



THIEL

COLLEGE

Academic Catalog
2023 – 2024

Catalog 2023-2024

Greenville, Pennsylvania 16125
724-589-2000

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Inquiries concerning compliance with this policy should be addressed to:
Jennifer Clark, Director of Human Resources
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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.

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 strategic plan for Thiel College (2021-2026)

The Thiel 2026 plan originated in envisioning sessions spearheaded by the Board of Trustees' leadership. These conversations engaged Trustees, faculty, staff, students, alumni and community partners. Comprising more than 80 college stakeholders, these groups considered social and economic trends affecting higher education and their impact on Thiel. Appreciating the larger context in which Thiel operates, the envisioning process looked ahead, imagining how the institution would be transformed as it navigates both challenges and opportunities.

The College's new strategic plan, **Thiel 2026: Launching the Leaders the World Needs Now**, will guide our work over the next five years (2021-2026). Projecting a spirit of confidence and innovation, the Thiel 2026 plan envisions a bold and dynamic Thiel, engaging undergraduate and graduate students in distinctive educational experiences in a diverse, equitable and inclusive learning environment. Increased partnerships and community outreach will expand opportunities for students, deepening Thiel's commitment to service as an asset for Greenville and our

region. Developing creative leaders with influence on their careers, lives and the larger world, Thiel will gain recognition as an institution of distinctive strength.

The strategic goals are derived from the College's mission and vision and serve the specific purpose of developing creative leaders who can innovate in a diverse world. These interdependent goals will foster collaborative endeavors by College stakeholders:

Goal 1: Innovation & Leadership

Drive innovation, creativity and leadership development to gain a competitive edge.

1. Expand opportunities for students, faculty and staff to initiate innovation and develop as creative leaders on campus and in their lives.
2. Strengthen the College's student and career development programs, launching graduates ready to innovate and lead in a competitive and changing world.
3. Implement The Tomcat Way for student success, and develop students as reflective, innovative leaders.
4. Expand the adoption and use of technology to enhance learning, administrative and operational innovation, and market competitiveness.
5. Enhance Thiel's market competitiveness by foregrounding innovation, creativity, and leadership development in the College's brand messaging.

Goal 2: Dynamic & Bold

Establish a dynamic and bold Thiel, fostering leadership in a richly diverse, inclusive and equitable environment.

1. Attract and retain motivated undergraduate and graduate students from diverse backgrounds who are enthusiastically engaged in curricular and co-curricular learning opportunities.
2. Create a campus community that is rich in diversity, equitable, inclusive, respectful and intentional in bridging differences.
3. Offer innovative undergraduate and graduate programs that advance the College's mission, meet current market demand and prepare students for careers of the future.
4. Create a vibrant campus environment that increases the engagement of all students and provides opportunities for leadership development.
5. Develop robust athletic, co-curricular, and wellness programs that enhance the student experience, strengthen community relations and school pride, and attract talented students to Thiel.

Goal 3: Reach & Impact

Expand Thiel's reach and impact, contributing to Greenville's and the broader region's social, economic and educational development.

1. Strengthen and develop new partnerships and collaborations with businesses, governmental and community organizations, and increase shared programming, internships, service-learning, and community-based research.
2. Offer new programs to meet regional needs for continuing education, career development, and lifelong learning.

3. Become a dynamic venue for campus and community events, competitions and the performing arts, hosting a rich array of programs to attract people to campus.
4. Develop Thiel's alumni network to extend the College's reach, promote alumni successes and increase alumni engagement.
5. Foreground Thiel's commitment to outreach and regional development as a distinctive feature of the College's brand.

Goal 4: Resources & Investment

Strengthen the College's resources, making investments to secure the future.

1. Attract, develop, and retain innovative and diverse faculty and staff committed to being active participants engaged in the broader campus community.
2. Make strategic and sustainable investments in academic, athletic/wellness, and residential facilities to support the College's programs, beautify the campus, enhance the student experience and attract new students in a competitive market.
3. Manage the College's resources, programs, and operations to produce a positive annual change in net assets.
4. Make investments in programs and facilities to increase auxiliary income.
5. Launch a successful comprehensive campaign to inspire philanthropic investments in the College.

The strategic plan is a living document. It will guide the College over the next five years, evolving as new opportunities and challenges arise. The annual planning process will identify priority actions, and the College's financial investments, budgets and fundraising efforts will reflect those priorities and the broader goals of the strategic plan. The unfolding of the plan and the monitoring of its objectives will be accomplished within the College's shared governance framework, with the Board, faculty and staff actively engaged in the oversight and advancement of the College.

UNDERGRADUATE ACADEMIC CALENDAR

FALL 2023

Thiel College - Greenville, PA

AUGUST			
21	Monday	New Faculty Orientation	9:00 a.m.
23	Wednesday	Faculty Meeting	10:00 a.m.
		Academic Department Meetings	1:30 p.m.
26	Saturday	First Year Students Arrive	
26-27	Sat-Sun	New Student Orientation	
27	Sunday	Upper class students arrive	9:00 a.m.
28	Monday	Classes Begin Drop/Add period begins	8:00 a.m.
29	Tuesday	Final registration for <u>unregistered</u> students	5:00 p.m.
31	Thursday	Opening Convocation	11:00 a.m.
SEPTEMBER			
1	Friday	Current Students: Final day to add a new course, register internships (credit and noncredit bearing) and independent studies <i>No financial adjustments made after this date</i>	5:00 p.m.
4	Monday	NO CLASS - Holiday Observance - Labor Day	
16	Saturday	Family Day	
18	Monday	The grade of "W" will appear on the Academic Transcript for all courses dropped after this date	5:00p.m.
26	Tuesday	Assessment Day (Faculty) - Community Hour	11:00 a.m.
30	Saturday	Homecoming - Thiel vs. Waynesburg	
OCTOBER			
13	Friday	Final day of classes before midterm break On-campus classes end	3:50 p.m.
14-17	Sat-Tues	NO CLASS - Midterm Break	
17	Tuesday	Midterm grades due	12:00 noon
18	Wednesday	Classes resume	8:00 a.m.
25	Wednesday	Final day to withdraw from a course with a "W"	5:00 p.m.
30	Monday	Pre-registration for Spring Term begins - DHI	7:00 a.m.
31	Tuesday	Pre-registration for Spring Term continues - SENIORS	7:00 a.m.
NOVEMBER			
2	Thursday	Pre-registration for Spring Term continues - JUNIORS	7:00 a.m.
6	Monday	Pre-registration for Spring Term continues - SOPHOMORES	7:00 a.m.
8	Wednesday	Pre-registration for Spring Term continues - FIRST YEAR STUDENTS and all others	7:00 a.m.
21	Tuesday	Final day of classes before Thanksgiving Recess On-Campus classes end	9:10 p.m.
22-26	Wed-Sun	NO CLASS - Thanksgiving Recess	
27	Monday	Classes resume	8:00 a.m.
DECEMBER			
11	Monday	Final Day of Classes	
12	Tuesday	AM Study Time FINAL EXAMS BEGIN	1:00 p.m.
15	Friday	Final Exams end	5:30 p.m.
18	Monday	All Grades due	12:00 noon
21	Thursday	Academic Standing Committee Meeting	9:00 a.m.

UNDERGRADUATE ACADEMIC CALENDAR

SPRING 2024

WINTER 3-WEEK SESSION

DECEMBER/JANUARY

26	Tuesday	Winter Session - Classes begin	
27	Wednesday	Final day to add a Winter Session course	5:00 p.m.
28	Thursday	Final day to drop a Winter Session course	5:00 p.m.
1	Monday	NO CLASS - Holiday observance	
4	Thursday	Midterm grades due	12:00 Noon
5	Friday	Final day to withdraw from Winter Session with a "W"	5:00 p.m.
16	Tuesday	Final day of classes - Winter Session	

SPRING SESSION

JANUARY

11	Thursday	Academic Standing Committee meeting	9:00 a.m.
16	Tuesday	Students arrive	12:00 noon
17	Wednesday	Classes Begin (Drop/Add period begins)	8:00 a.m.
18	Thursday	Final registration for unregistered students	5:00 p.m.
23	Tuesday	Current Students: Final day to add a new course, register internships (credit and noncredit bearing) and independent studies <i>No financial adjustments made after this date</i>	5:00 p.m.

FEBRUARY

1	Thursday	Founders' Day Convocation	
7	Wednesday	The grade of "W" will appear on the Academic Transcript for all courses dropped after this date	5:00 p.m.
9	Friday	Honors Convocation	

MARCH

8	Friday	Final day of classes before Spring Break	
9-17	Sat-Sun	Spring Break	
12	Tuesday	Midterm grades due	12:00 noon
18	Monday	Classes resume	8:00 a.m.
22	Friday	Final day to withdraw from a course with a "W"	5:00 p.m.
25	Monday	Pre-registration for Fall Term begins - DHI	7:00 a.m.
26	Tuesday	Pre-registration for Fall Term continues - SENIORS	7:00 a.m.
28	Thursday	Pre-registration for Fall Term continues - JUNIORS Final Day of classes before Easter Recess	7:00 a.m.

APRIL

29-1	Fri-Mon	Easter Recess	
2	Tuesday	Pre-registration for Fall Term continues - SOPHOMORES Classes resume	7:00 a.m. 8:00 a.m.
3	Wednesday	MONDAY CLASSES WILL MEET	
4	Thursday	Pre-registration for Fall Term continues - FIRST YEAR STUDENTS and all others	7:00 a.m.
9	Tuesday	Assessment Day (Faculty) - Community Hour	11:00 a.m.
25	Thursday	NO CLASS - Scholarship & Arts Symposium	

MAY

3	Friday	Final day of Classes	
4-5	Sat-Sun	Study Days	
6	Monday	FINAL EXAMS BEGIN	8:00 a.m.
9	Thursday	Final Exams end	5:30 p.m.
10	Friday	SENIOR GRADES DUE	12:00 noon
12	Sunday	Commencement	
13	Monday	All Grades due	12:00 noon

UNDERGRADUATE ACADEMIC CALENDAR

SUMMER 2024

Thiel College - Greenville, PA

IN-PERSON SESSION

SUMMER 1: MAY 3-WEEK SESSION

May

13 Monday	Classes begin	8:00 a.m.
14 Tuesday	Final day to add a new course	4:00 p.m.
	Final registration for unregistered students	4:00 p.m.
15 Wednesday	Final day to drop a course	4:00 p.m.
22 Wednesday	Midterm grades due	12:00 Noon
24 Friday	Final day to withdraw from a course with a "W"	4:00 p.m.
31 Friday	Final day of classes - May In-Person Session	
4-Jun Tuesday	All Grades Due	12:00 Noon

ONLINE SESSIONS

SUMMER 2: JUNE 4-WEEK SESSION

June

3 Monday	Classes begin	8:00 a.m.
5 Wednesday	Final day to add a new course	4:00 p.m.
	Final registration for unregistered students	4:00 p.m.
7 Friday	Final day to drop a course	4:00 p.m.
18 Tuesday	Midterm grades due	12:00 Noon
19 Wednesday	NO CLASS - Holiday Observance - Juneteenth	
20 Thursday	Final day to withdraw from a course with a "W"	4:00 p.m.
1-Jul Monday	Final day of classes - June 4-week online Session	
3-Jul Wednesday	All Grades Due	12:00 Noon

SUMMER 3: JULY 4-WEEK SESSION

July

8 Monday	Classes begin	8:00 a.m.
10 Wednesday	Final day to add a new course	4:00 p.m.
	Final registration for unregistered students	4:00 p.m.
12 Friday	Final day to drop a course	4:00 p.m.
23 Tuesday	Midterm grades due	12:00 Noon
24 Wednesday	Final day to withdraw from a course with a "W"	4:00 p.m.
2-Aug Friday	Final day of classes - July 4-week online Session	
6-Aug Tuesday	All Grades Due	12:00 Noon

SUMMER 4: JUNE & JULY 8-WEEK SESSION

June

3 Monday	Classes begin	8:00 a.m.
5 Wednesday	Final day to add a new course	4:00 p.m.
	Final registration for unregistered students	4:00 p.m.
14 Friday	Final day to drop a course	4:00 p.m.
19 Wednesday	NO CLASS - Holiday Observance - Juneteenth	

July

2 Tuesday	Midterm grades due	12:00 p.m.
3 Wednesday	Final day to withdraw from a course with a "W"	4:00 p.m.
4 Thursday	NO CLASS - Holiday Observance - Independence Day	
2-Aug Friday	Final day of classes - June & July 8-week online Session	
6-Aug Tuesday	All Grades Due	12:00 Noon

SUMMER 5: INTERNSHIPS, COOPERATIVE EDUCATION and STUDY ABROAD

May - Aug

Internships, cooperative education and study abroad experiences also occur throughout the summer! Add/Drop/W dates, and midterm/final grade due dates are variable, dependent on required meeting days and nature the of study program or agreements coordinated by the Career Development Center.

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, Master of Arts and Master 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 and 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.

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 Identity

Founded in 1866, Thiel College is an independent liberal arts college in western Pennsylvania, offering innovative undergraduate and graduate programs. Shaped by its Lutheran heritage, Thiel provides an accessible and inclusive learning environment and serves a diverse population of students. Thiel offers robust co-curricular and athletic experiences and fosters lifelong growth, learning, and relationships.

Statement of Mission

Thiel College prepares students for careers and lives of meaning and purpose and empowers individuals to reach their full potential in a diverse, equitable, and inclusive learning environment. Promoting educational excellence, innovation, and ethical leadership, the College provides distinctive learning opportunities for students and serves as an asset for the region's social, economic, and educational development.

Statement of Vision

Over the next five years, Thiel College will embrace and project a bold and dynamic culture of innovation and creative leadership. The campus community will collaborate to advance a compelling mission, adopting innovative approaches to student learning, curriculum development, community partnerships, and campus activities. The College will create new opportunities for students, faculty and staff to advance innovation and develop as creative leaders. New business, community and educational partnerships will extend the College's reach and provide experiential learning, internships and networking opportunities for students. While continuing to foreground its core value of providing highly personalized learning experiences in a caring and supportive campus environment, the College will expand its use of technology to enhance student learning, increase collaboration and modernize all aspects of campus programs and services.

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

College

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

Education

It is approved by the Pennsylvania Department of Education to prepare elementary and secondary teachers.

Speech-Language Pathology

The master's of science (MS) education program in speech-language pathology {residential} and/or the doctoral degree title (+ designator/abbreviation) education program in audiology at Thiel College is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

Physician Assistant Studies

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) placed the Thiel College Physician Assistant Program sponsored by Thiel College on Accreditation-Probation status until its next review in June 2025.

Nursing

The baccalaureate degree in nursing at Thiel College is pursuing initial accreditation by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org). Applying for accreditation does not guarantee that accreditation will be granted.

Campus

The 135-acre campus is located on College Heights in Greenville, a community of 5,500 residents in northwestern Pennsylvania.

The Daniel and Dorothy Spence 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. 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. It was renovated during the summer of 2022 upgrades encompassed a new heating and cooling system and a complete renovation of the basketball/volleyball court, including new flooring, bleachers, signage and improving access for people with disabilities.

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 Greenville. 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.

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.

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.

Glen Johnson Community Center opened in fall 2002. It is 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. It includes the Center for Speech-Language Services. The Center provides free speech-language services for the community. The Center provides students in the College's Master of Science in Speech-Language Pathology program to gain valuable clinical hours.

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 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 health and 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 and Neuroscience. It was renovated in 2021 and is home to the graduate programs in speech-language pathology and physician assistant studies. 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 through the support of an anonymous lead donor. The building is the home of the Thiel Players, the campus theatre group. It contains a 250-seat auditorium, as well as dressing rooms, a workshop, costume storage, a light booth, faculty office and a classroom. It was named after Dr. Bill Robinson, Thiel's longtime theatre director.

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

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

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

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

Townhouse Apartments 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.

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.

Dr. Barry '70 and Carol '71 Stamm Track & Field Complex was dedicated at Homecoming 2017. Ground was broken at a ceremony in May 2015. The competition-certified facility also features the Col. Charles "Bud" Manes '58 Track and Coach Jack Leipheimer '74 Field grass infield that adds additional recreation and practice space.

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.

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 2024, Thiel College will be test-optional. A student will not be required to submit SAT or ACT test scores to receive an admission decision.

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 at (724)589-2345 or visit www.thiel.edu/visit 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 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 (<https://www.thiel.edu/admissions/apply-online>). 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 who fall below the minimum requirements of the GPA 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 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 2024.

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 (ex: Joint Service Transcript, JST).

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 Thiel Learning Commons, academic records and administration. Current staff and faculty members who are ex-military personnel serve as 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).

Additional Credit-Bearing Opportunities

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 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.

Summer Sessions

Thiel College provides opportunity for summer study. Thiel offers a three-week, in person May session, in addition to 4-week and 8-week online sessions throughout June and July. Details are 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) - www.thiel.edu/apply
- Common Application Form - www.commonapp.org

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.

All incoming international students, both degree-seeking and exchange students, will be expected to provide official TOEFL scores (or equivalent). Upon acceptance, students whose scores are 82 or higher on the TOEFL iBT (or equivalent) may enroll in the standard offering of courses at Thiel College. Students whose TOEFL iBT scores (or equivalent) are below 82 are required to interview with Admissions and ESOL Program representatives to determine English language competency.

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 \$55,000).

* 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 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.

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.

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.
- 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 (see Residence Life and Housing). International students can remain on campus for the periods in which campus residence halls are closed during the academic year. Students 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 2022-2023 Academic Year – Undergraduate Program

Full-time Students

- Tuition \$34,964
- Double Occupancy Room and Board \$14,850
- Single Occupancy Room and Board \$17,250

Part-time Students: A student registering in the fall or spring for 1 to 11 credit hours will be charged a tuition fee of \$1,080 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 \$960 per credit hour for each additional credit hour taken.

Other Fees: Technology fee \$1,020 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 \$400; student services fee \$630 or \$40 per credit hour for part-time students; graduation fee \$50; health and wellness fee \$250; vehicle permits \$75 per semester; first-year experience fee \$300. Cengage fee is \$180.00 (if registered for a Cengage Class).

Billing Dates and Payment Dates for 2023-2024

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	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 2023-2024 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.

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:

1. Unsubsidized Federal Direct Stafford loans.
2. Subsidized Federal Direct Stafford loans.
3. 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, Iraq and Afghanistan Service Grants, 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 - Satisfactory Academic Progress

In accordance with Department of Education regulations, any student enrolled in a degree-seeking educational program at Thiel College must maintain both a qualitative (GPA) and quantitative (pace of completion) standard of academic progress. The expectation is that students will complete degree requirements within a four-year time frame. Students are required to complete degree requirements within 150% of the published length of the educational program to maintain financial aid eligibility.

Satisfactory Academic Progress is achieved when a student earns 67% of credits attempted while maintaining a cumulative GPA of 1.50 (0-25 credits attempted); 1.75 (26-57 credits attempted) and 2.0 thereafter. Credits transferred in from a prior institution will be included in the pace of completion, but will NOT be included in the GPA calculation. Incomplete grades will be counted towards attempted credits for Financial Aid SAP purposes, but will not be calculated in earned credits or GPA. The student is responsible for notifying the Financial Aid Office of completed coursework. Once notified, Financial Aid SAP will be re-evaluated for aid eligibility. All course re-takes resulting in a failing grade or a grade of "W" or will be included in the number of credits attempted for each attempt. If a course is completed with credits earned, re-takes of the same course will be excluded from total credits attempted and earned for Financial Aid SAP purposes. 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 academic term to ensure compliance with federal, state and institutional requirements.

Financial Aid Warning:

If at the end of the term, a student has not met satisfactory academic progress, they will be notified by the financial aid office of the failure to maintain academic progress. Students are required to sign and return the Financial Aid Warning Letter. The student will be placed on Financial Aid warning for one semester while maintaining eligibility for Title IV aid.

Financial Aid Suspension:

At the completion of the warning semester, if the student is not making satisfactory academic progress, the student will be placed on Financial Aid Suspension. If a student is notified of suspension of financial aid, the student has the option to continue their education without Title IV aid. 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 and GPA to the required level. Review of earned credits and GPA would take place at the end of each semester to ensure that SAP is recorded once attained. Thiel College does not currently offer any remedial courses.

Financial Aid Appeal:

If a student has experienced extenuating circumstances that have attributed to their failure to make academic progress, the student can appeal the financial aid suspension. If approved through the financial aid appeal process, students would continue to receive Title IV aid pursuant to the 150% rule.

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 a written financial aid appeal along with any supporting documentation to the Financial Aid Office. The appeal must detail the reasons why the student failed to make progress and what has changed about the student’s situation that will allow them to meet academic progress at the next evaluation period. If approved, the student will be required to meet with Financial Aid to discuss an academic plan. Students will remain on financial aid probation for one additional semester. At the end of the probationary semester, the student must meet satisfactory academic progress, or be following the terms of the academic plan set forth in the appeal process.

Students are limited to 2 (two) financial aid suspension appeals while enrolled at Thiel College

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 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.

Students participating in a cooperative program at another approved U.S. institution must apply for aid through the home institution. Students participating in a study abroad or medical technology program may request special consideration for transfer of aid, i.e. federal, state and non-college scholarships and/or loans through the financial aid office. The College estimates federal and state grant aid until official allocation is made by the appropriate governmental agency. Students must apply and provide all required documentation for all federal and state grant aid for which they are eligible. The College cannot replace the loss of estimated aid through the failure of the student to file the necessary application(s) on a timely basis.

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

Students who continue to be enrolled at Thiel College or who have been admitted for enrollment at Thiel College shall be given priority for student employment within the College. Thiel summer full-time employment for students is by priorities.

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

Financial Aid Policy for Off-Campus Students

Learn more about cooperative programs 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

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 to residential students 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. In most instances, a residential student who subsequently changes to commuter or off-campus housing will forfeit their Thiel Assistance Award.

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 2023-2024 is \$7,395 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 by completing the FAFSA.

Federal Supplemental Educational Opportunity Grants (FSEOG), 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. Students must complete a FAFSA application and be Federal PELL Grant eligible to receive FSEOG funds.

Pennsylvania State Grants - Undergraduate Program

State grants are available for qualified Pennsylvania students. These grants are determined by the Pennsylvania Higher Education Assistance Agency (PHEAA) based on 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.

Endowed Resources, Scholarships, Gifts

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.

Endowed Resources, Scholarships, Gifts

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.

Ronald B. Anderson Endowed Scholarship Fund—Awarded annually to a sophomore, junior or senior who is on track in their major.

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.

The Professor J. Henry Barton Environmental Science Endowed Scholarship Fund— Awarded annually to at least one full-time Thiel College student majoring/minoring in Environmental Science who has successfully completed their freshman year, is a sophomore, junior, or senior who 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 or better, and who is dedicated to protecting or improving the environment.

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.

Baughman Family Endowed Scholarship— Created by David Baughman in memory of his parents for students who plan on attending Thiel from Greenville, Jamestown, Commodore Perry and Reynolds school districts. Please apply through the Community Foundation of Eastern Ohio and Western Pennsylvania.

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.

Ingeborg Tappert Calderwood '24, Lelia Calderwood '52 and Elsa Calderwood Schlentner '62 Scholarship— Awarded to a Junior or Senior majoring in Education.

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.

Camillo Cianci II Memorial Scholarship - This Award will be given to two Business Administration/Accounting majors who are entering their Junior or Senior year. Preference will be given to those students that are enrolled in the Business Entrepreneurial Program and have an interest in potential business ownership upon graduation.

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 Cook Family 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.

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 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.

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 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.

Joan Gorney '50 Endowed Scholarship Fund – Awarded to a full-time student majoring in business administration.

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.

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

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.

Dr. Carl A. and Theresa Hoffman Scholarship – Student who is majoring in Biology, Chemistry, Physics, Pre-Medicine or Nursing

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 fulfills the following requirements:

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

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

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

Louise Beil Maglisceau '29 Endowed Scholarship— As a memorial to the life of their mother and devoted Thiel College alumna, Louise Beil Maglisceau, Class of 1929, James A. Maglisceau, his two brothers and all three families established this scholarship to honor her love of teaching English. Juniors or seniors from Academic Catalog 2021-2022 2021-08-23 36 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.

The David '71 and Deborah '75 Mogle Endowed Scholarship - This scholarship will provide an annual award to a full-time Thiel student(s) who fulfill the following requirements: are a Junior or Senior majoring in Business or a related field with a 3.0 or higher cumulative grade point average. Preference will be given to students from western Pennsylvania who demonstrate financial need.

The David B. Mogle '71 Endowed Band Scholarship - This scholarship will provide an annual award to a full-time Thiel College student(s) who fulfill the following requirements: first year students meeting academic standards for admission to Thiel College. For a Sophomore, Junior or Senior with a 3.0 or higher cumulative grade point average who demonstrates financial need. Preference will be given to students playing an instrument in the College Band, or from Western Pennsylvania or Eastern Ohio.

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 fulltime 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.

Dr. John C. Nichols Endowed Scholarship Fund for Mathematics or Actuarial Studies—Awarded annually to a student majoring/minoring in mathematics or actuarial studies.

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 '84 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 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.

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 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.

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.

The George A. Summerhill, Jr. and Arlene R. Summerhill '59, '59 - endowed scholarship fund in memory of Dr. Henry Max McLaughlin and Dr. Wolfgang Antonius Schmidl who were our advisors when we attended Thiel, administered by Thiel College to be awarded annually to at least one full-time Thiel College student majoring/minoring in Chemistry, Biology, Physics or Math.

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.

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 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.

The James Traverso Scholarship – International Student and who is engaged in outdoor activity.

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, Murrysville
Christ Lutheran Church Scholarship Fund
- Christ Lutheran Church, Sharon
Rev. Milo W. Gerberding Scholarship Fund Rev. Adam E. Simon Memorial Scholarship
- Christ the Redeemer Lutheran Church of Lawrence Park, Erie, PA
Christ the Redeemer Lutheran Church Fund
- 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.

- Armstrong County Community Foundation
- Addison Gibson Foundation
- Beaver County Foundation
- Bernowski Scholarship Trust Fund
- Bethel United Church of Christ

- Bonnie Stevenson Defilippi award
- Buhl Regional Health Foundation
- College Now of Greater Cleveland
- Conneaut Lake Highschool Alumni Association
- Community Foundation of Western PA and Eastern OH
- Community Foundation of the Alleghenies
- Corry Community Foundation
- Corry VFW Post #264
- Crawford Heritage Community Foundation
- David and Pauline Gregory Trust Fund
- District of Columbia College Access Program
- Dick Kurtich Scholarship
- Donald C.Dilly - Kappa Sigma Scholarship
- Dorothy Bitters Memorial Scholarship
- Elk County Community Foundation
- Erie Scottish Rite
- Erie Community Foundation
- Florence Reizenstein NEED Leadership Award
- General Mclane Foundation
- Helen Marie Lutton and David Lutton award
- Holmes County Education & Community Foundation
- Italian Home Club
- Josette Beddell Memorial
- Kappa Sigma Endowment Fund
- Kid's Chance of Pennsylvania Inc.
- Lola Duff and William Duff Scholarship
- M.H. DeForrest Memorial Scholarship
- Martin James W & Cheryl G Martin Family Scholarship
- Marguerite (Peggy) Baker Scholarship Fund
- May Emma Hoyt Foundation
- Merry D. Wise Scholarship Fund • Nora Long Scholarship Fund
- Messiah Luthern Church – Pierstork Memorial
- Mosquito Creek Sportsmen Association
- National Fallen Firefighter Foundation
- Norma Jean Kirsch Scholarship for Women
- Pennsylvania Masonic Youth Foundation
- Prince of Peace Evangelical Lutheran Church
- Rachel Librecht Family Foundation
- Reynolds High School Alumni Association Fund
- Ruth Varner Otto Scholarship
- Saint Sophia Greek Orthodox Cathedral General Fund
- Schroeder Scholarship Fund
- Signal 13 Scholarship

- St. Marys Whitechapel Episcopal Church
- St.Lukes Evangelical Lutheran Church
- Teamsters Local No.348
- Throckmorton Foundation
- The Brad Davis Foundation
- The Pittsburgh Foundation/Community Foundation of Westmoreland County
- The Pittsburgh Promise
- Titusville Area Hospital Auxiliary
- Warren Italian American Festival Committee
- West Branch Local School District
- White Oak Rotary Club
- William L and Margaret L Benz Foundation
- William J. McMannis and A. Haskell McMannis Educational Trust Fund
- York County Community Foundation
- Zeta Tau Alpha Foundation

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.

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—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 Thiel Learning Commons, academic records and administration. Current staff and faculty members who are ex-military personnel serve as a network of support for military students.

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.

“GI Bill™” is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill

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., they can make arrangements to extend their 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". 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, 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 eligibility for participating in varsity athletics, see section on "Participation in Varsity Athletics" under *Academic Policies*.

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 fulltime 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.

Theta Alpha Kappa—a National Honor Society founded in 1976 to celebrate the academic achievements of students in the Religion departments. Any student completing four Religion classes with a GPA of 3.5, and a 3.0 overall GPA, after three semesters may apply for membership.

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. 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. Private vocal and instrumental instruction is also available.

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.

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), 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 with Winter Session, and finishes with the traditional spring term ending in early May. Thiel College offers five Master's programs: Master of Arts in Communication and Leadership, Master of Business Administration, Master of Science in Speech Language Pathology, Master of Science in Physician Assistant Studies, and a Master of Arts in Clinical Mental Health Counseling. The graduate programs have program-specific calendars which can be accessed on the website and by contacting the specific program.

Thiel College provides opportunity for summer study. Thiel College offers a three-week, in person May session, in addition to 4-week and 8-week online sessions throughout June and July for undergraduates. Travel courses, independent studies and internship experiences are also offered in the summer. The graduate programs have program-specific summer calendars which can be accessed on the website and by contacting the specific program.

The academic division sponsors various types of instruction. Instruction for academic credit toward undergraduate 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.

Undergraduate All-College Learning Goals

Upon graduation, Thiel College undergraduate 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.

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 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 (ARC)

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 ARC 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 ARC?

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 TLC 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 ARC 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 & Dr. Lauren H. Ashe Learning Center

The Langenheim Memorial Library provides research and reference services to support students, faculty and the Thiel college curriculum. As the academic hub of Thiel's campus, the library offers reference services, information literacy instruction, interlibrary loan, online and physical journals and periodicals, online databases, traditional book collections, and the Thiel College Archives. All library resources can be accessed from off-campus locations with a Thiel ID number. Librarians are research partners, always ready to assist, in person or virtually.

New features added in 2022 include: an Honors Student-led STEAM Room for all students, digital archival materials, an expanded Commuter Lounge, updated History, Education, and Art book collections, remodeled private study spaces, and virtual reference services.

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 providing 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.

Information Technology Solution Center

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.

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. Interdisciplinary courses can be 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 English, government, biology, chemistry, art history, 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 them to continue moving forward with their education at Thiel. Students can also request their transcript for transfer evaluation 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 on the Concise Course List. 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.

Online Consortium Courses

Thiel College offers a variety of online courses through Acadeum, a consortium of 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 the equivalent Thiel College course. Additional registration fees apply. For more information on the Acadeum platform, contact the Office of the Registrar at Registrar@thiel.edu or 724-589-2110.

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:

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

Pre-Professional Program Advisors

LECOM, Pre-Pharmacy and Pre-Dental programs: Dr. Chris Stanisky, Chemistry

LECOM, Pre-Medicine program: Dr. Neil Lax, Neuroscience

Medical Technology: Dr. Mike Balas, Biology

Mortuary Science: Prof. Anthony Kos, Business Administration

Pre-Law: Dr. Marie Courtemanche, Political Science

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

Pre-Physical Therapy: Dr. Greg Kingston, Biology & Exercise Science

Pre-Physician Assistant: Prof. Jen Shellenbarger, Physician Assistant Studies

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

Additional pre-professional advising information can also be found in the Health Professions Institute (HPI) section of the Catalog.

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.

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, Non-Binary, and Transgender Global Leaders —This program prepares scholars for tomorrow's global challenges by offering a unique opportunity for global experiences, leadership development, and community service. Fourteen universities and colleges across Pennsylvania participate in the VIH Program. Three first-time scholars from each institution are admitted into the program and receive a scholarship of at least \$5,000 to put toward the cost of a summer global experience of their choosing. The VIH Program has four components: the summer global experience, the Community Engagement Experience, and two weekend-long intensive leadership development conferences. During the spring semester prior to and the fall semester following their global experiences, the awardees from each VIH institution meet in Pittsburgh, PA. These trainings provide the awardees with the foundation of skills necessary to maximize cultural learnings while abroad and to invest their leadership skills in their own communities upon their return. This program is an unparalleled opportunity open to gender minorities 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.

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 adults 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. Chris Stanisky) 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. Chris Stanisky) 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 Neuroscience Department (Dr. Neil Lax) for more detailed information.

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

Faculty-led Summer Study Abroad Courses—These courses are taught or directly supervised by Thiel College faculty members in a variety of foreign countries. The emphasis is on academic studies, field trips and foreign culture. Programs vary from year to year and generally 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. Dr. Anthony Kos 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.

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 Handshake, Thiel College's career platform ([www .https://thiel.joinhandshake.com](https://thiel.joinhandshake.com)) 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 that can be earned depend on the number of hours engaged at the internship site (every 50 site hours = 1CH). Students can have one or multiple internships however; students may earn no more than 12 credit hours for their internship experience(s) during their time at Thiel College as an undergraduate.

Regardless if an internship is completed for course credit or not for credit, is paid or unpaid, the internship **MUST** be registered with the Career Development Center using Handshake. Students will complete an Experience (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. All hours must be completed within the same semester in which the internship is registered.

For more information about student internship opportunities, students should visit the Career Development Center, located in the Howard Miller Student Center.

Declaration and Change of Undergraduate Major/Minor/Certificate

Undergraduate students are expected to declare a major or express an area of interest before the end of the first year of study. Students who have not decided on a major may seek help from their faculty advisors. An undergraduate student may also declare minors and/or certificates. It is possible, and in some fields encouraged, for a student to complete two majors or a combination of a major and minor(s).

An undergraduate student is free to change the major/minor/certificate any time while at Thiel College. Normally, change of major/minor/certificate should not be made until the student has sought appropriate counsel from their academic advisor and department Chair(s) of their program of interest. A change of major/minor/certificate during the junior or senior years may require special scheduling and may affect the time needed for a student to complete graduation requirements.

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

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.

Class Cancellation Procedures

In the event of a very serious snowstorm, extreme cold temperatures or a weather-related declared "state of emergency" the following procedures will apply to disseminate information regarding class cancellation for a day:

1. The VPAA/Dean of the College (in his/her absence the Dean of Students), after consultation with the Director of Public Safety, the Director of Maintenance and the College President, will make the decision whether classes will be held. In most cases this decision will be made by 7:00 a.m. on the day in question.

2. The VPAA/Dean of the College, by 7:00 a.m., will contact the Campus Telephone Operator and the Director of Public Relations and inform them of the decision.
3. In the event of class cancellation, announcements will be made on the Thiel College Emergency Alert System.
4. The VPAA/Dean of the College will also, by 7:00 a.m., inform the VPSL/Dean of Students. At that time, the VPSL/Dean of Students will inform the Director of Residence Life and the Residence Life Staff will then post signs on the main doors of each residence hall and theme house to inform students that classes have been cancelled.

In the event that commuter students should be stranded on campus, arrangements will be made to house them. Students should contact the Campus Telephone Operator for assistance.

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 ADAS (or the VPAA if the ADAS is involved). Prompt and polite communication among concerned parties is a sound practice in matters of misunderstanding. Grievances should be expressed and dealt with at the earliest point in time. Ordinarily students should begin the grievance process no later than two weeks following the dispute.

Academic Policies

Credit Hour Policy

In accordance with MSCHE Accreditation and 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.

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 or for an internship.

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 Dean for Academic Success (ADAS) of the incident and the resulting disciplinary actions.
4. Recurrence of inappropriate behavior will result in a mandatory meeting between the student and the ADAS 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 ADAS.
2. In cases where a student has committed repeated violations within a course, the case must be submitted to the ADAS. Within a reasonable period of time (typically two weeks of the alleged violation), the faculty member will:
 - Notify the student(s),
 - Notify the ADAS and submit any available supporting evidence. The ADAS 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 ADAS regarding any violation of the TCHC, the situation will be discussed with the student and, if warranted, the following disciplinary action taken.
- **First offense:**
 - A grade penalty (zero credit on that assignment or test) will be issued.
 - The student will be required to complete an online plagiarism/cheating tutorial and submit a certificate of completion to the ADAS, 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.
 - 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.
 - **Second Offense:**
 - A failing (F)/unsatisfactory (U) final 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.
 - The student is not permitted to process a drop/withdrawal from the course if the offense occurs prior to the close of the drop or withdraw deadline.
 - 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.
 - 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.
 - **Third Offense:**
 - The student will be suspended from the College for a period of not less than one semester.
 - 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.
 - **Fourth Offense:**
 - The student will be permanently dismissed from the College.

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

If the student wishes to appeal the disciplinary action, they:

1. 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 ADAS within one week of receiving the ADAS's letter.
2. May attend classes while the appeal is in process.

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 ADAS within two business days of the decision.

An appeal of suspension or expulsion shall be made directly to the President of Thiel College.

Class Attendance Policy

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 (ARC), may be eligible for an attendance accommodation (Disability Related Absence). In such circumstances, the student must consult with the ARC Coordinator (724-589-2371) 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, Withdraw, and Suspension

The administrative drop, withdraw, 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 approval is provided by the instructor. Prior to authorizing an administrative drop, the ASSIST committee will communicate with Student Life and the relevant instructor(s). If no communication has occurred, and the instructor has not provided prior approval for the absences, they will issue an email notification to the student, instructor(s), student's advisor, and the Registrar of the pending drop. The student will have two business days to appeal (process described below). If administratively dropped from a course, a student may not re-enroll in the same course that semester.

Administrative Withdraw

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 withdraw process is as follows. Warnings will be issued by the ASSIST committee and Associate Dean for Academic Success (ADAS) as absences accrue.

- **A First Warning** will be issued by the ASSIST committee when a student has accrued one week of unexcused absences. The student, relevant instructor(s), and the student's advisor will be included on the warning.

- **A Second Warning** will be issued when a student has accrued two weeks of unexcused absences. The ASSIST committee will request a meeting with the student to discuss the potential for an Administrative Withdrawal. The student's advisor and relevant instructor(s) will be included on that message and will have the opportunity to provide additional information.
- **A Final notification** will be issued when a student has accrued three weeks of unexcused absences. The ADAS 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 ADAS will request that the Registrar issue a final notification to the student of a pending administrative withdrawal.
- **Final Action.** If a student does not request an appeal within two business days, the Registrar will update the student's academic record accordingly and send an email to the student, instructor(s), 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.

Students who are administratively withdrawn from more than half of the courses within a given semester will be administratively suspended from the College with no tuition refund issued. Grades of "FA" will be issued for all courses that do not already have a recorded grade, and the student must sit out at least one regular semester (fall or spring). The process for petitioning to return to the College is described in the Academic Policies section of the Academic Catalog on Withdrawal and Readmission.

Appeal Process

Students who believe they were inappropriately dropped, withdrawn, or suspended may submit an 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 Drop/Withdraw/Suspension. The Registrar will communicate the appeal to the Academic Standing Committee.

In the appeal, the student should present a clear, concise, and detailed rationale for their case and any pertinent documentation indicating the process described above was not followed or involved error.

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. The instructor, student, and student's advisor will be notified through their Thiel email. Ordinarily, the Academic Standing Committee will approve an appeal only if a) the withdrawal or suspension was inappropriate because the process described above was not followed or involved error or b) if the course instructor supports the appeal. If an appeal is granted, the student must develop an attendance plan with the instructor. Deviations from that plan (based on the student's attendance record) 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.

Satisfactory Academic Progress

Satisfactory academic progress toward a degree as a full-time student is defined as completion of 67% of credits attempted while maintaining a cumulative GPA of 1.50 (0-25 credits attempted); 1.75 (26-57 credits attempted) and 2.0 thereafter. The Academic Standing Committee may grant exception to the guidelines for satisfactory academic progress in individual cases. The Academic Standing Committee cannot guarantee eligibility for financial aid.

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 satisfactory 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 satisfactory academic progress for two consecutive semesters will be placed on academic suspension. A student who has been assigned to the Thiel 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 Thiel 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 in accordance with the policy detailed in the "Academic 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 returning to the College. The petition to return to the College should be submitted through the Request to Re-enroll form, which can be obtained by contacting the Records Office (Registrar@thiel.edu). 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 satisfactory 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.

Grading System

The following grading system is in effect: A (excellent); B (good); C (satisfactory); D (marginal); F (failure); I (incomplete); S (satisfactory); U (unsatisfactory); 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, U 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.

A student may withdraw (W) from a course without penalty 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.

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.

Incomplete Grade Policy

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 approving an incomplete grade request. 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 recorded. The Incomplete Grade evaluation process must be initiated on an official form obtained at the Registrar’s office.

Grade Change Policy

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.

Repeating Courses

Students may repeat courses to improve their grade and/or to meet requirements. A repeated course that was previously passed (D- or higher) will not earn additional credit hours, but will reflect the most recent grade earned. The grade originally received in the course will not remain on the transcript and will not be counted in computing the student’s GPA. A notation of “RE” (repeat) will replace the original grade; only the grade attained in the repeated course will be counted in computing the student’s average. A 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.

Students interested in repeating a course should consult with their academic advisor to confirm their academic plan and to avoid the risk of being short credits at the time of graduation.

Adding/Dropping Courses

Following the beginning of each semester and summer session, there is a designated number of days during which registered students may add and/or drop a course from their schedules. The add/drop period is posted in the Academic Calendar. Students must discuss schedule changes with their advisor and obtain approval through Self-Service when processing a course add/drop. An instructor is not required to admit a student into a 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.

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 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.

A student's normal academic load is 15 or 16 credit hours in regular fall and spring semesters. With a minimum of 124 credits needed to satisfy degree requirements for the B.A. and B.S. degrees, students will need to earn 15-16 credits each semester (fall and spring) in order to graduate on a 4-year plan.

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.

Registration Eligibility

Periods for pre-registration are provided before each semester and available on the Academic Calendar. Pre-registration of current students is scheduled by class (e.g. DHI, Senior, Junior, Sophomore, and First Year). Every attempt is made by advisors to work out an acceptable program for those students who register within the assigned time.

Class level for pre-registration is determined by total credits earned. Currently enrolled credits at the time of pre-registration do not count toward the student's class level.

- **Freshman:** 25 credit hours or less earned
- **Sophomore:** 26 - 57 credit hours earned
- **Junior:** 58 - 87 credit hours earned
- **Senior:** at least 88 credit hours earned

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 (e.g. setting up a payment plan), the student must clear such arrangements through Student Accounts to be classified as "registered."

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. Students must be enrolled full-time (minimum 12 CH) to practice and compete in intercollegiate athletics.

Athletic eligibility is determined at the beginning of the semester for the Fall term, and after the conclusion of the Winter session in the Spring term.

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.

Graduation 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.

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

Certification of Program of Study

Satisfactory completion of all requirements for a program of study must be certified by the department Chair or program committee prior to certification for graduation for all degrees offered by Thiel College. The requirements to be completed for certification by the respective department or program committee shall be those requirements as stated in the Academic Catalog at the time the student matriculated to the college, though departments may approve a certification substitution for courses no longer offered as a result of curricular redesign and development.

Graduation Requirements for Graduate Degrees

Information on the graduation requirements for each graduate degree may be found in the following section of the Catalog:

- Master of Arts in Clinical Mental Health Counseling - Department of Counseling
- Master of Arts in Communication and Leadership - Interdisciplinary Offerings
- Master of Business Administration - Arthur McGonigal Department of Business Administration & Accounting
- Master of Science in Physician Assistant Studies - Department of Physician Assistant Studies
- Master of Science in Speech-Language Pathology - Department of Communication Sciences & Disorders

Further information about each graduate program can also be found on each program's website page.

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

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.

Credit Hour Requirements

A minimum of 124 credit hours of successfully completed course work shall be required for the Bachelor of Arts and Bachelor of Science degrees. The 124 credit hours shall be distributed with 25-30 percent of total credits for the Core Curriculum Requirement, 30 to 45 percent of total credits for the major, and 25 to 45 percent of total credits for electives and/or coursework associated with second majors, minors, or certificates. A minimum of 60 credit hours of successfully completed course work shall be required for the Associate of Arts and Associate of Science degrees.

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.

GPA / Minimum Grade Requirements

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- or better in all courses required for the major and/or minor fields of study. See individual departmental requirements.

Professional School Early Acceptance

A student who is accepted for study in a professional school after completing 96 credit hours at Thiel will be awarded the baccalaureate degree by Thiel College upon successful completion of the first year of professional study.

The student must satisfactorily complete all Thiel baccalaureate graduation requirements, complete at least the last 30 hours at Thiel prior to transfer to the professional school and provide the Academic Records Office with certification from the professional school record of the successful completion of the first year of study.

Professional schools include schools of dentistry, law, medical technology, medicine, nursing, optometry, physical therapy and veterinary medicine. Other professional programs will be considered by the faculty for inclusion under this policy upon application by the student.

Academic Honors

Dean's List and Dean's Key

In recognition of academic achievement, the Dean's List of students is compiled following fall and spring semesters. To be eligible for the Dean's List, an undergraduate 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.

Undergraduate 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. Undergraduate 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.

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- 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.

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.

Additional Credit-Bearing Opportunities

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 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.

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 withdraws from the college may apply for readmission by completing the Request to Re-Enroll form, obtained from the Academic Records Office (Registrar@thiel.edu). This includes students who withdraw while in good academic standing, those students who withdraw while on probation, or those who have been academically

suspended. As part of this Request to Re-Enroll, students must include a statement of short-term and long-term goals, and must provide adequate evidence that since leaving Thiel College, they have developed the necessary maturity, motivation and academic skills to pursue an academic program to successful completion.

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 / Medical Leave

A departure from Thiel College by a student for medical/mental health reasons supported by a health care provider is a justified leave of absence. Please contact the Registrar (Registrar@thiel.edu) 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 complete the Request to Re-Enroll form, obtained from the Academic Records Office at Registrar@thiel.edu. In addition, students previously granted a medical leave of absence must submit (to Registrar@thiel.edu) a written release from a physician or appropriate health care provider.

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

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 fee for each transcript processed.

Right to Privacy

Under Section 438 of the Family Educational Rights and Privacy Act of 1974 as amended (FERPA), all 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.

Core Requirements

The College offers two parallel core pathways to fulfill the All-College Learning Goals: The general core curriculum and the Dietrich Honors Institute (DHI) core.

Bachelor of Arts and Bachelor of Science Degree

Literacy Series

Composition

ENG 101 College Writing (C- or higher required) 3 CH

Presentation

INDS 101 Introduction to Presentational Literacy (C- or higher required) 3 CH

Quantitative and Scientific Reasoning

B.A. Programs: MATH 125 Quantitative Reasoning or higher (C- or higher required)

B.S. Programs: MATH 142 Precalculus or any calculus course (C- or higher required)

MATH _____ 3-4 CH

Scientific Reasoning

Successfully complete one natural or physical science 4CH laboratory course

_____ 4 CH

Additional Quantitative or Scientific Reasoning Course

Successfully complete an additional course from Computer Science (CSCI), Mathematics (MATH), Biology (BIO), Chemistry (CHEM), Environmental Science (ENSC), Geology (GEOL), Neuroscience (NSCI), or Physics (PHYS). PSY/SOC 215 Statistics for Social Sciences will also fulfill this requirement.

_____ 3-4 CH

Creative

Successfully complete a course in Art (ART), Music (MUS) or Theatre (THAR), excluding THAR 101: Theatre Practicum

_____ 3-4 CH

Humanistic

In addition to REL 120/121/122/123 requirement, successfully complete a course in English (ENG), History (HIST), Languages (SPAN/GER), Philosophy (PHIL) or Religion (REL)

_____ 3 CH

Any one of the following:

REL 120	Interpreting Jewish/Christian Scriptures	
REL 121	Introduction to Old Testament/Hebrew Bible	3 CH
REL 122	Introduction to the New Testament	
REL 123	Introduction to Christianity	

Additional Creative or Humanistic Course

Successfully complete an additional course in Art (ART), Music (MUS), Theatre (THAR), History (HIST), English (ENG), Philosophy (PHIL), Religion (REL) or a Spanish culture course (ex: SPAN 250). Note: This cannot be a course with the same department prefix as the major

3-4 CH

Socio-Political

Successfully complete one course from Economics (ECON), Geography (GEOG), Political Science (POSC), Psychology (PSY), Sociology (SOC) or Criminal Justice Studies (CJS)

3 CH

Foreign Language

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

- Earn a final grade of C- or better in 2 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- or better) two semesters of a foreign language at the introductory level;
- Complete (C- or better) one semester of a foreign language at the intermediate level.

3 CH

3 CH

Seminar Series

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.

SEMS 110	First-Year Seminar, varying topics (C- or higher required)	3 CH
SEMS 250	World Cultures, varying topics	3 CH
SEMS 400	Global Issues, varying topics	3 CH

Note: Courses/Cross-Listings in the Seminar Series cannot concurrently satisfy another requirement in the Literacy Series.

Concern for Physical Well-Being

Thiel College hopes to engage our students in activities that build 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.

Any one of the following:

AH 105	Taking Care of your Health	2-3 CH
AH 115	Food Patterns and Health	
AH 125	Nutrition	
HPED 199	Fitness, Life and Wellness	

TOTAL: 42-53 CH

Dietrich Honors Institute

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 \(click here\)](#).

DHI Core Requirements (37-42 CH)

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 (3-6 CH)

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.

_____	_____	3 CH
_____	_____	3 CH

Mathematics Competency (3-4 CH)

Earn a grade of C- or higher in Math 142 (or higher) or PSY/SOC 215, Statistics for the Social Sciences.

_____	_____	3-4 CH
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Scientific Reasoning Competency (4 CH)

Successfully complete one natural or physical science 4 CH laboratory course (as determined in the general College Core).

_____	_____	4 CH
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DHI Core Courses (24 CH)

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 (3-4 CH)

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.

3-4 CH

- 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.

DHI Thesis

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

Core Requirements

Associate of Arts and Associate of Science Degree

The College currently offers five associate degrees. All require a minimum of 60 credit hours (CH) including core and specified credit hours in the area of study, with at least a 2.0 cumulative grade point average (GPA):

- **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 an established minor).
- **Associate of Arts, Accounting**, includes broad preparation in foundational skills and knowledge and 27 specified credit hours in Accounting.
- **Associate of Arts, Business Administration**, includes broad preparation in foundational skills and knowledge and 27 specified credit hours in Business Administration.
- **Associate of Arts, Criminal Justice Studies**, includes broad preparation in foundational skills and knowledge and 27 specified credit hours in Criminal Justice.
- **Associate of Science, Information Systems**, includes broad preparation in foundational skills and knowledge and 20 specified credit hours in Information Systems.

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.

First-Year Seminar

This seminar, taken during the student's first year at Thiel College, is designed to introduce students to seminar style learning in a disciplinary context.

SEMS 110	First-Year Seminar, varying topics (C- or higher required)	3 CH
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Composition

ENG 101	College Writing (C- or higher required)	3 CH
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Presentation

INDS 101	Introduction to Presentational Literacy (C- or higher required)	3 CH
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Quantitative and Scientific Reasoning

MATH 125 Quantitative Reasoning or higher (C- or higher required)

MATH _____		3-4 CH
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Scientific Reasoning

Successfully complete one natural or physical science 4CH laboratory course

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Additional Quantitative or Scientific Reasoning Course

Successfully complete an additional course from Computer Science (CSCI), Mathematics

(MATH), Biology (BIO), Chemistry (CHEM), Environmental Science (ENSC), Geology (GEOL), Neuroscience (NSCI), or Physics (PHYS). PSY/SOC 215 Statistics for Social Sciences will also fulfill this requirement.

3-4 CH

Creative

Successfully complete a course in Art (ART), Music (MUS) or Theatre (THAR), excluding THAR 101: Theatre Practicum

3-4 CH

Humanistic

In addition to REL 120/121/122/123 requirement, successfully complete a course in English (ENG), History (HIST), Languages (SPAN/GER), Philosophy (PHIL) or Religion (REL)

3 CH

REL 120 Interpreting Jewish/Christian Scriptures

or

REL 121 Introduction to Old Testament/Hebrew Bible

or

REL 122 Introduction to the New Testament

or

REL 123 Introduction to Christianity

3 CH

Socio-Political

Successfully complete one course from Economics (ECON), Geography (GEOG), Political Science (POSC), Psychology (PSY), Sociology (SOC) or Criminal Justice Studies (CJS)

3 CH

Concern for Physical Well-Being

Thiel College hopes to engage our students in activities that build 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.

AH 105 Taking Care of your Health

or

AH 115 Food Patterns and Health

or

AH 125 Nutrition

or

HPED 199 Fitness, Life and Wellness

2-3 CH

TOTAL: 33-37 CH

Department of Art

Sean P. McConnor, M.F.A., Chair

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 and a certificate 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

ART 1XX or ART 2XX	A drawing course 100 or 200 level	4 CH
ART 1XX or ART 2XX	A painting course 100 or 200 level	4 CH
ART 1XX or ART 2XX	A sculpture/3D course 100 or 200 level	4 CH
ART 1XX or ART 2XX	A studio elective 100 or 200 level	4 CH
ART 101	Art History Pre-History to 1800	3 CH
ART 201	Modern Art History	3CH
		TOTAL: 22CH

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

Certificate Requirements

Fine Art Certificate

The Certificate in Fine Art will provide a basic to intermediate-level understanding of the visual arts 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 three ART courses, totaling at least nine credit hours, and up to a maximum of twelve credit hours. There are no prerequisites to any of our course current offerings.

Upon completing a Certificate in Fine Arts from Thiel College, a student will have:

1. Demonstrated a basic familiarity with the visual language of art, i.e., form and composition.
2. Demonstrated an ability to interpret works of art from either Art History or their own work.
3. Demonstrated an ability to contextualize some of the major art movements.

Students seeking a Certificate in Fine Art must fulfill the following minimum requirements.

Any three courses:

ART 101	Art History, Pre-History to 1800	3 CH
ART 112	Drawing Still Life and Landscape	4 CH
ART 122	Painting Still Life and Landscape	4 CH
ART 132	3D Materials and Techniques	4 CH
ART 140	Ceramics	4 CH
ART 181	Architecture	4 CH
ART 201	Modern Art History	3 CH
ART 211	Drawing Anatomy	4 CH
ART 212	Drawing People: Realism to Caricature	4 CH
ART 232	Clay Sculpture and Casting	4 CH
ART 260	Printmaking	4 CH
ART 490	Extended Studies (with approval of instructor)	3-4 CH

TOTAL: 9-12 CH

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

ART 112 – Drawing Still Life and Landscape (4.0 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.

ART 122 – Painting Still Life & Landscape (4.0 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 and Techniques (4.0 CH) 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. Offered infrequently. Lab Fee \$75.

ART 140 – Ceramics (4.0 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. Lab Fee \$175.

ART 181 – Architecture (4.0 CH) A course designed to give students a 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. Lab Fee \$50.

ART 201 – Modern Art History (3.0 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 emphasis given to international aspects and cross-cultural influences such as Japanese, African, and Mexican. Offered as needed.

ART 211 – Drawing Anatomy (4.0 CH) An introduction to Artistic Human Anatomy and life drawing. Drawing from observation will be emphasized as well as studying great figure drawings from the past. This course is open to all majors. It will additionally benefit students in Biology, Exercise Science and Health Services, where Anatomy is a requirement. The course will provide practical, clinically applicable skills, improving a student's ability to draw and communicate pictorially, whether it be surmounting language and literacy barriers during patient consultation, or furnishing clinical notes with more accurate illustrations. In addition to the development of drawing skills, wider benefits of the course include increased observational skills and a better understanding of human anatomy. The course also aims to foster a deeper appreciation and understanding of great figurative art. Offered at least once a year. No prerequisite. Lab Fee \$75.

ART 212 – Drawing: Cartooning & Caricature (4.0 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. Fee \$75.

ART 232 – Clay Sculpture & Casting (4.0 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. Fee \$100

ART 260 – Printmaking (4.0 CH) This is a course intended to introduce printmaking techniques to the beginning art student. The course will introduce methods of printmaking including relief printing and intaglio. Emphasis will be placed on technical proficiency and concept development. The course will also introduce multi-color and edition printing. Special emphasis will be placed on studio practices required in a communal working environment. The instructor will also introduce printmaking in a historical context through slide lectures and demonstration presentations. Lab Fee \$100.

ART 455 – Cooperative Education (1.0 CH) Variable CH available. Offered every semester.

ART 490 – Extended Studies In Art (1.0 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 sixteen credits of Extended Studies with written permission of the instructor. (Forms available from the Instructor.) Credits can be taken in one art area or in several; however, the total cannot exceed 16. If any student desires to take additional credits beyond the 16 credit limit in Extended Studies, permission must be granted by the student's advisor, the chairperson 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. Kristina Brzoza-Lewis; Dr. Mary O'Donnell; Dr. Gregory Kingston; Dr. Fatimata Palé

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- 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- 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- 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.

For the Exercise Science B.S. degree, all related science and math courses (i.e., AH 125 and MATH 211) must also be passed with a grade of C- or better. For a student to enroll in an exercise science course with pre-requisite courses, a student must have passed all pre-requisite courses with at least a C- or better. Students must pass all other Exercise Science pre-requisites with a grade of C- or better before enrolling in either EXER 490 or EXER 495. If a student does not pass a given course required for the EXER major with a C- or better, the student must retake that course as soon as possible and will not be permitted to enroll in any course that has the given course as a pre-requisite. If a student has already enrolled in a class without satisfying the pre-requisites, that student will be removed from the roster of that course by the course instructor.

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, Kristina Brzoza-Lewis, and Mary O'Donnell 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	4 CH
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And one of the following four systematics courses:

BIO 262	Animal Systematics	4 CH
BIO 222	Entomology	4 CH
BIO 263	Plant Systematics	4 CH
BIO 212	Microbiology	4 CH

II. Breadth in the Discipline of Biology

Students must take all five courses.

BIO 290	Cell Biology: A Molecular Approach	4 CH
BIO 322	Genetics	4 CH
BIO 342	Biostatistics and Research Methods	4 CH
BIO 392	General Ecology	4 CH

One elective from any 4 CH, 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:

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

And one of the following two courses:

BIO 452	Advanced Biology	2 CH
BIO 482	Independent Study	2 CH

IV. Related Math and Science Courses

MATH 142	Precalculus (minimum requirement)	3 CH
And one of the following three pairings:		
CHEM 140	General Chemistry I	4 CH
CHEM 160	General Chemistry II	4 CH
OR		
PHYS 154	Physics I (non-calc based)	4 CH
PHYS 164	Physics II (non-calc based)	4 CH
OR		
PHYS 174	Physics I (calculus based)	4 CH
PHYS 184	Physics II (calculus based)	4 CH

TOTAL: 44 CH

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 or Systematics Course CHEM 160 General Chemistry II
2	BIO 322 Genetics or BIO Elective	BIO 290 Cell Biology or Systematics Course
3	BIO 392 Ecology and BIO 322 Genetics or BIO Elective	BIO 342 Biostatistics and Research Methods BIO 395 Junior Research Seminar
4	BIO 462 Senior Seminar and BIO 452 Advanced Biology or BIO 482 Independent Study	BIO Elective

Biology

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	4 CH
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And one of the following four systematics courses:

BIO 262	Animal Systematics	4 CH
BIO 222	Entomology	4 CH
BIO 263	Plant Systematics	4 CH
BIO 212	Microbiology	4 CH

II. Breadth in the Discipline of Biology

Students must take all five courses.

BIO 290	Cell Biology: A Molecular Approach	4 CH
BIO 322	Genetics	4 CH
BIO 342	Biostatistics and Research Methods	4 CH
BIO 392	General Ecology	4 CH

One elective from any four-credit, 200 or 300 level BIO lab course. Students may also choose from NCSI 202, 209 or 315.

And one of the following two courses:

BIO 350	Principles of Immunology	3 CH
BIO 399	Molecular Biology	4 CH

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.

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

And one of the following two courses:

BIO 452	Advanced Biology	2 CH
BIO 482	Independent Study	2 CH

IV. Related Math and Science Courses

All of the following

MATH 181	Calculus I	4 CH
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
CHEM 345	Biochemistry I	4 CH

TOTAL: 60-61 CH

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 OR Systematics Course CHEM 160 General Chemistry II MATH Calculus I
2	BIO 322 Genetics OR BIO Elective AND CHEM 200 Organic Chemistry I	BIO 290 Cell Biology OR Systematics Course AND CHEM 210 Organic Chemistry II
3	BIO 392 Ecology AND BIO 322 Genetics OR BIO Elective AND CHEM 345 Biochemistry I	BIO 342 Biostatistics and Research Methods BIO 395 Junior Research Seminar BIO 399 Molecular Biology
4	BIO 462 Senior Seminar AND BIO 452 Advanced Biology OR 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

BIO 145	Foundations of Biology	4 CH
BIO 116	Conservation Biology	4 CH
BIO 263	Plant Systematics	4 CH
BIO 262	Animal Systematics	4 CH

II. Breadth in the Discipline

BIO 342	Biostatistics and Research Methods	4 CH
BIO 392	General Ecology	4 CH
BIO 322	Genetics	4 CH

And two of the following courses:

BIO 212	Microbiology	4 CH
BIO 222	Entomology	4 CH

BIO 232	Conservation Genomics	3 CH
BIO 272	Animal Behavior	4 CH
BIO 295	General Parasitology	4 CH
BIO 302	Plant Physiology	4 CH
BIO 394	Aquatic Ecology	4 CH

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.

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

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

BIO 452	Advanced Biology	2 CH
BIO 482	Independent Study	2 CH

IV. Interdisciplinary courses, related sciences

MATH 107	College Algebra (minimum requirement)	3 CH
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And one of the following three pairings:

CHEM 140	General Chemistry I	4 CH
CHEM 160	General Chemistry II	4 CH

OR

PHYS 154	Physics I (non-calc based)	4 CH
PHYS 164	Physics II (non-calc based)	4 CH

OR

PHYS 174	Physics I (calculus based)	4 CH
PHYS 184	Physics II (calculus based)	4 CH

And one of the following

POSC 116	American Government and Politics	3 CH
POSC 236	Public Policy	3 CH

And one of the following

ECON 211	Macroeconomics	3 CH
ECON 221	Microeconomics	3 CH

And one of the following

SOC 141	Macrosociology	3 CH
SOC 211	Anthropology	3 CH

And one of the following

REL 200	Contemporary Ethical Issues	3 CH
PHIL 267	Ethics	3 CH
PHIL 297	Environmental Ethics	3 CH

Note: These interdisciplinary courses can be applied to the college Core requirements.

TOTAL: 63-64 CH

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 or BIO Elective CHEM 160 General Chemistry II BIO 116 Conservation Biology
2	BIO Elective or BIO 263 Plant Systematics	BIO 262 Animal Systematics or BIO Elective and BIO Elective
3	BIO 392 Ecology or BIO Elective and BIO 322 Genetics	BIO 342 Biostatistics and Research Methods BIO 395 Junior Research Seminar
4	BIO 462 Senior Seminar	BIO 452 Advanced Biology or BIO 482 Independent Study

Conservation Biology

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

BIO 145	Foundations of Biology	4 CH
BIO 116	Conservation Biology	4 CH
BIO 263	Plant Systematics	4 CH
BIO 262	Animal Systematics	4 CH

II. Breadth in the Discipline

Must take all 3

BIO 322	Genetics	4 CH
BIO 342	Biostatistics and Research Methods	4 CH
BIO 392	General Ecology	4 CH

And three courses from the following:

BIO 212	Microbiology	4 CH
BIO 222	Entomology	4 CH
BIO 232	Conservation Genomics	3 CH
BIO 272	Animal Behavior	4 CH

BIO 295	General Parasitology	4 CH
BIO 302	Plant Physiology	4 CH
BIO 394	Aquatic Ecology	4 CH

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 all of these courses.

BIO 395	Junior Research Seminar	1 CH
BIO 402	Internship in Biology	3 CH
BIO 462	Senior Seminar	2 CH

And one of the following two courses:

BIO 452	Advanced Biology	2 CH
BIO 482	Independent Study	2 CH

IV. Interdisciplinary courses, related sciences

MATH 142	Precalculus	3 CH
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And one of the following three pairings:

CHEM 140	General Chemistry I	4 CH
CHEM 160	General Chemistry II	4 CH

OR

PHYS 154	Physics I (non-calc based)	4 CH
PHYS 164	Physics II (non-calc based)	4 CH

OR

PHYS 174	Physics I (calculus based)	4 CH
PHYS 184	Physics II (calculus based)	4 CH

And two of the following, with no more than one course taken from the same discipline

POSC 116	American Government and Politics	3 CH
POSC 236	Public Policy	3 CH
ECON 211	Macroeconomics	3 CH
ECON 221	Microeconomics	3 CH
SOC 141	Macrosociology	3 CH
SOC 211	Anthropology	3 CH

And one of the following

REL 200	Contemporary Ethical Issues	3 CH
PHIL 267	Ethics	3 CH
PHIL 297	Environmental Ethics	3 CH

Note: These courses can be applied to the CORE.

TOTAL: 67-68 CH

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 or BIO Elective CHEM 160 General Chemistry II BIO 116 Conservation Biology

2	BIO 263 Plant Systematics and BIO Elective	BIO 262 Animal Systematics or BIO Elective and BIO Elective
3	BIO 392 Ecology or BIO Elective and BIO 322 Genetics	BIO 342 Biostatistics and Research Methods BIO 395 Junior Research Seminar
4	BIO 462 Senior Seminar and BIO 402 Internship in Biology	BIO 452 Advanced Biology or BIO 482 Independent Study

Exercise Science

Bachelor of Science Degree

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	3 CH
2. EXER 205	Facility Management	3 CH
3. EXER 305	Exercise Testing/Prescription (Lab)	4 CH
4. EXER 310	Kinesiology	4 CH
5. EXER 315	Exercise Physiology (Lab)	4 CH
6. EXER 405	Strength and Conditioning (Lab)	4 CH
7. EXER 410	Exercise Science Senior Seminar	2 CH
8. And one of the following:		
EXER 490	Ind Study in Exercise Research	3 CH
EXER 495	Internship	3 CH

Related Math and Science Courses

Must take all of the following:

1. BIO 117	Medical Terminology	3 CH
2. BIO 280	Human Anatomy and Physiology I	4 CH
3. BIO 281	Human Physiology and Physiology II	4 CH
4. MATH 211	Elementary Statistics	4 CH
5. AH 125	Nutrition	2 CH

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

	Fall	Spring
1	EXER 105: Introduction to Exercise Science and BIO 145: Foundations of Biology	EXER 205: Facility Management and MATH 107: College Algebra
2	BIO 280: Human Anatomy and Physiology I and MATH 211: Elementary Statistics	BIO 117: Medical Terminology and BIO 281: Human Anatomy and Physiology II

3	EXER 310: Kinesiology and AH 125: Nutrition	EXER 305: Exercise Testing and Prescription and EXER 315: Exercise Physiology
4	EXER 490: Independent Study in Exercise Research or EXER 495: Internship in Exercise Science and EXER 405: Strength and Conditioning	EXER 410: Exercise Science Senior Seminar

Biology Minors - Programs and Requirements

All courses for any minor in biology must be passed with a grade of C- 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	3 CH
2. GEOL 150	Earth Systems	4 CH
3. ENSC 225	Geographical Information Systems	3 CH
4. BIO 145	Foundations of Biology	4 CH

And three of the following courses:

BIO 116	Conservation Biology	3 CH
BIO 262	Animal Systematics*	4 CH
BIO 263	Plant Systematics*	4 CH
BIO 212	Microbiology	4 CH
BIO 222	Entomology	4 CH
BIO 272	Animal Behavior	4 CH
BIO 273	Toxicology	4 CH
BIO 295	General Parasitology	4 CH
BIO 302	Plant Physiology	4 CH
BIO 394	Aquatic Ecology	4 CH

TOTAL: 25-26 CH

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

Wildlife Biology Minor

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.

Both of the following courses:

BIO 145	Foundations of Biology	4 CH
BIO 392	General Ecology	4 CH

And one of the following:

BIO 222	Entomology	4 CH
BIO 262	Animal Systematics	4 CH
BIO 263	Plant Systematics	4 CH

And two of the following:

BIO 116	Conservation Biology	3 CH
BIO 212	Microbiology	4 CH
BIO 272	Animal Behavior	4 CH
BIO 295	General Parasitology	4 CH
BIO 322	Genetics	4 CH
BIO 350	Principles of Immunology	3 CH
BIO 394	Aquatic Ecology	4 CH

TOTAL: 18-20 CH

Food and Agricultural Biology Minor

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.

All of the following courses:

BIO 145	Foundations of Biology	4 CH
BIO 222	Entomology	4 CH
BIO 263	Plant Systematics	4 CH
BIO 392	General Ecology	4 CH

And one of the following:

BIO 110	Ethnobotany	4 CH
BIO 111	Edible Botany	4 CH
BIO 116	Conservation Biology	3 CH
BIO 212	Microbiology	4 CH
BIO 302	Plant Physiology	4 CH
BIO 322	Genetics	4 CH

TOTAL: 19-20 CH

Medical Biology Minor

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.

Required course:

BIO 145	Foundations of Biology	4 CH
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And four of the following:

BIO 280	Human Anatomy and Physiology I	4 CH
or		
BIO 282	Comparative Chordate Anatomy	
BIO 212	Microbiology	4 CH

BIO 290	Cell Biology: A Molecular Approach	4 CH
BIO 295	General Parasitology	4 CH
BIO 343	Developmental Biology	4 CH
BIO 322	Genetics	4 CH
BIO 350	Principles of Immunology	3 CH
		TOTAL: 19-20 CH

Behavioral Biology Minor

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.

<u>Both</u> of the following courses:		
BIO 145	Foundations of Biology	4 CH
BIO 272	Animal Behavior	4 CH
<u>And three</u> of the following:		
BIO 118	Human Evolution	3 CH
BIO 322	Genetics	4 CH
BIO 352	Animal Physiology	4 CH
BIO 392	General Ecology	4 CH
		TOTAL: 19-20 CH

Biology Major with Secondary Education Certification (Grades 7-12)

Those students seeking secondary education certification **MUST**:

- Complete all requirements of the Secondary Education Certification;
- Follow the Biology B.A. track;
- Take **BOTH** BIO 262 Animal Systematics **AND** BIO 263 Plant Systematics;
- Choose from either BIO 280—Human Anatomy and Physiology I, BIO 352—Animal Physiology **OR** BIO 302—Plant Physiology;
- Complete 3 CH of Literacy Coursework, 3 CH of Writing Coursework, and 6 CH of Mathematics Coursework;
- Successfully complete Field and Student Teaching experiences;
- Successfully complete the PRAXIS Exam.

Medical Technology

Bachelor of Arts Degree

Dr. Michael T. Balas, 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 the Academic Standing Committee for review, at the discretion of the department.

All of the following courses:

BIO 145	Foundations of Biology	4 CH
BIO 212	Microbiology	4 CH
BIO 295	General Parasitology	4 CH
BIO 280	Human Anatomy and Physiology I	4 CH
BIO 350	Principles of Immunology	3 CH
CHEM 140	General Chemistry I	4 CH
CHEM 160	General Chemistry II	4 CH
CHEM 200	Organic Chemistry I	4 CH
CHEM 240	Quantitative Analysis	4 CH
MATH 211	Elementary Statistics	4 CH
PSY 150	General Psychology	3 CH

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.

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. Medical Technology
2. Occupational Therapy
3. Osteopathy
4. Physical Therapy
5. 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 of the Academic Catalog (see Department of Neuroscience), as well as the Health Professions Institute (HPI) section.

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

Allied Health

AH 105 – Taking Care of your Health (2.0 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 & Health (2.0 CH) Food patterns and health is a course designed to study nutrition and health. Essential nutrients, metabolism, the digestive process, plus cultural and other influencing factors are some of the major topics. Offered every semester.

AH 125 – Nutrition (3.0 CH) This course is a 3-credit course 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.

Biology

BIO 110 – Ethnobotany (4.0 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 one hour lectures per week and one three hour laboratory. Offered spring term of odd numbered years, dependent on student interest. Lab Fee.

BIO 111 – Edible Botany (4.0 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 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. Lab fee.

BIO 116 – Conservation Biology (3.0 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 term.

BIO 117 – Medical Terminology (3.0 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 term.

BIO 118 – Human Evolution (3.0 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 – Ornithology (4.0 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. Lab Fee.

BIO 145 – Foundations of Biology (4.0 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. Lab Fee.

BIO 205 – Microbiology for Nurses (4.0 CH) This course is designed to meet the requirements of students interested in careers in allied health and nursing. Microbiology for Nurses is a one-semester course that emphasizes

the interaction of microorganisms with humans and the diseases they cause. This will enable nursing and allied health students to understand disease-causing representatives of different groups of microorganisms and how these are transmitted and controlled. They also learn how to avoid the spread of infectious microorganisms in the hospital environment. Topics include microscopy, survey of various microbes, the immune system, food microbiology, microbial pathogens and mechanisms of disease transmission. The course is complimented by laboratory exercises in which students acquire hands-on experience in studying various aspects of microbiological applications. Lab fee.

BIO 212 – Microbiology (4.0 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. Offered each spring term. (P: BIO 145). Lab fee.

BIO 222 – Entomology (4.0 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. Offered fall term of odd-numbered years. (P: BIO 145). Lab fee.

BIO 232 – Conservation Genomics (3.0 CH) The study of genomics as applied to conservation biology. In this course students learn how populations naturally change and evolve into new species in the lens of genomics. Conservation genomics deals with problems of populations facing habitat loss, environmental change, and other threats to genetic diversity. Genomic and bioinformatic techniques will be explored through case studies, primary literature, and in-class activities. (P: BIO 145 or permission of instructor)

BIO 262 – Animal Systematics (4.0 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. Offered every spring. (P: BIO 145). Lab fee.

BIO 263 – Plant Systematics (4.0 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. Offered fall of odd-numbered years. (P: BIO 145). Lab fee.

BIO 272 – Animal Behavior (4.0 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. Offered fall term of even-numbered years. (P: BIO 145 or permission of instructor). Lab fee.

BIO 273 – Toxicology (4.0 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. Offered periodically, depending on student interest. (P: BIO 145; CHEM 160). Lab fee.

BIO 280 – Anatomy & Physiology I (4.0 CH) The first course of a two-semester sequence. An introduction to the study of the structure and function of the human body. This would include gross and microscopic anatomy; biological and chemical foundations; cellular structure and functions. The following systems include: Histology

(tissues), Integumentary, Musculoskeletal, Articulations and Nervous (CNS, PNS, ANS and special senses) systems. This course will be offered in the Fall and Spring semesters. Co-requisite: BIO 145 or equivalent. Lab fee.

BIO 281 – Anatomy & Physiology II (4.0 CH) The second course of a two-semester sequence in anatomy and physiology. Continued introduction to the study of the structure and function of the human body. This would include gross and microscopic anatomy. The topics include Cardiovascular, Immune/Lymphatic, Endocrine, Digestive, Respiratory, Renal/Urinary, Fluid/pH balance, Reproductive and Human Development-Embryology. P: BIO 280. Lab fee.

BIO 282 – Comparative Chordate Anatomy (4.0 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. Offered periodically, dependent on student interest. (P: BIO 145 and 162 or permission of instructor). Lab fee.

BIO 284 – Human Anatomy (4.0 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. Offered every fall. (P: BIO 145 or permission of instructor). Lab fee.

BIO 290 – Cell Biology: A Molecular Approach (4.0 CH) A molecular approach to cell structure and function. Membranes, transport processes and biochemical mechanisms are stressed. Energetics, kinetics, regulation and interaction of cellular systems are emphasized. Three lectures and one three-hour laboratory. (P: BIO 145; CHEM 200 recommended) Offered every spring semester. Lab fee.

BIO 294 – Human Physiology (4.0 CH) A study of the activity of the organ systems of the human. Function will be examined at the molecular as well as at the integrated systems level. The relationship of structure to function will be emphasized. The laboratory consists of experiments designed to demonstrate and/or to amplify principles presented in lecture. Three one hour lectures and one three hour laboratory per week. Offered every spring. (P: BIO 145 or permission of the instructor). Lab fee.

BIO 295 – General Parasitology (4.0 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. Offered fall of even-numbered years. (P: BIO 145). Lab fee.

BIO 302 – Plant Physiology (4.0 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. Offered spring term of even-numbered years, depending on student interest. (P: BIO 145; CHEM 140; CHEM 160). Lab fee.

BIO 322 – Genetics (4.0 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. Offered each fall term. (P: BIO 145; CHEM 140; CHEM 160 or permission of instructor). Lab fee.

BIO 342 – Biostatistics and Research Methods (4.0 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. Offered each spring term. (P: junior biology major or permission of the instructor). Lab fee.

BIO 343 – Developmental Biology (4.0 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. Offered periodically. (P: BIO 145). Lab fee.

BIO 350 – Principles of Immunology (3.0 CH) 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. Three hours of lecture per week. Offered fall of odd numbered years. (P: BIO 145; Highly recommended: BIO 212, BIO 290, and BIO 393).

BIO 352 – Animal Physiology (4.0 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. Offered spring term of odd-numbered years. (P: BIO 145). Lab fee.

BIO 392 – General Ecology (4.0 CH) Current concepts in 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. Lab fee.

BIO 394 – Aquatic Ecology (4.0 CH) A study of aquatic habitats as ecosystems. Major consideration is given to trophic structure, limiting factors, community and population relations, and population 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. Lab fee.

BIO 395 – Junior Research Seminar (1.0 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 (2.0 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. Lab Fee. Offered in fall dependent on student interest. (P: BIO 145, CHEM 140, CHEM 160 and consent of instructor. Highly recommended: BIO 212, BIO 290, BIO 322, CHEM 200, and CHEM 210).

BIO 399 – Molecular Biology (4.0 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. Offered spring of odd numbered years, depending on student interest. (P: BIO 145, BIO 290 or BIO 322; CHEM 160; CHEM 200 or CHEM 210 recommended). Lab fee.

BIO 402 – Internship in Biology (1.0 CH) Variable CH available. 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 50 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 (1.0 CH) 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 term. Arrangements with the faculty supervisor are required prior to registration. Grade is IP until project is finished. (P: 15 credit hours in biology). Lab fee.

BIO 455 – Cooperative Education (1.0 CH) Variable CH available.

BIO 462 – Senior Seminar in Biology (2.0 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. Offered each fall term. (P: senior biology major or 24 hours of biology and permission of instructor).

BIO 472 – Special Topics in Biology (1.0 CH) Variable CH available (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 term 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 (1.0 CH) Variable CH available. 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 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 term. Arrangements with the faculty supervisor are required prior to registration. Grade is IP until project is finished. (P: 15 credit hours in biology). Lab fee.

Exercise Science

EXER 105 – Intro to Exercise Science (3.0 CH) This course will introduce students to the exercise science discipline and its numerous sub-disciplines. Topics covered will include: the origins of exercise science as a discipline, requirements and standards for professional certification, and requirements for graduate school and professional careers in both health fitness and clinical fields. Additional lecture topics will focus on history and mission of the American College of Sports Medicine, as well as other professional organizations. Students will also be introduced to basic aspects of professional development in this field, with opportunities provided to explore the various content areas of exercise science, characteristics of exercise science professionals, and current trends in the field with an emphasis on career planning.

EXER 205 – Facility Management (2.0 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 (4.0 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. Lab fee. (P: BIO 284 or permission of instructor).

EXER 310 – Kinesiology (4.0 CH) This course will examine the study of human body movement and the underlying scientific principles of these movements. Specifically, with detailed focus on human anatomy and basic physics, students will be introduced to a wide array of mechanical principles, as well as how these principles can be applied to proper physical activity and exercise. A component of the course will also emphasize the psychological aspect of kinesiology. The laboratory portion of the course will examine basic biomechanical movements, how these movements can be utilized in training programs, and how exercise can be used to relieve/treat symptoms of different human disorders. Offered each fall. Lab Fee \$50. (P: BIO 284 or permission of the instructor).

EXER 315 – Exercise Physiology (4.0 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. Lab Fee. (P: BIO 284 or permission of the instructor).

EXER 405 – Strength Conditioning (4.0 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. Lab Fee \$50. (P: 15 CH in Exercise Science, BIO 284 and BIO 294).

EXER 410 – Exercise Science Senior Seminar (2.0 CH) This capstone course will address major topics, current trends, theories, and research associated with exercise science. Attention will be given to professional development, employment strategies, graduate opportunities, and preparation for professional certification exams. Offered each spring. (P: senior standing or permission of instructor)

EXER 490 – Independent Study (3.0 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 (3.0 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.

Arthur McGonigal Department of Business Administration & Accounting

Melissa S. Oakes, Chair; Angelo A. Giannini; John E. Gomolchak; Steven E. Kandray; Dionna M. Kassalen; Dr. Anthony J. Kos; 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

All of the following courses:

ACCT 113	Principles of Accounting I	3 CH
ACCT 123	Principles of Accounting II	3 CH
ACCT 213	Intermediate Accounting I	3 CH
ACCT 223	Intermediate Accounting II	3 CH
ECON 211	Principles of Macroeconomics	3 CH
ECON 221	Principles of Microeconomics	3 CH
MATH 211	Elementary Statistics	4 CH
BADM 111	Word Processing Applications	1 CH
BADM 112	Spreadsheet Applications	1 CH
BADM 122	Advanced Spreadsheet Apps	1 CH
CIS 129	Fundamentals of Info Systems	3 CH
CSCI 120	Introduction to Data Analytics	3 CH
BADM 355	Business Law I	3 CH
BADM 356	Business Law II	3 CH

BADM 384	Business Communication	3 CH
ACCT 313	Cost Accounting	3 CH
ACCT 323	Taxation-Personal	3 CH
ACCT 333	Taxation-Corporate	3 CH
ACCT 423	Auditing	3 CH
And any 4 of the following upper-level courses:		
ACCT 253	Payroll Accounting	3 CH
ACCT 343	Governmental and Non-Profit Accounting	3 CH
ACCT 412	Accounting Information Systems	3 CH
ACCT 413	Advanced Accounting	3 CH
ACCT 433	Accounting Theory	3 CH
ACCT 493	CPA – Preparing for the Profession	3 CH
ACCT 455	Cooperative Education	3 CH
		TOTAL: 64 CH

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

Accounting

Minor Requirements

<u>All</u> of the following courses:		
ACCT 113	Principles of Accounting I	3 CH
ACCT 123	Principles of Accounting II	3 CH
ACCT 213	Intermediate Accounting I	3 CH
ACCT 223	Intermediate Accounting II	3 CH
ACCT 313	Cost Accounting	3 CH
ACCT 323	Taxation-Personal	3 CH
<i>or</i>		
ACCT 333	Taxation-Corporate	
ACCT 423	Auditing	3 CH
		TOTAL: 21 CH

Accounting

Associate of Arts Degree

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.

<u>All</u> of the following courses are required for the Associate of Arts (A.A.) degree in Accounting:		
ACCT 113	Principles of Accounting I	3 CH
ACCT 123	Principles of Accounting II	3 CH
ACCT 213	Intermediate Accounting I	3 CH
ACCT 223	Intermediate Accounting II	3 CH
ACCT 313	Cost Accounting	3 CH

ACCT 323	Taxation–Personal	3 CH
<i>or</i>		
ACCT 333	Taxation–Corporate	
ACCT 423	Auditing	3 CH
BADM 355	Business Law I	3 CH
BADM 111	Word Processing Applications	1 CH
BADM 112	Spreadsheet Applications	1 CH
BADM 122	Advanced Spreadsheet Apps	1 CH
		TOTAL: 27 CH

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

<u>All</u> of the following courses:		
ACCT 113	Principles of Accounting I	3 CH
ACCT 123	Principles of Accounting II	3 CH
ACCT 213	Intermediate Accounting I	3 CH
ACCT 223	Intermediate Accounting II	3 CH
ACCT 313	Cost Accounting	3 CH
ACCT 323	Taxation-Personal	3 CH
ACCT 333	Taxation-Corporate	3 CH
ACCT 412	Accounting Information Systems	3 CH
ACCT 423	Auditing	3 CH
ACCT 453	Forensic Accounting and Fraud Examination	3 CH
BADM 344	Finance	3 CH
BADM 355	Business Law I	3 CH
BADM 356	Business Law II	3 CH
BADM 374	Principles of Management	3 CH
BADM 384	Business Communication	3 CH
BADM 111	Word Processing Applications	1 CH
<i>or</i>		
BADM 114	Presentation Applications	
BADM 112	Spreadsheet Applications	1 CH
BADM 122	Advanced Spreadsheet Apps	1 CH
CIS 129	Fundamentals of Info Systems	3 CH
CSCI 351	Info Systems Security & Forensics	3 CH
MATH 211	Elementary Statistics	4 CH
		TOTAL: 58 CH

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 Requirements (All Tracks)

Must take all of the following:

ACCT 113	Principles of Accounting I	3 CH
BADM 233	Managerial Accounting	3 CH
ECON 211	Macroeconomics	3 CH
ECON 221	Microeconomics	3 CH
MATH 211	Elementary Statistics	4 CH
BADM 111	Word Processing Applications	1 CH
BADM 112	Spreadsheet Applications	1 CH
BADM 113	Data Management Applications	1 CH
<i>or</i>		
BADM 122	Advanced Spreadsheet Apps	
CIS 129	Fundamentals of Info Systems	3 CH
BADM 355	Business Law I	3 CH
BADM 356	Business Law II	3 CH
BADM 374	Principles of Management	3 CH
BADM 384	Business Communication	3 CH
		34 CH

In addition, majors select one of the following tracks for completion of the Major Requirements:

Advertising and Marketing Track

BADM 210	Principles of Marketing	3 CH
BADM 324	Advertising	3 CH
BADM 376	International Business	3 CH
<i>or</i>		
BADM 456	International Marketing	
<i>Three of the following:</i>		
IS 140	Graphic Applications	3 CH
BADM 455	Cooperative Education*	3 CH
COMM 280	Survey Mediated Communication	3 CH

COMM 282	Writing for Mass Media	3 CH
COMM 331	Intercultural Communication	3 CH
COMM 340	Public Relations	3 CH
<i>*Note: A minimum total of 3CH in BADM 455 must be completed if selected. Students are permitted to take this course for variable credit (1-12 CH) depending on the length of the internship agreement. Therefore, a summative 3CH minimum in BADM 455 is needed.</i>		
		18 CH
Finance Track		
BADM 344	Finance	3 CH
CSCI 120	Introduction to Data Analytics	3 CH
<i>Four of the following:</i>		
ACCT 213	Intermediate Accounting I	3 CH
BADM 304	Principles of Investments	3 CH
BADM 334	Risk Management and Insurance	3 CH
BADM 376	International Business	3 CH
BADM 490	Strategic Management	3 CH
CSCI 179	Programming – Visual Basic	4 CH
		18-19 CH
Management Track		
<i>Two of the following:</i>		
BADM 344	Finance	3 CH
BADM 444	Operations Management	3 CH
BADM 484	Human Resource Management	3 CH
BADM 490	Strategic Management	3 CH
<i>Two of the following:</i>		
BADM 210	Principles of Marketing	3 CH
BADM 334	Risk Management and Insurance	3 CH
BADM 364	Business Ethics	3 CH
BADM 376	International Business	3 CH
BADM 455	Cooperative Education*	3 CH
BADM 474	Ruth A. Miller Senior Seminar	3 CH
BADM 490	Strategic Management	3 CH
CIS 241	Project Management	3 CH
<i>*Note: A minimum total of 3CH in BADM 455 must be completed if selected. Students are permitted to take this course for variable credit (1-12 CH) depending on the length of the internship agreement. Therefore, a summative 3CH minimum in BADM 455 is needed.</i>		
		12 CH
Human Resource Management Track		
BADM 470	Employment Law	3 CH
BADM 484	Human Resource Management	3 CH
PSY 150	General Psychology	3 CH
<i>One of the following:</i>		
COMM 225	Interpersonal Communication	3 CH
PSY 223	Social Psychology	3 CH
ACCT 253	Payroll Accounting	3 CH
BADM 334	Risk Management and Insurance	3 CH
		12 CH
Sports Management Track		
BADM 105	Introduction to Sports Management	3 CH
HPED 314	Coaching Organization & Admin.	3 CH
BADM 450	Facilities Management Practicum	1 CH

BADM 452	Sports Information Practicum	1 CH
INDS 155	Principles of Ethical Leadership	3 CH
or		
SOC 231	Sociology of Leadership	
<i>Choose one of the following:</i>		
BADM 210	Principles of Marketing	3 CH
BADM 324	Advertising	3 CH
BADM 490	Strategic Management	3 CH
		14 CH
Supply Chain Management Track		
CIS 241	Project Management	3 CH
BADM 444	Operations Management	3 CH
BADM 480	Supply Chain Management and Logistics	3 CH
BADM 490	Strategic Management	3 CH
		12 CH

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

Business Administration

Minor Requirements

<u>All</u> of the following:		
ACCT 113	Principles of Accounting I	3 CH
BADM 233	Managerial Accounting	3 CH
ECON 221	Principles of Microeconomics	3 CH
BADM 355	Business Law I	3 CH
And one of the following:		
BADM 210	Principles of Marketing	3 CH
BADM 344	Finance	3 CH
BADM 374	Principles of Management	3 CH
		TOTAL: 15 CH

Economics

Minor Requirements

<u>All</u> of the following:		
ACCT 113	Principles of Accounting I	3 CH
ECON 211	Principles of Macroeconomics	3 CH
ECON 221	Principles of Microeconomics	3 CH
And three of the following:		
ENSC 320	Urban & Regional Land Use Planning	3 CH
POSC 146	Introduction to Comparative Politics	3 CH
POSC 336	Public Administration	3 CH
BADM 376	International Business	3 CH
		TOTAL: 18 CH

Business Administration

Associate of Arts Degree

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

All of the following courses are required for the Associate of Arts (A.A.) degree in Business Administration:

BADM 100	Introduction to Business	3 CH
BADM 111	Word Processing Applications	1 CH
BADM 112	Spreadsheet Applications	1 CH
BADM 113	Data Management Applications	1 CH
or		
BADM 122	Advanced Spreadsheet Applications	
ECON 211	Macroeconomics	3 CH
ECON 221	Microeconomics	3 CH
BADM 374	Principles of Management	3 CH
BADM 384	Business Communication	3 CH
And three of the following:		
ACCT 323	Personal Tax	3 CH
BADM 324	Advertising	3 CH
BADM 334	Risk Management and Insurance	3 CH
BADM 364	Business Ethics	3 CH
BADM 376	International Business	3 CH

TOTAL: 27 CH

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

All of the following courses:

ACCT 113	Principles of Accounting I	3 CH
BADM 233	Managerial Accounting	3 CH
MATH 211	Elementary Statistics	4 CH
BADM 111	Word Processing Applications	1 CH
BADM 112	Spreadsheet Applications	1 CH
BADM 113	Data Management Applications	1 CH
or		
BADM 122	Advanced Spreadsheet Apps	
CIS 129	Fundamentals of Info Systems	3 CH
ECON 211	Principles of Macroeconomics	3 CH
ECON 221	Principles of Microeconomics	3 CH
POSC 146	Intro to Comparative Politics	3 CH
GEOG 110	World Regional Geography	3 CH
BADM 376	International Business	3 CH
BADM 456	International Marketing	3 CH
BADM 355	Business Law I	3 CH
BADM 356	Business Law II	3 CH
COMM 331	Intercultural Communication	3 CH
REL 190	World Religions	3 CH
And <u>three</u> of the following:		
BADM 344	Finance	3 CH
BADM 374	Principles of Management	3 CH
BADM 444	Operations Management	3 CH
BADM 210	Introduction to Marketing	3 CH
BADM 484	Human Resource Management	3 CH
And <u>one</u> of the following:		
POSC 327	Politics of Developing Societies	3 CH
POSC 347	Politics of Industrialized Societies	3 CH

TOTAL: 58 CH

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

Students must maintain a minimum cumulative GPA of 2.0 in courses in the major.

Management Track

All of the following courses:

COMM 155	Introduction to Integrated Marketing Comm.	3 CH
COMM 225	Interpersonal Communication	3 CH
<i>or</i>		
COMM 321	Organizational Communication	
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
BADM 111	Word Processing Applications	1 CH
BADM 112	Spreadsheet Applications	1 CH
BADM 122	Advanced Spreadsheet Apps	1 CH
ACCT 113	Principles of Accounting	3 CH
BADM 210	Principles of Marketing	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
ECON 221	Microeconomics	3 CH

TOTAL 54 CH

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

Additional Recommended coursework:

IS 140	Graphic Applications	3 CH
COMM 181	Public Speaking	3 CH

COMM 300	Persuasion	3 CH
COMM 331	Intercultural Communication	3 CH
COMM 455	Media Law & Regulation	3 CH

Media Track

All of the following courses:

COMM 155	Introduction to Integrated Marketing Comm.	3 CH
COMM 225	Interpersonal Communication	3 CH
or		
COMM 321	Organizational Communication	
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
BADM 111	Word Processing Applications	1 CH
BADM 112	Spreadsheet Applications	1 CH
BADM 122	Advanced Spreadsheet Apps	1 CH
BADM 100	Introduction to Business	3 CH
CSCI 139	Web Design & Development	3 CH
BADM 210	Principles of Marketing	3 CH
BADM 324	Advertising	3 CH
BADM 374	Principles of Management	3 CH
BADM 384	Business Communication	3 CH
BADM 456	International Marketing	3 CH
ECON 221	Microeconomics	3 CH

TOTAL 54 CH

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

Additional Recommended coursework:

IS 140	Graphic Applications	3 CH
COMM 181	Public Speaking	3 CH
COMM 300	Persuasion	3 CH
COMM 331	Intercultural Communication	3 CH
COMM 455	Media Law & Regulation	3 CH

Public Relations, Advertising and Integrated Marketing Communication

Minor Requirements

Students must maintain a minimum cumulative GPA of 2.0 in courses in the minor.

All of the following courses:

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 Applications	3 CH
BADM 324	Advertising	3 CH
		TOTAL: 18 CH

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. Student are not required to complete SEMS 400.

Major Requirements

Courses taken at Thiel		
<u>All</u> of the following courses:		
ACCT 113	Principles of Accounting I	3 CH
ECON 211	Macroeconomics	3 CH
ECON 221	Microeconomics	3 CH
MATH 211	Elementary Statistics	4 CH
BADM 111	Word Processing Applications	1 CH
BADM 112	Spreadsheet Applications	1 CH
BADM 113	Data Management Applications	1 CH
<i>or</i>		
BADM 122	Advanced Spreadsheet Apps	
CIS 129	Fundamentals of Information Systems	3 CH
BADM 233	Managerial Accounting	3 CH
BADM 355	Business Law I	3 CH
BADM 356	Business Law II	3 CH
BADM 374	Principles of Management	3 CH
BADM 384	Business Communication	3 CH
BADM 484	Human Resource Management	3 CH
<i>or</i>		
BADM 444	Operations Management	
		TOTAL: 37 CH

Pittsburgh Institute of Mortuary Science

Thiel College Capstone Program

Students enrolled in the business department's cooperative programs have a reduced core requirement. Student are not required to complete SEMS 400.

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

All of the following courses:

ACCT 113	Principles of Accounting I	3 CH
ECON 211	Principles of Macroeconomics	3 CH
ECON 221	Principles of Microeconomics	3 CH
MATH 211	Elementary Statistics	4 CH
BADM 233	Managerial Accounting	3 CH
BADM 355	Business Law I	3 CH
BADM 374	Principles of Management	3 CH
BADM 384	Business Communication	3 CH

Two of the following:

ACCT 253	Payroll Accounting	3 CH
ACCT 323	Personal Taxation	3 CH
BADM 210	Principles of Marketing	3 CH
BADM 300	Applied Entrepreneurship	3 CH
BADM 304	Principles of Investments	3 CH
BADM 324	Advertising	3 CH
BADM 334	Risk Management and Insurance	3 CH
BADM 344	Finance	3 CH
BADM 364	Business Ethics	3 CH
BADM 376	International Business	3 CH
BADM 444	Operations Management	3 CH
BADM 455	Cooperative Education*	3 CH
BADM 456	International Marketing	3 CH
BADM 484	Human Resource Management	3 CH
BADM 490	Strategic Management	3 CH

**Note: A minimum total of 3CH in BADM 455 must be completed if selected. Students are permitted to take this course for variable credit (1-12 CH) depending on the length of the internship agreement. Therefore, a summative 3CH minimum in BADM 455 is needed.*

TOTAL: 31 CH

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

Certificate Requirements

Required course:

BADM 100	Introduction to Business	3 CH
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And two of the following:

BADM 210	Principles of Marketing	3 CH
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BADM 324	Advertising	3 CH
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BADM 334	Risk Management and Insurance	3 CH
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BADM 374	Principles of Management	3 CH
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BADM 384	Business Communication	3 CH
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BADM 484	Human Resource Management	3 CH
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ACCT 323	Taxation - Personal	3 CH
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TOTAL: 9 CH

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

Certificate Requirements

All of the following:

BADM 250	Introduction to Business Models and Entrepreneurial Skillset	3 CH
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BADM 300	Applied Entrepreneurship	3 CH
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BADM 473	Entrepreneurship Seminar	3 CH
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TOTAL: 9 CH

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.

M.B.A. Requirements

All of the following:

MBA 510	Organizational Leadership	3 CH
MBA 590	Foundations of Management	3 CH
MBA 521	Managerial Economics	3 CH
MBA 542	Talent Optimization	3 CH
MBA 533	Advanced Financial Reporting and Managerial Accounting	3 CH
MBA 511	Applied Statistics	3 CH
MBA 554	Foundations of Marketing	3 CH
MBA 544	Finance	3 CH
MBA 564	Ethics, Corporate Social Responsibility, & Sustainability	3 CH
MBA 580	Introduction to Information Science	3 CH
MBA 574	Strategic Management	3 CH
MBA 555	Internship	3 CH

TOTAL: 36 CH

Course Offerings

Accounting

ACCT 113 – Principles of Accounting I (3.0 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 for 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 (3.0 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 closing entries. This course requires a grade of a 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. Offered every spring. (P: ACCT 113).

ACCT 213 – Intermediate Accounting I (3.0 CH) A study of the related problems of valuation and income determination for a growing 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. Offered every fall. (P: ACCT 123).

ACCT 223 – Intermediate Accounting II (3.0 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. Offered every spring. (P: ACCT 213).

ACCT 253 – Payroll Accounting (3.0 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 (3.0 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. Offered every spring. (P: ACCT 223).

ACCT 323 – Taxation - Personal (3.0 CH) An introduction to income tax laws as applied to individuals. This is a practical course which is form-oriented. Offered every fall.

ACCT 333 – Taxation - Corporate (3.0 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. Offered every fall. (P: ACCT 223)

ACCT 343 – Governmental Accounting (3.0 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. Offered spring of even-numbered years. (P: ACCT 223)

ACCT 412 – Accounting Information Systems (3.0 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 accountant's use of spreadsheets, databases, word processing and internal controls. Offered fall of odd-numbered years. (P: ACCT 223.)

ACCT 413 – Advanced Accounting (3.0 CH) A study of the accounting problems arising from the formation, expansion, and liquidation of different forms of business organizations. Offered spring of odd-numbered years. (P: ACCT 223)

ACCT 423 – Auditing (3.0 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. Offered every fall. (P: ACCT 223)

ACCT 433 – Accounting Theory (3.0 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. Offered spring of even-numbered years. (P: ACCT 223).

ACCT 453 – Forensic Acct & Fraud Examination (3.0 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. Offered spring of odd-numbered years. (P: ACCT 223.)

ACCT 455 – Cooperative Education (1.0 CH) Variable CH available (1-12 CH).

ACCT 493 – CPA Preparation for the Profession (3.0 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 (3.0 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 – Intro to Sports Mgmt (3.0 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 111 – Word Processing Applications (1.0 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, 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 term.

BADM 112 – Spreadsheet Applications (1.0 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. Offered every term.

BADM 113 – Data Management Applications (1.0 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 term.

BADM 114 – Presentation Applications (1.0 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.

BADM 122 – Advanced Spreadsheet Applications (1.0 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: BADM 112).

BADM 210 – Principles of Marketing (3.0 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 (3.0 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 – Intro to Bus Models&Entrepreneur Skill (3.0 CH) This course will give students the ability to think about entrepreneurship strategically and to begin developing 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 major business schools and consulting firms. On the practical side of the course, 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 Entrepreneurship (3.0 CH) A course designed to give the individual a general foundation of basic operational proceedings for small business management. This course will give special emphasis to entrepreneurship including franchising, buying out an existing business, and formation of new ventures. The focus of the course throughout will be the development of a comprehensive business plan. This course has no prerequisites and is open to anyone interested in starting a small business. Offered every spring. (P: BADM 250 or permission of the instructor).

BADM 301 – Prof. Development & Theory (1.0 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 (3.0 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 (3.0 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. Open to juniors and seniors only. P: BADM 210. Offered every spring.

BADM 334 – Risk Management & Insurance (3.0 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 (3.0 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. Offered every spring. (P: BADM 233)

BADM 355 – Business Law I (3.0 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 (3.0 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 (3.0 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 (3.0 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. Offered every fall. (P: BADM 233).

BADM 376 – International Business (3.0 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 384 – Business Communication (3.0 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 every semester. Offered to juniors and seniors only.

BADM 444 – Operations Management (3.0 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 (1.0 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 (1.0 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 (1.0 CH) Variable CH available (1-12 CH).

BADM 456 – International Marketing (3.0 CH) International Marketing covers the skills and cultural information that enables 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 settings. Open to Juniors and Seniors only. Offered spring of odd-numbered years.

BADM 470 – Employment Law (3.0 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 right and collective bargaining. Offered spring of even-numbered years.

BADM 473 – Entrepreneurship Seminar (3.0 CH) 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 – Ruth A. Miller Senior Seminar (3.0 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 & Logistics (3.0 CH) This course explores the concepts of supply chain management and logistics, including key processes, methods and benefit analysis. Topics covered include: supply chain design, inventory planning, demand forecasting, the flow of materials from suppliers to customers in manufacturing, distribution, service, and retail industries. This course will look at the alignment of the supply chain and logistics with core business strategies within an organization. Offered spring of odd-numbered years.

BADM 484 – Human Resource Management (3.0 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. Offered every fall. (P: ECON 221).

BADM 490 – Strategic Management (3.0 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. 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 – Prin of Macroeconomics (3.0 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 is also examined. Offered every fall. (Not open to freshmen).

ECON 221 – Prin of Microeconomics (3.0 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. For sophomores and upper-class students only. Offered every spring.

Master of Business Administration

MBA 510 – Effective Organizational Leadership (3.0 CH) MBA 510 – 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 (3.0 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 (3.0 CH) Managerial Economics utilizes the tolls of economic theory (primarily Microeconomics) to express, analyze, and inform business decisions. Major topics include: Theory of the consumer (demand theory), theory of the firm (supply theory), market structures, market failures, profit maximization.

MBA 533 – Adv Financial Reporting & Manag. Acct. (3.0 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, determining and applying relevant costs for decision-making, and budgeting including master, flexible, and capital budgeting.

MBA 542 – Talent Optimization (3.0 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 (3.0 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 content.

MBA 554 – Foundations of Marketing (3.0 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 student 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 (3.0 CH) Through employment with a student selected participating businesses the student will receive professional experience. The selection of the employer should reflect the student's 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 as 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, Corp Soc Resp & Sustainability (3.0 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 (3.0 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 – Data Analytics (3.0 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 ramification 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 (3.0 CH) This course 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 ability 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. G. Rattan K. Khalsa; Dr. Christopher Morgan; 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.

Chemistry

Bachelor of Science Degree

Major Requirements

Required Chemistry Courses (42 CH)

All of the following:

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
CHEM 240	Quantitative Analysis	4 CH
CHEM 315	Physical Chemistry—Fundamentals	4 CH
CHEM 345	Biochemistry I	4 CH
CHEM 370	Instrumental Analysis	4 CH

CHEM 325	Physical Chemistry-Applications	4 CH
or		
CHEM 390	Inorganic Chemistry	
CHEM 405	Junior Seminar	2 CH
CHEM 406	Capstone	2 CH
CHEM 495	Independent Study	2 CH

Required Chemistry Elective (3 CH)

One of the following:

CHEM 410	Advanced Topics in Inorganic Chemistry	3 CH
CHEM 415	Biological Inorganic Chemistry	3 CH
CHEM 420	Advanced Topics in Physical Chemistry	3 CH
CHEM 430	Advanced Topics in Environmental Chemistry	3 CH
CHEM 440	Advanced Topics in Biochemistry	3 CH
CHEM 450	Advanced Topics in Organic Chemistry	3 CH
CHEM 465	Advanced Topics in Analytical Chemistry	3 CH

Required Math and Physics Courses (16 CH)

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

All of the following:

MATH 181	Calculus I	4 CH
MATH 182	Calculus II	4 CH
PHYS 174	Introductory Physics I	4 CH
PHYS 184	Introductory Physics II	4 CH

TOTAL: 61 CH

Suggested first year schedule of science/math courses for all Chemistry majors

(includes Pre-Medicine, Pre-Dentistry, Pre-Pharmacy, Pre-Veterinary, B.S. in Biochemistry, Chemistry, and Environmental Chemistry):

Fall	CHEM 140: General Chemistry I	4 CH
	MATH 181: Calculus I	4 CH
Spring	CHEM 160 General Chemistry II	4 CH
	MATH 182 Calculus II	4 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.

Chemistry

Minor Requirements

Required Chemistry Courses (16 CH)

All of the following:

CHEM 140	General Chemistry I	4 CH
CHEM 160	General Chemistry II	4 CH
CHEM 200	Organic Chemistry I	4 CH
CHEM 240	Quantitative Analysis	4 CH

Required Chemistry Elective (4 CH)*One of the following:*

CHEM 210	Organic Chemistry II	4 CH
CHEM 315	Physical Chemistry—Fundamentals	4 CH
CHEM 325	Physical Chemistry—Applications	4 CH
CHEM 370	Instrumental Analysis	4 CH
CHEM 390	Inorganic Chemistry	4 CH

TOTAL: 20 CH

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

Required Chemistry Courses (37 CH)*All of the following:*

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
CHEM 240	Quantitative Analysis	4 CH
CHEM 315	Physical Chemistry—Fundamentals	4 CH
CHEM 345	Biochemistry I	4 CH
CHEM 348	Biochemistry II	3 CH
CHEM 405	Junior Seminar	2 CH
CHEM 406	Capstone	2 CH
CHEM 495	Independent Study	2 CH

Required Biochemistry-focused Elective (3-4 CH)*One of the following:*

CHEM 3XX	Biophysical Chemistry	4 CH
CHEM 3XX	Biological Analytical Chemistry	4 CH
CHEM 415	Biological Inorganic Chemistry	3 CH
CHEM 440	Advanced Topics in Biochemistry	3 CH

Required Biology Electives (8 CH)*Two of the following:*

BIO 280	Anatomy & Physiology I	4 CH
BIO 281	Anatomy & Physiology II	4 CH
BIO 282	Comparative Chordate Anatomy	4 CH
BIO 290	Cell Biology: A Molecular Approach	4 CH
BIO 322	Genetics	4 CH
BIO 343	Developmental Biology	4 CH

Required Biology, Math and Physics Courses (20 CH)*All of the following:*

BIO 145	Foundations of Biology	4 CH
MATH 181	Calculus I	4 CH
MATH 182	Calculus II	4 CH
PHYS 174	Introductory Physics I	4 CH
PHYS 184	Introductory Physics II	4 CH

TOTAL: 68-69 CH

Biochemistry

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.

Required Courses*All of the following:*

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
CHEM 345	Biochemistry I	4 CH
CHEM 348	Biochemistry II	3 CH
BIO 145	Foundations of Biology	4 CH
BIO 322	Genetics	4 CH
BIO 290	Cell Biology: A Molecular Approach	4 CH

TOTAL: 35 CH

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

Required Chemistry Courses (41 CH)

All of the following:

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
CHEM 240	Quantitative Analysis	4 CH
CHEM 330	Environmental Chemistry	4 CH
CHEM 370	Instrumental Analysis	4 CH
CHEM 390	Inorganic Chemistry	4 CH
CHEM 405	Junior Seminar	2 CH
CHEM 406	Capstone	2 CH
CHEM 430	Advanced Topics in Environmental Chemistry	3 CH
CHEM 495	Independent Study	2 CH

Required Environmental Chemistry Elective (6-8 CH)

Two of the following:

ENSC 250	Meteorology & Air Quality Assessment	4 CH
GEOL 150	Earth Systems	4 CH
GEOL 210	Principles of Hydrogeology	3 CH
ENSC 111	Introduction to Environmental Studies	3 CH
or		
BIO 116	Conservation Biology	

Required Biology, Math and Physics Courses (16 CH)*All of the following:*

MATH 181	Calculus I	4 CH
MATH 182	Calculus II	4 CH
PHYS 174	Introductory Physics I	4 CH
PHYS 184	Introductory Physics II	4 CH

TOTAL: 63-65 CH

Environmental Chemistry

Minor Requirements

Required Chemistry Courses (19 CH)*All of the following:*

CHEM 140	General Chemistry I	4 CH
CHEM 160	General Chemistry II	4 CH
CHEM 240	Quantitative Analysis	4 CH
CHEM 330	Environmental Chemistry	4 CH
CHEM 430	Advanced Topics in Environmental Chemistry	3 CH

Required Interdisciplinary Electives (6-8 CH)*Two of the following:*

ENSC 250	Meteorology & Air Quality Assessment	4 CH
GEOL 150	Earth Systems	4 CH
GEOL 210	Principles of Hydrogeology	3 CH
ENSC 111	Introduction to Environmental Studies	3 CH
or		
BIO 116	Conservation Biology	

TOTAL: 25-27 CH

Chemistry Major with Secondary Education Certification (Grades 7-12)

Those students seeking a certificate in secondary education MUST:

- Complete all requirements of the Secondary Education Certification;
- Follow the Chemistry B.S. requirements;
- Complete 3 CH of Literacy Coursework, 3 CH of Writing Coursework, and 6 CH of Mathematics Coursework;
- Successfully complete Field and Student Teaching experiences;
- Successfully complete the PRAXIS Exam.

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. Chris Stanisky, 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

or

Other approved biology elective (BIO 212, 280, or 281)

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

Chemistry

CHEM 100 – Chemtech (4.0 CH) A course intended for the non-major who has little or no chemistry background. Included are semitechnical 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. (Permission of the instructor required for students who have credit for Chem 140 or higher). Lab fee.

CHEM 130 – Chem Health Sciences (4.0 CH) This course is intended for students in health science programs which require one course in chemistry, but it may also be selected as an integrative requirement option by students in other programs. This course integrates the basic concepts of inorganic, organic and biological chemistry and establishes the chemical foundations for microbiology, physiology, nutrition and pharmacology. Not open to chemistry majors or students who have credit for CHEM 140. Not an acceptable prerequisite for chemistry courses numbered 200 or higher. Three 55-minute lectures and three hours of laboratory each week. P: MATH 107. Lab fee.

CHEM 140 – General Chemistry I (4.0 CH) The first of a two-semester sequence which introduces the student to the principles of chemistry. Topics covered include stoichiometric calculations, introductory atomic theory, chemical bonding and molecular structure, oxidation-reduction, acids and bases, and the descriptive chemistry of selected main group elements. The laboratory emphasizes the development of manipulative skills. Three 55-minute lectures and three hours of laboratory each week. (Corequisite: Math 142 or satisfactory performance on math placement examination.). Lab fee.

CHEM 160 – General Chemistry II (4.0 CH) The second of a two-semester sequence which 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. Lab fee. Offered every semester. (P: CHEM 140).

CHEM 200 – Organic Chemistry I (4.0 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. Offered every fall. Lab fee. (P: CHEM 160).

CHEM 210 – Organic Chemistry II (4.0 CH) A continuation of Chemistry 200, this course extends the study of representative functional groups and introduces organic spectroscopy, polymer chemistry, and natural product chemistry. Three 55-minute lectures and three hours of laboratory each week. (P: CHEM 200) Spring term. Lab fee.

CHEM 220 – Forensic Science (4.0 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. Lab fee.

CHEM 240 – Quantitative Analysis (4.0 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. Offered every fall term. Lab fee. (P: CHEM 160).

CHEM 315 – Physical Chemistry - Fundamentals (4.0 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). Lab fee.

CHEM 325 – Physical Chemistry - Applications (4.0 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). Lab fee.

CHEM 330 – Environmental Chemistry (4.0 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. Lab fee. Offered spring of even-numbered years. (P: CHEM 160).

CHEM 345 – Biochemistry I (4.0 CH) First of a two-course sequence in Biochemistry. Lecture and laboratory study of the properties and reactions of the fundamental molecules of biological systems including carbohydrates, amino acids, nucleotides, and lipids. The properties of the complex compounds composed of these basic molecules are also considered. Three 55-minute lectures and three hours of laboratory each week. Lab fee. Offered every fall. (P: CHEM 210).

CHEM 348 – Biochemistry II (3.0 CH) Second of 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. Offered every spring. (P: CHEM 345).

CHEM 370 – Instrumental Analysis (4.0 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. Offered spring term of odd-numbered years. Lab fee. (P: CHEM 240; non-majors require permission of instructor).

CHEM 390 – Inorganic Chemistry (4.0 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, organo-metallic 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. Lab fee. Offered every spring. (P: CHEM 320 and CHEM 370 or permission of the instructor).

CHEM 405 – Junior Seminar (2.0 CH) Presentation of written and oral reports on proposed research, laboratory safety practices, and career-related information. Attendance at two off-campus seminars. (P: Two courses beyond Chem 160 and junior standing) Two 55-minute classes per week. Offered every spring. (PIC) (WIC)

CHEM 406 – Capstone (2.0 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. Attendance at two off-campus seminars. Two 55-minute classes per week. Offered every fall. (P CHEM 405.)

CHEM 410 – Advanced Topics Inorganic Chemistry (3.0 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. Offered fall of even-numbered years. (P: CHEM 390 and permission of the instructor).

CHEM 415 – Biological Inorganic Chemistry (3.0 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. Offered every other fall. (P: CHEM 345 or permission of the instructor.)

CHEM 420 – Advanced Topics in Physical Chemistry (3.0 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 thermo-dynamics. Two 85- minute lecture-discussions each week. Offered on an irregular basis. (P: CHEM 310 or 320 and permission of the instructor).

CHEM 430 – Adv Topics in Environmental Chemistry (3.0 CH) In-depth consideration of selected topics. Topics will be announced prior to pre-registration and may include chemical transport dynamics, effects of nonideality on chemical processes of interest, hydro geochemistry, atmospheric chemistry and topics drawn from the current literature. Three 55-minute lecture-discussions each week. Offered spring of even-numbered years. (P: CHEM 330).

CHEM 440 – Advanced Topics in Biochemistry (3.0 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. Offered spring of even-numbered years. (P: CHEM 340.)

CHEM 450 – Advanced Topics in Organic Chemistry (3.0 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. Offered on an irregular basis. (P: CHEM 210 or permission of the instructor).

CHEM 455 – Cooperative Education (1.0 CH) Variable CH available

CHEM 465 – Advanced Topics Analytical Chemistry (3.0 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. Offered on an irregular basis. (WIC) (P: CHEM 370 and permission of the instructor).

CHEM 495 – Independent Study (1.0 CH) Variable CH available. Independent conduct of an experimental or theoretical research project in consultation with a faculty member. Presentation of written and oral reports on the project. Lab fee. (P: Junior Seminar).

Physics

PHYS 123 – Astronomy (3.0 CH) General introduction to astronomy, open to all students. The course focuses on: observation of the night sky, history of astronomy, the solar system, star composition and development, cosmology, astronomical instruments, accomplishments and expectations of space exploration. Viewing nights will be held weather permitting. The course can be taken at any time and there are no prerequisites. The course satisfies the natural/physical non-lab science requirement of "Depth and Diversity" of the IR for any major. Offered on an irregular basis.

PHYS 154 – Introduction to Physics I (NC) (4.0 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). Lab fee.

PHYS 164 – Introduction to Physics II (NC) (4.0 CH) A continuation of Phys 154, also non-calculus. Topics to be covered include electricity, magnetism, and optics. Three lecture periods and one three-hour laboratory each week. This course is held in conjunction with PHYS 184, but assignments and tests are different. Offered spring of odd-numbered years. Lab fee. (P: PHYS 154 or permission of instructor.)

PHYS 174 – Introduction to Physics I (Calc) (4.0 CH) Foundation course for students majoring in physics or binary engineering or enrolled in other academic disciplines requiring or recommending calculus-based physics as a part of their respective programs. Topics to be covered: 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. Offered every fall. Lab fee. (P: Calculus I).

PHYS 184 – Introduction to Physics II (Calc) (4.0 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 173 or permission of instructor. Offered every spring. (P: PHYS 174 or permission of instructor and pre - or co-requisite: Calculus II. Lab fee.

PHYS 414 – Cooperative Education (12.0 CH) Variable CH available. Offered every term.

PHYS 424 – Seminar & Senior Research (2.0 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. Offered every term. (P: Consent of department chairperson).

Department of Communication Sciences & Disorders

Dr. Mary Beth Mason, CCC-SLP, MS-SLP Program Director/Department Chair; Dr. Nancy Antonino, CCC-SLP; Dr. Jeanette E. Benigas, CCC-SLP; Dr. Nicole Billak, CCC-SLP; Linda Collins, CCC-SLP; Julie Kobak, Director of Clinical Education; Cassandra Shearer, CCC-SLP; Ashley Tonini, CCC-SLP

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 oral communication and writing skills for entry into a graduate program or workforce.
5. report their understanding of the role of cultural linguistic differences in normal communication.

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 in CSD 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.

Departmental Honors

Departmental honors are awarded to senior CSD students who maintain at least a 3.25 cumulative G.P.A. and who demonstrate a record of service. Departmental Honors are determined and awarded by the department faculty.

Communication Sciences and Disorders

Bachelor of Science Degree

The CSD major requires 79-80 credit hours consisting of 39 hours of CSD courses and 40-41 hours of interdisciplinary requirements.

All courses taken for the major in CSD must be passed with a grade of C- or better. All courses with a CSD and BIO prefix, after matriculation, are to be completed at Thiel College.

Students majoring in Communication Sciences and Disorders must fulfill the following minimum requirements.

Fall Semester Required CSD Courses:

CSD 111	Introduction to Communication Sciences & Disorders (freshman year)	3 CH
CSD 213	Nature and Development of Language (sophomore year)	3 CH
CSD 281	Sign Language I (sophomore year)	3 CH
CSD 220	Intro to Audiology & Auditory Disorders (sophomore year)	3 CH
CSD 250	Intro to Communication Disorders in Children (sophomore year)	3 CH
CSD 415	Intro to Clinical Observation & Methodology (junior or senior year)	3 CH

Spring Semester Required CSD Courses:

CSD 191	Clinical Phonetics (freshman year)	3 CH
CSD 215	Anatomy and Physiology of the Vocal Mechanism (sophomore year)	3 CH
CSD 314	Speech and Hearing Science (junior year)	3 CH
CSD 370	Introduction to Communication Disorders in Adults (junior year)	3 CH
CSD 395	Aural Rehabilitation (junior year)	3 CH
CSD 420	Clinical Practicum (junior or senior year)	3 CH
CSD 450	Current Topics in Communication Sciences and Disorders (senior year)	3 CH

Interdisciplinary Requirements:

NSCI 101	Brain and Behavior	4 CH
CHEM 100	Chemtech	
or		
CHEM 130	Chemistry for Health Science	4 CH
or		
PHYS 154	Introduction to Physics	

MATH 211	Elementary Statistics	4 CH
or		
PSY 215	Statistics for the Social Sciences	3 CH
or		
SOC 215	Statistics for the Social Sciences	3 CH
NSCI 315	Neuroanatomy	
or		3 CH
NSCI 350	Neuroscience Disorders/Diseases	
BIO 117	Medical Terminology	3 CH
EDUC 112	Psych Foundations of Education	3 CH
EDUC 400	Educating English Language Learners	3 CH
ENG 425	Grammar and Punctuation	1 CH
ENG 317	Linguistics	3 CH
NSCI 202	Intro to Neuroscience	4 CH
PSY 150	General Psychology	3 CH
PSY 235	Research Methods	3 CH
PSY 255	Lifespan Development	3 CH
		TOTAL: 79-80 CH

Note: CSD majors may elect to take CSD 318 Sign Language II as a continuation of CSD 218 Sign Language I.

Note: Seniors may elect to take CSD 460 Integrational Internship in CSD and up to 6 credits of CSD 425 Advanced Clinical Practicum as a continuation of their clinical experience.

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

Dr. Mary Beth Mason, CCC-SLP, MS-SLP Program Director/Department Chair;

Dr. Jeanette E. Benigas, CCC-SLP; Dr. Nicole Billak, CCC-SLP; Linda Collins, CCC-SLP; Julie Kobak, Director of Clinical Education; Cassandra Shearer, CCC-SLP; Ashley Tonini, CCC-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 and competency of the foundations of SLP practices for entry into the profession
2. demonstrate understanding and competency of evidenced-based assessment principles across SLP scope of practice, lifespan, and diverse populations
3. demonstrate understanding and competency of evidence-based treatment principles across SLP scope of practice, lifespan, and diverse populations
4. demonstrate adequate oral and written communication for entry into the profession
5. demonstrate the ability to be critical consumers of research for entry into the profession

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. Courses in Summer I and Fall are on-campus with classes being face-to-face. Courses in Spring and Summer II are synchronous online in evening with a residential week (on-campus) at end of each semester for hands-on training/labs, presentations, and final examinations. This allows students to complete their full-time externships across the United States.

Semester I (Summer I)		
CSD 500	Neuropathology of Communication Disorders with Lab	3 CH
CSD 510	Research Methods in Communication Sciences and Disorders with Lab	3 CH
CSD 511	Speech Sound Disorders with Lab	3 CH
CSD 512	Language-Based Communication Disorders in Children with Lab	3 CH
CSD 515	Clinical Practice I	3 CH
Semester 2 (Fall)		
CSD 521	Fluency Disorders with Lab	3 CH
CSD 522	Aphasia and Cognitive-Communicative Disorders in Adults with Lab	3 CH
CSD 541	Dysphagia with Lab	3 CH
CSD 570	Augmentative and Alternative Communication with Lab	3 CH
CSD 550	Professional Practicum	1 CH
CSD 580	Capstone in Speech-Language Pathology	1 CH
CSD 525	Clinical Practice II	3 CH
Semester 3 (Spring)		
CSD 531	Motor Speech Disorders with Lab	3 CH
CSD 551	Voice Disorders with Lab	3 CH
CSD 550	Professional Practicum	1 CH
CSD 580	Capstone in Speech-Language Pathology	1 CH
CSD 555	Externship I, Pediatric-Focused	6 CH
Semester 4 (Summer II)		
CSD 550	Professional Practicum	1 CH
CSD 580	Capstone in Speech-Language Pathology	1 CH
CSD 565	Externship II, Adult-Focused	6 CH
		TOTAL: 54 CH

Required Undergraduate Prerequisites:

Acoustical Phonetics

Nature and Development of Language

Anatomy and Physiology of the Vocal Mechanism

Audiology/Aural Rehabilitation, 6 credits

Speech and Hearing Science

Human Biology
Physics or Chemistry
Statistics
Social Science
25 Observation Hours

Course Offerings

CSD 111 – Intro to Comm Sciences & Disorders (3.0 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 (3.0 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.

CSD 213 – Nature & Development of Language (3.0 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 & Physiology of Speech Mechanism (3.0 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 resonator systems. Speech and swallowing disorders will be integrated as appropriate. (Prerequisites: CSD 111 or permission of instructor)

CSD 218 – Sign Language I (3.0 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 & Auditory Disorders (3.0 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 250 – Intro to Comm Disorders in Children (3.0 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 314 – Speech & Hearing Science (3.0 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 (3.0 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 370 – Intro to Comm Disorders in Adults (3.0 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 (3.0 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 & Method (3.0 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). Special fee \$500.

CSD 420 – Clinical Practicum (3.0 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)

CSD 425 – Advanced Clinical Practicum (1.0 CH) Variable 1-3 CH. This course provides students with advanced undergraduate 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 and CSD 420 or permission of instructor)

CSD 450 – Current Topics in Comm Sci & Disorders (3.0 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)

CSD 460 – Intergenerational Internship in CSD (1.0 CH) Variable CH available (1-3CH). 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 – Ind Study in Comm Sciences & Disorders (1.0 CH) Variable CH available (1-3 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 (1.0 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 472 – Emergent Literacy (1.0 CH) Emergent literacy knowledge paves the way for preschooler and kindergartner development of literacy skills, which include reading and spelling. Young children experiencing

emergent literacy deficits may have insufficient knowledge to benefit from early reading instruction, placing them at risk in their ability to meet the academic challenges of first grade and beyond. Early detection and intervention are critical to helping at-risk youngsters succeed in the academic environment. (P: senior CSD majors only).

CSD 473 – Ethical Considerations: Nutrition/End of Life (1.0 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 of Comm Disorders w Lab (3.0 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. Lab component includes experiential learning, application activities, and skills competency assessment.

CSD 510 – Research Methods in CSD w Lab (3.0 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. Lab component includes experiential learning, application activities, and skills competency assessment.

CSD 511 – Speech Sound Disorders w Lab (3.0 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. Lab component includes experiential learning, application activities, and skills competency assessment.

CSD 512 – Lang Based Comm Dis in Children w Lab (3.0 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. Lab component includes experiential learning, application activities, and skills competency assessment.

CSD 515 – Clinical Practice I (3.0 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 w Lab (3.0 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 diverse individuals across the lifespan. Lab component includes experiential learning, application activities, and skills competency assessment.

CSD 522 – Aphasia & Cog-Comm Dis in Adults w Lab (3.0 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. Lab component includes experiential learning, application activities, and skills competency assessment.

CSD 525 – Clinical Practice II (3.0 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 w Lab (3.0 CH) This course examines the neurological bases, assessment, and treatment of the dysarthria and apraxia 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. Lab component includes experiential learning, application activities, and skills competency assessment.

CSD 541 – Dysphagia w Lab (3.0 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. Lab component includes experiential learning, application activities, and skills competency assessment.

CSD 550 – Professional Practicum (1.0 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. Students will take 1 credit in each of their second, third, and fourth semesters of graduate school to ensure that contemporary professional issues are discussed in relation to their clinical practicum experiences. During their final semester of enrollment, Students will also present their professional portfolio with evidence to demonstrate their academic and clinical competencies achieved throughout the graduate program.

CSD 551 – Voice Disorders w Lab (3.0 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. Lab component includes experiential learning, application activities, and skills competency assessment.

CSD 555 – Externship I Pediatric-Focused (6.0 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 (6.0 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 & Alternative Comm w Lab (3.0 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. Lab component includes experiential learning, application activities, and skills competency assessment.

CSD 580 – Capstone in Speech-Language Pathology (1.0 CH) The capstone course is intended to result in a summative project or thesis that demonstrates the student's knowledge across the field of speech-language pathology and readiness to enter the profession. The student will complete three written comprehensive treatment critiques that include extensive literature review; analysis, synthesis, and interpretation of research findings; and a discussion of the treatment methodology and functional applications. In place of the treatment critique, students may complete a thesis project if they choose. Students will take 1 credit in each of their second, third, and fourth semesters of graduate school and will complete one written treatment critique and oral presentation or a section of their thesis with oral presentation each semester of course enrollment. At completion of the 3 credits, students will have critiqued research evidence across the SLP scope of practice and the lifespan or completed a thesis.

Department of Counseling

Master of Arts in Clinical Mental Health Counseling

Ken McCurdy, Ph.D., LPC, NCC, ACS, Director; Ashley Coombs, Ph.D.

Thiel College's Master of Arts in Clinical Mental Health Counseling (MACMHC) program opened in August 2022. To serve students, there are two pathways into the program: the accelerated pathway that blends the B.A. and the M.A., and a graduate-only pathway.

Accelerated Pathway B.A.-M.A. 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) (B.A.), including a transition to graduate-level coursework in year 4. Therefore, successful students can complete a B.A. in psychology 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 B.A.-M.A. 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 Psychology B.A. (Counseling track) in the Department of Psychology. For specific information on Graduate courses please review the M.A. in Clinical Mental Health Counseling program material in consultation with the Program Director.

Clinical Mental Health Counseling

Master of Arts

Graduate Fall Semester 1 (12 CH)		
COUN 500	Orientation to Professional Counseling	3 CH
COUN 510	Counseling & Personality Theory	3 CH
COUN 520	Counseling Strategies & Techniques	2 CH
COUN 525	Counseling Skills Lab	1 CH
COUN 530	Human Development Over the Lifespan	3 CH
Graduate Spring Semester 1 (14 CH)		
<i>Winter Session of Spring Term:</i>		
COUN 540	Group Dynamics Theory	2 CH
<i>Spring:</i>		
COUN 545	Group Dynamics Lab	1 CH
COUN 550	Career Development & Counseling	3 CH
COUN 560	Research Methods	3 CH
COUN 570	Multicultural & Social Justice Issues	3 CH
COUN 590	Crisis & Disaster Counseling	2 CH
Graduate Summer Semester 1 (9 CH)		
COUN 580	Assessment in Counseling	3 CH
COUN 600	Family & Couples Counseling	3 CH
COUN 610	Child & Adolescent Counseling	3 CH
Graduate Fall Semester 2 (9 CH)		
COUN 620	Diagnosis & Treatment Planning	3 CH
COUN 660	Advanced Topics Elective	1 CH
COUN 670	Seminar in Counseling	2 CH
COUN 675	Comprehensive Exam	0 CH
COUN 680	Clinical Practicum	3 CH
Graduate Spring Semester 2 (10 CH)		
<i>Winter Session of Spring Term:</i>		
COUN 630	Mental Health Counseling	2 CH
COUN 660	Advanced Topics Elective	1 CH
<i>Spring:</i>		
COUN 660	Advanced Topics Elective	1 CH
COUN 690	Clinical Internship	6 CH
Graduate Summer Semester 2 (6 CH)		
COUN 640	Addictions Counseling	3 CH
COUN 650	Social Justice Counseling	3 CH
TOTAL: 60 CH		

Course Offerings

COUN 500 – Orientation to the Counseling Profession (3.0 CH) This course introduces the field of professional counseling and provides students with an outlook towards professional development. Various specializations of counseling and the role of the professional counselor will be defined. An examination of professional identity will include legal and ethical codes, organizational affiliations, licensure, and accreditation, along with standards for ethics, preparation, and training. (Fall Semester)

COUN 510 – Counseling and Personality Theory (3.0 CH) This course provides an overview of the major theories in counseling and psychotherapy. The theoretical and historical backgrounds will be reviewed along with current practices. Students will develop a theoretical orientation applicable to professional counseling settings and diverse client populations. (Fall Semester)

COUN 520 – Counseling Strategies and Techniques (2.0 CH) This course presents the nature of counseling and therapeutic relationships. Furthermore, it provides an overview of the core counseling skills essential for the counseling relationship and effective treatment outcomes. (Fall Semester)

COUN 525 – Counseling Skills Lab (1.0 CH) This lab provides training in the core counseling skills essential for the counseling relationship and effective treatment outcomes. Students receive supervised training through modeling, live observation, skill rehearsal, and video recording within the counselor training facilities. (Fall Semester). Corequisite: COUN 520

COUN 530 – Human Development over the Life Span (3.0 CH) This course provides an understanding of human growth and development over the life span including theoretical approaches and issues relevant to human services. It emphasizes physiological, cognitive, social, emotional, personality, spiritual, and moral development from conception to death. Legal and ethical issues related to human development, as well as diversity issues, will be reviewed in relation to human services. (Fall Semester)

COUN 540 – Group Dynamics Theory (2.0 CH) This course introduces students to the concepts, theories and techniques of group counseling and group dynamics. Furthermore, types of groups, group leadership, guidelines for group treatment, ethics, and diversity will be discussed. (Winter Term)

COUN 545 – Group Dynamics Lab (1.0 CH) This lab provides students the opportunity to experience integrative learning by participating in a developmental process group. It also provides training in group leadership and facilitation skills essential for successful group counseling experiences and treatment outcomes. Students receive supervised training through modeling, live observation, skill rehearsal, and video recording within the counselor training facilities. (Spring Semester) Corequisite: COUN 540

COUN 550 – Career Development in Counseling (3.0 CH) This course introduces the theoretical bases of career development and individual career decision making. It incorporates career assessment instruments and techniques for evaluating individuals relevant to career development, planning and placement. Emphasis is placed on understanding career, educational and labor market information, technology in career counseling, legal and ethical standards, multicultural and gender bias as well as an appreciation for career trends across the life-span. (Spring Semester)

COUN 560 – Research Methodology (3.0 CH) This course assists students in understanding the language, principles, reasoning, and methodologies of research and program evaluation and to help them critically evaluate research literature. Students will recognize ethical issues relevant to conducting research, and how research and program evaluation can improve counseling effectiveness. (Spring Semester)

COUN 570 – Multicultural & Social Justice Issues (3.0 CH) This course provides an overview of current social and cultural issues impacting human behavior and the counseling profession. Multicultural counseling and social justice theories will be examined as well as guidelines for developing multicultural and social justice competencies. Furthermore, there is an introduction of theories and models of social justice, advocacy, and leadership. Students will formulate the blueprint and beginning implementation for the Social Justice Capstone Project. This capstone project will be fully implemented in COUN 650. (Spring Semester)

COUN 580 – Assessment in Counseling (3.0 CH) This course provides an understanding of individual and group approaches to assessment and evaluation in professional counseling. There will be an emphasis on assessment strategies and psychometrics. Students will have the opportunity to administer selected assessment instruments. (Summer Semester) Prerequisites: COUN 560

COUN 590 – Crisis & Disaster Counseling (2.0 CH) This course provides an overview of how crises, disasters and trauma-causing events impact the practice of professional counseling. Students will develop competencies relating to the assessment and counseling of persons experiencing trauma, crises, and/or disasters. Emphasis is placed on differentiating between normal and pathological functioning as well as understanding crises and disaster coordination, emergency response, and interdisciplinary engagement. (Spring Semester) Corequisite: COUN 520, COUN 525

COUN 600 – Family & Couples Counseling (3.0 CH) This course provides a comprehensive understanding of various approaches to couples and family counseling. Within the context of systems theory, emphasis will be placed on understanding various methods of conceptualizing family dynamics and intervention strategies. (Summer Semester) Prerequisite: COUN 510, COUN 540, COUN 545

COUN 610 – Child & Adolescent Counseling (3.0 CH) This course provides specialized knowledge and skills training in counseling children and adolescents. Students will learn to assess behavior and incorporate developmentally, ethnically, legally, and gender appropriate strategies and techniques to meet the needs of counseling children and adolescents. Students will examine various theoretical, behavioral, and play therapy techniques for counseling children and adolescents. Prerequisite: COUN 510, COUN 520, COUN 525, COUN 540, COUN 545

COUN 620 – Diagnosis & Treatment Planning (3.0 CH) This course provides an understanding of psychopathology, diagnosis according to the DSM, and best practices in treatment planning. Emphasis is placed on differential diagnosis, etiologies of mental and emotional disorders, and understanding how cultural, biological, social, ethical/legal and psychological factors contribute to the development of a diagnosis and treatment plan. COUN 510, COUN 580

COUN 630 – Mental Health Counseling (2.0 CH) This course helps students gain knowledge and understanding of clinical mental health counseling issues including historical foundations, the role and function of the clinical mental health counselor, and working with specific populations. The administration and function of clinical mental health counseling agencies and integrative care are reviewed with emphasis on the ethical issues confronting various agencies. Prerequisite: COUN 500, COUN 510, COUN 580, COUN 620

COUN 640 – Addictions (3.0 CH) This course provides an understanding of addictions, addictive disorders and behaviors, from a bio-psycho-social perspective. Emphasis is placed on strategies for prevention, assessment, intervention and treatment, recovery, and relapse prevention of addictions, substance abuse, and co-occurring disorders. Prerequisite: COUN 580

COUN 650 – Social Justice in Counseling (3.0 CH) Discusses the Counseling program's mission statement and the application of Social Justice, Advocacy and Leadership. Provides an overview of theories and models of social justice, advocacy, and leadership. Examines the role of counselors as change agents, leaders, and advocates. As an extension of Social Justice Capstone Project begun in COUN 570, students will select a specific agency and/or systemically marginalized community with whom they will partner, assess the needs of the agency/community, develop an intervention to address identified needs on a systemic level, evaluate the effectiveness of the intervention, and work to empower those from the agency and community as they continue in their efforts toward social justice. Prerequisite: COUN 570

COUN 660 – Advanced Topics (1.0 CH) This course focuses on advanced topics in professional counseling. May be repeated for credit as topics vary.

COUN 665 – Directed Studies (1.0 CH) A directed study provides the advanced counseling student the opportunity to pursue knowledge and training in areas of interest within the counseling profession. The student will demonstrate a thorough investigation and understanding of the selected topic. Prerequisite: Permission of Instructor

COUN 670 – Seminar in Counseling (2.0 CH) This seminar reviews counselor preparation for certification and licensure; legal and ethical standards for practice in mental health counseling; introduce students to consultation and supervision in the counseling profession. Students will be required to create a professional vitae, professional disclosure statement and working portfolio. Prerequisite: Completion of Foundations of Counseling Core coursework

COUN 675 – Comprehensive Exam (0.0 CH) Students will be required to pass a comprehensive exam designated by the Counseling Department. This exam should be taken the same semester as COUN 670. Prerequisite: Completion of Foundations of Counseling Core coursework

COUN 680 – Clinical Practicum (3.0 CH) Practicum provides preparation for internship through highly structured and supervised counseling practice. Students will demonstrate the basic competencies required of professional counselors. 100 hours of counseling practice is required which includes direct counseling, individual and group supervision. Corequisite: COUN 670 & 675

COUN 690 – Clinical Internship (6.0 CH) 600 hours of supervised counseling experience in an appropriate mental health setting. Students will be given the opportunity to provide direct counseling services under supervision. Emphasis is placed on counselor identity development, legal and ethical practice, developing multicultural and social justice counseling competencies. Students will receive individual on-site supervision and weekly on campus group supervision. Prerequisite: COUN 680

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.

Dietrich Honors Institute

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 \(click here\)](#).

DHI Core Requirements (37-42 CH)

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 (3-6 CH)

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.

_____	_____	3 CH
_____	_____	3 CH

Mathematics Competency (3-4 CH)

Earn a grade of C- or higher in Math 142 (or higher) or PSY/SOC 215, Statistics for the Social Sciences.

_____	_____	3-4 CH
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Scientific Reasoning Competency (4 CH)

Successfully complete one natural or physical science 4 CH laboratory course (as determined in the general College Core).

_____	_____	4 CH
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DHI Core Courses (24 CH)

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 (3-4 CH)

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.

3-4 CH

- 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.

DHI Thesis

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

Course Offerings

HONS 109 – Becoming Human (3.0 CH) This First Year Seminar course gives students the opportunity to think together about what it means to become a human being by considering the three big questions of love, power and justice. If love is the reunion of that which is separated, power is the quest of the free individual for understanding and action that shapes the self, and justice tends to the structuring of life in such a way that power's questing can eventuate in love - then these three big ideas each play an essential role in the process of individuals becoming full human beings. This course also serves as an orientation to college life, to the Dietrich Honors Institute, and to participating in a seminar. Offered every fall.

HONS 113 – Communicating Effectively; Gram, Dialect Rhet (3.0 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 teacher and reflecting on the process of thinking through discussion, debate, argumentation, and questioning. In rhetoric the student learns the science of communication and the art of persuasive writing and speech. Offered every fall.

HONS 114 – Creating Culture: Anc,Mediev,Mod (3.0 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 (3.0 CH) This course continues two other Honors courses, namely, HONS 113, the composition course Communicating Effectively: Grammar, Dialectic, Rhetoric, and HONS 114, the course in the history of western humanities entitled Creating Culture: Ancient, Medieval, Modern. While covering the history of western humanities from the beginning of the French Revolution in 1789 to the fall of the Berlin Wall in 1989, the course also allows students to develop further their composition skills in the context of studying these two fascinating centuries of creating culture. Highlighted will be three major cultural configurations: first, the Enlightenment, with its emphasis on reason, universality, and form; second, the backlash against the Enlightenment in Romanticism with its stress on emotion, individuality, and freedom; and third, the revolt against the Enlightenment and Romanticism trajectories of modernity in postmodernism, which accentuates relativism, pluralism, and fragmentation.

HONS 128 – Interpreting Scripture: Jewish,Chr,Islam (3.0 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 & Our Lives (4.0 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 (3.0 CH) This seminar is taken usually 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 (1.0 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 occasionally in May or Winter sessions.

HONS 330 – Creative Practices: Art, Res & Prob Solv (3.0 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 the semester directly before HONS 340; in which the thesis project is completed. P: Junior status or permission of the DHI Director. Offered every fall and spring.

HONS 340 – Contributing Culturally: Res,Creat,Pres (3.0 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.)

Department of Education

Prof. Kara Schreckenghost, Chair; Dr. Calli Shekell; Dr. Angel Morse

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. Students will be equipped with the knowledge, skills, and research-based teaching strategies to ensure they will be successful teachers and leaders in today's ever-changing classrooms.

A student who graduates from Thiel College with a major in Early Childhood and Special Education or with a Secondary Education Certificate will:

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

Pennsylvania Department of Education (PDE) Requirements

PDE requires all Education Majors to take 1 writing course, 1 literature course, and 2 Math courses. See your Education Advisor for clarity.

A GPA of 2.75 is required for all 100 level education courses. A GPA of 3.0 is required for all other education courses. Education majors must maintain an overall 3.0 GPA and earn a C or better in all education courses.

Early Childhood Education (ECE) PreK-4 and Special Education PreK-12 Degree

Bachelor of Arts

Required Fall Courses

ECE 110	Child Development, Typical and Atypical, Birth-Age 5	3 CH
ECE 111	Foundations of Education	3 CH
ECE 213	Language Development for Early Childhood	3 CH
ECE 215	The Learning Process: Integrating Curriculum, Instruction & Assessment	3 CH
ECE 355	Evidence-Based Practices in Early Childhood Care and Education	3 CH
ECE 214	Early Literacy Foundations for Preschool Years	3 CH
ECE 216	Math Foundations for the Preschool Years	3 CH

ECE 335	Science Methods	3 CH
SPED 357	Effective Instructional Practices and Delivery Methods in Subject Area Content for All Levels of Special Education Support	3 CH
ECE 336	Social Studies Methods	3 CH
SPED 470	Transitions Across the Lifespan of All Students with Special Needs	3 CH
ECE 420	Using Instructional Technology and Universal Design to Support Literacy, Math and Science Achievement	3 CH
SPED 358	Intensive Reading, Writing and Math Intervention Approaches	3 CH
SPED 420	Effective Collaboration and Communication in the Academic Setting	3 CH
SPED 440	Evidence-Based Effective Instruction – Teaching Students with Behavioral Disabilities	3 CH
Required Spring Courses		
ECE 112	The Developing Child—The Primary Years K-4th Grade	3 CH
SPED 356	Special Education: Processes, Procedures, Screening, Assessment, IEP Development and Evaluation	3 CH
SPED 450	Instructing Students with Low and High Disabilities	3 CH
ECE 304	Literacy Foundations for the Primary Grades	3 CH
ECE 334	Math Foundations for the Primary Grades	3 CH
ECE 367	Advocacy Collaboration and Cooperative Learning Issues and Trends	3 CH
ECE 369	Integrating the Arts for the Developing Child, Pre K-4	3 CH
SPED 360	Educational Assessment	3 CH
EDUC 400	Educating English Language Learners	3 CH
ECE 424	Student Teaching	6 CH
SPED 424	Student Teaching	6 CH
		TOTAL 84 CH

Suggested schedule of courses for ECE/SPED majors (B.A.)

	Fall	Spring
1	ECE 110 Child Development ECE 111 Foundations of Education	ECE 112 The Developing Child SPED 356 Special Education
2	ECE 213 Language Development for Early Childhood ECE 215 Integrating Curriculum, Instruction & Assessment ECE 355 Evidence-Based Practices	SPED 450 Instructing Students with Low and High Disabilities
3	ECE 214 Early Literacy Foundations for Preschool Years ECE 216 Math Foundations for the Preschool Years ECE 335 Science Methods SPED 357 Effective Instructional Practices ECE 336 Social Studies Methods SPED 470 Transitions Across the Lifespan	ECE 304 Literacy Foundations ECE 334 Math Foundations ECE 367 Advocacy Collaboration and Cooperative Learning ECE 369 Integrating the Arts SPED 360 Educational Assessment EDUC 400 Educating English Language Learners
4	ECE 420 Using Instructional Technology and Universal Design SPED 358 Intensive Reading, Writing and Math Intervention SPED 420 Effective Collaboration and Communication SPED 440 Evidence-Based Effective Instruction	ECE 424 Student Teaching SPED 424 Student Teaching

Secondary Education Certification

Biology, Chemistry, English, History/Social Studies, Mathematics

All students seeking certification in Secondary Education will be assigned an advisor from the Education Department and an advisor from their major area of study.

A student who graduates from Thiel College with a major in Biology, Chemistry, English, History, or Mathematics, and a Secondary Teaching Certificate will:

- Successfully complete course of study for their specific major in Biology, Chemistry, English, History, or Mathematics
- Demonstrate PDE competencies
- Complete 3 CH of Literacy Coursework, 3 CH of Writing Coursework, and 6 CH of Mathematics Coursework
- Successfully complete Field and Student Teaching experiences
- Maintain a GPA of 3.0 or higher
- Successfully complete the PRAXIS Exam
- Complete the following Education courses with a grade of C or better

Secondary Education Courses:

EDUC 111	Foundations of American Education	3 CH
EDUC 112	Psychological Foundations of Education	3 CH
EDUC 215	Curriculum, Instruction and Assessment	3 CH
EDUC 220	Integrated Instructional Systems	3 CH
EDUC 255	Mentoring I	3 CH
EDUC 400	Educating English Language Learners	3 CH
SPED 356	Special Education Processes, Procedures, Screening, Assessment, IEP Development and Evaluation	3 CH
SPED 357	Effective Instructional Practices and Delivery Methods in Subject Area Content for All Levels of Special Education Support	3 CH
SPED 358	Intensive Reading, Writing and Math Intervention Approaches	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	Teaching English in Secondary Schools	3 CH
SECED 350	Teaching Social Studies in Secondary Schools	
SECED 360	Teaching Math in Secondary Schools	
SECED 370	Teaching Science in Secondary Schools	
SECED 444	Student Teaching	12 CH
		TOTAL 48 CH

See Departments of Biology, Chemistry, English, History, or Mathematics for requirements of the major. There is particular coursework within the major required by PDE that is specific to each major.

Biology Major with Secondary Education Certification (Grades 7-12)

Those students seeking secondary education certification **MUST**:

- Complete all requirements of the Secondary Education Certification;
- Follow the Biology B.A. track;
- Take **BOTH** BIO 262 Animal Systematics **AND** BIO 263 Plant Systematics;
- Choose from either BIO 280—Human Anatomy and Physiology I, BIO 352—Animal Physiology **OR** BIO 302—Plant Physiology;
- Complete 3 CH of Literacy Coursework, 3 CH of Writing Coursework, and 6 CH of Mathematics Coursework;
- Successfully complete Field and Student Teaching experiences;
- Successfully complete the PRAXIS Exam.

Chemistry Major with Secondary Education Certification (Grades 7-12)

Those students seeking a certificate in secondary education **MUST**:

- Complete all requirements of the Secondary Education Certification;
- Follow the Chemistry B.S. requirements;
- Complete 3 CH of Literacy Coursework, 3 CH of Writing Coursework, and 6 CH of Mathematics Coursework;
- Successfully complete Field and Student Teaching experiences;
- Successfully complete the PRAXIS Exam.

English Major with Secondary Education Certification (Grades 7-12)

Those students seeking a certificate in secondary education **MUST**:

- Complete all requirements of the Secondary Education Certification;
- Complete 24 CH of Foundation Courses required of students pursuing a B.A. in English;
- Complete ENG 242, ENG 260, ENG 246, ENG 340, and at least 3 additional CH of English courses;
- Complete 3 CH of Literacy Coursework, 3 CH of Writing Coursework, and 6 CH of Mathematics Coursework;
- Successfully complete Field and Student Teaching experiences;
- Successfully complete the PRAXIS Exam.

Note: English Majors seeking Secondary Education Certification are not required to choose a specialization; however, if they elect to pursue one or more English specializations, they must take the requisite 9 CH of courses

History Major with Secondary Education Certification (Grades 7-12)

Those students seeking a certificate in secondary education MUST:

- Complete all requirements of the Secondary Education Certification;
- Follow the History B.A. requirements;
- Complete 3 CH of Literacy Coursework, 3 CH of Writing Coursework, and 6 CH of Mathematics Coursework;
- Successfully complete Field and Student Teaching experiences;
- Successfully complete the PRAXIS Exam.

Mathematics Major with Secondary Education Certification (Grades 7-12)

Those students seeking a certificate in secondary education MUST:

- Complete all requirements of the Secondary Education Certification;
- Follow the Mathematics B.A. requirements
- Choose Sequence 1 in the Mathematics major, which includes MATH 311 (Non-Euclidean Geometry) and MATH 331 (Abstract Algebra)
- Complete MATH 211 (Elementary Statistics) **AND** MATH 221 (Discrete Mathematical Structures) to fulfill PDE requirements.
- Complete 3 CH of Literacy Coursework, 3 CH of Writing Coursework, and 6 CH of Mathematics Coursework
- Successfully complete Field and Student Teaching experiences
- Successfully complete the PRAXIS Exam

Course Offerings

Early Childhood Education (PreK-4) & Special Education (PreK-12)

ECE 110 – Child Dev: Typ & Atypical: Birth-Age 5 (3.0 CH) This course is designed to introduce students to the foundations of human development from birth to age 5. Student will learn about development issues as they apply to the following areas: brain (in-utero, normal and abnormal), cognitive and psychosocial change across the first five years of life. Students will also be challenged to apply the course content when planning appropriate lessons for early childhood educational opportunities. This course is offered every semester. (P: cumulative GPA of 2.75 or higher).

ECE 111 – Foundations of Education (3.0 CH) This course will develop the sociological, philosophical, economic, and political bases of education in America. Themes from these disciplines will be integrated into an examination of the critical issues that affect today's education and that promise to continue into the 21st century. This course is cross listed with EDUC 111. This course is offered every semester. (P: cumulative GPA of 2.75 or higher.)

ECE 112 – The Developing Child-K-4 (3.0 CH) Child Development II is a course designed to introduce students to the theories of how people learn. Students will understand the direct connections between how this learning is enhanced by the use of effective strategies by intentional teachers. They will also investigate how well planned lessons and well managed classroom environments improve student learning. The course investigates the power of effective teaching and the role of teacher as decision maker. The final examination will be an oral presentation and

visual display of each student's understanding of the material taught. This course will be offered every semester. This course is cross listed with EDUC 112. P: cumulative GPA of 2.75 or higher.

ECE 213 – Language Development for Early Childhood (3.0 CH) Children's language skills are highly predictive of their academic success. 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 development sequences of speech and language, and the correlations with academic success. This course is taught during the fall semester. Students must have an overall GPA of 3.0. (P: ECE 110, 111 and 112).

ECE 214 – Early Literacy Found Preschool (Pre K-1) (3.0 CH) The course is designed to introduce students to the skills of teaching children to read and write. Students will be immersed in the strategies that aid in the acquisition of reading and writing skills. They will learn the five components of effective reading programs and will investigate how well planned lessons aid in student achievement. The course will empower the students with the tools to assess as well as teach reading to young children. This course is taught during the spring semester. (P: 3.0 cumulative GPA and ECE 110, 111, 112, 213, and 215).

ECE 215 – Integrating Curr, Instr & Assessment (3.0 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. Students will become familiar with state standards for the major subject areas at the K-4 levels. Students will learn how to apply the planning model Understanding by Design in the development of units of study for students in K-4. Students will learn the teaching strategies that are effective for learning and apply them in daily lessons designed to reach selected standards and learning competencies for students in grades K- to 4. The lessons will provide for a diversity of learners and include methods of formal assessment so that adjustments can be made during the lesson and prior to subsequent lessons. Students will be required to develop a comprehensive assessment plan for the unit learning goals that will include both summative and formative assessments. Students must develop a comprehensive unit that is both challenging and engaging for all learners. This course is offered every semester. This course is cross-listed with EDUC 215. (P: 3.0 cumulative GPA or higher and ECE 110, 111, and 112).

ECE 216 – Math Foundations for Preschool Years (3.0 CH) This course prepares teacher candidates to teach mathematics in the Pre-Kindergarten setting. The focus is on "play" and "exploration" at this age. The course will address theory, content, methodology, and practical applications for the classroom instruction. It will emphasize that concrete manipulatives and hands-on experiences are important for this age learner. The Pennsylvania State Standards for Mathematics in Pre-Kindergarten and the National Council of Teachers of Mathematics (NCTM) will also be incorporated. This course is taught during the spring semester. (P: 3.0 cumulative GPA or higher and ECE 110, 111, 112, 213, and 215).

ECE 304 – Literacy Foundations for Primary Grades (3.0 CH) Elementary education students learn to use written and oral communication in the elementary classroom. Studies center on the teaching of language skills to include: standard usage, work study and the mechanics of spelling. In addition, students will be taught how to teach children to be good writers. Students will be instructed in how to create thematic units, the use of choral reading, poetry, children's literature and the strategies that help students to be better readers. This course will be offered in the fall semester. This course is cross-listed with ELED 284. (P: 3.0 cumulative GPA or higher and ECE 110, 111, 112, 213, 214, 215 and 216).

ECE 334 – Math Foundations for the Primary Grades (3.0 CH) The teacher candidates relate the laws and principles of basic mathematics to effective teaching with the best practices in the elementary classroom. Concrete experiences with manipulatives and hands-on learning will be an important piece in this course. Through participation in this course, teacher candidates will acquire the skills necessary for informed decision-making in planning, facilitation of learning based on knowledge or research, best practices, state and national performances standards, and assessments. Teacher candidates will be able to be creative and flexible in adapting instruction that gives every student the opportunity to succeed in mathematics. This course will be offered in the fall semester. (P: cumulative GPA of 3.0 or higher and ECE 110, 111, 112, 213, 214, 215 and 216).

ECE 335 – Science Methods (3.0 CH) This standards-based course emphasizes methods of teaching science as inquiry in the Pre K-4 classroom. The course prepares elementary teacher candidates to teach science content and processes to diverse groups of Pre K-4 children; to design inquiry-based, hands-on/minds-on science lessons with cross-curricular connections; to foster a positive attitude toward science in elementary students; and, to use habits of mind in analyzing science-related topics in everyday life. Teacher candidates will become familiar with the relationship among the sciences, mathematics, technology, environment, and other Pre K-4 disciplines. Teacher candidates will become active participants in science activities in the local elementary schools. This course will be offered in the fall semester. This course is cross-listed with ELED 235. (P: cumulative GPA of 3.0 or higher and ECE 110, 111, 112, 213, 214, 215, and 216.

ECE 336 – Social Studies Methods (w/Field Exper) (3.0 CH) This course is based on solid theoretical and research foundation of child growth, development, and learning for young children to value themselves, each other, and the world we share. The course incorporates current research and theory on child growth, development, and learning into all the areas of the social studies competencies. The course will celebrate culture and diversity and provide full inclusion into the social studies curriculum for all children, regardless of special needs of individual differences. College students will learn that play is so critical to learning and serves as the integrator of the social studies curriculum and is viewed as the basic mode for children's learning. Social studies will be presented as a continual experience, one that builds as children move from a child-care setting or a preschool to kindergarten and the primary grades. The expansion of technology has affected worldwide changes. The course will offer college students ideas for using current technologies in today's classrooms, from using digital cameras to obtaining resources from the Internet. All ten of the National Council for Social Studies thematic strands will be addressed in this course as well as the Pennsylvania Academic Government, (iv) Economics. College students will be involved in field experiences in this course. The course will be offered in the spring semester. This course will be cross-listed with ELED 236. (P: cumulative GPA of 3.0 or higher and ECE 110, 111, 112, 213, 214, 215, 216 and 355).

ECE 355 – Evid-based Pract Ear Ch Care & Educ (3.0 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. Four hours per week is spent in the school setting. Transportation is the student's responsibility. Special fee \$100.

ECE 367 – Advocacy Collab & Coop Learn Iss & Trend (3.0 CH) The course is designed to provide pre-service teacher candidates with meaningful field experiences in the Pre K-4 classroom settings. There will be three placements in the Pre K-1/2 & 3/4 settings. There will be at least 40 hours of field experiences. There will be ongoing observations and assessments (authentic, screening, diagnostic, formative & summative) of students in the Pre K-4 settings. Emphasis will be placed on understanding the implications of children's physical, cognitive, socio-emotional, and moral development with consideration of the cultural contexts in which children live with a particular focus on family, peers, schools and the larger community. The teacher candidates will collaborate with master teachers and appropriate educational specialists during their field experiences. Teacher candidates will learn how to implement school code regulations and pertinent statutory or regulatory provisions in the school setting. The teacher candidates will have weekly seminars on the college campus where the curriculum will focus on advocacy collaboration and cooperative learning issues and trends in the Pre K-4 classroom settings. This course will be offered every semester. (P: 3.0 cumulative GPA and ECE 110, 111, 112, 213, 214, 215, 216 and 355). Special fee \$100.

ECE 369 – Integ Arts Dev Child Pre K-4 (3.0 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 elementary student's mastery of other subjects in the elementary curriculum. Students will examine the Academic Standards for the Arts and Humanities in Art, Music, Theater and Dance; and learn how to integrate these standards into interdisciplinary lessons in literacy, mathematics, science and history in the Pre K-4 continuum. This course will be offered in the spring semester. This course will be cross-listed with ELED 234. (P: 3.0 cumulative GPA and ECE 110, 111, 112, 213, 214, 215, 216 and 355).

ECE 420 – Inst Tech Support Lit, Math, Science (3.0 CH) This course reflects the International Society for Technology in Education (ISTE) National Educational Technology Standards for Teachers (NETS-T) and provides an overview of the role and use of technology in education. (P: ECE 110, ECE 111, ECE 112, ECE 213, ECE 214, ECE 215, ECE 216, ECE 304, ECE 334, ECE 336, ECE 355, ECE 367 and ECE 369). Students must have an overall GPA of 3.0. This course is cross-listed with EDUC 220 Integrated Instructional Systems.

ECE 424 – Student Teaching (6.0 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 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. Special fee \$200.

Secondary Education - Biology, Chemistry, English, Mathematics, Social Studies (Grades 7-12)

EDUC 111 – Foundations of American Education (3.0 CH) This course will develop the sociological, philosophical, economic, and political bases of education in America. Themes from these disciplines will be integrated into an examination of the critical issues that affect today's education and that promise to continue into the 21st century.

EDUC 112 – Psych Foundations of Education (3.0 CH) Elementary Education students will integrate the content from Integrated Language Arts, Part II into an understanding of how to effectively teach and assess the reading, writing, listening and speaking skills of elementary students. This course emphasizes different reading methods for multiple texts and purposes. This course is most effective if taken after ELED 284. (Must have required cumulative GPA)

EDUC 114 – Instructional Applications (3.0 CH) This secondary education course is intended to introduce and reinforce the use of commonly available software as a tool to be used as an intellectual partner with the secondary learner to foster critical thinking and higher-order learning. Secondary education students learn the basic operations available in word processing, database, spreadsheet, graphical design, and expert system software. Students complete projects that demonstrate competency with each of the above mentioned software products.

EDUC 215 – Curriculum, Instruction, & Assessment (3.0 CH) This course prepares the elementary teacher candidates to apply the principles of curriculum in the design of developmentally-appropriate interdisciplinary or multidisciplinary units and lessons, to apply a research-based repertoire of instructional strategies, ranging from direct instruction to constructivist instruction, across the disciplines in the elementary school; and to construct valid and reliable traditional, non-traditional, and authentic assessments. Thus, this course provides the elementary teacher candidates with opportunities to practice the principles of curriculum, instruction, assessment and classroom management. (All Phase I courses must be completed and formal admission to Teacher Education Program)

EDUC 220 – Integrated Instructional Systems (3.0 CH) This standards-based course emphasizes technology operations and concepts necessary in the elementary classroom; the use of technology in planning and designing interactive learning environments and experiences; the application of technology in teaching, learning and curriculum for diverse populations; the use of technology in assessment, evaluation and record keeping; the applications of technology in professional communication; and the social, legal and human issues relating to technology use in the elementary classroom. (P: All prerequisite courses plus formal admission to Teacher Education Program).

EDUC 255 – Mentoring I (3.0 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. Four hours per week is spent in the school setting. Transportation is the student's responsibility. Special fee \$100.

EDUC 400 – Educating English-Language Learners (3.0 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. Teacher candidates will apply current research in second-language acquisition to the classroom, explore current methods in ELL, and participate in cross-cultural activities that will inform their teaching so that they can effectively plan, deliver, and assess instruction for English Language Learners. The course also emphasizes the legal responsibilities to English Language Learners under Pennsylvania and federal law and regulations. This course will be taken during the student teaching semester and is offered every semester. (P: 3.0 cumulative GPA or higher).

EDUC 455 – Cooperative Education (3.0 CH) Variable CH available.

EDUC 499 – Independent Study (1.0 CH) Variable CH available. 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 chairperson.

Secondary Education - Biology, Chemistry, English, Mathematics, Social Studies (Grades 7-12)

SECED 268 – Mentor Part II:Secondary Sch (3.0 CH) This course will be the field component that accompanies the methodology courses (SECED 340 or SECED 350, or SECED 360, or SECED 373 or EDUC 474), that will enable education students to put into practice what they are learning in their respective secondary methodology courses. Students are required to spend five (5) hours a week in the mentoring school. Transportation is the student's responsibility. (Successful completion of all the three Phase I courses, at least half of the major completed and the required GPA). Special fee \$100.

SECED 325 – Teaching Reading/Writing in Content Area (3.0 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 Secondary Sch (3.0 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 required cumulative GPA of 3.0). Special fee \$100.

SECED 350 – Teaching Social Studies Secondary Sch (3.0 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 of 3.0). Special fee \$100.

SECED 360 – Teaching Math Secondary Sch (3.0 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, and the required cumulative GPA of 3.0). Special fee \$100.

SECED 370 – Teaching Science in Secondary Sch (3.0 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, and the required cumulative GPA of 3.0). Special fee \$100.

SECED 444 – Student Teaching Secondary School (12.0 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. Students are responsible for providing transportation to the site. (All required education and major courses listed for certification in the content area fields, the required 3.0 cumulative GPA). Special fee \$400.

Special Education (PreK-12)

SPED 356 – Special Ed Processes & Procedures (3.0 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 the 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 – Eff Inst Pract/Del Special Education (3.0 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 a cumulative GPA of 3.0 or higher. Special fee of \$200. 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 Read, Writ, Math Interventions (3.0 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 a cumulative GPA of 3.0 or higher. This course is a requirement for all education majors. (P: SPED 356).

SPED 360 – Educational Assessment (3.0 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 a cumulative GPA of 3.0 or higher. Follow student schedule template for prerequisites.

SPED 420 – Effect Collaboration&Commun in Acad Set (3.0 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 in the school setting within special education classrooms. Follow student schedule template for prerequisites.

SPED 424 – Student Teaching (6.0 CH) 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 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. Special fee \$200.

SPED 440 – Teach Students with Behavioral Disorders (3.0 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 in the school setting within special education classrooms. Follow student schedule template for prerequisites.

SPED 450 – Inst Stud with Low and High Disabilities (3.0 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 Lifespan (3.0 CH) 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.

Department of English

Dr. Jared Johnson, Chair; Prof. Brenda K. DelMaramo; Dr. Sheila Farr; Dr. Mary Theresa Hall; Prof. 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 and cultural contexts;

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

English

Bachelor of Arts Degree

The English major requires a minimum of 42 credit hours of courses. Courses in the major are comprised of English foundation courses (24 credit hours), English distribution courses (12 credit hours, 3 hours from each specialization), and an additional 6 credit hours beyond the distribution requirement in a chosen specialization. Secondary Education/English majors are not required to choose a specialization. All English majors must earn a C- or better in all courses that count toward the major. 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.

Foundation Courses (24 CH)

All of the following required

ENG 120	Introduction to Literature	3 CH
ENG 210	British Literature to Romanticism	3 CH
ENG 220	British Literature: 1798 to Today	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

Distribution Courses (12 CH)

Must complete any 1 course from each specialization: Professional Writing, Creative Writing, Literature, Drama.

Specialization Courses (6-8 CH)

Specialization: Any 2 additional courses are also required beyond the distribution requirement in a chosen specialization.

Professional Writing

ENG 212	Creative Nonfiction	3 CH
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ENG 242	Digital Rhetoric	3 CH
ENG 260	Professional Writing	3 CH
ENG 335	Persuasive Writing	3 CH
COMM 282	Writing for Mass Media	3 CH
<i>Creative Writing</i>		
ENG 212	Creative Nonfiction	3 CH
ENG 282	Poetry Writing	3 CH
ENG 284	Fiction Writing	3 CH
ENG 286	Writing for Stage and Screen	3 CH
<i>Literature</i>		
<i>If choosing the Literature specialization, ENG 347 is required as one of the specialization selections</i>		
ENG 190	Science Fiction and Fantasy	3 CH
ENG 241	Children's Literature	3 CH
ENG 246	Adolescent and Young Adult Literature	3 CH
ENG 312	Topics in the Novel	3 CH
ENG 325	Exploring Literary New England	3 CH
ENG 340	Shakespeare	3 CH
ENG 347	Literary Theory and Criticism	3 CH
ENG 385	Women in Literature	3 CH
ENG ____	English course of student choice	3 CH
<i>Drama</i>		
ENG/THAR 225	Shakespeare: Page to Stage	4 CH
ENG 330	Dramatic Literature	3 CH
ENG 337	Drama into Film	4 CH
ENG 340	Shakespeare	3 CH
ENG 352	Topics in Drama	3 CH
THAR 287	Theatre History I: To the Renaissance	3 CH
THAR 297	Theatre History II: Renaissance to Today	3 CH
		TOTAL: 42-44 CH

English Major with Secondary Education Certification (Grades 7-12)

Those students seeking a certificate in secondary education MUST:

- Complete all requirements of the Secondary Education Certification;
- Complete 24 CH of Foundation Courses required of students pursuing a B.A. in English;
- Complete ENG 242, ENG 260, ENG 246, ENG 340, and at least 3 additional CH of English courses;
- Complete 3 CH of Literacy Coursework, 3 CH of Writing Coursework, and 6 CH of Mathematics Coursework;
- Successfully complete Field and Student Teaching experiences;
- Successfully complete the PRAXIS Exam.

Note: English Majors seeking Secondary Education Certification are not required to choose a specialization; however, if they elect to pursue one or more English specializations, they must take the requisite 9 CH of courses

English

Minor

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- or better in all courses to count toward the minor.

- **Required Minor Courses 6 CH**
- **Literature 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:

Any 3 CH from the following

ENG 210	British Literature to Romanticism	3 CH
ENG 220	British Literature: 1798 to Today	3 CH
ENG 267	World Literature Survey	3 CH
ENG 235	American Literature Survey	3 CH

Elective Courses:

Any 3 other departmental courses not taken to fulfill the previous requirements

ENG _____	ENG Elective 1	3 CH
ENG _____	ENG Elective 2	3 CH
ENG _____	ENG Elective 3	3 CH

TOTAL: 18 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 beyond ENG 101 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- or better in all courses to count toward the English certificate. The English Department offers the following certificates:

English Certificate in Professional Writing

Any 3 of the following:

ENG 212	Creative Nonfiction	3 CH
ENG 242	Digital Rhetoric	3 CH
ENG 260	Professional Writing	3 CH
ENG 270	Advanced Composition & Research	3 CH

COMM 282	Writing for Mass Media	3 CH
ENG 317	Linguistics	3 CH
ENG 335	Persuasive Writing	3 CH
		TOTAL: 9 CH

English Certificate in Creative Writing

Any 3 of the following:

ENG 212	Creative Nonfiction	3 CH
ENG 282	Poetry Writing	3 CH
ENG 284	Fiction Writing	3 CH
ENG 286	Writing for Stage and Screen	3 CH
ENG 317	Linguistics	3 CH
		TOTAL: 9 CH

English Certificate in Literature Studies

Any 3 of the following:

ENG 120	Introduction to Literature	3 CH
ENG 190	Science Fiction and Fantasy	3 CH
ENG 210	British Literature to Romanticism	3 CH
ENG 220	British Literature: 1798 to Today	3 CH
ENG 235	American Literature Survey	3 CH
ENG 241	Children's Literature	3 CH
ENG 246	Adolescent and Young Adult Literature	3 CH
ENG 267	World Literature Survey	3 CH
ENG 290	Literature of World Mythology	3 CH
ENG 312	Topics in the Novel	3 CH
ENG 317	Linguistics	3 CH
ENG 325	Exploring Literary New England	3 CH
ENG 340	Shakespeare	3 CH
ENG 347	Literary Theory and Criticism	3 CH
ENG 385	Women in Literature	3 CH
		TOTAL: 9 CH

English Certificate in Drama Studies

Any 3 of the following:

ENG 225/THAR 225	Shakespeare: Page to Stage	4 CH
ENG 317	Linguistics	3 CH
ENG 330	Dramatic Literature	3 CH
ENG 337	Drama into Film	3 CH
ENG 340	Shakespeare	3 CH
ENG 352	Topics in Drama	3 CH
		TOTAL: 9-10 CH

English Certificate in Children's and Young Adult Literature

Any 3 of the following:

ENG 241	Children's Literature	3 CH
ENG 246	Adolescent and Young Adult Literature	3 CH
ENG 317	Linguistics	3 CH

PSY 255	Lifespan Development	
or		3 CH
PSY 262	Child Development	
		TOTAL: 9 CH

English Certificate in English Studies

Available to non-majors who wish to complement their chosen major by providing a broader rather than a specialized concentration in English.

Students may choose any three English Department electives for a total of 9 credit hours:

ENG _____	ENG Elective 1	3 CH
ENG _____	ENG Elective 2	3 CH
ENG _____	ENG Elective 3	3 CH
		TOTAL: 9 CH

Course Offerings

ENG 101 – College Writing (3.0 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 (3.0 CH) An introduction to fiction, poetry, and drama, to techniques of literary interpretations and analysis, and to literary criticism and research. Offered every fall.

ENG 190 – Science Fiction and Fantasy (3.0 CH) A course introducing students to the genre of science fiction and fantasy. Offered on an irregular basis. (P: ENG 101).

ENG 210 – British Literature to Romanticism (3.0 CH) This course is a survey of major British authors—poets and prose writers—from the Anglo-Saxon (Old English) to the Romantic periods. As such, it provides an extensive and representational sampling of writing from the period ranging from c. 450-1800 C.E. and familiarizes students with the variety literary genres that dominated this time frame. This course ends with 18th-century literature; ENG 220, taught each spring semester, covers 19th- and 20th-century literature. These two survey courses provide the historical framework within which literary works can be understood. (P: ENG 101) Offered every fall.

ENG 212 – Creative Nonfiction (3.0 CH) Creative nonfiction is 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. Offered fall of even-numbered years. (P: ENG 101 or permission of the instructor).

ENG 220 – British Literature 1798 to Present (3.0 CH) This course is a survey of major British authors—poets and prose writers—from the Romanticism to Contemporary periods. As such, it provides an extensive and representational sampling of writing from the period ranging from 1789-2021 C.E. and familiarizes students with the variety literary genres that dominated this time frame. This course also parallels the historical, philosophical, artistic, religious, sociological, and political developments of British culture by exploring the literary recordings of the human spirit from the Romantic Age to the present day, by authors living in the “British” Isles: England, Ireland, Scotland, and Wales. (P: ENG 101) Offered every spring.

ENG 225 – Shakespeare; Page to Stage (4.0 CH) A hybrid course of equal parts analysis, research, and performance intended to simultaneously highlight some of the Bard’s lesser-known (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 requirement. Offered every spring. (P: ENG 101).

ENG 235 – Survey of American Lit (3.0 CH) A survey of the development of American Literature from Colonial times to the present, offering broad coverage of each critical movement throughout American history. Offered every spring. (P: ENG 101).

ENG 241 – Children's Literature (3.0 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 242 – Digital Rhetoric (3.0 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. Offered every fall. (P: ENG 101).

ENG 246 – Adolescent & Young Adult Literature (3.0 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 260 – Professional Writing (3.0 CH) An introduction to professional communication with a focus on rhetoric and communicating effectively and clearly to real audiences and stakeholders. Students will complete projects in a variety of genres that they can expect to encounter as professional communicators, such as job application portfolios, proposals, and collaborative writing. Students will complete an individualized project pertinent to their major and specialization. (P: ENG 101) Offered every fall.

ENG 267 – Survey of World Literature (3.0 CH) A study of literature from various literary traditions around the globe from antiquity to the present. Offered fall of odd-numbered years. (P: ENG 101).

ENG 270 – Advanced Composition & Research (3.0 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. Offered every spring term. (P: ENG 101 and ENG 120).

ENG 282 – Poetry Writing (3.0 CH) A technical course teaching the theoretical and practical aspects of writing poetry. Offered spring of odd-numbered years. (P: ENG 101 or Permission of the instructor)

ENG 284 – Fiction Writing (3.0 CH) A technical course teaching the theoretical and practical aspects of writing fiction. Offered fall of odd numbered years. (P: ENG 101 or Permission of the instructor)

ENG 286 – Writing for Stage and Screen (3.0 CH) A technical course teaching the theoretical and practical aspects of writing dramatic works for performance on the stage and in film and television. Offered spring of odd-numbered years. (P: ENG 101 or permission of the instructor)

ENG 290 – Literature of World Mythology (3.0 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. Offered on an irregular basis. (P: ENG 101).

ENG 312 – Topics in the Novel (3.0 CH) A topics course related to the history of the novel chosen by the instructor. Examples included 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. Offered on an irregular basis. (P: ENG 101 and ENG 120).

ENG 317 – Linguistics (3.0 CH) A study of the language universals, phonology, morphology, semantics, syntax, lexicon, and pragmatics –the typed of linguistics, and the nature and causes of language change. Offered every fall. (P: ENG 101, ENG 125, ENG 235, or permission of the instructor.)

ENG 320 – Contemporary Fiction Africa Asia Latin Amer (3.0 CH) A survey of short stories and novels written in the last half of the twentieth century by major figures such as Chinua Achebe, Yukio Mishima, and Gabriel Garcia Marquez. Read in translation. Every other year. Offered fall term of even calendar years. (WIC) (PIC)

ENG 325 – Exploring Literary New England (3.0 CH) A travel class in which students will investigate literary homes, museums and related sited in the northeastern United States. Sites such as Walden Pond near Concord, Massachusetts; the Mark Twain Home in Hartford, Connecticut; and the Robert Frost homestead in Derry, New Hampshire will be included. Offered on an irregular basis. (P: ENG 235 and permission of the instructor)

ENG 330 – Dramatic Literature (3.0 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 Western tradition. Offered on an irregular basis. (P: ENG 101).

ENG 335 – Persuasive Writing (3.0 CH) 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. Offered on an irregular basis. (P: ENG 101).

ENG 337 – Drama into Film (3.0 CH) A study of world cinema adapted from works of dramatic literature. Offered on an irregular basis. (P: ENG 101 or permission of the instructor)

ENG 340 – Shakespeare (3.0 CH) A study of Shakespeare's life and works that emphasizes his development as a poet and dramatist. Offered every fall. (P: ENG 101)

ENG 347 – Literary Theory & Criticism (3.0 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. Offered every spring. (P: ENG 101, ENG 120, ENG 215, ENG 235, or permission of the instructor).

ENG 352 – Topics in Drama (3.0 CH) A topics course exploring the genre of drama chosen by the instructor such as specific themes, period, or playwrights. May be repeated if a different topic is offered with permission of the Department. Offered on an irregular basis. (P: ENG 101, ENG 120, or permission of the instructor).

ENG 385 – Survey of Literature by Women (3.0 CH) A literature course that surveys a multitude of literary and rhetorical texts written by women from the Middle Ages to the twenty-first century. This course presents a wide and varied breadth of women's writing with a focus on the intersectionality of genre (fiction, nonfiction, poetry, drama), race, ethnicity, and social class. Themes and subjects of continuing importance to women are examined through theoretical frameworks and within historical and socio-political contexts. Offered on an irregular basis (P: ENG 101)

ENG 415 – Special Project (1.0 CH) Variable CH available. A course involving individualized study in an area other than the department's regular offerings. Offered every fall term. Offered every fall. (P: Junior standing and permission of the instructor, department chair, and student's academic advisor)

ENG 425 – Independent Study (1.0 CH) Variable CH available. 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. Offered every semester. (P: junior standing, 3.25 cumulative GPA, permission of the instructor, department chair and student's academic advisor).

ENG 430 – Cooperative Education (1.0 CH) Variable CH available. An internship based course in which students apply skills learned in the discipline. Offered every semester.

ENG 495 – English Senior Capstone (3.0 CH) A special topics course with seminar meeting for discussion and presentation of research. Offered every fall. (P: senior standing and completion of ENG 120, ENG 215, ENG 235, ENG 267, and ENG 270)

Department of Environmental Science

Dr. Anna M. Reinsel '06, Chair; Hope Dropp

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- 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 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 Science

Bachelor of Science

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

Minor

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.

Minor Requirements

<i>Required courses (7 credits):</i>		
ENSC 111	Introduction to Environmental Studies	3 CH
GEOL 150	Earth Systems	4 CH
<i>Elective courses (12 - 14 credits) - Select 4:</i>		
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
GEOL 210	Hydrogeology	3 CH
GEOL 250	Environmental Geology	4 CH
		TOTAL 19-21 CH

Environmental Safety Management

Bachelor of Science Degree

Business Administration Courses (12 Credit Hours)		
ACCT 113	Principles of Accounting I	3 CH
BADM 444	Operations Management	3 CH
or		
BADM 484	Human Resources Management	
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	4 CH
CHEM 140	General Chemistry I	4 CH
CHEM 160	General Chemistry II	4 CH
GEOL 150	Earth Systems	4 CH
PHYS 154	Introductory Physics I (NC)	4 CH
or		
PHYS 174	Introductory Physics I (Calc)	
PHYS 164	Introductory Physics II (NC)	4 CH
or		
PHYS 184	Introductory Physics II (Calc)	
Internship (12 Credit Hours)		
ESM 499	Environmental Safety Management Internship	12 CH
		TOTAL 73 CH

Environmental Safety Management

Minor

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.

Minor Requirements

<u>Required ESM courses: (4 CH)</u>		
ESM 110	Hazard Awareness	1 CH
ESM 111	Introduction to Safety	3 CH
<u>Select 3 ESM elective courses: (9 CH)</u>		
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

Minor electives: (6-7 CH)**Business Administration (3 CH) - Select one:**

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

Environmental Science (3-4 CH) - Select one:

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

TOTAL 19 - 20 CH

Environmental Science

ENSC 111 – Introduction to Environmental Studies (3.0 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 (3.0 CH) Introduction to Environmental Law is a survey course designed to introduce students to the major concepts of environmental law. Because environmental law is grounded in both federal and state statutes, the course will expose students to the major components of statutory law at both levels and will also explore the federal/state relationship using Pennsylvania as a model. Although a basic understanding of the American legal system and administrative law would be of great benefit, it is not a prerequisite for the course. Offered alternate years.

ENSC 225 – Geographical Information Systems (3.0 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 & Air Quality Assessment (4.0 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 (3.0 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 (3.0 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 (1.0 CH) Variable CH available (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 (1.0 CH) Variable CH available (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.

Environmental Safety Management

ESM 110 – Hazard Awareness (1.0 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. This course is offered in the spring. Fee: \$325

ESM 111 – Introduction to Safety (3.0 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. It identifies current trends and stresses the latest thinking in the health, safety and environmental field. While the course provides a foundation for required ESM course, it also addresses topics relevant to the future safety professional. The business activities that have an influence on the success of safety management are discussed. This includes recognized consensus standards that drive quality, environmental management, occupational health and safety management, sustainability and risk management. The course promotes safety beyond compliance since regulations represent minimum requirements. Introduction to Safety is open to majors and non-manors. This course is offered every fall.

ESM 210 – Advanced Hazard Recognition (1.0 CH) The student will complete safety training in one field. Course may be repeated for credit to complete training in a different field. 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. Offered every fall. Fee: \$150

ESM 220 – Emergency Preparedness, Prev & Response (3.0 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. Offered spring of odd numbers years.

ESM 221 – Emerg Preparedness, Prev & Response (3.0 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. Offered every fall.

ESM 231 – Construction Safety (3.0 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. Offered every fall.

ESM 241 – Regulatory Compliance & Safety Mgmt (3.0 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. Offered every spring.

ESM 351 – Hazard Materials & Environmental Safety (3.0 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. Offered every spring.

ESM 361 – Fundamental Concepts of Industrial Hygiene (3.0 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. Offered every fall.

ESM 371 – Essential Topics in Env Safe Mgmt (3.0 CH) This course will cover management systems, employee training and development, incident investigation, ergonomics and leadership. Emerging issues in environmental health and safety will also be a theme of the course. Offered every fall.

ESM 380 – ESM Lab Experience (1.0 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. Offered every spring. (P: Instructor Approval).

ESM 491 – Safety Certification Strategies (1.0 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. Pass/Fail. (P: Senior standing and department approval, ESM 210).

ESM 495 – ESM Special Project (3.0 CH) Variable CH available (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 (12.0 CH) A capstone experience for the student by 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.

Geology

GEOL 150 – Earth Systems (4.0 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 (3.0 CH) 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, thorough investigation of surface and subsurface water

pollution and the forecasting and control of floods. Three hours of lecture a week. Offered alternate years. (P: GEOL 150).

GEOL 250 – Environmental Geology (4.0 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. Offered alternate years. (P: GEOL 150 or permission of instructor).

GEOL 496 – Independent Study (4.0 CH)

Department of Health & Physical Education

Jason Fautas, Director of Athletics

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 they may be repeated for additional credits. It is recommended that Bowling I be taken before Bowling II unless you are an experienced bowler. Courses may be coeducational or offered for men and women separately.

Varsity Athletics

Semester of Competition Play

While students participating in varsity athletics may come together at various times throughout the year (e.g. practice), each has a semester of competition play (Fall or Spring) in which the student can enroll in the HPED course associated with their varsity sport. Each varsity sport HPED course contains a section that is credit-bearing (1CH) and non-credit-bearing (0CH).

Fall Varsity Athletics:

HPED 151	Varsity Cross Country	M
HPED 152	Varsity Cross Country	F
HPED 153	Varsity Football	
HPED 154	Varsity Soccer	M
HPED 155	Varsity Soccer	F
HPED 156	Varsity Tennis	F
HPED 159	Varsity Dance	
HPED 166	Varsity Volleyball	F

Spring Varsity Athletics:

HPED 157	Varsity Tennis	M
HPED 158	Varsity Cheerleading	
HPED 160	Varsity Baseball	M
HPED 161	Varsity Baseball	F
HPED 162	Varsity Basketball	M
HPED 163	Varsity Golf	M
HPED 164	Varsity Golf	F
HPED 165	Varsity Softball	F
HPED 167	Varsity Outdoor Track	M
HPED 168	Varsity Outdoor Track	F
HPED 169	Varsity Wrestling	M
HPED 170	Varsity Indoor Track	M
HPED 171	Varsity Indoor Track	F
HPED 172	Varsity Lacrosse	M

HPED 173	Varsity Lacrosse	F
HPED 174	Varsity Volleyball	M

Coaching Minor

The coaching minor program provides instruction in sports administration and many aspects in the coaching of sports, with a 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 the administration of their sports 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 or ACCT 113	Introduction to Business Principles of Accounting I	3 CH
HPED 198 or HPED 199	Slimnastics Fitness, Life & Wellness	2 CH
PSY 150 or SOC 271	General Psychology Sociology of Sport	3 CH
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

Note: 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

All of the following:

EQIN 150	Intro to Equine Science	3 CH
EQIN 210	Equine Behavior	3 CH
EQIN 220	Equine Nutrition and Feeding	3 CH
EQIN 330	Equine Profiling & Conformation	4 CH
or		
EQIN 340	Equine Health & Lameness	
EQIN 110	Equine Groundwork	3 CH
or		
EQIN 120	Equine Riding	

In addition to 2 semesters (2 CH total) of:

EQIN 100	Thiel Equestrians	1 CH
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TOTAL: 18 CH

Course Offerings

Equine Studies

EQIN 100 – Thiel Equestrians (1.0 CH) An equestrian team that competes in Intercollege Horse Show Association (IHSA) in horsemanship, reining, equitation, and jumping. Offered every fall.

EQIN 110 – Equine Groundwork (3.0 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 \$125.00. Offered fall of every other odd-numbered year.

EQIN 120 – Equine Riding (3.0 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 fall of every other odd-numbered year.

EQIN 150 – Intro to Equine (3.0 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 spring of odd-numbered years.

EQIN 210 – Equine Behavior (3.0 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. Offered fall of every other even-numbered year. (P: EQIN 150)

EQIN 220 – Equine Nutrition & Feeding (3.0 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. Offered fall of every other even-numbered year. (P: EQIN 150)

EQIN 300 – Equine Practicum (1.0 CH) Variable CH available (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. (Special fee \$125) (P: EQIN 150 and permission of instructor)

EQIN 310 – Equine Independent Study (1.0 CH) Variable CH available (1-3 CH). The enhancement of individual research in the equine industry. (Special fee \$125) (P: EQIN 150 and permission of instructor)

EQIN 330 – Equine Profiling & Conformation (4.0 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. Offered spring of every other even-numbered year. (Lab fee \$125) (P: EQIN 150)

EQIN 340 – Equine Health & Lameness (4.0 CH) An in-depth study on equine health and lameness. Some topics include: the musculoskeletal system and physiology, respiratory, cardiovascular, and gastrointestinal systems; common lameness; diseases; emergency strategies; basic first aid, including collection of vitals; and practices that help to avoid problems. Offered spring of every other even-numbered year. (Lab Fee \$125) (P: EQIN 150)

Health and Physical Education

HPED 105 – Intro to Sports Management (3.0 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.

HPED 112 – Bowling I (1.0 CH) This course introduces the fundamentals of bowling: ball selection; approach and delivery techniques; rules; and scoring. Fee charged for use of bowling lanes, \$75. Offered every semester.

HPED 113 – Bowling II (1.0 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, \$75. Offered every semester.

HPED 115 – Archery (1.0 CH) An introduction to the safety procedures, equipment, and shooting technique. Shooting for score at selected distances. Offered every semester.

HPED 122 – Golf (1.0 CH) This course introduces the fundamentals of golf. A local golf course is used for instruction, practice, and play. Lab fee \$50. Offered every spring.

HPED 130 – Physical Fitness (1.0 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 (1.0 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 133 – Aerobics (1.0 CH) An introduction to activities that emphasize cardio respiratory fitness, heart monitoring and testing. Offered every semester.

HPED 151 – Varsity Cross Country (Male) (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Fall.

HPED 152 – Varsity Cross Country (Female) (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Fall.

HPED 153 – Varsity Football (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Fall.

HPED 154 – Varsity Soccer (Male) (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Fall.

HPED 155 – Varsity Soccer (Female) (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Fall.

HPED 156 – Varsity Tennis (Female) (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Fall.

HPED 157 – Varsity Tennis (Male) (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Spring.

HPED 158 – Varsity Cheerleading (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Spring.

HPED 159 – Varsity Dance (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Fall.

HPED 160 – Varsity Baseball (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Spring.

HPED 161 – Varsity Basketball (Female) (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Spring.

HPED 162 – Varsity Basketball (Male) (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Spring.

HPED 163 – Varsity Golf (Male) (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Spring.

HPED 164 – Varsity Golf (Female) (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Spring.

HPED 165 – Varsity Softball (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Spring.

HPED 166 – Varsity Volleyball (Female) (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Fall.

HPED 167 – Outdoor Varsity Track (Male) (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Spring.

HPED 168 – Outdoor Varsity Track (Female) (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Spring.

HPED 169 – Varsity Wrestling (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Spring.

HPED 170 – Indoor Varsity Track (Male) (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury,

students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Spring.

HPED 171 – Indoor Varsity Track (Female) (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Spring.

HPED 172 – Varsity Lacrosse (Male) (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Spring.

HPED 173 – Varsity Lacrosse (Female) (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Spring.

HPED 174 – Varsity Volleyball (Male) (1.0 CH) Enrollment represents participation in varsity-level competition. Students must attend all practices and meetings, and complete the season to receive credit. In the event of injury, students will be assigned auxiliary duties that may include statistical tabulations, assisting during practice, video practice and/or games, along with other duties to assist the class. Offered every Spring.

HPED 197 – Independent Study (4.0 CH) Variable CH available. (P: Permission of chair.)

HPED 198 – Slimnastics (2.0 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, Life & Wellness (2.0 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 Administration (3.0 CH) The course will emphasize 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 (1.0 CH) 1-2 CH sections available. 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

Co-Directors: Dr. Jen Broderick and Dr. Mary O'Donnell

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)

Required:		
HPI 101	Intro to the Health Professions	1 CH
HPI 202	Trends in Healthcare	1 CH
HPI 303	Professional Development	1 CH
PHIL 267	Ethics	3 CH
PHIL 387	Medical Ethics	
REL 200	Contemporary Ethical Issues	
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
TOTAL: 9-10 CH		

Course Offerings

HPI 101 – Intro to Health Professions (1.0 CH) This is the 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.

HPI 202 – Trends in Health Care (1.0 CH) Trends in Health Care 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. Recommended sophomore standing (P: HPI 101)

HPI 303 – Professional Development (1.0 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. (P: HPI 101 and junior standing; \$50 materials fee)

Department of History

Dr. David R. Buck, Chair; Dr. 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 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.

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- or better.

Choose two of the following (6 CH):

HIST 101	United States History Until 1877	3 CH
HIST 102	United States History Since 1877	3 CH
HIST/SEMS 250	World History	3 CH

Must complete the following course (3 CH):

HIST 290	Introduction to Historical Research	3 CH
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Must complete three courses in each of the following areas (27 CH):

United States History at 200 - 400 level	9 CH
European History at 200 - 400 level	9 CH
Non Western 200 - 400 level	9 CH

Choose one of the following (3 CH):

HIST 496	Capstone US History	3 CH
HIST 497	Capstone European History	3 CH
HIST 498	Capstone World History	3 CH

During the junior or senior year, each major must present at an academic conference or complete a history related internship.

TOTAL: 39 CH

History

Minor Requirements

The history minor must complete a minimum of 18 credit hours with a C- or better.

Choose two of the following (6 CH):

HIST 101	United States History Until 1877	3 CH
HIST 102	United States History Since 1877	3 CH
HIST/SEMS 250	World History	3 CH

Must complete four HIST courses at the 200 - 400 level (12 CH):

Note: At least two courses must be at the 300 - 400 level.

HIST _____	United States History at 200 - 400 level	3 CH
HIST _____	European History at 200 - 400 level	3 CH
HIST _____	Non Western 200 - 400 level	3 CH
HIST _____	Additional HIST course 200 - 400 level (any concentration)	3 CH

TOTAL: 18 CH

History Major with Secondary Education Certification (Grades 7-12)

Those students seeking a certificate in secondary education MUST:

- Complete all requirements of the Secondary Education Certification;
- Follow the History B.A. requirements;
- Complete 3 CH of Literacy Coursework, 3 CH of Writing Coursework, and 6 CH of Mathematics Coursework;
- Successfully complete Field and Student Teaching experiences;
- Successfully complete the PRAXIS Exam.

Course Offerings

HIST 101 – United States History to 1877 (3.0 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 (3.0 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 181 – Turning Points in History (3.0 CH) This thematic course analyzes "turning points" in history. Definitions, causes, and consequences of "turning points" will be considered. Historical and geographical scope varies.

HIST 210 – Native American History (3.0 CH) A study of the Native civilizations of the United States from prehistoric to modern times with emphasis on the period since 1600. The study will include an examination of Native American cultures and their historical contributions, the impact upon those cultures of the development and expansion of the United States, and contemporary Native American experiences.

HIST 211 – African-American History to 1877 (3.0 CH) This course introduces students to Black history from the introduction of forced African labor in North America to Reconstruction. The course considers African origins, the middle passage, the growth of free and enslaved communities, and the end of slavery. Particular attention is paid to Black cultural development and contributions to American society.

HIST 212 – African-American History from 1877 (3.0 CH) This course introduces students to Black history from the Redemption Era to the present. The course considers the rise of Jim Crow laws, legalized segregation, the Great Migration, the rise of the Civil Rights movement, and present-day Black society. Particular attention is paid to Black cultural development and contributions to American society.

HIST 230 – The Middle Ages (3.0 CH) Representative coverage of the principal ideas and institutions.

HIST 241 – Women's History (3.0 CH) This course surveys Women's History focusing on various periods. Organizing themes may include family and marriage, religion, nationalism, political activism, feminism, revolution, war and mass culture.

HIST 250 – World History (3.0 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 (3.0 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 – Modern Middle East (3.0 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 285 – Crimes Against Humanity (3.0 CH) This thematic course analyzes cases of genocide, ethnic cleansing, war crimes and other crimes against humanity across history. Definitions, causes, and consequences of extreme violence are considered. Historical and geographical scope varies.

HIST 286 – Revolutions (3.0 CH) This thematic course analyzes cases of revolutions across history. Definitions, causes, and consequences of revolutions will be considered. Historical and geographical scope varies.

HIST 287 – Protest Movements (3.0 CH) This thematic course analyzes cases of protest movements across history. Definitions, causes, and consequences of protest movements will be considered. Historical and geographical scope varies.

HIST 290 – Introduction to Historical Methods (3.0 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 294 – Selected Topics in History (3.0 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.

HIST 296 – Sel Topics in History of Warfare (3.0 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 & Film (3.0 CH) Through a study of film, this course will examine the interpretation of history in 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 focus will vary from offering to offering. This course can be taken up to two times for credit.

HIST 300 – US Colonial History (3.0 CH) The background, establishment and growth of American civilization from the age of exploration to the winning of independence.

HIST 305 – American Revolution and Early Republic (3.0 CH) This course builds foundational knowledge about the origins of the United States and explores the background of the American Revolution, the war itself, and the post-war turmoil of nation building. Traditionally viewed as a political struggle, we will trace discontented colonists through the Revolution and into ongoing debates about the meaning of independence in a new nation. This course reflects recent scholarship about the Revolutionary Era by surveying a wide-ranging geographic and multi-cultural perspective. We will concern ourselves with multiple angles to immerse ourselves in what is perhaps the most important era of American history.

HIST 307 – Emergence of Modern America (3.0 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 (3.0 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 (3.0 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 – French Revolution & Napoleon (3.0 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 (3.0 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 – Twentieth Century Europe 1914-Present (3.0 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 329 or instructor's permission).

HIST 370 – Lat Am Cult, Conquest, Colonization (3.0 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 Amer: Reform and Revolution (3.0 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 391 – Imperialism in the Modern World (3.0 CH) This course examines the history of European imperialism since 1750, including British India, French West Africa, and Belgian Congo. Major themes include the origins and forms of colonial regimes, imperial ideologies, and the consequences of empire for European powers and the people they governed. We will also study anti-colonial movements, decolonization, and post-colonial relations. Sources and works from the perspective of both colonizers and colonized people will be used.

HIST 392 – Special Projects (3.0 CH) Variable CH available (1-3 CH).

HIST 430 – History of Modern Russia (3.0 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 (3.0 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 & Sexuality in 19th Cent Europe (3.0 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 (3.0 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 (3.0 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 (3.0 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 (3.0 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 (1.0 CH) Variable CH available.

HIST 495 – Independent Study (3.0 CH) Variable CH available.

HIST 496 – Research Capstone in US History (3.0 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. Offered every third fall semester in rotation with HIST 497 and HIST 498. (P: HIST 290 or instructor's permission)

HIST 497 – Research Capstone European History (3.0 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. Offered every third fall semester in rotation with HIST 496 and HIST 498. (P: HIST 290 or instructor's permission)

HIST 498 – Research Capstone in World History (3.0 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. Offered every third fall semester in rotation with HIST 496 and HIST 497. (P: HIST 290 or instructor's permission)

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. Interdisciplinary courses can be 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:
 1. Successfully completed a minimum of 124 semester hours;
 2. Met all requirements of the Core or DHI Core;
 3. Successfully completed a capstone course appropriate to the Individualized Major Program;
 4. 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 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.

Program Guidelines

1. Eligibility. 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. Students must have a minimum GPA of 2.5 to be eligible for approval of an individualized minor.
2. Advisor. An eligible student wishing to enroll in an individualized minor should first select a faculty mentor.
3. Application. Forms for the individualized minor are available in the Office of Academic Affairs. The form describing the proposed individualized program should be completed together 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.
4. 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. The transcript title will be reflected on transcript entry as "Individualized: name of minor."

Minor Requirements

Interdisciplinary Ethics Minor

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

There is a growing need for expertise in applied ethics, in both the public and private arena. Many corporations engage in workplace ethics training and therefore prize applicants who can assist in conflict resolution or who can analyze various conflicts of interest. Ethics boards exist in most mid-sized and larger medical institutions. While the quantity of full-time ethics officers is growing, many organizations employ ethics compliance officers who also fulfill other duties. This minor positions our students for such positions.

Required Philosophy Courses:

Both the following courses with a C- or better

PHIL 267	Ethics	3 CH
PHIL 467	Advanced Ethical Theory	3 CH

Required Interdisciplinary Courses:

And four of the following (C- or better), with at least two courses outside the philosophy department (including cross-listed offerings):

PHIL 387	Medical Ethics	3 CH
PHIL 297	Environmental Ethics	3 CH
PHIL 277/BADM 364	Business Ethics	3 CH
CJS 431	Ethical/Philosophical Issues in Criminal Justice	3 CH
COMM 345	Communication Ethics	3 CH
REL 200	Contemporary Ethics	3 CH

TOTAL: 18 CH

Gender Studies Minor

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.

Minor Requirements

The gender studies minor requires six courses (18 CH) that must be completed with a grade of C- or higher. They are:

Required:		
INDS 202	Introduction to Women's and Gender Studies: Gender, Culture and Sexuality	3 CH

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:

CJS 305	Victimology	3 CH
COMM 265	Communication and Gender	3 CH
ENG 385	Survey of Literature by Women	3 CH
HIST 241	Women's History	3 CH
HIST 450	Gender and Sexuality in Modern Europe	3 CH
INDS 432	Special Topics in Gender Studies	3 CH
PHIL 337	Freedom, Justice, and Power	3 CH
POSC 225	Gender and Politics	3 CH
REL 225	Sex, Sexuality, and Religion	3 CH
SEMS 400	7 Deadly Sins and Global Issues	3 CH
SEMS 400	Women's Issues and Global Human Rights	3 CH
SOC 191	Social Problems	3 CH
SOC 211	Anthropology	3 CH
SOC 251	Unequal Opportunities: Minority Experience in America	3 CH
SOC 271	Sociology of Sport	3 CH
SOC 401	Sociology of the Family	3 CH
SOC 421	Gender and Society	3 CH
SOC 431	Disney and Gender	3 CH

Students may petition the Gender Studies Minor Coordinator 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.

TOTAL: 18 CH

Master of Arts in Communication and Leadership

Dr. Jared Hanneman, Associate Dean for Academic Success

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 cocurricular 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.

Program Requirements:

All of the following:

LEAD 510	Effective Organizational Leadership	3 CH
LEAD 515	Leadership Theory & Approaches	3 CH
LEAD 520	Professional Communication	3 CH
LEAD 525	Leading Transformational Change	3 CH
LEAD 530	Strategic Planning & Policy	3 CH
LEAD 533	Data and Finance for Leadership	3 CH
LEAD 535	Applied Leadership Research	3 CH
LEAD 540	Communicating Effectively Across Differences & Creating Inclusivity	3 CH
LEAD 545	Content Creation & Strategy	3 CH
LEAD 550	Crisis Communication for Today's Global Challenges	3 CH
LEAD 555	Communicating Leadership Capstone	3 CH
LEAD 564	Communication & Ethical Leadership	3 CH

TOTAL: 36 CH

Course Offerings

Interdisciplinary Courses

INDS 101 – Intro to Presentational Literacy (3.0 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 and appropriate presentation. A process-based approach to presentations is emphasized in a collaborative workshop setting.

INDS 111 – Introduction to Natural Sciences (4.0 CH) Designed for the non-science major, INDS-111 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. Offered every term. Registration for BOTH lecture and lab is required.

INDS 150 – Extended Studies (3.0 CH)

INDS 155 – Principles of Ethical Leadership (3.0 CH) This interdisciplinary course is an academic study of ethical leadership with numerous experiential applied learnings. It is designed to introduce students to leadership from a broad, global context through various disciplines and as interpreted by various writers, scientists, thinkers, and historians. Students will study, practice and develop their personal style of ethical leadership.

INDS 202 – Women's & Gender Studies: Gend, Cult, & Sexuality (3.0 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 (3.0 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 455 – Cooperative Education (1.0 CH) Variable CH available.

INDS 467 – Washington Semester (8.0 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 – Washington Semester/Seminar I (4.0 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.

INDS 469 – Washington Semester/Seminar II (4.0 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.

INDS 490 – Independent Study (4.0 CH) Variable CH available.

Course Offerings

Seminar Series

SEMS 105 – Foundations for Student Success (3.0 CH) An immersive two-week program that provides students with the tools and resources necessary to successfully jump start their first year at Thiel College. This course introduces students to the wealth of available resources designed to help support their academic, social, and emotional transition to college. Students will engage in college-level work while preparing for some of the challenges typically experienced during the first-year.

SEMS 110 – First-Year Seminar (3.0 CH) This seminar explores an issue or topic taught by faculty and staff in their field of expertise. First-year students will participate in critical discussion of these issues/topics with a small group of peers and seminar leader. This course is designed to help students adapt to the expectations and skills necessary to become engaged members of the Thiel College community.

SEMS 250 – World Cultures (3.0 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 by exploring similarities and differences between cultures. This seminar will be cross-listed with pre-approved courses which are discipline-specific. (P: SEMS 110)

SEMS 400 – Global Issues (3.0 CH) Final seminar in the core seminar series. The topic will be determined by the instructor and the consulting faculty. The purpose of the course is for the class to give an in-depth analysis of an issue of current global importance. Students will be expected to bring their own experience from the previous seminars as well as their expertise from their own major to bear on the issue at hand. (Recommended P: Junior or senior standing and SEMS 110 and SEMS 250)

Course Offerings

M.A. Communication and Leadership

LEAD 510 – Effective Organizational Leadership (3.0 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 & Approaches (3.0 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 leadership ideal practices, contingent on organizational dynamics and needs. Focused on developing an individual perspective on leadership, students will examine leaders and leadership styles across disciplines and contexts by exploring how leadership theory and practice is understood across disciplinary areas. By the completion of this course, students will develop, write, and present a personalized leadership treatise that they would then revise/consider over the course of the program and that is presented in the capstone.

LEAD 520 – Professional Communication (3.0 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 (3.0 CH) The course examines the research 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 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 in the 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 & Policy (3.0 CH) The course will acquaint students with the theoretical underpinnings of strategic planning and help them master the mechanics of strategic planning for their organization.

LEAD 533 – Data and Finance for Leadership (3.0 CH) The course provides foundational financial, statistical, and analytical literacy so 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 (3.0 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 – Comm Effect Across Diff & Creat Inclusiv (3.0 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 & Strategy (3.0 CH) In our ever-changing world, communication plays a central role in our social and professional life and it's likely we will be called upon to use communication theories and concepts to persuade, motivate, lead, and collaborate. The ability to adapt and disseminate information with confidence is as important as the content we wish to convey. In this course, you will engage in team-building and small group discussions as you enhance your knowledge of the breadth of available resources and hone your skills in strategic thinking, public speaking, creative writing, presentation, and multimedia channels. This course culminates with the application of your newfound tools as you develop a digital portfolio of professional work.

LEAD 550 – Crisis Comm for Todays Global Challenges (3.0 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 (3.0 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 integrates the student experience across the program and demonstrates and foregrounds their communication and leadership skills to meet the needs of a diverse range of employers. 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 timely 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.

LEAD 564 – Communication & Ethical Leadership (3.0 CH) Great leadership should entail high ethical standards. A thorough understanding of good and ill, ethical from immoral, is critical because leadership roles magnify your values. This course provides you with the opportunity to develop your ability to discern, promote and justify your vision and the values embedded in that vision. Several moral frameworks: Divine Command Theory, Utilitarianism, Deontology, and Virtue Ethics can assist you in refining your values and the acts that depend on them. These theories enable you to assess both yourself and your organization's values, then act on them. The development and evolution of personal and group missions requires continual assessment of this sort. These theories then enable you to resolve dilemmas and renew commitments to promoting the greater good. Developing the ethics of leadership will focus and deepen your leadership style. This class will thus improve your communication skills, within the context of ethical debate.

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- or better) two semesters of a foreign language at the introductory level;
- Complete (C- 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.

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.

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 are recommended to 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 interview with Admissions and ESOL Program representatives to determine English language competency.

Students who exhibit a need for supplemental English language instruction must complete with a grade of C- 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.

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.

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.

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	3 CH
SPAN 224	Intermediate Spanish II	3 CH

SPAN 305	Applied Spanish Phonetics	3 CH
SPAN 310	Spain: Culture and Civilization	3 CH
SPAN 315	Advanced Intermediate I	3 CH
SPAN 325	Advanced Intermediate II	3 CH
		TOTAL: 18 CH

Course Offerings

German

GER 150 – Intro to German Communication I (3.0 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. Taught in German. Offered every fall.

GER 151 – Intro to German Communication II (3.0 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. Taught in German. (P: GER 150 or equivalent) Offered every spring.

GER 219 – Intermediate German I (3.0 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. Taught in German. (P: GER 151 or equivalent) Offered as needed.

GER 229 – Intermediate German II (3.0 CH) This course is a continuation of GER 219. Emphasis is on the continuing study of authentic and representative literary and cultural texts. Taught in German. (P: GER 219 or equivalent) Offered as needed.

GER 499 – Independent Study (3.0 CH) Variable CH available (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 123 – Medical Spanish (3.0 CH) A beginning-level Spanish course designed for students who are pursuing a career in a medical field. Emphasis is on developing a strong foundation in speaking, listening, reading, and writing all within the context of effective interaction and communication with Spanish-speaking patients and their families. Students will learn basic Spanish grammar and vocabulary applicable to a broad range of medical situations, to ask and respond to basic medical questions as well as appropriate protocols and cultural norms that may apply when treating people from a variety of Spanish-speaking countries. No prior knowledge of the Spanish language is necessary.

SPAN 150 – Intro to Spanish Communication I (3.0 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. Taught in Spanish. Offered every fall.

SPAN 151 – Intro to Spanish Communication II (3.0 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. Taught in Spanish. (P: SPAN 150 or equivalent) Offered every spring.

SPAN 214 – Intermediate Spanish I (3.0 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. Taught in Spanish. (P: SPAN 151 or equivalent) Offered every fall.

SPAN 224 – Intermediate Spanish II (3.0 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. Taught in Spanish. (P: SPAN 214 or equivalent) Offered every spring.

SPAN 305 – App Spanish Phonetics & Pronunciation (3.0 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. Taught in Spanish. (P: SPAN 224 or equivalent) Offered every spring.

SPAN 310 – Spain: Culture & Civilization (3.0 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. Taught in either English or Spanish. (P: SPAN 224 or equivalent) Offered every fall.

SPAN 315 – Advanced Int Grammar & Culture I (3.0 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. Taught in Spanish. (P: SPAN 224 or equivalent) Offered every fall.

SPAN 325 – Advanced Int Grammar & Culture II (3.0 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. Taught in Spanish. (P: SPAN 315 or equivalent) Offered every spring.

SPAN 455 – Cooperative Education (12.0 CH) Variable CH available (1-12 CH). Offered as needed.

SPAN 490 – Independent Study (1.0 CH) Variable CH available (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.

SPAN 523 – Medical Spanish (2.0 CH) An introductory Spanish course designed for students who plan to work in any area of health care. Emphasis is on developing a strong foundation in the four skills of speaking, listening, reading, and writing all within the context of effective interaction and communication with Spanish-speaking patients and their families. Students will learn basic Spanish grammar, practical vocabulary, and idiomatic expressions applicable to a broad range of medical situations as well as cultural patterns and issues specific to Hispanic patients in the United States. No prior knowledge of the Spanish language is necessary.

English for Speakers of Other Languages

ESOL 100 – ESOL Reading I (3.0 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- must retake the course, but may enroll in ESOL 101 before doing so. Offered every fall.

ESOL 101 – ESOL Reading II (3.0 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- to successfully complete the course. Students who enter Thiel in the spring may be required to take ESOL 100 as well. Offered every spring.

ESOL 103 – ESOL Speaking and Listening I (3.0 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- must retake the course but may enroll in ESOL 104 before doing so. Offered every fall.

ESOL 104 – ESOL Speaking and Listening II (3.0 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 a college level. Learning vocabulary, practicing conversations, listening to lectures, taking notes, discussing course material, reading aloud, making oral presentations and working individually with the instructor are essential elements to the course. Students must earn a minimum grade of C- to successfully complete the course. Students who enter Thiel in the spring may be requirement to take ESOL 103 as well. Offered every spring.

ESOL 106 – ESOL Writing I (3.0 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- must retake the course but may enroll in ESOL 107 before doing so. Offered every fall.

ESOL 107 – ESOL Writing II (3.0 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- to successfully complete the course. Students who enter Thiel in the spring may be required to also take ESOL 106. Offered every spring.

Department of Mathematics & Computer Science

Dr. Jeonghun Kim, Chair

Barbara Carothers; Cynthia Dayton, Thomas Dulaney; Salim Rezvani Gilkolaei; Dr. Russell Richins; Dr. Jie Wu

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- or higher.

Both of the following courses:

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	Professional Writing	3 CH

All of the following courses:

BADM 344	Finance	3 CH
BADM 112	Spreadsheet Applications	1 CH
BADM 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
		TOTAL: 58 CH

Computer Science

Bachelor of Arts Degree

Computer science is the study of problem solving. 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 computation 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- or higher.

To satisfy the prerequisite for a course the student must earn a C- 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.

All of the following courses:		
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
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
Choose one of the following two courses:		
CSCI 347	Theory of Computation	3 CH
CSCI 369	Design and Analysis of Algorithms	3 CH
		TOTAL: 47-48 CH

Computer Science

Minor Requirements

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

All of the following courses:		
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
		TOTAL: 24-26 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 organize 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- or higher.

All of the following courses:		
CSCI 120	Introduction 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	Introduction to Programming	4 CH
CSCI 169	Data Structures	4 CH
CSCI 319	Database Management	4 CH
BADM 113	Data Management Applications	1 CH
MATH 350	Data Analysis in R	4 CH
CSCI 422	Data Mining	4 CH
		TOTAL: 48 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.

Data Analytics

Minor Requirements

In order to minor in data analytics, a student must successfully complete the following courses. All courses that are applied to the minor must be completed with a grade of C- or higher.

All of the following courses:		
CSCI 120	Introduction to Data Analytics	3 CH
MATH 211	Elementary Statistics	4 CH
BADM 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
		TOTAL: 20 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 majoring 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 need to choose a concentration area within Information Systems program.

Major Requirements

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

All of the following courses:

IS 120	A+	3 CH
IS 260	Networking +	3 CH
CIS 129	Fundamentals of Information Systems	3 CH
BADM 384	Business Communication	3 CH
CSCI 159	Introduction to Programming	4 CH
BADM 111	Word Processing Applications	1 CH
BADM 112	Spreadsheet Applications	1 CH
BADM 113	Data Management Applications	1 CH
CSCI 319	Database Management	4 CH

In addition, complete the course 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	Professional Web Portfolio	3 CH
IS 140	Graphics Applications	3 CH

BADM 324	Advertising	3 CH
CSCI 351	Information System Security and Forensics	3 CH
Software and Networking		
CSCI 120	Introduction to Data Analytics	3 CH
CSCI 149	Programming in Python	4 CH
CSCI 169	Data Structures	4 CH
CSCI 351	Information System Security and Forensics	3 CH
CSCI 439	Data Communication & Networks	3 CH
CIS 469	System Analysis	3 CH
		TOTAL: 42-44 CH

Information Systems

Associate of Science

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 total credit hours with at least a 2.0 cumulative GPA.
3. Complete the following courses with a grade of C- or better:

All of the following courses:		
IS 120	A+	3 CH
IS 260	Networking+	3 CH
BADM 384	Business Communication	3 CH
BADM 111	Word Processing Applications	1 CH
BADM 112	Spreadsheet Applications	1 CH
BADM 113	Data Management Applications	1 CH
CSCI 159	Introduction to Programming	4 CH
CSCI 319	Database Management	4 CH
		TOTAL: 20 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 various occupations in academics, government, and industry available to mathematicians.

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 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.

All of the following 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
PHYS 174 or PHYS 184	Introduction to Physics I (Calc) or Introduction to Physics II (Calc)	4 CH
CSCI 159 or CSCI 189	Introduction to Programming or Java Programming	4 CH
MATH _____	Additional 3-4 CH MATH course numbered 220 or higher (<i>excludes MATH 341 and MATH 342</i>)	3-4 CH
MATH 482	Capstone Seminar <i>Note: The capstone project can take the form of a supervised research experience (such as REU), an approved internship, or student teaching (for Education majors). Note: Research projects should be presented at an appropriate venue, such as a Thiel Forum, Thiel Research Symposium, or professional conference.</i>	3 CH

Additionally, complete one of the following sequences:

Sequence 1

MATH 311 and MATH 331	Non-Euclidean Geometry and Abstract Algebra	3 CH 3 CH
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Sequence 2

MATH 451 and MATH 461	Probability and Statistics	4 CH 4 CH
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Sequence 3

MATH 432 and MATH 433	Numerical Methods and Mathematical Modeling	4 CH 3 CH
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TOTAL: 44-47 CH

Recommended courses for students planning on attending graduate school in mathematics:

PHYS 184	Introduction to Physics II (Calc)	4 CH
MATH 331	Abstract Algebra	3 CH
MATH 432	Numerical Methods	4 CH
MATH 433	Mathematical Modeling	3 CH

Mathematics Major with Secondary Education Certification (Grades 7-12)

Those students seeking a certificate in secondary education MUST:

- Complete all requirements of the Secondary Education Certification;
- Follow the Mathematics B.A. requirements
- Choose Sequence 1 in the Mathematics major, which includes MATH 311 (Non-Euclidean Geometry) and MATH 331 (Abstract Algebra)
- Complete MATH 211 (Elementary Statistics) **AND** MATH 221 (Discrete Mathematical Structures) to fulfill PDE requirements.
- Complete 3 CH of Literacy Coursework, 3 CH of Writing Coursework, and 6 CH of Mathematics Coursework
- Successfully complete Field and Student Teaching experiences
- Successfully complete the PRAXIS Exam

Mathematics

Minor Requirements

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

Required courses:		
MATH 181	Calculus I	4 CH
MATH 182	Calculus II	4 CH
MATH 291	Linear Algebra	4 CH
Elective courses:		
Complete three additional 3-4 CH mathematics courses numbered 220 or above. (excludes MATH 482, MATH 341 and MATH 342)		
MATH _____	Math Elective	3-4 CH
MATH _____	Math Elective	3-4 CH
MATH _____	Math Elective	3-4 CH
TOTAL: 21-24 CH		

Course Offerings

Note regarding course sequencing: It is the policy of the Mathematics and Computer Science department to refuse to allow students to enroll in courses that are prerequisite to a course that the student has already completed successfully.

Computer Information Systems

CIS 129 – Fundamentals of Information Systems (3.0 CH) This course introduces 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 term.

CIS 201 – E-Commerce (3.0 CH) This course introduces the student to concepts in electronic commerce. The course covers all major ecommerce 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 term.

CIS 241 – Project Management (3.0 CH) This course introduces the student to concepts in information technology project management. This 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. Offered in the spring term of odd-numbered years. (P: CSCI 109 or CIS 129).

CIS 469 – Systems Analysis (3.0 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. Offered in the spring of every even-numbered year. (P: CSCI 319).

Computer Science

CSCI 109 – Principles of Computer Science (3.0 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. Offered every fall. (P: MATH 107 or satisfactory placement score).

CSCI 120 – Intro to Data Analytics (3.0 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 & Development (3.0 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. Offered every fall term. (P: MATH 107 or satisfactory placement scores).

CSCI 149 – Programming in Python (4.0 CH) This is an introductory course in the Python language, a high level computer programming language that has been used at groups like YouTube, Industrial Light and Magic, NASA, and many others, and is one of the three "official" languages at Google. Python is used for scientific applications,

game development, desktop applications, graphics, web applications, and other purposes. Its English-like syntax and use of indentation results in very readable code, and it has a large number of standard and third-party libraries that make creating programs for a wide variety of tasks intuitive and often simple. This course will introduce and explore a number of key features of Python, including its syntax, useful modules in the standard library, desktop GUI programming, basic database access, and how to make good use of Python learning resources, including the excellent online Python community. The course assumes no prior programming experience, though it is helpful. (P: MATH 107 or equivalent).

CSCI 159 – Introduction to Programming (4.0 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. Offered every spring term. (P: MATH 107 or satisfactory placement scores).

CSCI 169 – Data Structures (4.0 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. Offered every fall. (P: CSCI 159).

CSCI 179 – Programming in Visual Basic (4.0 CH) This course introduces 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. Offered fall of odd-numbered years. (P: MATH 107 or satisfactory placement scores).

CSCI 269 – Theory of Programming Languages (4.0 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. Offered in the spring of odd-numbered years. (P: CSCI 169 and CSCI 109).

CSCI 319 – Database Management (4.0 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. Offered in the fall of odd-numbered year. (P: CSCI 169, CSCI 179 or CSCI 189 and one of CSCI 113 or CSCI 129).

CSCI 331 – Web Programming (4.0 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 web via XML. Offered spring of even-numbered years. (P: CSCI 139, CSCI 319).

CSCI 347 – Theory of Computation (3.0 CH) A study of the theory of computation; including algorithms, Turing machines, foundational languages, computable functions, Church's thesis, and some unsolvable problems. Offered in the spring of even-numbered years. (P: MATH 221 and one of CSCI 109 or CSCI 129 and one of CSCI 159, CSCI 179, or CSCI 189).

CSCI 351 – Info Systems Security & Forensics (3.0 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. Offered spring of even-numbered years. (P: One of CSCI 109 or CIS 129 and one of CSCI 159, CSCI 179, or CSCI 189).

CSCI 369 – Design & Analysis of Algorithms (3.0 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. Offered in the spring of every odd-numbered year. (P: MATH 221, CSCI 169, and CSCI 109).

CSCI 419 – Computer Organization w/Assembler (4.0 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 which will manipulate these aspects of the computer. Offered in the fall of even-numbered years. (P: MATH 221 and one of CSCI 169, CSCI 179 or CSCI 189 and CSCI 109 or CIS 129).

CSCI 422 – Data Mining (4.0 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. Offered spring of even-numbered years. (P: MATH 291, MATH 350, CSCI 169)

CSCI 427 – Operating Systems (3.0 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. Offered in the spring of odd-numbered years. (P: One of CSCI 169, CSCI 179, or CSCI 189 and one of CSCI 109 or CSCI 129). (WIC)

CSCI 431 – Professional Web Portfolio (3.0 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 showcases 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. Offered in the spring of odd-numbered years. (P: CSCI 331 and CIS 201).

CSCI 439 – Data Communications & Network (3.0 CH) An introduction to data communications principles, network design, and network management. Topics include data communication concepts, terminology, and standards; network topologies and protocols with an emphasis on the ISO/OSI layered model; error correction and detection techniques; security issues and compression. Specific networks are studied as illustrations of these concepts. Offered in the fall of odd-numbered years. (P: One of CSCI 169, CSCI 179, or CSCI 189 and one of CSCI 109, CIS 129, or CSCI 139).

CSCI 498 – Cooperative Education (1.0 CH) Variable CH available. 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 (1.0 CH) Variable CH available. 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 chairperson.

Information Systems

IS 120 – A+ Certification (3.0 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 personal computer from scratch. Offered fall of even years.

IS 140 – Graphic Applications (3.0 CH) This course will introduce 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 + (3.0 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 devices. Offered in spring of odd-numbered years.

Mathematics

MATH 107 – College Algebra (3.0 CH) An algebra course at the intermediate level. Topics include fractional equations, graphing, exponents and radicals, quadratic equations, and an introduction to logarithmic and exponential functions. Offered every term. (P: MATH 011 or satisfactory placement score).

MATH 125 – Quantitative Reasoning (3.0 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 term.

MATH 142 – Precalculus (3.0 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 and logarithmic, trigonometric functions. Not open to students who have earned a grade of C or better in a college calculus course. Offered every semester. (P: MATH 107 or satisfactory placement score).

MATH 181 – Calculus I (4.0 CH) Brief review of algebra and trigonometry, limits, continuity of algebraic and trigonometric functions, the derivative and its applications and integration of algebraic and trigonometric functions. Offered every fall. (P: MATH 142 or satisfactory placement score).

MATH 182 – Calculus II (4.0 CH) Applications of integration, techniques of integration, improper integrals, L'Hospital's rule, polar coordinates, infinite series, Taylor series. Offered every spring. (P: MATH 181).

MATH 211 – Elementary Statistics (4.0 CH) Descriptive statistics including tables, graphs, measures of centrality and dispersion, percentiles, and scores. Elementary probability including discrete and continuous random variables and the binomial and normal distributions. Inferential statistics including point and interval estimation, parametric tests of hypotheses, simple linear regression and correlation, and some non-parametric tests such as chi-square and sign tests. Lab work with a statistical computer program. Offered every semester. (P: MATH 107 or MATH 125, or satisfactory placement score).

MATH 221 – Discrete Mathematical Structures (3.0 CH) Algebra of sets, relations, functions, algorithms, graphs, trees, posits, lattices, and Boolean algebras. Emphasis on applications to computer science. Offered every fall. (P: MATH 142 or satisfactory placement score).

MATH 281 – Calculus III (4.0 CH) Multivariable calculus. Vector algebra, vector geometry, vector functions, calculus on curves, partial differentiation and applications, directional derivatives, multiple integration, derivatives of vector fields, line integrals, surface integrals. Offered every fall. (P: MATH 182).

MATH 291 – Linear Algebra (4.0 CH) Vector spaces in the geometric and abstract settings; linear transformations and matrices; determinants; eigenvalues and eigenvectors; systems of linear equations, complex numbers, linear programming and other applications. Offered every spring. (P: MATH 182).

MATH 302 – Differential Equations (4.0 CH) First order equations; linear equations with constant coefficients; systems of linear first order equations with constant coefficients; laplace transforms; power series solutions; modeling; use of a word processing equation writer. Offered every spring. (P: MATH 281).

MATH 311 – Non/Euclidean Geometry (3.0 CH) Re-examination of the Euclidean axioms; Hilbert's axioms; fundamentals of projective geometry; brief introductions to several other non-Euclidean geometries. Offered in the fall of each odd-numbered year. (P: MATH 182).

MATH 331 – Abstract Algebra (3.0 CH) Basic properties of the integers, groups, rings, fields, polynomials. Offered in the fall of even-numbered years. (P: MATH 291).

MATH 341 – Interest/Life Annuities (4.0 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. Offered fall of odd-numbered years. (P: MATH 181).

MATH 342 – Derivative Markets (3.0 CH) This course introduces financial derivatives and derivative 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. Offered spring of even-numbered years. (P: MATH 341).

MATH 350 – Data Analysis in R (4.0 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. Offered fall of odd-numbered years. (P: CSCI 159 or CSCI 149).

MATH 371 – Real Analysis (4.0 CH) A course in the analysis of the real number system. Sequences, continuity, differentiability, integration, infinite series, Euclidean spaces, vector analysis. Offered every spring. (P: MATH 281 and MATH 291).

MATH 432 – Numerical Methods (4.0 CH) This course introduces the 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. Offered fall of odd-numbered years. (P: MATH 182, MATH 291).

MATH 433 – Mathematical Modeling (3.0 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. Offered spring of even-numbered years. (P: MATH 182).

MATH 451 – Probability (4.0 CH) Probability; the discrete case; probability distributions; mathematical expectation; discrete random variables; probability densities; continuous random variables; functions of random variables. Offered fall of even-numbered years. (P: MATH 281 and MATH 291).

MATH 461 – Statistics (4.0 CH) Sampling distributions; point estimation; interval estimation; tests of hypothesis: theory; tests of hypothesis: applications; regression and correlation. Offered spring of odd-numbered years. (P: MATH 451).

MATH 482 – Capstone Seminar (3.0 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 directors 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. Offered fall semester as needed. (P: MATH 291).

MATH 498 – Cooperative Education (1.0 CH) Variable CH available. 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 term course load spanning more than one term or one that requires a full-time commitment for a single term. 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 (1.0 CH) Variable CH available. 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 chairperson.

Department of Media, Communication and Public Relations

Matthew R. Humphrey, M.F.A., M.S., Chair; Andrew Baker, M.A.; Lana V. Kulik, Ph.D.

The Department of Media, Communication and Public Relations offers three majors: media and journalism; public relations, advertising, and integrated marketing communication; 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

At minimum, students must maintain a cumulative GPA of 2.0 in the major.

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
BADM 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: WXTC	1 CH
COMM 455	Media Law and Regulation	3 CH
COMM 470	Senior Seminar	3 CH
COMM 480	Communication Internship	3 CH
BADM 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

Media and Journalism

Minor Requirements

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

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

Film Studies

The film studies minor gives students an interdisciplinary view of the film industry by looking at the history of film, the basics of filmmaking, and how films help define our society. Students take three required 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

Students must maintain a minimum cumulative GPA of 2.0 in the minor.

I. Required Courses		
COMM 150	Introduction to Film	3 CH
COMM 303	Field Production & Editing	3 CH
COMM 335	Film in American Culture	3 CH

II. Breadth in the Discipline

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 reviewed for approval by the Department of Media, Communication and Public Relations.

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	Writing for Stage and Screen	3 CH
ENG 495	Special Topics: Scriptwriting	3 CH
IS 140	Graphic Arts	3 CH

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

Students must maintain a minimum cumulative GPA of 2.0 in courses in the major.

Management Track

All of the following courses:

COMM 155	Introduction to Integrated Marketing Comm.	3 CH
COMM 225	Interpersonal Communication	3 CH
<i>or</i>		
COMM 321	Organizational Communication	
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
BADM 111	Word Processing Applications	1 CH
BADM 112	Spreadsheet Applications	1 CH
BADM 122	Advanced Spreadsheet Apps	1 CH
ACCT 113	Principles of Accounting	3 CH
BADM 210	Principles of Marketing	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
ECON 221	Microeconomics	3 CH

TOTAL 54 CH

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

Additional Recommended coursework:

IS 140	Graphic Applications	3 CH
COMM 181	Public Speaking	3 CH
COMM 300	Persuasion	3 CH
COMM 331	Intercultural Communication	3 CH
COMM 455	Media Law & Regulation	3 CH

Media Track

All of the following courses:

COMM 155	Introduction to Integrated Marketing Comm.	3 CH
COMM 225	Interpersonal Communication	3 CH
or		
COMM 321	Organizational Communication	
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
BADM 111	Word Processing Applications	1 CH
BADM 112	Spreadsheet Applications	1 CH
BADM 122	Advanced Spreadsheet Apps	1 CH
BADM 100	Introduction to Business	3 CH
CSCI 139	Web Design & Development	3 CH
BADM 210	Principles of Marketing	3 CH
BADM 324	Advertising	3 CH
BADM 374	Principles of Management	3 CH
BADM 384	Business Communication	3 CH
BADM 456	International Marketing	3 CH
ECON 221	Microeconomics	3 CH

TOTAL 54 CH

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

Additional Recommended coursework:

IS 140	Graphic Applications	3 CH
COMM 181	Public Speaking	3 CH
COMM 300	Persuasion	3 CH
COMM 331	Intercultural Communication	3 CH
COMM 455	Media Law & Regulation	3 CH

Public Relations, Advertising and Integrated Marketing Communication

Minor Requirements

Students must maintain a minimum cumulative GPA of 2.0 in courses in the minor.

All of the following courses:

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 Applications	3 CH
BADM 324	Advertising	3 CH

TOTAL: 18 CH

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

Students must maintain a minimum cumulative GPA of 2.0 in the major.

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	3 CH
COMM 220	Introduction to Digital and Print Journalism	
COMM 235	Announcing	
COMM 440	Communication Theory	

TOTAL: 42 CH

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

Communication Studies

Minor Requirements

Students must maintain a minimum cumulative GPA of 2.0 in the minor.

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

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

Course Offerings

COMM 150 – Introduction to Film (3.0 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 1900's and continuing through the films of the 2000's, 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 – Intro to Integrated Marketing (3.0 CH) An introduction to the historical, theoretical and practical implications of integrated marketing communications for organizations 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 (3.0 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 181 – Public Speaking (3.0 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 On-Line & Print Journal (3.0 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 (3.0 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 an understanding of how and why popular music promotes or reflects change. Offered irregularly.

COMM 225 – Interpersonal Communication (3.0 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 (3.0 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 (3.0 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 265 – Communication & Gender (3.0 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 (3.0 CH) Topics not covered in regularly-scheduled courses that are within faculty members' areas of expertise.

COMM 280 – Survey of Mediated Communication (3.0 CH) A survey of mass media and social media to introduce students 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 (3.0 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 (3.0 CH) An introduction to basic writing skills, techniques and formats for various media, especially radio, TV and online video, including news, features, commentaries, commercials and public service announcements. Offered every spring. (P: ENG 101).

COMM 300 – Persuasion (3.0 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 & Production (3.0 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 (3.0 CH) Introduction to studio TV production. Includes producing, directing and operating all studio equipment. Offered every spring. (P: COMM 282, COMM 301).

COMM 303 – TV Field Production & Editing (3.0 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. Offered every fall. (P: COMM 282, COMM 302).

COMM 304 – Online, TV, Radio Newswriting (3.0 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 (3.0 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 – Online & Print Feature & Opinion Writing (3.0 CH) A course in reporting, writing and editing features and opinion articles for online news, newspapers and magazines and their websites and social media. (P: COMM 220).

COMM 321 – Organizational Communication (3.0 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 (3.0 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 (3.0 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 (3.0 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 (3.0 CH) Basic concepts of public relations, including theory, history, organization, ethics and writing skills. Offered every fall.

COMM 350 – Print Media Production (3.0 CH) Develop skills for desktop publishing, layout and design. Offered irregularly. (P: COMM 220).

COMM 355 – Cooperative Education (3.0 CH) Variable CH available. 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: The Thielensian (1.0 CH) Writing, editing, and design/graphics work (may also include photography and/or advertising sales) on the College's student newspaper under the supervision of the student Editor-in-Chief and the faculty advisor. Two hours per week. Students may not simultaneously enroll in COMM 360, COMM 365, and COMM 371. Offered every semester. (P: COMM 280, COMM 220 and COMM 315; or COMM 280, COMM 282 and COMM 304 or COMM 305)

COMM 365 – Co-Curricular Practicum: TCTV (1.0 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. Students may not simultaneously enroll in COMM 360, COMM 365, and COMM 371. Offered every semester. (P: COMM 280, and COMM 220 and COMM 315 or COMM 282 and COMM 304 or COMM 305)

COMM 371 – Co-Curricular Practicum: WXTC (1.0 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 the supervision of the station's student general manager and faculty advisor. Two hours per week. Students may not simultaneously enroll in COMM 360, COMM 365, and COMM 371. Offered every semester. (P: COMM 280, 220, 315; or COMM 280, 282; 304 or 305.)

COMM 405 – Advanced Public Relations (3.0 CH) Public relations writing and case studies will be emphasized. Offered every spring. (P: COMM 115 and COMM 340).

COMM 415 – Advanced Film Production (3.0 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. Offered irregularly. (P: COMM 282, COMM 303, junior or senior standing, and permission from the instructor).

COMM 440 – Communication Theory (3.0 CH) A survey of many theoretical perspectives and approaches to the study of speech and human communication and related areas. Offered irregularly. (P: COMM 171, COMM 175, COMM 225, COMM 250, COMM 265, COMM 321, COMM 331 or with instructor permission).

COMM 445 – Mediated Communication Theory (3.0 CH) A survey and study of various theories of the processes and effects of mediated communication. Offered irregularly. (P: Junior or Senior standing)

COMM 455 – Media Law & Regulation (3.0 CH) A comprehensive study of the legal and regulatory environment in which mass media operates 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 (3.0 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. Offered every fall. (Must have senior standing).

COMM 480 – Communication Internship (1.0 CH) Variable CH available. Opportunity to work full- or part-time in a communication- related workplace. Offered every semester. (Must have Junior or Senior standing, and appropriate academic standing. Prior arrangement and written approval from the Department of Communication chair and the Thiel College internship coordinator).

COMM 485 – Study Abroad: Selected Topics Comm (3.0 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 (1.0 CH) Variable CH available (1-4 CH). (Must have Senior standing and prior written approval from the supervising instructor and Department of Communication chair.)

COMM 495 – Research Methods (3.0 CH) An introduction to the principles, procedures and tools of qualitative and quantitative social science research methods to gather data, test hypotheses and answer research questions stemming from mediated and interpersonal communication. Offered irregularly. (P: Senior standing and permission of instructor).

Department of Music and Theatre

Dr. Scott DiTullio, Director of Bands; J.K. Rogers, Director of Theatre; Brianne 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.

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 (C- or higher) of the following courses for a total of 23 credit hours:

MUS 115	Introduction 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
MUS _____	Applied Music—private lessons instrumental or voice lessons	4 CH
MUS _____	Ensemble—choir, band	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 (C- or higher) of the following courses:

<i>All of the following:</i>		
THAR 110	Theatre Appreciation	3 CH
THAR 287	Theatre History I: To the Renaissance	3 CH
or		
THAR 297	Theatre History II: Renaissance to Today	
THAR 217	Introduction to Technical Theatre	3 CH
THAR 257	Introductory Acting	4 CH
THAR 477	Advanced Practicum	4 CH
<i>In addition, at least two of the following:</i>		
THAR 287	Theatre History I: To the Renaissance	3 CH
or		
THAR 297	Theatre History II: Renaissance to Today	
THAR 347	Advanced Acting & Directing	4 CH
THAR 417	Theatre Seminar	3 CH
ENG 286	Writing for Stage and Screen	3 CH
ENG 340	Shakespeare	3 CH
ENG 352	Topics in Drama	3 CH
		TOTAL 23-24 CH

Course Offerings

Music

MUS 100 – Music Appreciation (3.0 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.

MUS 115 – Introduction to Music; Mus Theory I (3.0 CH) An introductory course in music and its notation through analysis of rhythmic, melodic, and harmonic elements of music. Study of scales, intervals, and triads. Offered every fall. (P: basic background in music reading).

MUS 154 – Music Theory II (3.0 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. Offered every spring. (P: MUS 115 or strong music background with consent of instructor).

MUS 244 – Private Voice I (1.0 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. Offered every semester. Special fee. May be repeated for additional credit. (P: Permission of the instructor).

MUS 250 – World Music (3.0 CH) This 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 (1.0 CH) A study of piano technique beginning at the student's current level. Practical application of techniques to piano literature. Offered every semester. Special fee. May be repeated for additional credit. (P: Permission of the instructor).

MUS 284 – Private String Instruments (1.0 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. Special fee. May be repeated for additional credit.

MUS 294 – Private Organ I (1.0 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. Special fee. May be repeated for additional credit. (P: Permission of the instructor).

MUS 304 – Private Voice II (1.0 CH) A continuation of Mus 244 in a second year of study. Offered every semester. Special fee. (P: two semesters of MUS 244)

MUS 314 – Private Brass (1.0 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. Special fee. May be repeated for additional credit. (P: Permission of the instructor).

MUS 324 – Private Guitar (1.0 CH) A study of guitar technique beginning at the student's current level. Practical application of techniques to appropriate guitar literature. Special fee. May be repeated for additional credit. Students must have their own guitars.

MUS 334 – Private Woodwinds (1.0 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. Special fee. May be repeated for additional credit. Students must have their own instruments.

MUS 344 – Private Percussion (1.0 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. Special fee charged.

MUS 364 – Choral Conducting (2.0 CH) Choral Conducting prepares the student to rehearse and train 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 program. Offered spring of odd-numbered years. (P: MUS 115 or consent of the instructor).

MUS 464 – Handbell Choir (1.0 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. May be repeated for additional credit.

MUS 466 – Thiel Choir (1.0 CH) The Thiel Choir is open to everyone! Come sing diverse repertoire in concerts presented on campus, locally, and internationally. Students meet for twice-weekly rehearsals, identified by vocal range-specific sections once weekly as well as once weekly full choir rehearsals, and culminate in a few performances every semester. May be repeated for additional credit.

MUS 467 – Marching Band (1.0 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 (1.0 CH) Instrumental group of 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 the instructor. Offered every spring.

MUS 469 – Chamber Singers (1.0 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 (1.0 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 Records Office to make arrangements. Offered every semester. May be repeated for additional credit.

Theatre

THAR 101 – Theatre Practicum (3.0 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).

THAR 110 – Theatre Appreciation (3.0 CH) Theatre Appreciation is designed as a gateway course to introduce the student to a deeper understanding and appreciation of theater as an art form. Students will be exposed to landmark theorists, performances, and texts in multiple aspects of theatre performance and production history. This course fulfills Thiel College's creative core requirement. Offered every Fall.

THAR 217 – Intro to Technical Theatre (3.0 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 spring.

THAR 225 – Page to Stage: Shakespeare (4.0 CH) A hybrid course of equal parts analysis, research, and performance intended to simultaneously highlight some of the Bard's lesser-known (to scholars and actors alike) while helping students develop critical and creative thinking, scholarly writing skills, and performance technique.

THAR 257 – Introductory Acting (4.0 CH) A workshop-based introduction to the fundamental 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 – Theatre History I: To the Renaissance (3.0 CH) This course is a survey of theatre history, from Ancient Greece to the European Renaissance, through the lens of dramatic literature. This course is designed for students who seek to explore a spectrum of dramatic literature in critical and historical context and develop the fundamental tools of dramatic analysis and production critique. Offered fall of odd-numbered years.

THAR 297 – Theatre History II: Renaissance to Today (3.0 CH) This course is a survey of theatre history from the European Renaissance to the start of the twenty-first 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 & Directing (4.0 CH) A course covering detailed study and use of the advanced techniques and methods used to develop characterization, and the study and practice of the art of directing. Offered fall of odd-numbered years. (P: THAR 257 or permission of the instructor).

THAR 417 – Theatre Seminar (3.0 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 477 – Advanced Practicum (1.0 CH) 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, ect. Others work evenings during rehearsals stage managing, directing, or acting. Offered every semester. (P: Permission of the instructor).

THAR 497 – Independent Study (1.0 CH) Variable CH available (1-4 CH). 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.

Neuroscience

Bachelor of Arts Degree

Major Requirements (42 – 44 CH)

Required Neuroscience Courses (21 CH):

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
or		
NSCI 499	Independent Research in Neuroscience	

Related Courses (15 CH)

PSY 150	General Psychology	3 CH
PSY 215	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 (6-8 CH) Choose TWO, from TWO different departments.

Note: elective courses may have prerequisites not listed here

BIO 272	Animal Behavior	4 CH
BIO 281	Human Anatomy and Physiology II	4 CH
BIO 290	Cell Biology	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	Introduction to Physics II	4 CH
or		
PHYS 184		
REL 250	Psychology of Religion	3 CH

SOC 281	Sociology of Aging	3 CH
SOC 391	Medical Sociology	3 CH

TOTAL: 42-44 CH

Neuroscience

Bachelor of Science Degree

Major Requirements (50 – 52 CH)

Required Neuroscience Courses (21 CH):

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
or		
NSCI 499	Independent Research in Neuroscience	

Related Courses (19 CH)

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 (10-12 CH) – 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 281	Human Anatomy and Physiology II	4 CH
BIO 290	Cell Biology	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

TOTAL: 50-52 CH

Neuroscience

Bachelor of Science Degree

Minor Requirements (21 – 23 CH)

Required Neuroscience Courses (15 CH):

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

Elective Courses (6-8 CH): Choose **any TWO** additional electives.

Note: elective courses may have prerequisites not listed here.

BIO 272	Animal Behavior	4 CH
BIO 280	Human Anatomy and Physiology I	4CH
BIO 281	Human Anatomy and Physiology II	4 CH
BIO 290	Cell Biology	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
SOC 281	Sociology of Aging	3 CH
SOC 391	Medical Sociology	3 CH
		TOTAL: 21-23 CH

Health Systems Major

Bachelor of Arts Degree

Dr. Neil Lax, Advisor

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.

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

Major Requirements (43 – 44 CH)

All of the following courses:		
BIO 117	Medical Terminology	3 CH
BIO 212	Microbiology	4 CH
BIO 280	Human Anatomy and Physiology I	4 CH
BIO 281	Human Anatomy and Physiology II	4 CH
CHEM 140	General Chemistry I	4 CH
CHEM 160	General Chemistry II	4 CH
PSY 150	General Psychology	3 CH
NSCI 202	Introduction to Neuroscience	4 CH

BIO 145 or NSCI 101	Foundations of Biology Brain and Behavior	4 CH
PSY/SOC 215 or MATH 211	Statistics for the Social Science Elementary Statistics	3 CH 4 CH
PHIL 267 or PHIL 387 or REL 200	Ethics Medical Ethics Contemporary Ethical Issues	3 CH
PSY 255 or PSY 262 or PSY 272	Lifespan Development Child Development Adulthood and Aging	3 CH
		TOTAL: 43-44 CH

Course Offerings

NSCI 101 – Brain and Behavior (4.0 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 every fall. Lab fee.

NSCI 202 – Introduction to Neuroscience (4.0 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. P: NSCI 101, BIO 145 or permission of instructor. Offered every spring. Lab Fee.

NSCI 303 – Techniques in Neuroscience (4.0 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 fall of odd-numbered years. Lab fee. (P: NSCI 202 or consent of instructor).

NSCI 313 – Junior Seminar in Neuroscience (2.0 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 every spring.(P: junior standing or permission of instructor).

NSCI 320 – Neuropharmacology (3.0 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 year. (P: NSCI 202, BIO 145 or permission of instructor).

NSCI 330 – Neuroanatomy (3.0 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 neurocytologic 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 spring. (P: NSCI 202, BIO 145 or permission of instructor).

NSCI 340 – Neuroendocrinology (3.0 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 & Disorders (3.0 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 (3.0 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 (3.0 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 spring of every other year. (P: NSCI 202 or permission of instructor).

NSCI 414 – Senior Seminar in Neuroscience (2.0 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 every spring. (P: senior standing or permission of instructor.)

NSCI 489 – Internship in Neuroscience (1.0 CH) Variable CH available (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 log book 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 (1.0 CH) Variable CH available (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.) Lab fee.

Nursing

Nicole Olshanski, DNP.

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 years 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, students must maintain a pre-nursing GPA of 2.75 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.

Nursing

Bachelor of Science in Nursing (B.S.N.) Degree

Major Requirements

SRHS-SON Pre-Nursing Course Requirements taken at Thiel College:

In addition to making progress on other College Core requirements, the following courses must be completed with a grade of C or better in the first three semesters prior to attending the Sharon Regional Health System School of Nursing (SRHS-SON) RN program. Additionally, students must maintain at least a 3.0 cumulative G.P.A. prior to attending SRHS-SON. Upon completion of the third semester at Thiel College, students who have maintained the academic expectations (including the following pre-nursing courses and successful passing of the Test of Essential Academic Skills - TEAS) will be formally admitted into the SRHS-SON RN program.

BIO 280	Anatomy & Physiology I	4 CH
AH 125	Nutrition	3 CH
PSY 150	General Psychology	3 CH
BIO 205	Microbiology for Nurses	4 CH
CHEM 130	Chemistry for Health Sciences	4 CH

Note: While not explicitly part of the B.S.N. requirements for Thiel College, the SRHS-SON RN program requires that all students will have successfully completed ENG 101 College Writing and a college-level math class, such as MATH 107 College Algebra, prior to beginning their RN program.

Note: The Test of Essential Academic Skills (TEAS) must be taken and a “proficient” score earned by no later than the summer prior to beginning the SRHS-SON RN program.

Nursing Course Requirements taken at Thiel College:

The following courses are required of the B.S.N., but may be taken at a later point beyond the first 3 semesters, concurrently while students are completing requirements for the SRHS-SON RN program.

BIO 145 and BIO 281 is highly recommended to be completed prior to starting at SRHS-SON to avoid scheduling conflicts with the nursing curriculum.

BIO 145	Foundations of Biology	4 CH
BIO 281	Anatomy & Physiology II	4 CH
PSY 255	Lifespan Development	3 CH

MATH 211	Elementary Statistics	4 CH
PHIL 387	Medical Ethics	3 CH
SPAN 123	Medical Spanish	3 CH
NUR 301	Nursing Leadership and Management	3 CH
NUR 304	Advanced Health Assessment	3 CH
NUR 402	Healthcare Informatics	3 CH
NUR 404	Healthcare Policy	3 CH
NUR 406	Vulnerable Populations	3 CH
NUR 409	Research & Evidence-Based Practice	3 CH
NUR 412	Community & Public Health Nursing	3 CH

Note: While not explicitly part of the B.S.N. requirements for Thiel College, students are encouraged to participate in the Health Professions Institute (HPI 101, HPI 202, and HPI 303).

Nursing Course Requirements taken at Sharon Regional Health System, School of Nursing (SRHS-SON):

The following courses are required of the SRHS-SON RN program. These courses are only offered in a scheduled sequence beginning January each year and requires one summer of coursework. Grades/Credits earned at the SRHS-SON will be transferred to Thiel College as students are completing requirements for the B.S.N.

Note: Students will sit for the NCLEX-RN after their fourth year, spring semester.

SRHS-SON	Introduction to Healthcare	1 CH
SRHS-SON	Fundamentals	4 CH
SRHS-SON	Health Assessment	3 CH
SRHS-SON	Core Concepts of Pharmacology Introduction	1 CH
SRHS-SON	Medical-Surgical Nursing I	7 CH
SRHS-SON	Medical-Surgical Nursing II	7 CH
SRHS-SON	Core Concepts of Pharmacology I	1 CH
SRHS-SON	Core Concepts of Pharmacology II	1 CH
SRHS-SON	Core Concepts of Pharmacology Specialty	1 CH
SRHS-SON	Specialty Nursing	7 CH
SRHS-SON	Practicum	3 CH

TOTAL: 96 CH

Bachelor of Science in Nursing (B.S.N.) Degree

Suggested Course Sequence

Fall Semester 1 (18 CH)		
BIO 145	Foundations of Biology	4 CH
BIO 280	Anatomy & Physiology I	4 CH
SEMS 110 or HONS 109	First-Year Seminar Becoming Human (DHI)	3 CH
ENG 101 or INDS 101 or HONS 113	College Writing Introduction to Presentational Literacy Communicating Effectively (DHI)	3 CH
_____	Foreign Language (if needed)	3 CH
or _____	Creative/Humanities Core Elective	
HPI 101	Introduction to Health Professions	1 CH

Spring Semester 1 (17 CH)

BIO 218	Anatomy & Physiology II	4 CH
ENG 101	College Writing	3 CH
or		
INDS 101	Introduction to Presentational Literacy	
or		3 CH
HONS 114	Creating Culture (DHI)	
PSY 150	General Psychology	
_____	Foreign Language (if needed)	3 CH
or		3 CH
_____	REL 12X Core Requirement	
or		
HONS 128	Interpreting Scriptures (DHI)	
MATH 107	College Algebra	3 CH
HPI 202	Trends in Healthcare	1 CH

Fall Semester 2 (17 CH)

BIO 205	Microbiology for Nurses	4 CH
CHEM 130	Chemistry for Health Sciences	4 CH
AH 125	Nutrition	3 CH
_____	Creative/Humanities Core Elective	3 CH
or		3 CH
_____	REL 12X Core Requirement	
or		
HONS 126	Composing Contextually (DHI)	
SEMS 250	Global Perspectives	3 CH
or		3 CH
HONS 250	Global Perspectives (DHI)	

Spring Semester 2 (12 CH)

SRHS-SON	Introduction to Healthcare	1 CH
SRHS-SON	Fundamentals	4 CH
SRHS-SON	Health Assessment	3 CH
SRHS-SON	Core Concepts of Pharmacology Introduction	1 CH
SPAN 123	Medical Spanish	3 CH

Summer Year 2 (18 CH)

SRHS-SON	Medical-Surgical Nursing I	7 CH
SRHS-SON	Core Concepts of Pharmacology I	1 CH
PHIL 387	Medical Ethics	3 CH
PSY 255	Lifespan Development	3 CH
MATH 211	Elementary Statistics	4 CH

Fall Semester 3 (14 CH)

SRHS-SON	Medical-Surgical Nursing II	7 CH
SRHS-SON	Core Concepts of Pharmacology II	1 CH
NUR 301	Nursing Leadership and Management	3 CH
SEMS 400	Global Issues	3 CH
or		3 CH
HONS 330	Creative Practices (DHI)	

Spring Semester 3 (14 CH)

SRHS-SON	Specialty Nursing	7 CH
SRHS-SON	Core Concepts of Pharmacology Specialty	1 CH
SRHS-SON	Practicum	3 CH
NUR 304	Advanced Health Assessment	3 CH

Fall Semester 4 (16-18 CH)

NUR 402	Healthcare Informatics	3 CH
NUR 404	Healthcare Policy	3 CH
NUR 406	Vulnerable Populations	3 CH
NUR 409	Research & Evidence-Based Practice	3 CH
NUR 412	Community & Public Health Nursing	3 CH
HPI 303	Professional Development	1 CH
or		
HONS 340	Contributing Culturally	3 CH

Course Offerings

NUR 301 – Nursing Management & Leadership (3.0 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 (3.0 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. (P: Health Assessment at the SON.)

NUR 402 – Healthcare Informatics (3.0 CH) This course prepares students to utilize informatics and health care technologies in the management of individuals, groups and organizations for the improvement of patient outcomes.

NUR 404 – Healthcare Policy (3.0 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 406 – Vulnerable Populations (3.0 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 409 – Research & Evidence Based Practice (3.0 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 412 – Community & Public Health Nursing (3.0 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

James E. Tkacik, DMSc, PA-C, Program Director; Alysandra Andrusky, MPAS, PA-C; Faith Klein, Elizabeth McCurdy, MPAS, PA-C; Casey Sansom, MPAS, PA-C; Jennifer Shellenbarger, MPAS, PA-C; Jessica Sloan, PA-C; Lynn Ryan Williams, MD, MPH.

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

Mission Statement

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.

Philosophy

The philosophy of Thiel College's Physician Assistant Program is to empower individuals to reach their full potential by creating a collaborative and inclusive learning environment that ensures educational excellence, emphasizes service to society, and promotes ethical leadership. The faculty and staff are passionate about helping our students succeed and create a supportive atmosphere to prepare students for careers and lives of meaning and purpose.

Accreditation Status

At its **June 2023** meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) placed the **Thiel College Physician Assistant Program** sponsored by **Thiel College** on **Accreditation-Probation** status until its next review in **June 2025**.

Probation accreditation is a temporary accreditation status initially of not less than two years. However, that period may be extended by the ARC-PA for up to an additional two years if the ARC-PA finds that the program is making substantial progress toward meeting all applicable standards but requires additional time to come into full compliance. Probation accreditation status is granted, at the sole discretion of the ARC-PA, when a program holding an accreditation status of Accreditation - Provisional or Accreditation - Continued does not, in the judgment of the ARC-PA, meet the *Standards* or when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and is subject to having its accreditation withdrawn.

Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s). The program's accreditation history can be viewed on the ARC-PA website at <https://www.arc-pa.org/accreditation-history-thiel-college/>.

Professional Credentialing/Licensure

Thiel College is approved to offer programs that may lead to licensure/certification in the Commonwealth of Pennsylvania. Thiel College cannot confirm that the PA program meets the requirements for licensure/certification in any other state or commonwealth. If you are enrolling in the PA education program and anticipate being certified/licensed in a state other than Pennsylvania, please check the specific requirements for licensure in your state. If you are considering working as a PA in another state that may require certification/licensure, you should first seek guidance on that state's requirements. For more information, please consult the [American Academy of Physician Assistants \(AAPA\) on the specific state information on their website](#).

Physician Assistant Studies - 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.

1. Physician assistants are expected to understand, evaluate, and apply the following to clinical scenarios:
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 College Physician Assistant Program

The innovative Physician Assistant program at Thiel College 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.

Pathway 1 - Undergraduate Curriculum

Note: Subject to change

*Denotes Pathway 1 Pre-requisite courses

Undergraduate Fall Semester 1 (17 CH)

MATH 142	Pre-Calculus	3 CH
*BIO 145	Foundations of Biology	4 CH
or		
*NSCI 101	Brain and Behavior	
*CHEM 140	General Chemistry I	4 CH
SEMS 110	First Year Seminar	3 CH
or		
HONS 109	Honors: Becoming Human	
*ENG 101	College Writing	3 CH
or		
INDS 101	Introduction to Presentational Literacy	
or		
HONS 113	Honors: Communicating Effectively	

Undergraduate Spring Semester 1 (17 CH)

*BIO 212	Microbiology	4 CH
*NSCI 202	Introduction to Neuroscience	4 CH
*CHEM 160	General Chemistry II	4 CH

*ENG 101 or INDS 101 or HONS 114	College Writing Introduction to Presentational Literacy Honors: Creating Culture	3 CH
REL 12X or HONS 128	Religion Core Course Honors: Interpreting Scripture	3 CH

Undergraduate Fall Semester 2 (17 CH)

*BIO 280	Anatomy & Physiology I	4 CH
*CHEM 200	Organic Chemistry I	4 CH
PSY 150	General Psychology	3 CH
_____	Humanities/Creative Core	3 CH
or HONS 126	Honors: Composing Contextually	
_____	Humanities/Creative Core	3 CH
or HONS 250	Honors: Global Perspectives	

Undergraduate Spring Semester 2 (16-17 CH)

*BIO 281	Anatomy & Physiology II	4 CH
*CHEM 210	Organic Chemistry II	4 CH
SEMS 250	World Cultures (DHI: HONS 330)	3 CH
*NSCI 3X0	Neuroscience Elective	3 CH
PSY _____	PSY Elective	
AH 105 or AH 115 or AH 125 or HPED 199	Taking Care of Your Health Food Patterns & Health Nutrition Fitness, Life and Wellness	2 CH 2 CH 3 CH 2 CH

Undergraduate Fall Semester 3 (16-18 CH)

*CHEM 345	Biochemistry I	4 CH
*BIO _____	Biology Elective	3-4 CH
*PSY/SOC 215	Stats for the Social Sciences	3-4 CH
or *MATH 211 or *BIO 342	Elementary Statistics Biostatistics and Research Methods	
SPAN 150	Intro to Spanish Communication I (or ELECTIVE if met)	3 CH
_____	Humanities/Creative Core	3 CH
or HONS 330	Honors: Creative Practices	

Undergraduate Spring Semester 3 (18 CH)

*NSCI 3X0	Neuroscience Elective	3 CH
PSY _____	PSY Elective	
*BIO _____	Biology Elective	3 CH
SEMS 400	Global Issues	3 CH
or		
HONS 340	Honors: Contributing Culturally	
*PHIL 387	Medical Ethics	3 CH
* BIO 117	Medical Terminology	3 CH
SPAN 151	Intro to Spanish Communication II (or ELECTIVE if lang. requirement met)	3 CH

Academic Advising Notes:

CHEM 348 (Biochemistry II) is strongly suggested as an elective for PA students to maintain full credit load.

Courses to use as electives, or additional courses to maintain full credit load is student matriculates with prior credit earned for a Pathway 1 Pre-requisite course:

BIO 272 (4 CH) Animal Behavior
 BIO 290 (4 CH) Cell Biology
 BIO 322 (4 CH) Genetics
 BIO 343 (4 CH) Developmental Biology
 BIO 350 (3 CH) Principles of Immunology
 BIO 399 (3 CH) Molecular Biology
 PSY 241 (3 CH) Abnormal Behavior
 PSY 255 (3 CH) Lifespan Development

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.
 - PA Program prerequisite grades of W must be approved by the Program Director, PA program advisor and undergraduate advisor 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 or NSCI 101, BIO 212, BIO 280, BIO 281, PSY 150, PSY 215 or SOC 233 or BIO 342 or MATH 211, ENG 101 or INDS 101, PHIL 387, NSCI 202, NSCI 3x0.
- 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, PA program advisor and undergraduate advisor.
 - If credit is given for a pre-requisite CHEM or BIO (excluding the statistics requirement) 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. This course will be mutually exclusive in fulfilling this requirement and will not be permitted to also meet a BIO elective course requirement.
 - Students are required to select 2 BIO electives in addition to the above required BIO courses. These elective courses will be considered pre-requisites and included in pre-requisite GPA calculation for progression through Pathway 1.
 - If BIO 342 is selected to fulfill the statistics course requirement, it will be mutually exclusive in fulfilling that requirement and will not be permitted to also meet a BIO elective course requirement. An additional BIO course will need to be taken.
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. Students are permitted to explore the option of an Internship to fulfill this requirement for course credit or not for credit.

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. Urine drug testing is required for matriculation to the accredited phase of the PA program. A positive drug test may affect the student's progression into the accredited phase.
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.

Thiel College Physician Assistant Program

The Physician Assistant program at Thiel College 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.

Pathway 2 - Graduate (Accredited) Curriculum (108 CH)

Summer 1 (9 CH)

PA 501	Medical Science I	2 CH
PA 504	Principles of Medicine I	3 CH

PA 507	Pharmacology I	1 CH
PA 510	Patient Assessment & Clinical Reasoning I	2 CH
PA 514	Professional Practice	1 CH

Fall Semester 1 (18 CH)

PA 502	Medical Science II	3 CH
PA 505	Principles of Medicine II	5 CH
PA 508	Pharmacology III	2 CH
PA 511	Patient Assessment & Clinical Reasoning II	3 CH
PA 512	Diagnostic Medicine I	3 CH
PA 515	Infectious Disease/Clinical Microbiology	2 CH

Spring Semester 1 (19 CH)

PA 503	Medical Science III	3 CH
PA 506	Principles of Medicine III	5 CH
PA 509	Pharmacology III	2 CH
PA 513	Diagnostic Medicine II	2 CH
PA 516	Evidence Based Medicine & Public Health	3 CH
PA 517	Behavioral/Mental Health Medicine	2 CH
PA 521	Clinical Skills & Procedures I	2 CH

Summer Semester 2 (14 CH)

PA 522	Clinical Skills & Procedures II	2 CH
SPAN 523	Medical Spanish	2 CH
PA 524	Healthcare Delivery	2 CH
PA 525	Clinical Medicine across the Lifespan	4 CH
PA 526	Surgery and Emergency Medicine	2 CH
PA 527	Clinical Practicum	2 CH

Fall Semester 2 (16 CH)

PA 528	Professional Development I	1 CH
PA 54X	Clinical Clerkship 1	5 CH
PA 54X	Clinical Clerkship 2	5 CH
PA 54X	Clinical Clerkship 3	5 CH

Spring Semester 2 (16 CH)

PA 529	Professional Development II	1 CH
PA 54X	Clinical Clerkship 4	5 CH
PA 54X	Clinical Clerkship 5	5 CH
PA 54X	Clinical Clerkship 6	5 CH

Summer Semester 3 (16 CH)

PA 530	Professional Development III	1 CH
PA 54X	Clinical Clerkship 7	5 CH
PA 54X	Clinical Clerkship 8	5 CH
PA 54X	Clinical Clerkship 9	5 CH

Policies

The Thiel College PA program has specific program policies which apply to all students, principal and full-time faculty, and the program director regardless of location.

See <https://www.thiel.edu/graduate-degrees/physician-assistant> for all Physician Assistant program policies, including:

- [PA Program Student Policy Manual](#)
- [PA Program Clinical Clerkship Manual](#)
- [PA Program COVID and Vaccination Policy](#)
- [PA Program Deferment Policy](#)

Course Offerings

PA 501 – Medical Science I (2.0 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 the first trimester in PA 504 Principles of Medicine I. This course will incorporate anatomy within a clinical content 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 (3.0 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 (3.0 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 the first trimester 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 structure 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 (3.0 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, infectious disease, dermatology, otolaryngology, ophthalmology, and methodology across all age groups

from the pediatric population to the geriatric population. 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 (5.0 CH) This is the first in a series of courses designed to provide the study of human diseases and disorders by organ systems, 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 (5.0 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 (1.0 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. The course will be a hybrid course of digital and on-campus learning.

PA 508 – Pharmacology II (2.0 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. 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 509 – Pharmacology III (2.0 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 Reason I (2.0 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 anatomic 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 Reason II (3.0 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 skills, and documentation skills will be developed through lecture and structured small group workshop exercises.

PA 512 – Diagnostic Medicine I (3.0 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 (2.0 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 (1.0 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 Dis/Clinical Microbiology (2.0 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 – Evid Based Medicine and Public Health (3.0 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 (2.0 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 (2.0 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 (2.0 CH) This course will serve as the second of a two-part hands-on laboratory/lecture class to prepare students to competently perform common skills and procedures performed on a daily basis by physician assistants. The second of two courses, this shall focus heavily on the review of the core skills, as well as advanced skills/procedures. Students will also be trained in Basic Life Support and prepare for Advanced Cardiac Life Support.

PA 524 – Health Care Delivery (2.0 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, ethics, 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 on financing healthcare, electronic medical records, reimbursement, coding, and billing will also be taught in this course. 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 (4.0 CH) 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 Prenatal care, Infants, Children, Adolescents, Adult Medicine, 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 (2.0 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 (2.0 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 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 (1.0 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 (1.0 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 (1.0 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 Clerkship I (Rotations 1,2,3) (15.0 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 any elective discipline.

PA 532 – Clinical Clerkship II (Rotations 4,5,6) (15.0 CH) The second 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 any elective discipline.

PA 533 – Clinical Clerkship III (Rotations 7,8,9) (15.0 CH) The third 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 any elective discipline.

PA 541 – Clinical Rotation - Family Medicine (5.0 CH) This course includes one clinical clerkship experience, 5 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 various 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 any elective discipline.

PA 542 – Clinical Rotation - Emergency Medicine (5.0 CH) This course includes one clinical clerkship experience, 5 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 various 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 any elective discipline.

PA 543 – Clinical Rotation - Internal Medicine (5.0 CH) This course includes one clinical clerkship experience, 5 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 various 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 any elective discipline.

PA 544 – Clinical Rotation - Pediatrics (5.0 CH) This course includes one clinical clerkship experience, 5 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 various 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 any elective discipline.

PA 545 – Clinical Rotation - Womens Health (5.0 CH) This course includes one clinical clerkship experience, 5 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 various 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 any elective discipline.

PA 546 – Clinical Rotation - General Surgery (5.0 CH) This course includes one clinical clerkship experience, 5 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 various 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 any elective discipline.

PA 547 – Clinical Rotation - Behavioral Health (5.0 CH) This course includes one clinical clerkship experience, 5 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 various 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 any elective discipline.

PA 548 – Clinical Rotation - Elective 1 (5.0 CH) This course includes one clinical clerkship experience, 5 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 various 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 any elective discipline.

PA 549 – Clinical Rotation - Elective 2 (5.0 CH) This course includes one clinical clerkship experience, 5 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 various 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 any 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

Philosophy - Major Requirements

Bachelor of Arts Degree

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

Foundational Philosophy Courses (18 CH):

All of the following

PHIL 127	Introduction to Philosophy	3 CH
PHIL 137	Critical Thinking	3 CH
PHIL 147	Ancient Ideas: Greece, Rome, and the Middle Ages	3 CH
or PHIL 157	Modern Ideas: Science, the Soul, and the Good Life	
PHIL 227	Introduction to Chinese Philosophy	3 CH
or PHIL 250	World Philosophy	
PHIL 267	Ethics	3 CH
PHIL 277	Business Ethics	3 CH
or PHIL 297	Environmental Ethics	
or PHIL 387	Medical Ethics	

Elective Philosophy Courses (6 CH):*Two Elective Philosophy Courses at the 200 level or higher*

PHIL _____	PHIL Elective 1	3 CH
PHIL _____	PHIL Elective 2	3 CH

Humanities Interdisciplinary Course (3 CH):*Select one related Humanities Course from the following list*

REL 140	History of Christianity	3 CH
REL 210	Religion and the Sciences	3 CH
REL 230	Philosophy and Religion	3 CH
REL 250	Psychology of Religion	3 CH
REL 275	Krishna to Hindutva: Intro to Hinduism	3 CH
ENG 290	Literature of World Mythology	3 CH
ENG 317	Linguistics	3 CH
ENG 347	Literary Theory and Criticism	3 CH
ENG 385	Survey of Literature by Women	3 CH
HIST 241	Women's History	3 CH
HIST 260	East Asian History	3 CH
HIST 331	19th Century Europe 1815-1914	3 CH
HIST 332	20th Century Europe 1914-Present	3 CH
HIST 370	Latin America: Culture, Conquest, Colonization	3 CH
HIST 371	Latin America: Reform and Revolution	3 CH
HIST 450	Gender and Sexuality in 19th Century Europe	3 CH

Social Science or Communication Interdisciplinary Course (3-4 CH):*Select one related Social Science Course from the following list*

COMM 345	Communication Ethics	3 CH
POSC 230	Globalization	3 CH
POSC 236	Public Policy	3 CH
POSC 300	Intro to Legal Studies	3 CH
POSC 388	The Death Penalty	3 CH
POSC 405	Terrorism	3 CH
PSY 203	Positive Psychology	3 CH
PSY 223	Social Psychology	3 CH
PSY 342	Cognitive Psychology	3 CH
PSY 352	Sensation & Perception	3 CH
PSY 435	History & Philosophy of Psychology	3 CH
NSCI 101	Brain and Behavior	4 CH
SOC 211	Anthropology	3 CH
SOC 251	Unequal Opportunities: Minority Experience in America	3 CH
SOC 321	Deviance	3 CH
SOC 342	Sociological Theory	3 CH
SOC 351	Social Stratification	3 CH
SOC 421	Gender and Society	3 CH

TOTAL: 30-31 CH

Minor Requirements

Philosophy Minor

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

Foundational Philosophy Courses (12 CH):

All of the following

PHIL 127	Introduction to Philosophy	3 CH
PHIL 137	Critical Thinking	3 CH
PHIL 147	Ancient Ideas: Greece to Rome	3 CH
or		
PHIL 157	Modern Ideas: Science, the Soul and the Good Life	3 CH
PHIL 267	Ethics	

Elective Philosophy Courses (6 CH):

Two Elective Philosophy Courses at the 200 level or higher

PHIL _____	PHIL Elective 1	3 CH
PHIL _____	PHIL Elective 2	3 CH

TOTAL: 18 CH

Minor Requirements

Interdisciplinary Ethics Minor

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

There is a growing need for expertise in applied ethics, in both the public and private arena. Many corporations engage in workplace ethics training and therefore prize applicants who can assist in conflict resolution or who can analyze various conflicts of interest. Ethics boards exist in most mid-sized and larger medical institutions. While the quantity of full-time ethics officers is growing, many organizations employ ethics compliance officers who also fulfill other duties. This minor positions our students for such positions.

Required Philosophy Courses:

Both the following courses with a C- or better

PHIL 267	Ethics	3 CH
PHIL 467	Advanced Ethical Theory	3 CH

Required Interdisciplinary Courses:

And four of the following (C- or better), with at least two courses outside the philosophy department (including cross-listed offerings):

PHIL 387	Medical Ethics	3 CH
PHIL 297	Environmental Ethics	3 CH

PHIL 277/BADM 364	Business Ethics	3 CH
CJS 431	Ethical/Philosophical Issues in Criminal Justice	3 CH
COMM 345	Communication Ethics	3 CH
REL 200	Contemporary Ethics	3 CH
TOTAL: 18 CH		

Certificate in Ethics:

The Certificate in Ethics provides an intermediate-level understanding of ethics to non-majors/ non-minors of Philosophy. It may complement the student's major and/or demonstrate a significant level concentration in the discipline.

Required Philosophy courses:

Both the following

PHIL 267	Ethics	3 CH
PHIL 137	Critical Thinking	3 CH

Applied Ethics course:

One of the following

PHIL 387	Medical Ethics	3 CH
PHIL 297	Environmental Ethics	3 CH
PHIL 277 or BADM 364	Business Ethics	3 CH

TOTAL: 9 CH

Certificate in Philosophy:

The Certificate in Philosophy provides an intermediate-level understanding of philosophy to non-majors and non-minors. It may complement the student's major and/or to demonstrate and receive recognition for some concentration in the discipline.

Required Philosophy courses:

Both the following

PHIL 127	Introduction to Philosophy	3 CH
PHIL 137	Critical Thinking	3 CH

One Elective Course:

Any additional course offered in the Philosophy Department

PHIL _____	PHIL Elective 1	3 CH
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TOTAL: 9 CH

Course Offerings

PHIL 127 – Introduction to Philosophy (3.0 CH) An introduction to philosophy through a study of selected problems. Attention is given to problems concerning good and evil, free will and determinism, moral judgments, and knowledge and skepticism. Suitable for non-major. Offered every semester.

PHIL 137 – Critical Thinking (3.0 CH) A study of various terms and methods for analyzing language and evaluating statements and arguments. Attention is focused on forms and functions of language, material fallacies, definition, and deductive logic. Suitable for non-major. Offered every fall.

PHIL 147 – Ancient Ideas: Greece to Rome (3.0 CH) An introduction to, and survey of, philosophical ideas that have influenced modern thought. Emphasis will be placed on Greek and early European philosophical development. Suitable for non-major.

PHIL 157 – Mod Ideas: Science, the Soul, Good Life (3.0 CH) An introduction to, and survey of, philosophical ideas that ushered in the modern era. Emphasis will be placed on Descartes, the British Empiricists, and selected contemporary philosophers. Suitable for non-major.

PHIL 227 – Intro Chinese Philosophy (3.0 CH) This course introduces the philosophy of Confucianism, Daoism, and the philosophical elements of Buddhism. It introduces these schools of thought within the context of Chinese and Korean culture. Such contexts include traditions, art forms, geography and the political history of these civilizations.

PHIL 230 – Philosophy of Religion (3.0 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.

PHIL 250 – World Philosophy (3.0 CH) Students will explore the ideas of sages from around the world and across the ages, with an eye toward helping our lives here and now. This course provides a philosophical context of major ideas from cultures around the world. We will engage with ideas from various places and times, such as: Ancient China, India, the Middle East/ North Africa, East Africa, and Indigenous America.

PHIL 267 – Ethics (3.0 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 (3.0 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 297 – Environmental Ethics (3.0 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 at 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 (3.0 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 (3.0 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 – Freedom, Justice & Political Power (3.0 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 (3.0 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 387 – Medical Ethics (3.0 CH) Moral decisions in medicine. Topics covered include distribution of scarce medical resources, death and dying, organ transplants and euthanasia.

PHIL 417 – Readings in Philosophy (3.0 CH) A course designed to permit advanced students to read in an area of their interest. (P: Permission of instructor)

PHIL 455 – Cooperative Education (12.0 CH) Variable CH available (1-12 CH).

PHIL 467 – Advanced Ethical Theory (3.0 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 (3.0 CH) A course designed to guide senior majors in their thesis research. Offered every semester. (P: Major in Philosophy and permission of instructor)

PHIL 497 – Independent Study (1.0 CH) Variable CH available (1-3 CH). An opportunity for further independent study. (P: Permission of instructor and the chairperson of the department)

Department of Political Science

Dr. Marie Courtemanche, Chair; Dr. Ann Coleman, Ashleigh Musick, Esq.; Matthew Mangino, Esq.

Political Science

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.

Public Policy

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;

Political Science

Bachelor of Arts Degree

The major in political science shall successfully complete a total of 47 CH, with 41 CH in political science coursework and 6 CH in other areas (see below).

Foundational Political Science Courses (26 CH):

All of the following

POSC 116	American Government in Politics	3 CH
POSC 146	Introduction to Comparative Politics	3 CH
POSC 156	Introduction to International Relations	3 CH
POSC 186	Introduction to Legal Studies	3 CH
POSC 236	Public Policy	3 CH
POSC 295	Writing in Political Science	3 CH
POSC 394	Professional Development in Political Science	1 CH
POSC 395	Research Methods in Political Science	3 CH
POSC 496	Senior Seminar	4 CH

Political Science Electives (15 CH)

9 CH must come from three different subfields of the following five

6 CH can be fulfilled with any additional courses from the list below, an internship or an independent study within political science

American Politics

POSC 225	Gender and Politics	3 CH
POSC 297	Political Parties and Elections in the United States	3 CH
POSC 315	Political Psychology	3 CH

POSC 335	The American Presidency	3 CH
<u><i>Public Policy and Public Administration</i></u>		
POSC 226	State and Local Politics	3 CH
POSC 242	American Foreign Policy	3 CH
POSC 304	Healthcare Policy	3 CH
POSC 336	Public Administration	3 CH
POSC 388	The Death Penalty	3 CH
<u><i>Public Law</i></u>		
POSC 436	Constitutional Law	3 CH
POSC 437	First Amendment	3 CH
POSC 438	Criminal Due Process	3 CH
POSC 439	Criminal Law	3 CH
POSC 445	The Great American Trial	3 CH
<u><i>International Relations</i></u>		
POSC 312	International Security	3 CH
POSC 386	Dictators and Totalitarianism	3 CH
POSC 405	Terrorism	3 CH
POSC 410	International Law and Organization	3 CH
<u><i>Comparative Politics</i></u>		
POSC 230	Globalization	3 CH
POSC 310	International Political Economy	3 CH
POSC 327	Politics of Developing Societies	3 CH
POSC 347	Politics of Industrial Societies	3 CH
Interdisciplinary Electives (6 CH)		
<i>Two additional courses selected from any of the following programs:</i>		
<i>Economics (ECON), English (ENG), History (HIST), Psychology (PSY), and Sociology (SOC).</i>		
_____	_____	3 CH
_____	_____	3 CH
		TOTAL: 47 CH

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	3 CH
MATH 211	Elementary Statistics	4 CH

Majors who intend to pursue graduate study in political science and related disciplines should consult with departmental faculty concerning preparation for graduate school.

Political Science

Minor Requirements

The minor in political science shall successfully complete six courses (18 CH) in political science:

Foundational Political Science Courses (9 CH):

All of the following

POSC 116	American Government and Politics	3 CH
POSC 146	Introduction to Comparative Politics	3 CH
POSC 156	Introduction to International Relations	3 CH

Three additional POSC Courses (9 CH):

POSC _____	POSC Elective 1	3 CH
POSC _____	POSC Elective 2	3 CH
POSC _____	POSC Elective 3	3 CH

TOTAL: 18 CH

Public Policy

Bachelor of Arts Degree

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 (26 CH)

POSC 116	American Government	3 CH
POSC 226	State and Local Politics	3 CH
POSC 236	Public Policy	3 CH
BADM 374	Principles of Management	3 CH
or		
POSC 336	Public Administration	
ECON 211	Principles of Macroeconomics	3 CH
or		
ECON 221	Principles of Microeconomics	
POSC 295	Writing in Political Science	3 CH
POSC 394	Professional Development in Political Science	1 CH
POSC 395	Research Methods in Political Science	3 CH
POSC 495	Public Policy Capstone	4 CH

Concentrations (15-29 CH)

Criminal Justice (18CH)

Six required courses:

CJS 101	Criminal Justice Studies	3 CH
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SOC 121 or SOC 141	Microsociology Macrosociology	3 CH
CJS 221 or CJS 230	Corrections Law Enforcement	3 CH
SOC 301 or CJS 305	Juvenile Justice Studies Victimology	3 CH
SOC 331 or SOC 342	Criminology Sociological Theory	3 CH
CJS/POSC 438 or POSC 439 or POSC 445	Criminal Due Process Criminal Law The Great American Trial	3 CH
		TOTAL: 44 CH

Environmental Biology (28–29 CH)

Four required courses (17 CH):

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

And three of the following (11–12 CH):

BIO 116	Conservation Biology	3 CH
BIO 262	Animal Systematics	4 CH
BIO 263	Plant Systematics	4 CH
BIO 212	Microbiology	4 CH
BIO 222	Entomology	4 CH
BIO 272	Animal Behavior	4 CH
BIO 273	Toxicology	4 CH
BIO 295	General Parasitology	4 CH
BIO 302	Plant Physiology	4 CH
BIO 394	Aquatic Ecology	4 CH

TOTAL: 54-55 CH

Environmental Studies (19–21 CH)

Two required courses (7 CH):

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

And four of the following (12–14 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
GEOL 210	Principles of Hydrogeology	3 CH
GEOL 250	Environmental Geology	4 CH
		TOTAL: 45-47 CH

Food and Agricultural Biology (19–20 CH)

Four required courses (16 CH):

BIO 145	Foundations of Biology	4 CH
BIO 222	Entomology	4 CH
BIO 263	Plant Systematics	4 CH
BIO 392	General Ecology	4 CH

And one of the following (3-4 CH):

BIO 110	Ethnobotany	4 CH
BIO 111	Edible Botany	4 CH
BIO 116	Conservation Biology	3 CH
BIO 212	Microbiology	4 CH
BIO 302	Plant Physiology	4 CH
BIO 322	Genetics	4 CH

TOTAL: 45-46 CH

Health Systems (21–22 CH)

Seven required courses:

BIO 145	Foundations of Biology	4 CH
or NSCI 101	The College Brain	
BIO 280	Anatomy & Physiology I	4 CH
or BIO 281	Anatomy & Physiology II	
CHEM 140	General Chemistry I	4 CH
PSY 150	General Psychology	3 CH
NSCI 101	The College Brain	3-4 CH
or NSCI 102	Introduction to Neuroscience	
or PSY 255	Lifespan Development	
PHIL 267	Ethics	3 CH
or PHIL 387	Medical Ethics	
or REL 200	Contemporary Ethical Issues	

TOTAL: 47-48 CH

International Studies (18 CH)

Two required courses (6 CH):

POSC 146	Intro to Comparative Politics	3 CH
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POSC 156	Intro to International Relations	3 CH
<i>And four of the following (12 CH):</i>		
POSC 230	Globalization	3 CH
POSC 310	International Political Economy	3 CH
POSC 312	International Security	3 CH
POSC 327	Politics of Developing Societies	3 CH
POSC 347	Politics of Industrialized Societies	3 CH
POSC 386	Dictators and Totalitarianism	3 CH
POSC 405	Terrorism	3 CH
POSC 410	International Law and Organization	3 CH
		TOTAL: 44 CH

Leadership and Management (15 CH)

Five required courses:

ACCT 113	Principles of Accounting I	3 CH
INDS 155	Principles of Ethical Leadership	3 CH
BADM 233	Managerial Accounting	3 CH
BADM 374	Principles of Management	3 CH
BADM 484	Human Resource Management	3 CH
		TOTAL: 41 CH

Social Issues (18 CH)

Four required courses (12 CH):

SOC 121	Microsociology	3 CH
SOC 141	Macrosociology	3 CH
SOC 211	Anthropology	3 CH
SOC 342	Sociology Theory	3 CH

And two of the following (6 CH):

SOC 251	Minorities	3 CH
SOC 351	Social Stratification	3 CH
SOC 401	Sociology of the Family	3 CH
SOC 421	Gender and Society	3 CH
SOC 425	Urban Sociology	3 CH
		TOTAL: 44 CH

Wildlife Biology (18 CH)

Two required courses (8 CH):

BIO 145	Foundations of Biology	4 CH
BIO 392	General Ecology	4 CH

And one of the following (4CH):

BIO 222	Entomology	4 CH
BIO 262	Animal Systematics	4 CH

BIO 263	Plant Systematics	4 CH
<i>And two of the following (6 CH):</i>		
BIO 116	Conservation Biology	3 CH
BIO 212	Microbiology	4 CH
BIO 272	Animal Behavior	4 CH
BIO 295	General Parasitology	4 CH
BIO 322	Genetics	4 CH
BIO 350	Principles of Immunology	3 CH
BIO 394	Aquatic Ecology	4 CH
TOTAL: 44 CH		

Women and Gender Studies (18 CH)

One required course (3 CH):

INDS 202	Introduction to Women's and Gender Studies: Gender, Culture and Sexuality	3 CH
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And five of the following (15 CH):

ART 214	Women in Art	3 CH
COMM 265	Communication and Gender	3 CH
ENG 385	Survey of Literature by Women	3 CH
HIST 241	European Women's History	3 CH
HIST 450	Gender and Sexuality in 19th Century Europe	3 CH
INDS 432	Special Topics in Gender Studies	3 CH
POSC 225	Gender and Politics	3 CH
PSY 450	Special Topics: Sex in the 21st Century	3 CH
REL 220	Women in the Jewish and Christian Traditions	3 CH
REL 225	Selected Topics: Sex, Sexuality, and Religion	3 CH
SEMS 400	7 Deadly Sins and Global Issues	3 CH
SEMS 400	Women's Issues and Global Human Rights	3 CH
SOC 261	American Women's Experience: A Multicultural Perspective	3 CH
SOC 271	Sociology of Sport	3 CH
SOC 401	Sociology of the Family	3 CH
SOC 421	Gender and Society	3 CH
SOC 431	Disney and Gender	3 CH
TOTAL: 44 CH		

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:

Foundational course

POSC 156	Introduction to International Relations	3 CH
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And any three of the following political science courses:

POSC 230	Globalization	3 CH
POSC 242	American Foreign Policy Formulation	3 CH
POSC 310	International Political Economy	3 CH
POSC 312	International Security	3 CH
POSC 327	Politics of Developing Societies	3 CH
POSC 347	Politics of Industrial Societies	3 CH
POSC 386	Dictators and Totalitarianism	3 CH
POSC 410	International Organization and Law	3 CH
POSC 405	Terrorism	3 CH

And any two of the following non-political science courses:

ART 201	Modern Art History	3 CH
BADM 456	International Marketing	3 CH
COMM 331	Intercultural Communication	3 CH
ENG 210	British Literature to Romanticism	3 CH
ENG 220	British Literature 1798 to Present	3 CH
HIST 329	The French Revolution and Napoleon	3 CH
HIST 331	19th Century Europe: 1815-1914	3 CH
HIST 332	20th Century Europe: 1914-Present	3 CH
HIST 371	Latin America: Reform and Revolution	3 CH
HIST 461	History of Modern China	3 CH
HIST 462	History of Modern Japan	3 CH
REL 190	World Religions	3 CH
	Any foreign language course	3 CH

TOTAL: 18 CH

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.

Minor Requirements

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. To graduate with a minor in legal studies, students will need to take three required courses (7 CH). Additionally, students will select five elective courses (15 CH) from the following lists to help broaden their understanding of law and legal traditions, cultural backgrounds, and ways to improve their ability to communicate in written and oral form. Students must take two classes from the Written and Oral Communication substantive area, two classes from the Law and Legal Processes substantive area, and one class from the Cultural Awareness substantive area.

Required Courses (7 CH)

PHIL 137	Critical Thinking	3 CH
POSC 186	Introduction to Legal Studies	3 CH
POSC 199	LSAT Prep	1 CH

Elective Courses (15 CH)**Written and Oral Communication**Any two courses from the following:

COMM 181	Public Speaking	6 CH
COMM 300	Persuasion	
ENG 120	Introduction to Literature	
ENG 260	Professional Writing	
ENG 270	Advanced Composition and Research	
ENG 317	Linguistics	
POSC 295	Writing in Political Science	

Law and Legal ProcessesAny two courses from the following:

BADM 355	Business Law	6 CH
BADM 356	Business Law II	
COMM 445	Media Law and Regulations	
ENSC 210	Introduction to Environmental Law	
POSC 388	The Death Penalty	
POSC 436	Constitutional Law	
POSC/SOC 438	Criminal Due Process Rights	
POSC 445	The Great American Trial	

Awareness of Traditions and CultureAny one course from the following:

CJS 301	Juvenile Justice Studies	3 CH
ENG 325	Survey of American Literature	
HIST 300	U.S. Colonial History	
HIST 305	Middle Period American History	
HIST 307	Emergence of Modern America	
HIST 309	Recent American History	
PHIL 267	Ethics	
PHIL 337	Freedom Justice and Political Power	
POSC 116	American Government	
POSC 226	State and Local Politics	
POSC 396	International Organization and Law	
SOC 321	Deviance	
SOC 331	Criminology	

TOTAL: 22 CH

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 & Politics (3.0 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 (3.0 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 (3.0 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 which 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 186 – Introduction to Legal Studies (3.0 CH) This course will examine legal principles in the United States. The law will be examined through the lens of judges, lawyers, juries, and law enforcement personnel. The course will explore the origins of legal authority and its limits within the context of the United States legal system. It is intended for students who have little or no prior background in the law.

POSC 199 – LSAT Prep (1.0 CH) This course helps students develop the skills to navigate the law school entrance exam successfully. The material emphasizes strategic methods to assist students in analyzing the test methodically and efficiently. While the course focuses on the three scored sections of the LSAT (reading comprehension, logical

reasoning, and analytical reasoning), additional topics will be covered to improve testing abilities. Students will take numerous LSAT exams to practice skills and strategies on real test questions.

POSC 212 – National Security Policy (3.0 CH) This course analyzes how the United States identifies and addresses national security issues. This course will look at U.S. and international security issues, then the final policy decisions and military choices made based on those issues. This course will focus on security issues after WWII, the Cold War, the ongoing conflicts in the Middle East, and tensions with China.

POSC 225 – Gender and Politics (3.0 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 and voters and the social problems that differentially impact them will also be explored. Tentatively offered every other year.

POSC 226 – State & Local Politics & Policy (3.0 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 (3.0 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 (3.0 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 242 – American Foreign Policy (3.0 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.

POSC 244 – Civil-Military Relations (3.0 CH) This course introduces the topic of civil-military relations including its role in democratization and the military's role in government. Various cases and historical events will be explored to evaluate the role of the military in elections, conflict resolution, state-building, future military strategy and social considerations.

POSC 286 – Political Analysis (3.0 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. Offered every spring. (P: Six credit hours in POSC, MATH 211 is recommended.)

POSC 295 – Writing in Political Science (3.0 CH) This course introduces students to the research practices and writing conventions employed within the field of political science. Various writing strategies appropriate for specific tasks and audiences in the discipline will be explored. The course teaches students conventions associated with writing academic papers, legal briefs, policy reports, policy memos, political speeches, and grant applications through lecture and practice.

POSC 297 – Political Parties & Elections in the US (3.0 CH) A study of elections as a central feature of the American political landscape and the influential role that political parties play in such elections. Presidential and

congressional elections are the framework for examination of such topics as campaign tactics and strategies, public opinion and voter decision-making, and the roles of the media and interest groups. Offered fall semester of even-numbered years.

POSC 304 – Healthcare Policy (3.0 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.

POSC 310 – International Political Economy (3.0 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, historical 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 (3.0 CH) This course explores 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 and 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 (3.0 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 intent of better understanding how our democratic processes operate. Tentatively offered every third year.

POSC 316 – Selected Topics (3.0 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 (3.0 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 (3.0 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 presidents play in the American political system, and the interaction of presidents with other prominent political actors.

POSC 336 – Public Administration (3.0 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 (3.0 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 (1.0 CH) Variable CH available.

POSC 386 – Dictator & Totalitarianism (3.0 CH)

POSC 388 – The Death Penalty (3.0 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 394 – Professional Development Political Sci (1.0 CH) This course introduces students to professional norms while exploring practical advice for career preparation. It is intended to help majors understand conventions within the field as well as to apply academic skills to their profession. This course is required of all political science and public policy majors for graduation.

POSC 395 – Research Methods in Political Science (3.0 CH) This class is an introduction to the basic research methods relied upon in the study of politics and policy with an emphasis on quantitative work over qualitative work. In general, this course will review the steps that political scientists and political analysts go through when conducting research and program evaluations as well as the most common research designs employed. Where other courses examine the findings of political research, this course will investigate the methods that were used to generate those findings. It is designed to allow students to gain first-hand knowledge of this process through the exploration of an important political research question.

POSC 405 – Terrorism (3.0 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 (1.0 CH) Variable CH available (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 Org and Global Governance (3.0 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 (3.0 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 438 – Criminal Due Process Rights (3.0 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 445 – The Great American Trial (3.0 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 to develop both oral and written communication skills. The course concludes with student

participation in mock trials. Class size is limited to 16 students. (P: POSC 300, CJS 101, or permission of the instructor.)

POSC 466 – International Relations: Selected Problems (3.0 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 467 – Washington Internship (8.0 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 (4.0 CH) POSC 468 and POSC 469 are topical seminars required of Washington Semester participants. Students may select from a range of subjects.

POSC 469 – Washington Semester II (4.0 CH) POSC 468 and POSC 469 are topical seminars required of Washington Semester participants. Students may select from a range of subjects.

POSC 476 – Political Theory (3.0 CH)

POSC 495 – Public Policy Capstone (4.0 CH) 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 (4.0 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.

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.

Psychology

Bachelor of Arts Degree

The major in psychology consists of 47-49 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- in all courses required for the major and maintain a 2.0 overall average for all psychology courses. Majors will be assigned 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 (21 CH)

PSY 105	Orientation to Psychology	2 CH
PSY 150	General Psychology	3 CH
NSCI 101	Brain and Behavior	4 CH
PSY 215	Statistics for the Social Sciences	3 CH
PSY 235	Research Methods	3 CH
PSY 255	Lifespan Development	3 CH
PSY 435	History and Philosophy of Psychology	3 CH

Capstone Courses (4 CH)

PSY 345	Professional Development in Psychology	2 CH
PSY 445	Senior Seminar in Psychology	2 CH

Track Specialization (16 CH)

All majors select one of the following track specializations:

Counseling

PSY 161	Interpersonal Process	1 CH
PSY 221	Counseling Methods & Personality Theory	3 CH
PSY 241	Abnormal Behavior	3 CH
PSY 281	Microcounseling Skills	3 CH
PSY 381	Research with Human Participants (Lab)	3 CH
PSY 401	Counseling Special Populations	3 CH
or		
PSY 450	Topics in Psychology	
or		
PSY 455	Internship in Psychology	
or		4 CH
PSY 499	Independent Research in Psychology	

Cognitive Development

PSY 262	Child Development	3 CH
PSY 272	Adulthood & Aging	3 CH
PSY 342	Cognitive Psychology	3 CH
or		
PSY 352	Sensation and Perception	4 CH
PSY 382	Developmental Psychology Research (Lab)	

PSY 450	Topics in Psychology	
or		
PSY 455	Internship in Psychology	3 CH
or		
PSY 499	Independent Research in Psychology	

Social Psychology

PSY 203	Positive Psychology	3 CH
PSY 223	Social Psychology	3 CH
PSY 263	Health Psychology	
or		3 CH
PSY 363	Psychology of Eating	
PSY 383	Experimental Social Psychology (Lab)	4 CH
PSY 450	Topics in Psychology	
or		
PSY 455	Internship in Psychology	3 CH
or		
PSY 499	Independent Research in Psychology	

Breadth of Knowledge Electives (6-8 CH total)

Choose any two courses

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

BADM 100	Introduction to Business	3 CH
BADM 300	Introduction to Entrepreneurship	3 CH
BADM 324	Advertising	3 CH
BADM 454	Marketing	3 CH
BADM 484	Human Res Mgmt	3 CH
BIO 117	Medical Terminology	3 CH
CJS	101 Intro Criminal Justice	3 CH
CHEM 220	Forensic Science	4 CH
COMM 171	Introduction to Communication	3 CH
COMM 225	Interpersonal Communication	3 CH
COMM 250	Small Group Communication	3 CH
COMM 265	Communication & Gender	3 CH
CSD 111	Introduction to Communication Sciences & Disorders	3 CH
EDUC 111	Foundations of Education	3 CH
EDUC 112	Psychological Foundations of Education	3 CH
ENG 260	Professional Writing	3 CH
ENG 270	Advanced Composition	3 CH
ENG 317	Linguistics	3 CH
EXER 105	Introduction to Exercise Science	3 CH
INDS 202	Women & Gender Studies	3 CH
NSCI 202	Introduction to Neuroscience	4 CH
NSCI 320	Neuropharmacology	3 CH
NSCI 350	Neuroscience Diseases & Disorders	3 CH
PHIL 137	Critical Thinking	3 CH
PHIL 267	Ethics	3 CH
PHIL 337	Social & Political Philosophy	3 CH
PHIL 347	Philosophy of Mind	3 CH
PHIL 358	Philosophy of Language	3 CH
PHIL 387	Medical Ethics	3 CH

POSC 236	Public Policy	3 CH
POSC 330	Health Care Policy	3 CH
POSC 315	Political Psychology	3 CH
REL 210	Religion and the Sciences	3 CH
REL 230	Philosophy of Religion	3 CH
REL 250	Psychology of Religion	3 CH
SOC 121	Microsociology	3 CH
SOC 191	Social Problems	3 CH
SOC 321	Deviance	3 CH
SOC 381	Medical Sociology	3 CH
SOC 391	Sociology of Aging	3 CH
SOC 401	Sociology of Family	3 CH
SOC 421	Gender and Society	3 CH

TOTAL: 47-49 CH

Psychology 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- 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:		
PSY 150	General Psychology	3 CH
PSY _____	Any 3CH or higher PSY course	3 CH
PSY _____	Any 3CH or higher PSY course	3 CH
PSY _____	Any 3CH or higher PSY course	3 CH
PSY _____	Any 3CH or higher PSY course	3 CH
PSY _____	Any 3CH or higher PSY course	3 CH

TOTAL: 18 CH

Course Offerings

PSY 105 – Orientation to Psychology (2.0 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 subdisciplines 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. Offered every fall. (P: First-year psychology major; permission of instructor if outside the discipline.)

PSY 150 – General Psychology (3.0 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 application of psychology. Offered every semester.

PSY 161 – Interpersonal Process (1.0 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 (3.0 CH) This course is designed to be an introduction to the emerging field of Positive Psychology. Students will study and complete exercises that allow them to apply the PERMA (Positive emotions, Engagement, Relationships, Meaning, Accomplishment) model for maximizing human potential. Offered every fall.

PSY 215 – Statistics for Social Sciences (3.0 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. Offered every fall. (P: PSY 150 and MATH 125.)

PSY 221 – Counseling Methods & Personality Theory (3.0 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. Offered every spring. (P: PSY 150, two additional psychology courses)

PSY 223 – Social Psychology (3.0 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. Offered every fall. (P: PSY 150.)

PSY 235 – Research Methods (3.0 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. Offered every spring. (P: PSY/SOC 215 or MATH 211).

PSY 241 – Abnormal Psychology (3.0 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. Offered every fall. (P: PSY 150.)

PSY 255 – Lifespan Development (3.0 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. Offered every spring. (P: PSY 150.)

PSY 262 – Child Development (3.0 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. Offered fall of odd-numbered years. (P: PSY 150.)

PSY 263 – Health Psychology (3.0 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. Offered spring of even-numbered years. (P: PSY 150.)

PSY 272 – Adulthood & Aging (3.0 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. Offered fall of even-numbered years. (P: PSY 150.)

PSY 281 – Microcounseling Skills (3.0 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. Offered every fall. (P: PSY 150, one additional psychology course; sophomore standing.)

PSY 342 – Cognitive Psychology (3.0 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. Offered fall of even-numbered years. (P: PSY 150 and at least Junior standing.)

PSY 345 – Professional Dev in Psychology (2.0 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. Offered every fall. (P: PSY 150, Junior standing or permission of instructor.)

PSY 352 – Sensation & Perception (3.0 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. Offered spring of odd-numbered years. (P: PSY 150 and at least Junior standing.)

PSY 363 – Psychology of Eating (3.0 CH) The application of psychological theories, concepts, and research to the study of the complex behavior of eating. Students will examine the many 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. Offered spring of odd-numbered years. (P: PSY 150 and two additional psychology courses.)

PSY 381 – Research with Human Participants (3.0 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. Offered every spring. (P: PSY 281 and junior standing)

PSY 382 – Developmental Psychology Research (4.0 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. Offered every fall. (P: PSY 215 and PSY 235 are both required. PSY 262 or PSY 272 also required. Student must be of junior or senior standing)

PSY 383 – Experimental Social Psychology (4.0 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. Offered every fall. (P: PSY/SOC 215, PSY 235, PSY 223 and junior or senior standing)

PSY 401 – Counseling Special Population Seminar (3.0 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. Offered every fall. (P: PSY 150, two additional psychology courses, and junior or senior standing.)

PSY 435 – History & Philosophy of Psychology (3.0 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. Offered every spring. (P: PSY 150, two additional psychology courses, and junior or senior standing.)

PSY 445 – Senior Seminar in Psychology (2.0 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. Offered every spring. (P: PSY 345 and senior standing.)

PSY 450 – Topics in Psychology (3.0 CH) Advanced topics in psychology. May be repeated with different topics. Offered every semester. (P: PSY 150, two additional psychology courses, and junior or senior standing)

PSY 455 – Internship in Psychology (1.0 CH) Variable CH available. 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 – Washington Internship (8.0 CH) For more information, please see complete description within the Political Science Department of this catalog.

PSY 468 – Washington Seminar I (4.0 CH) For more information, please see complete description within the Political Science Department section of this catalog.

PSY 469 – Washington Seminar II (4.0 CH) For more information, please see complete description within the Political Science Department section of this catalog.

PSY 470 – Special Project in Psychology (1.0 CH) Variable CH available. 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 22, PSY 233, and permission of the instructor.)

PSY 480 – Advanced Study in Psychology II (3.0 CH) Variable CH available. Continuation of PSY 470.

PSY 490 – Independent Study (3.0 CH) Variable CH available. 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 (1.0 CH) Variable CH available (1-3 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, PSY 235, or permission of instructor.)

Department of Religion

Dr. George Branch-Trevathan, Chair; Prof. Audra Franley

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 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.

Religion

Bachelor of Arts Degree

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

Major Requirements

Students majoring in religion must fulfill the following minimum requirements. A final grade of C- or better is required in all courses for the major.

All of the following courses

REL 110	Introduction to Religion	3 CH
REL 120	Interpreting the Jewish and Christian Scriptures	3 CH
REL 190	World Religions	3 CH
REL _____	REL Elective 1	3 CH
REL _____	REL Elective 2	3 CH
REL _____	REL Elective 3	3 CH
REL _____	REL Elective 4	3 CH

REL 380	Cooperative Education	
or		3 CH
REL 390	Independent Study may be applied toward the major.	
<i>One of the following courses, ordinarily taken in the first year:</i>		
PHIL 127	Introduction to Philosophy	
or		
PHIL 147	Ancient Ideas: Greece to Rome	3 CH
or		
PHIL 157	Modern Ideas: Science, the Soul, and the Good Life	
<i>The following two courses, ordinarily taken in the senior year:</i>		
REL 330	Readings in Religious Studies	2 CH
REL 340	Readings in Theology	2 CH
		TOTAL: 31 CH

Religion Minor Requirements

A final grade of C- or better is required in all courses for the minor.

<i>Students must complete two required courses:</i>		
REL 120	Interpreting the Jewish and Christian Scriptures	
or		
REL 121	Intro to the Old Testament/Hebrew Bible	
or		3 CH
REL 122	Introduction to the New Testament	
or		
REL 123	Intro to Christianity	
REL 190	World Religions	3 CH
<i>Additionally, students must complete four REL electives:</i>		
REL _____	REL Elective 1	3 CH
REL _____	REL Elective 2	3 CH
REL _____	REL Elective 3	3 CH
REL _____	REL Elective 4	3 CH
		TOTAL: 18 CH

Theology and Youth Ministry

Bachelor of Arts Degree

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.

Major Requirements

A final grade of C- or better is required in all courses for the major.

Required Religion courses:

REL 110	Introduction to Religion	3 CH
REL 120	Interpreting the Jewish and Christian Scriptures	3 CH
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 400	Meaning Making: Practicum in Ministry and Social Change	3 CH

Any two additional Religion courses:

REL _____	REL Elective 1	3CH
REL _____	REL Elective 2	3 CH

Any two courses in Psychology or Sociology, chosen in consultation with advisor:

_____	PSY/SOC Elective 1	3 CH
_____	PSY/SOC Elective 2	3 CH

One Philosophy course, Business or Accounting course, or INDS 202 (Introduction to Women's and Gender Studies):

_____		3 CH
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TOTAL: 35 CH

Pre-Ministry - Minor Requirements

A final grade of C- or better is required in all courses for the minor.

Foundations (3 CH)

REL 130	Introduction to Ministry	3 CH
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Biblical Studies (6 CH)

REL 120	Interpreting the Jewish and Christian Scriptures	3 CH
GREK/REL 150	Introduction to Greek Language	3 CH

Practical Studies (3 CH)

REL 180	Christian Worship	3 CH
or		
MUS 354	History of Sacred Music (with permission of instructor)	

Historical Studies (3 CH)

REL 160	Religion in the United States	3 CH
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	3 CH
or		
REL 200	Contemporary Ethical Issues	
or		
REL 290	Luther and His Legacy	

TOTAL: 18 CH

Religion Certificate

The Certificate in Religion will provide an intermediate-level understanding of religion and religions to nonmajors 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.

<i>Foundational courses:</i>		
REL 120	Interpreting the Jewish and Christian Scriptures	
or		
REL 121	Introduction to the Old Testament/Hebrew Bible	
or		3 CH
REL 122	Introduction to the New Testament	
or		
REL 123	Introduction to Christianity	
REL 190	World Religions	3 CH
<i>One additional religion course:</i>		
REL _____	REL Elective 1	2-3 CH
		TOTAL: 8-9 CH

Course Offerings

REL 110 – Introduction to Religion (3.0 CH) To introduce students to the study of religion, the language of religion, the person of religion and the community of religion.

REL 120 – Interpreting Jewish/Christian Scriptures (3.0 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 – Intro to Old Testament/Hebrew Bible (3.0 CH) 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 the New Testament (3.0 CH) 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 – Intro to Christianity (3.0 CH) 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 (3.0 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 – Intro to Theology (3.0 CH) An introductory course to Christian theology. Various systematic presentations of Christian beliefs are examined in order to appreciate the plurality of approaches to reinterpreting

Christian doctrine in the modern world. 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 (3.0 CH) An historical study of Christianity concentrating on its major teachings, practices, and institutional forms from its origin to the present day. (P: REL 120, 121, 122, or 123.)

REL 150 – Introduction to Greek Language Skills I (3.0 CH) A course designed to give students a knowledge of the structure of the Greek language and begin preparing them for the reading of Greek literature. The primary emphasis is on Koine (New Testament) Greek. Offered in fall of alternating odd-numbered years.

REL 151 – Introduction to Greek Language Skills II (3.0 CH) A continuation of REL 150 designed to give students a knowledge of the structure of the Greek language and begin preparing them for the reading of Greek literature. The primary emphasis is on Koine (New Testament) Greek. Offered in spring of alternating even-numbered years.

REL 153 – Intro to Biblical Hebrew I (3.0 CH) An 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-numbered years.

REL 154 – Intro to Biblical Hebrew II (3.0 CH) A continuation of REL 153. An 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 the spring of alternating odd-numbered years.

REL 160 – Religion in the United States (3.0 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 (3.0 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 (3.0 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 200 – Contemporary Ethical Issues (3.0 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 210 – Religion & Science (3.0 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 Greek I (3.0 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 Religion (3.0 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, with special focus on the Jewish, Christian, and Islamic traditions. (P: REL 120/121/122/123 or HONS 128.)

REL 225 – Sex, Sexuality & Religion (3.0 CH) This discussion-based course describes, compares, explains, and assesses understandings of sex and sexuality found in religious traditions. In doing so, 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 (3.0 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 US (3.0 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 (3.0 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 275 – Krishna to Hindutva: Intro to Hinduism (3.0 CH) 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 290 – Luther and His Legacy (3.0 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 (1.0 CH) Variable CH available (1-4 CH). An opportunity for students not qualifying for independent study to do individualized study in any of the various fields of 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 (2.0 CH) A reading program based on a bibliography which 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 (2.0 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 352 – Currents in Late Modern Theology (3.0 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 390 – Independent Study (1.0 CH) Variable CH available (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 400 – Practicum in Ministry & Social Change (3.0 CH) A capstone class in the Theology & Youth Ministry major and as a fitting conclusion to any student's preparation "for a life of meaning and purpose," this course provides students with an opportunity to reflect on a concurrent or very recent internship experience in light of their values and vocation. P: REL 12X and junior or senior standing.

REL 413 – Selected Topics: Bible Studies (3.0 CH) In this course a selected topic in the field of religion or theology is taught. Courses previously have been offered such as The Gospel of Matthew, Jesus, female images of the divine, Augustine and Aquinas. Prerequisites will be included in the course announcements.

REL 455 – Cooperative Education (12.0 CH) Variable CH available (1-12 CH).

Department of Sociology and Criminal Justice Studies

Dr. Cynthia Sutton, Chair; Dr. Jared Hanneman; Dr. Allan Hunchuk;

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 facilitate our students' development of robust sociological imaginations and critical thinking. 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 our graduates' leadership potential in their careers and communities.

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 all courses taken to satisfy 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.

The Department of Sociology and Criminal Justice Studies at Thiel College is also host to the Alpha Chi of Pennsylvania chapter of Alpha Kappa Delta, the national sociology honorary society, so that excellence in the study of sociology can be recognized.

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.

Sociology

Bachelor of Arts Degree

All of the following:

SOC 121	Microsociology	3 CH
SOC 141	Macrosociology	3 CH
SOC 202	Professional Seminar	1 CH
or		
CJS 202		
SOC 215	Statistics for the Social Sciences	3 CH
SOC 251	Unequal Opportunities	3 CH
SOC 341	Social Research Methods	3 CH
SOC 342	Sociological Theory	3 CH
SOC 351	Social Stratification	3 CH
SOC 440	Capstone in Sociology	3 CH

In addition, three elective sociology courses (numbered 231 through 491, excluding SOC 455), and one other sociology course (any course number) are required.

SOC _____	SOC course (numbered SOC 231-491, excluding SOC 455)	3 CH
SOC _____	SOC course (numbered SOC 231-491, excluding SOC 455)	3 CH
SOC _____	SOC course (numbered SOC 231-491, excluding SOC 455)	3 CH
SOC _____	SOC course (any)	3 CH

TOTAL: 37 CH

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: Unequal

Opportunities 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.

Sociology

Minor Requirements

<u>All</u> of the following:		
SOC 121	Microsociology	3 CH
SOC 141	Macrosociology	3 CH
SOC 211	Anthropology	3 CH
SOC 342	Sociological Theory	3 CH
In addition, two additional sociology courses (numbered 231 through 491, excluding SOC 455) are required.		
SOC _____	SOC course (numbered SOC 231-491, excluding SOC 455)	3 CH
SOC _____	SOC course (numbered SOC 231-491, excluding SOC 455)	3 CH
		TOTAL: 18CH

A declaration of a minor in sociology must be filed no later than the first semester of the senior year.

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.

Criminal Justice Studies

Associates of Arts Degree

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.

All of the following courses are required for the Associate of Arts (A.A.) degree in Criminal Justice Studies:

CJS 101	Introduction to Criminal Justice Studies	3 CH
SOC 121	Microsociology	3 CH
or		
SOC 141	Macrosociology	
CJS 221	Corrections in America	3 CH
CJS 230	Law Enforcement in America	3 CH
CJS 301	Juvenile Justice Studies	3 CH
or		
CJS 305	Victimology	
SOC 321	Deviance	3 CH
or		
SOC 331	Criminology	
CJS/POSC 438	Due Process Rights	3 CH
or		
POSC 439	Criminal Law	
or		
POSC 445	The Great American Trial	

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

		3 CH
		3 CH
		TOTAL: 27 CH

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.

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.

Major Requirements

All of the following:

CJS 101	Introduction to Criminal Justice Studies	3 CH
SOC 121	Microsociology	3 CH
or		
SOC 141	Macrosociology	
SOC 202	Professional Seminar	1 CH
or		
CJS 202		
SOC 215	Statistics for the Social Sciences	3 CH
CJS 221	Corrections in America	3 CH
CJS 230	Law Enforcement in America	3 CH
PHIL 267	Ethics	3 CH
CJS 301	Juvenile Justice Studies	3 CH
or		
CJS 305	Victimology	
SOC 321	Deviance	3 CH
or		
SOC 331	Criminology	
SOC 341	Social Research Methods	3 CH
SOC 342	Sociological Theory	3 CH
CJS/POSC 438	Criminal Due Process	3 CH
or		
CJS/POSC 439	Criminal Law	
or		
POSC 445	The Great American Trial	
CJS 440	Capstone in Criminal Justice Studies	3 CH

Majors must also take two courses (6CH) to fulfill the required credit hours. Students may choose from the unselected courses above or any of the following:

SOC 191	Social Problems	6 CH
SOC 231	Sociology of Leadership	
SOC 251	Unequal Opportunities	
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 186	Introduction to Legal Studies	
POSC 226	State and Local Politics and Policy	
POSC 236	Public Policy	
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	

TOTAL: 43 CH

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.

Criminal Justice Studies

Minor Requirements

<u>All</u> of the following:		
CJS 101	Introduction to Criminal Justice Studies	3 CH
SOC 121	Microsociology	3 CH
or		
SOC 141	Macrosociology	
CJS 221	Corrections in America	3 CH
or		
CJS 230	Law Enforcement in America	
CJS 301	Juvenile Justice Studies	3 CH
or		
CJS 305	Victimology	
SOC 331	Criminology	3 CH
or		
SOC 342	Sociological Theory	
CJS/POSC 438	Criminal Due Process	3 CH
or		
POSC 439	Criminal Law	
or		
POSC 445	The Great American Trial	
		TOTAL: 18 CH

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

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.

Minor Requirements

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. To graduate with a minor in legal studies, students will need to take three required courses (7 CH). Additionally, students will select five elective courses (15 CH) from the following lists to help broaden their understanding of law and legal traditions, cultural backgrounds, and ways to improve their ability to communicate in written and oral form. Students must take two classes from the Written and Oral Communication substantive area, two classes from the Law and Legal Processes substantive area, and one class from the Cultural Awareness substantive area.

Required Courses (7 CH)

PHIL 137	Critical Thinking	3 CH
POSC 186	Introduction to Legal Studies	3 CH
POSC 199	LSAT Prep	1 CH

Elective Courses (15 CH)

Written and Oral Communication

Any two courses from the following:

COMM 181	Public Speaking	6 CH
COMM 300	Persuasion	
ENG 120	Introduction to Literature	
ENG 260	Professional Writing	
ENG 270	Advanced Composition and Research	
ENG 317	Linguistics	
POSC 295	Writing in Political Science	

Law and Legal Processes

Any two courses from the following:

BADM 355	Business Law	6 CH
BADM 356	Business Law II	
COMM 445	Media Law and Regulations	
ENSC 210	Introduction to Environmental Law	
POSC 388	The Death Penalty	
POSC 436	Constitutional Law	
POSC/SOC 438	Criminal Due Process Rights	
POSC 445	The Great American Trial	

Awareness of Traditions and Culture

Any one course from the following:

CJS 301	Juvenile Justice Studies	3 CH
ENG 325	Survey of American Literature	
HIST 300	U.S. Colonial History	
HIST 305	Middle Period American History	
HIST 307	Emergence of Modern America	
HIST 309	Recent American History	
PHIL 267	Ethics	
PHIL 337	Freedom Justice and Political Power	
POSC 116	American Government	
POSC 226	State and Local Politics	
POSC 396	International Organization and Law	
SOC 321	Deviance	
SOC 331	Criminology	

TOTAL: 22 CH

Special Programs

The Department of Sociology and Criminal Justice supports 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.

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. Interested students should contact Dr. David Buck, Department of History, 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.

Course Offerings

Criminal Justice Studies

CJS 101 – Introduction to Criminal Justice (3.0 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 202 – Professional Seminar (1.0 CH) This seminar is required of all criminal justice studies majors with sophomore standing. Students will learn academic and non-academic skills needed to succeed in their profession. Ethical issues of the profession will be stressed. Students are strongly encouraged to take this course in their sophomore year. (P: Sophomore status or higher – criminal justice studies majors or permission of instructor) Offered every fall.

CJS 221 – Corrections in America (3.0 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 (3.0 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 (3.0 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: CJS 101, SOC 121, or SOC 141, and one upper level SOC or CJS course numbered 261 or higher, or permission of instructor) Offered spring of odd-numbered years.

CJS 305 – Victimology (3.0 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. (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 388 – The Death Penalty (3.0 CH) This course will introduce students to the law of capital punishment: including the rules and procedures which govern who is, and is not, subject to the death penalty and the principles and measures the law invokes to distinguish death-worthy cases from cases where the sanction of death would itself be unlawful. 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. (P: POSC 300 or CJS 101 or permission of the instructor). Course will be offered during spring semester of even numbered years.

CJS 431 – Selected Studies (3.0 CH) Intensive study of a current criminal justice topic. Topics offered vary. (P: Two CJS or sociology courses or permission of the instructor)

CJS 438 – Criminal Due Process Rights (3.0 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 (3.0 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 CJS (3.0 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. Students will be expected to present their capstone research at the Thiel College Scholarship & Arts Symposium. In essence, this capstone is a senior seminar. (P: Senior in Sociology or Criminal Justice Studies or permission of instructor)

CJS 445 – The Great American Trial (3.0 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 to develop both oral and written communication skills. The course concludes with student participation in mock trials.

CJS 451 – Criminal Justice Internship (1.0 CH) Variable CH available (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, junior or senior status with GPA of at least 3.0, with permission of the sponsoring faculty member)

CJS 455 – Cooperative Education (12.0 CH) Variable CH available (1-12 CH). These credits do not count toward major requirements.

CJS 467 – Washington Internship (8.0 CH) An internship and seminar program in Washington, D.C. for juniors and seniors. Thiel's Semester in Washington, conducted through the Lutheran College Washington Consortium, is designed to accommodate the interests of students with a wide variety of interests and goals. These include not only politics, policy and law, but also religion, social work, international affairs, theater, museum administration and business. (P: Junior or senior standing, 3.0 GPA and recommendation by sponsoring faculty)

CJS 468 – Washington Seminar I (4.0 CH) The first of 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.

CJS 469 – Washington Seminar II (4.0 CH) The second of 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.

CJS 481 – Special Project (1.0 CH) Variable CH available (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, junior or senior status, and permission of the instructor)

CJS 491 – Independent Study (1.0 CH) Variable CH available (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 & Criminal Justice Studies. This course is limited to junior and senior criminal justice studies majors who have completed at least three upper level courses in CJS and whose GPA in all CJS 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.

Sociology

SOC 121 – Microsociology (3.0 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 (3.0 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 (3.0 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 202 – Professional Seminar (1.0 CH) This seminar is required of all sociology majors with sophomore standing. Students will learn academic and non-academic skills needed to succeed in their profession. Ethical issues of the profession will be stressed. Students are strongly encouraged to take this course in their sophomore year. (P: Sophomore status or higher – sociology majors or permission of instructor) Offered every fall.

SOC 211 – Anthropology (3.0 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 Social Sciences (3.0 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 ANOVA. Confidence intervals, hypothesis testing, significance levels, type I error and type II error will be discussed. (P: MATH 125.)

SOC 231 – Sociology of Leadership (3.0 CH) The Sociology of Leadership explores the many facets of leadership - leadership as a trait, an ability, a skill, a behavior, and a relationship. Students will also be introduced to the different types of leaders as well as the different leadership styles. In addition to studying identified leaders, students will also explore their own leadership style through a number of exercises.

SOC 251 – Unequal Opportunities: Minority Experience in America (3.0 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 271 – Sociology of Sport (3.0 CH) Critical analysis of sport. Examines sport socialization; deviance; violence; gender and sexuality; race/ethnicity; professional sport careers; intercollegiate athletics; and the media. Typically offered fall of odd-numbered years. (P: SOC 121/141 or CJS 101 is recommended.)

SOC 321 – Deviance (3.0 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. Offered fall of odd-numbered years. (P: Two sociology or CJS courses or permission of the instructor.)

SOC 331 – Criminology (3.0 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. Offered fall of odd-numbered years. (P: Two sociology or CJS courses or permission of the instructor.)

SOC 341 – Social Research Methods (3.0 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. 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. Offered every fall. (P: Two sociology or CJS courses or permission of the instructor.)

SOC 342 – Sociological Theory (3.0 CH) A 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. Offered every spring. (P: Two sociology or CJS courses or permission of the instructor.)

SOC 351 – Social Stratification (3.0 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 or CJS courses or permission of the instructor.)

SOC 361 – Sociology of Religion (3.0 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. Offered spring of even-numbered years. (P: Two sociology courses or permission of the instructor.)

SOC 381 – Medical Sociology (3.0 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. Typically offered fall of odd-numbered years. (P: Two sociology courses or permission of the instructor.)

SOC 391 – Sociology of Aging (3.0 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. Typically offered every 2-3 years. (P: Two sociology courses or permission of the instructor.)

SOC 401 – Sociology of the Family (3.0 CH) Examines the family as a social institution. The focus is mainly on the United States but includes some cross-cultural comparisons. Some topics included are family organization, various family life-styles, dating and mate selection, sexual relationships, parenting, domestic violence, divorce and remarriage, family in the later years and changes over the family life cycle. Typically offered fall of even-numbered years. (P: Two sociology courses or permission of the instructor.)

SOC 411 – Organizations (3.0 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 & Society (3.0 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. Typically offered spring of even-numbered years. (P: Two sociology courses or permission of the instructor.)

SOC 425 – Urban Sociology (3.0 CH) Traces the development of urbanism from the pre-industrial city to the present post-industrial age. The course focuses upon urban growth and changes of demographic patterning, life styles, and economics. Theoretical models of urbanism will be discussed. Usually offered spring of odd-numbered years. (P: Two sociology or CJS courses or permission of the instructor.)

SOC 427 – Disney & Gender (3.0 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 permission of instructor.)

SOC 431 – Selected Studies (3.0 CH) Intensive study of current sociological or anthropological topic. Topics vary, but are offered on a regular rotation. (P: Two sociology or CJS courses or permission of the instructor.)

SOC 435 – Popular Culture (3.0 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 CJS courses or permission of the instructor.)

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SOC 491 – Independent Study (6.0 CH) Variable CH available (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 & Criminal Justice Studies. 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.

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B.S., 2000, B.S. 2001, University of Wyoming; Ph.D., 2006, The Ohio State University.

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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)

Gary J. Witosky, C.P.A., M.Acc. '79, Professor of Business Administration and Accounting, David Miller Endowed Chair in Accounting (2002-2023)

B.A., 1979, Thiel College; M.Acc., 2012, Stetson University.

Faculty

Susan Traverso, Ph.D., President (2016)

B.A., Simmons College; M.A. and Ph.D., University of Wisconsin-Madison

Greg Q. Butcher, Ph.D., Vice President for Academic Affairs/Dean of the College, Professor of Neuroscience (2014)

B.S., 2000, B.S. 2001, University of Wyoming; Ph.D., 2006, The Ohio State University

Alysandra L. Andrusky, M.P.A.S., P.A.-C, Assistant Professor of Physician Assistant Studies (2022)

B.S., 2018 and M.P.A.S., 2019, Gannon 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

Andrew L. Baker, M.A., Assistant Professor of Communications (2022)

B.S., Brigham Young University Idaho; M.A., University of Wyoming

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

B.A., 1989, Swarthmore College; M.S., 1991, and Ph.D., 1995, University of Rochester

Jeanette E. Benigas, Ph.D., CCC-SLP, Professor of Communication Science and Disorders (2022)

B.A., 2004, University of Toledo; M.A., 2006, Eastern Michigan University; Ph.D., 2013, Ohio State University

George Branch-Trevathan, Ph.D., Associate Professor of Religion (2010)

B.A., 2000, Vanderbilt University; M.Div., 2004, Harvard Divinity School, Ph.D., Emory University

Jennifer Broderick, Ph.D., Assistant Professor of Biology (2019)

B.S., 2013, Robert Morris University; Ph.D., 2019, Duquesne University

Kristina Brzoza-Lewis, Ph.D., Assistant Professor of Biology (2023)

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B.A., 1992, University of Dayton; M.A., 1995, Slippery Rock University; Ph.D., 2002, West Virginia University

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Diploma, 1994, La Universidad Complutense, Madrid; B.A., 1995, Rider University; M.A., 2006, and Ph.D., 2014, Purdue University

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B.A., 2001, University of New Hampshire; M.A., 2006, and Ph.D. 2010, Stony Brook University

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B.S., 2000, Allegheny College; M.S. 2004, and Ph.D. 2013, Gannon University

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B.A., 1984, and M.A., 1986, Bowling Green State University

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B.S., 1995, Clarion University; M.Ed., 2002., Lock Haven University, EdD., 2018 Northeastern University

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B.A., 1989, and M.P.A., 1996, West Virginia University; M.S., 2004, Kent State University

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B.A., 2010, Thiel College; M.A., 2012, Gannon University; Ph.D., 2019, Indiana University of Pennsylvania

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B.S., The Ohio State University; Ph.D., 2016, Ohio University

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B.A., 1973, and M.B.A., 1983, Youngstown State University

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B.A., 1975, Seton Hill College; M.A., 1987, Carnegie Mellon University; Ph.D., 1991, Duquesne University

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B.A., 2000, Miami University of Ohio; M.A., 2003, University of Pittsburgh; Ph.D., 2014, City University of New York

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B.S., 2008, Baldwin-Wallace University; M.S., 2011 and Ph.D., 2013, St. Louis University

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B.A., 2010, California University of Pennsylvania; M.F.A., 2013, Chatham University; M.S., 2017, Shippensburg University of Pennsylvania

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B.A., 1981, Luther College; M.A., 1984, University of Regina; Ph.D., 1990, University of Notre Dame

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B.S., 1972, University of Alabama; Ph.D., 1979, University of Illinois

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B.A., 1996, Kent State University; M.F.A., 1998, Edinboro University of Pennsylvania

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1994 Mercyhurst College, Municipal Police Training Academy

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