technical discussions of plastics, drugs, food additives, detergents, energy sources, air and water pollution and related chemical phenomena. Three 55-minute discussions and three hours of laboratory each week. (P: Permission of the instructor required for students who have credit for CHEM 140 or higher) Offered every semester.

CHEM 140—General Chemistry I (4 CH)* The first of a two-semester sequence that introduces the student to the principles of chemistry. Topics covered include stoichiometric calculations, introductory atomic theory, chemical bonding and molecular structure, oxidation-reduction, acids and bases, and the descriptive chemistry of selected main group elements. The laboratory emphasizes the development of manipulative skills. Three 55-minute lectures and three hours of laboratory each week. (Co-requisite: 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 315—Physical Chemistry—Fundamentals (4 CH)* An overview of the principles underlying quantum mechanics, thermodynamics and chemical kinetics. Discussion of Elementary wave mechanics; electronic structure of atoms and molecules, including molecular orbital theory and spectroscopic methods of structure determination; laws of thermodynamics applied to physical and chemical equilibria; reaction kinetics, focusing on analyzing mechanistic rate laws. Three 55-minute lectures and three hours of laboratory each week. (P; CHEM 160, MATH 182, PHYS 184 and preferably CHEM 210)

CHEM 325—Physical Chemistry—Applications (4 CH)* A sophisticated treatment of the quantum mechanical description of chemical bonding and molecular spectroscopy. Application of the laws of thermodynamics to physical and chemical equilibria, particularly focusing on nonideal behaviors of mixtures and electrolyte solutions. Detailed discussions of reaction kinetics, including molecular interpretations of rate law parameters. Three 55-minute lectures and three hours of laboratory each week. (P; CHEM 315, MATH 182, PHYS 184 and preferably CHEM 210)

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 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.

CHEM 405—Junior Seminar (2 CH) Presentation of written and oral reports on proposed research, laboratory safety practices, and career-related information, and attendance at two off-campus seminars. Offered every spring.

CHEM 406—Capstone (2 CH) Written and oral reports on ethics, research and career related information. Emphasis on critical thinking, scientific writing, chemical literacy and presentation skills. Assessment of overall

chemical knowledge and attendance at two off-campus seminars. Two 55-minute class per week. Offered every fall. (P: Junior Seminar)

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 pre-registration and may include symmetry and group theory, quantum mechanics, complex equilibria, mechanisms of chemical reactions and molecular thermodynamics. Two 85-minute lecture-discussions each week. (P: CHEM 310 or 320 and permission of the instructor) Offered on an irregular basis.

CHEM 430—Advanced Topics in Environmental Chemistry (3 CH) In-depth consideration of selected topics. Topics will be announced prior to pre-registration and may include chemical transport dynamics, effects of non-ideality on chemical processes of interest, hydrogeochemistry, atmospheric chemistry and topics drawn from the current literature. Three 55-minute lecture-discussions each week. (P: CHEM 330) Offered spring of even-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 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. (P: Junior Seminar)

Department of Communication Sciences & Disorders and Master of Science in Speech-Language Pathology Program

Dr. Nancy Antonino, Chair; Dr. Greg Butcher; Dr. Laura Pickens; Stephanie Strecansky;
Sarah Scales

Dr. Mary Beth Mason, MS-SLP Program Director

Communication Sciences and Disorders Bachelor of Science Degree

Dr. Nancy Antonino, Advisor/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 Thiel's on-campus speech and language clinic enables students to apply theory to practice at the undergraduate level.

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 and licensure;
3. To introduce students to diagnosis and treatment of communication disorders 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 and in diverse populations;
6. To acquaint students with the characteristics, roles and responsibilities of professionals in this challenging field.

Bachelor of Science Degree

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/hearing sciences, hearing, balance disorders, phonology and research will find the Thiel College Bachelor of Science a suitable first step in pursuing their professional goals as audiologists.

Major Requirements

The CSD major requires 73 credit hours consisting of 36 hours of CSD courses and 37 hours of interdisciplinary requirements.

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 CSD Requirements

Fall Semester

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

Spring Semester

CSD 191	Acoustical Phonetics <i>(first year or sophomore year)</i>
CSD 214	Speech and Hearing Science <i>(first year or sophomore year)</i>
CSD 215	Anatomy and Physiology of the Vocal Mechanism <i>(sophomore or junior year)</i>
CSD 370	Communication Disorders in Adults <i>(junior or senior year)</i>
CSD 392	Communication Disorders in Children <i>(junior or senior year)</i>
CSD 395	Aural Rehabilitation <i>(junior or senior year)</i>
CSD 420	Clinical Practicum <i>(junior or senior year)</i>

- 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.

Interdisciplinary Requirements

Students seeking a B.S. are required to take 37 credit hours of interdisciplinary requirements:

- BIO 284 Human Anatomy 4 CH
- or
- BIO 294 Human Physiology 4 CH
- CHEM 100 Chemtech 4 CH
- ENG 317 Linguistics 3 CH
- MATH 211 Elementary Statistics 4 CH
- NSCI 202 Introduction to Neuroscience 4 CH
- NSCI 350 Neuroscience Disorders/Diseases 3 CH
- PSY 150 General Psychology 3 CH
- PSY 222 Research Methods 3 CH
- PSY 270 Neuropsychology 3 CH
- PSY 246 Lifespan I 3 CH
- PSY 240 Lifespan II 3 CH

Master of Science in Speech-Language Pathology Program

Dr. Mary Beth Mason, MS-SLP Program Director

The Master of Science in Speech-Language Pathology Program (MS-SLP)

The Master of Science in Speech-Language Pathology Program (MS-SLP) at Thiel College serves to prepare students to enter the workforce as speech-language pathologists. The program includes requirements needed for certification and licensure. Students will have a combination of academic coursework focusing on professional issues and disorders across the speech-language pathology scope of practice, lifespan, and diverse populations. Students will complete four clinical practicum experiences including two rotations at Thiel on-campus speech and language center, an externship at a school, and an externship at a medical facility.

A student who graduates from Thiel College with an MS-SLP will:

1. Demonstrate knowledge and clinical competency pertaining to the scientific study of human communication processes and disorders across the lifespan and in diverse populations.
2. Understand the evidence-base for the profession and be able to provide evidence-based practice.
3. Demonstrate the dispositions essential to provide entry-level services to diverse clienteles.

The MS-SLP Program has the following objectives:

1. To graduate speech-language pathology professionals who have the disciplinary knowledge and skills to provide entry-level services to diverse clienteles and to meet the needs of their community;
2. To graduate speech-language pathology professionals who have the clinical preparation and dispositions to provide entry-level services to diverse clienteles and to meet the needs of their community;
3. To graduate speech-language pathology professionals who meet the requirements for certification and licensure.

Master of Science in Speech-Language Pathology: The MS-SLP may be satisfied by completing 54 graduate CSD credits. Students must pass all academic coursework with a grade of C or higher and satisfactorily complete all four clinical practicums with a total minimum of 25 observations hours and 375 clinical practicum hours.

Sequence of Courses

First Summer

CSD 500 Articulation and Phonological Disorders
CSD 505 Neuropathology
CSD 510 Motor Speech and Fluency Disorders
CSD 570 Research Methods in CSD
CSD 515: Clinical Practice I

Fall

CSD 525 Aphasia and Cognitive-Communicative Disorders in Adults
CSD 530 Communication Disorders in Children
CSD 540 Voice
CSD 545 Dysphagia
CSD 520 Clinical Practice II

Spring

CSD 550 Externships Schools
CSD 560 Counseling and Communication Disorders in Special Populations
CSD 565 Professional Practicum

Second Summer

CSD 551 Externship Medical Facilities
CSD 574 Augmentative and Alternative Communication
CSD 580 Capstone in Speech-Language Pathology

Required Undergraduate Prerequisites:

Acoustical Phonetics
Nature and Development of Language
Speech and Hearing Science
Anatomy and Physiology of the Vocal Mechanism
Audiology/Aural Rehabilitation, 6 credits
Human Biology
Physics or Chemistry
Statistics
Social Science
25 Observation Hours

Course Offerings

UNDERGRADUATE COURSES

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. 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 (3 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 investigated. 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.

CSD 391—Communication Disorders in Children (3 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.

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.)

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.

GRADUATE COURSES

CSD 500 – Articulation and Phonological Disorders (3 CH) This course is designed to give students a basic foundation in the assessment and treatment of articulation and phonological disorders in children. Students will initially learn foundation material, such as characteristics of the speech sounds of English and normal acquisition of speech production skills in childhood. Students will learn about various aspects of articulation and phonological disorders, such as variables that are associated with the disorders, the role of dialects, and

the differences between the different kinds of speech production disorders. Students will learn about the different methods of assessment for the disorders. The concepts and principles of intervention will be presented, as well as specific approaches and techniques for the remediation of the disorders. Offered every summer.

CSD 505 – Neuropathology (3 CH) Course content serves as an introduction to neuroanatomy and neurophysiology as it relates to speech, language, and hearing. Pathologies of the central nervous system associated with progressive and non-progressive disorders will be examined. Offered every summer.

CSD 510: Motor Speech and Fluency Disorders (3 CH) The purpose of this class is to enable to student to develop an understanding of the anatomy and physiology of speech production as it relates to motor speech disorders and their treatment. Differential diagnosis will be stressed in discussion of etiology and basic characteristics of motor speech disorders across the age continuum. Secondly, this class offers present theory, research and clinical applications in fluency disorders. Emphasis on assessment and treatment of behavioral, affective, and cognitive features of developmental stuttering across the lifespan. Consideration of cluttering, neurogenic stuttering, psychogenic stuttering. Offered every summer.

CSD 515 – Clinical Practice I (3 CH) Introduction to contemporary issues of clinical practice in communication disorders across the lifespan. Emphasis on integration of previous coursework with direct clinical observations of diagnostic and treatment sessions. Introduction to clinical settings through study of current methods of standardized and non-standardized assessment procedures, client interviewing, treatment planning, clinical report writing, and implementation of treatment plans.

Furthermore, this course provides a learning community that a) integrates ideas, b) encourages cooperative endeavors, and c) respects diversity and individual worth, demonstrated in writing assignments using a culturally unbiased manner and participating in course content related to services with individuals from diverse backgrounds. Offered every summer.

CSD 520 – Clinical Practice II (3 CH) Continuation of active participation in clinical practice in communication disorders across the lifespan. Continued emphasis on integration of previous coursework with direct clinical observations of diagnostic & treatment sessions. Participation in a variety of clinical settings through study of current methods of standardized & non-standardized assessment procedures, client interviewing, treatment planning, clinical report writing, & implementation of treatment plans. Furthermore, this course provides an extended learning community that a) integrates ideas, b) encourages cooperative endeavors, and c) respects diversity and individual worth, demonstrated in writing assignments using a culturally unbiased manner and participating in course content related to services with individuals from diverse backgrounds. Offered every fall.

CSD 525 – Aphasia and Cognitive-Communicative Disorders in Adults (3 CH) This course familiarizes students with the structural and dynamic neuropathology of cerebral injury from cerebrovascular accidents (CVA), traumatic brain injury (TBI), and dementia. Identifying, evaluating, and treating constellation symptomatology of speech, language, and memory impairments are emphasized. Offered every fall.

CSD 530 – Communication Disorders in Children (3 CH) This course provides an in-depth study of theory and practice in the area communication disorders, including language, literacy, social communication, and processing disorders in the pediatric population. Specific strategies and techniques for assessment and intervention are emphasized. Offered every fall.

CSD 540 – Voice (3 CH) This course is designed to develop an understanding of the processes involved in voice production as they relate to normal and disorder aspects of phonation. Emphasis will be place on developing a

solid understanding of perceptual, acoustic, aerodynamic, and biomechanical perspectives on normal and disordered phonation to inform assessment and treatment. Offered every fall.

CSD 545 – Dysphagia (3 CH) This course is the study of swallowing disorders in all age groups from newborns to the elderly that result from a variety of medical conditions. An in depth review of the literature will include pre-feeding skills of infants as well as the disorders of deglutition and aging. Students will learn to evaluate radiographic examinations, make recommendations based on the instrumental examination, and the various types of behavioral and rehabilitation treatment for oropharyngeal dysphagia. Offered every fall.

CSD 550 – Externship I, Pediatric Setting (6 CH) Externships are designed to help students meet the American Speech-Language-Hearing Association's (ASHA) required number of clinical hours in different practicum settings. Students will integrate previous coursework and actively participate in clinical practice in communication disorders across the lifespan. The Clinical Director is responsible for procuring appropriate placements to best match student and clinical educator needs. Students complete the required 375 clinical hours in practicum settings, which include hospitals and public schools. Requirements for students include planning and implementing diagnostic and/or treatment procedures, data collection and analysis, and clinical report writing. Offered every spring.

CSD 551 – Externship II, Medical Setting (6 CH) Externships are designed to help students meet the American Speech-Language-Hearing Association's (ASHA) required number of clinical hours in different practicum settings. Students will integrate previous coursework and actively participate in clinical practice in communication disorders across the lifespan. The Clinical Director is responsible for procuring appropriate placements to best match student and clinical educator needs. Students complete the required 375 clinical hours in practicum settings, which include hospitals and public schools. Requirements for students include planning and implementing diagnostic and/or treatment procedures, data collection and analysis, and clinical report writing. Offered every summer.

CSD 560 – Counseling and Communication Disorders in Special Populations (3 CH) The purpose of course is to demonstrate the principles of working with persons with communication disorders and their families throughout the client's lifespan. This course will also discuss communication disorders in special populations, including individuals from culturally and linguistically diverse (CLD) backgrounds and individuals with low-incidence populations (such as craniofacial anomalies, hearing disorders, genetic and metabolic disorders, and syndromes). This course will heighten students' awareness of issues in diversity and will also introduce students to knowledge and skills relevant to counseling and serving diverse populations across diversity dimensions, lifespan, and service settings. Offered every spring.

CSD 565 – Professional Practicum (3 CH) Issues related to employment settings, job exploration/preparation, credentialing, trends in service delivery, ethics, legal considerations, and professional advocacy in the profession of speech-language pathology will be introduced. Content is in accordance with the American Speech-Language-Hearing Association's (ASHA) Scope of Practice, Code of Ethics, Preferred Practice Patterns and guidelines for credentialing. The graduate student taking this course will be introduced to information and resources that can be used for a professional lifetime. Professional activity, including advocacy for the profession and the clients/patients one serves, will be encouraged. Offered every spring.

CSD 570 – Research Methods in CSD (3 CH) The primary purpose of this course is to increase knowledge and understanding of the role of research in enhancing clinical practice in speech-language pathology. Students will be exploring research design, ethics, data collection and analysis, application to evidence-based practice, and preparing a research proposal to become knowledgeable consumers and producers of research. Students

will leave this course with an appreciation toward the methods of systematic inquiry that are part of both research and clinical practice, taking initial steps toward becoming well-rounded and respected clinician-investigators in the field. Offered every summer.

CSD 574 – Augmentative and Alternative Communication (3 CH) The purpose of this course is to develop an understanding of information related to concepts, strategies, techniques and issues that are unique to the field of augmentative and alternative communication (AAC). Focus will include an in-depth review of the assessment process, as well as the AAC needs of individuals with developmental and acquired disabilities across the age continuum. Hands-on experience with various methods of AAC strategies and devices will provide a clearer understanding of AAC intervention. Offered every summer.

CSD 580 – Capstone in Speech-Language Pathology (3 CH) The capstone course is intended to serve as the final cumulative course in the M.S. program before graduates enter into professional practice or continue for further graduate study in Speech-Language Pathology. The student will complete a written comprehensive treatment critique that includes an extensive literature review; analysis, synthesis, and interpretation of research findings; and a discussion of the treatment methodology and functional applications. The students will write a formal paper and complete an oral presentation. In place of the treatment critique, students may complete a thesis project if they choose. Students will also present their professional portfolio with evidence to demonstrate their academic and clinical competencies achieved throughout the graduate program. Offered every summer.



Dietrich Honors Institute

Dr. Matthew Morgan, Director

The Kenneth and Marianna Brown Dietrich Honors Institute of Thiel College has been made possible through the generous gift of William S. Dietrich II.

The Dietrich Honors Institute brings together students with a wide variety of gifts and constitutes an enriching community for those participating in it. For the DHI program, the following are required:

Foreign Language competency

Six credits of introductory level college coursework in the same language, or three credits of intermediate level language, with language department approval. Exemption possible through the Department of Language examination.

Mathematics competency

For the B.A. degree: pass the mathematics placement test at the pre-calculus level or earn a grade of C- or higher in mathematics coursework *above* MATH 125 or PSY/ SOC 233: Statistics for the Social Sciences.

For the B.S. degree: pass the mathematics placement test at the calculus entry level or earn a grade of C- or higher in MATH 142 or any calculus course or PSY/ SOC 233: Statistics for the Social Sciences.

The DHI Core

The institute has its own Core courses, taken in place of the general College Integrative Requirement. To graduate as a Dietrich Honors Institute scholar, a student must pass the following courses. All Dietrich students, in addition, must satisfactorily complete an approved honors thesis.

HONS 109	Becoming Human: Love, Power, Justice	3 CH
HONS 113	Communicating Effectively: Grammar, Dialectic, Rhetoric	3 CH
HONS 114	Creating Culture: Ancient, Medieval, Modern	3 CH
HONS 128	Interpreting Scriptures: Jewish, Christian, Islamic	3 CH
HONS 126	Composing Contextually: Enlightenment, Romanticism, Post-modernism	3 CH
HONS 127	Emerging Reality: Universe, Life, Mind	3 CH
HONS 137 (All non-science majors)	Emerging Reality Lab	1 CH
HONS 250	Global Perspectives: (Varies)	3 CH
HONS 240	Appreciating Creativity: Artistic, Scientific, Societal	3 CH
HONS 340	Contributing Culturally: Researching, Creating, Presenting	3 CH
Plus one Honors elective course, pre-approved by Director and Instructor.		3 CH

Course Offerings

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— 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.

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.

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

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.

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.

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.

HONS 250 - Global Perspectives (3 CH) This seminar is usually taken during the fall of the junior year for honors students. As Thiel College and the Dietrich honors Institute promotes the awareness and appreciation of cultural diversity, this course, while focusing on various specific disciplines, will provide knowledge of several non-western cultural and societal traditions. Students will explore ancient and/or modern cultures across the span of at least three geographically and culturally distinct regions of the globe.

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.



Department of Education

Dr. Douglas Hazlett, Chair; Nancy Castor, Director of Teacher Education; Kara Schreckenghost, Professor

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

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
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
ECE 420	Using Instructional Technology and Universal Design to Support Literacy, Math and Science Achievement
ECE 424	Student Teaching
SPED 356	Special Education: Processes, Procedures, Screening, Assessment, IEP Development and Evaluation
SPED 357	Effective Instructional Practices and Delivery Methods in Subject Area Content for All Levels of Special Education Support
SPED 358	Intensive Reading, Writing and Math Intervention Approaches
SPED 360	Educational Assessment
EDUC 400	Educating English Language Learners
SPED 420	Effective Collaboration and Communication in the Academic Setting
SPED 424	Student Teaching
SPED 440	Evidence-Based Effective Instruction – Teaching Students with Behavioral Disabilities
SPED 450	Instructing Students with Low and High Disabilities

Secondary Education Certification

A student should have an adviser in the education department and in his/her major area of study to receive a copy of the advisement sheet. Education students can also download the form off the Thiel College website prior to meeting with an adviser. A student who graduates from Thiel College with a certification in secondary education will:

- be positioned with the knowledge and skills needed to pass the required teaching examinations.
- possess the necessary knowledge and skills to receive certification from the Pennsylvania Department of Education.
- develop the necessary instructional strategies/ pedagogies to address student achievement for all types of learners.
- engage in meaningful activities with professional organizations in order to develop ongoing professional development in the area of specialization.

EDUC 111	Foundations of American Education	3 CH
EDUC 112	Psychological Foundations of Education	3 CH

EDUC 215	Curriculum, Instruction and Assessment	3 CH
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Note: EDUC 215 is a prerequisite for all other Phase II methodology courses.

EDUC 220	Integrated Instructional Systems	3 CH
EDUC 255	Mentoring I	3 CH
SECED 268	Mentoring, Part II: On-Site Secondary Methodology	3 CH
SECED 325	Teaching Reading/Writing in the Content Areas	3 CH
SECED 340/350/360/370	Teaching in Secondary Schools	3 CH
SECED 444	Student Teaching	12 CH

All students must also take:

CIS 111	Word Processing Applications	1 CH
CIS 112	Spreadsheet Applications	1 CH
CIS 113	Data Management Applications	1 CH
AH 105	Taking Care of Your Health	2 CH

TOTAL 38 CH

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

SPED 356	Special Education Processes, Procedures, Screening, Assessment, IEP Development and Evaluation
SPED 357	Effective Instructional Practices and Delivery Methods in Subject Area Content for All Levels of Special Education Support
SPED 358	Intensive Reading, Writing and Math Intervention Approaches

The three credits for ELL will be from:

EDUC 400	Educating English Language Learners
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Courses Required for Certification in Social Studies Education with a Major in History

Foundational courses—This course set is designed to provide students with a basic understanding of the nature and study of history and to introduce them to concepts and principles which are fundamental to responsible citizenship.

Survey courses within the major

Select two out of these three courses:

HIST 101	United States History to 1877
HIST 102	United States History Since 1877
HIST/SEMS 250	World History

Required course within the major

HIST 290	Introduction to Historical Methods
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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 296	Selected Topics in the History of Warfare
HIST 297	Selected Topics in History and Film
HIST 300	United States Colonial History
HIST 305	The Middle Period in American History
HIST 307	Emergence of Modern America

HIST 309

HIST 490

European History

Select three courses from the following:

HIST 241

HIST 296

HIST 297

HIST 331

HIST 332

HIST 430

HIST 431

HIST 440

HIST 450

HIST 490

Recent American History

Advanced Topics in History (U.S. Focus) European History

European Women's History

Selected Topics in the History of Warfare

Selected Topics in History and Film

19th Century Europe 1815-1890

20th Century Europe 1890-1956

History of Modern Russia

The French Revolution and Napoleon

History of Modern France

Gender and Sexuality in 19th Century Europe

Advanced Topics in History (Europe Focus)

World (Non-Western) History

Select three courses from the following:

HIST 260

HIST 282

HIST 296

HIST 297

HIST 362

HIST 370

HIST 371

HIST 461

HIST 462

HIST 490

East Asian History

History of Modern Middle East

Selected Topics in the History of Warfare

Selected Topics in History and Film

Japanese History: Tokugawa to Present

Latin America: Culture, Conquest and Colonization

Latin America: Reform and Revolution

History of Modern China

History of Modern Japan

Advanced Topics in History (Non-Western Focus)

Capstone Experience—This requirement is designed to give students hands-on experience in the profession.

Choose one of the following:

HIST 496

HIST 497

HIST 498

Research Capstone in United States History

Research Capstone in European History

Research Capstone in World History

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

GEOG 110

SOC 141

SOC 211

POSC 116

Principles of Macroeconomics

World Regional Geography

Macrosociology

Anthropology

American Government and Politics

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 or 184 and CSCI 159).

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 211	Elementary Statistics
MATH 221	Discrete Mathematical Structures
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 341, 342 or 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)
<i>or</i>	
PHYS 184	Intro to Physics II (calculus-based)
<i>and</i>	
CSCI 159	Introduction to Programming

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 142	Precalculus
MATH 211	Elementary Statistics

Systematics—

BIO 262	Animal 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 284	Human Physiology
<i>or</i>	
BIO 352	Animal Physiology
<i>or</i>	
BIO 302	Plant Physiology

Capstone Experience—These three 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. Independent Research may begin in the junior year.

BIO 395	Junior Research Seminar
BIO 462	Senior Seminar
BIO 452, 482	Independent Research (2 CH)

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
CHEM 200	Organic Chemistry I
CHEM 210	Organic Chemistry II
CHEM 240	Quantitative Analysis
MATH 181	Calculus I
MATH 182	Calculus II
PHYS 174	Introductory Physics I
PHYS 184	Introductory Physics II

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 345	Biochemistry
CHEM 370	Instrumental Analysis
CHEM 390	Inorganic Chemistry

Capstone Experience—These courses are designed to integrate material from a variety of courses and experiences and to provide the student with opportunities for development as a mature and independent scientist. They are to be taken in the junior or senior year.

CHEM 405	Chemistry Capstone I
CHEM 405	Chemistry Capstone II
CHEM 490	Problems in Chemistry
CHEM 4XX	Advanced Topics

Courses Required for a Major in Physics

Foundational Courses—This course set is designed to provide the student with a basic understanding of the principles of mathematics and physics.

PHYS 123	Astronomy
PHYS 174	Introductory Physics (Calc.)
PHYS 184	Introductory Physics (Calc.)
PHYS 263	Introduction to Modern Physics
PHYS 353	Intermediate Lab
MATH 181	Calculus I
MATH 182	Calculus II

Advanced Studies—These courses introduce students to areas of physics for which an understanding of introductory physics and calculus are prerequisite.

Group A: choose one

PHYS 134	Electronics and Robotics
or	
PHYS 213	Analog Electronics
or	
PHYS 243	Digital Electronics

Group B: choose one

PHYS 223	Thermophysics
or	
PHYS 253	Statics and Dynamics
or	
PHYS 343	Electromagnetic Theory

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
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Courses Required for a Major in English

Required Courses for English Major with Secondary Education Certification:

ENG 120	Introduction to Literature
ENG 215	British Literature Survey
ENG 235	American Literature Survey
ENG 242	Digital Rhetoric
ENG 260	Business and Technical Writing
ENG 267	World Literature Survey
ENG 270	Advanced Composition and Research
ENG 290	Literature of World Mythology
ENG 315	Adolescent and Young Adult Literature
ENG 317	Linguistics
ENG 340	Shakespeare
ENG 495	English Senior Capstone

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.

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.

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 and ECE 215.) 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 and ECE 215.) 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 and ECE 215.) 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 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 and ECE 215.) Students must have an overall GPA of 3.0. 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 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 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 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.

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 and the required cumulative GPA of 3.0)

SECED 340—Teaching English in the Secondary School (3 CH) This course provides prospective secondary student teachers with the knowledge of the methods and materials they need to effectively plan, deliver and evaluate instruction in a secondary English class. (P: EDUC 111, 112, 215, at least partial completion of the major, and the required cumulative GPA of 3.0)

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) A special fee is charged. Four hours per week is spent in the school setting. Transportation is the student's responsibility.

SECED 360—Teaching Mathematics in the Secondary School (3 CH) This course provides prospective secondary student teachers with information on the methods and materials they need to effectively plan, deliver and evaluate instruction in a secondary mathematics classroom. (P: EDUC 111, 112, 215, at least partial completion of the major and the required cumulative GPA of 3.0) 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) 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.

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. 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 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 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.

SPED 450 – Instructing Student with Low and High Disabilities (3 CH) This course provides the special education teacher candidate with the history, practices, advances, challenges, and opportunities that make up the complex and dynamic field of special education. Teacher candidates will design and implement instructional practices that help students learn academic, social, vocational and personal skills. Teacher candidates will review new information that reflects current research and practices. In preparation for teaching, teacher candidates will have opportunities to engage with the content, interactive self-assessments, teaching artifacts and tips for beginning teachers. Teacher candidates will learn to select and skillfully implement evidence based practices and use direct and frequent measures of the student's performance as the primary guide for modifying those methods as needed to improve their effectiveness for all special needs students. Teacher candidates will identify the characteristics of individuals with any of the IDEA identified disability.

Department of English

**Dr. Mary Theresa Hall, Chair; Dr. Melissa Borgia; Brenda K. DelMaramo;
Dr. Jared Johnson**

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 in English will be able to meet the following learning objectives:

- Analyze, interpret, and evaluate various forms of literary texts;
- Write clearly and effectively in a variety of genres;
- Conduct research and correctly and ethically incorporate source materials;
- Demonstrate familiarity with literature in a historical context;

The English major provides excellent preparation for careers in education, business, theater, entertainment, law, government, library sciences, and academia.

English Major Requirements

Bachelor of Arts Degree

The English major requires a minimum of 39 credit hours of courses. Courses in the major are comprised of English foundation courses (21 credit hours), English distribution courses (12 credit hours, 3 hours from each specialization), and an additional 6 hours beyond the distribution requirement in a chosen specialization (Note: Secondary Education/English majors are not required to choose a specialization). All English majors must earn a C-minus or better in all courses to count toward the major.

- **Foundation Courses** **21 CH**
- **Distribution Courses** **12 CH**
- **Specialization Courses** **6 CH**

Foundation Courses

21 CH total

ENG 120	Introduction to Literature	3 CH
ENG 215	British Literature Survey	3 CH
ENG 235	American Literature Survey	3 CH
ENG 267	World Literature Survey	3 CH
ENG 270	Advanced Composition and Research	3 CH
ENG 317	Linguistics	3 CH
ENG 495	English Capstone	3 CH

Specializations

Professional Writing

ENG 260	Business and Technical Writing	3 CH
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ENG 242	Digital Rhetoric	3 CH
ENG 212	Creative Nonfiction	3 CH
COMM 282	Writing for Mass Media	3 CH
ENG 335	Persuasive Writing	3 CH

Creative Writing

ENG 282	Poetry Writing	3 CH
ENG 284	Fiction Writing	3 CH
ENG 286	Writing for Stage and Screen	3 CH
ENG 212	Creative Nonfiction	3 CH

Literature

ENG 190	Science Fiction and Fantasy	3 CH
ENG 290	Literature of World Mythology	3 CH
ENG 305	Children's Literature	3 CH
ENG 315	Adolescent and Young Adult Literature	3 CH
ENG 340	Shakespeare	3 CH
ENG 312	Topics in the Novel	3 CH
ENG 385	Women in Literature	3 CH
ENG 347*	Literary Theory and Criticism	3 CH

(*This course is required for the literature specialization)

Drama

ENG 330	Dramatic Literature	3 CH
ENG 340	Shakespeare	3 CH
ENG 352	Topics in Drama	3 CH
ENG 337	Drama into Film	4 CH
ENG 225/THAR 225	Shakespeare: Page to Stage	4 CH
ENG 205/THAR 205	Analysis to Performance	2 CH
THAR 287	Theater History I	3 CH
THAR 297	Theater History II	3 CH

In addition to the required coursework, English majors are highly encouraged to pursue at least one internship opportunity by enrolling in ENG 430—Cooperative Education.

English Major with Secondary Education Certification

Students pursuing a Pennsylvania secondary education certification must demonstrate competence in the following areas as stipulated by the Pennsylvania Department of Education:

1.A Language/Linguistics

- linguistic change, etymology, and processes of word formation,
- variation: dialects, registers (languages used within different groups and settings),
- semantics: ambiguity, euphemism, connotation, denotation, and jargon,

- syntax: word order and sentence structure,
- grammatical/linguistic theories and practice
- 1.B Reading/Literature
 - reading independently: including strategies, processes, purposes, synthesis of essential ideas, vocabulary development, and comprehension of fiction and non-fiction works,
 - reading critically, differentiating fact from opinion and essential from nonessential information, drawing conclusions, and determining the author's purpose,
 - evaluating a variety of media, including the Internet and film
- 1.C Literature
 - reading, analyzing, interpreting and writing about British, American, and world literatures that reflect a diversity of gender, racial, and cultural perspectives,
 - historical and cultural contexts of the works and writers,
 - literature for adolescents and young adults,
 - historical and contemporary literary movements,
 - characteristics of literary types, forms, elements, and devices
- 1.D Composition/Writing
 - regard writing as a process: prewriting, determining purpose/ audience, drafting, revising, editing, and publishing,
 - practice various types and modes of writing: descriptive and informational pieces, analysis and persuasion, technical writing, journalistic pieces, reflection, fiction, poetry, and resumes,
 - evaluate quality of writing: in terms of focus, content, organization, style, and mechanics/conventions,
 - skilled use of sentence and paragraph structure, spelling, punctuation, parts of speech, and precise language,
 - understand effective word choice and usage,
 - apply technology to composition,
 - writing workshop
- 1.E Speaking and Listening
 - contributing to and participating in small and large group discussions and individual and group presentations,
 - speaking appropriately in formal situations,
 - listening to others for different purposes such as interviewing, extracting information, summarizing, and reflecting,
 - practice with audiotape and videotape
- 1.F Research and Technology
 - selecting and defining research topics,
 - organizing, summarizing, and presenting the main ideas from research in oral and written form,
 - documenting and attributing sources of information, in an appropriate format style,
 - accessing information using traditional and emerging resources,

- applying technology to enhance the study of language and literature using computers and media

Students pursuing an English major with secondary education certification at Thiel College must take a minimum of 36 credit hours from the Department in addition to courses required by the Education Department. Students must pass the English foundation courses (21 credit hours) and four additional courses (15 credit hours) with a C- or higher for credits to count toward the major.

• Education Courses	36 CH
• Foundation Courses	21 CH
• English Secondary Education Certificate Courses	15 CH

Foundation Courses

21 CH total

ENG 120	Introduction to Literature (PDE requirements 1.B, 1.C)	3 CH
ENG 215	British Literature Survey (PDE requirements 1.B, 1.C)	3 CH
ENG 235	American Literature Survey (PDE requirements 1.B, 1.C)	3 CH
ENG 267	World Literature Survey (PDE requirement 1.C, 1.E)	3 CH
ENG 270	Advanced Composition and Research (PDE requirement 1.D)	3 CH
ENG 317	Linguistics (PDE requirement 1.A)	3 CH
ENG 495	English Senior Capstone (PDE requirements 1.B, 1.C, 1.F)	3 CH

English Secondary Education Certification Courses

15 CH total

ENG 260	Business and Technical Writing (PDE requirement 1.D, 1.E)	3 CH
ENG 242	Digital Rhetoric (PDE requirement 1.B, 1.E)	3 CH
ENG 315	Adolescent and Young Adult Literature (PDE requirement 1.C)	3 CH
ENG 290	Literature of World Mythology (PDE requirement 1.C, 1.E)	3 CH
ENG 340	Shakespeare (PDE requirement 1.C, 1.E)	3 CH

Students pursuing the English major with secondary education certification may elect to pursue one or more of the English specializations by taking the requisite 9 credit hours of courses within the chosen specialization.

English Minor Requirements

The English minor requires a minimum of 18 credit hours consisting of two required courses (Introduction to Literature, Advanced Composition), one literary survey course (American Literature Survey, British Literature Survey, World Literature Survey), and three other departmental courses not taken to fulfill the previous requirements. All students pursuing the English minor must earn a C-minus or better in all courses to count toward the minor.

- **Required Minor Courses** **6 CH**
- **Literary Survey Course** **3 CH**
- **Electives** **9 CH**

Required Minor Courses

ENG 120	Introduction to Literature	3 CH
ENG 270	Advanced Composition and Research	3 CH

Literature Survey Courses

ENG 235	American Literature Survey	3 CH
ENG 215	British Literature Survey	3 CH
ENG 267	World Literature Survey	3 CH

English Certificates for non-Majors

The English Department offers certificates in each of the specializations that are available to non-majors. Certificates may be taken to complement the student's chosen major, to demonstrate proficiency in a chosen area, and to permit the study of a desired cluster of courses in a manageable fashion. English certificates require at least 9 credit hours, and students must earn a C-minus or better in all courses to count toward the English certificate. The English Department offers the following certificates:

English Certificate in Professional Writing

ENG 260	Business and Technical Writing	3 CH
ENG 242	Digital Rhetoric	3 CH
ENG 212	Creative Nonfiction	3 CH
COMM 282	Writing for Mass Media	3 CH
ENG 335	Persuasive Writing	3 CH

English Certificate in Creative Writing

ENG 282	Poetry Writing	3 CH
ENG 284	Fiction Writing	3 CH

ENG 286	Writing for Stage and Screen	3 CH
ENG 212	Creative Nonfiction	3 CH

English Certificate in Literature Studies

ENG 120*	Introduction to Literature	3 CH
ENG 190	Science Fiction and Fantasy	3 CH
ENG 290	Literature of World Mythology	3 CH
ENG 305	Children's Literature	3 CH
ENG 315	Adolescent and Young Adult Literature	3 CH
ENG 340	Shakespeare	3 CH
ENG 312	Topics in the Novel	3 CH
ENG 385	Women in Literature	3 CH
ENG 347*	Literary Theory and Criticism	3 CH

(*This course is required for English Certificate in Literature Studies)

English Certificate in Drama Studies

ENG 330	Dramatic Literature	3 CH
ENG 340	Shakespeare	3 CH
ENG 352	Topics in Drama	3 CH
ENG 337	Drama into Film	4 CH
ENG 225/THAR 225	Shakespeare: Page to Stage	4 CH
ENG 205/THAR 205	Analysis to Performance	2 CH
THAR 287	Theater History I	3 CH
THAR 297	Theater History II	3 CH

English Certificate in Children's and Young Adult Literature

ENG 305	Children's Literature	3 CH
ENG 315	Adolescent and Young Adult Literature	3 CH

Plus one related course outside the Department such as PSY 246—Lifespan I or PSY 247—Lifespan II

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 on 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 English studies that aims to prepare students for academic writing and research in the discipline. Critical approaches to literature and literary research methods will be covered in the course. Offered every fall.

ENG 190—Science Fiction and Fantasy (3 CH)

A course introducing students to the genre of science fiction and fantasy. Offered on an irregular basis. (P: ENG 101)

ENG 205/THAR 205—Stratford Experience (3 CH)

This hybrid course explores seminal dramatic texts from literary and historical perspectives along with a focus on the artistic considerations/requirements for successful productions. Course includes an excursion to see three shows at the Stratford Shakespeare Festival over fall break. Open to entering students upon request and with instructor approval. No prerequisites. Course fee: \$195. Valid Passport required. Offered every fall. (P: ENG 101 or permission of the instructor)

ENG 212—Creative Nonfiction (3 CH)

A technical course treating the theoretical and practical aspects of various genres of magazine writing and creative nonfiction such as the personal essay, travel writing, biography, autobiography, the memoir, and literary journalism. (P: ENG 101 or permission of the instructor)

ENG 215—British Literature Survey (3 CH)

A survey of the development of British Literature from Anglo-Saxon times to the present, offering broad coverage of each critical movement throughout British history. Offered every fall. (P: ENG 101)

ENG 225/THAR 225—Shakespeare: Page to Stage (4 CH)

A hybrid course of equal parts analysis, research, and performance intended to simultaneously highlight some of the Bard's lesser-known works (to scholars and actors alike) while helping students develop critical and creative thinking, scholarly writing skills, and performance technique. This course fulfills Thiel College's Creative Core requirements. (P: ENG 101 or permission of the instructor)

ENG 235—American Literature Survey (3 CH)

A survey of the development of American Literature from Colonial times to the present, offering broad coverage of each critical movement throughout American history. Offered every spring. (P: ENG 101)

ENG 242—Digital Rhetoric (3 CH)

A course designed to engage students not only in the technical (how-to) aspects of work with digital communication and composition media and technologies, but also with the critical analysis of that media. (P: ENG 101)

ENG 260—Business and Technical Writing (3 CH)

A course introducing students to analyzing and writing various types of professional writing. Genres to be examined range from formal memos, letters, and reports to less formal communication such as email and instant messages. (P: ENG 101)

ENG 267—World Literature Survey (3 CH)

A study of literature from various literary traditions around the globe from antiquity to the present. (P: ENG 101)

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 and ENG 120)

ENG 282—Poetry Writing (3 CH)

A technical course treating the theoretical and practical aspects of writing poetry. (P: ENG 101 or permission of the instructor)

ENG 284—Fiction Writing (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—Writing for Stage and Screen (3 CH)

A technical course treating the theoretical and practical aspects of writing dramatic works for performance on the stage and in film and television. (P: ENG 101 or permission of the instructor)

ENG 290—Literature of World Mythology (3 CH)

A survey of world literature from classical antiquity to the modern day featuring mythology. (P: ENG 101)

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. Offered on an irregular basis. (P: ENG 101)

ENG 312—Topics in the Novel (3 CH)

A topics course related to the history of the novel chosen by the instructor. Examples include the development of the novel, the 19th century novel, and the 20th century novel. May be repeated if a different topic is offered with permission of the Department. (P: ENG 101 and ENG 120)

ENG 317—Linguistics (3 CH)

A study of the language universals—phonology, morphology, semantics, syntax, lexicon, and pragmatics—the types of linguistics, and the nature and causes of language change. (P: ENG 101, ENG 125, ENG 235, or permission of the instructor)

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)

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 irregularly. (P: ENG 101, ENG 120, or permission of the instructor)

ENG 330—Dramatic Literature (3 CH)

A survey of world drama from the classical era to the present, emphasizing major figures and developments. (P: ENG 101, ENG 120, or permission of the instructor)

ENG 337—Drama into Film (3 CH)

A study of world cinema adapted from works of dramatic literature. (P: ENG 101 or permission of the instructor)

ENG 347—Literary Theory and Criticism (3 CH)

A historical survey of theories of literary criticism from Plato to the present day. The course includes practice in applying theories to the analysis, interpretation and evaluation of literature and culture. (P: ENG 101, ENG 120, ENG 215, ENG 235, or permission of the instructor)

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, ENG 120, or permission of the instructor)

ENG 352—Topics in Drama (3CH)

A topics course exploring the genre of drama chosen by the instructor such as specific themes, periods, or playwrights. May be repeated if a different topic is offered with permission of the Department. (P: ENG 101, ENG 120, or permission of the instructor)

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. (P: ENG 101 and permission of the instructor)

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 advisor)

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 advisor)

ENG 430—Cooperative Education (CH Variable)

An internship-based course in which students apply skills learned in the discipline.

ENG 495—English Senior Capstone (3 CH)

A special topics course with seminar meetings for discussion and presentation of research. (P: senior standing and completion of ENG 120, ENG 215, ENG 235, ENG 267, and ENG 270)



Department of Environmental Science

Anna M. Reinsel Ph.D., Chair

David Shafer M.S., Environmental Safety Management Program Coordinator

Thiel College's Department of Environmental Science provides a leading edge curriculum that prepares students to be problem solvers. The Department offers programs of study that lead to a Bachelor of Science degree in Environmental Science or in Environmental Safety Management. Whether a student is interested in sustainability or safety on a drilling rig, the curriculum is designed to provide the student with the knowledge and understanding required to succeed in those career paths. Both programs provide opportunities for students to complete internships rounding out their college studies with practical experience.

The Department of Environmental Science requires an overall 2.0 GPA or better in all courses required for the majors. 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 142 or any calculus course.

Environmental Science

The environmental science degree 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.

Student Learning Outcomes – Major in Environmental Science

A student who graduates from Thiel College with a Bachelor of Science Degree 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.

Environmental Science

Bachelor of Science

ENSC 111	Introduction to Environmental Studies	3 C H
POSC 116	American Government and Politics	
or		
POSC 336	Public Administration	3 C H
ECON 211	Principles of Macroeconomics	
or		
ECON 221	Principles of Microeconomics	3 CH
REL 200	Contemporary Ethical Issues	
or		
PHIL 297	Environmental Ethics	3 CH
MATH 211	Elementary Statistics	4 CH
BIO 145	Foundations of Biology	4 CH
BIO 262	Animal Systematics	
or		
BIO 263	Plant Systematics	4 CH
BIO 392	General Ecology	4 CH
CHEM 140	General Chemistry I	4 CH
CHEM 160	General Chemistry II	4 CH

CHEM 330	Environmental Chemistry	4 CH
CHEM 370	Instrumental Analysis	4 CH
GEOL 150	Earth Systems	4 CH
GEOL 210	Hydrogeology	3 CH
GEOL 250	Environmental Geology	4 CH
ENSC 200	Environmental Law	3 CH
ENSC 225	Geographical Information Systems	3 CH
ENSC 250	Meteorology	4 CH
ENSC 320	Land Use Planning	3 CH
ENSC 350	Applied Environmental Science	3 CH
ENSC 410	Internship	3-6 CH
		TOTAL 74-77 CH

Environmental Science Major – Year 1 recommended courses

Year 1 As a First Year Student	SEMS 110 (3 CH) INDS 101/ENG 101 (3 CH) Math 107 or Math 142 (3 CH) ENSC 111 Introduction to Environmental Studies (3 CH) BIO 145 Foundations of Biology (4 CH) 16 credit hours	INDS 101/ENG 101 (3 CH) Math 142/Elective (3 CH) GEOL 150 Earth Systems (4 CH) POSC 116 American Government and Politics (3 CH) REL 12X (3 CH) 16 credit hours
32 credits		

Minor in Environmental Studies

The Minor in Environmental Studies is open to all Majors. The objective of the Minor is to provide the student with an interdisciplinary perspective on the environmental field enabling them to become a more environmentally aware steward of the planet. Thiel College graduates with the Environmental Studies Minor seeking employment in a variety of areas will have an advantage over candidates without the Minor. The student must complete at least six (6) courses (19-21 credit hours) to fulfill the requirements. Students must pass all courses with a minimum grade of "C-."

Required Environmental Studies curriculum – Minor

Required courses (7 credits):

ENSC 111	Introduction to Environmental Studies	3 CH
GEOL 150	Earth Systems	4 CH

Elective courses (12 - 14 credits) - Select 4:

ENSC 210	Environmental Law	
ENSC 225	Geographical Information Systems	3 CH
ENSC 250	Meteorology	
ENSC 320	Land Use Planning	3-4 CH
GEOL 210	Hydrogeology	
GEOL 250	Environmental Geology	3-4 CH

TOTAL 19-21 CH

Environmental Safety Management

The "Environmental Safety Management" program is designed for aspiring environmental health and safety professionals. The opportunities for employment are growing every year, especially in western Pennsylvania and eastern Ohio. Students will be well prepared for safety management and environmental careers with the technical and industry-specific skills needed to be successful, including communication, critical thinking, problem-solving skills, and the experience to thrive in a team-based workplace. This will enable our graduates to become leaders in this dynamic and rapidly changing field.

Besides safety courses, the ESM program requires students to successfully complete a series of environmental science, business administration and laboratory science courses to establish a clear context in which safety is applied. Without that context, graduate safety professionals are less able to fully engage in problem solving and effectively communicate solutions to decision-makers and employees.

The ESM program requires the successful completion of an internship. The internship is a valuable opportunity for the student to gain professional experience in advance of graduation. Prospective internship employers begin looking for students during the fall semester for employment the following summer. For many students, the internship can lead to full-time employment on graduation.

Student Learning Outcomes – Major in Environmental Safety Management

A student who graduates from Thiel College with a Bachelor of Science Degree in Environmental Safety Management will be able to:

- Apply interdisciplinary perspectives and practices to solving environmental safety management challenges and pursuing continual improvement.
- Demonstrate a working knowledge of techniques used to collect and analyze environmental measurements and safety data that support decision-making in industry and the public.
- Communicate effectively and knowledgeably on environmental health and safety issues.
- Apply the principles of management to promote environmentally conscious safety leadership in business and the public

Environmental Safety Management

Bachelor of Science

Business Administration Courses (12 Credit Hours)

ACCT 113	Principles of Accounting I	3 CH
BADM 444	Operations Management	
or		
BADM 484	Human Resources Management	3 CH
BADM 374	Principles of Management	3 CH
BADM 334	Insurance	3 CH

Environmental Science Courses (13 Credit Hours)

ENSC 111	Introduction to Environmental Studies	3 CH
ENSC 200	Introduction to Environmental Law	3 CH
ENSC 225	Geographical Information Systems	3 CH
ENSC 250	Meteorology and Air Quality Assessment	4 CH

Environmental Safety Management Courses (24 Credit Hours)

ESM 110	Hazard Awareness	1 CH
ESM 111	Introduction to Safety	3 CH

ESM 210	Advanced Hazard Recognition	1 CH
ESM 221	Emergency Preparedness, Prevention and Response	3 CH
ESM 231	Construction Safety	3 CH
ESM 241	Regulatory Compliance and Safety Management	3 CH
ESM 351	Hazardous Materials and Environmental Safety	3 CH
ESM 361	Fundamental Concepts of Industrial Hygiene	3 CH
ESM 371	Essential Topics in Environmental Safety Management	3 CH
ESM 380	ESM Lab Experience	1 CH

Other Lab Science Courses (12 Credit Hours) Select 3 courses:

BIO 145	Foundations of Biology	
or		
CHEM 140	General Chemistry I	4 CH
or		
CHEM 160	General Chemistry II	
or		
GEOL 150	Earth Systems	4 CH
or		
PHYS 154/174	Introductory Physics I	
or		
PHYS 164/184	Introductory Physics II	4 CH

Internship (12 Credit Hours)

ESM 499	Environmental Safety Management Internship	12 CH
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TOTAL 73 CH

Environmental Safety Management Major – Year 1 recommended courses

Year 1	SEMS 110 (3 CH)	INDS 101/ENG 101 (3 CH)
As a	INDS 101/ENG 101 (3 CH)	Religion Core (3 CH)
First Year	Math 107 or Math 142 (3 CH)	Concern for Well-Being Core (2 CH)
Student	ENSC 111 Introduction to Environmental Studies (3 CH)	Math 142 /Elective (3 CH)
	ESM 111 Introduction to Safety (3 CH)	Lab Science Course (#1 of 3) (4 CH)
	15 credit hours	ESM 110 Hazard Awareness (1 CH)
31 credits		16 credit hours

Minor in Environmental Safety Management

The Minor in Environmental Safety Management is open to all majors. It is recommended for Science majors and Business Administration majors. The objective of the minor is to provide the student with a basic background in business administration, environmental science and occupational safety. Thiel College graduates with the ESM Minor seeking employment in manufacturing, construction, healthcare and energy industries (oil and gas) will have an advantage over candidates without the minor. The student must complete at least 19 credit hours (7 courses) to fulfill the requirements. Students must pass all courses with a minimum grade of “C-.”

Required ESM curriculum – Minor

Required ESM courses: (4 credits)

ESM 110	Hazard Awareness	1 CH
ESM 111	Introduction to Safety	3 CH

Select 3 ESM elective courses: (9 credits)

ESM 221	Emergency Preparedness, Prevention and Response	
ESM 231	Construction Safety	3 CH
ESM 241	Regulatory Compliance and Safety Management	
ESM 351	Hazardous Materials and Environmental Safety	3 CH
ESM 361	Fundamental Concepts of Industrial Hygiene	
ESM 371	Essential Topics in Environmental Safety Management	3 CH

Minor electives: (6 – 7 Credits)

Business Administration (3 Credit hours) - Select one:

ACCT 113	Principles of Accounting I	
BADM 374	Principles of Management	
BADM 444	Operations Management	3 CH

Environmental Science (3-4 Credit hours) - Select one:

ENSC 111	Introduction to Environmental Studies	
ENSC 225	Geographical Information Systems	
ENSC 250	Meteorology and Air Quality Assessment	3-4 CH

TOTAL 19 -20 CH

Course Offerings

Environmental Science

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.

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.

ENSC 225—Geographical Information Systems (GIS) (3 CH) Primarily lab-based, hands-on course. Geographic Information Systems will introduce students to the most up-to-date GIS software from ESRI Corporation, and the techniques of resolving complex spatial questions related to environmental science, land-use planning, biogeography and business location decisions. Though designed primarily for environmental science majors, this course should be of interest to computer science majors, business majors, biology majors and social scientists interested in the analysis of spatially related variables. Offered every fall.

ENSC 250—Meteorology and Air quality Assessment (4 CH) An introduction to the fundamentals of atmospheric science with the primary goal of demonstrating how scientific principles govern the circulation of the atmosphere, the day-to-day sequence of weather events, the dispersion of atmospheric pollutants and inadvertent climate modification. Though intended for the environmental science major, the course should be of value to anyone interested in the science of weather forecasting, long-term climatic change and the

meteorology of air pollution. Three 55-minute lectures and two hours of lab each week. (P: ENSC 111 or GEOL 150 or permission of the instructor) Offered alternate years.

ENSC 320—Urban and Regional Land Use Planning (3 CH) Urban and Regional Land Use Planning is an overview of present and past land-use policy in the United States. Since the goal of land-use planning is to decide on the best present and future uses for each parcel of land in a particular area, students will be introduced to the basic elements of comprehensive strategies and special area plans, techniques of developing each of these types of plans and mechanisms of zoning that are used to implement plans. Students will also be introduced to the state and federal regulatory environments and the political structures that influence the planning process. Participants will be expected to attend public hearings conducted by local planning agencies. (P: ENSC 111 or permission of instructor) Offered alternate years.

ENSC 350—Applied Environmental Science (3 CH) An introduction to environmental science research methodology, data gathering techniques and portable field testing equipment. A particular emphasis will be placed on the procedures for Phase I and Phase II environmental assessments using ASTM Standards. Two hours of lecture plus three hours of laboratory. (P: ENSC 111, GEOL 150, CHEM 140 or permission of instructor) Offered alternate years.

ENSC 410—Environmental Science Internship (3-6 CH) A capstone experience for the student to obtain work in a governmental agency, business or other institution in roles that relate to environmental concerns. Methods of assessment will include an evaluation by a supervisor at the cooperating agency or institution, the construction of a detailed daily log, a comprehensive report by the student and an on-site visit and examination of each student's work to be conducted by the program coordinator and a member of the career services staff.

ENSC 475—Independent Study (1-3 CH) Individual research project in environmental science for students who have achieved a 3.0 GPA in the overall environmental science major. May be supervised by any appropriate faculty member, but must have approval of chair of supervisor's department. Project and supervision also must be approved by coordinator of environmental program. Arrangements must be completed prior to pre-registration period.

ENSC 495—Cooperative Education (CH Variable)

Environmental Safety Management

ESM 110—Hazard Awareness (1 CH) This course introduces the student to safety and health hazards found in the three top industries of western Pennsylvania: construction, oil and gas development, and manufacturing. Hazard Awareness is open to majors and non-majors. (P: none) Offered every spring.

ESM 111—Introduction to Safety (3 CH) This course introduces important facets of the management of workplace safety including EHS compliance, management, employee engagement and training, hazard identification and assessment, hazard prevention and control, and EHS program evaluation and improvement. Introduction to Safety is open to majors and non-majors. (P: none) Offered every fall.

ESM 210—Advanced Hazard Recognition (1 CH) The student will complete safety training in one of three fields: general industry, construction industry or the oil and gas industry. Opportunities to shadow safety professionals in their selected industry will be included. Students will develop and conduct short training sessions related to a selected safety or health hazard. (P: none) Offered every fall.

ESM 221—Emergency Preparedness, Prevention and Response (3 CH) This course will discuss the planning and mitigation needed to effectively prepare, prevent and respond to emergencies in the workplace. Planning for fires, natural disasters, workplace security and business continuity will be covered. (P: none) Offered spring – odd years.

ESM 231—Construction Safety (3 CH) This course will identify key regulations, important industry standards and safety responsibilities in the construction industry. Some of the topics that will be covered include electrical safe work practices, fleet safety, rigging, excavations and working at heights. (P: none) Offered spring – even years.

ESM 241—Regulatory Compliance and Safety Management (3 CH) This course will cover the overall responsibilities an organization has for complying with OSHA and other regulatory authorities such as DOT, EPA, and State agencies. Different strategies used for safety management will be discussed including safety programs and management systems, ISO 45001 in particular. (P: none) Offered fall – odd years.

ESM 351—Hazardous Materials and Environmental Safety (3 CH) This course will address the management and use of hazardous materials in the workplace. Topics will include hazard communication, process safety, safe transportation and environmental management. Discussions will focus on best management practices including management systems such as ISO 14001. (P: none) Offered spring – even years.

ESM 361—Fundamental Concepts of Industrial Hygiene (3 CH) This course concentrates on the anticipation, recognition, evaluation and control of employee exposure to workplace health hazards. Topics will include chemical hazards (dusts, fumes, mists, gases, and vapors), ionizing and non-ionizing radiation, noise, temperature, and biological hazards. (P: none) Offered fall – even years.

ESM 371—Essential Topics in Environmental Safety Management (3 CH) This course will cover employee training and development, incident investigation, ergonomics and leadership. Emerging issues in the environmental health and safety will also be a theme of the course. (P: none) Offered spring – odd years.

ESM 380—ESM Lab Experience (1 CH) The student will participate in hands on exercises for 3 hours each week. Exercises will include subjects covered in other required safety courses including air sampling and monitoring instruments; respirator fit-testing, PPE inspection and use; fall protection equipment. The physics, chemistry and math of safety will be a theme throughout the course. (P: Instructor Approval) Offered fall – even years.

ESM 499—ESM Internship (12 CH) A capstone experience for the student working in a safety management position. The internship requires the completion of a minimum 480 hours of experience in construction, energy (oil & gas), manufacturing or other industry in a safety capacity. The student will be required to document and present examples of that experience in a portfolio. This course is limited to ESM majors and requires departmental approval to enroll.

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. 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

Amy Schafer, 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.

Coaching Minor

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

BADM 100	Introduction to Business	3 CH
<i>or</i>		
ACCT 113	Principles of Accounting I	
HPED 198	Slimnastics	2 CH
<i>or</i>		
HPED 199	Fitness Life & Wellness	
PSYC 150	General Psychology	3 CH
<i>or</i>		
SOC 271	Sociology of Sports	3 CH
COMM 171	Introduction to Communication	3 CH
HPED 314	Coaching Organization and Administration	4 CH
HPED 315	Practicum Experience and CPR	
		TOTAL 18 CH

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.

Equestrian Studies Minor

Students interested in horses may find the equine minor a perfect fit for pursuing their professional or recreational goals in the equine industry. The selection of equine courses creates a strong working knowledge essential to any individual preparing for the horse industry. The equine minor emphasizes the horse (equine nutrition, behavior, conformation, biomechanics, and selection) allowing it to accompany many majors including but not limited to: Biology, Business, Education, Physical Theory, and Criminal Justice. The combination of lecture and lab courses for the equine minor provides current, hands-on equine learning. The equine minor requires 18 credits.

A student who graduates from Thiel College with a minor in equine will be able to:

- Understand the fundamental concepts in the equine industry.
- Select appropriate horses for specific disciplines based on conformation, breed, and behavior.
- Demonstrate a working knowledge of techniques to supplement training and problem solving.
- Account for the body systems in order to maximize equine performance, longevity, and health.
- Recognize common issues that may arise with horses' health and soundness.
- Judge a class of breed specific horses based on conformation.

Minor Requirements

EQIN 150	Intro to Equine Science	3 CH
EQIN 210	Equine Behavior	3 CH
EQIN 220	Equine Nutrition and Feeding	3 CH

EQIN 230	Equine Profiling & Conformation	3 CH
EQIN 110	Equine Groundwork	3 CH
<i>Choose one of the following</i>		
EQIN 240	Equine Biomechanics	3 CH
EQIN 250	Equine Exercise Physiology	3 CH
EQIN 120	Equine Riding	3 CH
EQIN 300	Equine Practicum	1-3 CH
EQIN 310	Equine Independent Study	1-3 CH
EQIN 100	Thiel Equestrians	1 CH

Course Offerings

Equine Studies

EQIN 100—Thiel Equestrians (1 CH) An equestrian team that competes in Intercollege Horse Show Association in horsemanship, reining, equitation, and jumping. Offered every fall.

EQIN 110—Equine Groundwork (3 CH) A course for students to become proficient in ground handling of horses. The course covers haltering, leading, lunging, catching, releasing and proper grooming positions. In addition, the course will cover the fundamentals of loading, long lines, controlling the forequarters and hindquarters, restraining horses, and holding horses for medical purposes. Lab fee \$125. Offered fall of odd-numbered years.

EQIN 120—Equine Riding (3 CH) An introduction to the fundamentals of horses: course content includes basic logic, leading, grooming, lunging, saddling, bridling, and basic walk-trot horseback riding skills. Repeatable. No experience necessary. The equine groundwork course would be of beneficial, but is not a prerequisite. Lab fee \$125. Offered every semester. Offered fall of even-numbered years.

EQIN 150—Introduction to Equine Science (3 CH)

A foundational overview for understanding the horse. The course highlights the history and development of the horse and the horse industry. Also, functional anatomy, nutrition, reproduction, physiology, and health are introduced in the course. Offered every fall.

EQIN 210—Equine Behavior (3 CH) Understanding the principles of horse behavior and applying them in practice. The concepts of the origin of behavior, analysis of influences on equine behavior, mechanisms of behavior, senses, social behavior, physiological processes, and learning and training techniques based on equine behavior are conveyed. (P EQIN 150) Offered spring of even-numbered years. (PIC)

EQIN 220—Equine Nutrition and Feeding (3 CH)

The course covers equine nutrition and feeding with an in- depth review of the digestive system, feed types, minerals, energy, protein, understanding nutritional requirements based on the type and use of the horse. The composition of feeds, feed additives, and other compounds routinely fed to horses are reviewed. (P: EQIN 150) Offered spring of even- numbered years. (WIC)

EQIN 230—Equine Profiling and Conformation (3 CH) The course concentrates on equine anatomy and conformation. The ideal and abnormal conformation features; balance and symmetry; the relationship between conformation faults and athletic ability; anatomical elements, body systems; and the relationship

between structure and function are covered in the course. Students will analyze traits preferred for various breeds or disciplines. (P: EQIN 150) Offered spring of odd-numbered years.

EQIN 240—Equine Biomechanics (3 CH) Understand how bones, muscles, tendons and ligaments of a horse work together to produce movement. Comprehend how horse anatomy helps or hinders the horse's athletic ability. The biomechanics of the rider will also be discussed. (P: EQIN 150) Offered fall of every other odd-numbered year.

EQIN 250—Equine Exercise Physiology (3 CH) An in-depth study of the horse's adaptability to the stress and the fatigue of exercise. Understanding of the muscular, skeletal, respiratory, and cardiovascular responses related to the stresses on the horse. Some topics include: the musculoskeletal system and physiology; tendon, ligament and joint physiology; respiratory, cardiovascular and gastrointestinal systems; and on how safe riding practices can help to avoid problems. (P: EQIN 150) Offered fall of every other odd-numbered year.

EQIN 300—Equine Practicum (1-3 CH) The primary emphasis is to prepare students for supervisory, administrative, or teaching roles within the equine industry. The opportunities include a combined classroom and practical field experience in the field of the student's choice. This course is part of the preparation of the equine minor. (P: EQIN 150 and permission of instructor)

EQIN 310—Equine Independent Study (1-3 CH)

The enhancement of individual research in the equine industry. (P: EQIN 150 and permission of instructor)

Health and Physical Education

*Courses are graded S/W and are not factored into GPA.

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.

Health Professions Institute

Dr. Greg Q. Butcher, Director

Supervising Committee Members

Dr. Sarah Swerdlow, Biology

Dr. Eugene Torigoe, Physics

Dr. Shannon Deets, Psychology

Dr. Arthur White, Philosophy

Pre-Professional Advisors

Pre-Medicine (Allopathic, Osteopathic and Podiatry): Drs. Greg Q. Butcher and Neil Lax, Neuroscience

Pre-Occupational Therapy: Dr. Shannon Deets, Psychology

Pre-Optometry & Pre-Chiropractic: Dr. Christopher Stanisky, Chemistry

Pre-Pharmacy & Pre-Dental: Dr. Kathy Frantz, Chemistry

Pre-Physical Therapy: Drs. Kristel Gallagher, Psychology and Greg Kingston, Exercise Science

Pre-Physician Assistant: Dr. Sara Swerdlow, Biology

Pre-Speech Pathology: Drs. Nancy Antonino and Mary Beth Mason, Communication Sciences and Disorders

The Health Professions Institute provides all Thiel College students (regardless of major) with the opportunity to learn about various health careers, discuss current trends in health policy, and develop professional communication abilities.

The HPI provides participating students with:

- information; so they may identify the most appropriate health-related career path (based on their interest),
- opportunities; to learn about current trends in health-care and talk to practicing experts, and
- training; in relevant test-taking strategies, interview techniques and professional communication skills.

Health Professions Concentration (9-10 CH)

HPI 100	Enrolled each semester for tracking purposes	0 CH
HPI 101	Intro to the Health Professions	1 CH
HPI 202	Trends in Healthcare (HPI 101 prerequisite)	1 CH
HPI 303	Professional Development (HPI 101 prerequisite)	1 CH
PHIL 267 or 387 or REL 200	An ethics course	3 CH

One additional elective from the following:

BIO 117	Medical Terminology	3 CH
BIO 322	Genetics	4 CH
CHEM 345	Biochemistry I	4 CH
NSCI 350	Neuro. Diseases and Disorders	3 CH
POSC 236	Public Policy	3 CH
PSY 270	Neuropsychology	3 CH
SOC 381	Medical Sociology	3 CH

Health Systems Major

Bachelor of Arts Degree

Advisors: Drs. Greg Butcher, (Neuroscience) Chris Fonner (Biology), and Laura Pickens (Psychology)

The Health Systems major provides student with an interest in a career in healthcare a broad foundation in biology, chemistry, psychology and ethics. Additionally, the major provides many of the prerequisite courses needed for transition to bachelor of nursing (BSN) or occupational therapy (OT), physical therapy (PT), and physician's assistant (PA) graduate programs. The major was designed to simplify double-majors with several other areas. Interested students should contact Dr. Fonner, Pickens, or Butcher for more information.

Program Objectives:

Upon completion of the major, students will be able to:

- design and evaluate scientific questions through hypothesis, generation, experimentation, and data analysis
- communicate effectively in oral and written form

BIO 117	Med. Term	3
BIO 145	Foundations of Bio	4
BIO 212	Microbiology	4
BIO 284	Human Anatomy	4
BIO 294	Human Physiology	4
CHEM 140/160	Gen Chem I & II	8
PSY 150	Gen Psychology	3
NSCI 202	Intro Neuro	4
PSY/SOC 233	Statistics for Social Sciences	
or		3/4
MATH 211	Elementary Statistics	
PSY 255	Lifespan Development	3
PHIL 267 or 387 or REL 200	(an ethics course)	3

Course Offerings

HPI 100 (0 CH) Students are enrolled in this course for tracking purposes.

HPI 101—Introduction to Health Professions (1 CH) An entry course for the Health Professions Concentration. It will introduce students to various health-related careers and provide information that will help them decide the best path based on their unique interests. Offered every fall. (P: HPI 100).

HPI 202—Trends in Healthcare (1 CH) Trends in Healthcare will introduce students to current issues in health care through review of professional journals, networks and social media outlets. In addition, students will explore local health care issues and begin preliminary planning for shadowing/internships. Offered every spring (P: HPI 101 and at least sophomore standing).

HPI 303—Professional Development (1 CH) Professional Development will provide students with opportunities to apply their knowledge and skills to real-world situations including formal and informal networking, completion of a mock entrance exam and or a mock interview. Offered every fall. (P: HPI 101 and at least junior standing, \$50 materials fee).

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
- HIST/SEMS 250 World History
- HIST 290 An Intro. to Historical Research

Must complete three courses in each of the following areas:

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 the Department of Education section. History majors who are also seeking teacher certification as secondary social studies candidates must take HIST/ SEMS 250 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 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 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.

HIST 282—History of Modern Middle East (3 CH) This course surveys Middle Eastern history from 1800 to the present. The primary themes include the demise of the Ottoman Empire, European colonial penetration of the Middle East, national movements, state building in the 20th century, the Arab-Israeli conflict, and the Arab uprisings of 2010-2012.

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 sources, 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.

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.

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.

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.

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.

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.

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.

HIST 328—Early Modern Europe (3 CH) This course examines major themes in European history from 1450 to 1789, a period of artistic and intellectual flourishing as well as conflict and extreme violence. Topics may include the Renaissance, Reformation, European expansion, the Scientific Revolution, state building, and social change and conflict. P; HIST 290 or instructor's permission.

HIST 329—The French Revolution and Napoleon (3 CH) This course examines the causes and consequences of the French Revolution and the rise and fall of Napoleon's empire. Themes include social, cultural, and intellectual preconditions of the Revolution, rights and citizenship, post-Revolutionary ideologies, the role of women, slave uprising in the Caribbean and the Revolutionary Wars. P; HIST 290 or instructor's permission.

HIST 331—19th-Century Europe 1815-1914 (3 CH) This course examines major social, cultural, and political developments in Europe in the nineteenth century. Topics included the industrial revolution, political ideologies of liberalism, conservatism, and socialism, nation building and nationalism, work, and middle-class cultures and imperialism. P; HIST 290 or instructor's permission.

HIST 332—20th-Century Europe 1914 to the Present (3 CH) This course examines major social, cultural, and political developments in Europe in the twentieth century. Topics include the two world wars, the Great Depression, the Cold War, mass culture and mobilization, dictatorships, decolonization, and European integration. P: HIST 29 or instructor's permission.

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.

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

HIST 392—Special Projects (1-3 CH)

HIST 430—History of Modern Russia (3 CH) Russian History from 1800 to present. Topics include imperial Russia in the 19th century, Marxism-Leninism, the Bolshevik revolution, establishment of the Soviet state, the Soviet Union in world affairs and contemporary changes. (P: HIST 290 or instructor's permission)

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)

HIST 441—History of Modern Britain (3 CH) This course surveys the history of the British Isles from the Glorious Revolution to the present day. The class examines how politics, diplomacy, warfare, commerce, science, industry, technology, art, literature, music, migration, sexuality and gender expectations all interacted to help shape Modern British society into the twenty-first century. Offered in the spring of even years.

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)

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)

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)

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)

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)

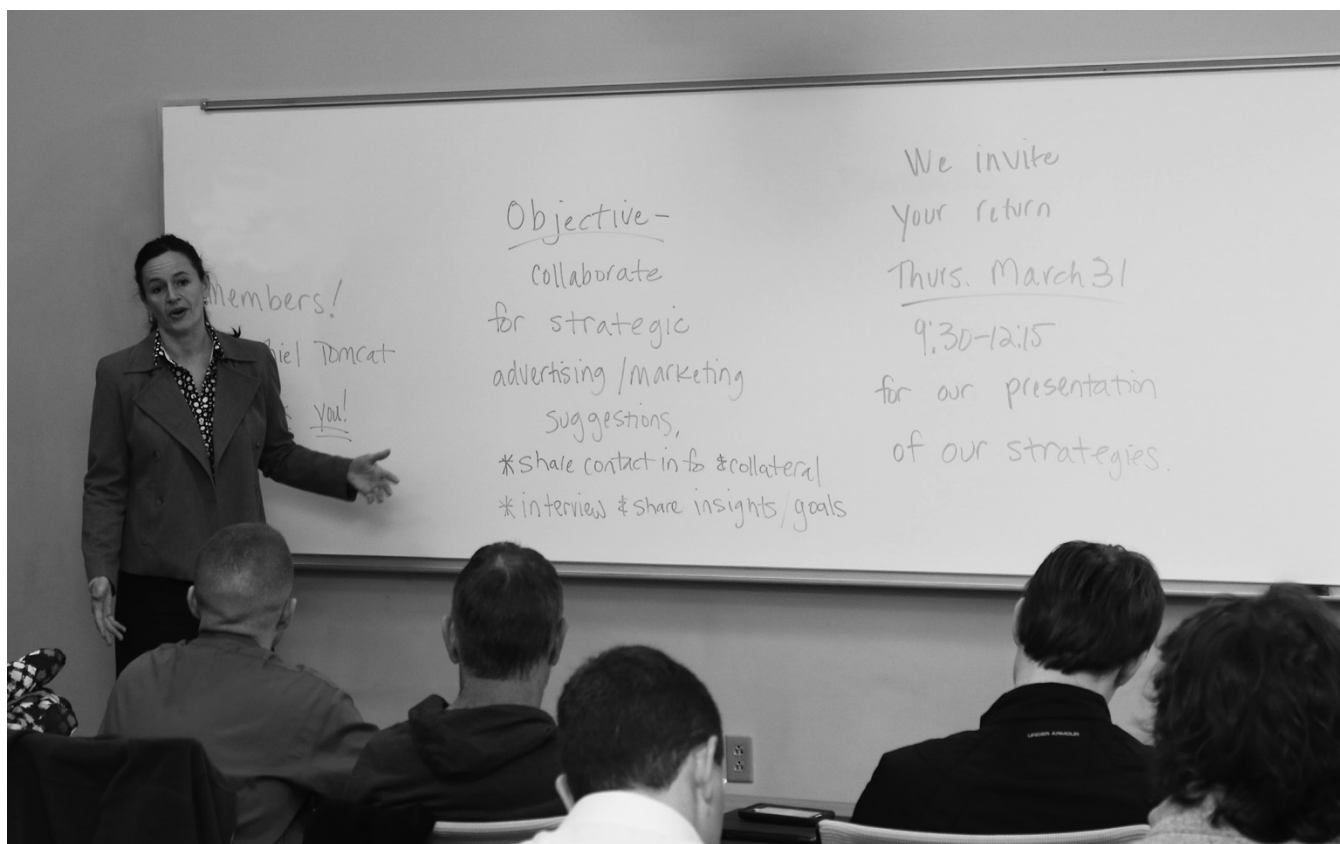
HIST 495—Independent Study (CH Variable)

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.

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.

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.



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.

Individualized Major

The Individualized Major Program provides an opportunity for students to plan their own course of study. This course of study must be aligned with the guiding philosophy and purpose of Thiel College, and students may not enter the Individualized Major Program until they have completed at least two semesters, nor may they enter the Program with fewer than three semesters left before graduation.

A formal proposal, listing all courses to be taken for the Program, and an essay which explains the rationale for the student's program, must be worked out with a faculty advisor(s) chosen by the student. The essay and rationale are then submitted to committee, called the Individualized Major Board (part of the Curriculum Study Committee), for approval.

Students who take an Individualized Major will fulfill either the core or the DHI core.

Students who take an Individualized Major will meet the All-College Learning Goals and all relevant Learning Goals of the departments and programs that support the student's Individualized Major.

Program Guidelines

- 1) Eligibility. The Individualized Major Program is open to students who have completed two semesters and who have at least three semesters remaining in their undergraduate education and a least a 2.8 cumulative GPA.
- 2) Advisor(s). The Individualized Program Board requires an advisor or advisors in the discipline or disciplines represented in the program. The chair of the department(s) of the advising faculty member must also sign for approval of any submission.
- 3) Requirements. Students graduating with an Individualized Program major must have:
 - A) Successfully completed a minimum of 124 semester hours;
 - B) Met all requirements of the Core or DHI Core;
 - C) Successfully completed a capstone course appropriate to the Individualized Major Program;
 - D) Adhered to all official college academic policies, requirements for full time students, and transfer articulations.
- 4) Concentration of courses. An Individualized Major Program should be a truly creative blending of two or more disciplines. While no maximum number of hours in any area is specifically mandated, advisors should caution students against a concentration of too many courses in one academic division. The board recommends a maximum of 40 semester hours in any one discipline.
- 5) Specificity of courses. It is acceptable in certain instances to include alternate courses in a program (due to possible scheduling challenges), especially at the senior level. This may help prevent some schedule conflicts later and give the student the opportunity to exercise some minor options and perhaps avoid the feeling of being "boxed in" academically.
- 6) Courses from other institutions. The student should generally not include more than 24 credits of courses taken at other institutions in an Individualized Major Program.
- 7) Program title: The student should also carefully compose a brief, to-the-point phrase as a title for the individualized major. Long program titles may seem at first informative or even impressive, but can have the unintended opposite effect. Titles longer than 20 spaces are abbreviated when filed electronically.
- 8) Education majors. Any student who chooses an individualized major program and who also intends to major in elementary, secondary, or special education will be expected to meet the requirements stated in the catalog for Education and must include these requirements. Also, in addition to the advisor's approval and signature, these students must obtain the approval and signature of the Chair of the Department of Education.
- 9) Narrative statement. In addition to completing the Program of Study, each student must prepare a narrative statement setting forth the rationale for the individualized program, goals and objectives. This statement should (1) express reasons for choosing the proposed individualized program, (2) discuss why existing major and minor programs will not meet the student's needs, (3) show relationships between courses and subject areas, and (4) provide a clear presentation of how such a

program will better serve the student's personal, academic, and career plans. The Individualized Major Program Board will judge the seriousness of purpose as well as the student's ability to express himself or herself clearly. Faculty advisors are urged to insist that the narrative statement be carefully prepared and accurate. A carefully prepared proposal is the primary evidence on which the committee can base its decision to accept a student's program.

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."

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 transferable 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

Gender Studies Minor Requirements

The gender studies minor requires six courses (18 CH) that 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 (spring of even years)
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Five additional courses representing at least two academic departments outside the student's major area of study are required. At least two courses (6 CH) must be at the 300-level or above. Current courses that fulfill this requirement are:

ART 214	Women in Art
COMM 265	Communication and Gender
ENG 385	Women in Literature
HIST 241	European Women's History
HIST 450	Gender and Sexuality in 19 th C. Europe
INDS 432	Special Topics in Gender Studies
POSC 225	Gender and Politics
PSY 450	Special Topics: Sex in the 21 st Century
REL 220	Women in the Jewish and Christian Traditions
REL 413	Selected Topics: Sex, Sexuality, and Religion
SEMS 400	7 Deadly Sins and Global Issues
SEMS 400	Women's Issues and Global Human Rights
SOC 261	American Women's Experience: A Multicultural Perspective
SOC 271	Sociology of Sport
SOC 401	Sociology of the Family
SOC 421	Gender and Society
SOC 431	Disney and Gender

Students may petition the Gender Studies Advisory Board to count toward the minor an internship or a course not listed here in which the student demonstrates substantial work toward the program's learning outcomes. For more information contact the Coordinator of the Gender Studies Minor, Dr. Sheila Nowinski.

Course Offerings

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. ** Lab fee charged*

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 391 – Study Abroad (3 CH) A study abroad course focuses on interdisciplinary interaction with a foreign culture and region. The essential purpose is to provide a broad-based introductory level appreciation of an international locale and its inhabitants. This course will utilize at least four distinct disciplines (e.g. philosophy, history, art, politics). It will serve as a counterpart to an extended stay in the particular region (ranging from 8-16 days). International travel is required and will involve at least one faculty member hosting this experience.

INDS 411—Senior year Development Seminar (1 CH) Seniors face many difficult choices as they prepare to graduate from college. Building on our commitment to our students' success after graduation, this course will help guide students through the transition from college to life as an adult in our society. Students will be exposed to a variety of topics related to career and graduate school preparation, emotional stress related to graduation and how to market their new liberal arts degrees. Course will provide student with one hour of lecturer per week. Offered every fall.

INDS 444—James S. Kemper Senior Seminar - The Practical Value of a Liberal Arts Education (3 CH) This capstone seminar is designed to assist seniors in evaluating their professions and the role that their liberal arts education will play therein. Discussions facilitated by faculty members from different disciplines of the college prepare students for bi-weekly dinners and presentations. These dinners will feature successful Thiel alumni who will discuss the role of their liberal arts education in their professional lives as well as the ethical and motivational factors that affect their careers. Offered every spring.

INDS 455—Cooperative Education (Variable CH) The Cooperative Education Program at Thiel combines classroom study with planned, supervised work experiences outside the classroom environment. Learning to apply theory to the work world produces a combination of applied knowledge and experience that reinforces

the educational process. Cooperative education credits are also available within the specific disciplines. (P: Permission of the department) Offered every semester.

INDS 467/POSC 467—Washington Internship (8 CH) A supervised internship for the duration of the semester or summer program of the Semester in Washington. Placements will be in consultation with each participant.

INDS 468/POSC 468—Washington Seminar I (4 CH) INDS 469/POSC 469—Washington Seminar II (4 CH) Topical seminars devoted to the study of selected issues, which draw upon the distinctive resources provided by the Washington, D.C. area. Both are required of the Washington Semester students.

SEMS 110—Introduction to Seminar (3 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. Course must be completed with a C minus or higher to meet graduation requirements. .

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 interrelationships of ideas and their results. Students read primary texts in art, history, literature, philosophy and science, ranging from Plato to Machiavelli to Thoreau to Mandela. Each class is built on such features as a specific location, culture, object, literary work, scientific breakthrough that best embody the conflicts and issues of that time period. (P: SEMS 110)

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 110, SEMS 200)

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 110, SEMS 200, and SEMS 250).

Department of Languages

Dr. Kristin M. Carlson, Chair; Ludmilla A. Miller

The Department of Languages' comprehensive mission is to help students develop linguistic proficiency and cultural competency. We offer a variety of courses in French, German, Latin, Spanish, and English as a second or other language (ESOL). Students may also pursue a minor in Spanish Language and Culture. Our technology-enhanced curricula are designed to encourage and enable students to strengthen and further develop their current foreign language skills in the areas of speaking, listening, reading, and writing as well as to help prepare them to engage with and succeed in an increasingly global community.

At the introductory levels, our primary goal is to help students acquire a basic understanding of the language and its respective cultures and to foster awareness, understanding, and appreciation of cultures different from one's own. At the more advanced levels, our objective is to help cultivate each student's communicative (speaking, reading, writing, and listening) and cultural competencies at the intermediate levels and above.

Basic competence in a foreign language is an integral part of Thiel's core competency requirements. The foreign language requirement may be satisfied in one of the following ways:

- Earn a final grade of C or better in two years of the same foreign language in high school;
- Take the placement test and test out of a class or the requirement altogether;
- Complete (C minus or better) two semesters of a foreign language at the introductory level;
- Complete (C minus or better) one semester of a foreign language at the intermediate level.

Students must take the foreign language placement 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:

- Basic oral competency in the foreign language;
- Understanding of the basic grammatical structures and syntactic patterns of the language;
- Critical thinking skills of analysis, synthesis, and production with respect to the language studied;
- Awareness and appreciation of some literary, political, historical, musical, and cultural manifestations of the target language.

Spanish Language and Culture

Minor Requirements

The Minor in Spanish Language and Culture combines acquisition of linguistic competence with the study of the cultural and historic manifestations of the Spanish-speaking world.

The requirements for the minor include 21 CHs of coursework above the introductory levels.

ALL of the following courses (15 CH):

SPAN 214	Intermediate Spanish I
SPAN 224	Intermediate Spanish II
SPAN 305	Applied Spanish Phonetics

SPAN 315
SPAN 325

Advanced Intermediate I
Advanced Intermediate II

TWO of the following courses (6 CH):

SPAN 250
and

Spain: Culture and Civilization

HIST 370
or

Latin America: Culture, Conquest and Colonization

HIST 371

Latin America: Reform and Revolution

Upon completion of the minor in Spanish Language and Culture, students should be able to:

- Speak, read, write, and comprehend Spanish at the intermediate-high level on a variety of current cultural topics;
- Demonstrate knowledge of the geography and culture of countries where the language is spoke and of Spain and Latin America's historical and contemporary position in the modern world;
- Recognize the historical, cultural, and creative contexts of Hispanic cultures and effectively articulate how such factors shape their world perspectives;
- Understand the impact Hispanic cultures and the Spanish language have had and continue to have on other cultures;
- Respect cultural differences leading to effective interaction within a Spanish-speaking society and in any culturally-diverse situation.

Foreign Language Honors

Alpha Mu Gamma is the first and largest national collegiate foreign language honor society of the United States to recognize exceptional achievements in all foreign languages. A candidate for Full Student Membership must have attained a minimum cumulative Grade Point Average of "B" in all college level work and have completed one of the following:

1. Two college-level courses of the same foreign language at the intermediate level or above with a final course grade of "A" in each;
- or*
2. Two college-level English courses at the 200 level or above with a final course grade of "A" in each. This applies to all students who are a native from a non-English speaking country.

Course Offerings

Electronic homework program may be required.

French

FREN 150—Introduction to French Communication I (3 CH) A beginning course designed for students with no previous experience in French. Introduces the fundamental elements of the French language within a cultural context. Emphasis is on the development of basic listening, speaking, reading, and writing competencies. Conducted in French.

FREN 151—Introduction to French Communication II (3 CH) This course is a continuation of FREN 150. Emphasis is on the progressive development of basic listening, speaking, reading, and writing competencies within a cultural context. Conducted in French. (P: FREN 150 or equivalent)

FREN 493—Independent Study (1-4 CH) Students with a satisfactory GPA may, with the consent of the instructor and the Chair of the department, register for this course. Individual work in French will be assigned on the basis of the student's academic need and interests. Offered as needed.

German

GER 150—Introduction to German Communication I (3 CH) A beginning course designed for students with no previous experience in German. Introduces the fundamental elements of the German language within a cultural context. Emphasis is on the development of basic listening, speaking, reading, and writing competencies. Conducted in German. Offered every fall.

GER 151—Introduction to German Communication II (3 CH) This course is a continuation of GER 150. Emphasis is on the progressive development of basic listening, speaking, reading, and writing competencies within a cultural context. Conducted in German. (P: GER 150 or equivalent) Offered every spring.

GER 219—Intermediate German I (3 CH) This course provides a review and expansion of the essential skills of the German language. Emphasis is on the study of authentic and representative literary and cultural texts. Conducted in German. (P: GER 151 or equivalent) Offered as needed.

GER 229—Intermediate German II (3 CH) This course is a continuation of GER 219. Emphasis is on the continuing study of authentic and representative literary and cultural texts. Conducted in German. (P: GER 219 or equivalent) Offered as needed.

GER 499—Independent Study (1-4 CH) Students with a satisfactory GPA may, with the consent of the instructor and the Chair of the department, register for this course. Individual work in German will be assigned on the basis of the student's academic need and interests. Offered as needed.

Latin

LAT 150—Introduction to Latin Language Skills I (3 CH) An introductory 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—Introduction to Latin Language Skills II (3 CH) This course is a continuation of LAT150. Emphasis is on the progressive development of basic reading and writing competencies. (P: LAT 150 or equivalent)

LAT 498—Independent Study (1-4 CH) Students with a satisfactory GPA may, with the consent of the instructor and the Chair of the department, register for this course. Individual work in Latin will be assigned on the basis of the student's academic need and interests. Offered as needed.

Spanish

SPAN 150—Introduction to Spanish Communication I (3 CH) A beginning course designed for students with no previous experience in Spanish. Introduces the fundamental elements of the Spanish language within a

cultural context. Emphasis is on the development of basic listening, speaking, reading, and writing competencies. Conducted in Spanish. Offered every fall.

SPAN 151—Introduction to Spanish Communication II (3 CH) This course is a continuation of SPAN 150. Emphasis is on the progressive development of basic listening, speaking, reading, and writing competencies within a cultural context. Conducted in Spanish. (P: SPAN 150 or equivalent) Offered every spring.

SPAN 214—Intermediate I (3 CH) This course is part of a sequence of two intermediate-level language courses (SPAN 214 and 224) designed for those students who have already gained a working knowledge of the language. In this course, students will further practice and develop their oral (speaking and listening) and literacy (reading and writing) skills acquired in earlier classes as well as broaden their understanding of the varied history, culture, and geography of the Spanish-speaking world through various in-class and homework activities. Conducted in Spanish. (P: SPAN 151 or equivalent) Offered every fall.

SPAN 224—Intermediate II (3 CH) This course, a continuation of SPAN 214, is designed for those students who have already gained a working knowledge of the language. In this course, students will continue to practice and develop their oral (speaking and listening) and literacy (reading and writing) skills acquired in earlier classes as well as further broaden their understanding of the varied history, culture, and geography of the Spanish-speaking world through various in-class and homework activities. Conducted in Spanish. (P: SPAN 214 or equivalent) Offered every spring.

SPAN 250—Spain: Culture and Civilization (3 CH) In this course, students will gain insight into the vibrant and tumultuous history of Spanish culture and civilization from its prehistory to the present, including its varied geography, ethnically- and religiously-diverse society, deep-seeded political, regional and cultural divisions, proliferation of world-renowned art, architecture and literature as well as its unique festivals and traditions. Conducted in either English or Spanish. (P: SPAN 151 or equivalent) Offered every fall.

SPAN 305—Applied Spanish Phonetics and Pronunciation (3 CH) In this course, students will broaden their knowledge of the spoken language. Specifically, students will learn basic phonetic theory and acquire practical knowledge of the language's basic structural and phonetic patterns (all in contrast to American English) in an effort to further improve oral proficiency and listening skills. In addition, we will examine how the spoken language varies between different countries and regions of the Spanish-speaking world. Conducted in Spanish. (P: SPAN 214 or equivalent) Offered every spring.

SPAN 315—Advanced Intermediate Spanish Grammar and Culture I (3 CH) This course is part of a sequence of two advanced intermediate-level language, conversation and culture courses (SPAN 315 and SPAN 325) designed for those students who have already gained intermediate high – advanced low functional proficiency with the language and want to further improve their communicative abilities as well as expand their knowledge and understanding of the richness and importance of the Spanish-speaking world. Conducted in Spanish. (P: SPAN 224 or equivalent) Offered every fall.

SPAN 325—Advanced Intermediate Spanish Grammar and Culture II (3 CH) In this course, a continuation of SPAN 315, students will continue to develop and strengthen their language skills of speaking, reading, writing, listening comprehension, vocabulary acquisition, and socio-cultural competence, which are integral to developing speaking fluency. Certain grammar points will be reviewed based on the texts as well as on issues that may arise in class. Conducted in Spanish. (P: SPAN 315 or equivalent) Offered every spring.

SPAN 455—Cooperative Education (CH Variable) Offered as needed.

SPAN 490—Independent Study (1-4 CH) Students with a satisfactory GPA may, with the consent of the instructor and the Chair of the department, register for this course. Individual work in Spanish will be assigned on the basis of the student's academic need and interests. Offered as needed.

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 (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. For more information, contact Department of Languages, Chair, Dr. Kristin M. Carlson: 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 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.

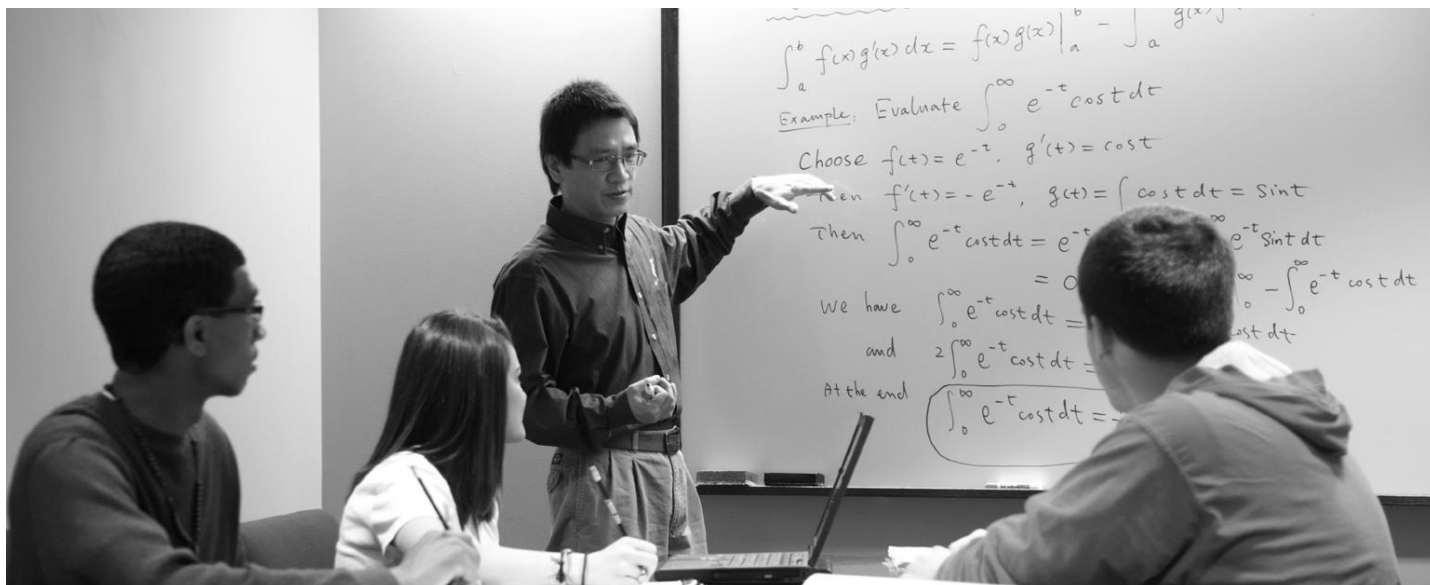
ESOL 101—ESOL Reading II (3 CH) This companion course to ESOL 100 provides a second semester for English language learners to improve their reading abilities. Through vocabulary building, reading from a variety of sources and learning reading strategies designed to make them more efficient readers, students 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) This companion course to ESOL 103 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.



Department of Mathematics & Computer Science

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

The Department of Mathematics and Computer Science offers degree programs in actuarial studies, computer science, information systems and mathematics.

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 aims to provide students with the mathematical training and business background needed to enter the actuarial profession directly or to prepare for advanced study in actuarial science at a university.

A student who graduates from Thiel College with a major in actuarial studies will be able to:

- use general probability theory to solve problems in the field of financial risk management.
- apply interest theory to calculate the values of and payments for various financial instruments.
- use derivatives to create and evaluate financial positions, especially those involving insurance.
- use statistical methods to make decisions and analyze situations.

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

ACCT 113
ACCT 123

Principles of Accounting I
Principles of Accounting II

3 CH
3 CH

Choose one of the following two courses:

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

Choose one of the following two courses:

ENG 270	Advanced Composition	3 CH
ENG 260	Business and Technical Writing	3 CH

BADM 344	Finance	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
MATH 461	Statistics	4 CH
ECON 211	Principles of Macroeconomics	3 CH
ECON 221	Principles of Microeconomics	3 CH

Computer Science

Bachelor of Arts Degree

Goals and Objectives

Computer science is the study of problem solving. Therefore, the primary goal of the program is to develop problem-solving skills in students. With that in mind, the emphasis of this major is to prepare graduates to understand the field of computing, both as an academic discipline and as a profession.

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.

A student who graduates from Thiel College with a major in computer science will be able to

- apply the principles of logic and mathematics to the design, analysis, and implementation of computer algorithms
- utilize high-level programming languages and data structures to implement software solutions to computing problems in a variety of fields
- understand the principles of computer design and management of computer systems from both theoretical and practical standpoints
- understand societal implications and ethics related to the computing discipline

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:

CSCI 347	Theory of Computation	3 CH
CSCI 369	Design and Analysis of Algorithms	3 CH

CSCI 419	Computer Organization with Assembler	4 CH
CSCI 427	Operating Systems	3 CH
CSCI 300+	any 300-level course or higher	3-4 CH

Minor Requirements

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

MATH 221	Discrete Mathematical Structures	3 CH
CSCI 109	Principles of Computer Science	3 CH
CSCI 159	Introduction to Programming	4 CH
CSCI 169	Data Structures	4 CH
CSCI 419	Computer Organization with Assembler	4 CH

Choose one of the following four courses:

CSCI 269	Theory of Programming Languages	4 CH
CSCI 347	Theory of Computation	3 CH
CSCI 369	Design and Analysis of Algorithms	3 CH
CSCI 427	Operating Systems	3 CH

Choose one of the following four courses:

CIS 469	Systems Analysis	3 CH
CSCI 139	Web Design and Development	3 CH
CSCI 319	Database Management	4 CH
CSCI 439	Data Communication and Networks	3 CH

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.

A student who graduates with a degree in Information systems will be able to

- understand and apply core knowledge of programming, networking, databases, and system design.
- identify and analyze requirements for information systems.
- demonstrate effective knowledge of business applications.
- demonstrate project management, planning, and organization.
- demonstrate effective communications to both business and IT professionals.

In addition to completing the core requirements, 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.

IS 120	A+	3 CH
IS 260	Networking +	3 CH
BADM 384	Business Communication	3 CH
CSCI 159	Intro to Programming	4 CH
CIS 111	Word Processing Applications	1 CH
CIS 112	Spreadsheet Applications	1 CH
CIS 113	Data Management Applications	1 CH
CSCI 319	Database Management	4 CH

Complete the requirements for one of the following concentrations:

E-Commerce

CIS 201	E-Commerce	3 CH
CSCI 139	Web Design and Development	3 CH
CIS 129	Fundamentals of Info. Systems	3 CH
CIS 241	Project Management	3 CH
CSCI 331	Web Programming	4 CH
CSCI 351	Information Security and Forensics	3 CH
Elective BADM courses	15 CH	
Elective CSCI/CIS/IS/BADM/ACCT courses		6 CH

Web Development

CSCI 139	Web Design	3 CH
CSCI 331	Web Programming	3 CH

CIS 201	E-Commerce	3 CH
CSCI 431	Web Portfolio	3 CH
IS 140	Graphics Applications	3 CH
BADM 324	Advertising	3 CH
CSCI 169	Data Structures	4 CH
	or additional programming language	
CSCI 498	Cooperative Education	3 CH
Elective CSCI/CIS courses		9 CH

Business Information Systems

CIS 129	Fundamentals of Info. Systems	3 CH
CIS 469	Systems Analysis	3 CH
CSCI 427	Operating Systems	3 CH
CIS 114	Presentation Applications	1 CH
CIS 241	Project Management	3 CH
General Electives		15 CH
CSCI/CIS/IS/BADM/ACCT courses		6 CH

General Concentration

CIS 129	Fundamentals of Info. Systems	3 CH
CSCI 351	Info. Sys. Security and Forensics	3 CH
CSCI 169	Data Structures	4 CH
	or additional programming language	
CSCI 139	Web Design	3 CH
CSCI 427	Operating Systems	3 CH
CSCI 369	Design & Analysis of Algorithms	3 CH
MATH 221	Discrete Mathematical Structures	3 CH
CSCI 331	Web Programming	3 CH Elective
CSCI/CIS/IS courses	12 CH	
CIS 114	Presentation Applications	1 CH

Associate of Science in Information Systems

The Associate of Science degree in Information Systems is designed to give students a solid background in the use and functioning of information technology and to prepare students to enter the information technology sector of the workforce. Students will prepare for certifications in the A+ and Networking+ courses as well as develop a background in data and database management.

Degree Requirements

1. Fulfill the Associate of Science degree core requirements.
2. Complete a minimum of 64 credit hours with at least a 2.0 cumulative GPA.
3. Complete the following courses with a grade of C- or better:

IS 120	A+	3 CH
IS 260	Networking+	3 CH
BADM 384	Business Communication	3 CH
CIS 111	Word Processing Applications	1 CH
CIS 112	Spreadsheet Applications	1 CH

CIS 113	Data Management Applications	1 CH
CSCI 159	Intro to Programming	4 CH
CSCI 319	Database Management	4 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 be able to:

- use abstract logic and reasoning skills to understand mathematical theorems and their proofs, and also construct proofs to mathematical statements.
- use mathematics to model real world phenomena and use these models to make predictions.
- communicate mathematical concepts effectively, both orally and in writing.

Major Requirements

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	Real Analysis	4 CH
MATH 371	Differential Equations	4 CH

2. Complete one of the following sequences:

MATH 311	Non-Euclidean Geometry	3 CH
MATH 331	Abstract Algebra	3 CH
<i>or</i>		
MATH 451	Probability	4 CH
MATH 461	Statistics	4 CH
<i>or</i>		
MATH 432	Numerical Methods	4 CH
MATH 433	Mathematical Modeling	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 one of the support courses:*

PHYS 174	Introductory Physics I	(4 credits)
PHYS 184	Introductory Physics II	(4 credits)
<i>and one of</i>		
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

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 their upper level sequence. Department of Education learning outcomes also require that secondary education majors take MATH 211 (Elementary Statistics) and MATH 221 (Discrete Mathematical Structures) as their elective course.

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.

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 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).

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 semester.

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 cybercrime will be explored. Offered every fall.

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.

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.

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 fall of even numbered years.

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 fall of odd numbered years.

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 as needed.

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 as needed.

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 as needed.

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 as needed.

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 as needed.

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 as needed.

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 as needed.

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 as needed.

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 as needed.

CSCI 269—Theory of Programming Languages (4 CH) A thorough study of the design and implementation of high-level programming languages. In order to write efficient, well engineered programs, it is necessary to understand how programming languages work. The course will focus on syntactic and semantic specification of language constructs and the implementation of data types, control structures and sub-programs. Examples will be drawn from several languages to illustrate different approaches to solving common programming language problems. (P: CSCI 169 and CSCI 109) Offered spring of odd-numbered years.

CSCI 319—Database Management (4 CH) An introduction to issues in the design and implementation of database management systems. Major topics include database system components, conceptual modeling, database applications, normal forms and the societal impact of database systems. Emphasis is given to the relational data model. Students are required to use a high-level language to write programs to access

databases. (P: CSCI 169 or CSCI 179 or CSCI 189 and one of CSCI 113 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.

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.

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 CSCI 139) Offered fall of odd-numbered years.

CSCI 498—Cooperative Education (CH Variable) Placement of the student in an environment that provides experience in some aspect of management information science. This could be in the form of an assignment taken as part of the regular semester course load spanning more than one semester or one that requires a full-time commitment for a single semester. Such experiences are arranged through the Cooperative Education Office and supervised by a member of the computer science faculty.

CSCI 499—Independent Study (CH Variable) Independent project or reading program in computer science or management information systems conducted under the supervision of a faculty member of the Department of Mathematics and Computer Science. The student must meet the college's requirement for independent study and must have the permission of the faculty supervisor and the department chair.

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 140—Graphics Applications (3 CH) This course introduces applications of graphic design, the tools of the trade, and industry standards. 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 spring of even-numbered 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 107—College Algebra (3 CH) An algebra course at the intermediate level. Topics include fractional equations, graphing, exponents and radicals, quadratic equations and an introduction to logarithmic and exponential functions. (P: Math 011 or satisfactory placement score) Offered every semester.

MATH 125—Quantitative Reasoning (3 CH) A course focusing on applications of mathematics that require only basic algebra and arithmetic. Topics include logic and critical thinking, units of measure, percentages, finance and loans, basic statistics and probability. 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. (P: MATH 107 or satisfactory placement score) Offered every semester.

MATH 181—Calculus I (4 CH) Brief review of algebra and trigonometry, limits, continuity of algebraic and trigonometric functions, the derivative and its applications and integration of algebraic and trigonometric functions. (P: MATH 142 or satisfactory placement score) Offered every fall.

MATH 182—Calculus II (4 CH) Applications of integration, techniques of integration, improper integrals, L'Hospital's rule, polar coordinates, infinite series, Taylor series. (P: MATH 181) Offered every spring.

MATH 211—Elementary Statistics (4 CH) Statistics including tables, graphs, measures of centrality and dispersion, percentiles and z-scores. Elementary probability including discrete and continuous random variables and the binomial and normal distributions. Inferential statistics including point and interval estimation, parametric tests of hypotheses, simple linear regression and correlation and some non-parametric tests such as chi-square and sign tests. Lab work with a statistical computer program. (P: MATH 107 or MATH 125 or satisfactory placement score) Offered every semester.

MATH 221—Discrete Mathematical Structures (3 CH) Algebra of sets, relations, functions, algorithms, graphs, trees, posets, lattices and Boolean algebras. Emphasis on applications to computer science. (P: MATH 142 or satisfactory placement score) 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. (P: MATH 182) Offered every fall.

MATH 291—Linear Algebra (4 CH) Vector spaces in the geometric and abstract settings; linear transformations and matrices; determinants; eigenvalues and eigenvectors; systems of linear equations, complex numbers, linear programming and other applications. (P: MATH 182) Offered every spring.

MATH 302—Differential Equations (4 CH) First order equations; linear equations with constant coefficients; systems of linear first order equations with constant coefficients; Laplace transforms; power series solutions; modeling; use of a word processing equation writer. (P: MATH 281) Offered every spring.

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.

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—The Theory of Interest (3 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 every spring.

MATH 432— Numerical Methods (4 CH) This course provides an introduction to standard methods used to approximate the solutions to mathematical and scientific problems. Topics include root finding, interpolation, differentiation, integration, initial value problems, linear systems of equations, least squares, eigenvalues and partial differential equations. (P: MATH 182, MATH 291) Offered fall of odd-numbered years.

MATH 433— Mathematical Modeling (3 CH) This course introduces the basic methods in creating, solving and evaluating mathematical models of real life situations. The modeling methods studied will apply many different scientific disciplines. Topics include discrete models, stochasticity in models, states and classes, and continuous models. (P: MATH 182) Offered spring of even 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 as needed.

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.



Department of Media, Communication and Public Relations

Kyle Woody, Chair; Dr. Lana V. Kulik; Ross Nugent

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

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 digital media track is designed for students planning to work in television (broadcast, cable, satellite, digital, mobile) and/or radio (broadcast, satellite, digital). The digital and print media track is designed for students planning to work in digital-only news media, or newspapers, magazines, newsletters, and news services (such as Associated Press), and their digital media (websites, social media, and mobile media).

A student who graduates from Thiel College with a major in media and journalism 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 Digital Media Track

COMM 235	Announcing	3 CH
COMM 280	Survey of Mediated Comm.	3 CH
COMM 282	Writing for Media	3 CH
COMM 301	Radio Broadcasting & Production	3 CH
COMM 302	TV Studio Production	3 CH
COMM 303	Field Production & Editing	3 CH
COMM 304	Digital Television and Radio Newswriting	3 CH
COMM 305	Television News Production	3 CH
COMM 325	Communication Ethics	3 CH
COMM 360	Co-Curricular Practicum I: <i>The Thielensian</i>	1 CH
COMM 365	Co-Curricular Practicum II: TCTV	1 CH
COMM 371	Co-Curricular Practicum III: WXTC	1 CH
COMM 455	Media Law and Regulation	3 CH
COMM 470	Senior Seminar	3 CH
COMM 480	Communication Internship	3 CH
CIS 113	Data Management Applications	1 CH
CIS 129	Fundamentals of Information Systems	3 CH
CSCI 139	Web Design and Development	3 CH
CSCI 149	Programming in Python	4 CH
CSCI 159	Introduction to Programming	4 CH
		TOTAL 54 CH

Digital and Print Media Track

COMM 220	Introduction to Digital and Print Journalism	3 CH
COMM 280	Survey of Mediated Comm.	3 CH
COMM 281	Media Literacy	3 CH
COMM 315	Digital and Print Feature and Opinion Writing	3 CH

COMM 325	Communications Ethics	3 CH
COMM 340	Public Relations	3 CH
COMM 350	Print Media Production	3 CH
COMM 360	Co-Curricular Practicum I: <i>The Thielensian</i>	1 CH
COMM 365	Co-Curricular Practicum II: TCTV	1 CH
COMM 371	Co-Curricular Practicum III: WXTC	1 CH
COMM 455	Media Law and Regulation	3 CH
COMM 470	Senior Seminar	3 CH
COMM 480	Communication Internship	3 CH
CIS 113	Data Management Applications	1 CH
CIS 129	Fundamentals of Information Systems	3 CH
CSCI 139	Web Design and Development	3 CH
CSCI 149	Programming in Python	4 CH
CSCI 159	Introduction to Programming	4 CH
		TOTAL 54 CH

Minor Requirements

COMM 181	Public Speaking	3 CH
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.

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 281	Media Literacy	3 CH
COMM 282	Writing for Media	3 CH

COMM 415	Advanced Film Production	3 CH
CJS 431	Selected Studies: Crime & Film	3 CH
ENG 286	Creative Writing: Drama	3 CH
ENG 495	Special Topics: Scriptwriting	3 CH
IS 140	Graphic Arts	3 CH
SOC 431	Gender and Film	3 CH
		TOTAL 18 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, computer science, 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

COMM 155	Introduction to Integrated Marketing Comm.	3 CH
COMM 255	Interpersonal Communication	3 CH
<i>or</i>		
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
ACCT 113	Principles of Accounting	3 CH
BADM 233	Managerial Accounting	3 CH
BADM 324	Advertising	3 CH
BADM 355	Business Law I	3 CH
BADM 374	Principles of Management	3 CH
BADM 384	Business Communication	3 CH
BADM 454	Marketing	3 CH
ECON 221	Microeconomics	3 CH
		TOTAL 54 CH

Recommended: 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 Comm.	3 CH
COMM 255	Interpersonal Communication	3 CH
<i>or</i>		
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
CSCI 139	Web Design & Development	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
		TOTAL 54 CH

Recommended: 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 Comm.	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
		TOTAL 18 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.

Business & Financial Journalism

Bachelor of Arts Degree

The purpose of this program is to prepare students for professional positions in print, broadcast, and/or digital 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 effects 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 Digital and Print Journalism	3 CH
COMM 280	Survey of Mediated Comm.	3 CH
COMM 315	Digital and Print Feature and Opinion Writing	3 CH
COMM 325	Communications Ethics	3 CH
COMM 350	Print Media Production	3 CH
<i>or</i>		
COMM 275	Special Topics Business Journalism	3 CH
	<i>(When there are enough majors to offer)</i>	
COMM 360	Co-Curricular Practicum I: <i>The Thielensian</i>	1 CH
COMM 365	Co-Curricular Practicum II: TCTV	1 CH
COMM 371	Co-Curricular Practicum III: WXTV	1 CH
COMM 455	Media Law and Regulation	3 CH
COMM 470	Senior Seminar	3 CH
	<i>(research paper to be written on business journalism)</i>	
COMM 480	Communication Internship	3 CH
BADM 100	Introduction to Business	3 CH
COMM 340	Public Relations	3 CH
<i>or</i>		
BADM 324	Advertising	3 CH
BADM 364	Business Ethics	3 CH
<i>or</i>		
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
<i>or</i>		
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 (for students who take BADM 324 instead), BADM 304—Principles of Investments (for students who take BADM 484 instead), BADM 324—Advertising (for students who take COMM 340 instead), 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.

Communication Studies

Bachelor of Arts Degree

Human communication is a transactional process in which persons share meaning. The communication studies major includes a variety of courses 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.

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.

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.

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

COMM 171	Introduction to Communication	3 CH
COMM 175	History of Communication	3 CH
COMM 181	Public Speaking	3 CH
COMM 225	Interpersonal Communication	3 CH
COMM 250	Small Group Communication	3 CH
COMM 265	Communication and Gender	3 CH
COMM 281	Media Literacy	3 CH
COMM 300	Persuasion	3 CH
COMM 321	Organizational Communication	3 CH
COMM 325	Communication Ethics	3 CH
COMM 331	Intercultural Communication	3 CH
COMM 455	Media Law & Regulation	3 CH
COMM 470	Senior Seminar	3 CH
<i>Choose one</i>		
COMM 155	Introduction to Integrated Marketing	
<i>or</i>		
COMM 220	Introduction to Digital and Print Journalism	3 CH

or

COMM 235

Announcing

or

COMM 440

Communication Theory

TOTAL 42 CH

Recommendation: It is recommended that students majoring in communication studies take an internship and become involved with extracurricular activities in theatre and student media.

Minor Requirements

COMM 171	Introduction to Communication	3 CH
COMM 181	Public Speaking	3 CH
COMM 225	Interpersonal Communication	3 CH
COMM 265	Communication and Gender	3 CH
COMM 300	Persuasion	3 CH
COMM 325	Communication Ethics	3 CH
COMM 331	Intercultural Communication	3 CH
		TOTAL 21 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.

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 Studies (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. Offered every fall.

COMM 220—Introduction to Digital and Print Journalism (3 CH) The theory and practice of digital and print news production, including effective writing and reporting. 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. Offered every spring. (P: For communication studies majors only; COMM 171)

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. (P: For communication studies majors only; COMM 171)

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. (P: For communication studies majors only; COMM 171)

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 to introduce student to their effects on American culture, politics, economics and technology, and current and projected future media professions and career paths, technologies, employers and their corporate cultures.

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. (P: For communication studies majors only COMM 171 and COMM 175; for media and journalism majors only COMM 280)

COMM 282—Writing for Media (3 CH) An introduction to basic writing skills, techniques and formats for various media, especially radio, TV and digital video, including news, features, commentaries, commercials and public service announcements. Offered every spring. (P: ENG 101)

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. Offered every fall. (P: COMM 171; COMM 175; COMM 181)

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—Digital, 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)

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)

COMM 315—Digital and Print Feature and Opinion Writing (3 CH) A course in reporting, writing, and editing feature and opinion articles for digital news, newspapers and magazines, and their websites and social media. (P: COMM 220)

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. (P: COMM 171; COMM 175)

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. Offered every spring. (P: must have junior or senior standing)

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. Offered every fall. (P: COMM 171; COMM 175)

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.

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 371. 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 371. Offered every fall and every spring.

COMM 371—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 371. Offered every fall and every spring.

COMM 405—Advanced Public Relations (3 CH) Public relations writing and case studies will be emphasized. (P: COMM 155 and COMM 340) 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 282, COMM 303, junior or senior standing, and permission from the instructor.) 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: COMM 171, COMM 175, COMM 331) 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: COMM 171, COMM 175, COMM 225, COMM 250, COMM 265, COMM 321, COMM 331 or with instructor permission) 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. (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 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 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) Offered irregularly.



Department of Neuroscience

Dr. Greg Q. Butcher, Chair; Dr. Neil Lax, Visiting Assistant Professor

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:

- To provide academically well-prepared students with a rigorous didactic and experiential program in the context of a liberal arts perspective,
- To prepare students for vocations within the field of neuroscience,
- 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,
- Demonstrate 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, 45-48CH)

Foundational Courses

NSCI 101*	The College Brain	4 CH
NSCI 202	Intro. Neuroscience	4 CH
NSCI 250	Neuro. Methods	4 CH
NSCI 333	Junior Seminar in Neuro.	2CH
PSY 342	Cognitive Psychology	4CH
NSCI 409	Internship in Neuroscience	2CH
NSCI 444	Senior Seminar in Neuro.	2CH
NSCI 499	Neuroscience Research	2CH

Supportive Courses

PSY 150	General Psychology	3CH
PSY 270	Neuropsychology	3CH
PSY 233	Stats. For the Social Sciences	3CH
PHIL 267	Ethics	
<i>or</i>		
PHIL 387	Medical Ethics	3CH

Depth in Neuroscience Related Areas

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

Major Requirements

(Bachelor of Science Degree, 52-55 CH)

Foundational Courses

NSCI 101*	The College Brain	4 CH
NSCI 202	Intro. Neuroscience	4 CH
NSCI 250	Neuro. Methods	4 CH
NSCI 333	Junior Seminar in Neuro.	2 CH
NSCI 400	Advanced Neuro	4 CH
NSCI 409	Internship in Neuroscience	2 CH
NSCI 444	Senior Seminar in Neuro.	2 CH
NSCI 499	Neuroscience Research	2 CH

Supportive Courses

CHEM 140 & 160	Gen Chemistry I & II	8 CH
CHEM 200 & 210	Organic Chemistry I & II	8 CH
PHIL 267	Ethics	
<i>or</i>		

* Students who transfer or declare a neuroscience major after their first year may request to substitute BIOL 145 or PSY 150 for NSCI 101.

Depth in Neuroscience Related Areas

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

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

BIO 111	Edible Botany	4 CH
BIO 272	Animal Behavior	4 CH
BIO 284	Human Anatomy	4 CH
BIO 290	Cell Biology	4 CH
BIO 294	Human Physiology	4 CH
BIO 322	Genetics	4 CH
BIO 343	Developmental Bio	4 CH
BIO 399	Molecular Biology	4 CH
CSD 193	Nat & Dev of Lang	3 CH
CSD 214	Speech and Hearing Sci	3 CH
CHEM 345	Biochemistry I	4 CH
CHEM 348	Biochemistry II	3 CH
CHEM 400	Adv Top Biochem	3 CH
EDU 110	Child Dev	3 CH
ENGL 317	Linguistics	3 CH
MATH 432	Numerical Analysis	3 CH
MATH 433	Mathematical Modeling	3CH
NSCI 125	Science of Cooking	4 CH
NSCI 209	Neuropsychopharmacology.	4 CH
NSCI 315	Topics in Neuro.	3 or 4 CH
NSCI 350	Neurological Diseases & Disorders	3CH
NSCI 400	Adv. Neuro. (only for the BA)	
PHIL 347	Phil of Mind	3 CH
PHIL 397	Phil of Science	3 CH
PHYS 164	<i>Intro Physics II (non-Calc. based)</i>	4 CH
or		
PHYS 184	<i>Intro Physics II (Calc. based)</i>	4 CH
PSY 230	<i>Introduction to Learning</i>	3 CH
PSY 270	<i>Neuropsychology (only for the BS)</i>	3 CH
PSY 343	<i>Sensation and Perception</i>	3 CH
PSY 342	<i>Cognitive Psychology (only for the BS)</i>	4Ch
REL 250	<i>Psych. of Religion</i>	3 CH
SOC 381	<i>Medical Sociology</i>	3 CH
SOC 391	<i>Sociology of Aging</i>	3 CH

Minor Requirements (22-24 CH)

NSCI 101*	The College Brain	4 CH
NSCI 202	Intro. Neuroscience	4 CH
NSCI 250	Neuro. Methods	4 CH
NSCI 400	Advanced Neuro	4 CH
or		
PSY 342	Cognitive psychology	4 CH
Two electives from the list above		6-8 CH

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 anatomy, physiology, behavior, drugs, sex, emotions, sleep, cognition and learning. 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. Upon demand.

NSCI 202—Introduction to Neuroscience* (4 CH) This course introduces fundamental principles and concepts within the field of neuroscience. Topics may include genetics, molecular biology, neuroanatomy and physiology, motor and sensory systems. 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). Spring annually.

NSCI 209—Neuropsychopharmacology* (3-4 CH) This course will introduce students to the study of drugs and their effects on the nervous system and behavior. Topics may include pharmacokinetics, pharmacodynamics, neurotransmitter systems and a survey of the major classes of psychoactive substances. Students will be able to explain how psychoactive substances may be used to treat psychopathologies and disorders of the nervous system. (P: NSCI 202 or consent of instructor). Spring of odd numbered years.

NSCI 250—Neuroscience Methods* (4 CH) This course will introduce students to different perspectives, techniques and modes of thought utilized by various sub-disciplines of the field. Topics include basic principles related to neuroscience research, brain imaging, animal testing and molecular techniques. (P: NSCI 202 or consent of instructor). Fall annually.

NSCI 315, 316, 317 —Topics in Neuroscience* (3-4 CH) Specialized topics in neuroscience. May be repeated with different topics. (P: NSCI 202 or consent of instructor). Offered periodically per instructor availability and student interest.

NSCI 333—Junior Seminar in Neuroscience (2 CH) Provides the opportunity to investigate various career paths, develop a resume/CV and refine critical thinking and presentation skills. (P: junior standing or permission of instructor). Spring annually.

NSCI 350—Neuroscience Diseases and Disorders (3 CH) Discusses various neurological conditions at levels of analysis ranging from the biological to societal. (P: NSCI 202 or consent of the instructor). Fall of even numbered years.

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). Spring of odd numbered years.

NSCI 409—Internship in Neuroscience (1-3 CH) An opportunity for junior or senior students to gain practical experience in a field related to their major. A log book will be required as well as a final paper in which the student will react to the internship both objectively and subjectively, correlating his or her academic knowledge with practical experience. A minimum of 40 hours of supervised experience per credit hour is required.

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

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.

** Lab fee charged*

Department of Music and Theatre

Dr. Pete Rydberg, Chair; Dr. Julie Neish, Mr. Brian Harris

The Department of Music and Theatre offers minors in both disciplines, consisting of a balance between classes in history, theory and performance. The object of the Music and Theatre Department is to acquaint students with the basic elements of music and/or theater through study and performance of musical repertoire and dramatic literature from diverse cultures and historic periods. Students participating in Music and Theatre will be prepared for graduate school or employment in a wide range of fields.

A final grade of C minus or better is required in all courses for each minor.

Music

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

- demonstrate a basic knowledge of the elements of music.
- demonstrate knowledge of basic musical analysis and music theory
- demonstrate basic music composition skills including proper voice leading, chord resolution, and melodic development
- demonstrate fundamental conducting skills
- demonstrate knowledge of the historical development of music—medieval to present.
- demonstrate proficiency in individual skills needed for musical performance through participation in a musical ensemble.

Minor Requirements

The requirements for the minor in music include successful completion of the following courses for a total of 23 credit hours:

MUS 115	Intro. to Music: Music Theory I	3 CH
MUS 154	Music Theory II	3 CH
MUS 100	Music Appreciation	3 CH
MUS 390	The History of Classic Jazz	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

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 performance traditions from ancient to modern times;
- employ effective techniques in design, management, or performance;
- be conversant in dramatic texts and theories from diverse periods and cultures;
- analyze social, cultural, and political contexts as in dramatic literature and performance practices.

Minor Requirements

The requirements for the minor in theatre include successful completion of the following courses for a total of 12 credits:

THAR 287	Theatre History I	3 CH
THAR 297	Theatre History II	3 CH
THAR 217	Technical Theatre	3 CH
THAR 257	Basic Acting	3 CH
And one of each pair for an additional 8-11 credits:		
ENG 286	Creative Writing: Drama	3 CH
or		
THAR 347	Advanced Acting & Directing	4 CH
ENG 330	Dramatic Literature	3 CH
or		
THAR 205	Analysis to Performance	2 CH
THAR 417	Theater Seminar	3-4 CH
or		
THAR 225	Shakespeare: Page to Stage	4 CH
		TOTAL 20-23 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.

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. (P: basic background in music reading) 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 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 364—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. Offered each year.

MUS 464—Handbell Choir (1 CH)* The Thiel College Handbell Ringers, a four-octave Schulmerich English handbell ensemble, performs concerts on campus and in the community during Fall semesters. Open to everyone.

MUS 466—Thiel Choir (1 CH)* The Thiel Choir is open to everyone! Come sing diverse repertoire in concerts presented on campus, locally, and internationally. Twice-weekly rehearsals culminate in a few performances 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 collegiate band experience in college are encouraged to contact the Director of Bands 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)* The Thiel Chamber Singers is an auditioned choir that prepares diverse repertoire for concerts presented on campus, locally, and internationally. Twice-weekly rehearsals culminate in a few performances every semester. Concurrent enrollment in MUS 466 is required unless granted special consent by the director. MUS 469 sections 3 and 4: The Thiel JazzCats is an auditioned ensemble that performs vocal jazz in conjunction with the Thiel Jazz Band in the Spring semesters.

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 the Academic Records Office to make arrangements. Offered every semester.

Theatre

THAR 101 — Theatre Practicum (3 CH) This course is designed to give students an opportunity to be introduced to hands-on theatrical production work. Duties may include (but are not limited to) painting, basic construction, basic facility and departmental management tasks (scanning, filing, cleaning). Number of credit hours received determined by specific responsibilities and time commitments. Offered each semester.

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. Offered every year.

THAR 200—Auditioning (1 CH) This half-semester course prepares students with strategies, techniques and material for winning auditions for scholarships, graduate programs, or the stage. Camera audition techniques are also introduced. No prerequisites.

THAR 205— Stratford Experience * (3 CH) This hybrid course explores seminal dramatic texts from literary and historical perspectives along with a focus on the artistic considerations/requirements for successful productions. Course includes an excursion to see three shows at the Stratford Shakespeare Festival over fall break. Open to entering students upon request and with instructor approval. No prerequisites. Course fee: \$195. Valid Passport required. Offered every fall.

THAR 217—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 225—Shakespeare Page to Stage (4 CH) is a hybrid course of equal parts analysis, research, and performance intended to simultaneously highlight some of the Bard's lesser-known works (to scholars and actors alike) while helping students develop critical and creative thinking, scholarly writing skills, and performance technique.

THAR 257— Introductory Acting (3 CH) This is a workshop-based introduction to principles 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. Offered spring of odd-numbered years.

THAR 287/SEMS 250 —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/SEMS 250 —Theatre History II (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 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. P: THAR 257 or permission of instructor. 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 477—Advanced Practicum (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 487—Special Project (Credit Hours Vary) Offered every semester.

THAR 497—Independent Study (Credit Hours Vary) Offered every semester.



Department of Philosophy

Dr. Arthur White, Chair; Dr. Matt Morgan

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
or	
PHIL 157	Introduction to the History of Philosophy: Descartes to Sartre
PHIL 267	Ethics
Plus any two 200-level or higher courses	

Interdisciplinary Ethics Minor

The interdisciplinary ethics minor prepares students for ethical leadership and responsibility in a wide variety of professional settings. The expanding field of applied ethics affords opportunities for entry-level employment and also rewards advanced graduate work (in law, medicine and business, as well as politics and government). This series of courses explores the interdisciplinary nature of ethics while strengthening critical thinking and analytic writing. It ensures a theoretical understanding of ethics along with case studies and internship experience resolving concrete ethical dilemmas. A commitment to strengthening these transferable 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.

Department of Physics

Dr. Patrick Hecking, Chair; Dr. Eugene Torigoe

Physics plays an important part in the preparation of a career in many STEM fields. A strong background in the fundamentals of mathematics, physics and chemistry is the basis of all further studies. Physics is 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 B.S. major in physics will:

- understand the fundamental concepts of the physical world.
- 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 STEM fields.
- 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 a variety of laboratory skills including the handling of instruments and apparatus, measuring techniques and data processing/analysis.
- be proficient in word processing and at least one spreadsheet application for graphing and data analysis.

Major Requirements

Students earn a Bachelor of Science degree (B.S.) in physics. Several courses from the major requirements can be applied to fulfill IR requirements. The required courses for a physics major (not including IR courses and electives) are as follows:

Physics

PHYS 174	Introductory Physics I (Calculus)
PHYS 184	Introductory Physics II (Calculus)
PHYS134	Electronics and Robotics
PHYS 213	Analog Electronics
PHYS 263	Modern Physics
<i>Two of the following three (223, 253, 343)</i>	
PHYS 223	Thermophysics
PHYS 253	Statics and Dynamics
PHYS 343	Electromagnetic Theory
PHYS 353	Intermediate Lab
PHYS 363	Mathematical Physics
PHYS 424	Senior Project

TOTAL 33-35 CH

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 capstone project.

In addition to the physics courses listed above, physics majors require the following additional courses, several as prerequisites:

Mathematics/Computer Science

MATH 181	Calculus I
MATH 182	Calculus II
MATH 281	Calculus III
CSCI 159	Introduction to Programming

TOTAL 16 CH

Chemistry

CHEM 140	General Chemistry I
CHEM 160	General Chemistry II

TOTAL 8 CH

All courses counting toward the major in physics must be completed with a C minus or better. 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.

The physics courses are not as extensive as those for the physics major

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.

PHYS 174	Introductory Physics I (Calculus)
PHYS 184	Introductory Physics II (Calculus)
PHYS 263	Modern Physics
PHYS 213	Analog Electronics
<i>or</i>	
PHYS 134	Electronics& Robotics
<i>or</i>	
PHYS 353	Intermediate Lab

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

TOTAL 17-18 CH

Dual-Degree (3-2) 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 dual degree engineering and a B.S. from CWRU or Pitt in the respective engineering specialty.

The HS record should have as many math, physics and chemistry courses as possible, otherwise the duration of studies at Thiel/CWRU/Pitt may be extended beyond 3+2 years. If the student cannot begin with calculus 1 in the fall of the freshman term, the time at Thiel may be longer than 3 years and/or require additional summer courses.

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 the fundamentals of the technology of 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. Examples are 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 slightly fluctuating from year to year; and no grade less than C in any science or math course.

3-2 Program with University Of Pittsburgh

Thiel offers a 3-2 dual-degree engineering program in cooperation with the University of Pittsburgh (Pitt) in Pittsburgh that combines the sciences and engineering with a broad liberal arts education. Two degrees are awarded upon successful completion of the five-year program: a B.S. from Thiel and a B.S. from Pitt. Pitt offers the B.S. degree in several areas. Examples are chemical engineering, civil and environmental engineering, computer engineering, electrical engineering, industrial engineering and general engineering. These programs may be modified from year to year; students need to contact their adviser for updates. Pitt requires a minimum GPA for transfer, depending on the specific program and slightly fluctuating from year to year; and no grade less than C in any science or math course.

Math, Physics, Chemistry and Computer Science Requirements

MATH 181	Calculus I
MATH 182	Calculus II
MATH 281	Calculus III
PHYS 174	Introductory Physics I (Calculus)
PHYS 184	Introductory Physics II (Calculus)
PHYS 263	Modern Physics
PHYS 353	Intermediate Lab
PHYS 363	Mathematical Physics
CHEM 140	General Chemistry I
CHEM 160	General Chemistry II
CSCI 159	Introduction to Programming

TOTAL 41 CH

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

Chemical Engineering

At least two courses from:

CHEM 200	Organic Chemistry I
CHEM 210	Organic Chemistry II
CHEM 240	Quantitative Analysis
CHEM 310	Physical Chemistry—Dynamics
CHEM 320	Physical Chemistry—Structure

TOTAL 8 CH

Computer Engineering

CSCI 169	Data Structures
PHYS134	Electronics & Robotics
CSCI 139	Web Design and Development
<i>or</i>	
CSCI 179	Programming in Visual Basic

All other fields*At least two courses from:*

PHYS 213	Analog Electronics
PHY134	Electronics & Robotics
PHYS 223	Thermophysics
PHYS 253	Statics and Dynamics
PHYS 343	Electromagnetic Fields and Waves
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 sky, history of astronomy, the solar system, star composition and development, cosmology, astronomical instruments, 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 any major. Offered on an irregular basis.

PHYS 134—Electronics and Robotics (4 CH)* A laboratory-based course that focuses on the creative use of electronics. The course is largely non-mathematical with an emphasis on hands-on experience and is suitable for those with no previous exposure but who have an interest in electronics and robotics. Students will learn how to use microcontrollers in conjunction with lights, sensors and motors. Three lectures and one three-hour lab per week. Offered most fall terms. No prerequisites.

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. The labs of this course are held in conjunction with PHYS 174. Offered fall of even-numbered years. (Pre- or co-requisite: Math 107).

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. The labs of this course are held in conjunction with PHYS 184. Offered spring of odd-numbered years. (Pre- or co-requisite: Math 107).

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. (Pre- or co-requisite: Calculus I) Offered every fall.

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 Pre- or co-requisite: Calculus II). Offered every spring.

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. 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 co- requisite: Calculus II) Offered fall semester, as needed.

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 co- requisite Calculus II). Offered every fall, as needed.

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, optical and radiation measurements relating to atomic, nuclear and particle physics. Two 1 1/2 hour lecture/lab periods per week. (P: Phys 263). Offered every spring.

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, Calculus I and II) Offered every spring.

PHYS 414—Cooperative Education (1-4 CH) Offered every semester. Includes REU, internships and similar activities.

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 over two semesters. (P: Consent of department chair) Offered every semester.



Department of Political Science

Dr. Marie Courtemanche, Chair; Joshua Counselman, Teaching Fellow; Matthew Mangino, Esq.

- Political Science Bachelor of Arts Degree

Political scientists study the authoritative allocation of values in society. Programs in the political science department focus on accomplishing this task within the context of a liberal arts education. Course offerings are arranged in five fields: American politics, comparative political systems, international affairs, public law and public policy/public administration.

The Political Science Department's educational goals are:

1. to contribute to a liberal arts education through study in political science.
2. to prepare students for successful graduate study in political science, law, international affairs and related fields.
3. to help prepare students for work in any field of work for which a liberal arts education is appropriate.

A chapter of Pi Sigma Alpha, the national political science honorary society, is sponsored by the department so that excellence in the study of political science can be recognized. Additionally, a pre-law society and other organizations and activities are supported according to student interest.

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

- be able to clearly state and comprehensively describe an issue/problem, delivering all relevant information necessary for full understanding.
- be able to develop a comprehensive analysis of an issue/problem that integrates information from multiple sources and questions them thoroughly.

- be able to thoroughly analyze his or her own and others' assumptions and carefully evaluate the relevance of contexts when presenting a position.
- be able to take into account the complexities of an issue while acknowledging the limits of a position.
- be able to draw conclusions that are logical and reflect student's informed evaluation and ability to place evidence and perspectives in a priority order.

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 an independent study within political science.

American Politics

POSC 225	Gender and Politics
POSC 297	Political Parties and Elections in the United States
POSC 315	Political Psychology
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

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 312	International Security
POSC 405	Terrorism
POSC 410	International Law and Organization

Comparative Politics

POSC 230

Globalization

POSC 310

International Political Economy

POSC 327

Politics of Developing Societies

POSC 347

Politics of Industrial Societies

The major in political science shall also successfully complete 9 CH in the following:

ENG 120

Introduction to Literature

and

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.

Public Policy – Bachelor of Arts Degree

Thiel's public policy program teaches students the intricacies of the policy-making process, while also encouraging them to delve deeper into a specific concentration area. The public policy major helps students to understand environmental constraints confronting policy initiatives, how to evaluate policies using external criteria, and how to assess alternative policy approaches and solutions. The program is committed to nurturing leaders who will use skills developed in the program to contribute in a meaningful way to improving the lives of others. These skills are useful within government agencies, non-government organizations and philanthropic entities. Concentrations focus chiefly on issues involving health, the environment, social justice, and international affairs.

The educational goals for the public policy major are:

1. to trace the origin of and debate over public policies, looking at how legislative demands, interest groups, constituent interests, and economic realities all shape the eventual form that policy takes;
2. to assess the impact of policy on their intended beneficiaries;
3. to communicate complex ideas clearly and persuasively in written and oral forms;

4. to demonstrate mastery of the above outcomes in the senior capstone project by conducting applied policy research for an external client.

Major Requirements

For the first two years, students are expected to take foundational courses that will foster understanding of the political and economic realities contributing to the policy making process. Simultaneously, students will begin to take classes within their concentration to delve deeply and meaningfully into an issue of interest. In their junior year students will take a policy evaluation course, to help them understand the complexities of the analysis. This will be followed by a capstone experience in their senior year, where students will conduct applied policy research for an external client, most likely a non-profit organization or a local government agency.

Foundational courses (22 total credit hours)

Seven required courses (22 credit hours):

POSC 116	American Government
POSC 226	State and Local Politics
POSC 236	Public Policy
BADM 374	Principles of Management
or	
POSC 336	Public Administration
ECON 211	Principles of Macroeconomics
or	
ECON 221	Principles of Microeconomics
POSC XXX	Policy and Program Evaluation
POSC XXX	Public Policy Capstone

Concentrations (15 CH - 29 CH)

Criminal Justice (18 total credit hours)

Six required courses (18 credit hours):

CJS 101	Criminal Justice Studies
SOC 121	Microsociology
or	
SOC 141	Macrosociology
CJS 221	Corrections
or	
CJS 230	Law Enforcement
SOC 301	Juvenile Justice Studies
or	
CJS 305	Victimology
SOC 331	Criminology
or	
SOC 342	Sociological Theory
CJS/POSC 438	Criminal Due Process
or	
POSC 439	Criminal Law <i>or</i>

Environmental Biology (28 – 29 total credit hours)

Four required courses (17 credit hours):

ENSC 111	Introduction to Environmental Studies
GEOL 150	Earth Systems
ENSC 225	Geographical Information Systems
BIO 145	Foundations of Biology

Three of the following (11 – 12 credit hours):

BIO 116	Conservation Biology
BIO 262	Animal Systematics
BIO 263	Plant Systematics
BIO 212	Microbiology
BIO 222	Entomology
BIO 272	Animal Behavior
BIO 273	Toxicology
BIO 295	General Parasitology
BIO 302	Plant Physiology
BIO 394	Aquatic Ecology

Environmental Studies (19 – 21 total credit hours)

Two required courses (7 credit hours):

ENSC 111	Intro to Environmental Studies
GEOL 150	Earth Systems

Four of the following (12 – 14 credit hours):

ENSC 200	Environmental Law
ENSC 225	Geographical Information Systems
ENSC 250	Meteorology
ENSC 320	Land Use Planning
GEOL 210	Principles of Hydrogeology
GEOL 250	Environmental Geology

Food and Agricultural Biology (19 – 20 total credit hours)

Four required courses (16 credit hours):

BIO 145	Foundations of Biology
BIO 222	Entomology
BIO 263	Plant Systematics
BIO 392	General Ecology

One of the following (3-4 credit hours):

BIO 110	Ethnobotany
BIO 111	Edible Botany
BIO 116	Conservation Biology
BIO 212	Microbiology
BIO 302	Plant Physiology
BIO 322	Genetics

Health Systems (21 – 22 total credit hours)

Seven required courses (21-22 credit hours):

BIO 145	Foundations of Bio or
NSCI 101	College Brain
BIO 284	Human Anatomy or
BIO 294	Human Physiology
CHEM 140	Gen Chemistry I
PSY 150	Gen Psychology
PSY 270	Neuropsychology or
NCSI 101	The College Brain or
NSCI 202	Intro Neuro or
PSY 200	Lifespan Development
PHIL 267	Ethics or
PHIL 387	Medical Ethics or
REL 200	Contemporary Ethical Issues

International Studies (18 total credit hours)

Two required courses (6 credit hours):

POSC 146	Intro to Comparative Politics
POSC 156	Intro to International Relations

Four of the following (12 credit hours):

POSC 230	Globalization
POSC 310	International Political Economy
POSC 312	International Security
POSC 327	Politics of Developing Societies
POSC 347	Politics of Industrialized Societies
POSC 405	Terrorism
POSC 410	International Law and Organization

Leadership and Management (15 total credit hours)

Five required courses (15 credit hours):

ACCT 113	Principles of Accounting I
INDS 155	Principles of Ethical Leadership
BADM 233	Managerial Accounting
BADM 374	Principles of Management
BADM 484	Human Resource Management

Social Issues (18 total credit hours)

Four required courses (12 credit hours):

SOC 121	Microsociology
SOC 141	Macrosociology
SOC 211	Anthropology
SOC 342	Sociological Theory

Two of the following (6 credit hours):

SOC 251	Minorities
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SOC 351	Social Stratification
SOC 401	Sociology of the Family
SOC 421	Gender and Society
SOC 425	Urban Sociology

Wildlife Biology (18 total credit hours)

Two required courses (8 credit hours):

BIO145	Foundations of Biology
BIO 392	General Ecology

One of the following (4 credit hours):

BIO 222	Entomology
BIO 262	Animal Systematics
BIO 263	Plant Systematics

Two of the following (6 - 8 credit hours):

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

Women and Gender Studies (18 total credit hours)

One required course (3 credit hours):

INDS 202	Introduction to Women's and Gender Studies: Gender, Culture and Sexuality
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Five of the following (15 credit hours):

ART 214	Women in Art
COMM 265	Communication and Gender
ENG 385	Women in Literature
HIST 241	European Women's History
HIST 450	Gender and Sexuality in 19th C. Europe
INDS 432	Special Topics in Gender Studies
POSC 225	Gender and Politics
PSY 450	Special Topics: Sex in the 21st Century
REL 220	Women in the Jewish and Christian Traditions
REL 225	Selected Topics: Sex, Sexuality, and Religion
SEMS 400	7 Deadly Sins and Global Issues
SEMS 400	Women's Issues and Global Human Rights
SOC 261	American Women's Experience: A Multicultural Perspective
SOC 271	Sociology of Sport
SOC 401	Sociology of the Family
SOC 421	Gender and Society
SOC 431	Disney and Gender

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
<i>Any three of the following political science courses:</i>	
POSC 230	Globalization
POSC 310	International Political Economy
POSC 312	International Security
POSC 327	Politics of Developing Societies
POSC 410	International Organization and Law
POSC 405	Terrorism
POSC 466	International Relations: Selected Issues
<i>Any two of the following non-political science courses:</i>	
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 treats law as a subject of liberal inquiry, open to all students in any major or concentration. The legal studies minor, as a liberal studies program, is not a program in “prelaw” or professional preparation. For those students interested in law as a political, social, historical or philosophical phenomenon, however, the legal studies minor presents an opportunity to study one of the most important aspects of contemporary human society.

Minor Requirements

Twenty-one hours of course work organized according to either Option 1 or Option 2.

OPTION 1

Required classes

POSC 300	Introduction to Legal Studies
POSC 436	Constitutional Law
PHIL 267	Ethics
<i>or</i>	
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
<i>or</i>	
CJS 303	Family Justice Issues
SOC/CJS 431	Selected Topics (if designated as an elective in the course description)

Historical Framework

HIST 300	U.S. Colonial History
HIST 305	Middle Period and American History
HIST 307	Emergence of Modern America
HIST 309	Recent American History
HIST 315	Diplomatic History of the United States

Law and Society

POSC 385	The Law of Families
POSC 388	The Death Penalty
SOC 321	Deviance
SOC 331	Criminology
SOC 431	Selected Topics (if designated as an elective in the course description)
ENG 120	Introduction to Literature

Legal Policy and Process

POSC 396	International Organization and Law
POSC 316	Selected Topics (if designated as an elective in the course description)
POSC 445	The Great American Trial
POSC/SOC 438 Criminal Due Process	Rights Communication
COMM 300	Persuasion

Other courses 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** Topic: Constitutional Law of Civil Rights and Liberties
- **Sociology: 191, 251, 261, 321, 331**
- **History: 315, 335, 405, 455, 465**
- **Environmental Science: 200**
- **Business Administration: 355, 356**
- **Philosophy: 377**
- **Criminal Justice Studies: 101, 301**

Special Programs

The Department of Political Science sponsors a number of special programs involving off-campus work and study. Students are encouraged to participate in one of these as part of their major program. Consult the departmental chair for additional information.

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. Interested students should contact Dr. Courtemanche for more information.

The NEW Leadership™ Pennsylvania Summer Institute—The NEW Leadership™ Pennsylvania Summer Institute is a weeklong program put on by the Pennsylvania Center for Women and Politics. It is designed to teach women the value of civic engagement and encourages them to see themselves as empowered leaders who can participate effectively in politics and public policy. During the summer program, students have the opportunity to develop and practice leadership skills, establish networks with like-minded peers and successful political women and embrace their own leadership abilities. Roughly 35 students from across the state are selected through a competitive application process. Interested students should contact Dr. Courtemanche for more information.

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.

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.

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. Usually 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. Usually 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 other semester.

POSC 225—Gender and Politics (3 CH) This course explores the social and political implications of gender in American society. In doing so, it examines women as political actors and evaluates the many challenges that they face as political candidates and leaders. Differences between men and women as citizens voters and the social problems that differentially impact them will also be explored. Tentatively offered every other year.

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.

POSC 230—Globalization (3 CH) Focus on issues, themes, and perspectives related to the concept of globalization. Because globalization entails a complex interaction among political, social and economic dimensions, a diverse range of topics that include economic integration and crises, the acceptance and rejection of global cultural norms and the (in) stability created by democratization will be covered. Tentatively offered every other year.

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.

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. Usually 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.

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 310—International Political Economy (3 CH) The exploration of concepts and themes related to the intersection of international politics and the global economy. This subfield of political science encompasses a diverse array of topics that include methods of political-economic decision-making, historically influential actors and institutions, and prospects for international cooperation in areas of trade, finance, and monetary policy. Tentatively offered every other year.

POSC 312—International Security (3 CH) The exploration of concepts and themes related to the perception, evaluation and management of international security problems. In doing so, it encompasses a diverse array of topics that include interstate war, transnational crime, the protection of human beings, economic assets and environmental resources. The role and future of international and regional security institutions along with the policies of key states will also be explored. Tentatively offered every other year.

POSC 315—Political Psychology (3 CH) Drawing upon an interdisciplinary field, this course explores the psychological sources of politically relevant attitudes and behaviors mostly among the masses, but among the elite as well. In doing so, it investigates the effects of personality, intergroup psychology and context on attitudes and behaviors with the interest of better understanding how our democratic processes operate. Tentatively offered every third year.

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 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.

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.

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)

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.

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.

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.

POSC 405—Terrorism (3 CH) The background, motives and tactics of terrorism as a means of political violence is explored. This class covers a range of issues including attempts at defining terrorism, identifying motives for terrorism, and assessing contemporary methods of counterterrorism. Tentatively offered every other year.

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 410—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.

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)

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.)

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 or CJS 101 or permission of the instructor.)

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.

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.)

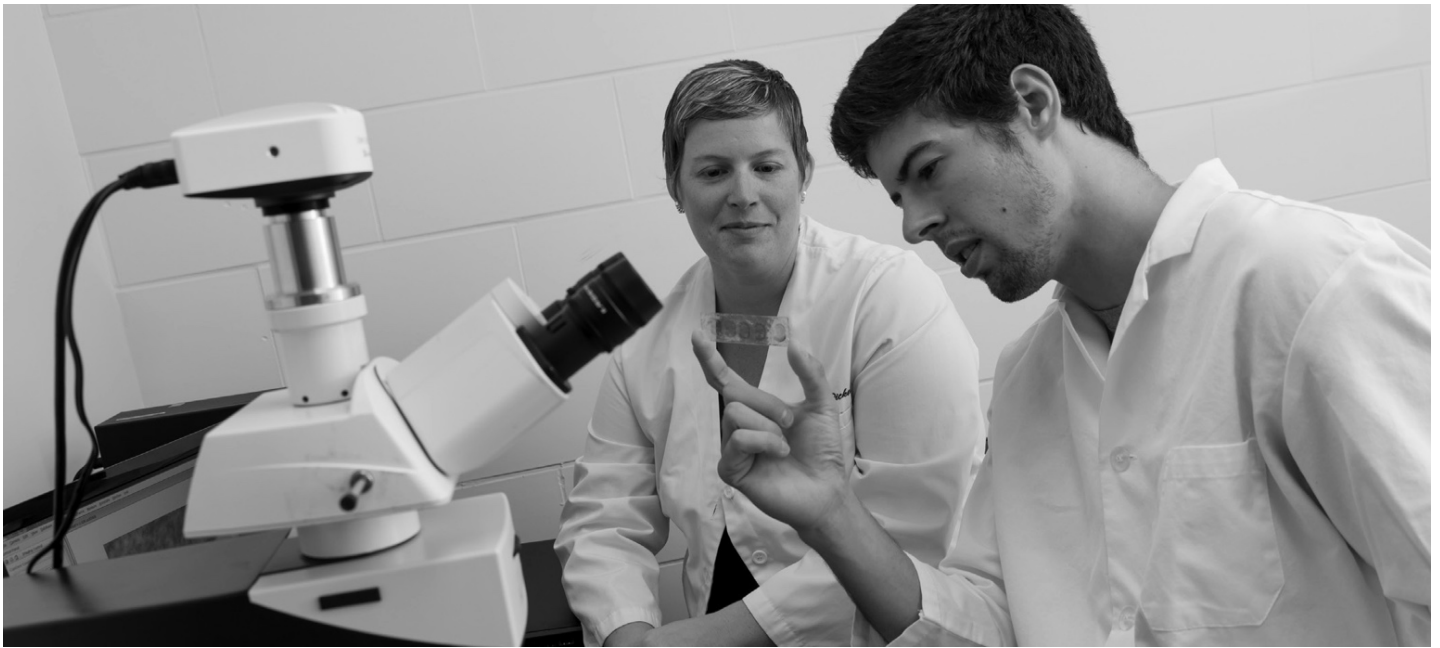
POSC 466—International Relations: Selected Problems (3 CH) An analysis of international relations since World War II especially at the present time in Europe, Africa, Asia, Latin America and the Middle East. Emphasis is on selected problems and policies in the several regional areas.

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.

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.

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.



Department of Psychology

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

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 learning, memory, perception, 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 the helping professions such as human services agencies or social work, in education, 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 Development, 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

PSY 100	Orientation to Psychology
PSY 150	General Psychology
PSY 270	Neuropsychology
PSY 233	Statistics for the Social Sciences
PSY 222	Research Methods
PSY 246	Lifespan I
<i>or</i>	
PSY 248	Lifespan II
PSY 430	History and Philosophy of Psychology

19 CH total

Capstone Courses

PSY 333	Junior Seminar in Psychology
PSY 444	Senior Seminar in Psychology

4 CH total

Electives

(Cannot overlap with Foundation, Capstone, or selected Track course listings)
200-level or higher at least 6 CH

9 CH total

300-level or higher

at least 3 CH

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, EDUC 112—Educational Psychology, and POSC 315—Political 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

PSY 300	Abnormal Behavior
PSY 370	Counseling Methods
PSY 373	Research with Human Participants
400-level	Seminar/Topics course

Track 2: Cognitive Development

13 CH total

PSY 246	Lifespan I
<i>or</i>	
PSY 248	Lifespan II (not from Foundation Courses)
PSY 343	Sensation and Perception
PSY 342	Cognitive Psychology
400-level	Seminar/Topics course

Track 3: Social Psychology

13 CH total

PSY 210	Positive Psychology
<i>or</i>	
PSY 257	Applied Health Psychology
PSY 360	Social Psychology
PSY 364	Experimental Social Psychology
400-level	Seminar/Topics course

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

PSY 150	General Psychology
PSY 222	Research Methods
PSY 246	Lifespan I
<i>or</i>	
PSY 248	Lifespan II
PSY 430	History and Philosophy of Psychology
200-level or higher	at least 6 CH
300-level or higher	at least 6 CH

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) Serving as a prerequisite for most other psychology courses, this course is designed to be an introduction to the scientific study of human behavior and cognitive processes – the field of psychology – through an exploration of both human and non-human research. While many areas of specific interest within the discipline of psychology can be covered (such as research methods, biological influences, learning, memory, development, motivation and emotion, intelligence, personality, stress and coping, abnormal behavior and therapeutic approaches), students who successfully complete this course will develop a working knowledge of psychology's content domains, describe key concepts, principles, and overarching themes in psychology, and be able to describe applications of psychology.

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.

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/SOC 233 or MATH 211)

PSY 230—Introduction to Learning (3 CH) An introduction to the basic principles of Pavlovian (classical) conditioning, instrumental (operant) learning, and memory with an emphasis on major empirical phenomena derived from research with animals, with reference to related psychological processes in humans. Biological influences on learning and the role of memory in the recall of learned behaviors will also be discussed. (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: PSY 150 and MATH 125)

PSY 246—Lifespan I (3 CH) This course will investigate physical, cognitive, social, and emotional development from conception to adolescence. Emphasis will be placed on research methodology and application to the human experience. (P: PSY 150)

PSY 248—Lifespan II (3 CH) This course will investigate physical, cognitive, social, and emotional development from early adulthood through death. Emphasis will be placed on research methodology and application to the human experience. (P: PSY 150)

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) This course is designed to be an introduction to the nervous system and behavior, where students are introduced to the biological basis of behavior. Students will learn about the neuron, neuronal communication, normal functioning of the nervous system, and the effects of abnormal function of the nervous system. Particular attention will be paid to the topics of psychopharmacology and drug abuse, human learning and memory, movement and various psychopathologies such as schizophrenia, the affective disorders, anxiety disorders, autism, ADHD and PTSD. (P: PSY 150 or NSCI 109)

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)

PSY 333—Junior Seminar in Psychology (2 CH) The aim of this course is twofold: First, this course will provide an investigation of career and graduate school opportunities available to psychology majors across the department’s three tracks: counseling, cognitive psychology and social psychology. Secondly, this course will take steps to advance students’ professional identity and development by 1) creating a portfolio of the documents they will need to gain employment or admission to graduate school, and 2) learning how to utilize available resources to pursue career goals. (P: PSY 150, Junior standing)

PSY 342—Cognitive Psychology (4 CH) This course serves as an introduction to the experimental study of human cognition. Emphasis will be placed on the methods of determining and measuring cognitive processes. Lecture and laboratory investigations will include the following cognitive phenomena: attention, automaticity, memory, language, expertise and problem solving. (P: PSY 150 and PSY 222)

PSY 343—Sensation and Perception (3 CH) An introduction to the sense organs of the human body and the psychological methods for measuring sensory and perceptual processes. Emphasis will be placed on the complex organization and integration of sensory input into meaningful interpretation. (P: PSY 150)

PSY 360—Social Psychology (3 CH) An introduction to the major areas of social psychology – the science of individual human behavior in social situations. A range of topics will be studied in the areas of social cognition, social influence, and social relations. Students will examine classic and contemporary theories and research in social psychology as both scientists and as members of their own social groups. A focus of this course will be learning how the major principles of social psychology apply to situations encountered in everyday life. The field has broad-ranging applications, including marketing and sales, organizational behavior, coaching, education, health, law, and criminal justice. (P: PSY 150 and junior or senior standing)

PSY 364—Experimental Social Psychology (4 CH) A hands-on experience with hypothesis generation, experimental design, ethical conduct of research, data coding and analysis, and communication of research findings. Students will design, implement and empirically test a theoretically-based intervention on an issue

relevant to the study of social psychology. An important focus will be on becoming both an educated consumer of social psychological research as well a producer of meaningful research. (P: PSY/SOC 233, PSY 222, and PSY 360)

PSY 370—Counseling Methods (3 CH) In this course, students will critically analyze the major counseling methods and personality theories across the history of psychotherapy and through the modern day utilization of said theories. Theories will include a selection of foundational and germinal theories from a variety of perspectives (psychoanalytic, humanistic, behavioral, multicultural, and others). Emphasis will also be placed on demonstrating knowledge of counseling and personality theories, as well as professional development of students toward attaining careers in the helping professions. (P: PSY 150, two additional psychology courses)

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. Students will apply skills through mock counseling sessions that are videotaped and evaluated by peers and the instructor. Students will prepare a research proposal to be conducted in PSY 373 Research with Human Participants (P: PSY 150, 1 additional PSY course, Sophomore standing)

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: PSY-371, Junior standing)

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, two additional psychology courses, and junior or senior standing.)

PSY 430—History and Philosophy of Psychology (3 CH) A review of the history of psychology starting with its physiological and philosophical roots. Important schools of thought, such as structuralism, functionalism, behaviorism, Gestalt psychology and the psychoanalytical approach will be emphasized. The important leaders and contextual forces influencing these approaches will be noted. (P: PSY 150, two additional psychology courses, and junior or senior standing)

PSY 444—Senior Seminar in Psychology (2 CH) This culminating experiential learning course gives Senior psychology majors the opportunity to engage in academic service-learning activities and to apply various concepts and skills from the discipline of psychology to identified needs within their community. Through their service-learning activities students will grow academically, professionally, personally and civically. Students will develop positive citizenship characteristics that will enable them to contribute to an improved sense of community. (Senior standing, PSY 333).

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)

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 psychology. The research project must include library, laboratory, and/or field research. The research project must culminate in a written report in the format of a scientific publication and/or a scientific poster and presentation. The project is completed under the guidance of one faculty member and may be conducted for more than one semester if appropriate.

Department of Religion

Dr. George Branch-Trevathan, Chair; Dr. Daniel Eppley

The purpose of the Department of Religion is to provide the student with an academic understanding of human religiosity. This purpose is fulfilled through courses which are designed:

- to familiarize the student with the biblical writings of the Jewish and Christian traditions and with methods for interpreting them;
- to equip the student to interpret the nature of religious experience, Christian and otherwise;
- to introduce the student to the chief persons, works and movements in the history of Christianity; and
- to enable the student to reflect on the interrelatedness of religion and culture.

The department offers majors in religion, theology and youth ministry, and religion communication, as well as and minors in religion and pre-ministry. The major in Religion is a general liberal arts major suitable for any student interested in such a liberal arts background. All these degrees provide students 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:

REL 110	Introduction to Religion	3 CH
REL 120	Interpreting the Jewish and Christian Scriptures	3 CH
REL 190	World Religions	3 CH

The following two courses are ordinarily to be taken in the senior 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.

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 experience, Christian and otherwise, 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 <i>or</i>
REL 200	Contemporary Ethical Issues
REL 160	Religion in the United States
<i>or</i>	
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 246	Lifespan I	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 Communication	3 CH
COMM 331	Intercultural Communication	3 CH

Pre-Ministry Minor Requirements

Students minoring in pre-ministry must meet the following minimum requirements:

Foundations (3 CH)

REL 130	Introduction to Ministry
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Biblical Studies (6 CH)

REL 120	Interpreting the Jewish and Christian Scriptures
GREK/REL 150	Introduction to Greek Language

Practical Studies (3 CH)

REL 180	Christian Worship
<i>or</i>	
MUS 354	History of Sacred Music
<i>(with permission of instructor)</i>	

Historical Studies (3 CH)

REL 160	Religion in the United States
<i>or</i>	
REL 190	World Religions
<i>or</i>	
REL 240	African American Religion in the United States
<i>or</i>	
REL 140	History of Christianity

Theological Studies (3 CH)

REL 230	Philosophy of Religion
<i>or</i>	
REL 200	Contemporary Ethical Issues
<i>or</i>	
REL 290	Luther and His Legacy

Course Offerings

REL 110—Introduction to Religion (3 CH) An introduction to the study of religion, the language of religion, the person of religion, and the community of religion.

REL 120—Interpreting the Jewish and Christian Scriptures (3 CH). An introduction to the scriptures of the Jewish and Christian traditions. The course surveys the Old and New Testaments and familiarizes students

with a variety of methods for interpreting these writings and with how these texts have shaped and still shape cultural and religious discourses and lives of meaning and purpose.

REL 121 Introduction to Old Testament/Hebrew Bible. An introduction to the Jewish scriptures and the first half of the Christian scriptures. The course surveys the Hebrew Bible/Old Testament and familiarizes students with a variety of methods for interpreting these writings and with how these texts have shaped and still shape cultural and religious discourses and lives of meaning and purpose.

REL 122 Introduction to New Testament. An introduction to the second half of the Christian scriptures. The course surveys the New Testament and familiarizes students with a variety of methods for interpreting these writings and with how these texts have shaped and still shape cultural and religious discourses and lives of meaning and purpose.

REL 123 Introduction to the Christian Scriptures and Tradition. This course is intended to provide students with a wide-ranging knowledge of many of the scriptural bases, historical developments, and key thinkers of the Christian tradition. We will also consider Christian responses to current events.

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 135—Introduction to Theology (3 CH) An introductory course in Christian thought. 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, 121, 122, or 123)

REL 140—History of Christianity (3 CH) A historical study of Christianity concentrating on its major teachings, practices and institutional forms from its origin to the present day. (P: REL 120, 121, 122, or 123)

REL/GREK 150 and 151—Introduction to Greek Language Skills (6 CH) A two-semester 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. The course is offered in fall of alternating odd and spring of alternating even numbered years

REL/HEB 153 and 154— Introduction to Classical Hebrew (6CH): a two-semester introductory course in classical Hebrew. This course equips students to read the Hebrew Bible/Old Testament and consequently much subsequent Jewish literature and liturgy in the original language. The course meets 3 hours per week and is offered in fall of alternating even and spring of alternating odd numbered years

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.

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, 121, 122, or 123)

REL 200—Contemporary Ethical Issues (3 CH) Different methods of Christian ethics are examined in relation to current social issues in the areas of sexual relationships, bio-medical advances, economic order, political liberation and environmental survival. (P: REL 120, 121, 122, or 123)

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.

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, 121, 122, or 123)

REL 225—Sex, Sexuality, and Religion (3 CH) This discussion-based course describes, compares, explains, and assesses understandings of sex and sexuality found in religious traditions. In so doing, it equips students to think critically and constructively about sex and spirituality. (P: REL 120, 121, 122, or 123 recommended but not required)

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, 121, 122, or 123)

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.

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, 121, 122, or 123)

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.

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 275 - Krishna to Hindutva: Intro to Hinduism

The third largest religion in the world today is a religion of about 1,000,000,000 adherents and 330,000,000 gods, which are really 3 gods, which are really 1 God, which is really 3 gods, which are really 330,000,000 gods. This course explores the beliefs and practices of the family of religions indigenous to the Indian subcontinent that in the West are collectively labelled "Hinduism". The course balances analysis of classical Hindu texts and worldviews with consideration of challenges and opportunities facing practitioners of Hinduism in the modern world. (P; SEMS 250, World Religions or REL 110)

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.)

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.

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 and open to all students. (P: REL 120, 121, 122, or 123)

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 and open to all students. (P: REL 120, 121, 122, or 123)

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, 121, 122, or 123)

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 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.

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 “The Gospel of Matthew,” Jesus, female images of the divine, Augustine and Aquinas. Prerequisites, if any, will be included in the course announcements.



Department of Sociology and Criminal Justice Studies

Dr. Allan Hunchuk, Chair; Dr. Cynthia Sutton; Dr. Jared Hanneman

Departmental Objectives

Sociology is the branch of science which specializes in the study of human societies and human social interaction. Criminal Justice Studies is a social science which specializes in studying crime in society and the administration of criminal justice. As part of a liberal arts education, the program in sociology and criminal justice studies 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, law, law enforcement, corrections 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 be able to:

- interpret social behavior from the sociological perspective;
- illustrate the principles of good social science research methodology;
- analyze society using the major theoretical paradigms of sociology;
- articulate 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
- describe 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 65 credit hours with at least a 2.0 cumulative GPA overall and a 2.0 average in criminal justice studies major courses

A. Literacy

ENG 101	College Writing	3 CH
INDS 101	Presentational Literacy	3 CH
MATH 125	Quantitative Reasoning	3 CH
<i>One laboratory class in natural or physical sciences</i>		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 110	Introduction to Seminar Series	3 CH
SEMS 200	Western Traditions	3 CH

C. Practicum Series

Fulfill one of the following:

Citizenship

Leadership

Study Away/Study Abroad

Scholarship

and

Health Theory course 2 CH

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 305 Victimology 3 CH

SOC 331 Criminology

or

SOC 321 Deviance 3 CH

POSC 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 110 Introduction to Seminar 3 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	
<i>or</i>		
POSC 439	Criminal Law	
<i>or</i>		
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	
<i>or</i>		
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	
<i>or</i>		
CJS 221	Corrections	3 CH
CJS 301	Juvenile Delinquency	
<i>or</i>		
CJS 305	Victimology	3 CH
Elective		3 CH
Fine arts or MATH 125		3 CH
Citizenship/Leadership Practicum		2 CH
		TOTAL 65 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
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SOC 121	Microsociology
<i>or</i>	
SOC 141	Macrosociology
CJS 221	Corrections
CJS 230	Law Enforcement
CJS 301	Juvenile Justice System
<i>or</i>	
CJS 305	Victimology
SOC 321	Deviance
<i>or</i>	
SOC 331	Criminology
SOC 341	Social Research Methods
SOC 342	Sociological Theory
CJS/POSC 438	Criminal Due Process
<i>or</i>	
CJS/POSC 439	Criminal Law
<i>or</i>	
POSC 445	The Great American Trial
PHIL 267	Ethics
SOC/CJS 371	Professional Seminar (1 CH)
SOC/PSY 233	Statistics for the Social Sciences

Criminal justice studies majors must also take nine elective credit hours in courses 200 and above, with exceptions for POSC 116 and SOC 191 to fulfill the 43 required credit hours.

SOC 191	Social Problems
SOC 251	Minorities
SOC 321	Deviance
SOC 331	Criminology
SOC 401	Sociology for the Family
SOC 411	Organizations
SOC 425	Urban Sociology
SOC/CJS 431	Selected Topics
SOC 435	Popular Culture
CJS 303	Family Justice Issues
ACCT 453	Forensic Accounting and Fraud Examination
BADM 355	Business Law I
BADM 356	Business Law II
BADM 364/PHIL 277	Business Ethics
COMM 455	Media Law and Regulation
ENSC 200	Introduction to Environmental Law
POSC 116	American Government
POSC 226	State and Local Politics and Policy
POSC 236	Public Policy
POSC 300	Introduction to Legal Studies
POSC 316	Topics: Civil Rights and Liberties
POSC 336	Public Administration
POSC 385	The Law of Families

POSC 388	The Death Penalty
POSC 436	Constitutional Law
POSC 437	First Amendment Law
POSC 438	Criminal Due Process Rights
POSC 439	Criminal Law
POSC 445	The Great American Trial
PSY 246	Lifespan I
PSY 248	Lifespan II
PSY 300	Abnormal Behavior
PSY 360	Social Psychology
PSY 370	Counseling Methods
PHIL 297	Environmental Ethics
PHIL 347	Social and Political Philosophy
PHIL 377	Legal Philosophy
REL 200	Contemporary Ethical Issues

Students electing to double major in sociology and criminal justice studies may not use the same elective courses to satisfy the elective requirement in both majors.

An elective, experiential educational opportunity in criminal justice studies areas is strongly encouraged. Internships may be in the local area, Washington, D.C., via Thiel 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 be able to:

- analyze society using the major theoretical paradigms of criminal justice.
- illustrate the principles of social science research methodology.
- articulate the complexity and interaction of social marginality in United States culture in terms of deviance, criminality, corrections, race/ethnicity, sex/gender and social class.
- explain 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.
- describe 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:

CJS 101	Criminal Justice Studies
SOC 121	Microsociology
<i>or</i>	
SOC 141	Macrosociology
CJS 221	Corrections
<i>or</i>	
CJS 230	Law Enforcement
SOC 301	Juvenile Justice Studies
<i>or</i>	
CJS 305	Victimology

SOC 331	Criminology
<i>or</i>	
SOC 342	Sociological Theory
CJS/POSC 438	Criminal Due Process
<i>or</i>	
POSC 439	Criminal Law
<i>or</i>	
POSC 445	The Great American Trial

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 277 of the on-line catalog.

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.

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 multi-generational 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.

CJS 305 – 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 of 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 system of criminal justice in terms of the role of the victim and the services that the victim is offered. Offer in spring semester every two years. (P: two of the following courses: CJS 101, SOC 121 or SOC 141, and one upper level CJS course – CJS 233 or higher – or permission of instructor)

CJS 371—Professional Seminar (1 CH) This seminar is required of all sociology majors with junior standing. Students will learn academic and non-academic skills needed to succeed in their profession. Ethical issues of the profession will be stressed. (P: Junior or senior sociology or CJS majors or permission of instructor.) Offered every fall.

CJS 431—Selected Studies (3 CH) Intensive study of a current criminal justice or sociological topic. Topics offered vary. (P: Two CJS or two sociology courses)

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 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)

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) 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)

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.

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.

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.

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)

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.

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.

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.

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.

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)

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.

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 off-numbered years.

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)

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).

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.

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B.A.; Thiel College; M.A., Geneva College.

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B.A., Edinboro University of Pennsylvania.

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B.S., Clarion University; M.A., Slippery Rock University.

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B.A., Thiel College.

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B.S.ED., Indiana University of Pennsylvania; M.M., Youngstown State University

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B.A., Thiel College.

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B.A., Thiel College; M.A., Slippery Rock University.

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A.S., Clarion University; B.S. Penn State University; M.B.A., Gannon University.

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B.A., Point Park University

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