

Academic Catalog

2021-2022





Catalog 2021-2022

Greenville, Pennsylvania 16125
724-589-2000

Every effort has been made to ensure the accuracy of the information presented in this College Catalog or on the Website. However, all courses, course descriptions, materials, schedule, sequences of courses in programs, instructor designations, curricular degree requirements, methods of instruction, locations of instruction and fees described here are subject to change or elimination without notice. This information is provided solely for the convenience of the reader and does not constitute or create a contract between prospective or current students and Thiel College. Students should consult the appropriate academic department for current information, as well as for any special or temporary rule or requirements imposed by the academic department. This catalog is update annually.

NOTICE OF NONDISCRIMINATION POLICY

Thiel College does not discriminate on the basis of race, color, gender, sexual orientation, religious belief, national origin, ethnicity, veteran status, age or disability as those terms are defined under applicable law. This policy of nondiscrimination applies in connection with admission to and participation in all programs and activities sponsored by Thiel College and to all employment practices of Thiel College.

Inquiries concerning compliance with this policy should be addressed to:

Jennifer Clark, Director of Human Resources
Thiel College, Greenville, PA 16125
724-589-2150



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. These pages contain helpful information about academic programs, course descriptions, and graduation requirements. As you map out your course of study, please be sure to be guided by your adviser, professors, and other mentors on campus. They are ready to support and mentor you on as you find success at college.

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

I am committed to student success and so is the faculty. Your professors are experts in their fields. They are eager to engage with students, share their knowledge, and open new opportunities for you.

You are on a four-year exploration that will provide opportunities for growth and achievement for many years to come. This catalog, along with your faculty, are resources that will guide your journey to Commencement and onward to professional and personal success.

A handwritten signature in black ink that reads "Susan Traverso".

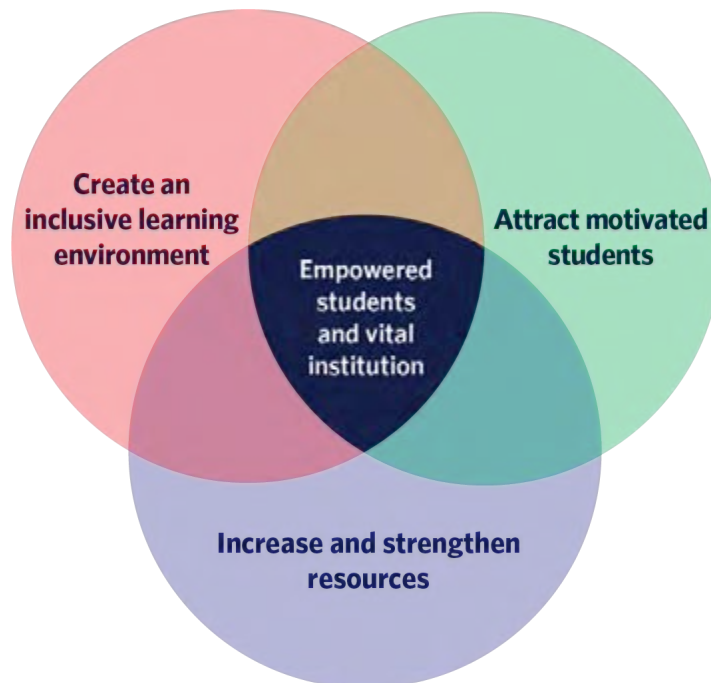
Susan Traverso, Ph.D.

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.

Undergraduate Academic Calendar 2021-2022*

Fall Semester 2021

August

16	Monday	New Faculty Orientation – 9:00 a.m.
17	Tuesday	Final registration for unregistered students. All Campus Picnic 5:00 p.m.
18	Wed.	Faculty Meeting - 10:00 a.m. Academic Department Meetings - 1:30 p.m.
21	Saturday	First Year Students Arrive
21-22	Sat-Sun	New Student Orientation
22	Sunday	Upper class students arrive – 9:00 a.m. Dining Hall open 11:15 a.m. - 6:00 p.m. Board Contract begins at Brunch
23	Monday	Classes Begin – 8:00 a.m. Drop/Add period begins
27	Friday	Final day for adding a new course <u>No financial adjustments made after this date</u>

September

6	Monday	Labor Day NO CLASSES
13	Monday	The grade of “W” will appear on the Academic Transcript for all courses dropped after this date

October

1-2	Saturday	Homecoming – Thiel vs .Westminster
8	Friday	Final day of classes before mid-term break On-campus classes end at 6:00 p.m. Rotunda Bistro open until 4:00 p.m. Dining Hall open until 6:00 p.m. Residence Halls close at 7:00 p.m.
9-12	Sat-Tues.	Mid-term Break – no classes
12	Tuesday	Mid-term grades due by 12:00 Noon Residence Halls open at 12:00 noon Dining Hall open 4:30 p.m. - 6:00 p.m. Board Contract resumes Rotunda Bistro opens at 11:30 a.m.

October (con’t.)

13	Wed.	Classes resume at 8:00 a.m.
20	Wed.	Final day to withdraw from a course with a “W”
25	Monday	Pre-Registration for Spring Term - DHI
26	Tuesday	Pre-registration for Spring Term begins - SENIORS
28	Thursday	Pre-registration for Spring Term continues - JUNIORS

November

1	Monday	Pre-registration for Spring Term continues – SOPHOMORES
3	Wed	Pre-registration for Spring Term continues – FIRST YEAR STUDENTS and all others
23	Tuesday	Final day of classes before Thanksgiving Recess Residence Halls close at 7:00 p.m. On-Campus classes end at 9:00 p.m. Rotunda Bistro open until 4:00 p.m. Dining Hall open until 6:00 p.m.
24-28	Wed-Sun	Thanksgiving Recess
28	Sunday	Residence Halls open at 12:00 noon Dining Hall open 4:30 p.m. - 6:00 p.m. Board Contract resumes Rotunda Bistro opens at 7:00 p.m.
29	Monday	Classes resume at 8:00 a.m.

December

6	Monday	Final Day of Classes
7	Tuesday	AM Study Time FINAL EXAMS BEGIN AT 1:00 P.M.
10	Friday	Final Exams end at 5:30 p.m. Dining Hall open until 6:00 p.m. Residence Halls close at 7:00 p.m. Rotunda Bistro open until 4:00 p.m.
13	Monday	All Grades due by 12:00 Noon

Winter Term - Offered Remotely

December 13, 2021 - January 4, 2022.

No classes held on December 24, 25, and 31, 2021; January 1 and 2, 2022

***Graduate programs have program-specific calendars**

Undergraduate Academic Calendar 2021-2022

Spring Semester 2022

January

6 Thursday Academic Standing Committee meeting at 2:00 p.m.
Final Registration for unregistered students

11 Tuesday Students arrive
Residence Halls open at 12:00 Noon
Dining Hall open 4:30p.m. - 6:00 p.m.
Rotunda Bistro opens at 6:00 p.m.
Board Contract begins

12 Wed. Classes Begin at 8:00 a.m.
Drop/Add period begins

18 Tuesday Final day for adding a new course
No financial adjustments made after this date
Final day for changing meal plan

February

2 Wed. The grade of "W" will appear on the academic transcript for all courses dropped after this date.

3 Thursday Founders' Day Convocation

11 Friday Honors Convocation

March

4 Friday Final day of classes before Spring Break
Rotunda Bistro open until 4:00 p.m.
Dining Hall open until 6:00 p.m.
Residence Halls close at 7:00 p.m.
Spring Break

5-13 Sat-Sun

8 Tuesday Mid-Term Grades due by 12:00 Noon

13 Sunday Students return
Residence Halls open at 12:00 noon
Dining Hall open 4:30 p.m. - 6:00 p.m.
Rotunda Bistro opens at 6:00 p.m.
Board Contract resumes

14 Monday Classes resume at 8:00 a.m.
Pre-registration for Fall Term begins - DHI

15 Tuesday Pre-registration for Fall Term begins - SENIORS

16 Wed Final day to withdraw from a course with a "W"

17 Thursday Pre-registration for Fall Term continues - JUNIORS

21 Monday Pre-registration for Fall Term continues – SOPHOMORES

23 Wed Pre-registration for Fall Term continues – FIRST YEAR STUDENTS and all others

April

14 Thursday Final Day of classes before Easter Recess
On-Campus classes end at 6:00 p.m.
Rotunda Bistro open until 4:00 p.m.
Dining Hall open until 6:00 p.m.
Residence Halls close at 7:00 p.m.
Easter Recess

15-18 Fri-Mon

18 Monday Students return
Residence Halls open at 12:00 Noon
Rotunda Bistro opens 6:00 p.m.

19 Tuesday Classes Resume

20 **Wed. MONDAY CLASSES MEET**

21 Thursday Symposium Arts & Scholarship Presentations

29 Friday Final day of classes

May

4/30-5/1 Sat-Sun Study Days

2 Monday Final Exams begin at 8:00 a.m.

5 Thursday Final Exams end at 5:30 p.m.
Dining Hall open until 6:00 p.m.
Rotunda Bistro closes at 4:00 p.m.
Residence Halls close at 7:00 p.m.

6 **Friday SENIOR GRADES DUE BY 12:00 NOON**

8 Sunday Baccalaureate Ceremony – 10:00 a.m.
Commencement – 2:00 p.m.

9 Monday All grades due by 12:00 Noon

Summer Sessions 2022

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

An On-line session will be offered with varying dates

May Session

8 Sunday May summer housing opens at 4:00 p.m.

9 Monday Classes begin at 8:00 a.m.
Final day to add a new course

11 Wed. Final day to drop a course

16 Monday Final day to withdraw with a "W"

27 Friday Final day of classes – May Session

June Session

5 Sunday June summer housing opens at noon

6 Monday Classes begin at 8:00 a.m.

7 Tuesday Final day to add a new course

8 Wed. Final day to drop a course

17 Friday Final day to withdraw with a "W"

7/1 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 ensures 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 Undergraduate Program

Upon graduation, Thiel College students will be able to:

- Demonstrate information literacy, technological competency, 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 a 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 to build the stadium 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 as well as offices for the Dietrich Honors Institute.

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

The David Johnson Memorial Chapel was dedicated in May 2006. The nearly 7,000-square-foot structure is named in honor of David Johnson, the late son of the late Thiel Board of Trustees Chairman Emeritus Glen Johnson H'88 and his wife, LaVonne H'16. The flexible design seats approximately 240 people and 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 has seating capacity for 420 students.

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, art gallery 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 wellness facilities, 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 Media, Communication and Public Relations 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. It was renovated in 2021 and is the home to the graduate programs in speech-language pathology and physician assistant. The building contains new laboratories, a cadaver lab, 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. In 2018, the College opened a PA Pre-K Counts classroom to serve the needs of Mercer County. In 2020, the College opened the Thiel College Center for Speech-Language Services which provides free speech and language services to the community in the Glen Johnson Community Center.

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.



Undergraduate 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. For the incoming class of 2021, Thiel College will be test-optional. A student will not be required to submit SAT or ACT test scores to receive an admission decision. Test scores may be requested for scholarship consideration and/or if the student's high school transcripts do not meet our requirements.

In some instances, a personal interview, testing, letter of recommendation or personal essay 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 not required to submit their official SAT and/or ACT test results for the incoming class of 2021. SAT and/or ACT test scores maybe requested for scholarship consideration and/or if the students high school transcripts do not meet our requirements. 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(if available) 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
- Please Note: Students are not required to submit their official SAT and/or ACT test results for the incoming class of 2021. SAT and/or ACT test scores maybe requested for scholarship consideration and/or if the students high school transcripts do not meet our requirements.

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. 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.
4. University/College Transcript: Applicable only to international student applicants planning to transfer credits from a college or university within or outside the United States.
5. 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.
6. 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.)
7. 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.
8. 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.
9. 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 56) 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 undergraduate 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.”

Tuition is determined for the graduate programs by each program. Review the Thiel website for each program for details.

Expenses for 2021-2022 Academic Year – Undergraduate Program

Full-time Students

- Tuition \$32,640
- Room and Board \$13,968

Part-time Students: A student registering in the fall or spring for 1 to 11 credit hours will be charged a tuition fee of \$1,050 per credit hour taken. Students auditing a course will be charged a tuition fee of \$350 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 \$930 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. Cengage fee is \$175.00 (if registered for a Cengage Class).

Billing Dates and Payment Dates for 2021-2022

Semester	Billing Sent	Payment Due
Fall	Early July	August 1
Spring	Late November	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 participate in the plan using our TPay portal, go to www.thiel.edu/offices/student-accounts. You will need your Thiel ID and your network password to login. There is a \$35 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.

Tuition and Fee Refunds

The value of a Thiel College education and degree, whether in-person or remote, continues to greatly exceed tuition. Moreover, the main educational costs are continuing, as the services they provide are continuing; the infrastructure costs are continuing; and the College may incur additional costs for online education and actions taken in response to the pandemic. As such, Thiel College does not refund tuition because of changes to the method of instruction.

Some or all instruction for all or part of Academic Year 2021-2022 may be delivered remotely or in a hybrid format. Temporary or permanent changes to the method of instruction, regardless of when they are implemented, are not grounds for refunds under this policy. Tuition and mandatory fees have been set regardless of the method of instruction and will not be modified or refunded in the event instruction occurs remotely or via a hybrid model for any part of the Academic Year. In the event Thiel College cancels in-progress courses because of a campus closure or institution-wide transition to remote instruction and such cancellation results in a change in a student's enrollment status, Thiel College will not refund a portion of the student's tuition and/or course-specific fees (such as lab fees).

Room and Board Refunds

Upon reasonable notice, which may be as short as a day or a week, depending on the circumstances, Thiel College reserves the right to terminate room and board contracts due to public health emergency needs, including COVID-19. In the event Thiel College terminates room and board contracts due to public health concerns, Thiel College will offer fair and reasonable reimbursements for impacted students as Thiel College deems appropriate based on information available at the time.

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

Satisfactory Academic Progress

Any student enrolled in an educational program of more than two academic years, must have a cumulative GPA of at least 2.0 or "C" average at the end of the second academic year, or have the approval of the Academic Standing Committee to continue their academic program.

All Satisfactory Academic Progress requirements apply to all students, including those receiving any type of TITLE IV financial assistance.

Satisfactory Academic Progress is checked at the end of each semester to ensure compliance with federal, state and institutional requirements. Annual review of SAP requirements is made prior to awarding aid for the next academic year.

Any student losing eligibility for financial aid due to insufficient academic progress will be monitored for completion of coursework which would bring the total earned credits to the required level. Review of earned credits would take place at the end of each payment period to ensure that progress is recorded once attained.

Thiel College does not currently offer any remedial courses.

Program Participation Agreement

Federal regulation 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 by dividing the total number of calendar days in the semester into the total number of calendar days completed in that semester as of the student's withdrawal date. Any scheduled breaks consisting of 5 or more consecutive days are excluded from this calculation. Any days in which the student was on an approved leave of absence are also excluded from this calculation. If the student completes 60 percent or more of the calendar days within the semester, the student is considered to have earned 100 percent all Title IV aid and no returns will be processed. All unearned funds will be credited to Title IV loans acquired by the student, or on the student's behalf within the relevant period and in the following order:

- Unsubsidized Federal Direct Stafford loans.
- Subsidized Federal Direct Stafford loans.
- Federal Direct PLUS received on behalf of the student.

Any additional unearned funds that remain will be credited to any applicable Federal Pell Grant Award and FSEOG award, in that order. All Title IV returns will be processed no later than 45 days after the official withdraw date as determined by Thiel's Withdrawal Policy and the Registrar's Office.

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.

Post Withdrawal Disbursements

If the amount of Title IV aid disbursed to the student is less than the amount the student has earned based on the above calculation, the student must be offered the earned grant funds and loan funds, in that order. Grant funds will first be applied to any outstanding institutional charges remaining on the student's account. Students or parents in the case of a Parent PLUS loan, will be notified of the available type and amount of loan funds no later than 30 days from the date of withdraw as determined by the school. The student and/or parent will have 14 days to notify Thiel College in writing that they accept the additional loan funds, and if the funds are to be applied to any outstanding institutional charges or disbursed directly to the student/parent

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 (undergraduates only) 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 – Undergraduate Program

Graduate students financial aid is dependent upon program. Review information in the catalog and on the Thiel website.

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 Appeal Process

Students have the right to appeal any decision of ineligibility to continue to receive financial aid. Appeals are based on unusual circumstances which may have prevented you from successfully completing your courses or may have caused you to withdraw from classes. Some examples are severe injury, serious illness, or death of a family member. Students must submit an appeal form along with a written appeal and any supporting documentation to the Financial Aid Office. Students and families may request special consideration to report unusual circumstances which may impair their ability to pay for the student's education at Thiel. The special circumstances form can be found on the Thiel website under Financial Aid.

Financial Aid Policy for Off-Campus Students

Learn more about cooperative programs under the Academic Information.

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 Undergraduate Program

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 Merit Scholarship—Based on academic performance at the time of acceptance, this award is renewable for four years assuming appropriate academic progress requirements are satisfied.

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 - Undergraduate Program

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.

External Need Based-Grants - Undergraduate Program

Federal PELL Grants, available from the federal government, are awarded to students who meet certain financial need qualifications. The maximum PELL grant amount for 2021-2022 is \$6,495 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 awards are made based on the level of federal appropriation and student financial need and are non-repayable.

Pennsylvania State Grants - Undergraduate Program

State grants are available for qualified Pennsylvania students. These grants, which may range up to \$5,000 for the 2021-2022 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.

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 Undergraduate Program

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 and Betty J. Anderson 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.

Sergeant First Class Ryan Gloyer '04 Memorial Scholarship

Distributed Fall or Spring Semester (or perhaps both) of Senior Year. Student must be U.S. Citizen, an Education major with overall GPA 3.5 on a 4.0 scale in Education courses. With recommendations from current Education Mentor, one professor from the Education Department and one professor from a Non-Education discipline, or administrator or athletic coach. Scholarship is not based totally on level of financial need; level of financial need shall play a secondary role to the Student Qualifications, Characteristics and Performance in determining who will be granted the scholarship. Student must exhibit a passion for excellence in development of lesson plans and delivery of subject matter in the classroom. Student a) must possess passion for working with children and putting their needs above his/her own; b) must possess

flexibility and be able to adapt to changing environment and needs of the children; c) Student must demonstrate what he/she has done to go above and beyond requirements of the student teaching assignment for the betterment of the children; d) Student must demonstrate continuous improvement throughout his/her career while at Thiel, both on campus and off-campus; e) Student must demonstrate a positive impact upon fellow Thiel students and upon the children in his/her student teaching classroom; f) Student must demonstrate willingness to accept responsibility for his/her own actions and learn from mistakes; and g) Student must exhibit ability to overcome disappointments and/or set-backs during career at Thiel in order to achieve his/her goals.

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 Armstrong, 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:

- 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 Orczeck Weisner ’56

Scholarship—Established by Robert R. and Nancy Orczeck Weisner, this fund will be used to assist students who have either been graduated from the following Westmoreland County (Pa.) high schools: Greensburg-Salem, Hempfield Area, Greater Latrobe, Laurel Valley or Ligonier Valley or is a confirmed, 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.

The Gary J. Witosky '79 Endowed Scholarship

Full-time Thiel College student who is a Junior or Senior majoring in Accounting with a 3.0 GPA or higher as confirmed by the Accounting Department. The student will demonstrate financial need and preference is given to a first generation student.

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, Murrys ville
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.

- Ace Mentor Program of the Greater W
- Beta Delta Chapter Scholarship
- Bob Evans and Wayna White Legacy Scholarship Fund
- Brenda Rae Haun Memorial Fund
- Bridge Builders Community Foundations Scholarship Account
- Bristol High School Scholarship
- Brookfield Fallen Firefighters Foundation
- Buckeyes Community Midget Football League Scholarship
- Central Valley Roundball Association
- Christ Scholarship Award
- Chuck Bechtel 2020 DuBois MVP Scholarship

- Church of the Good Shepherd Educational Award
- Crisci Family Scholarship Fund
- David and Pauline Gregory Trust Fund
- District of Columbia College Access Program
- Dr. A. Varacallo Memorial Scholarship
- Dr. William C. Thomas Jr. Perseverance Scholarship Fund (CFFC)
- FRCE Scholarship for Beta Delta Chapter
- Frellson Scholarship Fund
- GFWC Cranberry Womens Club
- Glenn & Goldie Clark Scholarship
- Grand Valley Alumni Association Scholarship
- IUOE Local 66 Scholarship Fund
- Jackson Scholarship Fund for Benefit of Reynolds
- Jamestown - Merle Higgins Award Foundation
- Jody Ray Billingsley Memorial Scholarship Fund
- John G. Weiford Foundation
- John K. Henne Scholarship Foundation
- Kappa Alpha Psi Foundation of Baltimore
- Kappa Sigma Endowment Fund
- Kenneth A. Seamans Memorial Scholarship
- Kid's Chance of Pennsylvania Inc.
- Laborers Internnational Union of North America Scholarship Fund
- M.H. DeForrest Memorial Scholarship
- Margaret W. & Irvin Lesher Foundation Scholarship
- Marguerite (Peggy) Baker Scholarship Fund
- May Emma Hoyt Foundation
- MCDOTA-Fall 2020 McDonalds Franchise Tuition
- MCDOTA-Spring 2021 Archways Franchise Tuition
- Merry D. Wise Scholarship Fund
- Nora Long Scholarship Fund
- Northwest Bancorp Inc. John O. Hanna Scholarship
- Orrick, Herrington & Sutcliffe GOC Scholarship
- Paul Aaron Memorial 4H Market Animal Fund
- Penn Highlands-DuBois Auxiliary
- Pennsylvania Elks State Association
- Prince of Peace Evangelical Lutheran Church
- Ravenna Kiwanis Club
- Raymond and Mildred Bost Memorial Scholarship Fund
- Rebecca Jones Brysh Fund
- Ren and Duckie Latchaw Scholarship
- Rev. Dr. Karen Layman Gift of Hope Scholarship
- Reynolds High School Alumni Association Fund
- Robey and Alise Estes Scholarship

- St.Johns Reformed Church
- St.Mathew Evangelical Lutheran Church
- The American National Red Cross Fall Scholarship
- The Brad Davis Foundation
- The Florence Reizenstein NEED Leadership Scholarship
- The Pittsburgh Foundation/Community Foundation of Westmoreland County
- The Pittsburgh Promise
- Titusville Area Hospital Auxilary
- W. Thornley Hunt Memorial Scholarship
- William J. McMannis and A. Haskell McMannis Educational Trust Fund
- William Jacobs Alumni Scholarship 2020
- Winner Scholarship Fund
- Women of the Moose, Indiana Chapter 1260 Scholarship
- Zeta Tau Alpha Foundation
- Zeta Tau Alpha Foundation "Grace Grant"

Employment/Educational Loans

Undergraduate 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 Undergraduate 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.

Veteran Benefits and Transition Act of 2018

Students Receiving Military Benefits:

Any student receiving Chapter 33 Post 9/11 GI Bill [™] or Chapter 31 Voc-Rehab benefits that has filed all necessary paperwork to the Financial Aid Office and paid their balance not covered by these funds is subject to the following:

- No late fee or finance charges on balance to be covered by approved military funding;
- No hold will be added to the student account that would prevent them from participating in classes, libraries, or other institution facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.
- Ability to participate in the course of education during the period beginning on the date on which the individual provides to the Financial Aid Office a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website e-Benefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:
 - a. The date on which payment from VA is made to the institution.
 - b. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

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 – Undergraduate Program

Thiel is a residential college. The majority of our undergraduate 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.

Students are required to comply with health and safety rules, policies and guidance adopted by Thiel College or relevant governmental authorities in response to public health crises, including COVID-19. Students are required to comply with requests from the Thiel College Student Life Office to adopt COVID-19 control measures, including, but not limited to, required wearing of face masks or observance of social distancing protocols. Thiel College reserves the right to take de-densifying and other disease management measures it deems appropriate, including, but not limited to, relocating some or all residential students to alternative housing. Thiel College reserves the right to implement and modify student residence cleaning protocols, including by temporarily reassigning students to other residences or temporarily restricting access to their residences, to address COVID-19 or other public health emergencies.

Health Services

The Thiel College Health Services Center is located on the ground floor of the Howard Miller Student Center. During the regular academic year, it is staffed by a registered nurse, licensed nurse, and nurse practitioner 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. Additional health records may be required based on health and safety measures related to COVID-19 or other public health emergencies.

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 Campus 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 TC Café 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 TC Café 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).

Dining service, including where and how it will be offered, is subject to modification at Thiel College's sole discretion to address public health concerns or other emergencies, including COVID-19. Thiel College may limit the occupancy of dining halls or the amount of time students may reside within dining halls and may make other operational adjustments needed to address health and safety concerns. Such measures do not constitute a termination of a residential student's room and/or board agreement(s).

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 20. 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. Any student can apply for employment by completing an online application at www.thiel.edu/campus_life/student-employment.

The College tries to provide campus employment to applicants with the greatest financial need, however a majority of other positions are filled through the recommendation of the work supervisors. The final decision for all hiring rests with the Human Resources Office. Students may hold only one job per academic year. Most

students chosen for employment for the academic year are notified during the previous spring. Students are paid on an hourly basis for an average of seven hours per week. Students are reminded that all required paperwork must be completed prior to employment (i.e. W4, I9). All forms are available in the Human Resources Office.

Alcohol and Narcotics

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

Institutional Search and Seizure

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

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

See the student handbook for more details.

Student Organizations and Activities

Varsity Athletics

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

For more information on participating in varsity athletics, see Page 91 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 Mu Gamma - 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 either 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, if the student is a native speaker from a non-English speaking country, two college-level English courses at the 200 level or above with a final course grade of "A" in each. This honorary is represented at Thiel by the Mu Chi chapter.

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)
- 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. Two chartered fraternities, four chartered sororities and one local

fraternity make up the Greek Life program on campus. The fraternities include 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.

- Equestrian Club
- Outdoors Club
- Rugby 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
- *El club de español*
- English Club
- Global Club
- LGBTQ+ Club
- Organization of Black Collegiates (OBC)
- Photography Club
- Tomcat Political Society
- Women Inspiring the Next Generation (WING)

Co-Curricular Activities

Music Programs—Several music opportunities are available to students based on interests and ability. They include both vocal and instrumental offerings. Typically 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 typically presents a major production each fall and spring semester. Students may participate as actors (through auditions held before each production) or as stage crew. 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 that each person is given unique gifts and strengths. These strengths point not only to personal fulfillment and success, but also service to the diverse communities where our graduates find themselves. As we cultivate these gifts, we learn how we might serve the world through our passionate and ethical leadership in each of our chosen communities.

Campus Ministry at Thiel College honors and seeks to deepen these 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 thinking practically and theologically about ourselves and our gifts, creating a culture of caring and mutual confidence, and 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. Programs and gatherings featuring guest speakers, musical guests, and other special events are offered throughout each academic semester. In addition to weekly religious services on campus, students are also actively encouraged to become involved in worship off 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 undergraduate 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. Thiel College offers four Master's programs: Master of Arts in Communication and Leadership, Master of Business Administration, Master of Science-Speech Language Pathology and a Master of Science in Physician Assistant Studies. The graduate programs have program-specific calendars which can be accessed on the website and by contacting the specific program.

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.

Campus Resources

Career Development Center

The Career Development Center helps students and alumni be successful by providing resources to help gain the skills, tools, and knowledge needed to help achieve their personal and professional career goals through meaningful vocational discernment.

Throughout their time at Thiel, students will go through the phases of their personal and career development. These phases are: **Explore, Envision, Engage, Launch, and Connect**. The Career Development Center helps students **explore** by providing ongoing career coaching, self-assessment through the use of Focus 2 (assess skills, values, interests, personality type, and preferences), career readiness, major and career exploration, resume preparation, job searching skills, graduate school exploration, and interviewing prep/mock interviews. Additional opportunities exist for networking, on and off campus career/graduate school fairs, employer visit days, professional development workshops, as well as on campus curricular and co-curricular opportunities to help students **envision** themselves in their future careers.

Students also have the opportunity to **engage** in meaningful experiential learning activities. These include informational interviewing, job shadowing, study abroad, internships, student teaching experiences, student employment, research, and other opportunities to develop and enhance critical employment skills. Through these experiential learning opportunities and self-reflection, students learn to articulate how these experiences help shape who they are and identify what who they want to become while teaching them essential career readiness competencies. These competencies include critical thinking/problem solving, teamwork/collaboration, digital technology, leadership, professionalism/work ethic, career management, and global/intercultural fluency that employers identify as core skills needed to be successful in the workplace as they **launch** into their careers or additional education. ([Source: NACE](#)).

Throughout their college career, students will **connect** with faculty and with alumni for advice and mentoring by joining Thiel Connect or the Thiel College Alumni Group on LinkedIn. Thiel alumni can also utilize the services available through the Career Development Center as they their personal and career goals change.

Experiential Learning

Experiential Learning or “learning by doing” opportunities include a range of activities like job shadowing, informational interviewing, internships, student teaching, and other clinical or research experiences. These opportunities help students apply theory, classroom and textbook knowledge in actual working situations. These experiences can also help students expand their professional networks, help clarify their career choice, or help students change their career direction. These experiences also give students the opportunity to develop and use NACE Competencies, which are critical skills associated with career readiness in new college graduates. These competencies are critical thinking/problem solving, teamwork/collaboration, digital technology, leadership, professionalism/work ethic, career management and global/intercultural fluency. Students can work with their faculty advisor, the Career Development Center, conduct individual searches, and leverage their personal and alumni networks to help find experiential learning opportunities.

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

Students eligible (based upon residency and PHEAA guidelines) to participate in Pennsylvania’s ACT 101 Program also receive dedicated services from the TLC.

The Accessibility Resource Center (part of the Learning Commons)

The Thiel College Accessibility 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**. We accomplish this mission by:

- *Positively influencing the transition, retention, graduation and future success of students with disabilities through individualized, supportive services, including the provision of reasonable academic accommodations.*
- *Promoting inclusion within the campus community by serving as a resource for students, faculty and staff and providing disability awareness information to the campus community.*

- *Encouraging student development through empowerment, skills-based education, self-advocacy and personal decision-making for students.*
- *Promoting access to the campus community by facilitating the acquisition and use of assistive technology and the use of universal design to ensure students with disabilities have equal access to take full advantage of Thiel College's educational, social, and cultural opportunities.*
- *Assisting the college in achieving compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act for students with disabilities by developing, revising, reviewing, and implementing policies and guidelines for disability related issues facing Thiel College students*

The Accessibility Resource Center provides individualized services to students with disabilities, providing the resources and support to help them succeed at Thiel College. Students needing accommodations must take the initiative to contact the ARC office and request help. You may instead choose not to identify yourself as having a disability and thereby forego services. Some students want to be independent and do not immediately ask for accommodations. The ARC does not recommend this. It is better to receive accommodations early and then drop them later if you do not need them. If you wait, you will likely fall behind, and you may not be able to catch up, even with help.

How do I request services through the Accessibility Resource Center?

Students should complete the Confidential Self-Disclosure Form (available from the ARC office or webpage) and stop in the office, which is located in the Learning Commons area of the Library, or call 724-589-2063. You may also email ARC@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 ARC will meet with the coordinator and discuss his or her experience of disability, barriers encountered with regard to their disability, and accommodation strategies utilized in the past. Students will provide documentation that describes the disability and its likely impact on educational experiences.

Can I receive Accessibility Resource Center services if I have a temporary injury, concussion, or illness?

Yes. Contact the ARC to set up a meeting to discuss your specific needs.

Will my disability information be kept confidential?

Yes. The Accessibility 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 Accessibility Resource Center each semester to receive accommodations. **Accommodations are not retroactive.** They begin only when you have met with the ARC coordinator, provided your professors an accommodation letter from the ARC and have talked with them about using accommodations in his or her course, and return your signed letters to the ARC office. Professors and the ARC must have reasonable time to arrange for the accommodations required.

Ideally, students will meet with the ARC Coordinator within the first 2-3 weeks of the semester, but if a student is struggling, accommodations can be set up as/when needed throughout the semester.

What kinds of accommodations/services are available?

Accommodations might include, but are not limited to:

- Extended time on tests, exams, and quizzes
- Distraction free testing environment
- Audio Textbooks
- Peer Note takers
- Housing accommodations

What if I believe I have been denied equal access or reasonable accommodations?

The ARC 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 student can obtain a copy of the ARC Grievance Procedure from the ARC office or webpage.

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.

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.

Registration

Periods for pre-registration are provided before each semester. Pre-registration of current students is scheduled by class. Every attempt is made by advisors 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.”

Online Consortium Courses

Thiel College offers a variety of online courses through Acadeum, a consortium of like-minded accredited colleges and universities that share online course offerings. A course taken through this consortium is considered institutional credit and will impact student grade-point averages just like Thiel College course. For more information on the Acadeum platform, contact the Office of the Registrar at registrar@thiel.edu or 724-589-2110.

The Learning Goals of Thiel College Undergraduate Program

Upon graduation, Thiel College students will be able to:

- Demonstrate information literacy, technological competency, 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.

General Requirements

The academic requirements of the College Catalog in effect at the time of a student's matriculation at Thiel are requisite for 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, they must observe the catalog requirements in effect at that time.

Graduation Requirements for Graduate Degrees may be found in the relevant section of the catalog below.

- Master of Arts in Clinical Mental Health Counseling (Page 174)
- Master of Arts in Communication and Leadership (Page 232)
- Master of Business Administration (Page 143)
- Master of Science in Physician Assistant Studies (Page 291)
- Master of Science in Speech-Language Pathology (Page 165)

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 advisor before pursuing a particular degree.

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

Core Requirements

The College offers two parallel core pathways to fulfill the Learning Goals listed above. The Dietrich Honors Institute (DHI) core is described on Page 176 and the general core curriculum below.

Bachelor of Arts and Bachelor of Science Degree

A. Credit Hours

1. 124 credit hours of successfully completed course work shall be required for the Bachelor of Arts degree.
2. The 124 credit hours shall be distributed **approximately** as follows:
 - a. 25 to 30 percent for the Core Curriculum Requirement
 - b. 30 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)

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

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

a. Quantitative Reasoning

- B.A. Programs: Students must earn a grade of C minus or higher in MATH 125, MATH 211, or higher.
- B.S. Programs: Students must earn a grade of C minus or higher in MATH 142 or any calculus course.

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, or physics. *PSY/SOC 233, Statistics for Social Sciences*, will also fulfill this requirement.

(Courses with the CIS and IS prefix will not satisfy this requirement.)

4. Creative and Humanistic (12 CH)

a. Creative (3 CH)

Successfully complete a course (or earn at least 3 CH) in art, music or theatre excluding *THAR 101: Theatre Practicum*.

b. Humanistic (6 CH)

Students must successfully complete REL 120, 121, 122 or 123 and one additional course in English, history, languages, philosophy or religion.

c. Additional Creative and Humanistic Course (3 CH)

Students must successfully complete an additional course satisfying either Creative or Humanistic: art, music, theatre, history, English, philosophy, religion or a Spanish culture course (250 for example). This course must be outside the student's major (i.e. cannot be a course with the same department prefix as the major).

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 will not 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 minus 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.

C. Seminar Series (9 CH)

The Seminar Series at Thiel College is designed to introduce students to engaged, participatory learning. This series of three 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 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)

3. 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 and 250)

D. Concern for Physical Well-Being (2-3 CH)

Thiel College hopes to engage our students in activities that build their appreciation for and participation in healthy activity. 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.

Students will successfully complete two or three credit hours of theory courses such as *AH 105 Taking Care of your Health*, *AH 115 Food Patterns and Health*, *AH 125 Nutrition*, *HPED 198 Slimnastics*, or *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

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 (typically a 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 (below) 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.

1. Composition (3 CH)

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

2. Presentation (3 CH)

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

3. Quantitative and Scientific Reasoning (10-11 CH)

a. Quantitative Reasoning

Students must earn a grade of C minus or higher in MATH 125

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, or physics. *PSY/SOC 233, Statistics for Social Sciences*, will also fulfill this requirement.

(Courses with the CIS and IS prefix will not satisfy this requirement.)

4. Creative and Humanistic (9-11 CH)

a. Creative (3-4 CH)

Successfully complete a course (or earn at least 3 CH) in art, music or theatre excluding *THAR 101: Theatre Practicum*.

b. Humanistic (6-7 CH)

Students must successfully complete REL 120, 121, 122 or 123 and one additional course in English, history, languages, philosophy or religion.

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 will not satisfy this requirement.)

C. 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.

D. Concern for Physical Well-Being (2-3 CH)

Thiel College hopes to engage our students in activities that build their appreciation for and participation in healthy activity. 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.

Students will successfully complete two or three credit hours of theory courses such as *AH 105 Taking Care of your Health*, *AH 115 Food Patterns and Health*, *AH 125 Nutrition*, *HPED 198 Slimnastics*, or *HPED 199 Fitness for Life and Wellness*.

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.

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 students' comprehensive grasp of their 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 of their major program of study. If so stipulated by a department, the satisfactory completion of this requirement will be a condition for graduation.

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 advisors. A student may also declare a minor or minors.

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

Students should meet regularly with their academic advisor and obtain authorization from that individual to register for 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 first-year students the availability of prerequisite and basic level courses, such courses may be closed to upper class scheduling until after the first-year registration period.

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 advisor. A fee is assessed for overload credits.

Repeating Courses

Students may repeat courses to improve their grade and/or to meet requirements. 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 advisor 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.

Adding/Dropping Courses

Following the beginning of each semester and summer session, there is a designated number of days during which students may add and/or drop a course from their schedules. The period of add/ drop is posted in the Academic Calendar. To add or drop courses, students must first discuss the change with their advisor and obtain the instructor's approval. An instructor is not required to admit a student into the course, if it 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.

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 instructional time 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, coursework, 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); FA (failure due to attendance). Quality points are assigned to individual grades, as follows A=4; B=3; C=2; D=1; F, FA, I, S and W =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 their 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 by the end of the 7th week of the regular semester. Withdrawal dates for all semesters are posted in the Academic Calendar.

Students may repeat a course in order to improve the 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.

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 after the grade in question is released on the transcript. 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.

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, they 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 advisor. 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 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.

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 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 should 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.

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.

Academic Policies

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. They 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 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 forth 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, they:
 - a. Submit a letter explaining their position to the VPAA/Dean of the College with copies to their 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.

Class Attendance

Attendance policies are established and announced by individual instructors, and will be included in the course syllabus. Faculty will keep an official record of attendance.

A student with a documented disability, typically a chronic condition with random or cyclical acute episodes, who is registered with the Accessibility Resource Center, may be eligible for an attendance accommodation (Disability Related Absence). In such circumstances, the student must consult with the ARC Coordinator (724-589-2063) and plan for this accommodation, ideally at the beginning of each semester and PRIOR to missing any classes. Attendance accommodations are not issued retroactively.

In all cases, it is the student's responsibility to make up any missed assignments and to ensure they are able to complete the stated learning objectives for the course. Absences due to participation in official College events (e.g., athletic contests, conferences, field trips, etc.) and religious holidays or observances are generally excused provided they are discussed with the instructor in advance. In other situations, the student should discuss the need for the absence with the instructor. This conversation should occur as early as possible, preferably at least two weeks in advance of a planned absence or as soon as practical following an emergency. Authority to excuse absences for personal reasons rests with the instructor, who may require confirmation or documentation.

Administrative Drop, Withdrawal, and Suspension

The administrative drop, withdrawal, and suspension policy was created to assist students in establishing good academic engagement and attendance habits. To ensure fair implementation of the policy, instructors of credit bearing courses will keep an official record of class attendance. Experiential learning courses such as internships, cooperative learning courses, and independent studies are exempt from this requirement. As administrative withdrawal may affect a student's financial aid, athletic eligibility, residential status, and/or student visa status, a description of the policy is included in all course syllabi.

Administrative Drop

Students who are completely absent from a course and do not engage with class content prior to the final day to add courses (as noted on the academic calendar), will be administratively dropped unless prior approval is provided by the instructor. Prior to authorizing an administrative drop, the Associate Academic Dean for Student Success (AADSS) will issue an email warning the student and instructor. Both will have until 5:00 pm of the following business day to appeal to the AADSS. If administratively dropped from a course, a student may not re-enroll in the same course that semester.

Administrative Withdrawal

Students who are absent for the equivalent of three or more total weeks may be administratively withdrawn from a course and will not be eligible for a tuition refund. The grade of "W" will be assigned up to the course withdrawal deadline as noted on the academic calendar. The grade of "FA" will be assigned if the action occurs after the withdrawal deadline. The FA grade denotes failure due to attendance and is equivalent to an F in GPA calculations.

The warning and administrative withdrawal process is as follows. Warnings will be issued by the ASSIST committee and AADSS as absences accrue.

- **First Warning:** If the ASSIST committee believes absences are becoming excessive, they will issue a warning to the student and notify the relevant instructor(s), and the student's advisor.
- **Second Warning:** If the student fails to show satisfactory improvement in attendance within one week, the ASSIST committee will request a meeting with the student to discuss the potential for an Administrative Withdrawal. The student's advisor and relevant instructors will be included on that message and will have the opportunity to provide additional information.
- **Final Warning:** If the student fails to respond to that request within one week, the AADSS will consult with the relevant instructor to verify the attendance records and ensure that no prior arrangements exist. If the record is correct, and the instructor supports the action, the AADSS will issue a final notification to the student of a pending administrative withdrawal.
- **Final Action.** If a student does not respond to the final notification within two business days, the Registrar will update the student's academic record accordingly and send an email to the student, instructor, and academic advisor confirming that the change has been made.

Administrative Suspension

Students who are absent for the equivalent of five or more total weeks may be administratively suspended from the College, with no tuition refund issued. Grades of "FA" will be issued for all courses, and the student must sit out at least one regular semester (fall or spring) before petitioning to return to the College.

Appeal Process

Students who believe they were inappropriately withdrawn or suspended may submit a written appeal requesting reinstatement to the course(s). Students have two business days from notification to submit an appeal. Appeals must be submitted via email to the Registrar (Registrar@thiel.edu). The subject line must read, *Appeal for Administrative Withdraw*. Registrar will communicate the appeal to the Academic Standing Committee.

The appeal should present a clear, concise, and detailed rationale for their case. Depending on the specific circumstances, the appeal may address some of the following:

- An explanation for their absences and lack of communication
- Why the student should be allowed to continue in a course
- A clear plan for the remaining weeks of the term that will allow them to be successful in the course
- Evidence of deviations from a stated attendance policy (either an instructor's or the institution's)

The Academic Standing Committee may confer with all persons involved to inform their decision. The Committee will make every effort to decide on the appeal in a timely manner. The Committee's resolution is binding on all parties. Both the instructor and the student will be notified through their Thiel email. If an appeal is granted, the student must develop an attendance plan with the instructor. Deviations from that plan may result in immediate termination from the course with an automatic failing grade.

During the appeal process, the student is required to attend all courses. Unexcused absences during this period will trigger an automatic rejection of the appeal.

Convocation Attendance

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

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 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 advisor 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 the second semester at Thiel College and a cumulative GPA of 2.0 or above before

entering the 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 their 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.

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.

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 their 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 they 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 by the 8th week of the fall semester and for May graduation the deadline is by the 8th week of the spring semester. 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 8th week 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.
- Students will not be permitted to participate in more than one Commencement exercise.

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

Special Programs

Internships

Internships provide an opportunity to enhance student growth and professional development through planned, supervised work experience in career-related positions with a wide variety of companies, agencies, and other community partners. Internships provide on the job experiences, allows students to develop their career readiness and learn other laboratory/clinical skills. Students can work with the Career Development Center staff to learn about opportunities available, search College Central (<https://www.collegecentral.com/thiel/>) and other internship/job sites, and work with faculty to learn about available opportunities.

Eligibility:

- Students must be at least a second semester first-year 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.

Internship 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 should consider applying and obtaining internships between their sophomore and junior year and their junior and senior year. Internships may be paid or non-paid (as determined by the employer) and for course credit or non-credit.

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/program requirements. Students can have one or multiple internships however; students may earn no more than 12 credit hours for their internship experience(s).

Regardless if an internship completed for course credit or not for credit, paid or unpaid, the internship **MUST** be registered with the Career Development Center using College Central, the College's career web-based system. Students will complete an internship agreement.

- Students who have an internship are required to have a faculty sponsor. The student's faculty sponsor determines requirements, assesses performance, and assigns a final grade.
- Students are not permitted to register retroactively for an internship experience after the work with the employer has already been completed.
- The student's transcript will reflect internship enrollment for the semester or summer session in which the student actually participates in the internship experience.

For more information about student internship opportunities, students should visit the Career Development Center, located in The Learning Commons area of the Langenheim Memorial Library.

The Haller Enterprise Institute

The Haller Enterprise Institute at Thiel College endeavors to cultivate entrepreneurial-minded students by providing an intensive, high-quality educational experience to a select cohort of undergraduate students, regardless of major.

Members of the Haller Enterprise Institute actively engage with like-minded students, as well as network with respected business leaders from across the region -- many of whom are influencers within their fields. Haller Institute members are also encouraged to become involved in our region's economic development efforts and to gain valuable connections and experience as they begin to apply principles of entrepreneurship in real-world settings.

- Each year, first-year and upper-level students apply and interview for a number of highly sought-after positions. Those selected are eligible for Haller scholarships of up to \$2,000 per academic year.
- In addition, scholarship winners are guaranteed seats in the popular entrepreneurship courses discussed below. These courses are designed to encourage and support individuals who are considering going into business for themselves and focus on identifying business opportunities and developing a business plan.
- An invitation to the annual banquet, which spotlights the Haller "Entrepreneur of the Year" and "Student Entrepreneur of the Year" awards.
- Access to the Haller Institute's Advisory Board, a distinguished team of business professionals and educators who are committed to providing support, guidance, and encouragement to Thiel's student-entrepreneurs.

A Certificate in Entrepreneurship is available which has been designed to meet the following outcomes:

- Develop and apply critical thinking and creativity skills toward the formulation of a new venture.
- Assess and refine student's entrepreneurial skills by developing insights into the entrepreneurial mindset.
- Create a comprehensive business plan for a small business.

The courses required to complete this certificate are as follows:

- Intro to Business Models and Entrepreneurial Skillset (BADM 250) - A class built around understanding business models, as well as teaching students some of the fundamental practical skills needed to be an entrepreneur. Prerequisite course to BADM 300.
- Applied Entrepreneurship (BADM 300) - In this course students will apply their strategic understanding of business models and utilize their entrepreneurial skillset by developing an in-depth business plan for a business they want to start in the future.
- Entrepreneurship Seminar (BADM 473) - A seminar series where students will be exposed to a variety of guest-speakers with an entrepreneurial background. The course will be modeled on the highly successful Ruth A. Miller Senior Business Seminar.

Pre-Professional Program Advisors

Cytotechnology: Dr. Sarah J. Swerdlow, Biology

Medical Technology: Dr. Sarah J. Swerdlow, Biology

Mortuary Science: Prof. Anthony Kos, Business Administration

Pre-Occupational Therapy: Dr. Shannon Deets, Psychology

Pre-Dental: Dr. Kathy Frantz, Chemistry

Pre-Law: Dr. Marie Courtemanche, Political Science

Pre-Medicine & Pre-Podiatry: 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. Greg Kingston, Biology & Exercise Science

Pre-Physician Assistant: Dr. Mike Balas, Biology & Prof. Liz McCurdy, Physician Assistant Studies

Speech-Language Pathology and Audiology: Dr. Mary Beth Mason, Communication Sciences and Disorders

Pre-Veterinary: Dr. Jennifer Broderick, Biology

Pre-Chiropractic: Dr. Chris Stanisky, Chemistry

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. **Students will be required to be in good financial standing with the College to be permitted to move forward in the program.**

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.

Medical Technology—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.

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.

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 advisor 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 or junior status with a cumulative GPA of 3.0, at only 14 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 three Heinz Endowment Programming Areas: Creativity, Learning, and Sustainability.

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. 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 advisor .

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. David Buck, Department of History.

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 advisor is Dr. Marie Courtemanche, Department of Political Science.

Types of Course Offerings

Individualized Study 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.

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.

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 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

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

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 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. Lab fee \$75

ART122—Painting the Still Life and Landscape (4 CH) This is a painting course designed to teach the student basic to intermediate level painting skills. This course will emphasize painting from observation with an introduction to great painting through the ages. The subjects to be studied in- depth are the still life and landscape. The structure of the course is based on experiential learning and practice. Concepts or themes to be investigated in this course as it relates to painting are value, color, composition, linear and atmospheric perspective. Offered at least once a year. Lab fee \$100

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. 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. Lab fee \$75

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 infrequently. Lab fee \$125

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 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 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 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 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, Chair; Dr. Jennifer Broderick; Dr. Mary Gemmel O'Donnell; 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. Drs. Jennifer Broderick and Sarah J. Swerdlow advise 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.

Note that a student may only earn one of the following four degrees: B.A. in Biology, B.S. in Biology, B.A. in Conservation Biology, B.S. in Conservation Biology

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

BIO 145 Foundations of Biology

And one of the following four systematics courses:

BIO 262 Animal Systematics

- BIO 222 Entomology
- BIO 263 Plant Systematics
- BIO 212 Microbiology

II. Breadth in the Discipline of Biology

Students must take all five courses.

1. BIO 290 Cell Biology: A Molecular Approach
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.

Students must take both of these courses.

1. BIO 395 Junior Research Seminar
2. BIO 462 Senior Seminar

And one of the following two courses:

- BIO 452 Advanced Biology
- BIO 482 Independent Study

IV. Related Math and Science Courses

MATH 142 Precalculus (*minimum requirement*)

And one of the following three pairings:

1. CHEM 140 General Chemistry I
CHEM 160 General Chemistry II
OR
2. PHYS 154 Physics I (non-calc based)
PHYS 164 Physics II (non-calc based)
OR
3. PHYS 174 Physics I (calculus based)
PHYS 184 Physics II (calculus based)

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

	Fall	Spring
1	BIO 145: Foundations of Biology CHEM 140: General Chemistry I MATH 142: Precalculus (minimum)	BIO 290 Cell Biology <i>OR</i> Systematics Course CHEM 160 General Chemistry II

2	BIO 322 Genetics <i>OR</i> BIO Elective	BIO 290 Cell Biology <i>OR</i> Systematics Course
3	BIO 392 Ecology <i>AND</i> BIO 322 Genetics <i>OR</i> BIO Elective	BIO 342 Biostatistics and Research Methods BIO 395 Junior Research Seminar
4	BIO 462 Senior Seminar <i>AND</i> BIO 452 Advanced Biology <i>OR</i> BIO 482 Independent Study	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

BIO 145 Foundations of Biology

And one of the following four systematics courses:

BIO 262 Animal Systematics

BIO 222 Entomology

BIO 263 Plant Systematics

BIO 212 Microbiology

II. Breadth in the Discipline of Biology

Students must take all five courses.

1. BIO 290 Cell Biology: A molecular approach

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. Students may also choose from NCSI 202, 209 or 315.

6. **And one** of the following two courses:

BIO 350 Principles of Immunology

BIO 399 Molecular Biology

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

III. Senior Capstone Experience in Biology

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

Students must take both of these courses.

1. BIO 395 Junior Research Seminar
2. BIO 462 Senior Seminar
3. **And one** of the following two courses:
BIO 452 Advanced Biology
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.)

	Fall	Spring
1	BIO 145: Foundations of Biology CHEM 140: General Chemistry I MATH 142: Precalculus (minimum)	BIO 290 Cell Biology <i>OR</i> Systematics Course CHEM 160 General Chemistry II MATH Calculus I
2	BIO 322 Genetics <i>OR</i> BIO Elective <i>AND</i> CHEM 200 Organic Chemistry I	BIO 290 Cell Biology <i>OR</i> Systematics Course <i>AND</i> CHEM 210 Organic Chemistry II
3	BIO 392 Ecology <i>AND</i> BIO 322 Genetics <i>OR</i> BIO Elective <i>AND</i> CHEM 345 Biochemistry I	BIO 342 Biostatistics and Research Methods BIO 395 Junior Research Seminar BIO 399 Molecular Biology
4	BIO 462 Senior Seminar <i>AND</i> BIO 452 Advanced Biology <i>OR</i> BIO 482 Independent Study	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 263 Plant Systematics
4. **And one** of the following **two** courses:
BIO 262 Animal Systematics
BIO 272 Entomology

II. Breadth in the Discipline

1. BIO 342 Biostatistics and Research Methods
2. BIO 392 General Ecology
3. **And one** of the following **two** courses:
BIO 290 Cell Biology
BIO 322 Genetics
4. **And two** of the following courses:
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 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.

Students must take both of these courses.

1. BIO 395 Junior Research Seminar
2. BIO 462 Senior Seminar

3. **And one** of the following two courses:

BIO 452 Advanced Biology

BIO 482 Independent Study

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

1. MATH 107 College Algebra (*minimum requirement*)

And one of the following three pairings:

1. CHEM 140 General Chemistry I

 CHEM 160 General Chemistry II

OR

2. PHYS 154 Physics I (non-calc based)

 PHYS 164 Physics II (non-calc based)

OR

3. PHYS 174 Physics I (calculus based)

 PHYS 184 Physics II (calculus based)

4. **And one** of the following

 POSC 116 American Government and Politics

 POSC 236 Public Policy

5. **And one** of the following

 ECON 211 Macroeconomics

 ECON 221 Microeconomics

6. **And one** of the following

 SOC 141 Macrosociology

 SOC 211 Anthropology

7. **And one** of the following

 REL 200 Contemporary Ethical Issues

 PHIL 267 Ethics

 PHIL 297 Environmental Ethics

8. **And a** Foreign language, especially Spanish (I.R. I)

Note: These courses can be applied to the CORE.

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

	Fall	Spring
1	BIO 145: Foundations of Biology CHEM 140: General Chemistry I MATH 107: College Algebra	BIO 262 Animal Systematics <i>OR</i> BIO Elective CHEM 160 General Chemistry II BIO 116 Conservation Biology
2	BIO 222 Entomology <i>OR</i> BIO 263 Plant Systematics	BIO 262 Animal Systematics <i>OR</i> BIO Elective <i>AND</i> BIO 290 Cell Biology
3	BIO 392 Ecology <i>OR</i> BIO Elective <i>AND</i> BIO 322 Genetics	BIO 342 Biostatistics and Research Methods BIO 395 Junior Research Seminar
4	BIO 462 Senior Seminar	BIO 452 Advanced Biology <i>OR</i> 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 263 Plant Systematics
4. **And one** of the following **two** courses:
BIO 262 Animal Systematics
BIO 272 Entomology

II. Breadth in the Discipline

Must take all 4

1. BIO 290 Cell Biology
2. BIO 322 Genetics
3. BIO 342 Biostatistics and Research Methods
4. BIO 392 General Ecology
5. **And 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 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.

Students must take both of these courses.

1. BIO 395 Junior Research Seminar
2. BIO 462 Senior Seminar
3. **And one** of the following **two** courses:

BIO 452 Advanced Biology
 BIO 482 Independent Study

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

1. MATH 107 College Algebra (*minimum requirement*)

And one of the following three pairings:

1. CHEM 140 General Chemistry I
 CHEM 160 General Chemistry II

OR

2. PHYS 154 Physics I (non-calc based)
 PHYS 164 Physics II (non-calc based)

OR

3. PHYS 174 Physics I (calculus based)
 PHYS 184 Physics II (calculus based)

4. **And one** of the following

POSC 116 American Government and Politics
 POSC 236 Public Policy

5. **And one** of the following

ECON 211 Macroeconomics
 ECON 221 Microeconomics

6. **And one** of the following

SOC 141 Macrosociology
 SOC 211 Anthropology

7. **And one** of the following

REL 200 Contemporary Ethical Issues
 PHIL 267 Ethics
 PHIL 297 Environmental Ethics

8. **And a** Foreign language, especially Spanish (I.R. I)

Note: These courses can be applied to the CORE.

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

	Fall	Spring
1	BIO 145: Foundations of Biology CHEM 140: General Chemistry I MATH 142: Precalculus	BIO 262 Animal Systematics <i>OR</i> BIO Elective CHEM 160 General Chemistry II BIO 116 Conservation Biology
2	BIO 222 Entomology <i>OR</i> BIO 263 Plant Systematics	BIO 262 Animal Systematics <i>OR</i> BIO Elective <i>AND</i> BIO 290 Cell Biology
3	BIO 392 Ecology <i>OR</i> BIO Elective <i>AND</i> BIO 322 Genetics	BIO 342 Biostatistics and Research Methods BIO 395 Junior Research Seminar
4	BIO 462 Senior Seminar	BIO 452 Advanced Biology <i>OR</i> 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

Must take all of the following:

1. EXER 105 Intro to Exercise Science
2. EXER 205 Facility Management
3. EXER 305 Exercise Testing/Prescription (Lab)
4. EXER 310 Kinesiology
5. EXER 315 Exercise Physiology (Lab)
6. EXER 405 Strength and Conditioning (Lab)
7. EXER 410 Seminar/Certification

8. **And one** of the following:

- EXER 490 Ind Study in Exercise Research
EXER 495 Internship

Related Math and Science Courses

Must take all of the following:

1. BIO 117 Medical Terminology
2. BIO 284 Human Anatomy
3. BIO 294 Human Physiology
4. MATH 211 Elementary Statistics
5. AH 125 Nutrition

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

	Fall	Spring
1	EXER 105: Introduction to Exercise Science BIO 145: Foundations of Biology	EXER 205: Facility Management MATH 107: College Algebra
2	BIO 284: Human Anatomy MATH 211: Elementary Statistics	BIO 117: Medical Terminology BIO 294: Human Physiology
3	EXER 310: Kinesiology	EXER 305: Exercise Testing and Prescription

	AH 125: Nutrition	EXER 315: Exercise Physiology
4	EXER 490: Independent Study in Exercise Research <i>OR</i> EXER 495: Internship in Exercise Science EXER 405: Strength and Conditioning	EXER 410: Exercise Seminar/Certification

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:

1. ENSC 111 Introduction to Environmental Studies
2. GEOL 150 Earth Systems
3. ENSC 225 Geographical Information Systems
4. BIO 145 Foundations of Biology

And three of the following courses:

- 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
- 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

And one of the

following:

BIO 222 Entomology

BIO 262 Animal Systematics

BIO 263 Plant Systematics

And two of the following:

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

And one of the

following:

BIO 110 Ethnobotany

BIO 111 Edible Botany

BIO 116 Conservation Biology

BIO 212 Microbiology

BIO 302 Plant Physiology

BIO 322 Genetics

Medical Biology

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

BIO 145 Foundations of Biology

And four of the following:

BIO 284 Human Anatomy *OR* BIO 282 Comparative Chordate Anatomy

BIO 212 Microbiology

BIO 290 Cell Biology: A Molecular Approach

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

And three of the following:

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

Note: Thiel is not accepting new students into this program at this time.

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 and oral form basic biological and chemical principles that are necessary to understand clinical cytological applications.
- be prepared for discipline-related employment.

All of the following courses:

BIO 145	Foundations of Biology
BIO 212	Microbiology
BIO 290	Cell Biology: A Molecular Approach
BIO 322	Genetics
CHEM 140	General Chemistry I
CHEM 160	General Chemistry II
CHEM 200	Organic Chemistry I
MATH 211	Statistics

And one additional:

BIO Lab	Elective

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 and oral 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.

All of the following courses:

BIO 145	Foundations of Biology
BIO 212	Microbiology
BIO 295	General Parasitology
BIO 284	Human Physiology
BIO 350	Principles of Immunology
CHEM 140	General Chemistry I
CHEM 160	General Chemistry II
CHEM 200	Organic Chemistry I
CHEM 240	Quantitative Analysis
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 Program

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.

AH 125 – Nutrition (3CH) This course is for students in a variety of life science majors. Concepts covered include the essential nutrients, digestion, absorption, metabolism, transport and nutrient composition of foods. Additionally, major health issues related to some nutrients that are of public health concern in the United States are discussed in more detail giving insight to the cause, treatment and prevention (with the intent on applying this information to future clinical intervention). Of major importance to students' lives and health are nutrition implications of overweight and obesity, heart disease, diabetes, bone health, cancer and energy balance as affected by diet and physical activity. Lastly, understanding of nutrition needs through the lifespan is introduced, with emphasis on pregnancy, lactation, and infant, nutrition. Students will use critical thinking skills to understand how to apply this information to future clinical interventions to support patient-care. 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 every spring.

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 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 odd-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 fall of odd-numbered years.

BIO 272—Animal Behavior (4 CH)* A comparative study of communication systems in animals, including humans. Sensory apparatuses and coordination and response systems are examined. Emphasis is placed on interactions between individuals in natural populations behavioral ecology. Recent information and theories on the nature of learning, social behavior, the evolution of behavior and the utility of concepts of animal behavior in applied biology. Three lectures and one three-hour laboratory. (P: BIO 145 or permission of instructor) Offered fall of even-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 periodically, 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 every fall.

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 140 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 every spring.

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, depending on student interest.

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, CHEM 140, 160 or permission of instructor). Offered every fall.

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 periodically, depending on student interest.

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, dependent on student interest.

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 every spring.

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 in fall dependent on student interest.

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 of odd numbered years, depending on student interest.

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. (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. (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 discipline, 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). 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 field. Offered each fall.

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. Offered each spring.

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. Offered each spring. (P BIO 284 or permission of instructor)

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. 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. Offered each fall. (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. Offered each spring. (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. Offered each fall. (P: 15 credit hours in Exercise Science, BIO 284 and 294)

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. Offered each spring.

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. Offered each fall.

EXER 495 – Internship (3 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 three credits (120 clock hours) for this course. Advisor approval required. Offered each spring.



Arthur McGonigal Department of Business Administration & Accounting

Dr. Anthony J. Kos, Chair; Melissa S. Oakes, Associate Chair; Angelo A. Giannini; John E. Gomolchak; Steven E. Kandray; 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.
- the ability to communicate effectively in oral and written form.

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
CSCI 120	Introduction to Data Analytics
BADM 355	Business Law I
BADM 356	Business Law II
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 under Academic Information.
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
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.
- the ability to communicate effectively in oral and written form.

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

Advertising and Marketing Track

BADM 210	Principles of Marketing
BADM 324	Advertising
BADM 376	International Business
or	
BADM 456	International Marketing

Three of the following:

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
CSCI 120	Introduction to Data Analytics

Four of the following:

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*Two of the following:*

BADM 344	Finance
BADM 444	Operations Management
BADM 484	Human Resource Management
BADM 490	Strategic Management

Two of the following: BADM 210

BADM 334	Principles of Marketing
BADM 364	Risk Management and Insurance
BADM 376	Business Ethics
BADM 455	International Business
BADM 474	Cooperative Education
BADM 490	Ruth A. Miller Senior Seminar
CIS 241	Strategic Management
	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 223	Social Psychology
ACCT 253	Payroll Accounting
BADM 334	Risk Management and Insurance

Graduate School Track

MATH 181	Calculus

All of the following:

BADM 210	Principles of Marketing
BADM 344	Finance
BADM 444	Operations Management

BADM 484	Human Resource Management
BADM 490	Strategic Management

Sports Management Track

BADM 105	Introduction to Sports Management
HPED 314	Coaching Organization & Admin.
BADM 450	Facilities Management Practicum
BADM 452	Sports Information Practicum
INDS 155	Principles of Ethical Leadership

Choose one of the following:

BADM 210	Principles of Marketing
BADM 324	Advertising

BADM 490	Strategic Management

Supply Chain Management Track

CIS 241	Project Management
BADM 380	Logistics
BADM 444	Operations Management
BADM 480	Supply Chain Management
BADM 490	Strategic Management

Minor Requirements

ACCT 113	Principles of Accounting I
BADM 233	Managerial Accounting
ECON 221	Principles of Microeconomics

BADM 355	Business Law I
<i>Any one:</i>	
BADM 210	Principles of Marketing
BADM 344	Finance
BADM 374	Principles of Management

Transfer students are required to complete at Thiel College a minimum of four upper-level courses required for the major.

Economics

Minor Requirements

ACCT 113	Principles of Accounting I
ECON 211	Principles of Macroeconomics
ECON 221	Principles of Microeconomics
<i>And any three:</i>	
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 under Academic Information.
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
<i>or</i>	
CIS 122	Advanced Spreadsheet Applications
ECON 211	Macroeconomics
ECON 221	Microeconomics
BADM 374	Principles of Management
BADM 384	Business Communication or
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.
- the ability to communicate effectively in oral and written form.

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

Any three:

BADM 344	Finance
BADM 374	Principles of Management
BADM 444	Operations Management
BADM 210	Introduction to Marketing
BADM 484	Human Resource Management

Any one:

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:

- Be able to effectively create persuasive messages.
- Understand the ethical issues in media work created by First Amendment freedoms and be able to act in ethical ways.
- Understand and be able to apply adaptive leadership and collaboration skills.
- Be able to analyze, apply current theories and approaches to decision-making in Public Relations.
- Demonstrate effective communication in oral and written forms in the field.

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 210	Principles of Marketing
BADM 233	Managerial Accounting
BADM 324	Advertising
BADM 355	Business Law I
BADM 374	Principles of Management
BADM 384	Business Communication
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 210	Principles of Marketing
BADM 324	Advertising
BADM 374	Principles of Management
BADM 384	Business Communication
BADM 456	International 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

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 250.

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
or	
CIS 122	Adv. Spreadsheet Applications
CIS 129	Fund of Info Systems
BADM 233	Managerial Accounting
BADM 355	Business Law I
BADM 356	Business Law II
BADM 374	Principles of Management
BADM 384	Business Communication
BADM 484	Human Resource Management
or	
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 250.

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 communicate effectively in oral and written form.

Major Requirements*

ACCT 113	Principles of Accounting I
ECON 211	Principles of Macroeconomics
ECON 221	Principles of Microeconomics
MATH 211	Elementary Statistics
BADM 233	Managerial Accounting
BADM 355	Business Law I

BADM 374	Principles of Management
BADM 384	Business Communication
<i>Any two:</i>	
ACCT 253	Payroll Accounting
ACCT 323	Personal Taxation
BADM 210	Principles of Marketing
BADM 300	Applied 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 455	Cooperative Education
BADM 456	International Marketing
BADM 484	Human Resource Management
BADM 490	Strategic Management

Business Certificate for Non-Majors

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 210 Principles of Marketing
- BADM 324 Advertising
- BADM 334 Risk Management and Insurance
- BADM 374 Principles of Management
- BADM 384 Business Communication
- BADM 484 Human Resource Management
- ACCT 323 Taxation – Personal

Certificate in Entrepreneurship

Through this certificate program students will:

- Develop and apply critical thinking and creativity skills toward the formulation of a new venture
- Assess and refine their entrepreneurial skills by developing insights into the entrepreneurial mindset
- Create a comprehensive business plan for a small business

The program consists of three, three-credit courses:

- BADM 250 Introduction to Business Models and Entrepreneurial Skillset
- BADM 300 Applied Entrepreneurship
- BADM 473 Entrepreneurship Seminar

Master of Business Administration

The objective of the MBA is that students will learn in an intense accelerated cohort-based experiential residential learning environment. They will focus on the idea of measuring performance with a balanced scorecard that includes both shareholder and other stakeholder perspectives in constructing metrics that include traditional measures of financial and operational achievement coupled with nontraditional measures that incorporate ethics, corporate social responsibility and sustainability. They will apply knowledge garnered from cutting-edge courses taught by faculty whose expertise extends beyond academia into world-class business experience. Students will have the opportunity to learn by doing, giving them the experience employers' demand and the skills to be a successful entrepreneur.

A student who graduates from Thiel College with a master of business administration will:

- employ entrepreneurial thinking to create innovative new ways of achieving objectives.
- identify, assess, and resolve ethical dilemmas in dynamic business environments.
- use the balance scorecard approach in solving complex business problems. Think critically to evaluate a situation, identify the problem, collect, manage, and analyze data, generate and weigh alternatives to select executable and sustainable solutions that satisfy multiple stakeholders.
- present business knowledge and decisions individually and as a team in both oral and written formats.
- effectively lead and motivate individuals and teams to achieve business objectives.

Major Requirements

MBA 510	Organizational Leadership
MBA 590	Foundations of Management
MBA 521	Managerial Economics
MBA 542	Talent Optimization
MBA 533	Advanced Financial Reporting and Managerial Accounting
MBA 511	Applied Statistics
MBA 554	Marketing
MBA 544	Finance
MBA 564	Ethics, Corporate Social Responsibility, & Sustainability
MBA 580	Introduction to Information Science
MBA 574	Strategic Management
MBA 555	Internship

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 113) Offered fall of even-numbered years.

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) Offered fall of odd-numbered years.

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. Offered spring of even-numbered years.

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 210—Principles of Marketing (3 CH) An introduction to marketing concepts and applications including product planning, channels of distribution, promotion, pricing, market research, consumer behavior and marketing plan creation. . Offered every fall.

BADM 233—Managerial Accounting (3 CH) Emphasizes the use of accounting information in decision making. A course designed for majors in business administration only. (P: ACCT 113) Offered every spring.

BADM 250 – Introduction to Business Models and Entrepreneurial Skillset (3CH) This course will give students the ability to think about entrepreneurship strategically and begin to develop the practical skillset needed to execute those strategies as entrepreneurs in the real-world. Students will learn to view business models strategically, primarily through the popular “Business Model Canvas” used by business schools and consulting firms. Students will begin to learn personal selling, social media marketing, and strategies for optimizing time management and personal productivity. Offered every fall.

BADM 300—Applied Entrepreneurships (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. (P: BADM 250 or permission of the instructor). Offered every spring.

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. Offered every fall.

BADM 324—Advertising (3 CH) A course designed to give students in-depth knowledge of the “Promotional P” of marketing. While advertising is the primary focus, students will gain an understanding of a variety of promotional tools available to marketers and how to use them as part of an Integrated Marketing Communications strategy. (P: BADM 210). 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. Offered spring of odd-numbered years.

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. Offered spring of even-numbered years.

BADM 384—Business Communication (3 CH) Because business is conducted among people, effective communication is needed to have an effective enterprise. This course presents theory and techniques for clear, concise and interesting written communication. Offered to juniors and seniors only. Offered every semester.

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 (1 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 (1 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 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. Offered spring of even-numbered years.

BADM 473 – Entrepreneurship Seminar (3CH) This course provides an opportunity for outstanding juniors and seniors interested in entrepreneurship to meet and interact with Thiel alumni and other entrepreneurs who have been successful in starting and maintaining businesses. Open to juniors and seniors only with the permission of the instructor. Offered fall of even-numbered years.

BADM 474—The Ruth A. Miller Senior Seminar (3 CH) This seminar meets weekly and incorporates a business dinner with a series of speakers comprised primarily of alumni who have achieved success in their chosen careers in business or related fields. Special emphasis is placed on developing proper business etiquette and professionalism, networking, sharpening communication skills, and helping students form a personal style of management. Open to juniors and seniors only with permission of the instructor. 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. Offered spring of odd-numbered years.

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)

Master of Business Administration

MBA 510 – Organizational Leadership (3 CH) The course explores how organizational effectiveness is developed, implemented, managed, and assessed. Assignments provide an understanding as to how organizational leadership can be created and cultivated at micro- and macro-levels to achieve total value-added improvement. Case studies and applied-learning projects investigate best practices to manage organizational effectiveness and lead transformational change.

MBA 511 – Applied Statistics (3 CH) A course for students whose educational or career path requires a statistical background beyond the elementary level. Topics include ANOVA, multiple regression, statistical modeling, forecasting, process control, and decision analysis. (P: MATH 211) Offered fall of every year.

MBA 521 – Managerial Economics (3 CH) Managerial Economics utilizes the tools of economic theory (primarily Microeconomics) to express, analyze, and inform business decisions. Major topics include:

- Theory of the consumer (i.e., demand theory)
- Theory of the firm (i.e., supply theory)
- Market Structures
- Market Failures
- Profit Maximization

MBA 533 – Advanced Financial Reporting & Managerial Accounting (3 CH) Accounting is the language of business and is essential for the efficient operation of our market-based economy. This course will cover two primary areas: financial reporting, which focuses on the needs of external users of the financial statements and managerial accounting, which focuses on the needs of management and other internal users of financial information. Financial reporting topics include the regulatory environment of financial reporting, understanding financial statements and related disclosures, financial statement analysis, and ethical considerations underlying the financial statements and potential incentives for management to manipulate financial results. Managerial accounting topics include product-costing systems; cost-volume-profit analysis; determined and applying relevant costs for decision-making; and budgeting including master, flexible and capital budgeting.

MBA 542 – Talent Optimization & Human Resource Management (3 CH) The study of individual and group motivation theories as applied to organizations with the intention of extracting optimum performance. Topics include strategic human resource management, recruitment, selection, employee testing, performance appraisal, and the design of appropriate reward systems. The course emphasizes the application of the concepts and perspectives presented during the class. Therefore, active participation in each class is crucial.

MBA 544 – Finance (3 CH) This course builds on the undergraduate-level Business Finance course by extending our understanding of financial management of the firm; specific topics will include financing options, stock valuation, risk analysis, budgeting, and corporate governance and control.

MBA 554 – Marketing (3 CH) Emphasis is placed on providing a solid grounding in basic marketing terms and concepts. It is designed to give students a clear understanding of the marketing function, introduce students to the elements of the marketing mix (4P's) and demonstrate how today's managers employ these tools to gain a competitive edge in the global economy. The course also begins to develop a general management viewpoint in the analysis, development, and evaluation of marketing decisions.

MBA 555 – Internship (3 CH) Through employment with a student selected participating businesses the student will receive professional experience. The selection of the employer should reflect the students interest in the organization, industry and specific position. Candidates work for the entire semester at a business organization under the direct guidance of a faculty advisor. An internship contract will include specific duties and responsibilities expected of the student and well as learning objectives. The contract must be approved by the MBA Director at least one week prior to starting the internship. There is a required paper

and presentation at the conclusion of the internship regarding the student's reflections on internship takeaways.

MBA 564 – Ethics, Corporate Social Responsibility, & Sustainability (3 CH) To learn and understand the duties and responsibilities that the Officers, Shareholders, and Directors of a corporation have to each other and the community; and to develop the tools needed to analyze the Ethical Codes of several Fortune 500 companies and their advertised goals for ethics and social responsibility. What are the companies claiming is their goal for an improved world and are they working toward that goal?

MBA 574 – Strategic Management (3 CH) With emphasis on problems of executive management, decision making, and administrative action, participants will develop strategic thinking capabilities through an examination of the design, implementation, and evaluation of business strategy and policy. An applied learning experience in which participants utilize knowledge and capabilities gained throughout the MBA program to engage in collaborative consultation with a nonprofit business. The focus is on the development of strategic recommendations that will assist the client organization with addressing existing and emerging challenges.

MBA 580 – Introduction to Information Science (3 CH) This graduate level MBA course introduces the student to contemporary applications of data science and information technology in the business realm. Course topics include applications of information technology for increasing competitive advantage, use of data analytics to assess business practices and opportunities, and the ethical ramifications of information technology in business environments. Significant focus is placed on developing student understanding of basic data analysis and interpretation in R. Case studies are used to emphasize how course topics are relevant to the modern business climate.

MBA 590 – Foundations of Management (3 CH) Introduces the fundamentals of management drawn from behavioral sciences to help you understand the nature of the rapidly changing workplace and the underlying forces contributing to this change. This course will provide an overview of the knowledge, skills and abilities required to manage organizations and people successfully and help you to become better managers of the businesses you own, organizations that you work for, teams that you work in, the people you work with and your own professional development.



Department of Chemistry and Physics

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

The physical sciences provide a solid foundation for a broad range of careers, both within and beyond science, technology, engineering, and mathematics (STEM). The Department of Chemistry and Physics offers Bachelor of Science degrees in biochemistry, chemistry, and environmental chemistry. Chemistry and Physics courses also contribute to a number of majors and minors in chemistry, biology, secondary education teaching certification, etc. Our Early Acceptance Program (EAP) with Lake Erie College of Osteopathic Medicine facilitates 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.
- demonstrate the ability to communicate effectively in oral and written form.

Bachelor of Science Degree Major Requirements

The major in chemistry consists of all the courses in Sections A and C, and one course from Section B, and one from Section 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	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 needing more preparation in mathematics 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—Fundamentals
CHEM 320	Physical Chemistry—Applications
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.
- Demonstrate the ability to communicate effectively in oral and written form.

Major Requirements

The B.S. degree in biochemistry requires all of the courses in Section A and D, one course in Section B, one in Section C, and two courses in Section E. It is expected that the course from Section B will have a biochemistry focus.

Section A

CHEM 140	General Chemistry I
CHEM 160	General Chemistry II
CHEM 200	Organic Chemistry I
CHEM 210	Organic Chemistry II
CHEM 240	Quantitative Analysis
CHEM 315	Physical Chemistry - Fundamentals
CHEM 345	Biochemistry I
CHEM 348	Biochemistry II
CHEM 405	Junior Seminar
CHEM 406	Capstone
CHEM 495	Independent Study

Section B

CHEM 3XX	Biophysical Chemistry
CHEM 3XX	Biological Analytical Chemistry
CHEM 415	Biological Inorganic Chemistry
CHEM 440	Advanced Topics in Biochemistry

Section C

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 D

BIO 290	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 290	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.
- demonstrate the ability to communicate effectively in oral and written form.

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	General Chemistry I
CHEM 160	General Chemistry II
CHEM 200	Organic Chemistry I
CHEM 210	Organic Chemistry II
CHEM 240	Quantitative Analysis
CHEM 330	Environmental Chemistry
CHEM 370	Instrumental Analysis
CHEM 390	Inorganic Chemistry
CHEM 405	Junior Seminar
CHEM 406	Capstone
CHEM 430	Advanced Topics in Environmental Chemistry
CHEM 495	Independent Study

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

Section C

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

GEOL 150

GEOL 210

ENSC 111

or

BIO 116

Meteorology & Air Quality Assessment

Earth Systems

Principles of Hydrogeology

Introduction to Environmental Studies

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.
- the ability to communicate effectively in oral and written form.

See Department of Education section of catalog for more information.

Osteopathy

Dr. Neil Lax, 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 290	Cell Biology
<i>or</i>	
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)

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

Dr. Nancy Antonino, CCC-SLP; Nicole Billak, CCC-SLP; Dr. David Ford, CCC-SLP, Clinic Director;
Dr. Neil Lax; Dr. Skye Lewis, CCC-SLP; Dr. Mary Beth Mason, CCC-SLP, MS-SLP Program
Director/Department Chair; Dr. Laura Pickens; Sarah Scales, CCC-A; Diane Thompson

Communication Sciences and Disorders Bachelor of Science Degree

Dr. Mary Beth Mason, CCC-SLP, Department Chair

The communication sciences and disorders (CSD) major at Thiel College serves the higher education needs of pre-professionals as they advance their careers and reach toward their personal enrichment goals.

This interdisciplinary curriculum readies students to compete for admission to graduate school and prepare for a career in the professions of speech-language pathology, audiology, and research. Clinical practicum at Thiel's on-campus Center for Speech-Language Services 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 be able to:

1. demonstrate understanding of speech and hearing science principles including anatomy, physiology, and neuroanatomy.
2. demonstrate understanding of normal speech development and function across the lifespan including hearing, feeding, and swallowing.
3. demonstrate understanding of normal language development and function across the lifespan including cognition and literacy.
4. demonstrate adequate professional writing and communication skills for entry into a graduate program or workforce.
5. report their understanding of the role of cultural linguistic differences in normal communication.
6. demonstrate effective communication in written and oral forms.

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

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, language, phonology, speech and hearing sciences, hearing, balance disorders, and research will find the Thiel College Bachelor of Science a suitable first step in pursuing their professional goals as speech-language pathologists or audiologists. The undergraduate degree also provides a solid foundation for students interested in graduate work in related areas such as counseling, allied health, human services, and the social sciences.

Major Requirements

The CSD major requires 86 credit hours consisting of 39 hours of CSD courses and 47 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	Introduction to Communication Sciences & Disorders <i>(freshman year)</i>
CSD 213	Nature and Development of Language <i>(sophomore year)</i>
CSD 218	Sign Language I <i>(sophomore year)</i>
CSD 220	Intro to Audiology & Auditory Disorders <i>(sophomore year)</i>
CSD 415	Intro to Clinical Observation & Methodology <i>(senior year)</i>
CSD 450	Current Topics in Communication Sciences and Disorders <i>(senior year)</i>

Spring Semester

CSD 191	Clinical Phonetics <i>(freshman year)</i>
CSD 215	Anatomy and Physiology of the Vocal Mechanism <i>(sophomore year)</i>
CSD 314	Speech and Hearing Science <i>(junior year)</i>
CSD 350	Introduction to Communication Disorders in Children <i>(sophomore or junior year)</i>
CSD 370	Introduction to Communication Disorders in Adults <i>(junior year)</i>

CSD 395	Aural Rehabilitation (<i>junior year</i>)
CSD 420	Clinical Practicum (<i>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 47 credit hours of interdisciplinary requirements:

• BIO 117 Medical Terminology	3 CH
• BIO 284 Human Anatomy	4 CH
• BIO 294 Human Physiology	4 CH
• CHEM 100 Chemtech <i>or</i> PHYS 154 Intro to Physics	4 CH
• EDUC 400 Educating English Language Learners	3 CH
• ENG 317 Linguistics	3 CH
• MATH 142 Precalculus	3 CH
• MATH 211 Elementary Statistics	3 CH
• NSCI 101 Brain and Behavior	4 CH
• NSCI 202 Intro to Neuroscience	4 CH
• NSCI 315 Neuroanatomy <i>or</i> NSCI 350 Neuroscience Disorders/Diseases	3 CH
• PSY 150 General Psychology	3 CH
• PSY 235 Research Methods	3 CH
• PSY 255 Lifespan Development	3 CH

Master of Science in Speech-Language Pathology Program

Dr. Mary Beth Mason, CCC-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 the Thiel College Center for Speech-Language Services, an externship in an educational setting, and an externship in a medical setting.

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

1. demonstrate understanding of foundations and professional practices
2. demonstrate understanding of screening, assessment, evaluation, and diagnosis.
3. demonstrate understanding of planning, implementation, and evaluation of treatment.
4. demonstrate clinical competence in screening, assessment, evaluation, and diagnosis.
5. demonstrate clinical competence in planning, implementation, and evaluation of treatment.

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; and
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

Semester I

CSD 500 Neuropathology of Communication Disorders
CSD 510 Research Methods in Communication Sciences and Disorders
CSD 511 Speech Sound Disorders
CSD 512 Language-Based Communication Disorders in Children
CSD 515 Clinical Practice I

Semester 2

CSD 521 Fluency Disorders
CSD 522 Aphasia and Cognitive-Communicative Disorders in Adults
CSD 531 Motor Speech Disorders
CSD 541 Dysphagia
CSD 525 Clinical Practice II

Semester 3

CSD 550 Professional Practicum
CSD 551 Voice Disorders
CSD 555 Externship I, Pediatric-Focused

Semester 4

CSD 565 Externship II, Adult-Focused
CSD 570 Augmentative and Alternative Communication
CSD 580 Capstone in Speech-Language Pathology

Required Undergraduate Prerequisites:

Clinical 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

CSD 111—Introduction to Communication Sciences and Disorders (3 CH) This course is 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 will be discussed. The prerequisite for the CSD courses.

CSD 191—Clinical Phonetics (3 CH) A study of physiology of sound production dealing with the physical properties of sounds themselves, not how they are meaningful, introduces students to the transcription of typical and disordered speech sounds following the principles of the International Phonetic Alphabet. This course presents the limitations of spelling and the relationships among the phonemes of the English language. (Can be used to satisfy IR "Choosing Depth & Diversity" science.)

CSD 213—Nature and Development of Language (3 CH) This course provides an examination of the components of language (phonology, syntax, and lexicon), the theories regarding how children develop language and the sequence of acquisition of language components. (Prerequisites: CSD 111 or permission of instructor)

CSD 215—Anatomy and Physiology of the Vocal Mechanism (3 CH) This course explores the structure and function of the systems responsible for speech and swallowing. Specifically, students will learn about the anatomy and physiology of the respiratory, phonatory, articulatory, and resonatory systems. Speech and swallowing disorders will be integrated as appropriate. (Prerequisites: CSD 111 or permission of instructor)

CSD 218—Sign Language I (3 CH) This course will present the 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 for those interested in communicating with individuals who are d/Deaf or hard of hearing.

CSD 220—Intro to Audiology and Auditory Disorders (3 CH) This course examines 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 educational parameters will be investigated. Students will be introduced to basic audiometric evaluation techniques. (Prerequisites: CSD 111 or permission of instructor)

CSD 314—Speech and Hearing Science (3 CH) This course presents core concepts related to physiological processes and acoustic features of speech production and perception. Emphasizes acoustic phonetics, including the physics of sound as well as inferences about voicing and resonance features of speech sounds from spectrograms. Students will learn how to use and interpret instrumentation for acoustic analysis. (Prerequisites: Must be a junior or senior CSD major with a minimum 3.0 GPA in the major.)

CSD 318—Sign Language II (3 CH) This course is designed as an advancement of Sign Language I 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. (Prerequisite: CSD 218)

CSD 350—Communication Disorders in Children (3 CH) This course provides a study of communication disorders in children with emphasis on evidence-based practices of evaluation, diagnosis, and treatment. (Prerequisites: CSD 111 or permission of instructor)

CSD 370—Communication Disorders in Adults (3 CH) This course provides 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. (Prerequisites: CSD 111 or permission of the instructor)

CSD 395—Aural Rehabilitation (3 CH) This course presents rehabilitative approaches to the management of hearing loss in children and adults. Students will observe and practice the clinical application of these approaches. (Prerequisites: CSD 111 and CSD 220)

CSD 415—Intro to Clinical Observation and Methodology (3 CH) This course provides an observation of diagnostic testing and therapy with children and adults with communication disorders to acquire the observation hours required by the American Speech-Language-Hearing Association for certification. Students will also learn how to complete paperwork required to support diagnosis and treatment. (Prerequisites: Must be a junior or senior CSD major with a minimum 3.0 GPA in the major.)

CSD 420—Clinical Practicum (3 CH) This course provides students with their first clinical experience with children and adults with communication disorders. Students will work under the supervision of program faculty to provide clinical services and complete appropriate supporting documentation. Lecture topics will reflect specific conditions of clients, allowing a deeper understanding of those medical diagnoses and communication disorders. (Prerequisites: CSD 415, Must be a junior or senior CSD major with a minimum 3.0 GPA in the major.) Offered every semester.

CSD 450—Current Topics in Communication Sciences and Disorders (3 CH) This undergraduate 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 communication disorders. Students will gain experience in problem solving, working as a team to define the communication deficit, and developing an appropriate evaluation and treatment plan. (Prerequisites: CSD 111, CSD 220, CSD 350, CSD 370)
Offered fall of even-numbered years.

CSD 460—Intergenerational Internship in Communication Sciences and Disorders (1–3 CH) This course provides students the opportunity to observe and assist professionals working with children and adults with communication disorders. This internship 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. (Prerequisites: CSD 415)

CSD 470—Independent Study in Communication Sciences and Disorders (Variable CH) This course provides the opportunity for students to design a reading or research project in an area of communication sciences and disorders. The project is completed under the guidance of one faculty member. Arrangements with the faculty supervisor are required prior to registration.

CSD 471—Central Auditory Processing Disorders (1 CH) This course will introduce students to the definition, controversies, and management of central auditory processing disorder (CAPD). Audiologists play a central role in screening, assessment, diagnosis, and management of individuals with CAPD. Speech-language pathologists are part of the interdisciplinary team and may be responsible for screening as well as contributing to the assessment and treatment of this complex condition. (Prerequisites: open to senior CSD majors only).

CSD 473—Ethical Considerations; Nutrition/End of Life (1 CH) This course will consider end-of-life decisions and provide practical, ethical resolutions to help caregivers work effectively with patients and families. Speech-language pathologists have critical roles in assessing and treating individuals at the end of life. Patients and families may be faced with decisions regarding the need for alternative means of hydration and nutrition due to swallow safety. (Prerequisites: senior CSD majors only).

CSD 500—Neuropathology (3 CH) This course integrates neuroanatomy and neurophysiology as it relates to communication disorders. Pathologies of the central nervous system associated with progressive and non-progressive disorders will be examined.

CSD 510—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.

CSD 511—Speech Sound Disorders (3 CH) This course provides information about the potential etiologies and characteristics of speech sound disorders in children and adults. Students will learn specifics about assessment, diagnosis, and treatment of articulation and phonological disorders across the lifespan and diverse populations. The use of evidence-based management approaches will be highlighted.

CSD 512—Language Based Communicative 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. Assessment, treatment, and management issues with varied clinical and cultural populations will be emphasized.

CSD 515—Clinical Practice I (3 CH) This course is the first clinical practicum course in the graduate program. Contemporary issues of clinical practice in communication disorders across the lifespan and diverse populations will be addressed. Students will be introduced to clinical settings through supervised clinical experiences using current methods of standardized and non-standardized assessment procedures, client interviewing, treatment planning, clinical report writing, and development and implementation of treatment

plans using best practices. Furthermore, this course provides a learning community that integrates ideas, encourages cooperative endeavors, and respects diversity and individual worth.

CSD 521—Fluency Disorders (3 CH) This course considers the characteristics and developmental patterns of the fluency disorders (i.e., developmental stuttering, neurogenic stuttering, functional speech disorder, cluttering) as well as differential diagnosis, assessment, and treatment. Intervention will include traditional methods for increasing speech fluency as well as counseling-based approaches that address affective features often present in individuals across the lifespan and diverse populations.

CSD 522—Aphasia and Cognitive-Communicative Disorders in Adults (3 CH) This course presents language and cognitive-communicative disorders that result from neurological impairment in adults. Special emphasis will be provided to the aphasias, right hemisphere impairment, traumatic brain injury, and the dementias. Etiological factors that affect varied cultural groups (e.g., hypertension, sickle cell disease, substance abuse) will be discussed. Assessment, treatment, and management issues with varied clinical and cultural populations will be emphasized.

CSD 525—Clinical Practice II (3 CH) This course is the second clinical practicum course in the graduate program. Contemporary issues of clinical practice in communication disorders across the lifespan and diverse populations will be further addressed. Students will continue their supervised clinical experiences using current methods of standardized and non-standardized assessment procedures, client interviewing, treatment planning, clinical report writing, and development and implementation of treatment plans using best practices. Furthermore, this course provides a learning community that integrates ideas, encourages cooperative endeavors, and respects diversity and individual worth.

CSD 531—Motor Speech Disorders (3 CH) - This course examines the neurological bases, assessment, and treatment of the dysarthrias and apraxias of speech across the lifespan. Students will learn about etiologies commonly associated with each of the disorders and how each of the speech production systems may be affected. Evidence-based perceptual and instrumental procedures will be emphasized.

CSD 541—Dysphagia (3 CH) This course is a study of normal and abnormal swallowing function across the lifespan. Anatomical and physiological bases of swallowing disorders will be discussed. Students will learn evidence-based assessment and treatment approaches with varied clinical and cultural populations.

CSD 550—Professional Practicum (3 CH) This course presents 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. Students 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.

CSD 551—Voice Disorders (3 CH) This course is designed to develop an understanding of the processes involved in voice production as they relate to typical and disordered aspects of phonation. Emphasis will be placed on developing a solid understanding of perceptual, acoustic, aerodynamic, and biomechanical perspectives of typical and disordered phonation to inform assessment and treatment.

CSD 555—Externship I, Pediatric Focused (6 CH) This pediatric-focused externship is designed to help students meet clinical competencies and clinical hour requirements established by the American Speech- Language

Hearing Association. Students will integrate previous coursework to evaluate and treat pediatric clients with communication disorders. Requirements for students include planning and implementing diagnostic and/or treatment procedures, data collection and analysis, and clinical report writing under the supervision and mentorship of a certified speech-language pathologist.

CSD 565—Externship II, Adult Focused (6 CH) This adult-focused externship is designed to help students meet clinical competencies and clinical hour requirements established by the American Speech-Language Hearing Association. Students will integrate previous coursework to evaluate and treat adult clients with communication disorders. Requirements for students include planning and implementing diagnostic and/or treatment procedures, data collection and analysis, and clinical report writing under the supervision and mentorship of a certified speech-language pathologist.

CSD 570—Augmentative and Alternative Communication (3 CH) This course presents concepts, strategies, techniques, and issues that are unique to the field of augmentative and alternative communication (AAC). Focus will include components of AAC, assessment, and specific needs of various populations across the lifespan. Hands-on experience with various strategies and devices will provide a clearer understanding of AAC intervention.

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.

Department of Counseling

Master of Arts in Clinical Mental Health Counseling

Ken McCurdy, Ph.D., LPC, NCC, ACS, Director

In August 2022, Thiel College will open a Master of Arts in Clinical Mental Health Counseling (MACMHC) program. To serve students, there will be two pathways into the program: the accelerated pathway that blends the BA and the MA, and a graduate-only pathway.

Accelerated Pathway BA-MA in Clinical Mental Health Counseling

Exceptionally well-prepared high school students who have a mature understanding of their career goals may apply for the Accelerated Pathway BA-MA in Clinical Mental Health Counseling. Students accepted into this accelerated pathway will receive an undergraduate degree in psychology (counseling track) (BA), including a transition to graduate-level coursework in year 4. Therefore, successful students can complete a BA in psychology (counseling track) AND a MA in Clinical Mental Health Counseling in 5.5 years total.

The Master of Arts in Clinical Mental Health Counseling (MACMHC) program at Thiel College serves to educate students to enter the workforce as mental health counselors *prepared to seek out licensure as Licensed Professional Counselors. The program, grounded in a social justice framework, includes academic and practical requirements needed for licensure, embedded within a larger context of interpersonal and social growth. Coursework also includes a strengths-based perspective of mental health. Areas of focus for counselors in this program include using wellness to address the impact of trauma, substance abuse, neurological impairment, and the role of social justice in addressing these concerns. This program includes specific focus on diverse client's development across the lifespan. Students will complete an internal practicum in advanced counseling strategies and techniques, as well as an external practicum of 300 hours and an external internship of 600 hours.

**Just like with all masters programs in counseling, graduates will seek licensure following graduation. To seek licensure following graduation from MACMHC, students will need to pass a national counseling examination and complete 3000 hours of supervised work experience.*

Prerequisites for the Accelerated Pathway BA-MA in Clinical Mental Health Counseling

- Students must have a high school diploma with a GPA of at least 3.0
- To remain in the program students must maintain an undergraduate cumulative GPA of 3.5. Undergraduate student academic progress will be reviewed each semester.
- Students may be placed on a probationary semester should their cumulative GPA fall between 3.25-3.5. Students will be removed from the accelerated program should their cumulative GPA fall below 3.25 and are invited to re-apply to the MACMHC graduate program following the graduate-only pathway.
- Students will need to complete an interview with the Director of the MACMHC Program to be admitted to the accelerated pathway.
- Students must show sustained progress in the program to remain in the accelerated pathway.

For specific information on undergraduate courses, please review the BA in Psychology (Counseling track) program. For specific information on Graduate courses please review the MA in Clinical Mental Health Counseling program material in consultation with the Program Director.



Dietrich Honors Institute

Dr. Sheila Nowinski, 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.

Mission Statement of the Dietrich Honors Institute

The Dietrich Honors Institute inspires and enriches Thiel College's inclusive community of life-long learners with programs that foster inquiry, reflection, and growth. We challenge students to make discoveries and apply knowledge in new ways. In this way, the DHI prepares students to be responsible and purposeful leaders.

Dietrich Honors Institute Student Learning Outcomes

Dietrich Honors Scholars graduating from Thiel College will be able to:

1. Examine a problem from different cultural perspectives.
2. Construct a question and articulate its significance and its relationship to a field of human knowledge.
3. Develop a response to a complex question by producing and interpreting evidence.
4. Prepare and communicate results tailored to the rhetorical situation.

5. Reflect on learning in order to establish personal goals, assess progress, and apply knowledge to new situations.

Admission to the Dietrich Honors Institute

As a high school senior: The Dietrich Honors Institute at Thiel College seeks incoming students with a 3.7 high school GPA and a record of pursuing academic and co-curricular challenges. Qualified applicants to Thiel College will receive an invitation from the Director of the Dietrich Honors Institute. Other students who would like to be considered may contact the Director to apply.

As a current Thiel student: Students who excel in their first-year fall semester and stand out for pursuing academic and co-curricular challenges may be invited by the DHI Director to join Dietrich Honors.

As a transfer student: Transfer students with a 3.5 GPA and a record of challenging academic work and leadership may apply to the Dietrich Honors Institute when they apply to Thiel.

Honors Learning: Values & Practices

Although there are a variety of ways for students to practice and demonstrate the DHI Student Learning Outcomes, DHI classes and programs prioritize **student discussion, collaboration, research, and creativity**. These learning experiences challenge us to deepen our thinking and broaden our perspectives.

DHI Graduation Requirements

DHI students complete a four-year, sequenced, Core curriculum taken in place of the general College Core. To graduate as a Dietrich Honors Institute Scholar students must complete the following:

Foreign Language Competency

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

Mathematics Competency

Earn a grade of C- or higher in Math 142 (or higher) or PSY/SOC 233, Statistics for the Social Sciences.

Scientific Reasoning Competency

Successfully complete one natural or physical science laboratory course (as determined in the general College Core).

DHI Core Courses

Pass all of the following courses:

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, Postmodernism	3 CH
HONS 250	Global Perspectives	3 CH
HONS 330	Creative Practices: Art, Research, and Problem-Solving	3 CH
HONS 340	Contributing Culturally: Researching, Creating, Presenting	3 CH

DHI Elective Course

The DHI Elective is meant to encourage students to follow their curiosity and challenge themselves. The DHI Elective must be a 3- or 4-credit course

At the 300- or 400-level, outside the student's major department

OR

Any level ART course.

Classes that are required to satisfy the major, but which are not in the major department, qualify for the DHI Elective. (E.g., PHIL 387 Medical Ethics satisfies requirements for a B.S. in Neuroscience; since it is outside the major department as a non-Neuroscience course, it can count as a DHI Elective.) The DHI Elective can be taken in satisfaction of requirements for a minor. Students may petition the DHI Director for exemptions to these guidelines. Students must submit their DHI Elective selection to the DHI Office via the [electronic DHI Elective Form \(click here\)](#).

DHI Thesis

All Dietrich students must satisfactorily complete and present an approved honors thesis.

Good Standing in the DHI

To remain in good standing in the DHI, students must

Maintain a 3.0 GPA, both cumulatively and semester-by-semester;

Abide by the Thiel Honor Code and Academic Integrity policies as outlined in the Thiel College Student Handbook;

Make timely progress in DHI coursework;

Be good ambassadors of Thiel College and the DHI, especially while participating in special events and trips.

Failure to meet these requirements may result in probationary status or dismissal from the DHI. Further details about DHI programs and policies are found in the [DHI Student Handbook \(click here\)](#).

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. Offered every fall.

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. Offered every fall.

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. Offered every spring.

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 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. Offered every spring.

HONS 147—Science and Our Lives (4 CH) This course is designed for the non-science honors student, or an honors science student interested in the broad picture. Science is at the heart of many societal, technical, philosophical, political and economic developments, particularly in the last two to three centuries. This course is a broad survey course including selected topics in astronomy, physics (with particular emphasis on nuclear issues and the central concept of energy), chemistry, climate science, biology/evolution, psychology, futurology. The ethical questions surrounding several controversial technological developments are debated. It is a mix of lecture and seminar style learning with students leading the discussions. A lab accompanies this course. Lab Fee. Offered every spring.

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 both ancient and modern cultures across the span of at least three geographically and culturally distinct regions of the globe. Offered every fall.

HONS 300—Undergraduate Research Journal (1 CH or 0 CH)

Students in this course learn about the academic publishing process, including peer review, editing, and copyright. Students put this knowledge into practice by producing an issue of an undergraduate research journal featuring Thiel student work. Students may re-take for credit up to 3 times. Offered in May or December terms.

HONS 330—Creative Practices: Art, Research, and Problem-Solving (3 CH) This course introduces practices to enhance creativity. Students will consider different approaches to generate ideas and approach problems in new ways. Students will develop their own creations, from concept to a complete honors thesis prospectus. This course should be taken directly before HONS 340, in which the thesis project is completed. (P: Junior status or permission of the DHI Director) Offered every spring.

HONS 340—Contributing Culturally: Researching, Creating, Presenting (3 CH) This is the capstone course for students graduating in the DHI. Students continue work completed in HONS 330 by carrying out their plan for an original thesis project. Students work in conjunction with a faculty advisor, the course instructor, and peers to execute their project and draft, revise, and submit a polished thesis. The course culminates in the public presentation of the results. (P: HONS 330) Offered every fall and spring.



Department of Education

Nancy Castor, Chair; Dr. Douglas Hazlett, Professor; Kara Schreckenghost, Assistant Chair

Department of Education

The Department of Education provides students with an opportunity to gain a firm foundation in the elements of early childhood education, special education and secondary education. As a student in the Thiel College Education Department, students will experience a high-quality education programs based on the latest “Effective Schools” research that includes instructional teaching strategies based on the work of Robert Marzano, Jay McTighe, Grant Wiggins, Charlotte Danielson, and other current leaders in the field of education.

A student who graduates from Thiel College with a major in early childhood and special education will:

ECE/SPED Student Learning Outcomes

1. Teacher candidates will demonstrate oral, written, and presentation communication skills appropriate to the field.
2. Teacher candidates will demonstrate mastery of major content knowledge areas and pedagogical strategies to design engaging and meaningful instruction and learning activities.
3. Teacher candidates will demonstrate their knowledge of diversity by addressing learners’ commonalities and individual differences to design inclusive learning experiences.
4. Elementary and Special Education teacher candidates will apply the Council for Accreditation of Education Preparation (CAEP) standards to the field of PK-4/SPED PK-12.
5. Teacher candidates will understand and demonstrate effectiveness by designing rigorous and effective lessons and learning experiences.

Bachelor of Arts in Early Childhood Education (ECE) PreK-4 and Special Education PreK-12 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
SPED 470	Transitions Across the Lifespan of All Students with Special Needs

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 major in English, History, Mathematics, Biology or Chemistry and a secondary education certificate will:

Secondary Education Student Learning Outcomes:

1. Teacher candidates will demonstrate oral, written, and presentation communication skills appropriate to the field.
2. Teacher candidates will demonstrate mastery of major content knowledge areas and pedagogical strategies to design engaging and meaningful instruction and learning activities.
3. Teacher candidates will demonstrate their knowledge of diversity by addressing learners' commonalities and individual differences to design inclusive learning experiences.
4. Secondary education teacher candidates will apply the Council for Accreditation of Education Preparation (CAEP) standards to their discipline in the Secondary Education course of study, as assessed by the content field department.
5. Teacher candidates will understand and demonstrate effectiveness by designing rigorous and effective lessons and learning experiences.

EDUC 111	Foundations of American Education	3 CH
EDUC 112	Psychological Foundations of Education	3 CH
EDUC 215	Curriculum, Instruction and Assessment	3 CH

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

EDUC 220	Integrated Instructional Systems	3 CH
EDUC 255	Mentoring I	3 CH
SECED 268	Mentoring, 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
<i>All students must also take:</i>		
CIS 111	Word Processing Applications	1 CH
AH 105	Taking Care of Your Health	2 CH
TOTAL		39 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

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

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

Recent American History

HIST 490

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

European History

Select three courses from the following:

HIST 241

European Women's History

HIST 296

Selected Topics in the History of Warfare

HIST 297

Selected Topics in History and Film

HIST 331

19th Century Europe 1815-1890

HIST 332

20th Century Europe 1890-1956

HIST 430	History of Modern Russia
HIST 431	The French Revolution and Napoleon
HIST 440	History of Modern France
HIST 450	Gender and Sexuality in 19 th Century Europe
HIST 490	Advanced Topics in History (Europe Focus)

World (Non-Western) History

Select three courses from the following:

HIST 260	East Asian History
HIST 282	History of Modern Middle East
HIST 296	Selected Topics in the History of Warfare
HIST 297	Selected Topics in History and Film
HIST 362	Japanese History: Tokugawa to Present
HIST 370	Latin America: Culture, Conquest and Colonization
HIST 371	Latin America: Reform and Revolution
HIST 461	History of Modern China
HIST 462	History of Modern Japan
HIST 490	Advanced Topics in History (Non-Western Focus)

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

Choose one of the following:

HIST 496	Research Capstone in United States History
HIST 497	Research Capstone in European History
HIST 498	Research Capstone in World History

Courses Required for a Major in Mathematics

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 281	Calculus III
MATH 291	Linear Algebra
MATH 302	Differential Equations
MATH 371	Real Analysis

Complete one of the following sequence (required by the Pennsylvania Department of Education):

MATH 311	Non-Euclidean Geometry
MATH 331	Abstract Algebra
OR	
MATH 451	Probability
MATH 461	Statistics
OR	
MATH 432	Numerical Methods
MATH 433	Mathematical Modeling

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 from each group:

PHYS 174	Intro to Physics I (<i>calculus-based</i>)
<i>or</i>	
PHYS 184	Intro to Physics II (<i>calculus-based</i>)
<i>And</i>	
CSCI 159	Introduction to Programming
<i>or</i>	
CSCI 189	Java 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

And one of the following four systematics courses:

BIO 212	Microbiology
BIO 222	Entomology
BIO 262	Animal Systematics
BIO 263	Plant Systematics

Area Studies/Breadth in the Discipline of Biology—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:

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

Students must choose one elective based on availability and intent. The elective must be a 200 or 300 level BIO lab course that is 4 credits except BIO 350 – Principle of Immunology. Students may also choose NSCI 202, 209 or 315.

BIO XXX

Elective

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

And one of the following two courses:

BIO 452

Advanced Biology (2 CH)

BIO 482

Independent Study (2 CH)

A completed research project under the supervision of a biology department faculty member is required of the student majoring in biology.

Related Math and Science Courses – Precalculus and eight credits of another science, either chemistry or physics, is required of the student majoring in biology.

MATH 142

Precalculus

And one of the following three pairings:

CHEM 140

General Chemistry I

CHEM 160

General Chemistry II

OR

PHYS 154

Physics I (non-calc based)

PHYS 164

Physics II (non-calc based)

OR

PHYS 174

Physics I (calculus based)

PHYS 184

Physics II (calculus based)

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 ____

Intro to Inorganic Chemistry

CHEM 200

Organic Chemistry I

CHEM 210

Organic Chemistry II

CHEM 240

Quantitative Analysis

CHEM 315

Fund. of Physical Chemistry

CHEM 405

Chemistry Capstone I

CHEM 406

Chemistry Capstone II

Choose one of the following:

CHEM 490
CHEM 495

Problems in Chemistry
Independent Study

Choose one of the following:

CHEM 325
CHEM 370
CHEM 390

App of Physical Chemistry
Instrumental Analysis
Inorganic Chemistry

All of the following:

MATH 181
MATH 182
PHYS 174
PHYS 184

Calculus I
Calculus II
Introductory Physics I
Introductory Physics II

Courses Required for a Major in English

Foundation Courses for English Major with Secondary Education Certification:

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

Distribution and Specialization Courses: Choose one course from each Specialization to fulfill the distribution requirement. Select one or more Specializations by completing an additional 6CH from your chosen subfield.

PROFESSIONAL WRITING

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

CREATIVE WRITING

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

LITERATURE

ENG 190: Science Fiction and Fantasy
ENG 290: Literature of World Mythology

ENG 305: Children's Literature
ENG 315: Adolescent and YA Literature
ENG 340: Shakespeare
ENG 312: Topics in the Novel
ENG 347: Literary Theory and Criticism* (required for the literature specialization)
ENG 385: Women in Literature

DRAMA

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

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.

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. 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 researched foundations 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) This course focuses on collaboration and learning to prepare the pre-service teacher for the multidimensional role of today's educator. This course involves an in-depth teaching experience in an early childhood setting. In-class opportunities are provided for the application of content knowledge, pedagogical skills, and the assessment of children's learning. Pre-service teachers experience in-classroom instruction in an inclusive setting. Application of teaching techniques with children under the faculty and host teacher supervision is a key focus. (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 424 —Student Teaching (6 CH) All education majors will complete 12 weeks of student teaching (ECE/SPED combined) 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) (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.

SPED 470 - Transition Across the Lifespan (3CH). This course is designed to provide the special education teacher with knowledge of life management perspective for educating all students with disabilities in an inclusive, diverse setting. Students will design and implement instructional practices that help students learn academic, social, vocational and personal skills while experiencing major transitions. Students must have an overall GPA of 3.0.

SPED 424 – Student Teaching (6CH). All education majors will complete a total of 12 weeks of student teaching (ECE/SPED combined) 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.

Department of English

Dr. Mary Theresa Hall, Chair; Brenda K. DelMaramo; Dr. Sheila Farr, Dr. Jared Johnson, Sean Oros

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;
- Using Standard American English, speak and 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 cultural contexts;

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 that 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
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 ____	English course of student choice	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 (<i>PDE requirements 1.B, 1.C</i>)	3 CH
ENG 215	British Literature Survey (<i>PDE requirements 1.B, 1.C</i>)	3 CH
ENG 235	American Literature Survey (<i>PDE requirements 1.B, 1.C</i>)	3 CH
ENG 267	World Literature Survey (<i>PDE requirement 1.C, 1.E</i>)	3 CH
ENG 270	Advanced Composition and Research (<i>PDE requirement 1.D</i>)	3 CH
ENG 317	Linguistics (<i>PDE requirement 1.A</i>)	3 CH
ENG 495	English Senior Capstone (<i>PDE requirements 1.B, 1.C, 1.F</i>)	3 CH

English Secondary Education Certification Courses 15 CH total

ENG 260	Business and Technical Writing (<i>PDE requirement 1.D, 1.E</i>)	3 CH
ENG 242	Digital Rhetoric (<i>PDE requirement 1.B, 1.E</i>)	3 CH
ENG 315	Adolescent and Young Adult Literature (<i>PDE requirement 1.C</i>)	3 CH
ENG ____	English course of student choice (<i>PDE requirement 1.C, 1.E</i>)	3 CH
ENG 340	Shakespeare (<i>PDE requirement 1.C, 1.E</i>)	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

Elective Courses

3 English Department Electives	9 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 in one of the specializations. A certificate in English Studies is also available to non-majors who wish to complement their chosen major by providing a broader rather than a specialized concentration in English. An English Studies certificate allows students to choose any three English Department electives for a total of 9 credit hours.

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 the 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

English Certificate in English Studies

Any three English Department Electives	9 CH

Course Offerings

ENG 101—College Writing (3 CH)

A first-year writing and critical thinking skills development course introducing the conventions of academic argumentation. The course focuses 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. Offered every semester.

ENG 120—Introduction to Literature (3 CH)

An introduction to fiction, poetry, and drama, to techniques of literary interpretation and analysis, and to literary criticism and research. Offered every fall.

ENG 190—Science Fiction and Fantasy (3 CH)

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

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. Open to entering students upon request and with instructor approval. No prerequisites. Course fee: \$195. Valid Passport required. Offered on an irregular basis. (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) Offered fall of even-numbered years.

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) Offered every spring.

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. (P: ENG 101) Offered every spring.

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) Offered every fall.

ENG 260—Business and Technical Writing (3 CH)

A basic course in writing for business and technical fields including writing letters, abstracts and reports of several types. (P: ENG 101)

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) Offered fall of odd-numbered years.

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) Offered every spring.

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) Offered spring of odd-numbered years.

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 drama. (P: ENG 101 or permission of the instructor) Offered spring of odd-numbered years.

ENG 290—Literature of World Mythology (3 CH)

An introduction to the major myths of classical antiquity and a survey of the theories of myth interpretation, with special reference to the importance of myth in modern literature. (P: ENG 101) Offered on an irregular basis.

ENG 305—Children's Literature (3 CH)

A survey of children's literature: poetry, nonfiction, biography, the genres of fiction including fantasy, folk literature, realism and literature about ethnic and minority groups. (P: ENG 101) Offered spring of even-numbered years.

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) Offered on an irregular basis.

ENG 315—Adolescent and Young Adult Literature (3 CH)

A survey of literature available for teenage readers. Students will examine literature for adolescents and young adults, read a representative sample of that literature and investigate the issues such as censorship and the influence of the media pertinent to this area of study. (P: ENG 101) Offered in spring of odd-numbered years.

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) Offered every fall.

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. (P: ENG 235 and permission of the instructor) Offered on an irregular basis.

ENG 330—Dramatic Literature (3 CH)

A chronological survey of dramatic literature from the fifth century B.C.E. to the present, emphasizing major figures and developments. The course includes an introduction to the drama of several cultures with an emphasis on the Western tradition. (P: ENG 101) Offered on an irregular basis.

ENG 335—Persuasive Writing (3CH)

A course that introduces students to the skills necessary for constructing, supporting, defending and refuting rhetorical techniques. The course includes study and practice in techniques of reasoning, utilization of evidence, and employment of persuasive appeals in a variety of types of writing ranging from newspaper editorials to scholarly research. (P: ENG 101) Offered on an irregular basis.

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) Offered on an irregular basis.

ENG 340—Shakespeare (3 CH)

A study of Shakespeare's life and works that emphasizes his development as a poet and dramatist. (P: ENG 101) Offered every fall.

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) Offered every spring.

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) Offered on an irregular basis.

ENG 385—Women in Literature (3 CH)

A literature course examining works by and about women written throughout history, with an emphasis on the last 200 years. Offered on an irregular basis.

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) Offered every fall.

ENG 425—Independent Study (CH variable)

A project thesis or reading program carried out under the supervision of a faculty member in the English Department. For English majors and well-qualified non-majors. (P: Junior standing, 3.25 cumulative GPA, permission of the instructor, department chair and student's academic advisor) Offered every semester.

ENG 430—Cooperative Education (CH Variable)

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

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) Offered every fall.



Department of Environmental Science

Dr. Anna M. Reinsel '06, Chair; Melissa Heike, M.S., CSP

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 and minors. 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 practicing professionals in the areas of hydrogeology and geographic information systems who contribute to the environmental science program as adjunct 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.

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 in written and oral form.

Environmental Science

Bachelor of Science

ENSC 111	Introduction to Environmental Studies	3 C H
POSC 116/POSC 336	American Government and Politics / Public Administration	3 C H
ECON 211/ECON 221	Principles of Macroeconomics / Principles of Microeconomics	3 CH
REL 200/PHIL 297	Contemporary Ethical Issues / Environmental Ethics	3 CH
MATH 211	Elementary Statistics	4 CH
BIO 145	Foundations of Biology	4 CH
BIO 262/BIO 263	Animal Systematics / 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.

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 200	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 in written and oral form.
- 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/BADM 484	Operations Management / 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	
CHEM 140	General Chemistry I	4 CH
CHEM 160	General Chemistry II	
GEOL 150	Earth Systems	4 CH
PHYS 154/174	Introductory Physics I	
PHYS 164/184	Introductory Physics II	4 CH

Internship (12 Credit Hours)

ESM 499	Environmental Safety Management Internship	12 CH

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)	ESM 111 Introduction to Safety (3 CH)
	Social Science Core (3 CH)	GEOL 150 (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 seven (7) courses (19-20 credit hours) to fulfill the requirements.

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 201—Hazardous Materials Response (1 CH) This course is offered to students pursuing a career in environmental management and protection. It has been designed and will be presented to satisfy the OSHA hazardous waste operations and emergency response forty hour training requirement for response personnel (29CFER1910.120(e)). This is commonly called “HAZWOPER Training” in the private sector. Departmental approval is required for all students wishing to enroll.

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 spring.

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 every fall.

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 every fall.

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 every spring.

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 every spring.

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 every fall.

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 every fall.

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 every spring.

ESM 491—Safety Certification Strategies (1 CH) This course is intended to teach students the strategies needed to prepare and take professional computer-based examinations for professional certifications. The course will be built around preparing the student to sit for either the BCSP (Board of Certified Safety Professionals) STS (Safety Trained Supervisor) or STS-C (Safety Trained Supervisor – Construction) exam upon graduation. The course will be a combination of classroom instruction using a workbook, on-line study and

practice exams. (P: Senior standing and department approval; ESM210 Advanced Hazard Recognition.)
Pass/Fail.

ESM 495—ESM Special Project (1-3 CH) This course represents a substantive independent study and research effort. The student must prepare a detailed written proposal that will be reviewed for approval by the faculty advisor and chair of the department. The project must be completed as described in the proposal. The default credit hours is three but may be adjusted based on the scope and details of the proposal. (P: Junior standing and department approval.)

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 on an irregular basis.

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.

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

- Identify strategies to motivate athletes within their sports programs in oral and written communication.
- To develop physical training programs and use sports skills effectively.
- Demonstrate an understanding of the administrative facets of coaching by learning how to utilize the equipment, facilities, scheduling, and team logistics.

Minor Requirements

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

Sarah Beth Abalos, Ph.D., RN, Director

Pre-Professional Advisors and committee members

Pre-Medicine (Allopathic, Osteopathic and Podiatry): Dr. 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: Drs. Sara Swerdlow, Biology and Lynn Williams, Physician Assistant Studies

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

Dr. Eugene Torigoe, Physics

Liza Schaef, Director Career Development Center

Dr. Greg Q. Butcher, Associate Academic Dean

Dr. Sheila M. Farr, Assistant Professor of English

Dr. Matthew R. Morgan, Professor of Philosophy

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 263	Health Psychology	3 CH
SOC 381	Medical Sociology	3 CH

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. David R. Buck, Chair; Jay Donis; 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.
- Communicate effectively in written and oral forms.

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

Must complete the following course (3 CH):

HIST 290 Introduction 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

HIST 497

HIST 498

Capstone US History

Capstone European History

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

HIST 102

SEMS 250

United States History Until 1877

United States History Since 1877

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.
- Communicate effectively in written and oral forms.

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 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.

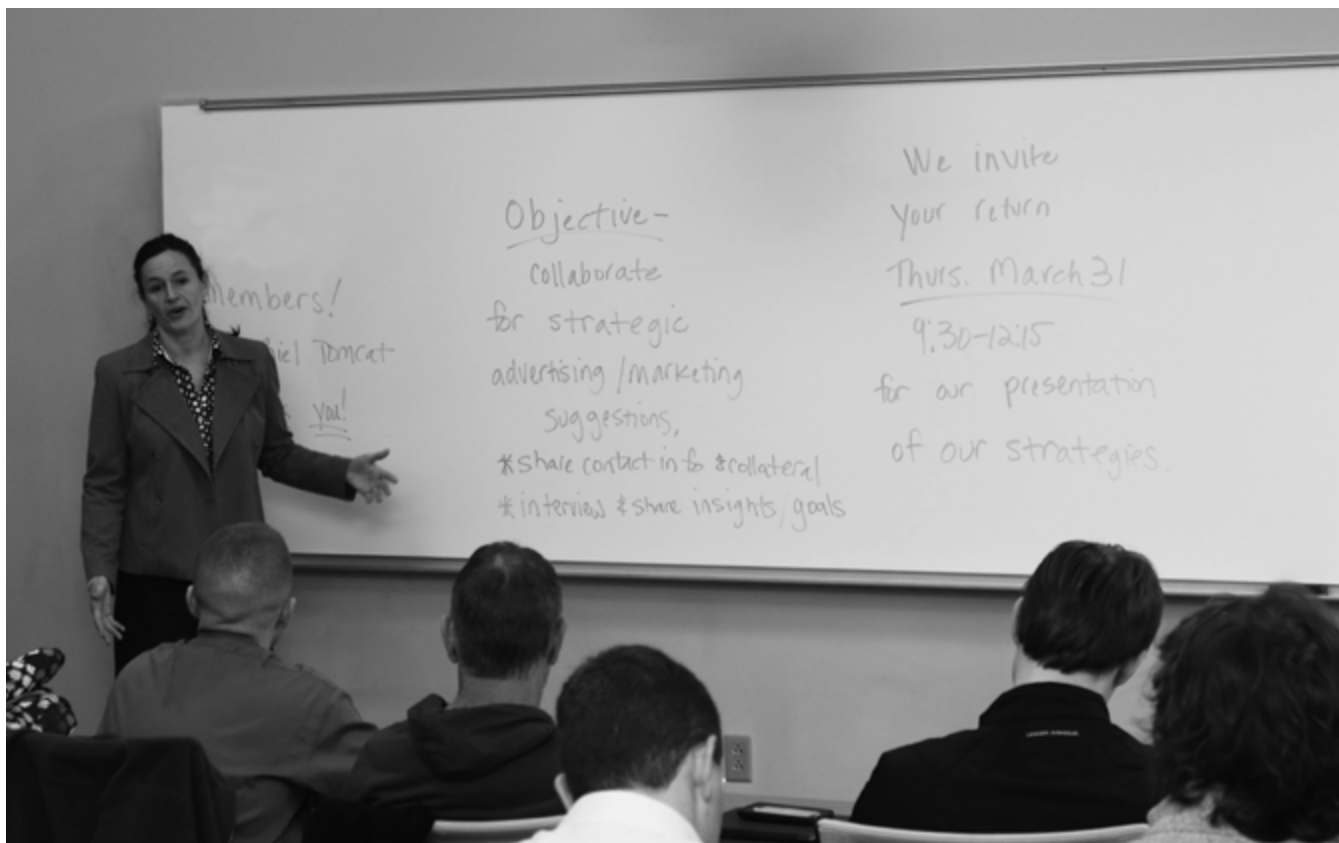
HIST 493—Internship (CH Variable)

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 traditional 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 at 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 with a C or better 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

Gender Studies Student Learning Outcomes

After completing this minor, students will be able to

1. Identify, compare, and evaluate culturally and historically specific constructions of gender;
2. Analyze the intersections of gender with race, ethnicity, class, and sexuality;
3. Employ analytically the concept of gender.

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)

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 Farr.

Master of Arts in Communication and Leadership

Dr. Elizabeth Frombgen, Program Director; Dr. George Branch-Trevathan, Dr. David Buck, Dr. Daniel Eppley, Dr. Mary Theresa Hall, Dr. Jared Hanneman, Dr. Anthony Jones, Dr. Lana Kulik, Michael McKinney, Dr. Matthew Morgan, Ross Nugent, Richard Orr, Dr. Susan Traverso, Gary J. Witosky

The Master of Arts in Communication and Leadership provides students support and guidance to develop advanced communication skills, embedded in a broad understanding of leadership. Coursework will facilitate assessment of leadership strategies and cultivate a variety of communication skills and methods so that graduates will become leaders in their own fields, flourishing in a variety of contexts.

The mission of the Master of Arts in Communication and Leadership is to ensure that graduates have developed the advanced communication skills necessary to be effective leaders. Students will not only be prepared for work, but for careers and lives of meaning and purpose.

The program is designed to intentionally integrate student learning and experience across individual courses. Each semester is designed so that students take two courses at a time of 7 weeks in length. During the fall and spring terms, they take a total of four courses over the 14-week semester. The total time to degree is 11 months (July-May).

To support students in developing lives and careers of meaning and purpose, the program will embed co-curricular activities designed to help students discern their vocation and find their approach to leadership. Students will keep a professional portfolio of their work for the duration of the program. The faculty will evaluate the students' portfolio as part of the program assessment.

The Master of Arts in Communication and Leadership program will:

Produce advanced communicators who exhibit knowledge of leadership.

Provide experiential learning opportunities for students to be able to communicate effectively across a variety of skills, including literacy in written and oral communication and financial and statistical literacy.

Provide interdisciplinary engagement of students linking humanistic based inquiry with professional development.

Provide an opportunity for students from a range of majors, from the arts and sciences and other professional fields, to hone and develop their communication and leadership skills.

Create opportunities for students to articulate and connect personal leadership development with professional leadership practices.

Build a diverse and inclusive learning environment which will encourage students to build and lead diverse inclusive communities.

Student Learning Outcomes

Upon completion of the program the student will be able to:

1. Communicate their ideas effectively and professionally through advanced oral communication, the written word, and a variety of media.
2. Use various communication tools, platforms, strategies, and technology strategically.
3. Demonstrate financial and statistical literacies to advance communication and leadership.
4. Develop particular leadership practices that are based on the ability to describe and assess well-informed values.
5. Demonstrate cross-cultural knowledge to effectively communicate with and lead diverse workplace communities.
6. Analyze leadership theories from psychological, sociological, humanistic, and communicative perspectives.

Students are required to have a 3.2 cumulative GPA from an accredited college or university and earned a baccalaureate degree.

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 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).

LEAD 510 - Effective Organizational Leadership (3 CH) The course explores how organizational effectiveness is developed, implemented, managed, and assessed. Assignments provide an understanding as to how organizational leadership can be created and cultivated at micro- and macro-levels to achieve total value-added improvement. Case studies and applied-learning projects investigate best practices to manage organizational effectiveness and lead transformational change.

LEAD 515 - Leadership Theory and Approaches (3 CH) The course explores how individuals learn, process, implement, and communicate efficient approaches for effective personal and professional leadership. Case studies, theories, and self-assessment inventories investigate ideal practices to use contingent on organizational dynamics and needs. Focused on developing an individual perspective on leadership, we will examine leaders and leadership styles across disciplines and contexts by exploring how leadership theory and practice is understood across disciplines. For the end of this course, you will develop, write, and present our own leadership treatise that they would then revise/consider over the course and present in the capstone.

LEAD 520 - Communicating Oneself/Masters Level Writing (3 CH) Operating on the principle that effective leadership is inextricably linked to good written and oral communication skills, this course is an introduction to the genre of academic writing in the discipline of communication. Since creating and presenting ideas and arguments is required in most organizations, the course is designed to assess, improve, and strengthen effective communication skills, particularly in writing. Its aim is to help students become more competent, confident, and critical members of the professions and various academic disciplines by reading analytically,

developing written and oral texts that meet the demands of certain audiences and purposes, and aligning these skills with best practices in leadership.

LEAD 525 - Leading Transformational Change (3 CH) The course equips students with knowledge on the framework for organizational transformation as well as with the competencies required to develop and implement a holistic model of change. Students learn how to reveal the problem that asks to be solved, how to design a vision for change, how to assess the current situation in relation to the desired change, and how to manage the transition from the current situation to the desired future. Within this course, students have an opportunity to serve a role of consultants or change agents for real-life organizations, assisting managers in their endeavors for organizational transformation. From this experience and class discussions, students have an opportunity to develop a personal model for change leadership and define an action plan for personal growth as change agents.

LEAD 530 - Strategic Planning and Policy (3 CH) The course will acquaint students with the theoretical underpinnings of strategic planning and have them master the mechanics of strategic planning for their organization.

LEAD 533 - Data and Finance for Leadership (3 CH) The course provides foundational financial, statistical, and analytical literacy in order that students will be prepared to analyze data to inform strategic decision-making. Students will be introduced to and apply descriptive and inferential statistics and bi-/multivariate measures of association. Students will also be introduced to the language of business and apply knowledge acquired during the course to analyzing and interpreting financial statements, to budgeting and strategic resource allocation, and to making informed decisions.

LEAD 535 - Applied Leadership Research (3 CH) In this course, students will design and begin a research project. The project will ordinarily relate to a student's graduate assistantship and will become a center of gravity within their M.A. program, drawing together the communication and leadership skills learned throughout the curriculum. Students will continue working on the project in future terms and will complete and present it in the program's capstone course.

LEAD 540 - Communicating Effectively Across Difference and Creating Inclusivity (3 CH) All communication is cultural -- it draws on ways we have learned to speak and give nonverbal messages. Communication is also interactive, so an important influence on its effectiveness is our relationship with others. Do they hear and understand what we are trying to say? Are they listening well? Are we listening well in response? The answers to these questions will give us some clues about the effectiveness of our communication and the ease with which we may be able to move through conflict. In this course we will practice communicating in informal and formal ways, in interpersonal communication, small group communication, and public speaking.

LEAD 545 - Content Creation and Strategy (3 CH) This course is grounded in the principle that the best learning is experiential, and occurs in the context of a community. It is designed to build skills in public speaking, face-to-face conversations, writing, and multimedia products. You will use your newfound skills to create a digital portfolio, which may include a website or other project. It will involve team-building, small group communication, writing, public speaking and the creation of a digital portfolio of some kind, depending on the needs of the client.

LEAD 550 - Crisis Communication for Today's Global Challenges (3 CH) Based on the most current and relevant case studies, theories and applications, this course is designed to give the students a well-rounded perspective on strategies and tactics of crisis management and conflict resolution from a managerial/leadership point of view. Students will develop a strong understanding of collaborative and positive approaches to risk communication and prevention as well as crisis and conflict management and resolution and key strategies and tactics for a crisis communication plan.

LEAD 555 - Communicating Leadership Capstone (3 CH) The capstone course is intended to serve as the final cumulative course in the M.A. in Communication and Leadership program before graduates enter into the professional work world or continue for further graduate study. Students will complete a capstone project that comes out of the work they have done in the program and/or part of their graduate assistantship, depending on the student's career and professional interests. Over the course of the program, students will develop a professional portfolio of work that demonstrates and foregrounds their communication and leadership skills to meet the needs of a diverse range of employers. This culminating experience will integrate the student experience across the program as the student prepares to graduate from the program and enter the workforce. The course will meet once per week for three hours as a group. Students will be working on their capstone projects with the professor and their mentor weekly to ensure on-time completion. Employment searching and interviewing will also be part of this course. Students will reflect on their experience in the program, their skill and knowledge attainment, and present their capstone project in a formal presentation at the end of the program. As the capstone experience, summative assessment of student learning and program outcomes and goals will be embedded throughout this course. Assessment methods will include both direct and indirect methods of assessment.

LEAD 564 - Communication & Leadership Ethics (3 CH) Great leadership *should* entail high ethical standards. Many powerful leaders fail to understand what is truly good. Since this program will enhance your ability to lead others, and magnify the effects of your concept of right and wrong, it is vital that your decisions embody a thorough understanding of right and wrong, good and bad, ethical from immoral. *This* course will provide you with the skills to discern, promote and justify your vision of values. That will require familiarity with several moral frameworks: Divine Command Theory, Utilitarianism, Deontology, and Virtue Ethics. These theories will enable you to assess both yourself, your organization's values, and how the world ought to be. Such assessment is vital to the development and evolution of personal and group missions. It also enables you to resolve dilemmas and renew commitments to promoting the greater good. Developing the ethics of leadership will further focus your leadership style. You will hone your communication skills within the context of ethical debate, both in its written and oral forms.

Department of Languages

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

The Department of Languages' mission is to help students develop and enhance their communication skills as well as expand their knowledge and understanding of different cultures and cultural practices. We offer a variety of courses in German, Spanish, Russian, and English as a Second or Other Language (ESOL). Students may also pursue a minor in Spanish Language and Culture or an individualized minor in German. Our technology-enhanced curricula and student-centered courses are designed to encourage and enable students to strengthen and further develop their 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 as well as 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.

Basic competence in a foreign language is an integral part of Thiel's core 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 18 CHs of coursework above the introductory levels.

ALL of the following courses (18 CH):

SPAN 214	Intermediate Spanish I
SPAN 224	Intermediate Spanish II
SPAN 305	Applied Spanish Phonetics
SPAN 310	Spain: Culture and Civilization
SPAN 315	Advanced Intermediate I
SPAN 325	Advanced Intermediate II

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 spoken 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 meaningful interaction within a Spanish-speaking society and in any culturally-diverse situation.

Language Department Honors

Students will earn departmental honors if they achieve a 3.5 or higher GPA in their foreign language minor.

Foreign Language Honorary Society

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 speaker from a non-English speaking country.

Course Offerings

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.

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 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 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 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 224 or equivalent) Offered every spring.

SPAN 310—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 224 or equivalent) Offered every fall.

SPAN 315—Advanced Intermediate Spanish Grammar and Culture I (3 CH) This course is designed for 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 for course registration. 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 and in groups with classmates 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. Jie Wu, Chair; Barbara Carothers; Dr. Guy Gadola; Dr. Jeonghun Kim; Dr. Russell Richins;
Dr. Haitao Zhao

The Department of Mathematics and Computer Science offers degree programs in actuarial studies, computer science, data analytics, 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.
- Communicate statistical and financial information effectively, in both oral and written formats

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	Principles of Accounting I	3 CH
ACCT 123	Principles of Accounting II	3 CH
Choose one of the following two courses:		
BADM 233	Managerial Accounting	3 CH
ACCT 313	Cost Accounting	3 CH
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
- Communicate technical and computing information effectively, both in oral and written formats

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

Data Analytics

Bachelor of Science Degree

The Data Analytics program is designed to give students a strong background in the fundamentals of data science. Students study mathematics, computer science, and data science in order to have a broad understanding of the subject. Students graduating with a degree in Data Analytics will be well prepared for careers in business, government, and science in addition to being prepared for graduate study in data science.

A student who graduates from Thiel College with a major in Data Analytics will

- Demonstrate proficiency in standard mathematical and statistical methods relevant to data science
- Be able to use programming and databases to obtain and process data
- Be able to use computational and statistical methods to discover patterns within large data sets
- Be able to communicate information effectively through data visualization as well as oral and written communication

A student majoring in Data Analytics must successfully complete the following courses. All courses applied to the major must be completed with a grade of C minus or higher.

CSCI 120	Intro to Data Analytics	3 CH
MATH 181	Calculus I	4 CH
MATH 182	Calculus II	4 CH
MATH 291	Linear Algebra	4 CH
MATH 451	Probability	4 CH
MATH 461	Statistics	4 CH
CSCI 149	Programming in Python	4 CH
CSCI 159	Intro to Programming	4 CH
CSCI 169	Data Structures	4 CH
CSCI 319	Database Management	4 CH
CIS 113	Data Management App	1 CH
MATH 350	Data Analysis in R	4 CH
CSCI 422	Data Mining	4 CH

Students majoring in Data Analytics are also required to complete a minor in a data-intensive field, such as business, biology, or sociology. The choice of minor must be approved by the student's academic advisor.

Minor Requirements

In order to minor in data analytics, 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.

CSCI 120	Introduction to Data Analytics	3 CH
MATH 211	Elementary Statistics	4 CH
CIS 113	Data Management Applications	1 CH
CSCI 149	Programming in Python	4 CH
CSCI 319	Database Management	4 CH
MATH 350	Data Analysis in R	4 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. Students in Information Systems will be prepared to enter the workforce with skills in both business and technology or to pursue graduate education.

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

- Understand and apply core knowledge of programming, networking, and databases.
- Identify and analyze requirements for information or web systems.
- Demonstrate effective knowledge of business applications.
- Demonstrate effective communications to both business and IT professionals.

In addition to completing the core requirements, students choose a concentration area within information systems.

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
CIS 129	Fundamentals of Info Systems	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:

Business and E-Commerce

CSCI 139	Web Design and Development	3 CH
CIS 201	E-Commerce	3 CH
CIS 241	Project Management	3 CH
CSCI 331	Web Programming	4 CH
CSCI 351	Information Security and Forensics	3 CH
CIS 469	System Analysis	3 CH

Web Development

CSCI 139	Web Design and Development	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 351	Info. Sys. Security and Forensics	3 CH

Software and Networking

CSCI 120	Intro to Data Analytics	3 CH
CSCI 149	Programming in Python	4 CH
CSCI 169	Data Structures	4 CH
CSCI 351	Info. Sys. Security and Forensics	3 CH
CSCI 439	Data Communication & Networks	3 CH
CIS 469	System Analysis	3 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
or		
MATH 451	Probability	4 CH
MATH 461	Statistics	4 CH
or		
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*

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, Mathematical Modeling, 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 120—Introduction to Data Analytics (3 CH) An overview of the field of Data Analytics focusing on business analytics. Topics include data visualization, an overview of statistical methods, and predictive analytics (including an introduction to data mining). 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 422—Data Mining (4 CH) An advanced course focusing on the modern science of data mining. The course is intended to prepare students for work in the field of data analysis as well as for graduate study in the subject. Topics include data warehousing, pattern mining, classification and prediction, and cluster analysis. (P: MATH 291, MATH 350, CSCI 169) Offered spring 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 181) 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 341) Offered spring of even-numbered years.

MATH 350—Data Analysis in R (4 CH) A comprehensive introduction to the R language for data analysis and statistical computation. Topics include data structures in R, working with data from a database, general statistics techniques (confidence intervals, hypothesis testing), regression analysis, ANOVA and data visualization. (P: CSCI 159 or CSCI 149) Offered fall of odd-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 (Variable Credit) 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

Ross Nugent, Chair; Matthew R. Humphrey; Dr. Lana V. Kulik; Pegene Watts

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, podcasting productions, live events club, 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 the knowledge and skill to create information/education message products.
- Be able to effectively conduct fact-based research in the field.
- Understand the ethical issues in media work created by First Amendment freedoms and be able to act in ethical ways.
- Demonstrate the ability to prepare, plan and execute production plans.
- Demonstrate the ability to effectively communicate in oral and written forms in the field.

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 159	Introduction to Programming	4 CH

TOTAL 50 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 & 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: WXTV	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 159	Introduction to Programming	4 CH

TOTAL 44 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: At minimum, students must maintain a cumulative GPA of 2.0 in major/minor courses.

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.

A student who graduates from Thiel College with a minor in film studies will:

- Interpret film theory, cinematic production, scriptwriting and editing across cultures.
- Recognize and describe various genres of film literature, film criticism, and/or scriptwriting.
- Create scripts and graphics, record digital audio-visual content and complete post-production editing appropriate for moving image media.

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: At minimum, students must maintain a cumulative GPA of 2.0 in minor courses.

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 Media, Communication and Public Relations. 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:

- Be able to effectively create persuasive messages.
- Understand the ethical issues in media work created by First Amendment freedoms and be able to act in ethical ways.
- Understand and be able to apply adaptive leadership and collaboration skills.
- Be able to analyze, apply current theories and approaches to decision-making in Public Relations.
- Demonstrate effective communication in oral and written forms in the field.

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: At minimum, students must maintain a cumulative GPA of 2.0 in major/minor courses.

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 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:

- Understand the basic business management functions.
- Demonstrate the knowledge and skill to create information/education message products.
- Be able to effectively conduct fact-based research in the field.
- Understand the ethical issues in media work created by First Amendment freedoms and be able to act in ethical ways.
- Demonstrate the ability to prepare, plan and execute production plans.
- Demonstrate effective communication in oral and written forms in the field.

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 <i>(When there are enough majors to offer)</i>	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 <i>(research paper to be written on business journalism)</i>	3 CH
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: At minimum, students must maintain a cumulative GPA of 2.0 in major courses.

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.

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:

- Be able to adapt to various levels of communication such as interpersonal, small group, and organization.
- Be able to apply effective argumentation and persuasion skills to interpersonal, small group, and organizational communication.
- Understand the ethical issues involved in the various levels of communication such as interpersonal, small group, and organizational communication.
- Demonstrate effective communication in oral and written forms in the field.

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

Choose one

COMM 155

Introduction to Integrated Marketing

or

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: At minimum, students must maintain a cumulative GPA of 2.0 in major/minor courses.

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. Offered every fall.

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. Offered every fall.

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 regularly.

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 regularly.

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. (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. (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. (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.

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. Offered every fall.

COMM 281—Media Literacy (3 CH) Learn analytical and critical skills that help develop awareness and understanding of media influences in our lives, positive and negative, intentional and unintentional, including appropriate responses. Offered every spring. (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. (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. Offered every spring. (P: COMM 282)

COMM 302—TV Studio Production (3 CH) Introduction to studio TV production. Includes producing, directing and operating all studio equipment. Offered every spring. (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. Offered every other spring. (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. Offered every other fall. (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. Offered every spring.

COMM 340—Public Relations (3 CH) Basic concepts of public relations, including theory, history, organization, ethics and writing skills. Offered every fall.

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)

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 Music and Theatre

Jessica Rogers, Director of Theatre; Nicholas J. Samson, Director of Choir

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 Neuroscience

Dr. Neil C. Lax, Chair; Dr. Greg Q. Butcher

The Department of Neuroscience provides students with an interest in the brain and nervous system the opportunity to explore the discipline at levels of analysis ranging from molecules, cells and genes to anatomy, systems, diseases and behavior.

The neuroscience curriculum is built upon a set of core neuroscience courses and a wide range of electives from nine different departments. This interdisciplinary approach provides students with a solid foundational knowledge of neuroscience while also granting them the flexibility to pursue areas specific to their interests and anticipated careers.

Program Objectives

The goals of this interdisciplinary program are:

- To provide students with a rigorous didactic and experiential program in the context of a liberal arts perspective, in order to develop an interdisciplinary knowledge base in neuroscience,
- 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:

- Demonstrate a broad understanding of the molecular, cellular, anatomical and physiological mechanisms underlying sensory perception, movement, behavior and disease,
- Understand the techniques and methods used in neuroscience research,
- Understand how to design, execute and interpret experiments,
- Demonstrate clear communications skills, in both written and oral form, and

- Actively contribute to their own professional development.

Neuroscience Program Honors

Founded in 2006 by the Faculty for Undergraduate Neuroscience, Nu Rho Psi is the National Honor Society of Neuroscience. Any student who declares a major or minor in neuroscience, completes three semesters of college coursework, completes nine credit hours of neuroscience courses, maintains a cumulative GPA of 3.2, and a minimum GPA of 3.5 in neuroscience courses can be elected to membership by current chapter members.

Major Requirements – Bachelor of Arts Degree (44 – 46 CH)

Core Courses

NSCI 101	Brain and Behavior	4 CH
NSCI 202	Introduction to Neuroscience	4 CH
NSCI 303	Techniques in Neuroscience	4 CH
NSCI 313	Junior Seminar in Neuroscience	2 CH
NSCI 404	Advanced Neuroscience	3 CH
NSCI 414	Senior Seminar in Neuroscience	2 CH
NSCI 489	Internship in Neuroscience	2 CH
NSCI 499	Independent Research in Neuroscience	2 CH

Related Courses

PSY 150	General Psychology	3 CH
PSY 233	Statistics for the Social Sciences	3 CH

Choose TWO of the following:

PSY 223	Social Psychology	3 CH
PSY 241	Abnormal Behavior	3 CH
PSY 255	Lifespan Development	3 CH
PSY 262	Child Development	3 CH
PSY 272	Adulthood and Aging	3 CH
PSY 342	Cognitive Psychology	3 CH
PSY 352	Sensation and Perception	3 CH
PSY 450	Topics in Psychology	3 CH

Choose ONE of the following:

PHIL 267	Ethics	3 CH
PHIL 387	Medical Ethics	3 CH
REL 200	Contemporary Ethical Issues	3 CH

Elective Courses – Choose TWO, from TWO different departments

Note: elective courses may have prerequisites not listed here

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 Biology	4 CH
BIO 399	Molecular Biology	4 CH

CSD 213	Nature and Development of Language	3 CH
CSD 214	Speech and Hearing Science	3 CH
CSD 215	A&P of the Vocal Mechanism	3 CH
CSD 500	Neurology of Communication Disorders	3 CH
CHEM 345	Biochemistry I	4 CH
CHEM 348	Biochemistry II	3 CH
CHEM 440	Advanced Topics Biochemistry	3 CH
ENGL 317	Linguistics	3 CH
NSCI 320	Neuropharmacology	3 CH
NSCI 330	Neuroanatomy	3 CH
NSCI 340	Neuroendocrinology	3 CH
NSCI 350	Neuroscience Diseases and Disorders	3 CH
NSCI 390	Special Topics in Neuroscience	3 CH
PHIL 347	Philosophy of Mind	3 CH
PHYS 164 OR PHYS 184	Introduction to Physics II	4 CH
REL 250	Psychology of Religion	3 CH
SOC 281	Sociology of Aging	3 CH
SOC 391	Medical Sociology	3 CH

Major Requirements – Bachelor of Science Degree (52 – 54 CH)

Core Courses

NSCI 101	Brain and Behavior	4 CH
NSCI 202	Introduction to Neuroscience	4 CH
NSCI 303	Techniques in Neuroscience	4 CH
NSCI 313	Junior Seminar in Neuroscience	2 CH
NSCI 404	Advanced Neuroscience	3 CH
NSCI 414	Senior Seminar in Neuroscience	2 CH
NSCI 489	Internship in Neuroscience	2 CH
NSCI 499	Independent Research in Neuroscience	2 CH

Related Courses

CHEM 140	General Chemistry I	4 CH
CHEM 160	General Chemistry II	4 CH
CHEM 200	Organic Chemistry I	4 CH
CHEM 210	Organic Chemistry II	4 CH

Choose ONE of the following:

PHIL 267	Ethics	3 CH
PHIL 387	Medical Ethics	3 CH
REL 200	Contemporary Ethical Issues	3 CH

Elective Courses – Choose THREE, from THREE different departments. One elective must be a 4 CH laboratory course. Note: elective courses may have prerequisites not listed here

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 Biology	4 CH
BIO 399	Molecular Biology	4 CH
CSD 213	Nature and Development of Language	3 CH
CSD 214	Speech and Hearing Science	3 CH
CSD 215	A&P of the Vocal Mechanism	3 CH
CSD 500	Neurology of Communication Disorders	3 CH
CHEM 345	Biochemistry I	4 CH
CHEM 348	Biochemistry II	3 CH
CHEM 440	Advanced Topics Biochemistry	3 CH
ENGL 317	Linguistics	3 CH
NSCI 320	Neuropharmacology	3 CH
NSCI 330	Neuroanatomy	3 CH
NSCI 340	Neuroendocrinology	3 CH
NSCI 350	Neuroscience Diseases and Disorders	3 CH
NSCI 390	Special Topics in Neuroscience	3 CH
PHIL 347	Philosophy of Mind	3 CH
PHYS 164 OR PHYS 184	Introduction to Physics II	4 CH
PSY 223	Social Psychology	3 CH
PSY 241	Abnormal Behavior	3 CH
PSY 255	Lifespan Development	3 CH
PSY 262	Child Development	3 CH
PSY 272	Adulthood and Aging	3 CH
PSY 342	Cognitive Psychology	3 CH
PSY 352	Sensation and Perception	3 CH
PSY 450	Topics in Psychology	3 CH
REL 250	Psychology of Religion	3 CH

Minor Requirements (21 – 23 CH)

Core Courses

NSCI 101	Brain and Behavior	4 CH
NSCI 202	Introduction to Neuroscience	4 CH
NSCI 303	Techniques in Neuroscience	4 CH
NSCI 404	Advanced Neuroscience	3 CH
Any TWO electives from the lists above		6-8 CH

Health Systems Major

Bachelor of Arts Degree

Advisor - Dr. Neil Lax

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 Drs. Balas, Lax or Pickens, 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 215/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

(*Lab fee charged)

NSCI 101 – Brain and Behavior* (4 CH)

This course is designed for non-science majors, psychology majors and neuroscience majors as an introduction to the study of the brain and human behavior. In this class, the basic principles of science, biology and neuroscience will be covered. Specific topics include biological molecules, cells and membranes, evolution, anatomy and physiology of the brain and nervous system, drugs, hormones and sex, sleep, emotions, learning, memory and neurological diseases. The laboratory portion of this course will focus on the principles of experimental design, data analysis and will help to reinforce the concepts covered in lecture. Offered Fall annually.

NSCI 202 – Introduction to Neuroscience* (4 CH)

This course will introduce students to fundamental concepts within the vast field of neuroscience. The major structures of the nervous system, means of cellular communication, senses and motor systems will be covered. Specific topics include neuron structure and function, neuroanatomy and physiology, major neurotransmitter systems of the brain, the visual system, hearing and balance, taste, smell, sensations of the skin, types of movements and motor pathways. The way that these systems work together to generate behaviors such as language will also be covered. The laboratory portion of this course will survey common techniques used in neuroscience and molecular biology and will also reinforce the concepts covered in lecture. Students in this class will have the opportunity to present work in a variety of formats, including a poster presentation. Offered Spring annually. (P: NSCI 101, BIO 145 or consent of the instructor).

NSCI 303 – Techniques in Neuroscience* (4 CH)

This is a techniques-based laboratory course that will introduce students to a variety of common tools and skills used in neuroscience. The principles of experimental design, data collection and data analysis will be heavily emphasized. Specific techniques to be covered include basic principles of neuroscience research, animal handling, animal behavioral testing, animal surgery, tissue preservation, dissection and molecular analysis. Students in this course will also write an original research proposal in the style of a scientific grant that they will present and defend. Offered every other year. (P: NSCI 202 or consent of instructor)

NSCI 313 – Junior Seminar in Neuroscience (2 CH)

In this seminar class, junior students will develop and refine skills necessary for success in the field of neuroscience. Emphasis will be placed on investigating career paths, developing a resume or curriculum vitae (CV), reading primary research articles and basic presentation skills. Offered Spring annually. (P: junior standing or permission of instructor)

NSCI 320 – Neuropharmacology (3 CH)

This course explores the pharmacology of the brain and central nervous system. The way in which drugs induce changes to cells of the nervous system, mood, thinking and behavior are major themes in this course. The biochemistry of major neurotransmitter systems and the history and mechanism of action of common drugs will also be covered. Topics include basic principles of pharmacology, cell signaling pathways, methods in pharmacology, catecholamines, serotonin, acetylcholine, GABA/glutamate, drug addiction, opioids, psychomotor stimulants, alcohol, nicotine, caffeine, cannabinoids, hallucinogens, inhalants and drugs for treating affective disorders like anxiety and depression. Offered every other year. (P: NSCI 202, BIO 145 or permission of instructor)

NSCI 330 – Neuroanatomy (3 CH)

This class will explore the functional anatomy of the human nervous system. The major neural systems of the brain and spinal cord will be discussed. Topics to be covered include neurocytology and simple circuits, techniques in neuroanatomy, neuroembryology, gross anatomy of the spinal cord, brainstem and higher brain regions, support and circulation in the brain, sensory/motor systems and pathways, basal ganglia, cerebellum, autonomic nervous system, hypothalamus, hippocampus and cerebral cortex. Based on an understanding of normal neural connections and brain function, the anatomical and physiological basis of various neurological disorders of the nervous system will be explored. Offered every other year. (P: NSCI 202, BIO 145 or permission of instructor)

NSCI 340 – Neuroendocrinology (3 CH)

This course is intended to provide students with an understanding of the hormones used by the human body to grow, reproduce and maintain blood homeostasis. The mechanisms that the nervous system uses to communicate with the endocrine system and all of the major endocrine structures will be covered. Topics include cell signaling pathways used by hormones, hypothalamus, pituitary gland, testes, ovaries, puberty, pregnancy/childbirth, adrenal glands, water/salt balance, thyroid gland, parathyroid glands and pancreas. The pathophysiology of major endocrine disorders such as diabetes will also be covered. Offered every other year. (P: NSCI 202, BIO 145 or permission of instructor)

NSCI 350 – Neuroscience Diseases and Disorders (3 CH)

This course will investigate various neurological conditions from a variety of levels including molecular, anatomical, genetic and societal. Clinical neuroanatomy, symptoms and common treatments of conditions will be covered. Specific conditions to be covered could include vascular conditions, spinal cord injury, traumatic

brain injury, Parkinson's disease, Huntington's disease, Alzheimer's disease, epilepsy and affective disorders. Analysis of case studies will be an important aspect of the course. Additionally, attention will be given to how values, ideals and beliefs contribute to an individual's choice to pursue (or not pursue) various treatments and therapies. Offered every other year. (P: NSCI 202, BIO 145 or permission of instructor)

NSCI 390 – Special Topics in Neuroscience (3-4 CH)

This course will cover a special topic in the field of neuroscience. This course may be repeated when different special topics courses are offered. (P: NSCI 202, BIO 145 or permission of instructor)

NSCI 404 – Advanced Neuroscience (3 CH)

This advanced level course will build on topics covered in NSCI 101 and 202. The nervous system will be studied in depth at the molecular, genetic, cellular and systems level. Specific topics could include advanced neurophysiology, neuroanatomy, the senses, motor systems, neural basis of behaviors and evolution of the nervous system. Offered every other year. (P: NSCI 202 or permission of instructor)

NSCI 414 – Senior Seminar in Neuroscience (2 CH)

In this seminar class, senior students will develop and refine skills necessary for success in the field of neuroscience. Emphasis will be placed on leading journal club discussions of primary research articles and giving extended oral presentations on topics of interest in neuroscience. Offered Spring annually. (P: senior standing or permission of instructor)

NSCI 489 – Internship in Neuroscience (1-3 CH)

Students enrolled in this course will gain practical experience in the field related to a possible career. Possible internship opportunities can be found by working with the career and development center or students can seek out particular internships on their own. Students will keep a weekly logbook documenting their duties and what they learned. A final reflective paper where the student describes their overall experience will also be required. A minimum of 40 hours of supervised experience per credit hour is required.

NSCI 499 – Independent Research in Neuroscience* (1-3 CH)

Students enrolled in this course will design and conduct a research project in an area of neuroscience. The research project could include library, wet laboratory work or field research conducted based on a student's schedule. A minimum of three hours of work per week per credit hour is required. At the conclusion of the project, a written report in the format of a scientific publication will be required. Projects are done under the guidance of one faculty member, may be conducted over multiple semesters and with multiple students. (P: NSCI 202 and permission of instructor)

Nursing

Sarah Beth Abalos, PhD, RN, Program Director

This nursing program serves to provide an education for students interested in becoming nurses. It is an extension of the collaborative partnership with Sharon Regional Health System/Sharon Regional Medical Center (SRHS/SRMC) and the curriculum incorporates the Sharon Regional Health System School of Nursing (SRHS SON) Diploma Registered Nursing program.

Students who graduate from Thiel College with a BSN will:

- Integrate knowledge, skills, and values from the basic sciences to provide patient-centered nursing care.
- Demonstrate leadership, responsibility, and accountability in addressing health care issues.
- Apply a systematic process consistent with professional standards and evidence-based practice to prevent illness and injury; promote, maintain, and restore client health; or support clients toward a peaceful death.
- Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe and effective care.
- Apply an understanding of healthcare policy, finance and regulatory environments to advocate for patient-centered care.
- Communicate clearly and effectively orally and in written with patients, families, and the interdisciplinary health team.
- Demonstrate caring, professionalism, and respect in providing nursing care to diverse populations in diverse settings.
- Demonstrate the professional standards of moral, ethical, and legal conduct.
- Understand the scope of generalist nursing practice and applies its principles in clinical practice.

Thiel College Bachelor of Science Nursing (BSN) program Admission Requirements

In order to be considered for acceptance into Thiel College's Bachelor of Science in Nursing first-time freshman students must have overall GPA of 3.0 from their high school class. Students who are provisionally admitted into Thiel College's BSN program are also provisionally admitted into Sharon Regional Health System School of Nursing RN program are guaranteed a position in the Nursing Program. Students must also have taken two year of mathematics in high school and earned grades of A's or B's. Students who do not meet the math requirement at the time of initial application may be admitted into the Pre-Nursing Program at Thiel College provisionally, pending satisfactory completion of the math requirements prior to enrolling at Thiel College.

To maintain this guaranteed position in the Nursing Program, these students must maintain a pre-nursing GPA of 3.0 with at least a "B" in all required pre-nursing courses (with no more than one course repetition). In addition to these grade requirements, students must achieve a score of proficient on the ATI TEAS Test and may be required to take the TOFEL exam if English is a second language. Students who do not meet the criteria

for maintaining their guaranteed position but meet the general requirements for admission into the Nursing Program, will be considered for fall admission with all other nursing applicants.

Students admitted into the Thiel College Bachelor of Science in Nursing program will take the pre-nursing curriculum at Thiel College for the first three semesters. As part of the admission process, students apply to Thiel College's Bachelor of Science in Nursing program and are considered for admission into Sharon Regional Health System School of Nursing. Students are admitted fully into Thiel College and provisionally into the Bachelor of Science in Nursing program (as Pre-Nursing Students) and Sharon Regional Health System School of Nursing, pending completion of the Pre-Nursing curriculum. Provisional admittance ensures that the student has a seat in the Bachelor of Science in Nursing program at Thiel College and a seat in the RN program at the Sharon Regional Health System School of Nursing as long as the student maintains the academic expectations/requirements.

Suggested schedules for TC/SRHS SON 1-2-1 BSN with Traditional Thiel College Core

Year One

Fall	Spring
BIO 145 Foundations of Biology (4)	BIO 294 Physiology (4)
BIO 284 Anatomy (4)	INDS 101 Presentational Literacy (3)
SEMS 110 First Year Seminar (3)	PSY 150 General Psychology (3)
ENG 101 College Writing (3)	Creative Core (3-4)
HPI 101 Intro to Healthcare Professions (1)	Foreign Language if needed (3)
Foreign Language if needed (3)	
15 or 18 credits	13 or 17 credits

Year Two

Fall	Spring
Math 211 Stats (4)	Fundamentals (4) [SON]
BIO 2XX Micro for Nurses (4)	Intro to Pharm (1) [SON]
CHEM 2XX Chem for Health Sciences (4)	Intro to Healthcare (1) [SON]
AH 125 Nutrition (3)	Health Assessment (3) [SON]
	NUR 203 Pathophysiology (3)
	NUR 204 Pharmacology (3)
15 credits	15 credits

Year Three

Summer	Fall
Med/Surg I (7) [SON]	Med/Surg II (7) [SON]
Pharm I (1) [SON]	Pharm II (1) [SON]
PSY 255 (3)	Religion (3)

Medical Spanish (3)	NUR 301 Nursing Leadership and Management (3)
PHIL 387 Medical Ethics (3)	SEMS 250 (3)
17 credits	17 credits

Year Four

Spring	Fall
Specials (7) [SON]	NUR 402 Healthcare Informatics (3)
Specialty Pharm (1) [SON]	HPI/POSC/NURXXX Healthcare Policy (3)
Practicum (3) [SON]	NUR 404 Research and Evidence-Based Practice (3)
SEMS 400 (3)	NUR 406 Vulnerable Populations (3)
NUR 304 Advanced Health Assessment (3)	NUR 412 Community and Pop Health Nursing (3)
17 credits	15 credits

Suggested schedules for TC/SRHS SON 1-2-1 BSN with Dietrich Honors Institute (DHI) Core

Year One

Fall	Spring
BIO 145 Foundations of Biology (4)	BIO 294 Physiology (4)
Bio 284 Anatomy (4)	HONS 114 Creating Culture(3)
HONS 109 Becoming Human (3)	PSY 150 General Psychology (3)
HONS 113 Communicating Effectively (3)	HONS 128 Interpreting Scriptures (3)
HPI 101 Intro to Healthcare Professions (1)	Foreign Language (3)
Foreign Language (3)	
18 credits	16 credits

Year Two

Fall	Spring
Math 211 Stats (4)	Fundamentals (4) [SON]
BIO 2XX Micro for Nurses (4)	Intro to Pharm (1) [SON]
CHEM 2XX Chem for Health Sciences (4)	Intro to Healthcare (1) [SON]
AH 125 Nutrition (3)	Health Assessment (3) [SON]
HONS 126 Composing Contextually (3)	NUR 206 Pharmacology (3)
	NUR 203 Pathophysiology (3)
	HONS 330 Creative Practices(3)
18 credits	18 credits

Year Three

Summer	Fall
Med/Surg I (7) [SON]	Med/Surg II (7) [SON]
Pharm I (1) [SON]	Pharm II (1) [SON]
PSY 255 (3)	HONS 250 Global Perspectives(3)

Medical Spanish (3)	NUR 301 Nursing Leadership and Management (3)
PHIL 387 Medical Ethics (3)	
17 credits	14 credits

Year Four

Spring	Fall
Specials (7) [SON]	NUR 402 Healthcare Informatics (3)
Specialty Pharm (1) [SON]	HPI/POSC/NURXXX Healthcare Policy (3)
Practicum (3) [SON]	NUR 404 Research and Evidence-Based Practice (3)
HONS 340 Contributing Culturally (DHI Thesis) (3)	NUR 406 Vulnerable Populations (3)
NUR 304 Advanced Health Assessment (3)	NUR 412 Community and Pop Health Nursing (3)
17 credits	15 credits

COURSE OFFERINGS

NUR 203 Pathophysiology (3 CH) - This course will provide an overview of the normal physiological and pathological mechanisms of disease across the lifespan. The normal physiological changes that occur with aging and abnormal pathology are introduced. Altered states of health are discussed in the context of current evidence-based research. Prerequisites BIO 284 Anatomy and BIO 294 Physiology.

NUR 206 Pharmacology (3 CH) - This course explores the basic concepts of clinical pharmacokinetics and pharmacotherapy for diseases. The course explores the major drug categories, purpose of action, common interactions, and contraindications. The nursing management priorities for the major drug categories are highlighted. Prerequisite CHEM2XX Chemistry for Health Science.

NUR 301 Nursing Management and Leadership (3 CH) -- This course prepares students for the changing role of the professional nurse in complex and diverse health care settings. The theories and methods of leadership and management are explored and applied in the clinical experience. There is an emphasis on critical thinking, team building, communication, priority setting, collaborative decision-making and advocacy. Students will use nursing leadership and management theory as well as the basic and applied sciences and humanities from previous courses.

NUR 304, Advanced Health Assessment (3 CH) - This course will focus on developing the skills to conduct physical, functional, and cognitive assessments for clients across the lifespan and cultures. The course will prepare students to complete and document a detailed health history. The skills learned in Health Assessment at the diploma nursing level will serve as the course foundation allowing the student to develop the advanced assessment skills required of professional nurses. Prerequisite Health Assessment at the SON

NUR 402 Healthcare Informatics (3 CH) -- This course prepares the student to utilize informatics and health care technologies in the management of individuals, groups and organizations for the improvement of patient outcomes.

NUR/POSC XXX Health Care Policy (3 CH) -- The purpose of this course is to introduce students to the public health system and policy issues confronting politicians, citizens, healthcare professionals, and other interested parties. The course presents an overview of public healthcare policy, the influence of the political, bureaucratic, and social environments in which policy decisions are made, and the population health consequences of such decisions. Students will also be engaged in the discussion of a variety of critical, contemporary policy issues such as health insurance, Medicare and Medicaid, the increase of medical expenditures, the malpractice crisis, the evolution of managed care, and comparison of other nations' healthcare systems. A key aspect of the course is to develop a framework for analyzing public health policies to glean where improvements could be made for the most benefit.

NUR 404 Research and Evidence-Based Practice (3 CH) --This course introduces the importance of research to improve clinical practice, strategies to evaluate the quality of research and evidence, and increase integration of research into practice.

NUR 406 Vulnerable Populations (3 CH) -- The elimination of health disparities has been identified as an area of research emphasis by the National Institute of Nursing Research. This course examines health determinants and health disparities within the United States as well as in the global community. The student will examine health disparities and the burden of disease within social, cultural, political, economic, and environmental contexts using a systematic, multidisciplinary approach.

NUR 412 Community and Population Health Nursing (3 CH) -- Community and Public Health Nursing provides a theoretical background for the study of community health nursing and is based on the synthesis of nursing theory and public health science. Emphasis is on health promotion, health maintenance and disease prevention among populations. The course assists students to recognize and analyze the interrelationships between individuals, families, population groups, and communities in determining the health status of each. The impact of political, economic, social, environmental, and cultural concerns on the health of populations is examined

Department of Physician Assistant Studies

Dr. Lynn Williams, Program Director; Dr. George Hanak, Elizabeth McCurdy, P.A.C.; Dr. Robert Morgenstern; Ashley Sava, P.A.C.; Jennifer Shellenbarger, P.A.C.; Matthew Shellenbarger, PharD.; Alison Wix, P.A.C.

The Master of Science in Physician Assistant Studies (MS-PAS)

The mission of the Thiel College Master of Science in Physician Assistant program is to graduate physician assistants who have the disciplinary knowledge and skills, clinical preparation and dispositions to provide excellent patient care and serve the needs of their community.

ACCREDITATION STATUS

The ARC-PA has granted Accreditation-Provisional status to the Thiel College Physician Assistant Program sponsored by Thiel College. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The program's accreditation history can be viewed on the ARC-PA website at:

[http://www.arc\[1\]pa.org/accreditation-history-thiel-college/](http://www.arc[1]pa.org/accreditation-history-thiel-college/).

For more information regarding accreditation, please visit: <http://www.arc-pa.org/accreditation/> or contact ARC-PA at 12000 Findley Road, Suite 150, Johns Creek, GA 30097, or call (770) 476-1224.

STUDENT LEARNING OUTCOMES

The Thiel College Student Learning outcomes are based on the *Competencies for the Physician Assistant Profession* document published by the National Commission on Certification of Physician Assistants. This document was developed to communicate to the PA profession and to the public a set of competencies that all physician assistants, regardless of specialty or setting, are expected to acquire and maintain throughout their careers; it was adopted in 2012 by ARC-PA, NCCPA, and PAEA, and by the AAPA in 2013. Thiel College has chosen to use the content from *Competencies for the Physician Assistant Profession* as the basis for Student Learning Outcomes to ensure that all essential competencies will be included in the curriculum and foundation of this PA training program.

SLO 1: Medical Knowledge

Medical knowledge includes the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Physician assistant students must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In Addition, physician assistant students are expected to demonstrate an investigative and analytic thinking approach to clinical situations.

Physician assistants are expected to understand, evaluate, and apply the following to clinical scenarios:

1. Evidence-based medicine.
2. Scientific principles related to patient care.
3. Etiologies, risk factors, underlying pathologic process, and epidemiology for medical/surgical conditions.
4. Signs and symptoms of medical and surgical conditions.
5. Appropriate diagnostic studies.
6. Management of general medical and surgical conditions to include pharmacologic and other treatment modalities.
7. Interventions for prevention of disease and health promotion/maintenance
8. Screening methods to detect conditions in an asymptomatic individual.
9. History and physical findings and diagnostic studies to formulate differential diagnoses.

SLO 2: Interpersonal & Communications Skills

Interpersonal and communication skills encompass the verbal, nonverbal, written, and electronic exchange of information. Physician assistant students must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients' families, physicians, professional associates, and other individuals within the healthcare system.

Physician Assistant students are expected to:

1. Create and sustain a therapeutic and ethically sound relationship with patients.
2. Use effective communication skills to elicit and provide information.
3. Adapt communication style and messages to the context of the interaction.
4. Work effectively with physicians and other healthcare professionals as a member or leader of a healthcare team or other professional group.
5. Demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety.
6. Accurately and adequately document information regarding care for medical, legal, quality, and financial purposes.

SLO 3: Patient Care

Patient care includes patient- and setting-specific assessment, evaluation, and management. Physician Assistant students must demonstrate care that is effective, safe, high quality, and equitable. Physician Assistant students must obtain a relevant medical history, adequately perform physical examinations, and implement treatment plans on patients of all age groups, appropriate to the patient's condition. In addition, Physician Assistant students must demonstrate proficiency in technical procedures and health care that is effective, patient-centered, safe, compassionate, and culturally appropriate for the treatment of medical problems and the promotion of health.

Physician Assistant students are expected to:

1. Work effectively with physicians and other healthcare professionals to provide patient-centered care.

2. Demonstrate compassionate and respectful behaviors when interacting with patients and their families.
3. Obtain essential and accurate information about their patients.
4. Make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment.
5. Develop and implement patient management plans.
6. Counsel and educate patients and their families.
7. Perform medical and surgical procedures common to primary care practice.
8. Provide health care services and education aimed at disease prevention and health maintenance.
9. Use information technology to support patient care decisions and patient education.

SLO 4: Professionalism

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Physician Assistant students must acknowledge their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. Physician Assistant students must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements.

Physician Assistant students are expected to demonstrate:

1. Understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant.
2. Professional relationships with physician supervisors and other health care providers.
3. Respect, compassion, and integrity.
4. Accountability to patients, society, and the profession.
5. Commitment to excellence and on-going professional development.
6. Commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.
7. Sensitivity and responsiveness to patients' culture, age, gender, and abilities and the relationship to health and health beliefs.
8. Self-reflection, critical curiosity, and initiative.
9. Healthy behaviors and life balance.
10. Commitment to the education of students and other health care professionals

SLO 5: Practice-based Learning & Improvement

Practice-based learning and improvement includes the processes through which Physician Assistants engage in critical analysis of their own practice experience, the medical literature, and other information resources for the purposes of self- and practice-improvement. Physician Assistant students must be able to assess, evaluate, and improve their patient care practices.

Physician Assistant students are expected to:

1. Analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team.
2. Locate, appraise, and integrate evidence from scientific studies related to their patients' health.

3. Apply knowledge of study designs and statistical methods to the appraisal of clinical literature and other information on diagnostic and therapeutic effectiveness.
4. Utilize information technology to manage information, access medical information, and support their own education.
5. Recognize and appropriately address personal biases, gaps in medical knowledge, and physical limitations in themselves and others.

SLO 6: Systems-based Practice

Systems-based practice encompasses the societal, organizational, and economic environments in which healthcare is delivered. Physician Assistant students must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that balances quality and cost, while maintaining the primacy of the individual patient. PAs should work to improve the health care system of which their practices are a part.

Physician Assistant students are expected to:

1. Effectively interact with different types of medical practice and delivery systems.
2. Understand the funding sources and payment systems that provide coverage for patient care and use the systems effectively.
3. Practice cost-effective health care and resource allocation that does not compromise quality of care.
4. Advocate for quality patient care and assist patients in dealing with system complexities.
5. Partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery and effectiveness of healthcare and patient outcomes.
6. Accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care.
7. Apply medical information and clinical data systems to provide effective, efficient patient care.
8. Recognize and appropriately address system biases that contribute to health care disparities.
9. Apply the concepts of population health to patient care.

The language included above in the "Thiel College Physician Assistant Student Learning Outcomes" was taken from the document "Competencies for the Physician Assistant Profession" (Originally adopted 2005; revised 2012) Adopted 2012 by ARC-PA, NCCPA, and PAEA Adopted 2013 by AAPA.

Thiel's Physician Assistant program features two distinct paths to earn a Master of Science in Physician Assistant Studies:

Pathway 1 - Highly motivated high school seniors can enroll in our accelerated five-year program. Students will earn a traditional four-year bachelor's degree in Health systems and continue at Thiel for a fifth year to complete the master's degree program. Please refer to the Health systems major for additional information regarding the undergraduate degree.

Pathway 2 – Students who have already completed a Bachelor of Arts or Bachelor of Science degree and wish to attain a Master of Science in Physician Assistant Studies from Thiel College should explore our 27-month post-baccalaureate program.

THIEL COLLEGE PHYSICIAN ASSISTANT PROGRAM

CURRICULUM: Pathway 1 Undergraduate Phase

Note: Subject to change

**Denotes Pathway 1 Pre-requisite courses*

Undergraduate Fall Semester 1

Course Name	Credits
MATH 142 Pre-Calculus	3
*BIO 145 Foundations of Biology	4
*CHEM 140 General Chemistry I	4
SEMS 110 Intro Seminar Series (DHI: HONS 109)	3
*ENGL 101 College Writing (DHI: HONS 113)	3
Total Credits: Fall Undergraduate Semester 1	17

Undergraduate Spring Semester 1

Course Name	Credits
*BIO 212 Microbiology	4
Humanities Course (DHI: HONS 114)	3
*CHEM 160 General Chemistry II	4
INDS 101 Presentational Literacy (DHI: HONS 128)	3
* 117 Medical Terminology	3
Total Credits: Spring Undergraduate Semester 1	17

Undergraduate Fall Semester 2

Course Name	Credits
*BIO 284 Human Anatomy	4
*CHEM 200 Organic Chemistry I	4
*BIO 290 Cell Biology	4
Creative Core (DHI: HONS 126)	3
*PSY General Psychology (DHI: HONS 250)	3
Total Credits: Fall Undergraduate Semester 2	18

Undergraduate Spring Semester 2

Course Name	Credits
*BIO 294 Human Physiology	4
*CHEM 210 Organic Chemistry II	4
REL 12X Religion Course (DHI: PSY 150)	3
SEMS 250 World Cultures (DHI: HONS 330)	3
*NSCI 202 Intro to Neuroscience	3
Total Credits: Spring Undergraduate Semester 2	17

Undergraduate Fall Semester 3

Course Name	Credits
*CHEM 345 Biochemistry I	4
*BIO 350 Principles of Immunology	3
*PSY 215 or SOC 233 Stats for the Social Sciences	3
AH 105 Taking Care of Your Health	2
NSCI 3xx Neuroscience Course OR Elective (if taking NSCI 3xx in Spring Year 3)	3
SPAN 150 Intro to Spanish Communication I (or ELECTIVE if lang. requirement met)	3
Total Credits: Fall Undergraduate Semester 3	18

Undergraduate Spring Semester 3

Course Name	Credits
PSY 241 Abnormal Behavior	3
PSY 255 Lifespan Development	3
SEMS 400 Global Issues (DHI: HONS 340)	3
*PHIL 387 Medical Ethics	3
NSCI 3x0 Neuroscience Course or ELECTIVE (if taking NSCI 3xx in Fall Year 3)	3
SPAN 151 Intro to Spanish Communication II (or ELECTIVE if lang. requirement met)	3
Total Credits: Spring Undergraduate Semester 3	18

Academic Progress from Undergraduate Phase to the Accredited Phase for Pathway 1 Students

Final approval for entrance into the accredited phase will be predicated on satisfactory completion of all academic and program requirements. Students who do not meet the academic or program requirements set forth by the Physician Assistant Studies Department may be dismissed from Pathway 1 and/or not advance to the accredited/graduate PA training program.

Students dismissed from Pathway 1 for academic reasons may continue as a Health Systems or other undergraduate major provided they remain in good academic standing at Thiel College. These students then have the opportunity to apply to the Master of Science in physician assistant studies program via Pathway 2.

1. Academic Standards:

- All students admitted to PA Pathway 1 must attain or exceed the following cumulative grade point averages.
 - Freshman year (semesters 1 and 2): Maintain a Cumulative Overall GPA of 3.3 and Cumulative Prerequisite GPA of 3.3
 - Sophomore year (semesters 3 and 4): Maintain a Cumulative Overall GPA of 3.4 and Cumulative Prerequisite GPA of 3.4
 - Junior year (semesters 5 and 6): Maintain a Cumulative Overall GPA of 3.5 and Cumulative Prerequisite GPA of 3.5
- Two successive semesters below the required cumulative grade point averages will constitute grounds for dismissal from the pathway.
- Should a student not achieve the minimum cumulative overall or prerequisite GPA, the student will meet with the PA program director and advisors for a Grade Advisement Conference. The student will have one semester to raise the cumulative GPAs to the required GPA. If the student does not achieve the minimum required cumulative GPAs within one semester, the student will be dismissed from Pathway 1.
- A grade of C or better must be earned in all courses on the first attempt. A final grade of D or F in any course will result in dismissal from Pathway 1; however, the student may still pursue an undergraduate degree at Thiel and reapply to the PA Program via Pathway 2.
- Repeating courses to obtain a minimum grade is not feasible in Pathway 1 entry to the PA program.
- Prerequisite grades of INC or W must be approved by the Dean and Program director and are only allowed for unforeseen extenuating circumstances.
- In order to advance to the graduate/accredited phase of training, all courses in the undergraduate phase must be completed with a grade of C or better on the first attempt, and the student must have a Cumulative GPA of 3.5 and a Cumulative Prerequisite GPA of 3.5 at the time of progression.

2. Pre-requisite courses for Pathway 1 include: CHEM 140, CHEM 160, CHEM 200, CHEM 210, CHEM 345, BIO 117, BIO 145, BIO 212, BIO 284, BIO 290, BIO 294, BIO 350, PSY 150, PSY 215/SOC 233, ENG 101, PHIL 387.

- A pre-requisite course may be replaced by a higher level science course if a score of 4 of 5 is earned on the Advanced Placement Exam in that subject OR if that course was completed with a grade of B or higher at Thiel College via the Dual Enrollment Program. All AP and Thiel Dual enrollment credits must be approved in advance by the PA Program Director and Dean of the College.

- If credit is given for a pre-requisite course, a higher level science course of the same number of credit hours will be selected and must be approved by the student's PA advisor, undergraduate advisor, and PA Program Director.
3. Continuous Enrollment: Students must maintain full-time enrollment status at Thiel College during the entire pathway.
 4. Shadowing: Students must complete a minimum of 40 hours shadowing health care professionals (MD, DO, PA-C, CRNP) during the undergraduate phase of training. At least sixteen (16) hours of that shadowing must be with two different Physician Assistants in two different specialties. These experiences will serve as examples of the various clinical roles and responsibilities assumed by physician assistants and the many practice settings available upon graduation.
 5. Background Check: Each student will be required to comply with Pennsylvania Act 33/151 Child Abuse History Clearance and Act 34 Criminal Background Clearance under the Child Protective Services Law, as well as Act 114 - FBI Criminal Record Background Checks. Acts 33/151 and 34 require a report of criminal history record information from the Pennsylvania State Police.
 6. Medical: Students must complete all pre-clinical health requirements, including documentation of ability to meet the performance indicators and technical standards, by spring of the third year. Positive drug tests will affect a student's standing in the academic program.
 7. Progression Meeting: Upon successful completion of the requirements for the pre-professional phase, students then advance into the accredited phase of the curriculum. Each Pathway 1 student must meet with the PA Program Director and Faculty during the final semester of the third undergraduate year to verify that all requirements have been satisfactorily met. Pathway 1 students who have not met the requirements to proceed to the graduate phase of the program at the time of this Program Meeting may reapply to enter the Program via Pathway 2.
 8. Orientation: All students must attend the Physician Assistant departmental orientation program that is held prior to the start of the graduate/accredited phase of training.
 9. Thiel College maintains the right not to admit a student into the accredited phase of their program if they determine that student is not a suitable candidate to proceed, even though that student has met the academic and program requirements (e.g., they were convicted of a felony or failed to exhibit ethical and professional attitude and behavior). Please refer to the Thiel College Student Handbook and the PA Program Student Manuals for detailed information regarding Student Conduct and Disciplinary Action, Academic Standing, and other requirements and procedures.

CURRICULUM: GRADUATE (Accredited) PHASE

Summer 1 (note: this is an 8-week semester)

Course Name	Credits
PA 501 Medical Science I	2
PA 504 Principles of Medicine I	3
PA 507 Pharmacology I	1
PA 510 Patient Assessment & Clinical Reasoning I	2
PA 514 Professional Practice	1
Total Credits: Summer Semester 1	9

Fall Semester 1

Course Name	Credits
PA 502 Medical Science II	3
PA 505 Principles of Medicine II	5
PA 508 Pharmacology III	2
PA 511 Patient Assessment & Clinical Reasoning II	3
PA 512 Diagnostic Medicine I	3
PA 515 Infectious Disease/Clinical Microbiology	2
Total Credits: Fall Semester 1	18

Spring Semester 1

Course Name	Credits
PA 503 Medical Science III	3
PA 506 Principles of Medicine III	5
PA 509 Pharmacology III	2
PA 513 Diagnostic Medicine II	2
PA 516 Evidence Based Medicine & Public Health	3
PA 517 Behavioral/Mental Health Medicine	2
PA 521 Clinical Skills & Procedures I	2
Total Credits: Spring Semester 1	19

Summer Semester 2

Course Name	Credits
PA 522 Clinical Skills & Procedures II	2
SPAN 523 Medical Spanish	2
PA 524 Healthcare Delivery	2
PA 525 Clinical Medicine across the Lifespan	4
PA 526 Surgery and Emergency Medicine	2
PA 527 Clinical Practicum	2
Total Credits: Summer Semester 2	14

Fall Semester 2

Course Name	Credits
PA 528 Professional Development I	1
PA 531 Clinical Clerkships I (Rotations 1, 2 & 3)	15
Total Credits: Fall Semester 2	16

Spring Semester 2

Course Name	Credits
PA 529 Professional Development II	1
PA 532 Clinical Clerkships II (Rotations 4, 5 & 6)	15
Total Credits: Spring Semester 2	16

Summer Semester 3

Course Name	Credits
PA 530 Professional Development III	1
PA 533 Clinical Clerkships III (Rotations 7, 8, & 9)	15
Total Credits: Summer Semester 3	16

Thiel College Physician Assistant Program

Academic Progress, Actions, and Appeals Policy

Academic Progress Requirements

To graduate from the PA Program and earn a Master of Science degree, the candidate must:

- Achieve a grade of C or better in all PA Program courses.
- Achieve a minimum overall GPA of 3.00 at the end of the program.
- Successfully complete the PA Program Summative Evaluation.

To achieve satisfactory academic progress in the Physician Assistant Program, the student must maintain an aggregate grade of B (GPA of 3.00). The PA Program considers a grade below “C” in any of the Physician Assistant Program courses to represent unsatisfactory academic progress and may result in academic warning, probation, or dismissal from the program. Unsatisfactory academic progress will result in a review by the academic review committee and may result in repeating course work, academic warning, academic probation, or dismissal from the PA Program.

The PA Program faculty members review each student’s progress each semester. The purpose of this review is to clarify each student’s academic status and his/her progress toward completion of the Physician Assistant Program. Factors to be considered in this review include an internal audit of grades earned in completed courses, professional development, and professional/ethical behavior.

Academic progress in the second year is evaluated with end of rotation exams scores, preceptor evaluations and other course work requirements.

To remain in good academic standing, all PA students must receive a grade of C or better in all PA Program courses and a passing grade in all clinical rotations. The academic review process exists to assist students with identification of problems and issues that may be associated with academic or professional difficulties. The process occurs so that appropriate guidance, advice and remediation options may occur.

Grading: Within the syllabus of each course the grading methodology and elements are defined. Each element (quiz, exam, group session, etc.) is assigned a point value within the context of each course. The points are totaled, and a final grade determined. The letter grade is determined from the point scale outlined in the course syllabi.

Academic Alert: The program will use an “Early Academic Alert System” to recognize students who could potentially be at academic risk. The following will be implemented:

- Advisors and instructors are to notify the Program Director of students who exhibit signs of academic risk ASAP.
- Academic progress of students will be reviewed at faculty meetings.
- Students are encouraged to speak to advisors, instructors or Program Director if feeling overwhelmed or concerned about their academic progress.
- A minimum of one regular advisor session will be scheduled during each semester. Student academic advisement forms will be used at advising sessions and maintained in student files.
- Early intervention/remediation/referrals will be implemented as needed.
- A student with an exam or evaluation score below 80% will be required to remediate his/her exam. The student will develop a remediation plan of action with his/her course instructor. All remediation must be completed within one week after grades have been released.

Requirements to Progress from Didactic Year to Clinical Year

The following components must be satisfied for a didactic year PA student to progress to the clinical phase of the program. If any of these components are not satisfied prior to the clinical phase of the program, the student will not be allowed to begin their first clinical rotation, which will result in delayed graduation and possibly deceleration.

1. Cumulative GPA of 3.00 for Didactic year
2. Pass the first year PACKRAT examination. To pass, a student must be within one standard deviation of the national average (This is a formative assessment, which will not be used for grading purposes). If a student does not pass, he or she must complete a PACKRAT remediation plan as determined by the Student Progress Committee.
3. Satisfactory completion of update on criminal background check completed prior to matriculation to the program
4. Satisfactory drug screen by April 1 of the clinical year.
5. Complete updated immunizations, clearances, and site documentation no later than 45 days prior to the start of clinical rotations
6. Satisfactory physical exam no later than 45 days prior to the start of clinical rotation
7. Satisfactory completion of a comprehensive clinical assessment (history and physical examination) on a simulated patient

Graduation Requirements

In order to graduate, the following requirements must satisfy the following requirements:

1. Satisfactory completion of all courses in the Physician Assistant curriculum with a grade of 70% © or better.
2. Students must have a 3.00 or better cumulative GPA on a 4.00 scale for all graduate courses attempted at Thiel College to graduate.
3. Satisfactory completion of a comprehensive written summative exam.
4. Satisfactory completion of a comprehensive Objective Structured Clinical Evaluation (OSCE)
5. Completion of the PA Clinical Knowledge Rating and Assessment Tool (PACKRAT) examination.
6. Compliance with behavioral and professional performance standards.
7. All requirements must be completed within a six-year period commencing with the first graduate course taken at Thiel College.
8. It is the student's responsibility to complete all degree/certificate requirements and to know the requirements set by both the PA Program and Thiel College for graduation. Any questions should be directed to the Program Director or Faculty.

Student Progress and Appeals Policy

Student Progress Committee (SPC): The Student Progress Committee (SPC) of the Physician Assistant Program will review all students at least once per semester to monitor for completion of requirements for progression and graduation. Student offenses and concerns regarding potentially unprofessional or other behaviors will also be referred to the SPC. The Student Progress Committee, at the conclusion of the review procedures, will recommend progression, deceleration, probation and/or dismissal. See Student Progress Actions section for details about each action.

Composition: The SPC shall be composed of the Academic Coordinator, Director of Clinical Education, and members of the faculty (voting members) appointed by the PD, and the Program Director (non-voting member). Other designated Physician Assistant faculty may be involved on a case-by-case basis.

Process: When a student fails to achieve satisfactory academic progress, is accused of academic dishonesty, or is accused of other program violations, the Student Progress Committee Review Process will be initiated. (See Sexual Harassment/Title IX section for explanation of the handling of sexual harassment grievances.)

- ❖ The accuser will, within three working days, inform the Program Director in writing of the accusation, providing as much detail as possible.
- ❖ Within three working days of notification, the Program Director will schedule a meeting of the Student Progress Committee.
- ❖ The committee will meet to discuss the situation or incident, interview witnesses and use any method allowed to gather information related to the incident. Multiple meetings may be required.
- ❖ Within three working days of the final meeting the PA faculty attending the review will prepare the committee's recommendations and forward them to the Program Director.
- ❖ The Program Director will accept or reject the recommendations including, if applicable, reasons for rejection of any recommendations. The Program Director will inform the student and members of the review process in writing on the course of action within three working days.
- ❖ A form accompanying the written course of action must be signed and returned by the student to the Program Director within seven days of receipt.
- ❖ A copy of all final recommendations will be placed in the student's academic file.
- ❖ Working Days are defined as those days within an academic semester or session. Holidays recognized by Thiel College and days that separate academic semesters and sessions are not counted in these timetables.

There will be times when extenuating circumstances call for an exception to these time frames. Requests for modifying these time frames must be presented to and approved by the Program Director.

Appeal Process: Students who disagree with the plan of action set forth by the Program Director and/or the Student Progress Committee may have the decision reviewed by the Dean of Thiel College. If the student wishes to appeal the disciplinary action, he or she:

1. Must submit a letter explaining his/her position to the VPAA with copies to the faculty member, his/her advisor, and the Program Director within seven (7) days after receiving the written notification.
2. May attend classes while the appeal is in process.

The VPAA/Dean of the College will follow the normal Thiel College hearing procedure outlined in the Thiel Student Handbook (https://www.thiel.edu/assets/documents/campus_life/2017-2018_HandbookMaster.pdf) and notify, in writing, the student, the student's advisor, the faculty member, and the department head, ordinarily within two (2) class days of the decision.

Thiel College Physician Assistant Program

Remediation Policy

Remediation: The program curriculum is rigorous and requires a full commitment from both students and faculty. Remediation is a process intended to correct a student's academic deficiencies and includes such activities as assignments, examinations, and other assessment. The following reasons

Remediation during Didactic Year: A student with an exam or evaluation score below 80% will be required to remediate his/her exam.

1. The student will work with the course director or their assigned faculty advisor/designee to collectively develop a strategy to successfully remediate the failed item which could include tutoring, additional readings, and developing efficient study skills.
2. All remediation must be completed within one week after grades have been released.
3. If a student does not complete a remediation assignment by the agreed upon (or specified) date, the student will be placed on probation.

Remediation of Practical Examinations or Assignments: A student who fails an assignment, project or practical examination must complete the following:

1. Remediate the failure by successfully repeating the assignment or practical examination as determined by the course director.
2. The student will be given an assignment to complete. The assignment is meant to satisfy knowledge deficiencies.
3. The highest grade that can be achieved for the remediation is 70%.
4. If a student does not complete a remediation assignment by the agreed upon (or specified) date, the student will be placed on probation.

Remediation of Clinical Year End of Rotation Examinations: A student will be required to achieve a minimum score of 70% (C) on the End of Rotation exam. Any student who is unsuccessful in meeting the minimum score requirement of 70% (C) on the first attempt will be:

1. Required to meet with the Clinical Coordinator and/or their assigned faculty advisor/designee for a remediation plan
2. Required to take another version of the exam the following Monday and complete an assignment.
 - a. Assignment will aim to reflect objectives missed in the exam.
 - b. Assignment is due within 1 week of the remediation plan meeting.
3. The highest grade the student will be able to receive for the repeat exam is 70% (C).
4. If a student fails the remediation exam (grade of <70%), they will be placed on academic probation and referred to the Student Progress Committee.

Remediation of a Rotation Requirement: If it is the Committee's determination that the student has not met the rotation requirements, the following actions will take place:

1. Implementation of a remediation plan
2. The student will be required to repeat the rotation.
3. If the student is not able to remediate the rotation within the same clinical year, they will be required to remediate the rotation the following clinical year. This will delay graduation and sitting for the PANCE. Remediation of a failed rotation course will incur additional tuition/fees.
4. The highest grade the PA student can achieve for the rotation is 70% (C)

5. Repeating of the clinical rotation may cause a delay in graduation and additional tuition costs may occur.

Remediation of a Clinical Rotation

If a student fails a rotation (grade of <70%), the student will be placed on academic probation and referred to the Student Progress Committee. If it is the Committee's determination that the student has not satisfactorily met the rotation requirements, the following actions will take place:

1. Implementation of a remediation plan
2. The student will be required to repeat the rotation.
3. If the student is not able to remediate the rotation within the same clinical year, they will be required to remediate the rotation the following clinical year. This will delay graduation and sitting for the PANCE. Remediation of a failed rotation course will incur additional tuition and fees.
4. The highest grade the PA student can achieve for the rotation is 70% (C)
5. If a student fails 2 (two) clinical rotations or 2 (two) courses in the entire program, the PA student will be dismissed from the PA Program.
6. No student will be allowed to repeat a rotation more than once. A failed performance of a repeated rotation (<70%) while on academic probation will be grounds for dismissal from the PA Program.
7. Note: Repeating a rotation may cause delay in graduation. In many states, this will have a negative impact on the student's ability to obtain/accept employment. Depending on the state, it may also be required to be documented on the student's records when applying for licensure.

Thiel College Physician Assistant Program Probation, Deceleration and Dismissal Policy

Academic Probation: Students may be subject to Academic program probation for the following reasons:

- ❖ Failing to maintain a cumulative GPA of 3.00 or better for one semester
- ❖ Not completing a remediation assignment by the agreed upon (or stated) date
- ❖ Because grades issued for Clinical rotations are composed of many different criteria, including outside evaluations, and because some evaluations from outside sources may not be available immediately upon completion of the rotation, students may be allowed to begin the next rotation without a grade being assigned. Once all evaluation materials are gathered, if the criteria for passing the rotation are not met, the student will be notified of academic probation (for a first failed rotation).

Professional Probation: A student may be subject to Professional program probation for a lapse in professionalism, which can include but is not limited to:

- ❖ Solicitation of clinical site
- ❖ Breach of chain of command
- ❖ Dishonest and/or unethical behavior (includes plagiarism, lying, or falsifying or omitting any required program information or documentation)
- ❖ Uncooperative, hostile, disruptive, negative, disrespectful or verbally or physically abusive behavior manifested toward the program staff, patients, instructors, clinical preceptor(s), the PA Program, the University, medical staff, visitors, or fellow students (this includes disruptive behavior in the classroom)
- ❖ Exceeding the PA student scope of practice

- ❖ Impersonating a PA or other health care professional
- ❖ Refusing to see patients or perform a task as requested by a preceptor, faculty member, or staff
- ❖ Insubordination to a preceptor or faculty member including refusal to accept constructive feedback or criticism or failure to adhere to the defined dress code
- ❖ Inappropriate, accusative, derogatory, argumentative, disrespectful or privileged information included in any kind of written materials, electronic mail, conversations, or comments in any open setting at the University or clinical site Use of profane, vulgar, abusive, obscene, or threatening language of any sort while participating in University activities
- ❖ Any violation of requirements set forth in a PA course syllabus
- ❖ Use of an electronic device that is disrespectful, distracting or not dedicated to the topic of instruction.
- ❖ Lack of respect for the privacy or property of others
- ❖ Any other situation or condition not addressed in this list of behaviors will be considered independently according to the individual case

Written Notice: A student will receive written notice of their probationary status from the Program Director. The letter will describe how the student has failed to meet expected standards, and it will detail the expectations and conditions to remain in and/or graduate from the program. It will also include steps that should be taken to remediate a deficiency or improve performance. The student will be required to meet with his/her assigned faculty advisor/designee as outlined in the conditions. The student will be required to sign this notice and a copy will be placed in the student's file. Failure to comply with the conditions established will constitute grounds for further disciplinary action, including deceleration and dismissal from the program.

Deceleration: Students may be subject to program deceleration for the following reasons:

- ❖ Failing to maintain a cumulative GPA of 3.00 or better for two semesters
- ❖ Failing to achieve a cumulative GPA of 3.00 at the end the semester prior to the clinical year
- ❖ Failing to achieve a cumulative GPA of 3.00 at the end of the semester prior to graduation
- ❖ A repeated lapse in professionalism
- ❖ Not meeting probationary requirements

Written Notice: A student will receive written notice of their deceleration from the Program Director. A student may be reactivated within the program one year after being decelerated. The student must inform the PA Program of their intent to return no less than three months prior to the semester that they intend to return. The student will be required to submit a letter requesting reactivation and a letter of recommendation from a faculty member, written at the time of deceleration.

Reactivation: When a student is reactivated, the student will be allowed back into the program on probationary status. The student will receive a written notice that will stipulate the expectations and conditions to remain in/or graduate from the program. It will also include steps that should be taken to remediate a deficiency or improve performance. The student will be required to sign this notice. Failure to comply with the conditions established constitutes grounds for dismissal from the program.

Dismissal: Inappropriate, unprofessional, or threatening behavior as identified by the preceptor or PA Program will be referred to the Student Progress Committee of the PA program. Reasons for which a student may be subject to dismissal may include, but are not limited to, the following:

- ❖ Failing to maintain a cumulative GPA of 3.00 or better for three semesters
- ❖ All completed courses will be graded on a letter grade basis of A, B, C, D or F. Passing grades are considered a “C” or better. All courses must be passed to graduate. If a student earns a “D” or an “F” in a course, the student will be dismissed from the program.
- ❖ Failing to pass two (2) clinical rotations.
- ❖ A student is caught cheating
- ❖ Falsifying medical records or submitting falsified SOAP notes or H&Ps
- ❖ Writing unauthorized prescriptions
- ❖ Forgery
- ❖ Theft
- ❖ Violation of HIPAA standards in any form
- ❖ Conviction of a misdemeanor, felony or offense involving moral turpitude while enrolled as a Physician Assistant student
- ❖ Illegally obtaining, possessing, selling, or using controlled substances
- ❖ Using or being under the influence of drugs or alcohol while participating in any program activity or while present in any facility where program activities occur.
- ❖ Being dismissed from clinical site based upon inappropriate behavior or unprofessional conduct
- ❖ Continued lapse in professionalism
- ❖ Any action that could result in legal action being taken against the student by the clinical site or College

Written Notice: A student will receive written notice of their dismissal from the Program Director. If the student is on campus, the Program Director will attempt to schedule a meeting in person to give the written notice to the student. If the student is not on campus, or cannot return for a meeting, the letter will be sent to the most recent address provided to the program by the student, via Certified Mail. Upon receipt of the written notice, the student must sign one copy and return it to the Program Director to confirm receipt. It is the responsibility of the student to provide a current address or to return a signed copy of the written notice of dismissal. A copy of the dismissal letter will be sent to the Registrar and Dean.

Exit Interview: Should you be dismissed from the program you are required to have an exit interview with the PA program director or designated faculty member. This will involve returning any instructional property that has been entrusted to you and turning in your identification badge and white clinical jacket. Other things to be considered at this time are clearance of all current debt with the College, the onset of the grace period if you should have school loans and termination or conversion of your health and disability coverage. You may also want to arrange for an exit interview with Financial Aid. Students dismissed from the program will no longer be able to attend program classes and activities unless an appeal is in process.

Course Offerings

PA 501 Medical Science I 2 CH

This is the first of three courses designed to develop an understanding of homeostasis and the relationship of physiology, pathophysiology, and human genetic concepts of disease as they pertain to each organ system or area of medicine covered in PA 504 Principles of Medicine I. This course will incorporate anatomy within a clinical context with an emphasis on important anatomical structure and function relevant to the physical exam, diagnosis, and development of disease and in the anatomical relationships of structures to each other. Lectures, discussions, anatomy lab participation, case studies, and a multimedia approach will be used to present the material.

PA 502 Medical Science II 3 CH

This is the second of three courses designed to develop an understanding of homeostasis and the relationship of physiology, pathophysiology, and human genetic concepts of disease as they pertain to each organ system or area of medicine covered in PA 505 Principles of Medicine II. This course will incorporate anatomy within a clinical context with an emphasis on important anatomical structure and function relevant to the physical exam, diagnosis, and development of disease and in the anatomical relationships of structures to each other. Lectures, discussions, anatomy lab participation, case studies, and a multimedia approach will be used to present the material.

PA 503 Medical Science III 3 CH

This is the third of three courses designed to develop an understanding of homeostasis and the relationship of physiology, pathophysiology, and human genetic concepts of disease as they pertain to each organ system or area of medicine covered in PA 506 Principles of Medicine II. This course will incorporate anatomy within a clinical context with an emphasis on important anatomical structure and function relevant to the physical exam, diagnosis, and development of disease and in the anatomical relationships of structures to each other. Lectures, discussions, anatomy lab participation, case studies, and a multimedia approach will be used to present the material.

PA 504 Principles of Medicine I 3 CH

This is the first in a series of courses designed to provide the study of human diseases and disorders by organ system, using a lifespan approach from newborn to the elderly. Course includes epidemiology, etiology, history, clinical signs and symptoms, differential diagnosis, diagnosis, diagnostic studies, therapeutic management, prevention, and prognosis of disease in clinical medicine. Organ systems covered include dermatology, otolaryngology, ophthalmology, pulmonary, and hematology. Emphasis will be on disease processes common to primary care practices using lecture, case study, and a problem-based learning approach.

PA 505 Principles of Medicine II 5 CH

This is the second in a series of courses designed to provide the study of human diseases and disorders by organ system, using a lifespan approach from newborn to the elderly. Course includes epidemiology, etiology, history, clinical signs and symptoms, differential diagnosis, diagnosis, diagnostic studies, therapeutic management, prevention, and prognosis of disease in clinical medicine. Organ systems covered include cardiovascular, neurology, endocrinology, gastroenterology/nutrition, nephrology and genitourinary, orthopedics, and obstetrics and gynecology. Emphasis will be on disease processes common to primary care practices using lecture, case study, and a problem-based learning approach.

PA 506 Principles of Medicine III 5 CH

This is the third in a series of courses designed to provide the study of human diseases and disorders by organ system, using a lifespan approach from newborn to the elderly. Course includes epidemiology, etiology, history, clinical signs and symptoms, differential diagnosis, diagnosis, diagnostic studies, therapeutic management, prevention, and prognosis of disease in clinical medicine. Modules covered include rheumatology, HIV medicine, geriatrics, pediatrics, oncology, surgery, and emergency medicine. Emphasis will be on disease processes common to primary care practices using lecture, case study, and a problem-based learning approach.

PA 507 Pharmacology I 1 CH

This is the first in a series of three courses designed to provide the student with an understanding of the mechanisms by which drugs alter the function of living cells to relieve symptoms and physiologic manifestations of disease. This course will begin with an introduction to general principles of pharmacology, pharmacokinetics, and pharmacodynamics, and then concentrate expressly on the pharmacotherapeutics germane to the organ system modules covered in this trimester. At the end of the course, students will understand the general properties of drug categories and prototypical drugs used to treat diseases of these body systems and apply these pharmacologic concepts to clinical situations. Through lecture and case study, special emphasis will be placed on the development of problem-solving and medical decision-making skills as they relate to the clinical use of pharmacotherapeutics. This course will be a hybrid course of digital and on-campus learning.

PA 508 Pharmacology II 2 CH

This is the second in a series of three courses designed to provide the student with an understanding of the mechanisms by which drugs alter the function of living cells to relieve symptoms and physiologic manifestations of disease. This course will begin with an introduction to general principles of pharmacology, pharmacokinetics, and pharmacodynamics, and then concentrate expressly on the pharmacotherapeutics germane to the organ system modules covered in this trimester. At the end of the course, students will understand the general properties of drug categories and prototypical drugs used to treat diseases of these body systems and apply these pharmacologic concepts to clinical situations. Using lecture and case study, special emphasis will be placed on the development of problem-solving and medical decision-making skills as they relate to the clinical use of pharmacotherapeutics. This course will be a hybrid course of digital and on-campus learning.

PA 509 Pharmacology III 2 CH

This is the third in a series of three courses designed to provide the student with an understanding of the mechanisms by which drugs alter the function of living cells to relieve symptoms and physiologic manifestations of disease. This course will begin with an introduction to general principles of pharmacology, pharmacokinetics, and pharmacodynamics, and then concentrate expressly on the pharmacotherapeutics germane to the organ system modules covered in this trimester. At the end of the course, students will understand the general properties of drug categories and prototypical drugs used to treat diseases of these body systems and apply these pharmacologic concepts to clinical situations. Using lecture and case study, special emphasis will be placed on the development of problem-solving and medical decision-making skills as they relate to the clinical use of pharmacotherapeutics. This course will be a hybrid course of digital and on-campus learning.

PA 510 Patient Assessment & Clinical Reasoning I 2 CH

This is the first of two courses designed to develop the knowledge and skills required to elicit, perform, and document the complete medical history and physical exam with use of appropriate equipment, proper exam techniques, and accurate medical terminology. Students will learn the skills needed to recognize normal anatomy, normal anatomical variation, and disease states. The course will provide an overview of the medical record as well as development of writing and oral presentation skills. History-taking, physical examination, clinical reasoning skills, and documentation skills will be developed through lecture and structured small group workshop exercises.

PA 511 Patient Assessment & Clinical Reasoning II 3 CH

This is the second of two courses designed to develop the knowledge and skills required to elicit, perform, and document the complete medical history and physical exam with use of appropriate equipment, proper exam techniques, and accurate medical terminology. Students will learn the skills needed to recognize normal anatomy, normal anatomical variation, and disease states. The course will provide an overview of the medical record as well as development of writing and oral presentation skills. History-taking, physical examination, clinical reasoning skill, and documentation skills will be developed through lecture and structured small group workshop exercises.

PA 512 Diagnostic Medicine I 3 CH

This is the first of two courses designed to develop a functional understanding of the appropriate uses and interpretations of clinical diagnostic testing, to include serologic, microscopic studies and radiographic interpretation. Students will learn to select, interpret, and apply appropriate laboratory, imaging, and other diagnostic tests and determine clinical significance. Skills will be developed through lecture and structured small-group workshops.

PA 513 Diagnostic Medicine II 2 CH

This is the second of two courses designed to develop a functional understanding of the appropriate uses and interpretations of clinical diagnostic testing, to include serologic, microscopic studies, radiographic and EKG interpretation. Students will learn to select, interpret, and apply appropriate laboratory, imaging, and other diagnostic tests and determine clinical significance. EKG interpretation is taught in this course. Skills will be developed through lecture and structured small group workshops. This course will be a hybrid course of digital and on-campus learning.

PA 514 Professional Practice 1 CH

This course is designed to discuss the role of the Physician Assistant in the context of the healthcare system, as well as issues pertaining to the Physician Assistant's practice of medicine within an interprofessional team. This course will include interpersonal skills and communication, history of the Physician Assistant profession, introduction to PA professional organizations, patient safety, and medical and professional ethics. Instruction for this course will consist of lectures, case studies, and small-group discussions. This course will be a hybrid course of digital and on-campus learning.

PA 515 Infectious Disease/Clinical Microbiology 2 CH

This course is designed to introduce students to the concepts of medical microbiology and the principles of infectious disease. The focus will be on epidemiology, virulence, and pathogenicity of selected organisms,

pathophysiology, clinical presentation, and general management of infectious disease states. These topics will be explored through lecture, discussion, and case studies.

PA 516 Evidence-Based Medicine and Public Health 3 CH

This course will serve as an introduction to the theory and practice of evidence-based medicine, as well as the complementary field of public health. Students will learn to search, interpret, and evaluate medical literature critically, developing the knowledge and skills necessary to integrate evidence-based answers into clinical practice. Students will also demonstrate the ability to effectively communicate these evidence-based concepts to peers and patients. This course will allow students to gain an appreciation of the public health system through an understanding of selected public health topics. Students will examine their role, as future health care providers, in the prevention of disease and maintenance of population health.

PA 517 Behavioral/Mental Health Medicine 2 CH

This course is designed to provide the study of human disease and disorders associated with mental and behavioral diseases, and introduces the special needs and care of the mental health patient with an emphasis on disease management with the ultimate goal of improving the functional status of individuals with mental health diseases. The student will also consider social, personal, and cultural attitudes toward mental illness. Course will be taught using lecture, case study, interviewing, and problem-based approach.

PA 521 Clinical Skills & Procedures I 2 CH

This course will prepare the student for the upcoming clinical year. The focus will be on procedures including sterile technique, venipuncture, IV placement, injections, airway management and endotracheal intubation, nasogastric tube placement, lumbar puncture, urinary bladder catheter insertion, bandaging, casting and splinting, local anesthesia, and wound management and closure. Instruction for this course will consist of lectures and structured small group clinical skills exercises.

PA 522 Clinical Skills & Procedures II 2 CH

This course will prepare the student for the upcoming clinical year. The focus will be on procedures including sterile technique, venipuncture, IV placement, injections, airway management and endotracheal intubation, nasogastric tube placement, lumbar puncture, urinary bladder catheter insertion, bandaging, casting and splinting, local anesthesia, and wound management and closure. Instruction for this course will consist of lectures and structured small group clinical skills exercises.

SPAN 523 Medical Spanish 2 CH

This course is designed to improve students' communication in clinical situations with patients whose native language is Spanish. The focus of the instruction will be on learning basic conversational skills in order to elicit clinical histories, conduct physical examinations, and give instructions to Spanish-speaking patients. Instruction for this course will consist of lectures and class discussion

PA 524 Healthcare Delivery 2 CH

This course is designed to expose the student to current trends in the U.S. healthcare system. The focus of instruction will be given to healthcare delivery systems and policy, healthcare information systems, interprofessional healthcare teams, and healthcare outcomes. As the student transitions from the didactic to the clinical year, topics on patient safety, prevention of medical errors, ethical dilemmas, risk management and quality improvement germane to clinical practice will be discussed. Instruction regarding the financing

healthcare, electronic medical records, reimbursement, coding and billing will also be taught in this course. The format for this course will consist of lectures, case studies, and online discussions. This course will be a hybrid course (digital learning and on-campus course).

PA 525 Clinical Medicine Across the Lifespan 4CH

This course is designed to provide the study of primary care, which is defined as the comprehensive first contact and continuing, coordinated care for persons with any undiagnosed sign, symptom, or health concern, not limited by problem origin (biological, behavioral, or social), organ system, or diagnosis. The focus will be on patient-centered, interprofessional, and cost-effective care, with an emphasis on the approach to, unique needs of and management issues for specific patient populations, including Pediatrics, Adolescents, Adult Medicine, Women's Health and Geriatrics. Course will be taught using lecture and case studies. The goal of this course is to assimilate the information learned in didactic courses to prepare the students for their transition to clinical practice

PA 526 Surgery/Emergency Medicine 2 CH

This course will explore the injuries, diseases, and other conditions relating to the various medical disciplines (i.e., cardiology, gastroenterology, pulmonology) as they present and are managed in an emergency department setting. The course will also introduce surgical concepts, including inpatient and outpatient management of the surgical patient, types of surgical procedures, and conditions treated by the general surgery and surgical subspecialties. Course information will be presented via lectures, group discussions, presentations. ACLS certification will also be included in this course.

PA 527 Clinical Practicum 2 CH

This course incorporates experiential learning to prepare the student for clerkships and eventually clinical practice. It also continues to facilitate the transition of knowledge and skills from the academic phase to the clinical phase, giving students the opportunity to hone teamwork and patient care skills. Students will be placed in clinic and hospital settings for half day (3 hour) sessions multiple times throughout the semester. An optional interprofessional patient care activity with other graduate health care professions graduate students will also be offered. At the conclusion of the semester, students will meet in the classroom to discuss their experiences.

PA 528 Professional Development I 1 CH

This course is the first in a series of three designed to assist students in applying the knowledge learned in their didactic courses to their clinical experiences, as well as to provide ongoing preparation for the PANCE. Other topics to be covered will include professionalism, effective communication, patient safety, ethics, adherence to regulations, and teamwork. The course will also help prepare the students for the transition from student to health care professional, including licensing, job search, interviewing skills, professional etiquette, contracts, self-care strategies, work-life balance. The course will be a blend of online assignments and discussions while on Clerkships, along with lectures and group activities on call back days.

PA 529 Professional Development II 1 CH

This course is the second in a series of three designed to assist students in applying the knowledge learned in their didactic courses to their clinical experiences, as well as to provide ongoing preparation for the PANCE. Other topics to be covered will include professionalism, effective communication, patient safety, ethics, adherence to regulations, and teamwork. The course will also help prepare the students for the transition from student to health care professional, including licensing, job search, interviewing skills, professional etiquette, contracts, self-care strategies, work-life balance. The course will be a blend of online assignments and discussions while on Clerkships, along with lectures and group activities on call back days.

PA 530 Professional Development III 1 CH

This course is the third in a series of three designed to assist students in applying the knowledge learned in their didactic courses to their clinical experiences, as well as to provide ongoing preparation for the PANCE. Other topics to be covered will include professionalism, effective communication, patient safety, ethics, adherence to regulations, and teamwork. The course will also help prepare the students for the transition from student to health care professional, including licensing, job search, interviewing skills, professional etiquette, contracts, self-care strategies, work-life balance. The course will be a blend of online assignments and discussions while on Clerkships, along with lectures and group activities on call back days.

PA 531 Clinical Clerkships I (Rotations 1,2,3) 15 CH

The first in a series of three clinical clerkship experiences, starting in the fall semester for 15-weeks in duration. This course is designed to allow students to develop the knowledge, skills, abilities and attitudes required to care for patients of all age groups. Students will be assigned to three different clinical rotations, with a mandatory two-day call back session in the final week of each rotation. The rotations can occur in any of the following disciplines: Family Medicine, Surgery, Internal Medicine, Pediatrics, Women's Health, Emergency Medicine, Behavioral Health or an elective discipline.

PA 532 Clinical Clerkships II (Rotations, 4,5,6) 15 CH

The second in a series of three clinical clerkship experiences, starting in the spring semester for 15-weeks in duration. This course is designed to allow students to develop the knowledge, skills, abilities and attitudes required to care for patients of all age groups. Students will be assigned to three different clinical rotations, with a mandatory two-day call back session in the final week of each rotation. The rotations can occur in any of the following disciplines: Family Medicine, Surgery, Internal Medicine, Pediatrics, Women's Health, Emergency Medicine, Behavioral Health or an elective discipline.

PA 533 Clinical Clerkships III (Rotation 7,8,9) 15 CH

The third in a series of three clinical clerkship experiences, starting in the summer semester for 15-weeks in duration. This course is designed to allow students to develop the knowledge, skills, abilities and attitudes required to care for patients of all age groups. Students will be assigned to three different clinical rotations, with a mandatory two-day call back session in the final week of each rotation. The rotations can occur in any of the following disciplines: Family Medicine, Surgery, Internal Medicine, Pediatrics, Women's Health, Emergency Medicine, Behavioral Health or an elective discipline.



Department of Philosophy

Dr. Matthew Morgan, Chair

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. Develop skills in thinking and writing clearly about arguments and ideas.
2. Improve skills at assessing the justification of various beliefs and values.
3. Understanding diverse philosophical views of the present and past, both globally and locally.

A graduate from Thiel College with a major in philosophy will be able to understand and articulate:

- Major arguments in the history of philosophy, from both ancient and modern sources.
- Major theories in ethical reasoning.
- Major metaphysical and epistemological theories.
- Philosophical worldviews from diverse cultures and traditions.
- Philosophical positions from varied works in the humanities and social sciences
- The application of logical argumentation needed to develop a coherent world view.
- Effective communication in written and oral forms in the discipline

Major Requirements in Philosophy (Bachelor of Arts Degree)

In order to major in philosophy, a student must complete at least 30 credit hours in philosophy (ten courses total):

Six Required Courses:

1. PHIL 127 Introduction to Philosophy
2. PHIL 137 Critical Thinking
3. PHIL 147 History of Philosophy: Socrates to Aquinas
Or
PHIL 157 History of Philosophy: Descartes to Sartre
4. PHIL 227 Introduction to Chinese Philosophy
Or
PHIL 250 World Philosophy
5. PHIL 267 Ethics
6. One Applied Ethics Course:
PHIL 277, 297 or 387 Business Ethics, Environmental Ethics, or Medical Ethics

Two Elective Philosophy Courses at the 200 level or higher

Plus, Two Cross-disciplinary Courses:

- 1) One Philosophically related Humanities Course from the following list:

Religion:

REL 140 (History of Christianity), 210 (Religion and the Sciences), 230 (Philosophy and Religion), 250 (Psychology of Religion), 275 (Krishna to Hindutva: Intro to Hinduism);

English:

ENG 290 (Literature of World Mythology), 317 (Linguistics), 347 (Literary Theory and Criticism), 385 (Women in Literature);

History:

HIST 241 (European Women's History), 260 (East Asian History), 331 (19th Century Europe), 332 (20th Century Europe), 370 (Latin America: Culture, Conquest, Colonization), 371 (Latin America: Reform and Revolution), 450 (Gender and Sexuality in 19th Century Europe)

- 2) One Philosophically related Social Science Course from the following list:

Communications:

COMM 345 (Communication Ethics);

Political Science:

POSC 230 (Globalization), 236 (Public Policy), 300 (Intro to Legal Studies), 388 (The Death Penalty), 405 (Terrorism);

Psychology and Neuroscience:

PSY 203 (Positive Psych) PSY 223 (Social Psych), 342 (Cognitive Psych), 352 (S & P), 435 (Hist. & Phil. of Psych); NSCI 101 (Brain and Behavior)

Sociology:

SOC 211 (Anthropology), 251 (Minorities), 321 (Deviance), 342 (Sociological Theory), 351 (Social Stratification), 421 (Gender and Society);

Minor Requirements in Philosophy

To minor in philosophy, a student must complete at least 18 credit hours in philosophy (six courses):

Four Required Courses:

1. PHIL 127	Introduction to Philosophy
2. PHIL 137	Critical Thinking
3. PHIL 147	Introduction to the History of Philosophy: Socrates to Aquinas
or	
PHIL 157	Introduction to the History of Philosophy: Descartes to Sartre
4. PHIL 267	Ethics

Two elective Philosophy courses at the 200-level or higher

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-study 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 value 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 or better:

PHIL 267	Ethics
PHIL 467	Advanced Ethical Theory

The student must also pass with a C or better four courses from the following list. At least two of these must be outside the philosophy department, or cross-listed:

PHIL 387	Medical Ethics

PHIL 297
PHIL 277/BADM 364
CJS 431
COMM 345
REL 200

Environmental Ethics
Business Ethics
Ethical/Philosophical Issues in Criminal Justice
Communication Ethics
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-majors. 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-majors. 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-majors.

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-majors.

PHIL 227—Introduction to Chinese Philosophy (3 CH) An introduction to Confucianism, Daoism and the philosophical bases 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.

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.

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.

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. Offered every two years.

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.

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.

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. 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.

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.

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?

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.

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.

PHIL 397—Philosophy of Science (3 CH) Seminar examining theory formation, reasoning and experimentation in the natural and social sciences.

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).

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.

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).

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 Political Science

Dr. Marie Courtemanche, Chair; Dr. Aubree Herrin

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.
4. To communicate complex ideas clearly and persuasively in written and oral forms;

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.
- Be able to communicate complex ideas clearly and persuasively in written and oral forms;

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

POSC 466

International Relations: Selected Issues

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 meaningful ways 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 factors like how policy is legislative demands, interest groups, constituent interests, and economic realities;
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.

A student who graduates from Thiel College with a major in public policy 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.
- Be able to communicate complex ideas clearly and persuasively in written and oral forms;

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, most likely for 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 395
POSC 495

Policy and Program Evaluation
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>
POSC 445	The Great American Trial

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 255	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
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

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

Any three of the following political science courses:

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 230) 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. Buck 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 395—Policy and Program Evaluation (3CH) Designing and operating effective programs necessitates proper evaluation. This information supplies program managers and policymakers with data that can be used for making decisions about which programs to fund, modify, expand or discontinue. As such, program evaluation can be both an improvement and accountability tool for program managers and funders. This course serves as an introduction to evaluation methodology and evaluation tools commonly used to assess programs geared toward public use.

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 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 495—Public Policy Capstone (4CH) The purpose of this course is to have students practice principles learned in the classroom by applying knowledge toward the creation of a project for a client. Working in teams, students will conduct program research for a client in either a non-profit organization or government agency. Over the course of a semester, student teams will work with their client to develop a work plan, collect relevant data, identify and analyze policy options, and produce a professional report that includes specific recommendations for action.

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

Psychology is the scientific study of the mind and behavior. The study of psychology contributes to a liberal arts education by introducing students to the scientific method and to a body of knowledge about development, cognition, and behavior that requires learning to compare, contrast, and integrate various theoretical perspectives using empirical evidence. Completing the requirements for a major in psychology leads to a better understanding of development, thought, and behavior, fosters a greater appreciation of and respect for oneself and others, stimulates intellectual curiosity, facilitates personal growth, and encourages a feeling of social responsibility.

Graduates with a psychology major are prepared to continue on to graduate education or seek immediate employment in the field. Students are prepared 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.

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:

- 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

Program Objectives

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

- Demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems;
- Demonstrate scientific reasoning and problem solving skills, including effective research methods;
- Display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity;
- Communicate effectively, including competence in writing and in oral and interpersonal communication skills;
- Demonstrate professional abilities including effective self-reflection, project management skills, and career/graduate school preparation.

Psychology Department 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 46-48 credit hours. These credit hours include 21CH of foundation courses, 4CH of capstone courses, 6CH of “Breadth of Knowledge” electives hours, and 16CH in one of three specialized tracks chosen by the student: (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 all 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 (typically aligned with their chosen track), and work conscientiously to ensure appropriate course selections and timely progress toward fulfilling major and general college requirements while developing their passion in the field of psychology.

Foundation Courses

PSY 105	Orientation to Psychology
PSY 150	General Psychology
NSCI 101	Brain and Behavior
PSY 215	Statistics for the Social Sciences
PSY 235	Research Methods
PSY 255	Lifespan Development
PSY 435	History and Philosophy of Psychology

21 CH total

Capstone Courses

PSY 345	Professional Development in Psychology
PSY 445	Senior Seminar in Psychology

4 CH total

All majors select one of the following track specializations:

Track 1: Counseling**16 CH total**

PSY 161	Interpersonal Process
PSY 221	Counseling Methods & Personality Theory
PSY 241	Abnormal Behavior
PSY 281	Microcounseling Skills
PSY 381	Research with Human Participants (Lab)
PSY 401/450/455/499	Counseling Special Populations <i>or</i> Topics in Psychology <i>or</i> Internship in Psychology <i>or</i> Independent Research in Psychology

Track 2: Cognitive Development**16 CH total**

PSY 262	Child Development
PSY 272	Adulthood & Aging
PSY 342/352	Cognitive Psychology <i>or</i> Sensation and Perception
PSY 382	Developmental Psychology Research (Lab)
PSY 450/455/499	Topics in Psychology <i>or</i> Internship in Psychology <i>or</i> Independent Research in Psychology

Track 3: Social Psychology**16 CH total**

PSY 203	Positive Psychology
PSY 223	Social Psychology
PSY 263/363	Health Psychology <i>or</i> Psychology of Eating
PSY 383	Experimental Social Psychology (Lab)
PSY 450/455/499	Topics in Psychology <i>or</i> Internship in Psychology <i>or</i> Independent Research in Psychology

Breadth of Knowledge Electives (2 courses)**6-8 CH total**

(In addition to the courses below, students may also choose PSY electives from their unchosen track specialization)

BADM 100	Intro to Business	COMM 250	Small Group Comm
BADM 300	Intro Entrepreneur	COMM 265	Comm & Gender
BADM 324	Advertising	CSD 111	Intro Comm Sci & Dis
BADM 454	Marketing	EDUC 111	Foundations of Ed
BADM 484	Human Res Mgmt	EDUC 112	Psych Found of Ed
BIO 117	Medical Terminology	ENG 260	Bus and Tech Writing
CJS 101	Intro Criminal Justice	ENG 270	Advanced Comp
CHEM 220	Forensic Science	ENG 317	Linguistics
COMM 171	Intro to Comm	EXER 105	Intro Exercise Science
COMM 225	Interpersonal Comm	INDS 202	Wom & Gend Stud

NSCI 202	Intro Neuroscience	POSC 315	Political Psychology
NSCI 320	Neuropharmacology	REL 210	Religion and the Sci
NSCI 350	Neurosci Dis & Disord	REL 230	Phil of Religion
PHIL 137	Critical Thinking	REL 250	Psych of Religion
PHIL 267	Ethics	SOC 121	Microsociology
PHIL 337	Social & Political Phil	SOC 191	Social Problems
PHIL 347	Philosophy of Mind	SOC 321	Deviance
PHIL 358	Phil of Language	SOC 381	Medical Sociology
PHIL 387	Medical Ethics	SOC 391	Sociology of Aging
POSC 236	Public Policy	SOC 401	Sociology of Family
POSC 330	Health Care Policy	SOC 421	Gender and Society

Minor Requirements

The minor in psychology consists of six courses, for a total of 18CH. Psychology minors must abide by all prerequisites, and earn a grade of at least C minus in all courses required for the minor. The minor is specifically designed to allow for flexibility in the selection of psychology courses to best meet each student's interests in the field.

Psychology Minor:

18 CH total

PSY 150	General Psychology
PSY elective #1	Any 3CH or higher PSY course
PSY elective #2	Any 3CH or higher PSY course
PSY elective #3	Any 3CH or higher PSY course
PSY elective #4	Any 3CH or higher PSY course
PSY elective #5	Any 3CH or higher PSY course

Master of Arts in Clinical Mental Health Counseling

Ken McCurdy, Ph.D., LPC, NCC, ACS, Director

In August 2022, Thiel College will open a Master of Arts in Clinical Mental Health Counseling (MACMHC) program. To serve students, there will be two pathways into the program: the accelerated pathway that blends the BA and the MA, and a graduate-only pathway.

Accelerated Pathway BA-MA in Clinical Mental Health Counseling

Exceptionally well-prepared high school students who have a mature understanding of their career goals may apply for the Accelerated Pathway BA-MA in Clinical Mental Health Counseling. Students accepted into this accelerated pathway will receive an undergraduate degree in psychology (counseling track) (BA), including a transition to graduate-level coursework in year 4. Therefore, successful students can complete a BA in psychology (counseling track) AND a MA in Clinical Mental Health Counseling in 5.5 years total.

The Master of Arts in Clinical Mental Health Counseling (MACMHC) program at Thiel College serves to educate students to enter the workforce as mental health counselors *prepared to seek out licensure as Licensed Professional Counselors. The program, grounded in a social justice framework, includes academic and practical requirements needed for licensure, embedded within a larger context of interpersonal and social growth. Coursework also includes a strengths-based perspective of mental health. Areas of focus for counselors in this program include using wellness to address the impact of trauma, substance abuse, neurological impairment, and the role of social justice in addressing these concerns. This program includes specific focus on diverse client's development across the lifespan. Students will complete an internal practicum in advanced counseling strategies and techniques, as well as an external practicum of 300 hours and an external internship of 600 hours.

**Just like with all masters programs in counseling, graduates will seek licensure following graduation. To seek licensure following graduation from MACMHC, students will need to pass a national counseling examination and complete 3000 hours of supervised work experience.*

Prerequisites for the Accelerated Pathway BA-MA in Clinical Mental Health Counseling

- Students must have a high school diploma with a GPA of at least 3.0
- To remain in the program students must maintain an undergraduate cumulative GPA of 3.5. Undergraduate student academic progress will be reviewed each semester.
- Students may be placed on a probationary semester should their cumulative GPA fall between 3.25-3.5. Students will be removed from the accelerated program should their cumulative GPA fall below 3.25 and are invited to re-apply to the MACMHC graduate program following the graduate-only pathway.
- Students will need to complete an interview with the Director of the MACMHC Program to be admitted to the accelerated pathway.
- Students must show sustained progress in the program to remain in the accelerated pathway.

For specific information on undergraduate courses, please review the BA in Psychology (Counseling track) program. For specific information on Graduate courses please review the MA in Clinical Mental Health Counseling program material in consultation with the Program Director.

Course Offerings

PSY 105—Orientation to Psychology (2 CH) This course is designed to give Psychology majors the knowledge and tools they need to get the most out of the major and assist them in making informed decisions about career choices in Psychology. Students will discuss the sub-disciplines of Psychology and career options associated with these areas, learn how to read and understand a journal article, practice writing in American Psychological Association (APA) format, and engage in numerous first-year professional and personal development exercises to help facilitate the transition to college life. (P: this course is intended for freshman Psychology majors; permission of instructor if outside the discipline). Offered 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, 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. Offered every semester.

PSY 161—Interpersonal Process (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 clinical psychology. Students will participate in an interpersonal process group while they study the dynamics of groups. Offered every spring.

PSY 203—Positive Psychology: Living a Fulfilling Life (3 CH) This course is designed to be an introduction to the 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. Offered every fall.

PSY 215—Statistics for the Social Sciences (3 CH) An introduction to statistical methods applied specifically 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, and type I/II error will be discussed. (P: PSY 150 and MATH 125). Offered every fall.

PSY 221—Counseling Methods & Personality Theory (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). Offered every spring.

PSY 223—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. A focus of this course will be learning how the major principles of social psychology apply to situations encountered in everyday life. (P: PSY 150). Offered every fall.

PSY 235—Research Methods (3 CH) An introduction to the variety of research methods used in the field of psychology to describe, predict, and explain behavior and thought processes. The methods of observation, correlation, and experimentation will be examined specifically. Students will develop the ability to design and conduct an empirical study within the ethical constraints of human research. A focus will be on writing in the accepted format of the American Psychological Association. (P: PSY/SOC 233 or MATH 211). Offered every spring.

PSY 241—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). Offered every fall.

PSY 255—Lifespan Development (3 CH) This course will examine physical, cognitive, emotional, and social human development from the prenatal period through death. Students who successfully complete the course will demonstrate major theoretical perspectives in developmental psychology, research techniques used to study development, and the practical applications of developmental research. (P: PSY 150). Offered every spring.

PSY 262—Child Development (3 CH) This course will investigate physical, cognitive, social, and emotional development from conception through adolescence. Emphasis will be placed on research methodology and application to real world experiences. (P: PSY 150). Offered odd fall.

PSY 263—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). Offered even spring.

PSY 272—Adulthood & Aging (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 real world experiences. (P: PSY 150). Offered even fall.

PSY 281—Microcounseling Skills (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. (P: PSY 150, 1 additional PSY course, Sophomore standing). Offered every fall.

PSY 342—Cognitive Psychology (3 CH) This course serves as an introduction to the study of cognitive processes including attention, cognitive load, memory, language, knowledge, metacognition, and problem solving. This course will also provide important historical and methodological constructs from the field of cognitive psychology. (P: PSY 150 and at least Junior standing). Offered even fall.

PSY 345—Professional Development 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 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, and Junior standing or permission of the instructor). Offered every fall.

PSY 352—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 and at least Junior standing). Offered odd spring.

PSY 363—Psychology of Eating (3 CH) The application of psychological theories and research to the study of the complex behavior of eating. Students will examine the ways in which food and food issues permeate our lives from the perspective of a psychologist. An important focus will be upon the examination of the ways in which our own culture influences our eating behaviors. This course will be taught in a seminar-style format with an emphasis on student-led presentations/discussions. (P: PSY 150 and two additional psychology courses). Offered odd spring.

PSY 381—Research with Human Participants (4 CH) Students will facilitate interpersonal process groups throughout the semester as well as gather and analyze data working with human participants. Through learning the methods of cooperative inquiry and applying group dynamics students will design and complete a self-designed study focusing on interpersonal characteristics. (P: PSY-281, Junior standing). Offered every spring.

PSY 382—Developmental Psychology Research (4 CH) This course will provide students the opportunity to both consume and produce developmental psychology research. Students will complete literature reviews, generate hypotheses, complete IRB applications, collect data, analyze data, and disseminate results to an audience. Students who successfully complete this course will demonstrate advanced developmental psychology knowledge and research skills. (P: PSY 215 and PSY 235 are both required. PSY 262 or PSY 272 also required. Student must be of junior or senior standing). Offered every fall.

PSY 383—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 and implement an empirical research study grounded in social psychological theory on a topic of their choosing. The course will culminate in a public presentation of the research findings and full-scale empirical manuscript. (P: PSY/SOC 215, PSY 235, PSY 223, and junior or senior standing). Offered every fall.

PSY 401—Counseling Special Populations Seminar (3 CH) Focus on applying clinical theory and skills in practice, with regard to special considerations of a variety of 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.). Offered even fall.

PSY 435—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). Offered every spring.

PSY 445—Senior Seminar in Psychology (2 CH) This culminating experiential learning course gives Senior psychology majors the opportunity to engage in a service-learning activity that applies concepts and skills from the discipline to identified needs within their community. Through their service-learning activity, students will grow academically, professionally, and personally, and will develop positive citizenship characteristics that will

enable them to contribute to an improved sense of community. (Senior standing, PSY 345). Offered every spring.

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). Offered every semester.

PSY 455—Internship in Psychology (CH Variable) Assimilates, integrates, and complements previous psychology coursework and allows the student to gain practical experience necessary for entrance into the world of employment or graduate school.

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 480—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. (P: PSY 150 is required of all students; PSY 215 and PSY 235 also required, or permission of instructor).

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
- To teach the student to communicate clearly and effectively.

The department offers majors in religion and theology and youth ministry 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, ordinarily 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, preferably in the first 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 will earn 17-18 credits. Students must complete two required courses and four electives.

REL 120	Interpreting the Jewish and Christian Scriptures
or	
REL 121	Intro to the Old Testament/Hebrew Bible
or	
REL 122	Introduction to the New Testament
or	
REL 123	Intro to Christianity
REL 190	World Religions

Four elective courses in Religion.

Theology And Youth Ministry

Major Requirements (Bachelor of Arts Degree)

Students majoring in theology and youth ministry will fulfill the following requirements:

REL 110	Introduction to Religion	3 CH
REL 120	Interpreting the Jewish and Christian Scriptures	3 CH
or		
REL 121	Intro to the Old Testament/Hebrew Bible	
or		
REL 122	Introduction to the New Testament	
or		
REL 123	Intro to Christianity	
REL 130	Introduction to Ministry	3 CH
REL 190	World Religions	3 CH
REL 290	Luther and His Legacy	3 CH
REL 340	Readings in Theology	2 CH
REL 370	Meaning Making	3 CH

Any two additional Religion courses.

Any two courses in Psychology or Sociology, chosen in consultation with one's advisor.

One Philosophy course, Business or Accounting course, or INDS 202 (Introduction to Women's and Gender Studies).

Upon graduation with a Theology and Youth Ministry 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.

Pre-Ministry

Minor Requirements

Students minoring in pre-ministry must meet the following minimum requirements:

Foundations (3 CH)

REL 130

Introduction to Ministry

Biblical Studies (6 CH)

REL 120

Interpreting the Jewish and Christian Scriptures

GREK/REL 150

Introduction to Greek Language

Practical Studies (3 CH)

REL 180

Christian Worship

or

MUS 354

History of Sacred Music

(with permission of instructor)

Historical Studies (3 CH)

REL 160

Religion in the United States

or

REL 190

World Religions

or

REL 240

African American Religion in the United States

or

REL 140

History of Christianity

Theological Studies (3 CH)

REL 230

Philosophy of Religion

or

REL 200

Contemporary Ethical Issues

or

REL 290

Luther and His Legacy

Religion Certificate

The Certificate in Religion will provide an intermediate-level understanding of religion and religions to non-majors and non-minors. It may be pursued to complement the student's major and/or to demonstrate and receive recognition for proficiency in the discipline. It will require at least eight credit hours, six credit hours in specified foundational courses and two or three credit hours in religion courses the student selects.

REL 120

Interpreting the Jewish and Christian Scriptures

or

REL 121

Intro to the Old Testament/Hebrew Bible

or

REL 122

Introduction to the New Testament

or

REL 123

Intro to Christianity

REL 190

World Religions

One additional religion course (2-3 CH)

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. No prerequisites required but students who have not taken REL 12x are encouraged to speak with the course instructor before the term starts.

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. Jared Hanneman, Chair; Dr. Allan Hunchuk; Dr. Cynthia Sutton

Department of Sociology & Criminal Justice Studies Mission Statement:

The Thiel College Department of Sociology and Criminal Justice Studies provides rigorous programs of study designed to: 1) teach our students sociological and/or criminal justice and criminological perspectives; 2) give them a broad understanding of the complexity and contradiction of the social world, including key institutions and processes of the criminal justice system; and 3) enable them to utilize the sociological eye as an analytical lens for explaining, predicting, and understanding human behavior. Sociological insights can be applied to virtually every type of group setting, ranging from families, marriages, and small groups to institutions, organizations, and nations. By providing thorough training in disciplinary methods and theories, coupled with a diversity of substantive concentrations and educational experiences, and culminating in an original capstone project, we develop robust sociological imaginations and critical thinking in our students. In order to achieve these aims, faculty members place an important emphasis on teaching, seeking not only to inform—but also to explain, demonstrate, and inspire—in an ongoing effort to bestow a love of learning upon our students. Our commitment to these goals serves to promote life-long learning, a richer understanding of the social world, and a realization of the leadership potential of our graduates.

In addition to the required courses, sociology and criminal justice studies majors are encouraged to take advantage of high-impact practice opportunities, defined as practices that educational research suggests increases rates of student engagement and retention. These practices include participation in internships and/or involvement in off-campus experiences, such as the Washington Semester Program, which includes an internship component. Additionally, all sociology and criminal justice studies majors will complete a senior capstone. This capstone experience will include presentation of the students' original research at the Thiel College Scholarship & Arts Symposium.

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

Sociology & Criminal Justice Studies Department Honors

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

Sociology

Sociology Program Learning Objectives

Sociological Perspective: Six Essential Concepts

A graduate in sociology from Thiel College should understand:

- The Sociological Eye
- Social Structure
- Socialization
- Stratification
- Social Change & Social Reproduction
- Complexity & Contradiction in Society & Social Relations

Sociological Toolbox: Seven Essential Competencies

A graduate in sociology from Thiel College should be able to:

- critically evaluate and apply sociological theories and explanations to understand human behavior and social phenomena.
- apply scientific principles to understand the social world.
- evaluate the quality of social scientific methods and data.
- rigorously analyze social scientific data.
- use sociological knowledge to inform policy debates and promote public understanding.
- apply the concepts of complexity and contradiction in the analysis of human behavior and social phenomena.
- effectively communicate social scientific concepts in both written and oral forms.

Major Requirements (Bachelor of Arts Degree)

The major requires a minimum of 34 credit hours and must include the below courses:

SOC 121	Microsociology
SOC 141	Macrosociology
SOC 215	Statistics for the Social Sciences
SOC 251	Minorities
SOC 341	Social Research Methods
SOC 342	Sociological Theory
SOC/CJS 371	Professional Seminar
SOC 440	Capstone in Sociology

In addition, three elective sociology courses (numbered 261 through 491), excluding SOC 455, and one other sociology course (any course number) are required.

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 215: Statistics for the Social Sciences is accepted as a student's second math class towards Thiel core curriculum graduation requirements. SOC 251: Minorities is required for the sociology major and may be used also as an elective in the criminal justice studies major if a student is a double major in sociology and criminal justice studies.

A declaration of a major in sociology must be filed no later than the first semester of the junior year.

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

Criminal Justice Studies Program Learning Objectives

Criminal Justice Studies Perspective: Six Essential Concepts

A graduate in criminal justice studies from Thiel College should understand:

- The Sociological Eye
- Social Structure
- Socialization
- Stratification
- Social Change & Social Reproduction
- Complexity & Contradiction in Criminality & the Criminal Justice System

Criminal Justice Studies Toolbox: Seven Essential Competencies

A graduate in criminal justice studies from Thiel College should be able to:

- apply and critically evaluate theoretical explanations of deviant and/or criminal behavior and social responses to such behavior.
- apply scientific principles to understand the legal and criminal justice systems.
- evaluate the quality of social scientific methods and data.
- rigorously analyze social scientific data.
- use criminological and criminal justice knowledge to inform policy debates and promote public understanding.
- apply the concepts of complexity and contradiction in the analysis of deviant and/or criminal behavior and social responses to such behavior.
- effectively communicate social scientific concepts in both written and oral forms.

Associates of Arts Degree

The Associate of Arts Degree in Criminal Justice Studies requires a minimum of 60 credit hours with at least a 2.0 cumulative GPA overall and a 2.0 average in criminal justice studies major courses.

SEMS 110	Introduction to Seminar Series	3 CH
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
<i>Complete from three of the below areas:</i>		
Fine arts		3-4 CH
Humanities		3-4 CH
Social Science		3-4 CH
CSCI/Math/Physical/Natural Science		3-4 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 221	Corrections in America	3 CH
CJS 230	Law Enforcement in America	3 CH

CJS 301	Juvenile Justice Studies	
or		
CJS 305	Victimology	3 CH

SOC 321	Deviance	
or		
SOC 331	Criminology	3 CH

CJS/POSC 438	Due Process Rights	
or		
POSC 439	Criminal Law	
or		
POSC 445	The Great American Trial	3 CH

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

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 (CJS) 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)

Major Requirements

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

CJS 101	Introduction to Criminal Justice Studies
SOC 121	Microsociology
or	
SOC 141	Macrosociology
SOC 215	Statistics for the Social Sciences
CJS 221	Corrections
CJS 230	Law Enforcement
PHIL 267	Ethics
CJS 301	Juvenile Justice System
or	
CJS 305	Victimology
SOC 321	Deviance
or	
SOC 331	Criminology
SOC 341	Social Research Methods
SOC 342	Sociological Theory
SOC/CJS 371	Professional Seminar (1 CH)
CJS/POSC 438	Criminal Due Process
or	
CJS/POSC 439	Criminal Law
or	
POSC 445	The Great American Trial

Criminal justice studies majors must also take six elective credit hours in courses 200 and above, with exceptions permitting POSC 116 and SOC 191, to fulfill the 43 required credit hours. Students may choose from the unselected courses above or any of the following:

SOC 191	Social Problems
SOC 251	Minorities
SOC 435	Popular Culture
ACCT 453	Forensic Accounting and Fraud Examination
BADM 355	Business Law I
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 388	The Death Penalty
POSC 436	Constitutional Law
POSC 438	Criminal Due Process Rights
POSC 439	Criminal Law
POSC 445	The Great American Trial
PSY 241	Abnormal Behavior
PHIL 337	Freedom, Justice & Political Power
PHIL 347	Social and Political Philosophy
PHIL 377	Legal Philosophy

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 declaration of a major in criminal justice studies must be filed no later than the first semester of the junior year.

Minor Requirements

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

CJS 101	Introduction to Criminal Justice Studies
SOC 121	Microsociology
or	
SOC 141	Macrosociology

CJS 221	Corrections
<i>or</i>	
CJS 230	Law Enforcement
CJS 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 in the Political Science catalog entry.

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 Studies (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 of even-numbered years. (P: two of the following courses: CJS 101, SOC 121 or SOC 141, and one upper level CJS course – CJS 221 or higher – or permission of instructor)

CJS 371—Professional Seminar (1 CH) This seminar is required of all criminal justice studies 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 or permission of the instructor)

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 440— Capstone in Sociology and Criminal Justice Studies (3 CH) Students will discuss and recall the major tenets of their sociology and/or criminal justice studies majors and will engage in a significant research project/paper. Both theory and methods will be re-examined and re-thought in the course of this capstone experience. In essence, this capstone is a senior seminar. (P: Senior in Sociology or Criminal Justice Studies or permission of 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

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 215 – 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 two CJS 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 two CJS 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 lifestyles, 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, lifestyles, and economics. Theoretical models of urbanism will be discussed. (P: Two sociology courses or two CJS courses or permission of the instructor) Usually offered spring of off-numbered years.

SOC 427—Disney and Gender (3 CH) This course is designed to explore the evolving nature of gender within the princess canon of Disney films. Although the films are drawn from the princess canon, equal attention is paid to the depiction of masculinity with the selected films. The class covers films from the classic era through the most current princess films. The course is discussion based and writing intensive. (P: Two sociology courses or two CJS courses or permission of instructor).

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 440— Capstone in Sociology and Criminal Justice Studies (3 CH) Students will discuss and recall the major tenets of their sociology and/or criminal justice studies majors and will engage in a significant research project/paper. Both theory and methods will be re-examined and re-thought in the course of this capstone experience. In essence, this capstone is a senior seminar. (P: Senior in Sociology or Criminal Justice Studies or permission of instructor).

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Corporate Associate, King and Spalding, LLP Law Firm

Miles J. Wallace (2010-2019, 2020-2023)
President, Ehrlich Wesen & Dauer, LLC

Michael Walton (2019-2022) Hermitage, PA
CEO and Co-owner, Jamestown Coating Technologies

Rod E. Wilt '86 (2000-2002, 2007-2015, 2016-2022) Greenville, PA
Executive Director, Penn-Northwest Development Corporation

Cathryn A. Zawacki '71 (2014-2023) Warren, PA
Past President, Board of Directors, American Cancer Society

Michael G. Zawoysky '79 (2013-2022) Louisville, KY
Retired CEO, Shoe Sensation, Inc.

Officers of the Board

G. Leah Dever, Chair of the Board
Rod E. Wilt, Vice Chair of the Board
Jane Bittcher, Treasurer of the Board
Dominic Dionisio, Secretary of the Board

Ex-Officio Member

Dr. Susan Traverso, President of Thiel College

Executive Committee of the Board

Jane Bittcher
Robert D. Burns
Beverly Cigler
G. Leah Dever
Dominic Dionisio
John Frangakis
Carl Hoffman
Rod Wilt
Michael Zawoysky
Susan Traverso, Ex Officio

Board of Associates

James D. Bittel Jr. '60
Dr. Alan P. Childs
James H. Cunningham III '77
Patrick Findle '79
Matthew Fiore '14
David L. Hofius '64
Alex Hudson
Cris Loutzenhiser
Chelsea Maukonen '14
Dr. Brittany Mears '07
Dr. Joseph Nairn '79
Eric S. Newman '99
Leo M. Phillips '84
Vicki Poe
Joseph Scarpitti '80

Rev. Scott Schul
John E. Thigpen '86
Nicholas Travagianti '11
Jeffrey A. Wallace
The Hon. Roy W. Wilt '59, H'85

Alumni Association Board of Directors

Officers

Damen L. Taylor '95, President
Elizabeth Prada '04, Vice President
Maggie (Giel) Bovaird '09, Secretary

Directors

Renee' Bair '99
Jessica Bartko '15
Elliott Beach '12
Dana Brown '05
Alexander Ciepiela '15
Terri Eddy '19
Nikki (Colpo) Galbo '06
Andy Joos '87
Donna (Sopher) Kline '79
Scott Lykins '05
Sara Matczak '17
Michael Miller '92
Daryl Moore '05
Frank Newnam '71
Amy (Myers) Noble '83
John Rogers '87
Nick Romano '18
David Saur '11
Cindy (Campbell) Wagner '79

At-Large

Michael A. Allen '90
Laura (Lord) Broome '92
Angela (Lago) Hughes '97
James M. McRoberts '58
Jessica (Somerville) Phillips '08
Dawn Salter '95
Allen Schreiber '99
David S. Schreiber '00
Chris Shinkman '62
Marion (Norris) Shoemaker '63

Paul Stibich '05
John Wotus '74

Faculty and Staff

President's Cabinet

Susan Traverso, Ph.D., President (2016)

B.A., Simmons College; M.A. and Ph.D., University of Wisconsin-Madison.

Amy M. Arbogast, M.B.A., Vice President for Finance and Management (2021)

B.A., 2002, and M.B. A., 2005, Kent State University.

Elizabeth Frombgen, Ph.D., Vice President for Academic Affairs and Dean of the College (2017)

B.A., Western Washington University; M.A. and Ph.D., Purdue University.

Roberta J. Leonard, Vice President for College Advancement (2001)

B.S., University of Pittsburgh.

Michael C. McKinney '02, M.S., Vice President of Student Life (2002)

B.A., Thiel College; M.S., Youngstown State University.

Amy Taczanowsky., Executive Assistant to the President (2018)

Richard Orr, Executive Director of Communications and Marketing (2017)

B.S., Butler University.

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

Ashley Josay Zullo, M.A.Ed., Vice President for Enrollment Management (2017)

B.A., Bethany College; M.A.Ed., Seton Hill University.

Faculty Emeriti

D. Bruce Armitage, Ph.D.

Professor of Chemistry (1979-2004)

Michael E. Bacon, Ph.D.

Professor of Physics (1981-2012)

James R. Bloomfield, Ph.D.

Professor of History (1965-2006)

Michael R. Bray, D.M.A.

Professor of Music (1996-2017)

Joyce M. Cuff, Ph.D.

Professor of Biology and Paul M. Rike Professor of Life Sciences (1981-2012)

Nicholas G. Despo, Ph.D.

Professor of Biology and Paul M. Rike Professor of Life Sciences (1975-2014)

Joanne M. Diana, Ed.D.

Professor of Nursing (1989-2002)

John A. Dickason, M.A.

Associate Professor of Health & Physical Education (1969-2004)

William M. Downer, Ph.D.

Professor of Political Science (1975-2008)

William A. Good, Ph.D.

Professor of Religion (1966-1990)

Andrew J. Grover, M.S.

Professor of Mathematics and Computer Science (1984-2016)

Barbara B. Hassel, M.A.

Professor of Spanish (1971-2005)

Emerson F. Heald, Ph.D.

Professor of Chemistry (1964-1998)

Patrick C. Hecking, Ph.D.

Professor of Physics (1987-2021)

Conrad J. Koehler, Ph.D.

Professor of Philosophy (1967-1998)

James C. Koshan, Ph.D.

Professor of History (1999-2021)

Bonnie K. MacLean, Ph.D.

Professor of Biology (1977-1998)

Charles H. Manes, M.S.

Professor of Health & Physical Education (1959-1997)

David M. Miller, M.B.A. '61,
Professor of Economics and Business Administration (1963-2020)

Christopher H. Moinet, Ph.D.
Professor of English (1985-2017)

Mervin E. Newton, Ph.D.
Professor of Mathematics & Computer Science, Vice President for Academic Affairs and Dean of the College (1970-2010)

John C. Nichols, Ph.D.
Professor of Mathematics (1971-2005)

Robert C. Olson, Ph.D.
Professor of History, Vice President for Academic Affairs and Dean of the College (1965-2005), President (2007-2009)

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

Ronald A. Pivovar, M.F.A.
Professor of Art (1967-2000)

Georgina S. Rettinger, Ph.D.
Professor of Education (1984-1997)

William A. Robinson, Ph.D.
Professor of Performing Arts (1975-2013)

Richard A. Schroeder, Ph.D.
Professor of English (1970-1998)

James H. Shaffer, Ph.D.
Professor of Psychology (1970-2009)

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

Frank M. Stratiff, Ph.D.
Professor of Education (1995-2005)

Curtis L. Thompson, Ph.D.
Professor of Religion (1983-2017)

Mark R. Vennis, M.S.

Associate Professor of Health & Physical Education (1982-2011)

Robert A. Wells, Ph.D.

Professor of Political Science (1992-2016)

Sonya M. Wilt, Ph.D.

Professor of Communication Arts & Sciences (1964-1998)

Faculty

Susan Traverso, Ph.D., President (2016)

B.A., Simmons College; M.A. and Ph.D., University of Wisconsin-Madison.

Elizabeth Frombgen, Ph.D., Vice President for Academic Affairs and Dean of the College (2017)

B.A., 1995, Western Washington University; M.A., 1997, Purdue University; Ph.D., 2001, Purdue University.

Sarah Beth Abalos, Ph.D., Assistant Professor of Nursing and B.S.N. Program Director (2021)

A.S.N., 2001, Ashland Community and Technical College; M.S.N., 2018, Wilkes University; Ph.D., 2020, Wilkes University.

Jesse B. Amar, M.F.A., Professor of Art (2000)

B.A., 1991, Swarthmore College; M.F.A., 1996, American University.

Nancy Antonino, Ph.D., Lecturer, Comm. Sciences and Disorders (1989)

B.A., 1972 and M.Ed., 1973, Clarion University; Ph.D., 2002, Walden University.

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

B.A., 1989, Swarthmore College; M.S., 1991, and Ph.D., 1995, University of Rochester.

George Branch-Trevathan, Ph.D., Associate Professor of Religion (2010)

B.A., 2000, Vanderbilt University; M.Div., 2004, Harvard Divinity School.

Jennifer Broderick, Ph.D., Assistant Professor of Biology (2019)

B.S., 2013, Robert Morris University; Ph.D., 2019, Duquesne University.

David R. Buck, Ph.D., Professor of History (2005)

B.A., 1992, University of Dayton; M.A., 1995, Slippery Rock University; Ph.D., 2002, West Virginia University.

Greg Q. Butcher, Ph.D., Associate Academic Dean for Student Success and Professor of Neuroscience (2014)

B.S., 2000, B.S. 2001, University of Wyoming; Ph.D., 2006, The Ohio State University.

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

Diploma, 1994, La Universidad Complutense, Madrid; B.A., 1995, Rider University; M.A., 2006, and Ph.D., 2014, Purdue University.

Nancy Castor, M.Ed., Associate Professor of Education and Director of Teacher Education (2012)

B.A., 1976, Pennsylvania State University; M.Ed., 2010, Westminster College.

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

B.A., 2001, University of New Hampshire; M.A., 2006, and Ph.D. 2010, Stony Brook University.

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

B.S., 2000, Allegheny College; M.S. 2004, and Ph.D. 2013, Gannon University.

Brenda K. DelMaramo, M.A., Lecturer of English (1989)

B.A., 1984, and M.A., 1986, Bowling Green State University.

Jay Donis, M.A., History Teaching Fellow (2021)

B.A., West Chester University; M.A., Villanova University

Daniel F. Eppley, Ph.D., Professor of Religion (2007)

B.A., 1988, Gustavus Adolphus College; M.S., 1990, Cornell University; Ph.D., 2000, University of Iowa.

Sheila Farr, Ph.D., Assistant Professor of English (2020)

B.A., 2010, Thiel College; M.A., 2012, Gannon University; Ph.D., 2019, Indiana University of Pennsylvania.

David Ford, Ph.D., Speech Language Pathology Director, Assistant Professor of Communication Sciences Disorders and Clinic Director (2020)

B.S., 2010, M.S., 2011, Duquesne University; Ph.D., 2021 Michigan State University.

Kathryn Keverline Frantz, Ph.D., Professor of Chemistry (1998)

B.S., 1982, Grove City College; Ph.D., 1993; University of North Carolina.

Guy Gadola, Ph.D., Assistant Professor of Mathematics and Computer Science (2020)

B.S., 1991, University of Pittsburgh; M.S., 2006, Youngstown State University; Ph.D., 2006, University Of Pittsburgh.

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

B.A., 2007, Waynesburg University; M.A., 2009, and Ph.D., 2012, Kent State University.

Mary Gemmel O'Donnel, Ph.D., Assistant Professor of Biology (2021)

B.S., The Ohio State University; Ph.D., 2016, Ohio University.

Angelo A. Giannini, M.B.A., Professor of Business Administration and Accounting (2002)

B.A., 1973, and M.B.A., 1983, Youngstown State University.

John E. Gomolchak, J.D., Associate Professor of Business Administration and Accounting (2014)

B.S., 1981, Gannon University; J.D., 1992, Duquesne University.

Mary Theresa Hall, Ph.D., Professor of English (1999)

B.A., 1975, Seton Hill College; M.A., 1987, Carnegie Mellon University; Ph.D., 1991, Duquesne University.

George Hanak, M.D., Associate Professor of Physician Assistant Studies (2021)

B.S., University of Boston; M.D., University Medical School of Pecs, Hungary.

Jared M. Hanneman, Ph.D., Associate Professor of Sociology (2014)

B.A., 2000, Miami University of Ohio; M.A., 2003, University of Pittsburgh; Ph.D., 2014, City University of New York.

Douglas R. Hazlett, Ph.D., Professor of Education (2006)

B.M., 1980, and M.Ed., 1987, Westminster College; Ph.D., 1997, Kent State University.

Melissa Heike, M.S., CSP, Assistant Professor of Environmental Safety Management (2020)

B.S., 1991, Geneva College; M.S., 1996, Indiana University of Pennsylvania.

Aubree Herrin, Ph.D., Assistant Professor of Political Science (2020)

B.A., 2015, Wittenberg University; M.S., 2017, University of Iowa; Ph.D., 2020, University of Iowa

Natalie Homa, Ph.D., Assistant Professor of Psychology (2017)

B.S., 2008, Baldwin-Wallace University; M.S., 2011 and Ph.D., 2013, St. Louis University.

Matthew Humphrey, M.S., Assistant Professor of Communications (2021)

B.A., 2010, California University of Pennsylvania; M.F.A., 2013, Chatham University; M.S., 2017, Shippensburg University of Pennsylvania

Allan M. Hunchuk, Ph.D., Professor of Sociology (1991)

B.A., 1981, Luther College; M.A., 1984, University of Regina; Ph.D., 1990, University of Notre Dame.

Jared S. Johnson, Ph.D., Professor of English (2012)

B.A., 1999, Flagler College; M.A., 2002, The University of Tennessee-Knoxville; Ph.D., 2009, State University of New York-Stony Brook.

Steven Kandray, M.B.A., Assistant Professor of Business Administration (2020)

B.A., 2013, University of Mount Union; M.B.A., 2015, Youngstown State University.

Guru Rattan Kaur Khalsa, Ph.D., Professor of Chemistry (1980)

B.S., 1972, University of Alabama; Ph.D., 1979, University of Illinois.

Jeonghun Kim, Ph.D., Professor of Mathematics and Computer Science (2007)

B.S., 1997, Chonbuk National University; M.S., 2001, and Ph.D., 2006, Louisiana State University.

Gregory Kingston, Ph.D., Assistant Professor of Exercise Science (2019)

B.S., 2000, Penn State University; M.S., 2008, California University of PA; Ed.D., 2019, University of North Carolina at Greensboro.

Anthony Kos, Ph.D., Professor of Business Administration and Accounting (2019)

B.S., B.A., 1983, and M.B.A. 1987, Youngstown State University; Ph.D. 1997, Kent State University.

Lana V. Kulik, Ph.D., Assistant Professor of Communication (2016)

Diploma, 1993, Kyrgyz State University, Kyrgyzstan; M.A., 1995, Central European University, Hungary; M.S., 1997, Kansas State University; Ph.D., 2008, Louisiana State University

Skye Lewis, Ph.D., Associate Professor Communication Sciences and Disorders (2020)

B.A., 1995, University of North Carolina; M.A., 2004, Appalachian State University; Ph.D., 2013, East Carolina University.

Ellen J. Lippert, Ph.D., Professor of Art History (2006)

B.S., 1998 and B.A., 1999, Juniata College; M.A., 2002, University of Pittsburgh; Ph.D., 2008, Case Western Reserve University.

Sean P. McConnor, M.F.A., Professor/Curator of Art (1999)

B.A., 1996, Kent State University; M.F.A., 1998, Edinboro University of Pennsylvania.

Elizabeth McCurdy, M.P.A., Lecturer of Physician Assistant Studies (2020)

B.A., 2015, Thiel College; M.P.A., 2017, Gannon University.

Kenneth McCurdy, Ph.D., Professor of Counseling and Program Director (2021)

B.A., 1993, Clarion University; M.S., 1996, University of Scranton; Ph.D., 2002, Ohio University.

Mary Beth Mason, Ph.D., CCC-SLP Graduate Program Director and Professor Communication Sciences and Disorders, Department of Communication Sciences and Disorders (2019)

B.S. Clarion University; M.S. Clarion University; Ph.D., Kent State University.

Matthew R. Morgan, Ph.D., Professor of Philosophy (2006)

B.A., 1995, California State University-Northridge; M.A., 1998, and Ph.D., 2006, Duquesne University.

Robert Morgenstern, M.D., Medical Director and Adjunct Professor for Physician Assistant Studies (2021)

B.S., Westminster College; M.D., University of Pittsburgh.

Sheila Nowinski, Ph.D., Director of Dietrich Honors Institute and Associate Professor of History (2015)

B.A. 2002, Boston College, D.E.C., 2003, Université catholique de Louvain, Belgium; M.A., 2008, and Ph.D., 2012, University of Notre Dame.

Ross Nugent, M.F.A., Assistant Professor of Communication (2015)

B.A., 2003, University of Pittsburgh; M.F.A., 2011, University of Wisconsin-Milwaukee.

Melissa Oakes, M.B.A., C.P.A., C.F.E. '03, Professor of Business Administration and Accounting (2010)

B.A., 2003, Thiel College; M.B.A., 2012, Clarion University.

Sean Oros, '15, M.A., First Year Curriculum Coordinator and Lecturer of English (2021)

B.A., 2015, Thiel College; M.A., 2017, University of Chicago.

Fatimata A. Palé, Ph.D., Professor of Biology (1998)

B.S., 1978, University of Orleans; M.S., 1979, University of Paris VI; Ph.D., 1986, University of Bordeaux III; M.S., 1994, University of Knoxville.

Laura R. G. Pickens, Ph.D. '06, Associate Academic Dean and Registrar, Associate Professor of Psychology (2011)

B.A., 2006, Thiel College; M.A., 2009, and Ph.D., 2012, Kent State University.

Anna M. Reinsel, Ph.D. '06, Professor of Environmental Science and Chemistry (2011)

B.A., 2006, Thiel College; Ph.D., 2012, The University of Akron.

Russell B. Richins, Ph.D., Associate Professor of Mathematics and Computer Science (2012)

B.S., 2004, Weber State University; M.S., 2006, and Ph.D., 2010, University of Utah.

Ashley Sava, M.P.A.S., Assistant Professor of Physician Assistant Studies (2020)

B.S., 2012, Ohio State University; M.P.A.S., 2016, University of Pittsburgh.

Kara Schreckenghost, M.Ed., Assistant Professor of Education (2019)

B.S., 2008, and M.Ed., 2013, Slippery Rock University.

Jennifer Shellenbarger, M.P.A.S., Assistant Professor of Physician Assistant Studies (2020)

B.S., 2000, Grove City College; M.P.A.S., 2002, Chatham College.

Cynthia L. Sutton, Ph.D., Director of Study Abroad Program and Professor of Sociology (1995)

B.A., 1985, DePauw University; M.A., 1992, and Ph.D., 1994, University of Notre Dame.

Sarah J. Swerdlow, Ph.D., Associate Professor of Biology (2012)

B.S. 2005, Clarion University; Ph.D., 2009, Case Western Reserve University.

Eugene T. Torigoe, Ph.D., Associate Professor of Physics (2012)

B.A. and B.S., 2001, Binghamton University; M.S., 2002, and Ph.D., 2008, University of Illinois Urbana-Champaign.

Lynn Williams, M. D., Physician Assistant Program Director, Associate Professor of Physician Assistant Studies (2020) B.A., 1982, Northwestern University; M.S., 1984, University of Michigan; M.D., 1988 Jefferson Medical College.

Gary J. Witosky, C.P.A., M.Acc. '79, Professor of Business Administration and Accounting, David Miller Endowed Chair in Accounting (2002)

B.A., 1979, Thiel College; M.Acc., 2012, Stetson University.

Alison Wix, M.P.A.S., Lecturer of Physician Assistant Studies (2020)

B.S., 2004, Duquesne University; M.P.A.S., 2005, Duquesne University.

Jie Wu, Ph.D., Professor of Math and Computer Science, (2007-2015) (2016)

B.S., 1989, Central South University of Technology, China; M.S., 1992, Zhejiang University, China; Ph.D., 2007, Louisiana State University.

Haitao Zhao, Ph. D., Assistant Professor of Mathematics and Computer Science (2020)

B. S., 2005, Zhengzhou University; M.S., 2014, The University of Akron; Ph.D, 2020, The University of Akron.

Administrative Staff

Mark Batt '87, Director of Advancement (2019)

B.A., Thiel College.

Dennis Bish, Chief of Police/Director of Public Safety (2018)

1994 Mercyhurst College, Municipal Police Training Academy

Homer Bloom '02, Director of Information Technology Services (2001)

B.A., Thiel College.

Kimberly Braden, '01, Assistant Director of Human Resources/Payroll (2011)

B.A., Thiel College

Melanie Broadwater, M.A., L.P.C., N.C.C. '98, Director of the Counseling Center (2011)

B.A.; Thiel College; M.A., Geneva College.

Greg Q. Butcher, Ph.D., Associate Academic Dean for Student Success and Professor of Neuroscience (2014)

B.S., 2000, B.S. 2001, University of Wyoming; Ph.D., 2006, The Ohio State University.

Jennifer Clark, Director of Human Resources (2008)

A.B., Business Institute of PA.

Dominick DiRienzo, Assistant Director of Communications and Marketing (2014)

B.A., Edinboro University of Pennsylvania.

Cynthia H. Farrell '77, Executive Director of Financial Aid (1978)

B.A., Thiel College.

Andrew Houpt '89, Director of Facilities (2012)

B.A., Thiel College.

David Hummel '83, Director of Alumni Relations (2018)

B.A., Thiel College; M.A., Slippery Rock University.

Constance Jablonski, M.B.A., Associate Vice President for Finance and Management (1999)

A.S., Clarion University; B.S. Penn State University; M.B.A., Gannon University.

Anthony Jones, Associate Dean for Diversity and Inclusion (2018)

B.A., 2006, University of Mount Union; M.Ed., 2013, Eastern Kentucky University; Ed.D., 2021 Eastern Kentucky University.

David Knauff, Director of IT Support and Instructional Technology (2017)

A.A., Laurel Technical Institute.

Sonya Lapikas, Director of Admissions (1999)

B.S., Clarion University.

Michelle, Lentz, Instructional Technologist (2020)

B.A., 1994, Grove City College; M.S., 2000, Robert Morris University

Mario N. Marini '91, Director of Planned Giving (2021)

B.A., Thiel College.

Michael McElroy, Assistant Director of Digital Marketing (2014)

B.A., Point Park University.

Allen S. Morrill, M.L.S., Cataloging and Reference Librarian (2007)

B.A., Hanover College; M.L.S., Indiana University School of Library and Information Science.

Than Oo, M.S., Director of Student Activities (2013)

B.A., State University of New York; M.S., Binghamton University.

Laura R. G. Pickens, Ph.D. '06, Associate Academic Dean and Registrar, Associate Professor of Psychology (2011)

B.A., 2006, Thiel College; M.A., 2009, and Ph.D., 2012, Kent State University.

Robert Phillips, M.S. '08, Assistant Director of Residence Life (2008)

B.A., Thiel College; M.S., Youngstown State University.

Brian Riddle '07, M.Div., Campus Pastor (2019)

B.A., 2007, Thiel College; M.Div., 2012 Trinity Lutheran Seminary.

Jessica K. Rogers, Ph.D., Director of Theater (2021)

B.A., 1999, Connecticut College; M.A., University of Nebraska; Ph.D., 2019, University of Oregon.

Nicholas Samson, M.A., Director of Choir and Bands (2020)

B.A., 2008, Youngstown State University; M.A., 2018, Youngstown State University.

Liza Schaef, Director of Career Services (2019)

B.S., Clarion University, M.A., Edinboro University

Joseph M. Schaly, M.A., Assistant Athletic Director (1999)

B.A., Marietta College; M.A., Kent State University.

Debbie Schreiber, Assistant Registrar (2007)

B.S., Slippery Rock University

Kimberly Scobbie-Byler, Assistant Director of Housekeeping (1991)

Robin Sakonyi, TLC/ACT 101 Director (2020)

B.A. University of Pittsburgh; M.A., Slippery Rock University

Tressa Snyder, Director of the Langenheim Memorial Library (2008)

B.A., Edinboro University; M.L.S. Clarion University

Ed Topoleski '02, Associate Director of Athletics, Director of Sports Information (2012)

B.A., Thiel College; M.S., Slippery Rock.

Denise A. Urey '00, Registrar (1994)

B.A., Thiel College

Stacey Yake, Director of Student Accounts (2007)

Hospital Affiliates & Adjunct Faculty Medical Technology Program

School of Medical Technology

St. Vincent Health Care 232 W. 25th Street

Erie, Pennsylvania 16512

814-452-5365

Medical Director: Mary Ellen Reitz, M.D. Program Director: Stephen M. Johnson, M.S., MT (ASCP)

Medical Laboratory Science Program

UPMC Chautauqua WCA

P.O. Box 840

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Jamestown, N.Y. 14702-0840

716-664-8484

Medical Director: William Geary, M.D., Ph.D. Program Director: Michele G. Harms, M.S., MLS (ASCP)