MERCYHURST UNIVERSITY

2015-2016

Course Catalog

MERCYHURST UNIVERSITY

A LIBERAL ARTS UNIVERSITY FOR MEN AND WOMEN

501 EAST 38TH STREET • ERIE, PA 16546-0001 • (814) 824-2000 • (800) 825-1926 • MERCYHURST.EDU

CATALOG 2015-2016

Carpe Diem

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AN OVERVIEW

MERCYHURST UNIVERSITY

- Founded 1926, Sisters of Mercy Coeducational
- Catholic/Liberal Arts
- Programs in Career and Pre-Professional Areas
- 3600 Students
- 60% Women/40% Men
- 15:1 Student-Faculty Ratio
- 64 Undergraduate/8 Graduate Majors
- 46 Concentrations

DEGREES

- Master of Science
- Bachelor of Science
- Associate of Arts
- Bachelor of Arts
- Bachelor of Music
- Associate of Science

ACCREDITATION

- Mercyhurst University is accredited by:
  The Commission on Higher Education
  on Higher Education
  3624 Market Street, 2nd Floor West
  Philadelphia, PA 19104-2680
  Phone: (267) 284-5000
- The Pennsylvania Department of Education
- The Council on Social Work Education
- The Accreditation Commission for Programs in Hospitality Administration
- National Association of Schools of Dance
- The National Athletic Trainers Association
- The American Physical Therapy Association
- The National Association of Schools of Music
- International Assembly of Collegiate Business Education
- American Music Therapy Association
- Register of Professional Archeologists
- Certified Financial Planner Board of Standards
- Accreditation Commission for Education in Nursing

VARSITY AND INTRAMURAL ATHLETICS

- Men's and Women's Programs

SPECIAL FEATURES

- Academic Support Programs
- Adult University
- Advanced Placement
- Basic Skills Programs
- Bilingual Special Education
- Bishop Alfred Watson Christian Service Awards
- Campus Ministry
- Career Counseling
- CLEP Exams
- Certificate Programs
- Computer Laboratories
- Contract Majors and Minors
- Core Curriculum
- Double Majors
- Honors Program
- Honor Societies
- International Baccalaureate Programs
- Internships
- Language Laboratory
- Learning Differences Programs
- Math Lab
- Mercy Institute
- Post-Baccalaureate Certificates
- The Radio Station (FM)
- ROTC (with Gannon University)
- Service Learning
- Study Abroad
- Television Studio
- Valedictorian-Salutatorian Scholarships
- Volunteer Program
- Writing Center

ACADEMIC PROGRAMS

MASTER OF SCIENCE

- Administration of Justice
- Anthropology
  - Forensic and Biological Anthropology
  - Archaeology and Geoarchaeology
- Applied Behavior Analysis
- Applied Intelligence
- Data Science
- Organizational Leadership
  - Accounting Concentration
  - Higher Education Administration Concentration
  - Human Resources Concentration
  - Non-Profit Management Concentration
  - Sports Leadership Concentration
  - Strategy & Innovation
- Physician Assistant Studies
- Special Education
  - Applied Behavior Analysis Concentration
- Secondary Education: Pedagogy and Practice

BACHELOR OF SCIENCE

- Anthropology/Archaeology
  - Archaeology Concentration
  - Bioarchaeology Concentration
- Applied Forensic Sciences
  - Criminalistic/Forensic Biology Concentration
  - Forensic Anthropology Concentration
  - Forensic Chemistry Concentration
- Athletic Training
- Biochemistry
- Biology
  - Ecosystem Conservation Concentration
  - Environmental Science Concentration
  - Medical Technology Concentration
  - Neuroscience Concentration
- Chemistry
- Environmental Science
  - Biology Field Studies Concentration
  - Geology Field Studies Concentration
- Exercise Science
- Fashion Merchandising
- Geology
- Health Care Science
- Interior Design
- Nursing* BSN
  - RN to BSN
- Public Health
- Sports Medicine
  - Clinical Exercise Physiology Concentration
  - Pre-Medical Concentration
  - Pre-Physical Therapy Concentration
  - Pre-Occupational Therapy
  - Pre-Physician Assistant

BACHELOR OF ARTS

- Accounting
- Anthropology/Archaeology
  - Archaeology Concentration
  - Sociocultural Anthropology Concentration
- Art Education
- Art Therapy
- Biology
  - Ecosystem Conservation Concentration
  - Medical Technology
  - Neuroscience Concentration
- Business Competitive Intelligence
- Business Economics
- Business Marketing
- Chemistry
  - Sustainability Studies Concentration
- Communication
- Computer Systems
- Criminal Justice
  - Corrections Concentration
  - Juvenile Justice Concentration
  - Law Enforcement Concentration
  - Pre-Law Concentration
- Dance
  - Pedagogy Concentration
- Early Childhood Education
- Early Childhood /Special Education
- English
  - Creative Writing Concentration
  - Pre-Law Concentration
  - Secondary Education Concentration
  - Writing Concentration
- Environmental Science
  - Biology Field Studies Concentration
  - Geology Field Studies Concentration
- Finance
- French
- French Education
- Geology
  - Environmental Geology/Hydrology Concentration
  - Geoarchaeology Concentration
- Graphic Design
- History
  - Public History Concentration
  - Social Studies Education Concentration
- Hospitality Management
  - Food and Beverage Management Concentration
  - Hotel Management Concentration
  - Event Management Concentration
- Integrated Marketing Communication
- Intelligence Studies
- Interdisciplinary Studies
- International Business
- Liberal Studies
- Management
- Mathematics
- Music
- Music Therapy
- Philosophy
- Physics
- Political Science
  - Applied Politics Concentration
  - Environmental Studies and Politics Concentration
  - International Relations Concentration
  - Pre-Law Concentration
- Psychology
  - Neuroscience Concentration
- Public Health
- Religious Studies
- Russian Studies
- Sociology
  - Criminology Concentration
- Social Work
- Spanish
- Spanish Education
- Sport Business Management
- Studio Art

BACHELOR OF FINE ARTS

- Dance

BACHELOR OF MUSIC

- Music Education
- Performance

PRE-PROFESSIONAL PROGRAMS

- Pre-Dental
- Pre-Pharmacy
- Pre-Law
- Pre-Veterinary
- Pre-Medical
- "2+3" LECOM Program
- Pre-Osteopathy
- "3+4" LECOM Program

TEACHER CERTIFICATION PROGRAMS

- Art (K-12)
- Biology (7-12)
- Early Childhood Education (PreK-4)
- Early Childhood Education (PreK-4)/Special Education (PreK-8)
- English Education (7-12)
- General Science (7-12)
- Music (K-12)
- Social Studies Education (7-12)
- World Language – French, Spanish (K-12)

ASSOCIATE OF ARTS

- Liberal Arts*
  - Communication Concentration*
  - Education Concentration*
  - Science Concentration*
- Early Childhood Education*

ASSOCIATE OF SCIENCE

- Business Administration
  - Accounting Concentration*#
  - Insurance Concentration
  - Management Concentration
  - New Media Concentration*
  - Retail Management Concentration*
  - Sport Management Concentration
  - Viticulture Concentration*
- Computer Systems Support*
- Corporate Support & Security
- Criminal Justice
  - Crime Analysis Concentration*
  - Law Enforcement Concentration*
- Hospitality Management
  - Culinary Arts Concentration *
  - Facilities and Property Management Concentration
- Interior Design
- Medical Laboratory Technician*
- Nursing *
- Occupational Therapy Assistant*
- Office Management
  - Medical Office Concentration*
- Physical Therapist Assistant *
- Respiratory Therapy Assistant*

* Offered through North East location
\# Offered through Adult Services - Erie campus

2015 - 2016 ACADEMIC CALENDAR

FALL SEMESTER

AUGUST

20	Thurs	Summer Orientation IV
21	Fri	Students Arrive / Welcome Week Begins
24	Mon	Welcome Week Concludes/Freshman Service Project
25	Tues	Freshman Convocation Major Orientation / Faculty Convocation
26	Wed	Day Classes Begin
27	Thurs	Evening Classes Begin (classes starting after 3:30 pm)
29	Sat	Weekend Classes Begin

SEPTEMBER

2	Wed	Last Day to Drop/Add Classes
7	Mon	Labor Day – No Day classes - Evening Classes Held (classes starting after 3:30 pm)
18	Fri	Summer Incompletes to Registrar
24	Thurs	MASS OF THE HOLY SPIRIT
25-27	Fri - Sun	Homecoming / Family Weekend

OCTOBER

15	Thurs	Mid-Semester Break begins - No classes held
19	Mon	Mid Semester break ends – Day and Evening Classes resume
24	Sat	Weekend Classes Resume
26	Mon	Mid-Semester Grades Due

NOVEMBER

9	Mon	J-Term and Spring Semester Registration: Seniors
10	Tues	J-Term and Spring Semester Registration: Juniors
11	Wed	J-Term and Spring Semester Registration: Sophomores
18	Wed	J-Term and Spring Semester Registration: Freshmen
20	Fri	Last day to Declare Pass-Fail
23	Mon	Thanksgiving Break Begins
30	Mon	Day & Evening Classes Resume

DECEMBER

4	Fri	Regular Classes End Last Day to Withdraw from Classes
5-6	Sat-Sun	Weekend Classes Held
7	Mon	Reading Day – No Classes
8-11	Tues-Fri	FINAL EXAMS
16	Wed	Grades Due: 9:00 a.m.

J-TERM

JANUARY

6	Wed	Day and Evening Classes Begin
8	Fri	Last Day to Drop/Add Classes
15	Fri	Last day to Declare Pass-Fail
18	Mon	Martin Luther King Day Observed – No Classes Held
26	Tues	Last Day to Withdraw from Class - Classes End
29	Fri	Grades Due: 9:00 a.m.

SPRING SEMESTER

FEBRUARY

3	Wed	Day Classes Begin
4	Thurs	Evening Classes Begin (classes starting after 3:30 pm)
5	Fri	Fall Semester Incompletes to Registrar
6	Sat	Weekend Classes Begin
10	Wed	Last Day to Drop/Add Classes

MARCH

17	Thurs	J-Term Incompletes to Registrar
21-28	Mon - Mon	Mid-Semester Break / Easter Break Evening Classes Resume (classes starting after 3:30 pm)
29	Tues	Day Classes Resume

APRIL

2	Sat	Weekend Classes Resume
8	Fri	Mid-Semester Grades Due
21-24	Thurs-Sun	Break - No classes held
25	Mon	Fall Semester Registration: Juniors
26	Tue	Fall Semester Registration: Sophomores
27	Wed	Fall Semester Registration: Freshmen
29	Fri	Last Day to Declare Pass-Fail

MAY

13	Fri	Day and Evening Classes End Last Day to Withdraw from Classes
14-15	Sat-Sun	Weekend Classes Held
16	Mon	Reading Day – No Classes
17-20	Tues - Fri	FINAL EXAMS
21/22	Sat/Sun	GRADUATION WEEKEND - BACCALAUREATE MASS
25	Wed	All Grades Due: 9:00 a.m.
20	Wed	All Grades Due: 9:00 a.m.

SUMMER TERM

Pre-Summer Session: TBA
Mini-Summer Session: TBA
Regular Summer Session: TBA

MERCYHURST UNIVERSITY: AN INTRODUCTION

Mercyhurst University is a fully accredited, four-year, Catholic liberal arts institution, primarily undergraduate, for men and women. It was founded in Erie, Pennsylvania, in 1926 by the Sisters of Mercy. In addition to a variety of undergraduate programs, the University offers eight graduate programs leading to the Master of Science degrees. The University is an 85-acre expanse located on a hill overlooking the city. It is a University with a sense of tradition reflected through its beautiful setting, one that provides an ideal environment for learning and growing. An attraction to all who drive up the main entranceway is the Tudor-Gothic stateliness of Old Main and the buildings clustered around it.

Ever since Mother Borgia Egan and the Mercy Sisters established Mercyhurst University, it has consistently sought to teach, to build, and to act with that sense of excellence and style which characterize quality in human society. It has developed a sense of human community on its campus, where teachers and learners reinforce one another in the learning process. These aims relate the Catholic heritage of the University to the needs of today in a vital manner that invests life and learning with a sense of spiritual strength and human accomplishment.

Mercyhurst emphasizes the role of the liberal arts. They provide a basis for sound career preparation and for many other life objectives. With this balance, the University supports a wide range of programs — from dance, music and art to business and the sciences — and also prides itself on its service to students. To this end, it strives constantly to become distinctive in the choice of its academic offerings.

THE UNIVERSITY MISSION STATEMENT

MISSION INTEGRATION

Higher education in the United States is changing at an unprecedented pace and Catholic universities confront pressures and specific challenges associated with their Catholic and sponsorship identity. Affirming strongly the good to society and the church brought by the colleges and universities they founded, the Sisters of Mercy have established the Conference for Mercy Higher Education to help preserve and continue their Mercy charism. To this end, Mercyhurst University has established an office of mission integration, which assists the university president in promoting and animating the university's mission as expressed in its mission statement with specific attention to its Catholic and Mercy identity.

VISION STATEMENT

Mercyhurst University seeks to be a leading higher educational institution that integrates excellence in the liberal arts, professional and career-path programs, and service to regional and world communities.

MISSION STATEMENT

Consistent with its Catholic identity and Mercy heritage, Mercyhurst University educates women and men in a culture where faith and reason flourish together, where the beauty and power of the liberal arts combine with an appreciation for the dignity of work and a commitment to serving others. Confident in the strength of its student-faculty bonds, the University community is inspired by the image of students whose choices, in life and work, will enable them to realize the human and spiritual values embedded in everyday realities and to exercise leadership in service toward a just world.

CORE VALUES

We are . . .

Socially merciful,
Mercy restores human dignity, expands our social relations, and empowers us to reach out in compassion to others.

Globally responsible,
Globalization challenges us to learn how to steward the resources of the Earth wisely and to act in solidarity with its diverse peoples.

Compassionately hospitable,
Mercy hospitality begins with self-acceptance, welcomes peoples of different faith, ethnic, and cultural traditions, and thus builds communities that transcend mere tolerance.

Intellectually creative,
Generous, inquiring, and critical habits of mind, which support the aspirations for excellence manifested within the academic community, encourage us in our lifelong search for what is true, good, and beautiful.

Reflectively aware,
Our Christian environment encourages self-reflection and contemplation of human behavior, promotes balance of mind, body, and spirit, and ultimately offers the opportunity to develop a moral compass for a life of integrity.

Ambassadors of service.

UNIVERSITY LEARNING FOR TODAY'S STUDENT

Dynamic activity in shaping institutional purpose, planning academic programs, and meeting the needs of students of all ages — these reflect the motto of Mercyhurst University: "Carpe Diem," or Seize the Opportunity.

Dedicated academic advisors help students make the transition to university learning. Close student-faculty relationships give purpose and direction to students interested in shaping their university education to future life and career requirements. A career counseling staff and an active placement office help students find employment after graduation. Computer laboratories and other-modern facilities keep students competitive and up to date for the challenges of tomorrow.

OFFICIAL COMMUNICATION

Mercyhurst University recognizes many forms of communication for official university business. University officials may utilize written documentation, telephone conversations, and Mercyhurst-issued e-mail accounts or web documents as formal forms of communication. Official University business includes all actions of the University including but not limited to providing general information, course information, student conduct notices, and administrative notices from the University.

Mercyhurst University provides e-mail accounts to students; these are recognized as official document and notification addresses for University communications. All students are responsible for checking their Mercyhurst issued e-mail accounts and are held accountable for the contents of e-mails issued by the University.

CAMPUS AND BUILDINGS

The Mercyhurst campus is situated at a beautiful site overlooking Lake Erie. One block from the city limits, the University enjoys the advantages of a suburban, pastoral setting only minutes from downtown.

Over 50 buildings comprise the Mercyhurst complex, including the Audrey Hirt Academic Center, Old Main, Zurn Hall of Science and Fine Arts, Hammermill Library, the D'Angelo Music Building, the dance space, the Sr. Carolyn Herrmann Student Union, the Campus Athletic Center, the Mercyhurst Ice Center, the Student Recreation Center, the Taylor Little Theatre, Briggs Hall, and numerous residential dorms, apartments, and townhouses with a capacity of housing over 2000 students.

Completed in 2012, the Center for Academic Engagement is a 31,000 square foot building housing the Intelligence Studies, Hospitality, and Applied Politics programs as well as the Evelyn Lincoln Institute for Ethics and Society. The building is designed around the idea that education should be hands-on, collaborative, high-tech, and transparent. The architect took every opportunity to incorporate eco-friendly elements into her design. The new building includes a bridge that runs from the fourth floor of the CAE to the fourth floor of the Hammermill Library, creating a pathway for students from the CAE to Old Main. Hundreds of students every day will

learn, create, cook, research, and relax in the newest addition to the campus.

Francis Warde Hall was completed in 2009. This four story residence hall holds approximately 300 male and female freshman residents. Warde Hall is a state-of- the-art building designed to foster a sense of community for incoming freshmen. A few of this Hall's most notable features include community and study lounges on each floor, a centrally located convenience store, recreation room, and multi-media room.

The 45,000 square foot Audrey Hirt Academic Center was built in 2002 with Collegiate Gothic architecture to complement the majestic Tudor style of Old Main. Distinguished by a splendid dome visible from the four corners of the campus, the Audrey Hirt Academic Center contains an atrium, technology rich classrooms, faculty offices, the Walker Recital Hall and special facilities for graphic arts, communication, education, the honors program and the University yearbook. The Walker Recital Hall seats 250 and features a 32' by 72' stage.

The Sr. Carolyn Herrmann Student Union is an elegant three-story building housing student government chambers, Campus Ministry and the Laker Inn, a newly renovated food court seating 250 and featuring a wide variety of convenient and healthy retail dining options. A new 7500 square foot bookstore/ coffee bar opened December, 2003, affording the university community a greatly enlarged selection of trade books, periodical magazines, newspapers, textbooks, and university merchandise. The coffee bar features Starbucks coffee, pastries and baked goods, juices, and deli sandwiches. The Mary D'Angelo Performing Arts Center is a beautiful facility built in 1996 on the south side of the campus off of Zurn Hall. The Center seats 824 and has a performance stage of 3400 square feet. As such, it is the only facility between Erie and Pittsburgh, Buffalo and Cleveland capable of handling the technical requirements of the most elaborate productions, including ballet and opera. Especially marveled for its acoustics, it was designed as a showcase for the performing arts. It is conducive not only to the cultural aspirations of the University and its external community, but also serves as a venue for students and faculty of the University to perform in a magnificent professional setting.

The Zurn Hall of Science and Fine Arts contains modern, well-equipped science laboratories for archaeology, biology, chemistry, forensics, geology, physics and earth-space studies and spacious art studios for drawing, painting, ceramics, and photography. The D'Angelo Music Building is a three-level facility housing an entire floor of practice rooms, five classrooms, faculty studios, and an all-purpose rehearsal room.

Other campus facilities include the Tudor-style Administration Building built in 1926, three dormitories, twenty-nine apartment buildings, thirty-two townhouses, theatre and dance facilities, and ample classrooms. The University cafeteria in Egan Hall is connected to Sullivan Hall, an adjacent wing with second story classrooms and Mercy Heritage Hall, a formal reception center capable of holding 200 people.

The University's athletic facilities include the Mercyhurst Athletic Center (MAC), the Mercyhurst Ice Center (MIC), the Student Fitness and Recreation Center, Tullio Field, and several additional playing fields. The Mercyhurst Athletic Center houses a gymnasium complex, contains crew tanks, and a newly renovated and enlarged athletic training facility. The Mercyhurst Ice Center includes an ice rink, four locker rooms, and seating for 1200. The Student Fitness and Recreation Center contains a large physical fitness center, and two all-purpose floors for basketball, volleyball, and other indoor uses.

Improvements to the University playing fields include installing Field Turf to the football stadium and Pro Grass to the baseball and soccer fields. The Fitness Center was tripled in size to 12,000 square feet and features state-of-the-art equipment, and special rooms for aerobics, martial arts programs, and spinning bikes.

During 1997, the University constructed a three story addition to the Hammermill Library and added a fourth floor to the original building, increasing the library's space to nearly 60,000 square feet. Additional improvements to the campus completed in 1997 include library automation, installation of a campus wide computer network, construction of a new dance center with two studios and acquisition of additional apartment buildings and townhouses for student housing.

The University operates a campus in North East, PA. The North East Campus is located approximately 15 miles northeast of Erie and includes eleven buildings situated on 84 picturesque acres. These facilities include a modernized academic/residential building, twenty-four townhouses, an imposing Gothic style church, a spacious gymnasium, several playing fields, three recently constructed laboratories and an academic building.

A new 33,000 square foot academic building, named the Michele and Tom Ridge Regional Health and Safety building, opened in 2005, includes a library and classrooms/offices for Nursing, Law Enforcement, and other academic programs.

The newly constructed 75-bed dormitory, named Redemptorist Hall in honor of the Redemptorist priests who previously owned and operated the campus as a seminary, opened in Fall 2008. Also in 2008, the North East campus branched southward, purchasing a 30,000 square-foot building now home to the Public Safety Institute, the Practical Nursing program, and two state-of-the-art Human Anatomy and Forensic Labs. Classes are also offered at the Bruce and Arlene Smith Education Center in Corry, PA. and the Booker T. Washington Center in the city of Erie.

Altogether, the physical plant of the university and its branch locations has grown to over 80 buildings, over 1,400,000 building square footage, over 500 acres, and a plant valued at over $100 million.

Mercyhurst presently enrolls over 4,100 students, 3,000 on the Erie campus and over 1,100 at the North East campus and other locations. While the majority of students come from the states of Pennsylvania, New York, and Ohio, 43 states and 31 nations are represented in the Mercyhurst student body.

COMPUTER FACILITIES

Mercyhurst University is a completely networked campus, including student dorm rooms and apartments. The Mercyhurst campus network provides each student access to: the Internet; a personal e-mail account; an individual folder for network storage; online courses in Blackboard; online registration, grades and the Hammermill Library collections. Wireless access is available throughout the campus.

Classrooms in all academic buildings are outfitted with Internet access and smart podiums including control panels for computers, DVD/VCR's, projection and sound. Computer laboratories available to all students are located in Old Main, the Hammermill Library, and in the Hirt Academic Center. Lab operating systems include UNIX, Windows and Mac OS. The standard application software is MS Office. Mercyhurst's computer systems are regularly updated and expanded.

The University also maintains computer laboratories in many disciplines, including business, education, art, interior design, fashion merchandising, psychology, hospitality management, archaeology/ anthropology, math and physical sciences, the social sciences, and the intelligence studies program.

The Hammermill Library is a fully automated facility, providing electronic bibliographic and research capabilities for student use. There are over 100 public-accessible computers throughout the Library as well as wireless access. There are 11 sit-down workstations in the Reference area on the second floor and 5 stand-up kiosks throughout the Library. These computers are primarily intended for access to our online catalog and other online resources as well as the Internet. The Hammermill Library can be accessed via the Internet at library.mercyhurst.edu.

LANGUAGE LABORATORY

The Department of World Languages and Cultures operates a laboratory in the Hammermill Library to facilitate the learning of languages. Students listen to tapes at any of several playback terminals which are tied in to a master station operated by the laboratory director. Students have access to the language facility at varying times during the day.

BALTUS OBSERVATORY

Mercyhurst University has an observatory named after Sr. M. Matthew Baltus, R.S.M. located on the Erie campus. It consists of a rotary dome which houses a 14-inch Celestron reflector telescope with equatorial mounting and geosincronic motor that allows for extended observation. The telescope is automatized by a computer that also allows for computerized observations through the use of CCD cameras. Extra facilities allow for its use in astrophotography and photometry.

STUDENT LIFE

Mercyhurst University is committed to the growth and development of the individual student not only in academic work but in growth as a human being living in a community. Recognizing that a student's learning extends beyond the classroom, the University strives to provide a campus environment with a variety of developmental, cultural, service, leadership, athletic, and social experiences. The cultural and spiritual activities on campus give students an opportunity to seek growth and to develop a deeper understanding of the world around them. Athletic and social activities allow students to bond as members of the University community and to engender a sense of pride in their University. During their time at Mercyhurst, students have the opportunity to participate in over 85 clubs and organizations, attend a variety of social activities, and enjoy an on-going schedule of performing arts events.

CULTURAL OPPORTUNITIES

Each semester there are; dance, theatre, and music performances on the campus, and numerous exhibitions of the works of art faculty and students are hosted in the University's gallery. These events provide an opportunity for self-expression and personal development. The University sponsors a film series that runs throughout the academic year. Award winning films (foreign and domestic) are chosen. In addition, the University, in association with Mercyhurst Student Government (MSG), brings guest speakers to the campus throughout the academic year. The Multicultural Center also sponsors a wide variety of cultural programming throughout the academic year.

SOCIAL OPPORTUNITIES

The social calendar at Mercyhurst provides a well-rounded program of activities and gives all elements of the University community a chance to socialize. In addition to the regular schedule of social activities, the University celebrates several major events throughout the course of the year. These events start in late September/early October with Hurst Fest Weekend (including a football game and activities for both parents and alums). Other special events are hosted throughout the year, including Spring Fest, a weekend of outdoor activities culminating with a featured musical act.

CAMPUS MINISTRY

Campus Ministry acts as the locus for spiritual life on campus. Recognizing and celebrating its Catholic identity, Campus Ministry provides spiritual practices for the campus community. By its grounding in the Catholic and Mercy tradition, Campus Ministry also extends outreach to students from Protestant and other religious backgrounds. Campus Ministry offers a rich variety of prayer/worship opportunities, spiritual guidance, community-building and service opportunities. Located on the main level of the Carolyn Herrmann Student Union, the Campus Ministry lounge has traditionally been a place of gathering, offering warm hospitality and a welcoming atmosphere.

Campus Ministry offers spiritual practices that include: daily and Sunday masses, reconciliation, the RCIA process, a chapel choir, liturgical ministries and weekly devotional practices such as rosary and Eucharistic exposition. Campus Ministry also provides periodic ecumenical Christian worship, weekly Christian fellowship, bible studies, a variety of very popular retreats, interfaith meditation and speakers, interfaith discussion groups, individual pastoral counseling and spiritual direction, special prayer services and memorials, a variety of community-building activities and many opportunities to connect with local faith communities. Those who wish to express their faith through service may become involved in a variety of local service opportunities including soup kitchen service, Habitat for Humanity and a dynamic Catholic retreat ministry for local youth. Several annual local, national and international service trips are also coordinated through Campus Ministry in collaboration with Service Learning. Following the example of Catholic doctrine and the Mercy tradition, social justice issues are addressed through student groups focusing on peace and justice, human rights and pro-life activities. Campus Ministry's many student leaders offer servant leadership and spiritual mentorship to the student body.

Campus Ministry is also responsible for scheduling weddings for alumni and staff in Christ the King Chapel. For complete details of activities as well as a calendar of events, please sign up to receive our weekly e-bulletin. Campus Ministry also has an active Face Book page.

Campus Ministry at the North East campus is established to provide a clergy presence and spiritual opportunities for growth in this close-knit community. The Campus Ministry Office offers counseling, spiritual direction, retreats, service and hospitality while it fosters a community of believers who develop their faith through prayer, service, celebration, study and fellowship

EXPERIENTIAL LEARNING

Experiential learning is the process of making meaning from direct experience. At Mercyhurst, this is the focus of the Campus Involvement Center and the Career Development Center. Our mutual goal is to enrich student learning by engaging in community-based experiences to integrate academic knowledge, leadership experiences, internships, professional development and active citizenship. Mercyhurst believes that student participation in experiential activities has a significant impact on their professional development and is consistent with the mission of the University. Together we work to coordinate and offer students the opportunity to learn, serve, experience, and engage beyond the classroom.

CAMPUS INVOLVEMENT CENTER

The Campus Involvement Center advances student success by providing opportunities to engage in social, leadership, and experiential activities. We strive to connect students to Mercyhurst through:

- Honoring traditions and spirit
- Providing involvement opportunities
- Fostering intellectual development
- Mentoring students through self-awareness

The Center is conveniently located on the 2nd floor of the Student Union. It serves as a central location for students to get involved with campus activities and events and meet new people. The Student Union is an environment that is welcoming and one in which students can fully interact and participate in a range of academic, social, spiritual and cultural activities. It is a wireless building which houses a computer/print station, Recognized Student Clubs/Organizations (RSCOs) meeting space, a Commuter Lounge as well as a gaming area sponsored by Mercyhurst Student Government, complete with a pool table and foosball tables and flat screen TV's with Direct TV.

CAREER DEVELOPMENT CENTER

The Career Development Center (CDC) is located on the first floor of Egan Hall. The CDC provides information regarding career counseling, cover letters and resume construction, job searches and job interviews, and graduate schools. The hub of the CDC is CareerConnect, an on-line career management system. Available jobs, internships, and other career related activities are posted on CareerConnect. Students can post their resumes and credentials for review by prospective employers. Each student is assigned an account and then creates a unique password to access the secure system. The CDC has also purchased an account for each Mercyhurst student to access the job search web site called CareerShift (www.careershift.com). Contact a Career Development counselor if you require assistance accessing either site.

For undecided students or students considering a change of major/minor, the CDC utilizes self-guided assessments for students to determine their most appropriate career path. Students can discuss feedback from these assessments with any Career Development counselor.

THE COUNSELING CENTER

The Counseling Center offers counseling as well as a variety of programs designed to support and enhance students' well-being and personal growth. Services are geared toward helping students resolve emotional and relationship concerns, improve

personal skills, have a successful university experience, and reach individual goals.

Counseling services are confidential and free to any student who is currently enrolled. The staff is comprised of licensed psychologists, social workers and/or counselors with significant experience in working with young adults. These clinicians provide individual counseling, group therapy, crisis intervention and biofeedback, as well as workshops and consultation. The counselors also make referrals to other professionals and agencies as appropriate. They provide consultation to university faculty and staff upon request.

The Counseling Center is located on the second floor of the Cohen Health Center and has daytime and evening hours available. It is open throughout the main academic year, and closed during the summer months. Many of the issues which students present are those which occur with the normal transitions of leaving home, entering adulthood, and developing healthy, significant relationships. Counselors also work with students experiencing depression, anxiety, loss or trauma. In many instances, students may find that a relatively short period of counseling allows them to readily resolve a concern. In some circumstances, issues may be more complex and require a longer exploration of the psychological, relational, or emotional concerns. Whatever the presenting problem, counseling seeks to help individuals more fully realize their personal worth and potential and more fully engage in life at Mercyhurst University and prepare for life after university. To schedule an appointment with a counselor, call the Counseling Center at x3650.

ATHLETICS

Mercyhurst University competes at the National Collegiate Athletic Association Division II level in 21 varsity sports and in the Division I Level for Men's and Women's Ice Hockey. Men's rowing competes at the varsity level for a total of 24 varsity sports.

In addition, Mercyhurst participates in a number of athletic conferences. The affiliations include the Eastern Collegiate Athletic Conference, the Pennsylvania State Athletic Conference, Atlantic Hockey Association (men), College Hockey America (women), Collegiate Water Polo Association (men) and Western Water Polo Association (women).

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

Division II Members

Baseball
Men's Basketball
Women's Basketball
Men's Cross Country
Women's Cross Country
Women's Field Hockey
Football
Men's Golf
Men's Waterpolo
Men's Lacrosse
Men's Rowing
Women's Rowing
Men's Soccer
Women's Soccer
Softball
Men's Tennis
Women's Tennis
Women's Volleyball
Women's Golf
Women's Waterpolo
Women's Lacrosse
Men's Wrestling

Division I Members

Men's Ice Hockey
Women's Ice Hockey

MERCYHURST AND THE NCAA

Since 1982, the Lakers have participated in the NCAA at various levels, from Division I to III. The organization was officially formed in 1906 and has grown to encompass 1,500 colleges and universities. The NCAA draws its members from a diverse group ranging from large state institutions to privately funded universities. But all of its members are trying to reach a common goal – the advancement and achievement of the student-athlete and the common good of higher education.

PENNSYLVANIA STATE ATHLETIC CONFERENCE

Sport Sponsorship

Baseball
Men's Basketball
Women's Basketball
Men's Soccer
Women's Soccer
Softball
Men's Cross Country
Women's Cross Country
Men's Tennis
Women's Lacrosse
Football
Women's Volleyball
Men's Golf
Women's Golf
Women's Tennis
Wrestling
Field Hockey

MERCYHURST AND THE PSAC

On July 1, 2008, Mercyhurst entered a new era in university athletics with its admission to the Pennsylvania State Athletic Conference (PSAC).

Conference Members

Bloomsburg
Cheyney
E. Stroudsburg
Gannon
Kutztown
Mansfield
Millersville
Shippensburg
Pitt-Johnstown
California
Clarion
Edinboro
IUP
Lock Haven
Mercyhurst
Seton Hill
Slippery Rock
West Chester

MERCYHURST AND ATLANTIC HOCKEY

Mercyhurst was accepted into the Metro Atlantic Athletic Conference in Division I Hockey for the 1999-2000 season. In July 2003, the MAAC discontinued sponsoring hockey because only one of its schools had men's ice hockey. The same former members of the MAAC formed a new conference called the Atlantic Hockey Conference effective in the 2003-2004 season.

Atlantic Hockey Association Members
Air Force Academy – Colorado Springs, CO
American International University - Springfield, MA
Bentley University - Waltham, MA
Canisius University - Buffalo, NY
University of Holy Cross - Worcester, MA
Mercyhurst University - Erie, PA
Niagara University – Buffalo, BY
Robert Morris University – Pittsburgh, PA
Sacred Heart University - Fairfield, CT
United States Military Academy (Army) - West Point, NY
Rochester Institute of Technology

The AHA is one of five Division I Hockey Conferences for men in the country.

Mercyhurst and the CHA
Beginning in 2002-2003, Mercyhurst women's ice hockey team became a charter member of the newly formed Division I College Hockey America conference. The other members are Lindenwood, Penn State, RIT, and Syracuse.

ATHLETIC ELIGIBILITY

The operative policy on athletic eligibility at Mercyhurst University is:
1. In general, student-athletes must be in good standing as defined by Mercyhurst University.
2. Student-athletes must maintain progress towards degree as defined by NCAA standards, which include a specified number of credits earned per semester and per academic year as well as a minimum cumulative grade point average following every term.

INTRAMURAL SPORTS

The intramural segment of the Lakers' program serves the recreational needs of our students. Intramurals enhance the closeness and cooperation of the athletes while improving their physical conditioning and skills. Mercyhurst offers a variety of intramural sports during the course of the academic year. Here is a list of the sports offered in the course of the Fall and Spring Semesters:

Events

Flag Football
Ultimate Frisbee
Softball Faculty-Staff
Coed Volleyball
Tennis Tournament
Golf Tournament

Men's Basketball
Women's Basketball
Hockey
Soft Lacrosse
Sand Volleyball
Laker Olympics
Bowling Tournament
Men's Indoor Soccer
Women's Indoor Soccer
Men's Softball
Women's Softball

RESIDENCE LIFE

The Residence Life program recognizes that learning extends beyond the classroom and continues into the areas in which students live. Therefore, Residence Life seeks to be an integral part of the educational opportunities at Mercyhurst and strives to create an environment which enhances student growth socially, culturally, physically, and emotionally while fostering academic success.
Traditional freshmen and sophomores who are not designated as "commuters" by the Admissions Office are required to live in University housing.

First-year resident students are not allowed to have vehicles while at the University.

Approximately 90 percent of traditional freshmen live on campus in residence halls. Mercyhurst views campus housing as a necessary privilege. Residents are required to sign a housing contract for one full academic year. If after submitting this contract, the student decides to leave campus housing at any time or withdraws from the University during that academic year, the student will be responsible for a $500.00 breach of contract charge. If a student withdraws or leaves the University during the semester within the occupancy period, housing and board charges will be refunded according to the schedule found on the Housing Contract.

Freshman housing includes: Warde Hall, housing 300 students; McAuley Hall, housing 175 men and Baldwin Hall, housing 200 women. Each freshman residence hall has its own laundry areas, vending machines, and lounges. An Assistant Director, a live-in professional administrator, oversees the freshman residence halls. Each hall is directly supervised by a Hall Director, a live-in graduate student, who is assisted by Resident Assistants.

Resident Assistants are upperclassmen who live on the floors with the freshman residents. RAs plan and implement social, educational, and cultural events in the living areas to ensure an atmosphere conducive to the academic mission of the University. Freshmen living on campus are required to board at the University. The University Dining Service provides the meals. The student dining room is located in Egan Hall. All freshman housing areas close for Thanksgiving, Christmas, and Spring breaks, and at the end of semesters. Residents must leave housing when the housing areas close. Should extenuating circumstances require that a student remain in residence during one of these periods, prior approval must be obtained from the Residence Life Office. Students permitted to remain in residence over breaks may be reassigned to alternative housing for the break period.

Upperclassmen live in apartments or townhouses. Each apartment consists of two bedrooms, a living room, bathroom, and kitchen. These apartments house four residents (limited triples may be available.) There are 17 townhouses available for 6-person occupancy, three 5-person townhouses, and six 4-person townhouses. Townhouses generally have three bedrooms, one and a half bathrooms, and modern kitchen/dining areas. Many, but not all, townhouses have full basements, with washers and dryers, and central air conditioning.

OFF-CAMPUS LIVING

First and second-year students are required to live on-campus. Eligible students must fill out and submit an "Off-Campus Declaration" form providing information about their off-campus residence. Any changes in residency must be reported to the Residence Life Office. Students residing off-campus must abide by the Student Conduct Code, Student Handbook, local ordinances, and applicable local, state and federal laws. Failure to do so will result in adjudication through the Student Conduct Process, which may result in the student's off-campus living privilege being revoked. The University reserves the right to limit the number of students approved to live off-campus.

THE STUDENT HANDBOOK

In addition to this catalog, the University publishes the Student Handbook. The Handbook is written to provide students with an understanding of the culture and community of Mercyhurst University as well as to provide behavioral standards and consequences for misbehavior. Included in the Handbook is information on various university departments and offices, the Student Conduct Code, residential policies, etc. Students are responsible for the information contained in the Handbook and for seeking clarification of that information as needed. The Handbook is available to all students on the University's web site and can be accessed on-line at ***my.mercyhurst.edu/handbook***

STUDENT CONDUCT CODE

Mercyhurst University, as a community of learning dedicated to the lifelong development of the whole person, is where students gather knowledge, insights, skills, and vision necessary to attain fulfillment of the goals they have set for themselves. It is within this community that every member of the University is encouraged and aided to meet the standards set by the University. These standards establish a base upon which the student builds a quality of life reflecting good citizenship, vigilance, and concern for the less fortunate.

It is from these ideals that we have developed the conduct code at Mercyhurst University. Excessive regulation, tedious debate, and contentious challenges are not the aim of this conduct code. The focus of the conduct code is personal responsibility, good judgment, responsible stewardship, and concern for an improved quality of life for the whole community. Conduct violations are adjudicated by Hall Directors, Assistant Directors, or the Conduct Board. All decisions may be reviewed through an appeal process.

MERCYHURST STUDENT GOVERNMENT

Through its elected officers and senators, Mercyhurst Student Government (MSG) is the voice of all students at Mercyhurst University. It is a multifunctional organization which serves the Mercyhurst University and the City of Erie communities. MSG acts as a liaison between students and the administration. MSG, in conjunction with the Campus Involvement Center, officially recognizes student clubs and organizations. All students are invited to become involved with MSG at any level by contacting an officer, senator or simply by attending an MSG meeting on Monday evenings at 8:30 p.m. in the MSG Chambers, 2nd floor of the Student Union.

All MSG meetings are open to the entire Mercyhurst Community.

STUDENT ACTIVITIES COUNCIL

The Student Activities Council (SAC) is the primary student programming organization on campus whose function is to provide activities that will enrich the University community both socially and culturally. SAC is composed of an eleven member executive board and an active general membership.

All students are encouraged to participate in SAC by planning events as well as by participating in activities, which are generally held on Friday and Saturday evenings throughout the academic year. Some of SAC's many activities have included tournaments, dance parties, movies, coffee houses, comedians, bands, hypnotists, and spirited competitions for athletic events. Special events such as formals and fests are also held throughout the year, in conjunction with MSG. All events are published in a semester activities calendar distributed by SAC and are listed in the Student Events Calendar on the Portal.. To become involved, students should call or stop by the SAC office, located on the lower level of the Student Union. General meetings are held monthly and are open to the entire Mercyhurst community.

STUDENT PUBLICATIONS

The Merciad is a student newspaper published weekly online and in print as the voice of the Mercyhurst community. It provides an opportunity for students to develop their journalistic skills and provides a forum for opinions. The Merciad has been published since 1929. Lumen, a literary magazine, is developed by students and is sponsored by the English Department.

COHEN STUDENT HEALTH CENTER

The Cohen Student Health Center provides primary care health services to the student body. The concept of "preventive medicine" and "wellness" is promoted through educational events on campus and "one-to-one health education." Located near the campus bookstore, the Health Center provides physician and nursing hours on a daily

basis Monday through Friday during the business day. Appointments can be made by calling the Health Center at 824-2431.

Students are not charged or billed for their Cohen Student Health Center visit. If diagnostic testing, prescription medications, or specialist services are required, the student will be referred into the community as appropriate. In this event, the community providers of those services will bill insurance or charge the student. All students are expected to be covered by a family health insurance plan or enroll in the student health insurance plan through the University. Students requiring medical care in the evening or on an emergency basis can find a list of after hour community providers on the Health Center portal.

A Pre-Admission Health Record, including a completed Immunization Record, is required of all students prior to admission. Transfer students and graduate students are required to have previous health records, including immunization records, transferred from their former academic institutions.

POLICE AND SAFETY SERVICES

TThe Police and Safety Department's primary responsibility is the safety of the Mercyhurst University community, and the security of the university and university community assets. Other responsibilities include the investigation of theft, criminal mischief, and other criminal incidents occurring on campus.

The enforcement of parking regulations and vehicle traffic control is maintained by assessing penalties in the form of fines and through campus automobile registration. Vehicles are towed when parked in designated tow-away zones, or when necessary during snow emergency/removal operations. A wheel-locking device may be placed on a vehicle's wheel to prevent movement if it is determined that the driver is a chronic offender, or if the owner or operator of a particular vehicle fails to pay fines which accrue in a significant amount.

All matters relating to institutional or student safety and security are reported directly to the Police and Safety Department for appropriate action. The Police and Safety office is located in the lower level of McAuley Hall, and may be reached by dialing extension 2304 (824-2304 from off campus or when using a personal cell phone).

PARKING

First year resident freshmen students are not permitted to bring a vehicle to Mercyhurst University.

There are twenty-four parking lots on and off campus to accommodate parking for students, visitors and employees. All underground parking lots are restricted for use only by individuals paying for specific parking spots.

Parking permit placards are issued on a daily basis or when needed.

All students planning to bring a vehicle to campus must register their vehicle on line with the police and safety department prior to their arrival at Mercyhurst University. Upon arrival, the student must report to the police and safety department office with their vehicle, driver's license, vehicle registration and proof of vehicle insurance. After review, a parking permit placard will be issued. Parking permit placards for student vehicles will be issued between the hours of 8:30 a.m. and 3:30 p.m. Monday through Friday, excluding holidays and university closed days.

Parking permits are available for non-registered vehicles being used temporarily by students, and visitor parking passes are available for university guests at the police and safety department office twenty-four hours a day seven days a week, including holidays and university closed days.

Police and Safety requests that all cars have a permit so we know who is on our campus.

ACADEMIC AFFAIRS

The academic area of the University is organized into seven schools. Each school is coordinated by a Dean who reports to the Vice President for Academic Affairs or his/her designee. In most cases, Associate Deans are appointed within each school to oversee evaluation issues and assist the Deans. Schools are divided into separate Departments – each of which offers a major(s) and/or minor(s). Departments are administered by Chairpersons who coordinate their operations with the Dean and Associate Dean of the respective school.

SCHOOL OF ARTS AND HUMANITIES

Dean: Jeffrey Roessner, Ph.D. – Associate Deans: Alice Edwards, Ph.D.
(Art, Dance, D'Angelo Department of Music, English, Interior Design, Philosophy, Religious Studies, World Languages and Cultures)

HAFENMAIER SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

Dean: Kathleen Bukowski, Ph.D. – Associate Dean: Leanne Roberts, Ph.D.
(Education, Psychology)

SCHOOL OF HEALTH PROFESSIONS AND PUBLIC HEALTH

Dean: David J. Dausey, Ph.D. – Associate Dean: David C. Hyland, Ph.D.
(Physician Assistant, Public Health, Sports Medicine)

TOM RIDGE SCHOOL OF INTELLIGENCE STUDIES AND INFORMATION SCIENCE

Dean: James Breckenridge, Ph.D. – Associate Dean: Charles Redmond, Ph.D.
(Applied Intelligence, Computer Systems, Communications, Data Science, Intelligence Studies, Mathematics,)

SCHOOL OF SOCIAL SCIENCES

Dean: Randall Clemons, Ph.D. – Associate Dean: Chris Magoc, Ph.D.
(History, Criminal Justice, Sociology/Social Work, Political Science)

WALKER SCHOOL OF BUSINESS AND COMMUNICATION

Dean: Raj Parikh, Ph.D. – Associate Dean: Amy Doolan Ph.D.
(Business, Fashion Merchandising, Hospitality Management, Organizational Leadership)

ZURN SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

Dean: James Adovasio, Ph.D., - Associate Dean: Mary Ann Owoc, Ph.D.
(Anthropology/ Archaeology/Geology, Applied Forensic Science, Bioinformatics, Biology, Chemistry, Environmental Science, Physics)

ACADEMIC CALENDAR

The University operates on a two semester academic calendar; each semester is 14 weeks long. Additionally, a January Intersession term is held to provide students an opportunity to explore unique subject matter. Traditional students are required to attend two (2) Intersession terms during their matriculation. Students normally take ten courses per year. A limited number of courses are also offered in the evening and on weekends. The Fall Semester begins about the first week in September and runs until the middle of December, close to the Christmas holiday. The January Intercession Term begins right after the first of January and is completed by the last week in January. The Spring Semester starts at the end of January and continues to mid-May with a spring break mid-way and a brief Easter recess. In each semester, day classes meet on Mondays, Wednesdays, and Fridays or on Tuesdays and Thursdays. Evening classes meet on Mondays and Wednesdays or on Tuesdays and Thursdays.

SUMMER SESSIONS Mercyhurst operates one three (3) week pre-summer session, one nine (9) week session (online offerings, graduate and weekend classes) and one three (3) week mini-summer session that runs concurrent with the nine (9) week session. A normal load for students during the summer is two courses (or a 6-credit internship). Courses in many disciplines are scheduled as day and evening classes on weekdays and Sundays. The schedule of summer courses is available mid-March. A complete listing may be accessed at the website www.mercyhurst.edu. Preregistration for summer courses is conducted after the schedule is published. It continues through the Spring Semester. Room and board accommodations are available during the summer sessions.

GRADUATION REQUIREMENTS

Students earn semester credits at Mercyhurst. The graduation requirements for the Bachelor of Arts and the Bachelor of Science degree are:

1. That a minimum of 121 credits be successfully completed.
2. That at least 30 credits be taken in the major program unless the program has been exempted from this regulation.

3. That all of the courses in the Core Curriculum be successfully completed. Students are personally responsible for ensuring that they meet these requirements. If a student has a question about any one of the courses, the question should be referred to the Registrar or the Office of Academic Affairs.
4. That a cumulative grade point average of at least C (2.0 GPA) or higher be earned as specified by program requirements.
5. That all requirements in the major department be successfully met. This includes the required cumulative GPA, the required courses, theses, etc.
6. That at least 41 credits be completed at Mercyhurst. This includes at least half the total credits in the major program.
7. That at least 24 credits of the last 30 be completed under the auspices of Mercyhurst University.
8. Credits with a course number 098 and 099 DO NOT count toward graduation.
9. Only six credits offered by the Department of Military Science (ROTC) count toward graduation.

The graduation requirements for the Bachelor of Music degree are:
1. That a minimum of 136 credits be completed.
2. That a cumulative overall average of at least C (2.0 GPA) be earned for the Bachelor of Music in Performance degree and a cumulative average of at least B (3.0) be earned for the Bachelor of Music in Music Education degree.
3. That a cumulative average of at least C+ (2.5 GPA) be earned in the concentration for Performance majors.
4. That all requirements in the area major be completed, including the required courses, recitals, language proficiencies, etc.
5. That candidates for the Bachelor of Music degree and the Bachelor of Arts degree in Music must fulfill the recital attendance requirements. Failure to comply with this requirement may result in delay of graduation.

The graduation requirements for the Associate of Science and Associate of Arts degrees are:
1. That a minimum of 60 credits be successfully completed (exclusive of lab credits).
2. That a student take at least 15 credits outside the departmental area.
3. That a minimum cumulative GPA of 2.0 be earned as specified in program requirements.
4. That all requirements of the program be successfully completed. This includes the required cumulative average, the required courses, internships, etc.
5. That at least half the total credits in the program be completed at Mercyhurst University.
6. That the Associate Degree cannot be designated retroactively after a Bachelor's Degree has been earned.

DEGREE COMPLETION TIME FRAMES

Degree requirements must be completed within 10 years of the date from which the student first matriculated at Mercyhurst. Earned credits over ten years old will only apply to a degree if the grade for that credit is C (2.0) or better and when accepted as applicable by the Vice President of Academic Affairs.

APPLICATION FOR GRADUATION

Students must complete a minimum of 121 credits to meet the graduation requirements of Mercyhurst University. Application to the Registrar for graduation must be made before February 1st of the senior year. Application forms must carry the signature of the department chair indicating which major requirements should be successfully completed before the end of spring semester. Students who do not complete their program before the end of spring semester, but who could do so by the end of the fall semester following the graduation ceremony in May by taking no more than six credits, may participate in the graduation ceremonies. They will not receive a signed diploma until graduation requirements are met. Students who have completed their program except for student teaching may also participate in the graduation ceremonies. Any change in a student's graduation status must be reported to the Registrar's Office by April 15th.

STATEMENT OF RESPONSIBILITY

It is the responsibility of each student to know both the University-wide graduation requirements as well as those in their chosen major, and to meet all requirements satisfactorily for graduation. Students have the assistance of numerous University personnel to help them understand these requirements. The academic advisor, the Department Chairperson, the School Dean, the Office for Academic Affairs, and the Registrar's Office are all available to answer questions about these requirements. It is the responsibility of each student to use his/her program evaluation on WebAdvisor to determine what courses he/she need to take.

CORE CURRICULUM

Begun in the Fall of 2013, all entering students now must complete the new Core Curriculum. In the case of students returning to the University after an interruption of study, these students also must complete this new Core Curriculum.

RATIONALE

The Core Curriculum is a comprehensive program of liberal studies whose source is the mission and history of Mercyhurst University. The Mercyhurst Core Curriculum establishes the primary academic experience and learning foundation for all Mercyhurst University students. Its component parts are organized into a framework which offers each student the opportunity to become familiar with the intellectual, ethical and spiritual ideals of the University and to adopt them as his or her own. The Mercyhurst University Core Curriculum is a coordinated curriculum, not a collection of unrelated courses. Its purpose is less the teaching of facts than the teaching of ways to think and ways to learn. These courses, though often rooted in particular disciplines, represent a unity of foundational knowledge, essential skills and Mercyhurst's mission-centered values. This combination is essential for success in college, in the work world, and for producing enlightened citizens. To the degree appropriate, Mercyhurst has a core that allows individual students and programs to tailor their completion in the manner most effective to their course of study and most meaningful to them. There are ten categories, totaling seventeen (17) courses that must be fulfilled. The focus of the Core Curriculum is, therefore, on introducing methods of inquiry and critical, analytical and synthetic reasoning within broad conceptual structures encompassing the past, present and future. Its basic goal is to develop learned, reflective, and spiritually mature persons for meaningful lives of work, contemplation, and service.

***** All students MUST take at least 2 Religious Studies Courses - one from Core Area II and an additional Religious Studies course from any other Core Area excluding Core Area X (Senior Capstone)***

MERCYHURST CORE CURRICULUM

Core Area I - Freshman Component (Take one from each A, B, & C)

A. Interdisciplinary/Integrative Courses

IDST 110 Interdisciplinary Studies

B. Research & Writing

ENG 120 Research & Writing
ENG 126 English Seminar

C. Literary Classics

ENG 140 Western Classics
ENG 150 British Classics
ENG 155 American Classics
FSAT 140 Western Classics

Core Area II - Religious & Philosophical Inquiry (Take one each from A & B)

A. Religious Traditions

FSAT 190 Religious Traditions
RLST 100 Intro To Religious Studies

B. Philosophy

FSAT 130 Philosophy
PHIL 100 Philosophical Inquiry
PHIL 150 Philosophical Studies

Core Area III - Language / Literature (Take one from EITHER A OR B)

A. Language

ARAB 101 Introduction To Arabic I
ARAB 102 Introduction To Arabic II
CHNS 101 Introduction To Mandarin I
CHNS 102 Introduction To Mandarin II
CHNS/JPNS 110 Far Eastern Ideographs
FREN 102 Introduction To French II
FREN 203 Intermediate French I

FREN 210 Conversation/Comp I
ITAL 102 Introduction To Italian II
JPNS 101 Introduction To Japanese I
JPNS 102 Introduction To Japanese II
LATN 102 Latin II
RUSS 102 Introduction To Russian II
SPAN 102 Introduction To Spanish II
SPAN 203 Intermediate Spanish I
TURK 102 Introduction To Turkish II

B. Literature

COMM 292/ENG 292 Film Narrative & Theory
ENG 200 Literary Studies
FREN 130 French Literature
FREN 132 French Theater In English Translation
FREN 135 Topics In French/Francophone Literature
FSAT 175 Literature
JPNS 130 Japanese Literature
PHIL 200 Philosophy & Literature
RLST 390 Apocalyptic Literature: Apocalypse To Zombie
RUSS 130 Golden Age Of Russian Literature
RUSS 131 Later 19th Century Russian Literature
SPAN 130 Latin American Literature

Core Area IV - Civic Responsibility & Historical Understanding (Take one from each A & B)

A. U.S. History or American Government

HIS 101 US History To 1865
HIS 102 US History Since 1865
HIS 211 Colonial America
HIS 212 Revolutionary America
HIS 216 Civil War & Reconstruction
HIS 217 Making Modern America 1877-1920
HIS 220 America Since 1945
HIS 221/POLI 229 U.S. Environmental History
POLI 100 American Government

B. European / World History

FSAT 120 European/World History
HIS 145 European History To The Renaissance
HIS 146 European History Since The Renaissance
HIS 170 World History I: Agriculture To Zheng He
HIS 171 World History Ii: Exploration To The Atomic Age
HIS 245 Ancient Greece
HIS 246 Ancient Rome
HIS 270 20th-Century World History
HIS 280 Gendering World History I: Sex & Power in the Ancient World
HIS 281 Gendering World History II: Sex & Power in the Modern World
PHIL 260 History Of Philosophy To The Renaissance
PHIL 261 History Of Philosophy Since The Renaissance

Core Area V - Scientific Quantitative & Critical Reasoning (Take one from each A & B)

A. Natural Science & Lab

ANTH 130/131 Archaeology & Lab
BIO 110/111 Plant Scienc & Lab
BIO 120/121 Human Biology & Lab
BIO 126/127 Aquatic Ecology & Lab
BIO 130/131 Functional Human Biology & Lab
BIO 180/181 Microorganisms & Lab
CHEM 101/102 Chemical Principles & Lab
EASP 104/105 Meteorology & Lab
EASP 118/119 Astronomy & Lab
ENVS 100/101 Environmental Problem Solving & Lab
FSAT 182/183 Natural Science & Lab
GEOL 100/102 Physical Geology & Lab
GEOL 110/111 Historical Geology & Lab
GEOL 112/113 Voyages to the Terrestrial Planets & Lab
GEOL 124/125 Cataclysmic Geology & Lab
GEOL 205/206 Cities on Active Volcanoes & Lab
GEOL 225/226 Science on Display & Lab
GEOL 235/236 Paleoclimatology: Science of Global Warming & Lab
PHYS 101/103 Principles of Physics I & Lab
PHYS 201/203 General Physics I & Lab
SCI 120 Presidential Physics & Lab
SCI 170 Energy Science & Lab

B. Mathematics/Computer Systems

BADM 109 Business Statistics
FSAT 180 MATH/MIS
MATH 109 Introduction to Statistics
MATH 110 Mathematics Applications
MATH 111 College Algebra
MATH 118 Mathematics for the Natural Sciences
MATH 139 Statistics for the Sciences
MATH 170 Calculus I
MATH 171 Calculus II
MIS 120 Intro to Programming with 3D Animation
MIS 130 3D Modeling & Animation I
PHIL 101 Introduction to Logic
POLI 330/SOC 330 Introduction to Social Statistics
PUBH 240 Biostatistics

Core Area VI - Arts Encounter (Take One Course)

ART 110 Art Appreciation
ART 122 Art History-Ancient to Medieval
ART 123 Renaissance to 20th Century Art History
ASIA 126 Chinese Culture Through the Martial Arts
COM 160 Film Appreciation
DANC 100 Dance: Creative Discipline & Cultural Expression
DANC 175 Liturgical Dance: Concepts & Perceptions
ENG 294 Popular Music & Culture
FSAT 110 Arts Encounter
MUS 100 Music in Society
THEA 101 Theatre Appreciation
THEA 110 Acting I

Core Area VII - Analysis of Individuals & Society (Take 2 Courses)
Choose two (2) courses from among all approved courses listed in this Core Area

ANTH 112/SOC 112 World Cultures
CRJS 101 Justice in America
ECON 105 Macroeconomics
FSAT 150 Analysis of Individuals & Society
HIS 225 Exploring American Culture,1920-Present
HIS 232 African Americans in Films
POLI 201 Catholic Political & Social Thought
POLI 202 Contemporary Environmental Issues
POLI 246 Political Cinema
POLI 289 Social Knowledge
PSYC 101 Introduction to Psychology
PSYC 140 Relationship Psychology
PUBH 101 Foundations of Public Health
RLST 325 Religion,Enculturation, & Pluralism In America
SOC 100 Introduction to Sociology
SOC 101 Contemporary Social Problems
SOC 108 Human Growth & Development
WL 314 Introduction to Sociolinguistics

Core Area VIII - Global Awareness, Responsibilities, Religions, Cultures & Politics (Take 2 Courses)
Choose two (2) courses from among all approved courses listed in this Core Area.

ASIA 125 Asian Cultures
CST 200 Exploring Catholicism
CST 250 Theology of Church
CST 275 Catholic Social Teaching

CST 305 Globalization & World Church
CST 325 Catholic Moral Theology
DANC 107 Global Perspectives Through Yoga
ECON 250 Economics of Poverty
ECON 260 Environmental Economics
ENG 144 World Literature & Global Issues
FREN 126 Francophone Cultures
FSAT 145 World Lit & Global Issues
FSAT 210 VIII-Religions
FSAT 230 Global Aware,Resp,Relig,Cult,Poli
GEOL 288 Energy & Environmental Justice
HIS 352 Anti-Semitism Before the Holocaust
POLI 236 World Politics
POLI 240 Comparative Politics: Africa
POLI 241 Comparative Politics: Asia
POLI 242 Comparative Politics: Europe
POLI 243 Comparative Politics: Latin America
POLI 244 Comparative Politics: Countries At Crossroads
POLI 280 Global Environmental Politics
POLI 303 Geopolitics
POLI 362/SOC 362 Global Issues
PSYC 160 Cultural Psychology
RLST 205 Western Christian Heritage
RLST 210 New Testament & Christian Origins
RLST 255 Religious Perspectives on Human Relationships
RLST 260 Catholic Symbols & Sacraments
RLST 275 Liberation, Religion & Society
RLST 285 World Religions
RLST 330 Hinduism
RLST 360 Buddhism
RLST 370 Intro to Islam
RLST 380 Christology
RUSS 125 Russian Cultures
SOC 342 Human Needs & Global Problems
SPAN 125 Latin American Cultures

Core Area IX - Wildcard – Free Choice
(One course chosen from Core Areas II - VIII)

Core Area X – Mercyhurst Senior Capstone (One Course)
ETHICS
FSAT 400 Ethics
PHIL 401 Applied Ethics
PHIL 405 Ethics & the Professions
POLI/PHIL 400 Political Theory
RLST 405 Social Ethics

IDST: INTERDISCIPLINARY STUDIES
As part of the Core Curriculum, all incoming freshmen must complete one three credit interdisciplinary course. IDST classes are designed for students to be exposed to and engage in the academic conversations between the disciplines that a Liberal Arts education offers to them. As such, students will be asked to think critically, write thoughtfully, and speak authoritatively. IDST classes involve students in the components of reading, writing, research, discussion, and analysis. By the end of the course, students should be able to synthesize the materials covered in class into formal and informal written and oral expressions that present a greater awareness of the material covered. Furthermore, every IDST course should help students transition to college, establish self-management skills, become familiar with campus resources, and engage with the academic culture of Mercyhurst University in a way that will promote success. Topics vary from year to year. Please consult the schedule for current offerings.

NOTES: ENG 098 and MATH 099 courses are not part of the Core Curriculum. Although they earn university credits, these credits do not count toward graduation. A course cannot count for more than one core requirement.

SCIENCE LAB COURSES
Laboratory credits assigned to science courses are treated as follows (effective Fall Term 2007):

- Grades earned in these courses are calculated in the GPA and the credit is posted on the transcript.
- The lab is worth one credit, which counts toward the 121-credit graduation requirement.
- Students pay a lab fee.
- Students may purchase up to two academic credits for Science Labs taken prior to Fall 2007. The purchase of credit form is available in the Registrar's Office (106 Main).

MAJORS AND DOUBLE MAJORS

In addition to the breadth of learning that occurs in Mercyhurst's Core Curriculum, students are expected to choose one area of study that meets their intellectual interests and career needs. This is the student's Major, a specific field of study with its particular scope, content, and methods. Upon graduation in a specific major, students are presumed to have a command of the intellectual history of the discipline, knowledge of contemporary issues and problems in that discipline, and the repertoire of methods and approaches needed for creative contributions to that discipline.

Mercyhurst recognizes that occasionally some students wish to major in two departments. While such an undertaking is challenging, requiring the student to take significant additional coursework while maintaining the academic standards of both departments, the University recognizes that such an approach can be quite rewarding for some students.

The approval/signatures of appropriate Department Chair(s) and/or School Dean(s);

The expectation to develop expertise in two distinct areas of study; each of which has its own intellectual history, unique content, and methods of inquiry. Students will be expected to meet all major requirements for each department. Normally, double-majors will be in non-cognate fields.

Some students may choose to double-major in closely related fields. In this case the students will be required to take eight uniquely distinct courses in each major. In some cases, this minimum course requirement for each major might mean that students will have to take departmental courses or independent studies in addition to the listed requirements in one or the other discipline in order to establish the uniqueness of each intellectual discipline and to assure the intellectual integrity of major and double-major.

MINOR PROGRAM

Students often find that a minor area of specialization adds considerably to their educational program. While choosing a minor is not required, Mercyhurst recommends that at most only one minor be selected in addition to the major. If students choose to minor in a field that is closely related to their major and/or an additional minor, each minor would be required to consist of four uniquely distinct courses.

CONTRACT MAJOR/MINOR

Students who wish to develop a major or minor program not currently listed in the University Catalog may elect to put together an individualized contract major or minor. With the help and advice of at least two full-time faculty members, a student can choose offerings from several disciplines which meet a unique set of objectives or prepare him or her for a specialized job or career. Such a major or minor must not duplicate all, or even a substantial portion of, an existing program. Contract Majors will typically be titled as a Multi-Disciplinary major with two concentration areas. All contract majors will be Bachelor of Arts degrees. The final decision about the major or minor rests with the Office for Academic Affairs.

Student eligibility for the contract major or minor option is determined as follows:

1. Students who have completed a minimum of 30 credit hours with a GPA of 2.80 or better may elect a contract major or minor.

2. Students who at the completion of 60 credit hours have maintained a GPA of 2.50 or better may elect a contract major or minor.
3. Students who have completed more than 60 credit hours or who are beyond the first semester of their junior year are not eligible for a contract major.
4. Students who have completed more than 90 credit hours or who are beyond the first semester of their senior year are not eligible for a contract major or minor.

Students who are approved for a contract major or minor will be required to meet the graduation requirements stated in the current University Catalog.

Specific requirements of the contract major are as follows:

At least 36 credit hours must be taken in the major. No more than 45 credit hours (excluding one-credit hour laboratories taken in conjunction with a regular course) may be required.

A student must earn a minimum GPA of 2.5. Specific requirements of the contract minor are as follows:

At least 24 credit hours must be taken in the minor.

A minimum GPA may be set at the discretion of the supervising faculty. Students who are eligible for, and who wish to develop, a contract major or minor must complete the following steps:

1. Secure the permission of at least two full-time faculty members who are willing to help as advisors.
2. Prepare a written proposal outlining the rationale for the major or minor and a list of the courses which will be required.
3. Obtain the signatures of the faculty advisors in their acceptance of the proposed major or minor.
4. Obtain the signature of the Vice President of Academic Affairs as a sign of his or her acceptance of the proposed major or minor.
5. Have a copy of the contract placed in the student's permanent file in the Registrar's Office and have copies prepared for each of the faculty advisors.

Any changes in the approved program of study will require the signatures of the faculty advisors and the Office for Academic Affairs prior to implementation of the change. Upon the successful completion of the courses and all other graduation requirements, the student will be granted the bachelor degree in the contract major. If completed, the contract minor will be posted on the academic record.

ACADEMIC STANDARDS AND GRADES

GRADING SYSTEM

The grading system of the University is:

GRADE	QUALITY POINTS	LEVEL OF PERFORMANCE
A	4.0	exceptional attainment
B+	3.5	superior work
B	3.0	good work
C+	2.5	above adequate work
C	2.0	adequate work
D+	1.5	less than adequate work
D	1.0	poor work
F	0	failure to meet course standards

GRADE POINT AVERAGE

Grade points are earned according to the above grading scale for each credit attempted. Under the grading system, a student's Grade Point Average (GPA) is computed by dividing the number of grade points earned by the number of credits attempted. The resulting number is the student's Grade Point Average.

Example:

Grade	grade points	x	credits	total grade points		
A	4	x		3	=	12
C	2	x		3	=	6
C+	2.5	x		3	=	7.5
F	0	x		2	=	0
Totals					11	25.5

Grade Point Average Formula:
25.5 ÷ 11 = 2.32 GPA
total grade divided by credits attempted = GPA points

FORMULA FOR CALCULATING CREDIT HOURS

The Pennsylvania Department of Education regulations indicate the following: One college semester credit is defined as 14 hours of classroom instruction. A three-credit semester based course would need to meet for 42 hours of rigorous college classroom instruction over the semester. The academic requirements for hours of classroom instruction cannot be calculated to include exams (i.e., final exams).

A typical semester course at Mercyhurst meets for 13 weeks of instruction, culminating with a week for final exams. Classes meeting three days per week are held for 65minutes and those classes meeting twice per week are held for 100 minutes.

This formula includes the expectation that students will invest 2 hours of preparation time for every 1 credit of course content. For the student who enrolls in 15 credit hours per semester, this would mean an additional 30 hours of preparation beyond the class time.

Laboratory courses generally award one credit hour for 3 hours of scheduled supervised laboratory work. The most common "laboratory" courses contain a mixture of a required laboratory section and required "attached" lecture.

The Office of the Registrar monitors semester offerings for compliance. Similarly, semester course schedule creation is a Registrar's Office function with input from academic departments.

PASS-FAIL OPTION

A student is permitted to declare one course on a Pass/Fail basis. The purpose of this option is to encourage students to explore new areas of study in which they are interested but have little or no background. The Pass/Fail option may be chosen for a Core course or any other course not needed to fulfill the major or minor requirements.

The Pass/Fail option requires the written approval of the advisor and a representative from the Office of Academic Support. A student must attain a minimum of a C grade to receive a Pass (PA) for the course. Students receiving a D+ or D grade will receive a Low Pass (LP) for the course. The PA or LP grades are not calculated in the grade point average; however, if the student fails the course, the F grade is included in the cumulative grade point average.

REPEATED COURSES

Students who earned a D+, D, or F in a course may repeat that course and will be regraded as PASS (PA), LOW PASS (LP) or FAIL (F). Students earning at least a C will be regraded as a PASS (PA) for the course; students earning a D+ or D will be regraded as a LOW PASS (LP); students earning a F will be regraded as F (F). When the regrade is either a PA, a LP or a F, the original grade is converted to a R (REPEAT). A LOW PASS or a PASS is not calculated in the GPA; however, an F is calculated in the GPA.

Students who receive a LOW PASS or a PASS for the course repeated in their major field must consult their Department Chair concerning the effect of the repeated course on their departmental requirements.

ACADEMIC PROGRESS

All students are expected and encouraged to sustain satisfactory progress in their studies at the University.

Satisfactory academic progress for a full time student requires:
1. Successful completion of a minimum of 24 credit hours in the full academic year. Financial Aid may be affected by lack of academic progress (see section on Financial Aid).
2. Earning a minimum cumulative Grade Point Average (GPA) of a 2.0. However, maintenance of the GPA established by the department/program in which the student is enrolled is also required.

Students participating in Inter-Collegiate Athletics must maintain academic standards as stipulated (see section on Athletics).

ACADEMIC PROBATION AND SUSPENSION

Academic Probation - The GPA is used as the foundation for measuring academic progress. Should a student not meet the established minimum GPA standards for academic progress, steps will be taken to alert the student and to more closely monitor his or her academic performance. In addition to the minimum standards established for the University, some departments have more rigorous standards for students than the basic expectation of a 2.0. If a student fails to meet the minimum requirement listed below, the student will be placed on the appropriate Academic Probation level and receive notice thereof. Academic Probation places a student on notice that satisfactory academic progress has not occurred and that he or she is in jeopardy of being suspended from the University for lack of progress. Students placed on probation are notified of this status by mail promptly after the end of the semester in which performance had fallen below an acceptable level. Students on probation are closely monitored by their Faculty Advisors and Academic Support counselors.

ACADEMIC PROBATION PROCESS

Academic Warning: When a first time, freshman (less than 30 credits) student's cumulative GPA falls in the 1.75-1.99 range at the end of semester during their first year. This is for freshman students only and does not apply to transfer students. Freshman on Academic Warning will meet with an Academic Support Counselor to discuss the requirements and create an academic plan of action.

Academic Probation: The first semester when a student fails to maintain good academic standing at the end of any semester, when a freshman student's first semester cumulative GPA falls below a 1.75, or when a student placed on warning is unable to improve their cumulative GPA to a 2.0 after one semester. The student will meet with an Academic Support Counselor to review and/or discuss an academic plan of action and the probation requirements.

Academic Final Probation: Students who fail to achieve good academic standing at the end of their first semester on Academic Probation will be granted another opportunity to meet the University's academic progress standards. The student will meet with an Academic Support Counselor to review and/or discuss an academic plan of action and the probation requirements.

Academic Suspension: Suspension occurs when a student has clearly shown that his/ her work remains unsatisfactory, and that the minimum GPA for the level of attempted credits has not been achieved. Normally this occurs after a student has been placed on academic probation and does not make satisfactory academic progress during the period of probation. Initial suspension is for one semester. A student has the right to appeal a suspension; this must be done in writing to the Assistant Vice President for Academic Affairs. A freshman can be suspended in any semester of the first year if a majority of his/ her courses are not passed. The Assistant Vice President for Academic Affairs, after consultation with the Academic Support Staff, makes suspension decisions.

Students who have been suspended from the University for one semester for lack of academic progress may request reinstatement to the University. However, they may be asked to reapply for admission. A formal letter of request must be sent to the Assistant Vice President for Academic Affairs before the beginning of the semester in which the student seeks readmission. If the student is permitted to return, the conditions under which readmission is granted will be fully indicated in a letter of readmission.

Academic Dismissal: Students who have been suspended once and have been reinstated to the University will be placed on final probation. If the student continues to earn less than satisfactory academic progress , the student will be dismissed from the University for no less than one academic year. Readmission after dismissal is most unusual and only for compelling reasons.

If after the fall semester a student has been placed on Academic Warning, probation, or final probation and attends the J-term, and at the end of the J-Term earns a cumulative GPA of a 2.0 or higher, then the student will go off warning or probation.

A first time, traditional freshmen can be placed on Academic Warning or Academic Probation for the spring semester if their J-Term final grade takes their cumulative GPA below a 2.0. A sophomore, junior, or senior will not go on Academic Probation based on their J-Term performance, but will be encouraged to seek support from the appropriate campus resources to maintain academic progress.

Definitions of academic progress for the award of financial aid may differ from academic policies. Each student should work closely with the financial aid office to ensure that there is an understanding of those standards and their implications for financial aid eligibility.

ACADEMIC FORGIVENESS

For the student who has not been enrolled at the University for more than five (5) years and who currently demonstrates the ability to do well academically, an Academic Forgiveness policy is available. Essentially, Academic Forgiveness removes the effects of earlier unsatisfactory grades and the cumulative GPA is reset at 0.00. Students who wish to be considered for Academic Forgiveness must make an appointment with the University Registrar to determine eligibility and the impact of invoking the policy. Given the many dimensions of this policy and mindful of the fact that this policy may be applied only one time, consultation with an advisor is recommended.

DEAN'S LIST AND HONORS

The University recognizes in special ways students whose academic performance warrants special recognition.

DEAN'S LIST

The Dean's list is for four-year undergraduate students and is computed at the end of each semester. It is based on full time enrollment at Mercyhurst, with a minimum of 12 graded credits. Students who achieve an academic index of at least 3.6 for the semester will receive the posting of Dean's List on their transcript their semester in which the honor is earned. Students who maintain Dean's List honors for an entire academic year will be invited to attend an event held by the Office for Academic Affairs during the fall semester.

GRADUATION WITH LATIN HONORS

A student is graduated with Latin honors from Mercyhurst University if he/ she has achieved one of the following levels in his/her academic index: 3.90 GPA — Summa cum Laude
3.75 GPA — Magna cum Laude
3.60 GPA — Cum Laude

Students who are enrolled in and fulfill the obligations of the Mercyhurst Honors Program graduate with Mercyhurst Honors. In addition, these and other students graduate with Latin Honors if they have achieved one of the above levels in their academic index.

GRADUATION AWARDS

To be considered for a graduation award, a student must complete all coursework by the date of commencement, including student teaching, internships and externships. Candidates for non divisional/departmental awards must be cleared by the Registrar's Office as having no more than one-year of transfer credit counting toward the graduation requirement of 121 credits. Candidates must also be cleared by the Student Conduct Office as having no serious or recent discipline issues. Full-time faculty, staff and administrators nominate students for the top awards of the University and divisional/departmental faculty nominate students for divisional awards. The President's Senior Awards Committee reviews all nominations and makes the final selection. Winners are presented with their award during graduation weekend.

CARPE DIEM AWARD

This award is the highest student award given to a traditional student. It is given in recognition of intellectual competency, personal integrity and most importantly, leadership impact. It is presented to the outstanding senior who has made the most positive impact on the life of the Mercyhurst community and who best exemplifies the university motto, "Carpe Diem" – "Seize the Opportunity". The student who wins

this award will also be the student speaker at the graduation ceremony.

BISHOP'S AWARD FOR ACADEMIC EXCELLENCE
This undergraduate award is presented to the graduating senior who is considered the top scholar among the graduating class. Criteria for selection are GPA and program demands. The rigor associated with dual majors and minors is also considered. The Registrar's Office will provide the President's Selection Committee with the names of the students receiving the top five highest cumulative GPAs. The President's Selection Committee will then choose the winner based on these criteria. A cash award is presented by the Catholic Diocese of Erie.

SISTER CAROLYN HERRMANN SERVICE AWARD
This award is given to a traditional graduating senior who has given unselfishly of time, energy, loyalty and talent in the spirit of Sr. Carolyn Herrmann, who served as the University's President from 1962 – 1970.

FRANK BARRY LEADERSHIP AWARD
This award is given to a traditional graduating senior who has exemplified superior student leadership and campus involvement during his/her time at Mercyhurst University. This award is named after Frank Barry, '75, one of the first male student government presidents.

MOTHER BORGIA EGAN HONORS AWARD
This undergraduate award recognizes the model honors student who fully embodies the spirit of a liberal arts education. The winner must have completed the requirements of the Honors Program. The winner also will have demonstrated the following: an appreciation of the cultural environment of the University, academic and scholarly/professional accomplishments, and a dedication to community service.

ALUMNI RECOGNITION AWARD
This traditional undergraduate award is presented to the graduating senior who has shown exceptional loyalty and strong ties to his/her alma mater, and whose undergraduate days have been filled with a visible love, spirit and involvement at "The Hurst."

PRESIDENT'S AWARD FOR EXCELLENCE IN THE ACADEMIC SCHOOLS
Each of the six Schools at the University, under the direction and guidance of the respective School Dean, nominate three traditional seniors in their respective Schools. The criteria for selection are GPA and overall contribution to the respective School. The award is given to the student who is considered to be the top scholar in each respective school.

CATHERINE MCAULEY ADULT STUDENT AWARD
This award is presented to an adult student in recognition of superior work, as well as personal and professional achievement. The non-traditional student who wins this award will be the student who has been judged to be the most outstanding adult student in the graduating class. The award is based on GPA, but also takes into account professional achievement, family responsibilities and other challenges that can face adult students.

PRESIDENT'S AWARD FOR ADULT EXCELLENCE
Under the direction and guidance of the School Deans, each School nominates an adult student for this award. The criteria for selection are GPA and overall contribution to the university. The award is given to one adult student who is considered to be a top scholar at the university.

SISTER EUSTACE TAYLOR GRADUATE STUDENT AWARD
Each of the nine graduate Programs, under the direction and guidance of the Program Director, select the graduate student in their respective Program for this award. The criteria for selection are GPA and overall contribution to the respective School.

NATIONAL HONOR SOCIETIES
Mercyhurst has active societies honoring those outstanding students who possess the ideals of the honor society.

KAPPA GAMMA PI: National Catholic honor society makes leadership a more tangible reality and pledges to do greater things for its students in the future. Kappa Gamma Pi provides the St. Catherine Medal, which is given to the young woman who has performed some specific outstanding service or has the best record of progressive achievement. The award is endowed by Margaret Anne Mooney Emling, class of 1937, in memory of her sister, Catherine Mooney. It is normally awarded to a sophomore.

ALPHA PHI SIGMA: National criminal justice honor society

DELTA MU DELTA: National honor society in business

SIGMA TAU DELTA: This national honor society confers distinction for high academic achievement in English language and literature in undergraduate, graduate, and professional studies.

PHI ETA SIGMA: Freshman national honor society

ETA SIGMA DELTA: International hospitality/tourism honor society

PHI ALPHA THETA: History national honor society

PHI SIGMA IOTA: International Foreign Languages honor society

PSI CHI: National honor society, Psychology

PI SIGMA ALPHA: National honor society, Political Science

NU DELTA ALPHA: National honor society, Dance

BETA BETA BETA: Biology honor society

ALPHA SIGMA LAMBDA: Adult honor society

LAMBDA PI ETA: National honor society, Communication

KAPPA DELTA PI: National honor society, Education

ACADEMIC POLICIES AND PROCEDURES

BASIC COMPETENCIES REQUIREMENTS

Students admitted to Mercyhurst University are expected to have requisite competence in reading, writing, and mathematics. Entering students will work with their advisors to select courses that are appropriate to the student's educational background and course of study. Should a student be found lacking in skills to complete university courses successfully, developmental courses are available along with special assistance from the Academic Support Department. These offerings are described below.

Mathematics Competency
Students who score below the required SAT mathematics score must successfully complete MATH 099 (Basic Mathematics) and/or MATH 102 (Elementary Algebra) before the end of their first year.

Writing Competency/Reading Competency
The University may recommend or require a student to take a developmental reading or writing course after evaluation of the student's SAT and/or ACT scores (verbal).

Note: These basic courses (Eng 098 and Math 099) carry three elective credits; however, the credits do not count toward graduation and are subject to regular tuition.
Students transferring to Mercyhurst will not be held responsible for the Basic Competency Requirement if they have successfully completed a course equivalent to University Writing I and/or Basic Mathematics and/or Elementary Algebra with a 2.0 minimum grade. However, all core curricular requirements must still be met.

REGISTRATION
The registration process begins with a conference between students and their advisors. The official registration period for each new semester usually begins in the last month of the previous semester. No student will be registered without the advisor's online registration approval or signature; nor will any registrations be accepted after the official ending of the registration period without approval of the Office for Academic Affairs.

AUDIT

Students who audit a course do so without working for, or expecting to receive, formal university credit. Students may audit undergraduate courses; however, laboratory courses may not be taken as audit. A student may not change the audit course to credit (or a credit course to audit) after the Drop/Add period. Audit will be recorded on student transcripts as AU, which grade carries neither credit nor quality points. Permission of the instructor is required in order to register for the course.

SCHEDULE CHANGES

Students may change their schedules during the first week of a new semester. All schedule changes processed by the Registrar's Office must have the signed approval of the student's faculty advisor.

STUDENT RECORDS POLICY

Transcripts

An "official" transcript is one bearing the Mercyhurst University seal and the signature of the Registrar and is issued only upon the written authorization of the student. Official transcripts are normally mailed directly to other institutions and agencies or released directly to the student in a sealed envelope. A fee of $5 is charged for the issuance of each official transcript. An "unofficial" transcript does not bear the seal of the University nor the authorized signature. These are issued free of charge to the student upon request.

FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA) requires that all students and/or former students must provide written authorization for the release of their educational records to a third party. FERPA also affords students certain rights regarding review of their records. Complete information on FERPA can be found at mercyhurst.ferpa.edu.

EXCEPTIONS TO REGULATIONS/MISSED DEADLINES

Students who miss deadlines (drop/add, pass/fail, withdrawal, incomplete, etc.) and ask for an exception are required to obtain the written permission of the Office for Academic Affairs. These records will be kept on file and will become part of the record for future decisions on requests for exceptions. Exceptions to the regulations for serious reasons and waivers on deadlines will only be granted where valid documentation is provided.

CLASS ATTENDANCE

Every instructor will define, within the first week of the course, all factors on which the course grade is based. If classroom attendance is to be considered in calculating the course grade, students must be notified of this ahead of time, and a statement to this effect should be included on the course syllabus. Freshmen are required to attend class, and every faculty member, therefore, should indicate on the course syllabus the nature of the penalty for nonattendance.

COURSE EXAMINATION

The academic calendar of the University provides for mid-term and final examination periods in each semester. Faculty members are expected to provide initial evaluation of student progress and notify the Academic Support Office by mid-term for all students in their class. All faculty are expected to give final examinations on the officially designated examination days. Any deviation from the official schedule must be approved by the department chair and the Vice President for Academic Affairs. Faculty members may not give exams early or waive the final exam without the expressed consent of the department chair and the Vice President for Academic Affairs, and then only under unusual circumstances.

COURSE WITHDRAWAL

Students who withdraw from a course after the first week will receive a 'W' for the course. There will be no withdrawal after the Friday before finals. Students need to be aware that withdrawing from one or more courses can affect Academic Progress resulting in the loss of Financial Aid.

* See Student Financial Services information for details.

VOLUNTARY WITHDRAWAL (CEASE ENROLLMENT) FROM THE UNIVERSITY

Students who wish to withdraw officially from the University must complete the cease enrollment process, which includes a brief interview, loan exit counseling, and the cease enrollment form. Students should be referred to the Office for Academic Affairs to begin this process. Students may withdraw from the University without grade penalty until the last day of class, but before final exams, in any semester. Tuition refunds will be calculated based on University policy. See TUITION AND FEE REFUND POLICY DUE TO TOTAL WITHDRAWAL. Students who have officially withdrawn and are in good academic standing may apply to the Office of Admissions for readmission during the next regularly scheduled semester or session.

TAKING A COURSE OFF-CAMPUS

For students enrolled at Mercyhurst, written permission must be obtained before taking courses at another accredited institution for transfer back to Mercyhurst. Full approval, including the submission of the off-campus course approval form, to the Registrar must occur prior to enrolling in a course. Continuing students are not permitted to take more than six credits per academic year at another institution.

COURSE OVERLOAD

Freshmen are not permitted to take more than 18 credits per semester. Any exceptions to this rule must be approved by the Office for Academic Affairs. Sophomores, Juniors, and Seniors need approval from either their academic advisor or academic counselor in order to take more than 18 credits per semester, and the Office for Academic Affairs must approve registration for 21 or more credits per semester. Typically, only students who maintain a 3.0 GPA for two consecutive semesters will be granted permission to take 21 or more credits per semester. Students should also consult with the Student Financial Services Office before attempting to register for more than 18 credits.

INCOMPLETE GRADES

The Incomplete Grade (I) is a temporary grade indicating that work in the course was acceptable, though a significant or critical part of it was not completed due to illness or other serious circumstances beyond the student's control. It is the student's responsibility to verify these conditions. The "I" grade may not be used to extend time for course work or for the convenience of the student or faculty member. Incomplete coursework must be submitted to the instructor no later than 30 days after the end of the semester in which the "I" is given. If not completed, the "I" grade is changed to a grade of F.

Students who are working on special projects that carry into other semesters or on theses should not register for credit until the semester when completion appears likely. While on the transcript, I grades will carry no penalty.

STUDENT GRIEVANCE PROCEDURES

Mercyhurst University believes that disputes or problems should be discussed openly; the facts presented and fairly considered to settle the matter efficiently. Differences are usually best resolved amicably and informally through effective communication. If a student has an academic concern related to a course, faculty member, or program, it is best to go to the professor first for resolution. The student can also ask for assistance from their academic or faculty advisor. If these initial attempts to resolve the dispute are not effective, the student should bring the issue to the Department Chair. If the student is not satisfied with the outcome at the level of the Department Chair, the process would be to go to the Associate Dean and/or Dean of their School. If the School leadership is unable to resolve the issue to the student's satisfaction, the student should bring the issue to the Vice President for Academic Affairs. In cases where the student is not comfortable going to the Department Chair, Associate Dean, or Dean, they may bring the issue directly to the Vice President for Academic Affairs.

All oral and or written materials presented for mediation under this policy will be treated in a way that recognizes the importance of confidentiality and privacy, while also allowing for proper resolution of the issue.

Students who wish to file a grievance involving any employee of Mercyhurst

University are directed to contact the appropriate department director. If the grievance involves the director, the student may contact an administrator within the respective area. All grievances will be addressed within a reasonable timeframe with notification provided to the student and other involved parties.

Any grievances involving concerns of illegal discrimination or harassment would be handled according to the Non-Discrimination policies and procedures published in the Student Handbook.

GRADE APPEALS

In all cases it shall be assumed that the grade assigned is correct; the student appealing the grade must justify the need for a change of the grade assigned. A grade may only be appealed if the final grade issued for a class does not reflect what the student has earned according to the grading criteria outlined by the course instructor. Grade appeals may not be based upon a request to have submitted work re-evaluated by the instructor. An appeal must be initiated within 45 days after the close of the semester in which the grade was earned (or 45 days into the fall semester for grades issued during the previous spring semester).

If a student believes that a final grade issued is not reflective of the grading criteria outlined by the course instructor he/she should first meet with the instructor to discuss the final grade. If this meeting does not resolve the issue satisfactorily a formal grade appeal may be submitted to the Office for Academic Affairs for review by the appropriate school dean. This is a formal appeal and should be submitted as such. The document should be prepared using a word processing application and should be concise. The appeal should include all pertinent facts and should clearly state the basis on which the student is making the appeal. A copy of the course syllabus and copies of all relative assignments and exams should be attached to the appeal.

Once the appeal has been received the instructor involved will be informed of the grade appeal and must submit a written statement in response. After considering both statements, the School Dean will make a recommendation to the Vice President for Academic Affairs who will make the final decision. The Office for Academic Affairs will notify both the student and instructor of the final decision.

ACADEMIC HONESTY

Students are expected to contribute actively to the development of an atmosphere of academic integrity. Mercyhurst University assumes, therefore, that students will not resort to plagiarism or any other form of academic dishonesty. Students who engage in willful academic dishonesty may be subject to a broad range of sanctions. At the discretion of their instructor, they may be required to redo the plagiarized assignment, or they may receive an automatic F for the exam/assignment and/ or course. Students found to be in collaboration with other students involved in willful academic dishonesty are also subject to disciplinary action.

With reference to class assignments:
Academic integrity is an extremely important virtue in students and it is to be maintained in class assignments. Students should follow the directions given by faculty members about assignments. Assignments should be read in full. Students are expected to do their own work; students are not permitted to submit work partially or totally done by another student or documents downloaded from the internet. Use of computer-assisted translation on assignments to be submitted in a language other than English is likewise prohibited. Group work is permitted only when a collaborative effort is assigned; only those who actually worked on the assignment should have their names on the submission.

With reference to citations in formal writing:
Students are expected to uphold generally recognized standards of citation in order to avoid plagiarism. Though individual instructors may alter the expectations somewhat, general principles include: the necessity to provide citations for any direct quotation, the need to provide citations for any paraphrased material, the need to credit theories or concepts to their authors through citation, and the need to provide full and accurate citations. Mercyhurst University considers acts of forgery on academic documents to constitute academic dishonesty.
With reference to taking exams:

It is expected that Mercyhurst University students will exhibit academic honesty when they take exams. Failure to do so is a form of deception that is unacceptable at Mercyhurst. Any action that misrepresents the extent to which a student has mastered material assessed on an exam constitutes academic dishonesty or cheating. Cheating includes, but is not limited to the following types of activities: copying from another student's test or assignment or allowing another student to copy from your test or assignment; collaborating during a test with any person without explicit faculty permission; stealing, buying or otherwise improperly obtaining all or part of a test before the exam; taking a test for someone else or allowing someone else to take a test for you; altering responses after an assignment or test was graded; and marking two answers on a test, so that the choice is unclear hoping that the teacher will assume a correct response was intended.

When an instructor believes that a student has committed an act of academic dishonesty, the instructor will inform the student and may complete an Academic Dishonesty Report to be filed with the Office for Academic Affairs. On a first offense, the student will be subject to the consequence determined by the individual faculty member. On a second offense, the student will be subject to the consequence determined by the individual faculty member, as well as any combination of the following as determined by the Office for Academic Affairs:

- assignment of community service hours
- requirement of additional academic courses
- requirement to complete a tutorial program of remediation
- exclusion from participating in student organizations and extracurricular activities, including athletics
- expulsion from the Honors Program or other University-organized honor societies
- revocation of scholarships granted for academic performance
- suspension from the University
- dismissal from the University

Students have a right to appeal if they believe an academic dishonesty allegation is unfounded. A written appeal must be submitted to the Office for Academic Affairs within 30 days of receiving notice regarding the allegation. Appeals will be heard by the Vice President of Academic Affairs or his/her designee. The final determination in any academic dishonesty case lies with the Vice President of Academic Affairs. Questions regarding academic dishonesty or the appeal process should be directed to the Office for Academic Affairs.

SECURITY VIOLATIONS AND MISUSE OF COMPUTER RESOURCES

Mercyhurst University reserves the right to take serious action against any student who willfully releases restricted computer information; misuses the University's computer resources and/or violates the code of conduct for use of information technology. Such action may include (but is not limited to) the cancellation of computer privileges, immediate dismissal from work positions if applicable, academic suspension or dismissal (to be determined by the Office for Academic Affairs), and/or criminal prosecution.

With reference to library conduct: reading and audio-visual materials provided for the enrichment of the university community should be treated with respect by all students. Willful destruction of library materials, including but not limited to books, periodicals, manuscripts, CDs, videos and records constitutes academic misconduct.

INSTITUTIONAL REVIEW BOARD

Research involving human participants must be conducted in compliance with federal guidelines. Students engaged in such research must receive approval from the Institutional Review Board (IRB).

INDEPENDENT STUDY

Independent Study courses are reserved for students who have achieved a minimum of 70 credits, who have had substantial experience, a cumulative GPA of 2.5 in the chosen area of study, and who wish to pursue a specialized topic not offered in the regular program. Students enrolled in Independent Study courses must meet with the sponsoring faculty member at least one hour weekly during the semester. Students

who wish to study independently must first secure the approval of the department directors, their advisors, and faculty sponsors. A formal plan of study must then be filed with the Office for Academic Affairs for final approval. Independent Study courses are taken only on a Pass-Fail basis unless the course is a major or minor requirement. Special applications for enrolling in Independent Study courses are available in the Office for Academic Affairs. Students cannot register for Independent Study until their applications have been approved.

TUTORIAL STUDY

Tutorial study is available only to students who have completed a minimum of 60 credits and cannot enroll in the regularly scheduled course. Tutorial courses differ from Independent Study courses in that they are a part of the regular program and require no more special knowledge than that expected of students enrolled in a regular semester course. Students who enroll in a tutorial course must meet the same requirements as those enrolled in the regular course, except that they must meet with the instructor two hours weekly during the semester. Because there are fewer contact hours with the instructor, students whose Grade Point Average is below 2.5 are not permitted to enroll in tutorial courses. Permission to enroll in tutorial courses is reserved for students who are completing a program or who are meeting other requirements. It is expected that tutorial courses will not be taken simply as a matter of student convenience or preference. Under most circumstances a student may only enroll in two such courses during their period of matriculation. The application for tutorial study form is available in the Office for Academic Affairs and must be approved by the Office for Academic Affairs once written permission of the department chair, the faculty advisor, and the sponsoring faculty member have been obtained . Tutorial courses are graded on a Pass-Fail basis unless the course is a major or minor requirement. Students may not begin the course work until the tutorial application has been approved and registered.

EXAMINATION CREDIT

1. Advanced Placement (AP) Credit earned from high school prior to entering Mercyhurst University: for course equivalency and credit to be awarded, students must earn a score of 4 or above on the AP Exam;
2. International Baccalaureate (IB) examinations: for course equivalency and credit to be awarded students must earn a score of 5 or above on the standard exam and a score of 4 or above on the higher level exam);
3. College Level Examination Program (CLEP): for course equivalency and credit to be awarded, a minimum score equivalent to a "C" as determined by the Academic Department is required to award credit for a CLEP exam. Current CLEP exams accepted by the University are:

CLEP EXAM	MU COURSE	COURSE TITLE	CRED	MIN SCORE
INTRODUCTORY BUSINESS LAW	BADM-310	BUSINESS LAW I	3.00	50
MACROECONOMICS	ECON-105	MACROECONOMICS	3.00	56
INTRO EDUCATIONAL PSYCHOLOGY	EDUC-302	EDUCATIONAL PSYCHOLOGY	3.00	50
COLLEGE COMPOSITION	ENG-110	COMPOSITION	3.00	50
COLLEGE COMPOSTION MODULAR	ENG-120	RESEARCH & WRITING	3.00	50
FRENCH LANGUAGE I	FREN-102	INTRODUCTION TO FRENCH II	3.00	50
FRENCH LANGUAGE II	FREN-204	INTERMEDIATE FRENCH II	3.00	62
HISTORY OF THE UNITED STATES I	HIS-101	US HISTORY TO 1865	3.00	60
HISTORY OF THE US II	HIS-102	US HISTORY SINCE 1865	3.00	50
WESTERN CIV II 1648 TO PRES	HIS-146	EUROPEAN HIST SINCE RENAISSANCE	3.00	50
WEST CIVILIZATION I	HIS-170	WORLD HIS I: AGRICULT TO ZHENG HE	3.00	50
COLLEGE ALGEBRA	MATH-108	MATHEMATICAL PROBLEM SOLVING	3.00	50
COLLEGE MATH	MATH-108	MATHEMATICAL PROBLEM SOLVING	3.00	50
CALCULUS EXAM	MATH-170	CALCULUS I	4.00	55
PRINCIPLES OF MANAGEMENT	MGMT-120	PRINCIPLES OF MANAGEMENT	3.00	50
INFORM SYSTEMS & COMP APPL	MIS-110	ADVANCED COMPUTER APPLICATIONS	3.00	50
PRINCIPLES OF MARKETING	MKTG-162	PRINCIPLES OF INTEGRATED MARKETING	3.00	56
AMERICAN GOVERNMENT	POLI-100	AMERICAN GOVERNMENT	3.00	63
INTRODUCTORY SOCIOLOGY	SOC-100	INTRODUCTION TO SOCIOLOGY	3.00	50
HUMAN GROWTH AND DEVELOPMENT	SOC-108	HUMAN GROWTH AND DEVELOPMENT	3.00	50
SPANISH LANGUAGE, LEVEL 1	SPAN-102	INTRODUCTION TO SPANISH II	3.00	50
SPANISH LANGUAGE	SPAN-204	INTERMEDIATE SPANISH II	3.00	66
ANALYZING & INTERPRETING LIT	THUM-999	HUMANITIES/LITERATURE	3.00	50
BIOLOGY EXAM	TSCI-998	NATURAL SCIENCE & LAB	4.00	50

4. Challenge Exams (ordinarily provided by the Academic Department)

Notes:;

a. AP, CLEP or a comprehensive course examination may not be used by a student to challenge a grade in a course taken at Mercyhurst University. Only by repeating the course may a student remediate a grade.
b. Ordinarily, credit received through CLEP or AP is applied to satisfy Core Curriculum or elective requirements.
c. All credit received through proficiency exams appear on the student transcript as PASS. Failure will not be recorded on the transcript.

CLASS STANDING AND STUDENT STATUS

CLASS STANDING

Class standing is dissociated from graduation requirements. For purposes related to academic study, a student with 0-29 credits is considered a freshman; 30-59 credits is a sophomore; 60-89 credits is a junior; and 90 or more credits is a senior.

FULL-TIME STUDENT STATUS

Mercyhurst University considers a full-time student to be one who carries at least 24 credit hours per academic year and who carries a minimum of twelve credit hours in any regular semester. Students who receive financial aid or government sponsored loans should consult with the Office of Student Financial Services before registering for fewer than 12 credits in any semester.

PART-TIME STUDENT STATUS

A part-time student is one who is officially registered at the University but carries fewer than 24 hours during the normal academic year or who carries fewer than twelve credit hours in any regular semester. A part-time matriculated student is charged at a per-credit rate, plus additional fees as determined by the Vice President of Finance.

SUMMER ENROLLMENT

Mercyhurst University limits the number of credits students may register for the summer semester. Students who are registered for 6 credits in the Summer semester (any combination of the 9 week, 3 week mini or 6 week regular session)

are considered full-time and reported to the National Student Clearing House as such. Because of the abbreviated 3 week session, Pre-Summer, students have the opportunity to register for an additional 3 credits. Those students who choose to register 6 credits in the Summer session as well as 3 in the Pre- Summer session are considered to be registered for an overload of credits.

SPECIAL STUDENTS

Non-matriculated students are permitted to attend classes if they have been approved by the Office for Academic Affairs. The usual policy is to permit a maximum of 12 credits to be taken before a student must make application for admission. The credits are then transferred to the matriculated status. High school students who wish to attend classes under the dual enrollment program must be approved by the Office of Academic Affairs. Students may take no more than three classes per semester. No high school student may take more than 30 credits before matriculating at the University.

SPECIAL ACADEMIC PROGRAMS AND SERVICES

OFFICE OF ACADEMIC SUPPORT & STUDENT SUCCESS

The Office of Academic Support & Student Success is the "go to" office for students at Mercyhurst University. It is the goal of the Office to foster satisfying experiences that lead not only to student success but also student persistence. The Office understands that successful students are those who are engaged in, are satisfied with, and are integrated into the university community. The Office consists of Academic Counselors who work with students, faculty, and university administrators to ensure a positive experience for all members of our community. Each student is assigned an Academic Counselor based on the major. Academic Counselors assist students with most issues they may encounter, such as:

- Addressing academic performance concerns
- Explaining academic procedures and policies
- Assisting first-year students (or any student) on navigating the university environment
- Developing a plan of action for students who need more structure to their experience
- Assisting in finding appropriate student success strategies and resources
- Working with students without a major, in exploring interest areas
- Explaining the core curriculum
- Guiding students with the change-of-major process

TUTORING CENTER The Tutoring Center offers one-on-one or small group tutoring in most subject areas. Tutors are current students who have demonstrated mastery over the content area. All tutors are recommended or approved by the faculty at Mercyhurst and maintain a high cumulative grade point average. Students seeking tutoring can request a tutor through the tutoring center's page on the my.mercyhurst Portal: https://portal.mercyhurst.edu/Academics/AcademicSupport/ Tutoring/Pages/default.aspx.

THE WRITING CENTER - Located in the Hammermill Library, Room 205, the writing center is staffed with tutors to help students at any stage in the writing process, including analyzing and understanding the assignment; revising and editing a rough draft; using correct citation styles: MLA, APA, or Chicago style; and incorporating professors' suggestions about draft.
Students may bring in writing projects for any class. To meet with a tutor, students sign up on the schedule outside of the Writing Center door, where the usual hours are posted each semester. An appointment is for thirty minutes, and there is a printer to use for clients' drafts.

LEARNING DIFFERENCES PROGRAM

The Learning Differences Program provides special services for students with diagnosed disabilities. Since the Learning Difference program was established in 1986 many students with disabilities have received the tools and services they need to succeed in college. While the program was initially developed for students with learning disabilities, over the years the program has evolved to provide accommodations to students with any physical or sensory impairment that substantially limits a major life activity. A staff of certified professionals provides two tiers of services. Level I includes all academic adjustments and auxiliary aids that are required by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 and are free to qualified students. These services include testing accommodations, assisting technology, and peer tutors.

Level II services which are appropriate for students with learning disabilities, attention deficit disorder and sensory disabilities include all mandated accommodations listed above as well as a pre-college program for freshmen, priority registration, midterm progress reports, and supplemental class notes. Students using Level II services are charged a special fee. Mercyhurst's program has been commended by the independent rating services of K and W Guide and Peterson's Guide as providing exemplary services to individuals with disabilities.

Additionally, students with documented chronic medical needs receive accommodations through the Learning Differences office.

ASPERGER INITIATIVE AT MERCYHURST (AIM)

In 2008, Mercyhurst introduced a program to meet the needs of the growing population of university students who have been diagnosed with Asperger Syndrome and High Functioning Autism. This program focuses on building a foundation for self-advocacy, social skills, and sound academic progress. Recognizing the role that parents of students diagnosed with Asperger Syndrome have held in their student's lives, families are consulted when appropriate in matters of concern. Students interact with a qualified staff of professionals from throughout our campus and receive a full complement of social and educational services. This program also includes access to all of the accommodations that students qualify for under Section 504 of the Rehabilitation Act of 1973.

The Asperger Initiative at Mercyhurst equally emphasizes academic and social competence. AIM students need help in developing campus competencies, knowing how to navigate the library, cafeteria and classroom. The goal for students is to develop their academic and social niche, demonstrate proficiency in their academic core area, and experience an overall sense of satisfaction with their Mercyhurst University experience.

In addition to the academic accommodations through the Learning Differences Program, students in AIM receive social support. Included activities are participation in Asperger Advisory group, peer mentoring program, priority for single room residence hall, social events and participation in Autism Awareness Month activities. A unique residential support program is available to students giving them the option of residing in a living learning community in order to practice needed life skills appropriate in the residence hall.

Students in AIM pay an additional fee for these services. Space is limited. Early application is suggested. Admission to Mercyhurst University, however, does not guarantee admission to the AIM program.

HONORS PROGRAM

The Mercyhurst University Honors Program is a sophomore through senior year experience. Academically excellent students may be invited to participate in the Honors Preparation Year (HPY) as first-year students and those students participate in Honors Program courses and activities as they prepare to apply for admission to the Honors Program.

The Program seeks to enrich the educational experience of such students by offering a curriculum of unusually challenging courses in which discussion is emphasized and in which a deeper understanding of the course material is the aim. The program is based on variations of the University's Core Curriculum courses, specially arranged study in regular courses, and a senior honors thesis or major thesis. A total of nine such Honors Experiences is required.

Students in the HPY are selected on the basis of high school performance, and SAT scores. Superior transfer students are encouraged to request permission to enter the program. Honors students are able to take part in a variety of intellectual, artistic, service, and community-building events organized by the student-run Honors Council. Students must complete nine Honors Experiences, complete a senior thesis, achieve a GPA of at least 3.5, in addition to other requirements detailed in Honors Program literature, to graduate with Mercyhurst Honors.

THE INTERNATIONAL BACCALAUREATE PROGRAM

The International Baccalaureate Program (IB) is a two-year pre-university course designed for high school juniors and seniors who are able and interested in challenging reading, thinking, and writing.

The IB program is comprehensive, adhering to worldwide standards, and is designed to provide students with a balanced education. It includes all the main liberal arts disciplines: languages, social sciences, experimental sciences, mathematics, and humanities.

Successful completion of the program earns for the student a diploma recognized for university admission throughout the world.

Mercyhurst University recognizes graduates of this program by awarding both credit and placement for specific scores on the IB examinations. For credit to be awarded, students must earn a score of 5 or above on the standard exam and a score of 4 or above on the higher level exam.

OFF-CAMPUS LEARNING EXPERIENCE

Off-campus learning experience is that mode which results from non-classroom experiences such as student teaching, internships, independent studies off-campus, and approved travel-study tours. It is recognized that, because off-campus learning is a valuable and desirable supplement to the more structured theoretical learning of the classroom setting, formal academic credit may be selectively awarded only if all the following conditions are fulfilled:

1. That all learning experiences are directly related to an existing curriculum area at Mercyhurst and that they embody the essential principles and practices formally taught in that area;
2. That the learning experiences are of sufficient length to provide significant and realistic experience (a minimum of 200 hours but no more than 275 hours are required to receive 3 credits);
3. That the learning experiences reflect an active participatory rather than a passive observatory role (75 percent of the total hours accumulated must be in an active participatory role); that the intern(s) and faculty member(s) directing the learning experience communicate in the best way possible (e.g., personal conference, seminar, written report) on at least a bi-monthly basis, which may be included in the minimum hours required;
4. That the student must file and have approved a written application with the appropriate faculty member, department director, and the Office of Academic Affairs prior to the field-based experience to receive credit. The intern must be formally evaluated during the learning experience by a faculty member Written evidence of regular evaluation by the immediate supervisor (e.g., cooperating teacher, internship coordinator) must be shown;
5. That the student is required to present a critique of the learning experience in the form of a paper to the faculty member(s) or an oral presentation to a relevant class;
6. That the faculty member who is directing the off-campus experience and the supervisor who is commenting on the specific strengths and weaknesses develop a written evaluation and place it in the student's senior placement file in the Carrer Development Center;
7. That students receiving off-campus learning experience credit pay the published rate;
8. That off-campus learning experience courses are considered part of the 45 credits (excluding laboratory credits taken in conjunction with a course) in a major program only when such experience is required by the department;
9. That no more than 12 credit hours in off-campus learning experiences are granted to any student unless specifically approved by the internship director and the Office for Academic Affairs;
10. That off-campus learning experience courses are used to meet Core requirements only upon approval of the department director and the Office of Academic Affairs;
11. The basis for grading off-campus learning experience courses is left to the discretion of the individual department and/or the internship director;
12. In cases such as exchange programs where program guidelines are dictated by another institution, Mercyhurst students will be exempted from the regulations concerning off-campus learning experiences with the consent of the appropriate faculty members, the department director, and the Office for Academic Affairs. Off-campus learning experiences are graded on a Pass-Fail basis.

INTERNSHIP PROGRAMS

The internship program is coordinated by counselors in the Career Development Center. In nearly every academic major, students can apply concepts learned in the classroom at an appropriate company/organization where qualified placements have been established. For every three credits of internship that students are registered, they must complete a minimum of 200 hours in the field. Depending on the major, students can earn up to 12 undergraduate academic credits of internship.

Recent surveys of Mercyhurst graduates indicate that those who complete an internship receive more job offers and higher starting salaries than those who did not complete an internship.

TYPES OF PLACEMENTS

Internships can be full-time, part-time or summer placements. A full-time placement allows a student to be placed for a period of 10 to 30 weeks. Part-time placements are typically 10 to 15 weeks in length and are often done during the course of the normal academic calendar. Summer placements allow students to work part-time or full-time with an organization; the number of hours is dependent on the student's/organization's needs.

Students interested in completing an internship must attend an information session and complete an internship application form. Student applications must be signed/approved by the student's academic advisor and department director.

Zero Credit Option: Students wishing to complete an internship experience without having to earn academic credit can now enroll in this option. A zero credit internship appears on the transcript like a credit bearing experience. Contact an Internship Counselor in the CDC for additional details.

COOPERATIVE AGREEMENTS

LAKE ERIE UNIVERSITY OF OSTEOPATHIC MEDICINE

3+4 Accelerated Program in Medicine

Mercyhurst University and the Lake Erie University of Osteopathic Medicine (LECOM) School of Medicine have an affiliation agreement that pledges our commitment to the training of future medical practitioners by giving students the opportunity to complete their medical education in two phases. Phase I consists of three years of undergraduate and pre-med education at Mercyhurst University, and Phase II consists of four years of medical education at LECOM School of Medicine. In consultation with an advisor, a program of study that follows the guidelines stipulated in the plan of agreement will be created.

2+3 and 3+3 Accelerated Program in Pharmacy

Mercyhurst University and the Lake Erie University of Osteopathic Medicine (LECOM) School of Pharmacy have an affiliation agreement that pledges our commitment to the training of future pharmacy practitioners by giving students the opportunity to complete their pharmacy education in two phases. Phase I consists of two or three years of undergraduate and pre-pharmacy education at Mercyhurst University, and Phase II consists of three years of pharmacy education at LECOM School of Pharmacy. In consultation with an advisor, a program of study that follows the guidelines stipulated in the plan of agreement will be created.

Accelerated program in Chiropractic Medicine

Mercyhurst University and New York Chiropractic University have entered into an affiliation agreement that will allow students to matriculate into the Doctor of Chiropractic Medicine program at New York Chiropractic University following their third year of study at Mercyhurst University. This matriculation is contingent upon successful completion of transition requirements which are available on the biology

department website and can be obtained from the Pre-Health Advisor at Mercyhurst University. Upon successful completion of the student's first year at New York Chiropractic University, a bachelor of arts degree in biology will be awarded to the student from Mercyhurst University.

3+3 Accelerated program in Podiatric Medicine
Mercyhurst University and the Ohio University of Podiatric Medicine have entered into an affiliation agreement that will allow students to matriculate into the Doctor of Podiatric Medicine program at the Ohio University of Podiatric Medicine following their third year of study at Mercyhurst University. This matriculation is contingent upon successful completion of transition requirements, which are available on the biology department website and can be obtained from the Pre-Health Advisor at Mercyhurst University. Upon successful completion of the student's first year at the Ohio University of Podiatric Medicine, a bachelor of arts degree in biology will be awarded to the student from Mercyhurst University. Following successful completion of three years of study at the Ohio University of Podiatric Medicine, the student will be awarded the doctoral degree in Podiatric Medicine.

DUQUESNE UNIVERSITY LAW SCHOOL
Duquesne University Law School in Pittsburgh and Mercyhurst University have a "3-3 program," in which after three years of academic study at Mercyhurst University, and subject to specific conditions which are a cumulative grade point average of 3.5 for three years at Mercyhurst (96 credit hours), completion of all undergraduate curriculum in major field and liberal studies requirements, a minimum LSAT score in the 60th percentile (155+), be recommended by the Vice-President of Academic Affairs and participate in an interview with the Dean of Admissions of Duquesne University School of Law for completion of the J.D. degree. Each student in this early admission program will be awarded a Bachelor's Degree by Mercyhurst University after successful completion of the first year at the Duquesne University School of Law. See the Pre-Law Advisor in the Office of Career Services.

4 + 1 Accelerated MBA Program at Rochester Institute of Technology
Mercyhurst University has established an agreement with Rochester Institute of Technology (RIT) whereby qualified students who have earned a Bachelor degree can accelerate their MBA program. A maximum of six MBA foundation courses may be waived. A grade of "B" or better in the undergraduate courses may qualify for waiver of graduate level coursework. The courses must also be no older than five years upon matriculation into the MBA degree program. Students must apply to RIT for admission into the program and meet the required minimum GMAT and GPA requirements.

FASHION INSTITUTE OF TECHNOLOGY
The Fashion Institute of Technology (F.I.T.), an accredited institution offering programs in a variety of areas including Fashion Merchandising, sponsors a visiting student program which allows students throughout the United States to study for a full year, an opportunity which provides excellent social, cultural, and professional advantages. Students studying for a full year at F.I.T. will graduate with an associate degree from F.I.T. in addition to their baccalaureate degree from Mercyhurst. Prior to applying to participate in the F.I.T. visiting student program, Mercyhurst students must consult with the director of the Fashion Merchandising program. Students apply in December the year before attendance, which can be either junior or senior year. F.I.T. sets minimum standards for acceptance: a cumulative G.P.A. of 3.0 or higher. This G.P.A. does not guarantee acceptance F.I.T retains the right to access transcripts from all universities attended and selects the most qualified students.

STUDY ABROAD/OFF-CAMPUS PROGRAMS

Qualified students who have completed four regular semesters may be granted permission to spend all or part of their year in study at a university in another country. Students who wish to study abroad must have a minimum 2.75 grade point average. Degree credit is granted upon successful completion of an approved program of international study. Permission to study abroad must be obtained in the semester preceding the proposed study/travel from the student's faculty advisor, the Registrar, the study abroad advisor, and the Director of International Education. Students interested in study abroad are advised to begin planning a minimum of two semesters before the proposed study and to consult with their faculty advisor and Student Financial Services early on in the process. Exceptions to any study abroad policy must be granted in writing by the Director of International Education.

INDEPENDENT STUDY ABROAD:
Mercyhurst is affiliated with several international organizations, including API, Global Links, CEA and AFIS, and will grant credit for overseas travel approved by the Director of International Education. Students who wish to receive credit for overseas travel/study abroad must secure written approval as noted above prior to the travel/study. The university will not, in most cases, accept transferred credits if the student has not secured appropriate permissions and/or approvals in advance of a study abroad experience. Students interested in study abroad should review the study abroad link under "Academics" on the portal or stop by the study abroad office in Preston 200.

FACULTY STUDENT ACADEMIC TRAVEL (FSAT)
In addition, Mercyhurst regularly offers students the opportunity to participate in faculty-led study abroad excursions that allow students and their instructors to study and learn together about the richness of our global community. Students may enroll in one or more university courses that begin with classroom study on campus in the spring semester and culminate in a faculty-led summer study abroad experience that brings the content of the course into the context of overseas travel and cultural diversity. Courses in this program, known as FSAT, are offered each year. Students must enroll in the FSAT program in the year before the designated course/travel. Coursework must be completed before travel begins. Grades for the courses are assigned after the successful completion of the travel. Students interested in study abroad should review the study abroad link under "Academics" on the portal or stop by the study abroad office in Preston 200.

MERCYHURST IN IRELAND
Students also have the opportunity to spend a semester (either Fall or Spring) in Dungarvan, Ireland, Erie's sister city. The program started in Spring 2010, and takes an average of 25 students per semester. Mercyhurst faculty go abroad with students, and teach a range of courses from the liberal arts core curriculum. Credit for courses is granted upon successful completion of classes in Ireland. Together, faculty and students study and travel, including weekend trips to Dublin and the west coast. Additionally, they take an excursion to continental Europe. Students interested in a semester in Ireland should review the study abroad link under "Academics" on the portal, or stop in the International Student Center. Students are required to have a minimum 3.0 GPA. Students are encouraged to begin planning for study abroad early, consulting with their academic advisor and student financial services.

PROFESSIONAL SCHOOL PREPARATION

Mercyhurst students interested in professional careers in such fields as law, dentistry, medicine, osteopathy, pharmacy and veterinary medicine may choose a major from among a variety of academic disciplines. Students are urged early in their freshmen year to consult with one of the University's Pre-Professional Advisors to assist them in determining an appropriate major, minor, choice of courses, and to learn the educational requirements necessary for entrance into professional schools.

PRE-HEALTH PROFESSIONS ADVISORY PROGRAM

The University has a Pre-health Professions Advising, which provides specialized counseling and advisement to students regarding all aspects of becoming a healthcare professional. The advisors work with students on course selection, career direction, and preparation for admittance exams (e.g. MCAT's). Advisors also assist students with the application process and final preparations for going on to professional school. More information is available by contacting Michael A. Elnitsky, Ph.D., Associate Professor, Chair, Department of Biology -Director of Pre-Health Advising; Mercyhurst University, 501 East 38th Street, Erie, PA. 16546 ; Phone: 814-824-2346, or e-mail: melnitsky@mercyhurst.edu

THE EVELYN LINCOLN INSTITUTE FOR ETHICS AND SOCIETY

Society at all levels is faced by unique, even unprecedented challenges:
A gradually globalizing world marketplace pressuring our institutions to become more dynamic and adaptable

Emerging technologies which shrink distances between peoples and enhance human quality of life even as they accelerate social change
The growing resource demands of a technologically advanced human civilization which increasingly imperil the fragility of our planet's natural environment

Each of these challenges, while posing economic, political and social questions, also poses fundamental ethical questions:

Who are we as human beings?
What values and principles should guide our path toward the future?
How do we make our institutions embody both integrity and adaptability?
Amid all of the challenges of contemporary life, how can we continue to work toward a more just, sustainable, and participatory society?

Guided by the historic values focus of Mercyhurst University, the Evelyn Lincoln Institute for Ethics & Society exists to promote increased attention to the ethical issues that confront people in their everyday and professional lives, and to provide both Mercyhurst and the broader regional community with opportunities to develop greater ethical awareness, sensitivity, and innovative strategies for dealing with ethical problems and conflicts.

The Institute hosts several events each year that are free and open to all members of the Mercyhurst University and the surrounding community. Dr. Daniel McFee and Dr. Kevin Sullivan founded the Mercyhurst Institute for Ethics and Society in 2007. It was renamed in 2008 as the Evelyn Lincoln Institute for Ethics and Society in memory of Evelyn Lincoln, a 1930 graduate of Mercyhurst College.

Co-Director, Daniel McFee, Ph.D. Associate Professor of Religious Studies
Co-Director, Kevin Sullivan, Ph.D. Associate Professor of Philosophy

Website: http://www.mercyhurst.edu/academics/institutes/evelyn-lincoln-institute-ethics-society

LIBRARY SERVICES

The mission of the library is to enhance the Mercyhurst education process by cultivating an information rich environment and develop life-long learners and moral consumers of information. The Hammermill Library provides materials and services in support of the University curricula and the scholarly needs and interests of the University community. Special collections include the Eimer Curriculum Collection, the Sister Mary Lawrence Franklin Archival Center, and the D'Angelo Music Collection.

Hammermill Library's collections contain over 110,000 book volumes and more than 11,000 audiovisual items. The library subscribes to 400 periodicals and provides access to over 23,000 more on-line. The library's information technology infrastructure provides access to the online catalog, electronic reserve readings, detailed research guides, online indexes and databases, and full-text electronic journals. Additionally, research assistance, interlibrary loan, EZ-borrow, course reserve readings, and library user instruction remain integral components of the library's mission to serve the research and information needs of the University. The library offers a variety of Information Literacy workshops centered around today's research methods and technologies.

The library provides a variety of spaces for study including reading rooms, study carrels, and group study rooms. There are 105 computer work stations – all with access to library resources, the University network, and the Internet. Most of these also provide word processing, spreadsheet, and related software as well. There are three computer lab/classrooms in the library with computers in varying arrangements. During regular academic semesters, the library is open 104 hours per week. The 24/7 Study Lounge is located within the library.

OTHER ACADEMIC UNITS

OFFICE OF ADULT ENROLLMENT SERVICES

The Office of Adult Enrollment Services provides admission, academic advisement, registration and related services to adult undergraduate and post baccalaureate students. The staff is committed to serving the diverse needs of adult learners who are preparing for new careers, looking for job advancement, returning to the classroom to expand their knowledge in specialized areas, seeking to complete their education, or engaging in academic pursuits for their enrichment and enjoyment.

ADULT UNDERGRADUATE PROGRAMS

Mercyhurst University invites applications from adults who earned a high school diploma or GED at least four years prior to their intended date of enrollment. Credits earned at other accredited post-secondary institutions may be accepted in transfer toward a Mercyhurst degree. Students may pursue the following programs on a full-time or part-time basis: Associate of Science, Bachelor of Arts, Bachelor of Science and Bachelor of Music. Adult students, including those enrolled at another post-secondary institution, may complete up to four undergraduate courses as a transient (visiting) student.

POST-BACCALAUREATE PROGRAMS

Mercyhurst University invites applicants who hold an undergraduate or graduate degree from an accredited post-secondary institution.
Students may pursue the following programs on a full-time or part-time basis:

- Post-Baccalaureate Advanced Certificate
- Post-Baccalaureate Teacher Certification

ACADEMIC POLICIES

Adult undergraduate and post-baccalaureate students are subject to the academic policies and procedures outlined elsewhere in this catalog.

AWARD OF CREDIT FOR NONTRADITIONAL LEARNING

In order to facilitate students completing their degree requirements in a timely manner, Mercyhurst University will issue up to 30 credits towards an Associate's degree and up to 60 credits towards a Bachelor's degree.

1. Standardized Examinations –
a. Advanced Placement (AP) Credit earned from high school prior to entering Mercyhurst University: for course equivalency and credit to be awarded, students must earn a score of 4 or above on the AP Exam;
b. International Baccalaureate (IB) examinations: for course equivalency and credit to be awarded students must earn a score of 5 or above on the standard exam and a score of 4 or above on the higher level exam);
c. College Level Examination Program (CLEP): for course equivalency and credit to be awarded, a minimum score equivalent to a "C" as determined by the Academic Department is required to award credit for a CLEP exam. (see CLEP chart under "Examination Credit", page18)

Notes:

a. AP, CLEP or a comprehensive course examination may not be used by a student to challenge a grade in a course taken at Mercyhurst University. Only by repeating the course may a student remediate a grade.
b. Ordinarily, credit received through CLEP or AP is applied to satisfy Core Curriculum or elective requirements.
c. All credit received through proficiency exams appear on the student transcript as PASS. Failure will not be recorded on the transcript.

2. Challenge Exams (ordinarily provided by the Academic Department);
3. Published Guides that evaluate credit equivalencies:
a. American Council on Education (ACE) for military training and experience,
b. ACE (non-collegiate) for industrial and corporate training programs;
4. Prior Learning Assessment/Credit for Life Experience (PLA/CLE). To obtain credit using a portfolio, a student must (i) first complete a Portfolio course and (ii) provide a portfolio containing sufficient evidence that she or he has mastered the learning outcome and associated assessments in the course in which she/he wishes to obtain credit.

a. The Portfolio course will enable students to interpret learning outcomes and how they are assessed, consider ways in which learning outcomes can be addressed in nontraditional settings (outside of the classroom), critically examine their own prior- and life-learning opportunities, and synthesize these into a portfolio to be submitted for PLA.

Tuition and Fees:

Adult Undergraduate (per course)		$2,019
Proficiency Exam (includes testing fee)		$489
Portfolio-based Assessment fee	(per course)	$489
CLEP (per course)		$252

ACCEPTANCE OF CREDITS FROM OTHER INSTITUTIONS

Students transferring to Mercyhurst are required to identify all accredited and unaccredited post-secondary institutions they have attended, and ensure that transcripts from each institution are sent directly to the Office of Admissions. Failure to do so can result in disciplinary action. This information affects financial aid decisions as well as academic assessment. For such students, an admissions decision will be made, in part, on the student's previous performance. Mercyhurst will review courses in which the student has earned a C or better from accredited institutions and identify placement in the student's course of study at Mercyhurst. All courses considered for meeting requirements in the major will be reviewed by the department chair within the student's first semester of study. No more than 80 credits can be applied to the student's overall requirements either transferred, earned through Prior Learning Assessment, or a combination of the two, and no more than fifty percent (50%) of a student's major course requirements can be earned in the same way.

Mercyhurst University, upon careful review by the Office of Academic Affairs and/or department chair, will accept a maximum of 15 credits from non-regionally accredited post-secondary institutions which are accredited by an agency recognized by the U.S. Department of Education and legally authorized to grant specialized associate degrees or higher. Coursework will be evaluated for transfer credit, only if the content of the coursework is in reasonable conformity to the Mercyhurst University curriculum and when a grade of "B" or higher has been earned. In all cases, accepted transfer courses will carry an award of credits, but neither a grade, nor quality points will be awarded. Transfer credits may only be applied to fulfill lower division (level 100 and level 200) baccalaureate degree requirements.

In addition, returning adult students who have not been enrolled for five years may qualify for a special "academic forgiveness" provision. Contact the Office of the Registrar for further information.

SCHEDULE

The Office of Adult Enrollment Services responds to inquiries from prospective adult and post-baccalaureate students throughout the year. Admitted students may begin their studies in the fall, spring or summer semesters. A wide selection of courses for adult undergraduate and post-baccalaureate students are offered on weekday mornings, afternoons and evenings, as well as Saturday and Sunday. Online courses are also available (see below).

SPECIAL PROGRAMS

Adult undergraduate students may participate in an accelerated degree program in business and related concentrations which permits eligible students to pursue a half-time or full time schedule while attending classes one or two evenings per week.

Mercyhurst University is a member of the Online Consortium of Independent Colleges and Universities (OCICU). OCICU is a network of national and international colleges and universities that provides web-based learning opportunities to adult and graduate students enrolled in member institutions.
Adult undergraduate students may register for three OCICU courses (9 credits) per academic year. A maximum of 36 credits earned through OCICU may be applied toward degree requirements. The total number of OCICU, transfer, and Prior Learning Assessment credits may not exceed 80. Students must complete at least 50% of major courses through traditional classroom courses at Mercyhurst.

Post-baccalaureate students may register for three OCICU courses (9 credits) per academic year. A maximum of 18 credits earned through OCICU may be applied toward certificate requirements. The total number of OCICU credits plus transfer credits may not exceed 50% of the total credits required for the certificate.

A current list of online courses is available through the Office of Adult Enrollment.

FINANCIAL AID FOR ADULT STUDENTS

Financial Aid is available to eligible adult undergraduate students.

REDUCED TUITION

Adult students who begin university at least four years after graduating from high school or receiving their GED qualify for reduced tuition. Reduced tuition is also available to any student who holds a baccalaureate degree from an accredited university or university.

COMPANY REIMBURSEMENT

Many employers offer a tuition reimbursement plan for successfully completed courses. Qualifying students may defer their tuition until the end of the semester. No interest will be charged. Forms are available in the Office of Adult Enrollment Services.

CATHERINE MCAULEY ADULT STUDENT SCHOLARSHIPS

A limited number of scholarships are available for nontraditional students who meet academic and financial need criteria and who do not receive tuition assistance from their employer.

ENCORE SCHOLARSHIPS

This scholarship is awarded to eligible adults who earned an associate degree prior to July 2008 and who wish to complete a bachelor's degree through Mercyhurst's Office of Adult Enrollment Services. Students must attend on a full-time basis. All applicants are automatically considered for this award.

UNIVERSITY TRY FUND

The "University Try" Fund enables adult students to pay significantly reduced tuition for refresher courses in university writing, math, and critical reading. These courses will help prepare students for future success as adult university students. The reduced tuition is available without regard to financial need.

FEDERAL AND STATE GRANTS

Full-time (12 credits/semester) and half-time (6 credits/semester) students are eligible to apply for a Federal PELL Grant. If a student is a resident of Pennsylvania for at least one year, he/she also may qualify for a Pennsylvania Higher Education Assistance Association Grant (PHEAA). To apply for these grants, students must file the Free Application for Federal Student Aid (FAFSA) as well as the Mercyhurst Financial Aid Application. Use 003297 for the Mercyhurst University Title IV school code on the FAFSA. For quicker return, file the FAFSA at *www.fafsa.ed.gov.*

FEDERAL DIRECT LOAN (MASTER PROMISSORY NOTE)

Full-time (12 credits/semester) and half-time (6 credits/semester) students can obtain low interest student loans (subsidized) that are not payable until 6 months following graduation. A student can borrow additional funds in unsubsidized student loans. Unlike the subsidized loan, interest on unsubsidized loans begins the day the loan is disbursed with the principle deferred until 6 months after graduation. Applications are available through the Office of Adult Enrollment Services. A student must file a FAFSA at fafsa.edu.gov. Use 003297 for the Mercyhurst University Title IV school code on the FAFSA.

VETERANS' RESOURCES

Students who have served in the Military including the National Guard and Reserves may be eligible for educational benefits through the Veteran's Administration. Mercyhurst University is a yellow ribbon participant, which means students who are eligible for 100% Post 9-11 GI Bill® will be able to receive yellow ribbon funding once the student cap has been reached. Mercyhurst also holds a Memorandum of Understanding with the Department of Defense. This allows members who are still in the service to use Tuition Assistance (TA) from the Military. (Current active military personnel should apply for TA benefits directly to their unit.) There are a number of VA benefits available. For more information on available benefits and their criteria, visit the VA website at www.benefits.va.gov/GIBILL.
Dependents of military personnel may be eligible for educational assistance for any of

the following from the VA:

- A transfer of Post 9-11 GI Bill® for active service members who have served at least 10 years
- Chapter 35 benefits if a service member has been discharged and receives disability
- FRY Scholarship if the service member died while serving

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

If you plan to use VA educational Benefits please contact the Veteran Coordinator for more information. You will need to apply for the VA benefits before the start of your first semester. New applications may take the VA up to 3 weeks to process.

MERCYHURST UNIVERSITY - THE NORTH EAST CAMPUS

In the tradition of the Sisters of Mercy and Mercyhurst University, Mercyhurst North East provides opportunities in career education by offering associate degrees and certificate programs. Additionally, it provides the means and opportunity through initial study so that a student may ultimately pursue a baccalaureate program. Mercyhurst North East is committed to opportunity and access to education for those not currently being served by traditional postsecondary education as well as education for the traditional student.

Established in 1991, its origins rest in part with Mercyhurst University's commitment to career-focused programming in the community – including the Mercyhurst Career Institute, and the programming continues at the Catherine McAuley Center in Erie and the courses offered in Corry, Pennsylvania. All programs are extensions of the mission of the Sisters of Mercy to assist educationally and economically disadvantaged students. While broader now in focus, Mercyhurst North East maintains this commitment.

Mercyhurst North East is located on the site of the former Redemptorist Seminary in the borough of North East. The campus consists of twelve buildings located on eighty-four acres. Since the inception of Mercyhurst North East, facilities have expanded each year and now include academic and residential facilities, dry and wet science laboratories, culinary kitchens, an observatory, gymnasium, townhouses, playing fields, a health and safety academic building, an expansive library, and an architecturally significant neo-gothic chapel.

In the Mercyhurst tradition, Mercyhurst North East requires that associate degrees in academic and professional areas include a strong component in liberal learning. The faculty are well qualified in their respective areas and are supported by a variety of resources from a fully wired accessible Internet system in academic and residential areas, to academic support staff providing counseling, tutoring and other services. For a full listing of degrees offered through the North East College of Associate Degrees, please refer to page 2.

Additionally, programming is offered in Corry at the Bruce and Arlene Smith Education Center as well as the Booker T. Washington Center in the inner City of Erie.

ADMISSIONS

Admission to the University is offered on a selective basis. In selecting a student for admission, Mercyhurst University looks for evidence in an applicant's academic record, extracurricular activities and performance on standardized tests that demonstrate his or her potential for succeeding at, and contributing to, Mercyhurst. The University entrance policy is free of discrimination on the grounds of race, creed, color, sex, or national origin.

To be considered for admission, applicants are required to submit an application, an official high school transcript, SAT or ACT scores, personal essay/statement, and academic recommendation. Applicants are also strongly advised to schedule an appointment for an interview with an Admissions Counselor and use the opportunity to tour the campus.

Applicants must also have sixteen units of university preparatory secondary school work distributed: A) Four units of English; B) Five units of Social Science; C) Three units of mathematics; D) Two units of science (with one lab); and E) Two units of a foreign language.

Once an applicant's file is complete, Office of Admissions professionals carefully review it. Successful applicants to Mercyhurst University generally rank in the top third of their high school and have commensurate academic records and standardized test scores.

Mercyhurst University has developed an admissions process to evaluate each applicant in a personal and professional manner. In addition to quantitative criteria, the Office of Admissions professionals also take into account other intangible values. These include the degree of difficulty of the high school curriculum, participation in extracurricular and community service activities, evidence of leadership potential, and special talents an individual might possess which the University wishes to add to the student population. Such talents might include academic excellence, artistic or athletic talent, outstanding community involvement, etc.

Students not offered admission to Mercyhurst University are often referred to Mercyhurst's North East Campus where they may begin their university career. There is always the possibility to transfer to Mercyhurst University's Baccalaureate College after one year or through successful completion of an Associate's degree.

SPECIAL REQUIREMENTS

Admission to the University's fine arts programs in music and dance require an audition before an admission decision can be rendered. Details concerning auditions can be obtained by contacting the Admissions Office at 814-824-2202, or via email at admissions@ mercyhurst.edu.

CAMPUS VISITS

Personal interviews are not required for admission; however, prospective students are strongly encouraged to visit the campus and schedule an individual meeting with an Admissions Counselor. An appointment must be made at least one week in advance of the visit by calling 1-800-825-1926 ext. 2202. Saturday appointments are possible during the Fall, and Spring semesters.

NOTIFICATION OF ADMISSION DECISION

Beginning in November, decisions on admission to Mercyhurst University will be made as soon as the applicant's admission file is complete. It is the responsibility of all applicants to see that all supporting documents are sent to the University in a timely fashion.

CONFIRMATION DEPOSIT

Students who are accepted into Mercyhurst University are required to submit a $400 confirmation deposit. This deposit is nonrefundable and will be applied towards the student's tuition during their first semester at Mercyhurst University. Students may, however, request an extension of the deposit deadline without penalty when there are concerns regarding their eligibility for financial aid and the availability of on-campus housing.

The request for an extension to the deposit deadline must be in writing.

TRANSFER POLICY

Transfer applications are processed for the Fall and Spring Semesters. Complete application packets must be filed well in advance of the semester students expect to enter Mercyhurst.

The student's credentials will be evaluated by the transfer counselor and/or department director upon receipt of official transcripts from all universities attended. Students with less than 24 completed college credits and less than a 3.0 cumulative GPA must also submit an official high school transcript or a copy of the GED (General Equivalency Diploma) certificate. Once this process is completed, the student will be notified of the Admissions Committee's decision.

All transfer students must:

1. Submit an application for admission. There is no fee for applying online.

2. Forward an official copy of the high school transcript or GED certificate (if less than 24 completed college credits and less than a 3.0 cumulative GPA)
3. Submit an official transcript from each institution of higher education attended since high school graduation.
4. Supply the University with a copy of separation papers if a veteran.
5. Have the Dean of Students from each college or university attended complete the Mercyhurst University Transfer Form.

Evaluation of transfer credits is the responsibility of the Admission Office, the Registrar's Office, and where applicable, the major department director. The following guidelines are used in determining a student's class standing.

1. No grade below C is acceptable for transfer.
2. Only credits are transferable and are recorded on a Mercyhurst transcript. Letter grades and cumulative average do not transfer.
3. Transfers must complete at least 45 credits at Mercyhurst. At least half of the credits in the major field must be taken at Mercyhurst. Therefore, the maximum number of transferable credits is 75. No more than 60 credits may be transferred from an accredited junior or community university.
4. Credit will generally be granted for those courses that are reasonably equivalent in content and subject matter to existing Mercyhurst University courses.
5. No more than 6 credits in physical education activity courses are transferable.
6. No more than 30 credits of college or university coursework, taken as dual enrollment while in high school are transferrable. Coursework must be posted on an institution's official transcript. A minimum grade of C is required.
7. A student applying for transfer into an education major must complete the student teaching requirement through Mercyhurst University.
8. Orientation, internship, co-op, and practicum credits are not transferable.
9. Military Experience can be evaluated and reviewed on an individual basis. Such credit is granted only if it is applicaple.

ACCEPTANCE OF CREDITS FROM OTHER INSTITUTIONS

Students transferring to Mercyhurst are required to identify all accredited and unaccredited post-secondary institutions they have attended, and ensure that transcripts from each institution are sent directly to the Office of Admissions. **Failure to do so can result in disciplinary action.** This information affects financial aid decisions as well as academic assessment. For such students, an admissions decision will be made, in part, on the student's previous performance. Mercyhurst will review courses in which the student has earned a C or better from accredited institutions and identify placement in the student's course of study at Mercyhurst. All courses considered for meeting requirements in the major will be reviewed by the department chair within the student's first semester of study. No more than 75 credits (total) can be transferred, and no more than fifty percent (50%) of a student's major course requirements can be transferred.

Mercyhurst University, upon careful review by the Office of Academic Affairs and/or department chair, will accept a maximum of 15 credits from non-regionally accredited post-secondary institutions which are accredited by an agency recognized by the U.S. Department of Education and legally authorized to grant specialized associate degrees or higher. Coursework will be evaluated for transfer credit, only if the content of the coursework is in reasonable conformity to the Mercyhurst University curriculum and when a grade of "B" or higher has been earned. In all cases, accepted transfer courses will carry an award of credits, but neither a grade, nor quality points will be awarded. Transfer credits may only be applied to fulfill lower division (level 100 and level 200) baccalaureate degree requirements.

ACCEPTANCE OF CREDITS FOR ONLINE COURSES

Credits may be accepted for an online course if it meets all requirements of the current transfer credit policy and procedures, and was taken through an accredited institution that has a physical campus offering traditional, on campus, in person courses.

SECOND DEGREE

Students who hold a baccalaureate degree from another accredited college or university may earn a baccalaureate degree from Mercyhurst University by qualifying in every other way as stated in the Transfer Policy, except that a minimum of 30 credits must be completed at Mercyhurst instead of the stipulated 45 credits.

Students with a degree from another college or university may also earn teacher certification at Mercyhurst. The Chair of Education Department will work out the details. Both second-degree candidates and certification candidates from another college or university must go through the admission process. Applicants should contact the Office of Adult Enrollment Services for assistance.

INTERNATIONAL STUDENTS

International students must submit the following to be considered for admission:

1. A completed application form, including educational records translated into English and notarized.
2. There is no fee for applying online.
3. Original copies of the "Test of English as a Foreign Language" (TOEFL) or IELTS scores, only if English is not your native language. Our school code is 2410.
4. The completed Certification of Finances form in U.S. dollars.
5. Bank Affidavit. A notarized document on bank letterhead verifying U.S. dollar amounts available.
6. Original test score results of the SAT or ACT, if available. If you plan to participate in intercollegiate athletics, these test scores are required.
7. Pre-Admission Health Record completed in full.
8. A statement certifying coverage under a health insurance plan valid in the United States.
9. Students transferring from another university must have World Education Services (WES) evaluate their transcripts using "Course-by-Course Report." Full course descriptions must also be submitted with Mercyhurst university applications.
10. A copy of your photograph passport page.

It is incumbent upon the applicant to ensure that all materials are provided to the University on a timely basis. Direct any specific questions about international student admission to the Director of International Admissions and Services.

STUDENT FINANCIAL SERVICES (SFS)

TUITION AND FEES: ERIE CAMPUS

Tuition Costs (per semester):

Traditional Undergraduate:

Full-time 12-18 credit hours	$15,660
Over 18 hours (additional per credit)	$1,044
Less than 12 hours (per credit)	$1,044
Summer 2015 (per credit)	$854
Adult Undergraduate (per course)	$2,019
Post Baccalaureate (per course)	$1,545
University Try	$ 489
High School (per credit)	$105
Proficiency Exam (Includes testing fee)	$489
Audit/Professional Development (per course)	$489
Experience Learning (per course)	$489
Mercyhurst Prep (per course)	$228
CLEP (per course)	$252

REQUIRED FEE SCHEDULE PER SEMESTER

Traditional:

Registration	$65
Technology	$279.50
Building Assessment	$545
(pro-rated at $50.00 per credit for part time students)	
Student Government	$100
Green Energy Fee	$7.50

Adult/ Post Baccalaureate/Professional Development:

Registration	$65
Technology	$90

Intensive English Program (IEP):

Fee per 8 week session	$ 2,800

OCCASIONAL FEES

Orientation Fee- Traditional Freshman Only	$200
I.D./One Card	$35
I.D./One Card Replacement	$20
Confirmation Deposit	$400
Capstone Clinical - Education	$482
Company Ensemble Elective Fee (per course)	$324
Music Fee - Per Semester	$353
Criminal Justice Fee – Course CRJS 305 only	$50
Intelligence Studies Fee (per semester)	$216
Lab Fee (per course)	$200
Zurn Science Lab Fee (per course)	$250
Studio/Materials (per course)	$200
Distance Learning Fee (per online online course) (Does not apply to OCICU courses)	$50
Graduation (Required fee even if student does not participate in ceremony)	$165
Official Transcript of Credits	$5

LEARNING DIFFERENCES PROGRAM:

Summer Program Fee	$225
Annual Fee (Level Two Services only)	$2,450
Annual Fee (Level Three Services - Tier 1)	$2,450
Annual Fee (Level Three Services - Tier 2)	$3,900
Annual Fee (Level Three Services - Tier 3)	$4,900

STUDY ABROAD PROGRAM FEES

Spring Semester in Ireland 2016 - (12 Weeks)

Program Travel Fee	$7800
Enrollment Deposit	$300

J-Term: India (January 2016)

Program Travel Fee	$ 4,600
Enrollment Deposit	$300

J-Term: Italy and Greece (January 2016)

Program Travel Fee	$4,200
Enrollment Deposit	$300

J-Term: Germany and Switzerland (January 2016)

Program Travel Fee	$ 3,900
Enrollment Deposit	$300

J-Term: Peru (January 2016)

Program Travel Fee	$4,300
Enrollment Deposit	$300

J-Term: Ireland (January 2016)

Program Travel Fee	$3,500
Enrollment Deposit	$300

J-Term: Service Learning-Guyana, SA (January 2016)

Program Travel Fee	$1,900
Enrollment Deposit	$300

J-Term: Public Health in Puerto Rico (January 2016)

Program Travel Fee	$1,900
Enrollment Deposit	$300

J-Term: Fashion Studies in London, England (Spring 2016 Course, travel in May 2016)

Program Travel Fee	$ 3,800
Enrollment Deposit	$300

J-Term: Paris and the Dance in France (January 2015)

Program Travel Fee	$3800
Enrollment Deposit	$200

J-Term: Renewable Energy in Germany & Switzerland (Spring 2015 Course, travel in May 2015)

Program Travel Fee	$3800
Enrollment Deposit	$200

ROOM CHARGES (PER OCCUPANT PER SEMESTER)

Freshman Room (Baldwin-McAuley)	$2,847
Single Room (Baldwin-McAuley)	$3,800
Freshman Room (Warde Hall)	$3,800
Briggs/Lewis Apt. (4 person or Double Option B)	$3,137
Briggs/Lewis Apt. (3 person)	$3,494
Briggs/Lews (Single Option B)	$4,234
Duval Apt./Warde Townhouse	$3,432
Lewis Avenue Townhouse	$3,774
East 41st Street Townhouse	$3,774
Wayne Street Apartments (4 person or Double Option B)	$3,774
Wayne Street Apartments (3 person)	$4,075
Wayne Street Apartments (Single Option B)	$4,234
Mercy Apartments (3 person)	$3,692
Mercy Apartments (2 person)	$3,958

MEAL PLANS (PER SEMESTER)

Egan Plan (Minimum Residence Hall Plan)	$2,769
Egan Gold Plan	$2,861
Egan Platinum Plan	$2,956
Complete Plan	$2,105
Daily Diner Plan	$1,783

$500 Hurst Dining Club	$500
$750 Hurst Dining Club	$750
$1,000 Hurst Dining Club	$1,000
Lite Diner	$1,518
Convenient Diner Plan	$1,132

FINANCIAL PENALTIES:	
Late Payment Fee	$150
Returned Check/ Stop Payment/Reissued Check	$35
Late Registration Fee	$250
Room Change Fee	$50

PAYMENT POLICY FOR TUITION, FEES, ROOM AND BOARD

When you register for courses, you incur a legal obligation to pay for tuition, fees and all related charges. Registration for a given semester is not complete until all charges are paid by the bill due date, or until acceptable payment arrangements have been made with the Office of SFS prior to the due date.

Students must be actively registered to reside in campus housing, receive student meal plan privileges, and receive all other university services and amenities.

Student Financial Services participates 100% in online billing, and ebills are accessible via your Mercyhurst portal. Notifications are emailed to your official Mercyhurst email address. You are encouraged to grant guest access to any family member who may have an interest in viewing or paying your bill. Full instructions are available on your Mercyhurst portal.
Summer 2015 bills are available via the ebill the first week of June and are due on or before June 30, 2015. Fall semester bills are available the last week of June and are due on or before August 12th, 2015. Spring semester bills are available in early December and are due on or before January 6th, 2016.

Billing Due Dates for 2015-16:
Summer Sessions 2015: June 30, 2015
Fall Semester: August 12, 2015
Spring Semester: January 6, 2016

J-Term courses will be billed with spring semester. If total combined registered credit hours for J-term and spring semester are within the flat tuition rate for traditional undergraduates, no additional tuition charges will be incurred. Students must be registered at least 12 credit hours for spring semester to be considered full time and to receive the flat tuition rate and all institutional grants and scholarships. If registered over 18 credits, additional tuition charges apply.

ROTC scholarship recipients must be registered at least 12 credit hours in their program (not including ROTC credits) for spring semester to be eligible for the ROTC Scholarship (J term and ROTC courses are excluded from the 12 credit hour minimum).

In addition to charges for tuition, fees, room, meal plans, and other expenses, the bill reflects any scholarships, grants, and loans as pending financial aid. Financial aid listed is pending until the student's eligibility is confirmed, verification is completed, and the student's enrollment is verified on the census date. The census date is the morning after drop/add as published in the official academic calendar.

Students with exceptional circumstances who want to add courses after the official drop/add date should obtain forms and more information in the Office of Academic Affairs (OAA) or the Registrar's Office. Federal aid will not be adjusted for late registration under most circumstances and late registration fees may apply.

In order to defer your bill to federal student loans, students must have a FAFSA® on file, and completed both the Master Promissory Note and Entrance Loan Counseling online for Federal Direct Loans and/or Perkins Loans by August 1st, 2015 for fall bills or December 1st, 2015 for spring bills. This is a one-time requirement at Mercyhurst. Federal Direct PLUS Loans are not credited to the student's account until a promissory note is signed. Some PLUS borrower's may also be required to do PLUS Entrance Counseling. Those borrowers will be contacted directly by the U.S. Department of Education. Alternative Loan proceeds are not credited until the loan proceeds are received by Mercyhurst.

If payment is not made by the due date, or satisfactory payment arrangements are not made with the SFS Office by the bill due date, a late payment fee of $150 will be applied to your account, and your account will be placed on hold, and you may be deregistered from your courses. You will not be able to make changes to your registration, register for any additional courses, or receive grades/transcripts. Your balance must be paid in full by the specified semester due date.

Overdue accounts will be placed with a collection agency. If your account is placed with a collection agency, you will be responsible for your balance plus any collection fees, which may be based on a percentage up to a maximum of 32% of the debt, and all costs and expenses, including reasonable attorney's fees that are incurred by Mercyhurst University in such collection efforts. This may negatively impact your credit rating. In order to register for future semesters, receive transcripts or a diploma, your balance and any collection fees must be paid in full.

You can pay your balance via your ebill which is accessible from your student portal. Payment can be made by credit card (convenience fees apply) or electronic funds transfer from a savings or checking account (no convenience fees apply). You can also print your bill and mail in a personal check, cashier's check, or money order to the address on the bill. Cash payments can be made in person by visiting the SFS Office. Funds can also be wired electronically to Mercyhurst, which is especially convenient for international payments. For more information, please visit the SFS page on the student portal or contact the Office of SFS at 814-824-2288. All payments, including those from a third party, such as a 529 Savings Plan, must be received by the bill due date. Please plan accordingly to allow for mailing time.

In lieu of paying the student bill in full, a student or family can sign up for a payment plan (partial payments made in intervals) through our partner, Tuition Management Systems (TMS) prior to the bill due date. The TMS Payment Plan divides a student's financial obligation into interest free installments over the semester, making financial obligations easier to manage. Monthly plans include a 5 month or 4 month plan. The TMS Payment Plan is available to all qualified undergraduate students for fall and spring semesters. There is a non-refundable fee for participating in the TMS Payment Plan, regardless of the balance. TMS sends a monthly billing statement to the student's permanent address, with payment due usually the 1st day of the month. Failure to pay by monthly due dates will result in late fees, Business Office holds, and possible deregistration. Repeated delinquent payments will result in a cancelation of the payment plan and payment of any outstanding balance is immediately due to Mercyhurst. Failure to resolve an outstanding balance may result in deregistration and placing your outstanding account with a collection agency.

Students receiving financial aid may also participate in the TMS Payment Plan. To determine the minimum monthly payment, deduct the amount of financial aid (not including work-study) from the annual charges, and then divide the balance by the number of payments in the plan you chose. It is important that you review your TMS budget each semester to ensure that the scheduled monthly payment plan reflects your actual charges at Mercyhurst. Be sure to use 'net' loan proceeds in your calculations for federal loans, as they deduct an origination fee prior to sending your funds to Mercyhurst. For more information about the plan or how to calculate monthly payments, contact TMS directly at 1-888-285-3052, or visit www.afford.com/mercyhurst. If your projected budget at TMS is less than your actual balance at Mercyhurst, you may incur late fees at Mercyhurst and a business office hold will may be placed on your account, preventing future registration.

If payment is made by check (paper or EFT), Mercyhurst will credit the funds but will not remove any Business Office Holds for at least 7 days to allow time for the check to clear with your bank. If funds do not clear, a student may be charged a $150 late fee in addition to a $35 insufficient fund fee. In this instance, the student will be contacted and given one week to make payment to Mercyhurst in the form of a certified check or money order. Legal action may be taken against any person who has repeatedly submitted checks with insufficient funds, and Mercyhurst reserves the right to reject future check payments.

TUITION AND FEE REFUND POLICY DUE TO TOTAL WITHDRAWAL

Students who wish to withdraw from the university must complete a Cease Enrollment Form, which is available in the Office of Academic Affairs, and obtain the necessary signed approvals. Students who officially withdraw before the end of the academic semester will receive course grades based on the academic withdrawal policy in OAA.

Course withdrawals after drop/add will result in a W grade for the course. Students,

who experience a medical, military or serious emergency, may file a letter with the Office of Academic Affairs explaining and documenting the special circumstances. Students who have officially withdrawn from the university and do not return within one academic year must apply for readmission.

When a student officially withdraws from all courses (ceases enrollment), he/she may receive a prorated refund of tuition, room and meal plan charges depending on the date of withdrawal. Refer to the Tuition Refund Chart below. Fees are not refundable when withdrawal occurs after the eighth day of classes.

Period of Withdrawal During a Semester	Percentage of Tuition Refund
On or before the last day to drop/ add each term/semester (Up to and including day 8)	100% (including fees)
Calendar days 9 – 15	80% (not including fees)
Calendar days 16 – 22	70% (not including fees)
Calendar day 23 -29	60% (not including fees)
Calendar day 30 and after	0% (not including fees)

Refunds for room and meal plans will be refunded 100% through day 8 of the semester for which you are registered, and prorated for number of days of usage between the 9th and 30th days of the semester. There are no refunds for tuition, room, or meal plans after the 30th day of the semester.

The tuition refund policy for pre-summer, summer sessions, J-term only, and clock-hour programs follow a different schedule than above because the length of the sessions/programs differ from the fall and spring semester calendars. The calculations are similar but are done in proportion to the length of the respective sessions/ terms/program calendars. Refund schedules for these special sessions/programs are available in the Office of Student Financial Services.

TREATMENT OF FINANCIAL AID FOR TOTAL WITHDRAWAL (CEASE ENROLLMENT)

If a student withdraws from all courses (ceases to be enrolled), the SFS Office must review the student's financial aid to determine whether financial aid funds must be adjusted in accordance with federal, state, and institutional policies governing total withdrawal from the university.

SFS calculates refunds for tuition, room and meal plans according to university policy. However, the policies for financial aid for total withdrawals (cease enrollments) are specific to each designated financial aid program and are applicable only if the student was awarded that particular type of fund. If the student is awarded various types of financial aid, more than one policy may apply in determining the student's revised financial aid eligibility.

FEDERAL (TITLE IV) FINANCIAL AID REFUND POLICY (CEASE ENROLLMENT)

The federal policy for return of Title IV funds maintains that the student can retain only that portion of federal aid that the student has earned based on time in attendance before withdrawal prior to completing 60% of a payment period or semester. The percentage of time that the student attended an academic semester determines the amount of federal aid that must be returned to the federal government. This federally mandated policy is independent of Mercyhurst's institutional refund policy for tuition, room and meal plans.

The schedules vary by start and end dates of each semester and each academic program.

For a student who withdraws after the 60% point-in-time, there are no unearned funds. However, a school must still complete a Return calculation in order to determine whether the student is eligible for a post-withdrawal disbursement. The calculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or semester completed is the number of days completed up to the withdrawal date divided by the total days in the payment period or semester. (Any break of five days or more is not counted as part of the days in the semester.) This percentage is also the percentage of earned aid

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned is (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or semester.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal. Refunds to aid programs are returned in the following order:

- Federal Direct Unsubsidized Stafford Loans
- Federal Direct Subsidized Stafford Loans
- Federal Perkins Loans
- Federal Direct PLUS Loans
- Federal Pell Grants
- Federal Supplemental Opportunity Grants
- Other assistance under this Title for which a Return of funds is required

Students who receive all F's for a semester who did not formally withdraw will be considered Unofficial Withdrawals and will be reviewed by OAA to establish the students' last date of attendance. If a student ceased attendance for all classes before 60% of the semester was over, that last date of attendance will be used. If a last date of attendance cannot be determined, the "unofficial" withdrawal date will be the mid-point of the semester in order to calculate unearned federal funds that must be returned to the appropriate federal aid program.

Students need to understand that, although they can withdraw from a semester with W grades, federal aid disbursements have to be reviewed based on their last date of attendance or unofficial withdrawal date.

The student is responsible for any returned federal funds which results in a balance due on their student account. If payment is not made within 60 days, the account will be sent to collections and the student will be liable for all reasonable collection costs, including attorney fees and other charges necessary for the collection of any amount not paid.

INSTITUTIONAL AND STATE GRANT/ SCHOLARSHIP FINANCIAL AID REFUND POLICY (CEASE ENROLLMENT)

Adjustments to institutional and/or state grant/scholarships follow the university's policy on refunds for tuition (refer to the Tuition Refund Policy Due to Total Withdrawal section above). For example, if the student's tuition is refunded 70%, the student's institutional and/or state grants/scholarships will be refunded 70%, meaning that the student may retain 30% of each of the institutional and/or state grant/scholarship awards. However for the state grant/scholarship, where, in accordance with the above policy, the amount of State Grant funds to be retained by the university is small, and the amount to refund to the state is large, the Office of SFS may advise the student to forfeit the State Grant altogether when it appears that it will benefit the student. If the student forfeits the State Grant, it will enable Mercyhurst to refund the entire semester's State Grant disbursement to PHEAA, thereby saving a semester of State Grant eligibility for the student and possibly avoiding a state aid academic program problem in the future. For example, if the student withdraws from the university during the second week of classes, the student will have 80% of his/her tuition refunded, and following PHEAA regulations, 80% of the State Grant will have to be refunded back to the state. If the PHEAA Grant is $1,000, $800 would be returned to the state and the student would be able to retain $200 to pay for any educational

charges for the two weeks in attendance. In this instance, it is strongly recommended that the entire $1,000 be sent back to the state so that the student can receive a PHEAA Grant for a future semester and not have this semester of attendance count against the student when calculating satisfactory academic progress for PHEAA State Student Aid Programs.

COURSE WITHDRAWAL POLICY

Students who wish to withdraw from a course after the drop/add period for a semester must complete a Class Schedule Form which is available in the Office of the Registrar. Once the student obtains the advisor's signature, the form is returned to the Office of the Registrar for processing.

Course withdrawals after drop/add will result in a W grade for the course and will not change financial aid or tuition charges for that semester because they are based on the enrollment status on the census date, which is usually the 8th day of the fall or spring semester. However, withdrawing from courses may prevent you from making satisfactory academic progress, and that may affect your eligibility for future financial aid assistance. Please see the Satisfactory Academic Progress section Whether you choose to withdraw from one course or withdraw from the University completely, it is important that you contact the Office of Student Financial Services for advice regarding financial aid and billing.

NOTE: Online courses through OCICU may have different deadlines. Please contact the Registrar's Office for details.

FINANCIAL AID POLICIES

Students have the following rights and responsibilities:

- Access to complete information regarding tuition, fees, payment, and refund policies.
- Confidentiality of all personal and family financial information.
- Reconsideration of student aid eligibility if student and parents situation warrants it through an appeal to SFS
- To advise SFS of any additional financial aid received that is not indicated on the Mercyhurst Financial Aid Award Letter.
- To follow application filing deadlines and to submit all required documentation for verification of financial and other information pertaining to the financial aid application process within 30 days of the request.
- To give SFS permission to relay pertinent financial, academic, and other information to donors of aid upon request.
- To maintain Satisfactory Academic Progress (SAP) for Financial Aid (refer to SAP Policy in the following section).
- To comply with the rules governing the types of financial assistance the student receives.

FINANCIAL AID APPLICATION PROCEDURES AND DEADLINES

To apply for federal, state, and institutional (Mercyhurst) financial aid, the student must complete and submit a Free Application for Federal Student Aid (FAFSA) each academic year.

Students can submit the FAFSA using FAFSA on the Web (www.fafsa.ed.gov). To file electronically, the student (and parent if dependent) will need a U.S. Department of Education (USDE) PIN. Students (and parents) may apply for one at http://www.pin.ed.gov. The PIN serves as the student's and/or parents electronic signature. Questions about the FAFSA can be answered by calling the Department of Education Customer Service Department at 1-800-801-0576. Assistance for students with hearing disabilities is available by dialing 1-800-511-5806.

Although students can file the FAFSA any time after January 1 prior to the forthcoming academic year in which they plan to attend, the priority deadline to file the FAFSA is March 15 of that year to ensure full consideration for federal, state, and institutional scholarships, grants, loans, and work-study. Be sure to include Mercyhurst's institutional code, 003297, in the university choice section of the FAFSA.

Students attending summer session must file a separate summer Financial Aid Request Form by June 30th to recieve summer financial aid.

Students may file the FAFSA after the deadline of March 15; however, they risk not receiving aid from some programs. In addition to the processed FAFSA, SFS must receive all requested documentation within 30 days of the request but no later than 30 days before the end of the semester or award period. This deadline allows processing and authorization of disbursements within timeframes defined by regulations pertaining to federal and state aid programs. Failure to apply or to submit required documentation by the indicated deadlines may result in a loss of financial aid eligibility for all student aid programs.

Students should be familiar with the SFS processing schedule and adhere to the deadlines specified here:

June

New students (and parents) attend Summer Orientation.

New students choose Work Study jobs

Returning students Financial Aid Packaging begins for those registered for the following fall semester

Upperclassmen SAP appeals for summer are submitted to the Financial Aid Satisfactory Academic Progress Committee by July 31

July

Fall bills are sent to students registered for fall courses

Direct Stafford Loan new borrowers sign promissory notes online and complete entrance counseling
Parents apply for Federal Direct PLUS Loans or Alternative Loans if needed and sign promissory notes
Loan exit counseling is completed by student loan borrowers expecting to graduate after summer term

August

Fall bills are due August 12, 2015. Payments must be received by this date

SAP appeals for the fall semester must be submitted to the Financial Aid Satisfactory Academic Progress Committee by the first day of fall classes

Student employees complete Work-study job requests and meet with supervisor to complete I-9 forms.

September

Awards are finalized the day after drop/add

Refunds are processed and distributed

October

Student loan borrowers graduating at the end of the fall semester complete loan exit counseling

November

All paperwork and loan requests must be submitted by mid- November and finalized to receive aid for fall semester

December

Spring bills are sent to students registered for spring classes

January

Free Application for Federal Student Aid (FAFSA) available for filing by going to www.FAFSA.ed.gov

Mercyhurst University must be listed as a university choice (school code 003297) on the school section

Spring bills are due January 6, 2016

1098 Tax Statements for federal and state income tax filing are sent to students who were enrolled in the prior calendar year

SAP appeals for the spring semester must be submitted to the Financial Aid Satisfactory Academic Progress Committee by the first day of classes for the Spring semester

February

Financial Aid Packaging begins for new freshman and transfer students

March

FAFSA preferred filing deadline is March 15; Mercyhurst University must be listed (school code 003297) in the university choice section of the FAFSA

Federal Income Tax Returns and any other requested information must be submitted to the Office of SFS to complete the federal financial aid verification process

April

Loan exit counseling is completed by student loan borrowers expecting to

graduate after spring semester

Summer Financial Aid applications are available in SFS and on student portal

May

Admissions Confirmation Deposits are due May 1 for new students
FAFSA filing deadline for PHEAA Grant applicants is May 1

Returning student records are reviewed for Satisfactory Academic Progress (SAP) after spring semester grades are posted

FINANCIAL AID PACKAGING

Helping students afford a Mercyhurst education is important to the University. Although the primary responsibility for university education rests with a student's family, there are several sources that can help reduce the expense of an education at Mercyhurst. The federal government, state government, and Mercyhurst all provide various forms of assistance vehicles to help the student and the family finance the student's education at Mercyhurst. Detail on specific student aid programs available to students is in Financial Aid Awarding Policies section below. The student's Cost of Attendance, Expected Family Contribution and Financial Need, which are described below, are the components used to determine the student's financial aid eligibility and to create the student's Financial Aid Package.

COST OF ATTENDANCE (COA)

Mercyhurst determines the Cost of Attendance (COA), or budget, which is an estimate of the educational expenses the student will incur during the academic year. These costs include tuition, fees, room, meal plan, transportation allowance, books & supplies allowance, and miscellaneous educational expenses.

EXPECTED FAMILY CONTRIBUTION (EFC)

Expected Family Contribution (EFC) is an estimate of the family's financial strength and the ability to contribute, and it is measured by applying the official needs-analysis formula to the data submitted on the student's FAFSA. It is used in the federal calculation to determine a students financial need.

FINANCIAL NEED

Financial need refers to the Cost of Attendance (COA) minus the Expected Family Contribution (EFC). Demonstrated Financial Need (COA-EFC=Need) determines a student's eligibility for need-based financial assistance.

SPECIAL CIRCUMSTANCES

Although the formula to determine financial aid eligibility is standard for all applicants, there is some flexibility in recalculating eligibility in light of special circumstances. For example, if the student or the student's family has experienced an income reduction due to unemployment, disability, divorce, or death, the student can have his/her financial aid eligibility recalculated using updated information.

Other special circumstances include loss of non-taxable income (e.g., child support, social security benefits, and so on). In all cases, special circumstances must be fully documented with tax returns, death certificates, court documentation, or letters from appropriate agencies, individuals, or employers.

If there are other circumstances that affect the amount that the student and family can contribute toward the student's education, please contact SFS immediately; however, keep in mind that the reasons must be sound and that the student will have to provide adequate proof to support any adjustments.

VERIFICATION & ELIGIBILITY CONFIRMATION

Verification is the process in which Student Financial Services (SFS)—as dictated by federal regulations—compares the information reported on the FAFSA with the student's (and student's parents) prior-year tax returns and other financial documentation. If the student's application is selected for verification, the student will be contacted by letter or e-mail requesting the required information. SFS must receive all requested documentation before federal, state and institutional aid can be disbursed. If there are differences between the data supplied on the FAFSA and the verification documentation, corrections may be needed, and the student's FAFSA will be reprocessed. This may result in a revision of the Financial Aid Package. Failure to submit documents within the requested timeframe will result in cancelation of aid.

If the student is a Pennsylvania resident receiving state aid, PHEAA may select the student file for state validation. If the student receives an "Applicant Information Request" from the Pennsylvania Higher Education Student Assistance Authority (PHEAA), the student must forward all requested information and financial documents directly to PHEAA in Harrisburg. In some cases, PHEAA may request the same information that was requested by SFS. The student must forward this same information and documentation to PHEAA to avoid a delay in disbursement of funds or loss of your state aid altogether.

It is extremely important that students (and parents) respond to requests for information promptly because finalized financial aid packages are processed inthe order which they are recieved and may take up to 3 weeks to process. To ensure that the student's financial aid funds disburse as scheduled at the start of the fall semester, the student must be registered for classes, make Satisfactory Academic Progress, and submit all required documentation by July 31 prior to the academic year. Failure to reply to requests for information will result in cancellation of any financial aid offers. Students may still submit late documents, but aid is not guaranteed. The absolute deadline for submittal of all documents is 30 days prior to the end of the semester or award period the student is enrolled for the academic year. The designated deadlines allow SFS to process and authorize disbursements within the timeframes permitted under federal regulations and university policies.

ENROLLMENT STATUS

As indicated in Financial Aid Awarding Policy section below, each financial aid program has specific requirements regarding enrollment status. In general, SFS uses the following undergraduate enrollment criteria each semester to determine eligibility for the financial aid programs it administers:

CREDITS	ENROLLMENT STATUS CLASSIFICATION
12+	Full Time
9-11	Three Quarter Time
6-8	Half Time
1-5	Less Than Half Time

Students enrolled in a post-baccalaureate program are considered undergraduate students for financial aid purposes.

A student's Financial Aid Package is based on full-time enrollment as determined on the census date (the morning after drop/add). If the student does not have full-time status, financial aid will be adjusted accordingly.
During the summer session, enrollment status on the 2nd day of the summer term determines enrollment status for financial aid eligibility. Summer enrollment status follows the same chart above for financial aid eligibility.
During the J term, the student's enrollment status on the 2nd day of the term determines enrollment status for financial aid eligibility. Credits taken in J term will be combined with spring to determine aid eligibility and enrollment status.
Students must consult with SFS if they plan to withdraw from any courses in any term.

OTHER ELIGIBILITY CRITERIA

Eligibility for federal student aid is determined on the basis of financial need and on several other factors. To receive financial aid from federal programs students' must meet the following criteria:

- File FAFSA
- Demonstrate financial need where applicable
- Have a high-school diploma or its equivalent
- Be admitted to a certificate or degree program and be working toward a certificate or degree
- Be a U.S. citizen or eligible non-citizen
- Have a valid Social Security number
- Register with Selective Service (if required)
- Not be in default on a student loan or owe a repayment of federal student aid
- Maintain Satisfactory Academic Progress (SAP) once enrolled (Refer to the

Satisfactory Academic Progress Policy for Financial Aid in this section of the catalog).

In addition to most of the federal aid criteria above, eligibility for Pennsylvania state assistance programs requires that the student (and parents if the student is a dependent) be a legal Pennsylvania resident.

ENROLLMENT AT OTHER INSTITUTIONS/STUDY-ABROAD

Students cannot receive financial aid at multiple institutions for the same courses. A student must declare which institution is to be considered the "home school" for financial aid eligibility purposes. If the student has been approved to study abroad or to attend another institution during a semester to take part or all of his/her educational requirements, the student may receive some forms of financial aid for that semester if approved in advance and if a Consortium Agreement is executed between Mercyhurst and the other institution. Consortium Agreement Forms are available in the Office of Student Financial Services.

FINANCIAL AID AWARDING POLICIES

THE FINANCIAL AID PACKAGE

Financial aid at Mercyhurst is awarded according to financial need, merit, talent, athletic ability or combination of these factors. If the student is eligible for financial assistance based on financial need, the student may receive a combination of gift aid (grants or scholarships that need not be repaid) and self-help aid (loans, which must be repaid), or part-time employment on campus). Any combination of awards is referred to as the student's "Financial Aid Package." Once a Financial Aid Package has been awarded, the student can review it at any time through his/her Web Advisor account.

Eligibility for federal and state grants, as well as some Mercyhurst scholarships, is based on the information on the FAFSA and the general eligibility requirements of each program. Gift aid is always awarded before self-help aid. If the student has remaining eligibility after gift aid has been awarded, the student's Financial Aid Package may also include work-study and student loans.

If any portion of the financial aid package consists of Federal SEOG, Federal Work-study, Federal Perkins Loan, or Subsidized Stafford Loan, total aid (excluding Unsubsidized Stafford Loan, Federal PLUS Loan, and Alternative Loans), may never exceed a student's demonstrated financial need. If a student receives a financial aid award after the original financial aid package is developed and that new award causes an "over award", some form of financial aid assistance will have to be reduced so that the total aid does not exceed the student's demonstrated financial need. In all instances, a student's total financial aid may never exceed the student Cost of Attendance (COA). Mercyhurst University usually reduces self-help aid (loans and work-study) first, and only if necessary will reduce gift aid (grants and scholarships). If gift aid must be reduced, Mercyhurst grants or scholarships are adjusted before federal, state or external sources.

Also, Mercyhurst grants or scholarships are reduced when the total awards from Mercyhurst exceed the student's direct costs. Students may never receive a refund of Mercyhurst Grants or Scholarships in the form of a payment.

MERCYHURST SCHOLARSHIPS & GRANTS

Most scholarship and grant programs require that students be enrolled full time and maintain a minimum Grade Point Average (GPA). Most scholarships are renewable each year and students must continue to meet the scholarship criteria as described in communication sent directly to the student with the financial aid award letter. Students must also meet the minimum standards specified in the Satisfactory Academic Progress Policy for Financial Aid.

Other scholarships may be based on athletic ability or talent. Mercyhurst offers several scholarships and grants based on financial need. Students are required to file the Free Application for Federal Student Aid (FAFSA) annually to receive Mercyhurst need-based scholarship and grants.

Note: The following information on the student aid programs is current as of the publication date of this academic catalog. Mercyhurst reserves the right to change or cancel awards because of regulatory changes, revised allocations, or additional information concerning a student's financial aid eligibility. Mercyhurst does not guarantee substitution of funds for any portion of the financial aid package which may be canceled or reduced by government agencies or other sources, nor for any portion of the financial aid package declined by the student. Awarding is contingent upon program requirements, student eligibility and availability of funds.

ACADEMIC-BASED SCHOLARSHIPS

Please refer to our web site at www.mercyhurst.edu/financial-aid/types/ scholarships/ freshmen for information about freshmen scholarships. Merit-based scholarships are awarded by the Committee on Academic Excellence in the Office of Admissions.

Transfer students should refer to www.mercyhurst.edu/financial-aid/types/ scholarships/transfer/ for information about transfer scholarships.

MERCYHURST PRESIDENTIAL SCHOLARSHIP (Awards vary) 4-consecutive year scholarship awarded to traditional freshmen attending the Erie Campus.

INTERNATIONAL STUDENT SCHOLARSHIP (Awards vary) 4-consecutive year scholarship awarded to International students with strong high school academic achievements and financial need.

MERCY GRANT (Awards vary) 2-consecutive year scholarship awarded to traditional students attending the Erie Campus who demonstrate extraordinary financial hardship. Awards are reduced in the second year.

BISHOP JEFFERSON DAVIS MYERS SCHOLARSHIP (Awards vary) 4-consecuative year scholarship awarded to minority traditional freshmen attending the Erie Campus. Recipients of this scholarship must be residents of Erie, have strong high school academic achievements and be recommended by his/her pastor or high school guidance counselor. A 2.0 minimum GPA is required for renewal. This scholarship is named in honor of Bishop Jefferson Davis Myers' dedication to civil rights and Erie's African-American community.

DR. CHARLES RICHARD DREW SCHOLARSHIP (Awards vary) 4-consecutive year scholarship awarded to minority traditional freshmen attending the Erie Campus. A 2.0 minimum GPA is required for renewal. This scholarship has been named in honor of the African-American scientist and physician, who established America's pioneer blood plasma bank in New York City. Drew scholarships represent Mercyhurst's extension of its commitment to social justice and equity in educational access.

MERCYHURST ATHLETIC SCHOLARSHIPS (awards vary depending upon the athlete's ability as appraised by the team's athletic coach). Athletic Scholarships are available to student athletes attending the Erie Campus and North East Campus. The terms and conditions of athletic scholarship awards are specified in the Athletic Financial Aid Contract.

MERCYHURST TALENT-BASED SCHOLARSHIPS

1. Dance Scholarship – (awards vary) determined by audition and recommendation of Dance Department Scholarship Committee. Terms and conditions of the award are provided by the Dance Department.
2. Music Scholarship – (awards vary) determined by audition and recommendation of Music Department Scholarship Committee. Terms and conditions of the award are provided by the Music Department.
3. Art Scholarship – (awards vary) based on Art Portfolio competition. Terms and conditions of the award are provided by the Art Department.

MERCYHURST INTERNAL TRANSFER GRANT (Awards vary)
FOR TRADITIONAL STUDENTS WITH A DEGREE FROM CADS

2 consecutive year scholarship awarded to students who obtained an associate's degree at the Catherine McAuley Associate Degree School at North East, Corry or Mercyhurst West locations and transfer to the Erie Campus.

*Those who have completed less than 60 credits at CADS but earned at least a 3.0 GPA at CADS and at their respective high school, may be eligible for up to $7,200 transfer grant.

GPA	Award Amount
3.5 – 4.0	$12,000 per year
3.0 – 3.49	$ 10,800 per year
2.75 – 2.99	$ 9,600 per year
2.5 – 2.74	$ 8,400 per year

FOR ADULT STUDENTS WITH A DEGREE FROM CADS

3.5 - 4.0 GPA = $3,600
2.5 - 3.49 GPA = $3,000

MOTHER CATHERINE MCAULEY SCHOLARSHIP (Awards Vary) Up to a 4-consecutive year scholarship awarded to undergraduate students attending the Adult College full-time. A 2.0 minimum GPA is required for renewal. This scholarship has been named in honor of Mother Catherine McAuley. The heritage of Mercyhurst is traced back to Mother Catherine McAuley, who founded the Sisters of Mercy in Dublin, Ireland.

FEDERAL NEED-BASED GRANTS
Students must file the FAFSA and meet eligibility requirements.

FEDERAL PELL GRANT
Awarded to undergraduate students based on financial need if enrolled for at least 3 credits and have not yet received a first bachelor's degree. Students may be enrolled part-time or full-time to receive Pell Grant. Dollar amounts awarded depend on the student's Cost of Attendance (COA), Estimated Family Contribution (EFC), and whether the student plans to attend full time or part time. The students EFC is derived from the information provided on the FAFSA.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)
Undergraduate students are eligible to receive SEOG if Pell-eligible, pursuing his/her first undergraduate degree, and demonstrate exceptional financial need. Because funding is limited, priority is given to applicants meeting the March 15 FAFSA filing deadline.

STATE GRANTS & SCHOLARSHIPS AND OTHER PROGRAMS

PENNSYLVANIA HIGHER EDUCATION ASSISTANCE AUTHORITY GRANT (PHEAA) GRANT
A student can receive a PHEAA grant if enrolled as an undergraduate at least ½ time pursuing an associate or bachelor degree, demonstrate financial need, does not have a first bachelor's degree, and is a legal resident of Pennsylvania. The student must also be a high school graduate or a recipient of a GED. The Pennsylvania Higher Education Student Assistance Authority (PHEAA) determines eligibility and notifies students of any awards through a Student Eligibility Notice (SEN); however, before PHEAA Grant can disburse, the Office of SFS must confirm the student's eligibility by certifying that all eligibility requirements of the program are met. To be considered annually for PHEAA, the state must receive the student's processed FAFSA by May 1 prior to the academic year applying.

AID FOR VETERANS & NATIONAL GUARD MEMBERS
Service to our country may qualify a student for financial assistance in pursuing higher education through programs that apply to the situation.

a. Children of Soldiers Declared POW/MIA – PHEAA provides State Grants to children of a member of the U.S. Armed Forces who has been designated a "Prisoner of War" or as "Missing in Action" and served on active duty after January 31, 1955 and was a resident of PA for at least twelve (12) months preceding his/her service on active duty. Students may obtain the POW-MIA application by calling: 1-800-692-7392 (toll-free) TDD (for hearing-impaired ONLY): 717-720-2366.
b. Montgomery G.I. Bill® – this is a government program; contact the Veteran's Outreach and Enrollment Coordinator at (814) 824-2617 for more detailed information and assistance applying. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

PENNSYLVANIA NATIONAL GUARD EDUCATIONAL ASSISTANCE PROGRAM
Together with the Pennsylvania Department of Military and Veterans Affairs (DMVA), PHEAA administers the Educational Assistance Program (EAP) for members of the Pennsylvania National Guard. This program provides tuition assistance for students who enter into a service commitment with the Pennsylvania National Guard, typically for a period of six years. To be eligible the student must be a bona fide resident (domiciliary) of PA and be enrolled in a degree-or certificate-granting program of study. For additional information call 1-800-GO GUARD or visit www.PAGUARD.com.

PENNSYLVANIA CHAFEE EDUCATION
PHEAA administers the Pennsylvania Chafee Education Grant Program on behalf of the Pennsylvania Department of Public Welfare. This program is authorized under the Foster Care Independence Act of 1999 as amended by the Promoting Safe and Stable Families Amendments of 2001. The Chafee Education Grant Program offers grant assistance to Pennsylvania undergraduate students aging out of foster care who are attending a postsecondary institution approved for the Federal Title IV student financial assistance programs. To apply for this program, go to: http://www.pheaa.org/special programs/etg_application.pdf or call 1-800-831-0797.

STUDENT LOANS

Most students must rely on educational loans to cover at least some portion of their educational costs. Educational loans are available to undergraduate and graduate students as well as parents of undergraduate students. Student loan borrowing is an investment in the student's future. When deciding to borrow, it is very important that students obtain the best possible loans available in terms of interest rates and repayment options.

Federal student loans are the most favorable type of educational loans for students. Students are advised to get all the federal loans they qualify for before considering private educational loans.

Students are automatically considered for federal student loan eligibility when they file the FAFSA. Amounts may vary based on class level cost of attendance, financial need, and other financial aid resources.

FEDERAL DIRECT STAFFORD LOAN
Federal Direct Loans are low-interest loans from the U.S. Department of Education that are administered by Mercyhurst University. It is the U.S. Department of Education's major form of self-help aid and is available through the William D. Ford Federal Direct Loan Program. There are two types of Federal Direct Loans: subsidized and unsubsidized.

FEDERAL DIRECT SUBSIDIZED LOAN
A Federal Direct Subsidized Loan is available to undergraduate students to help meet financial need after other resources are subtracted or to the annual maximum loan limit, whichever is lower. Interest begins to accrue for the student after the student graduates or ceases to be enrolled at least half time. Federal Direct Subsidized Loans have an origination fee which is deducted at the time of disbursement. For current interest rates and origination fees, please visit www.studentloans.gov.

FEDERAL DIRECT UNSUBSIDIZED LOAN
A Federal Direct Unsubsidized Loan is not based on the student's financial need. If the student's Estimated Cost of Attendance is greater than the total financial aid and the student has not reached his or her annual maximum loan, the student may qualify for Federal Direct Unsubsidized Loan. Students are charged interest on this loan from the time the loan is disbursed until it is paid in full. Students have the option to pay on the interest while in school, or to allow the interest to accumulate, which adds to the principal amount of the loan and increases the amount to be repaid. Federal Direct Unsubsidized Loans have an origination fee which is deducted at the time of disbursement. For current interest rates and origination fees, please visit www.studentloans.gov.

FEDERAL PERKINS LOAN
The Federal Perkins loan is available to undergraduate and graduate students who demonstrate exceptional financial need and who have already exhausted their Federal Direct loan eligibility for the year. Since there is a limited pool of Federal Perkins loan funds each year, these loans are awarded first to students who meet the March 15 priority FAFSA filing deadline, prior to the academic year the student plans to attend. Federal Perkins loans are usually awarded between the range of $1,000 and $2,000 annually.

Students awarded a Federal Perkins loan will be required to sign electronically a Federal Perkins Master Promissory Note (MPN) and complete online Entrance Counseling.

As a recipient of a Federal Perkins loan offer, the student will be sent a letter directing him or her to a website to complete the Perkins promissory note and loan disclosure. Perkins loan cannot be disbursed to the student's account until the Federal Perkins MPN is signed. Once a Federal Perkins Loan MPN is completed and the loan is disbursed to the student by Mercyhurst University, the student does not have to sign Federal Perkins Loan MPN again (it is valid for 10 years).

There are no insurance premiums or origination fees charged for this loan. Interest does

not accrue while the student is enrolled at least half-time. Students have a nine-month grace period, which begins when the student graduates or ceases to be enrolled at least half time. At the end of the grace period, students begin repayment to Mercyhurst University. The fixed interest rate of 5% begins when the student goes into repayment and the monthly payments are calculated for full repayment within 10 years (120 months) or $40 monthly, whichever is greater.

STUDENT EMPLOYMENT PROGRAMS

Mercyhurst offers programs that allow students to earn money to help finance university expenses and acquire practical work experience through part-time employment. The student must be accepted into a degree-granting program and be attending classes to apply for such jobs. Student-employment programs provide on-campus jobs in many academic disciplines and administrative offices for eligible students. Students may be eligible to participate in the following programs:

- The Federal Work-Study (FWS) program may be available if the student is an undergraduate, U. S. citizen or permanent resident, and has an FWS allocation as part of the student's Financial Aid Package. Students can earn up to the amount specified in the Financial Aid Award Letter. FWS employment also includes community-service tutoring and literacy-project positions. FWS earnings are excluded from income on the student's subsequent year's financial aid application (FAFSA).
- Institutional Employment (IE) provides on-campus employment opportunities for Mercyhurst students who demonstrate financial need. Students must be enrolled full-time to qualify for Institutional Employment.

SFS will contact students who were awarded student employment directly for job placement.

SATISFACTORY ACADEMIC PROGRESS POLICY FOR FINANCIAL AID

All students must be making satisfactory academic progress at Mercyhurst University to establish and retain eligibility for student financial aid. Mercyhurst monitors satisfactory academic progress (SAP) after the spring semester to provide students with early notification of their academic progress status for financial aid eligibility. The student's entire academic history will be considered when determining the academic progress status, including accepted transfer credits from another university.

Mercyhurst must apply two different Satisfactory Academic Policy standards depending on the type and sources of funding. The two SAP Policies are as follows:

1. Institutional and Federal Student Aid
2. Pennsylvania State Grants and Scholarships

The following standards explain the components to the Financial Aid Satisfactory Academic Progress Policy.

INSTITUTIONAL AND FEDERAL STUDENT AID

QUANTITATIVE MEASURE

Credit Hour Programs: Students must complete a minimum number of credits toward graduation requirements each academic year in which they are enrolled at Mercyhurst. The quantitative measurement for academic progress compares the credits attempted to credits passed. Students must complete 67.00% of cumulative credits attempted to be considered making satisfactory academic progress. To calculate credits completed, all courses taken by the student will be counted, including credits which transferred into Mercyhurst along with all remedial courses.

QUALITATIVE MEASURE

Students must have achieved a minimum of a 2.000 cumulative GPA by the end of the academic year. SAP will be evaluated at the end of the spring semester. Specific Mercyhurst scholarships and grants may have different grade point requirements for continued eligibility. This is a separate and distinct factor in renewing or continuing eligibility for certain institutional scholarships and grants. The grade point requirement for specific programs supersedes the grade point average requirement referenced above. Information on the terms and conditions of specific institutional awards is made at the time of the grant/scholarship offer.

An undergraduate student is considered to be making Satisfactory Academic Progress for both institutional and federal aid if he/she meets the following criteria:

Academic Year (Evaluated at end of Spring semester)	Percentage of all Attempted Hours required to be completed	Minimum Cumulative GPA Required
1	67.00%	2.000
2	67.00%	2.000
3	67.00%	2.000
4	67.00%	2.000
5	67.00%	2.000
6	67.00%	2.000

Any student who was registered for courses during the academic year but has not received federal or institutional aid in the current academic year will still be reviewed for SAP to determine future eligibility for awards. A student must be making SAP to receive federal, state, and institutional funds.

MAXIMUM TIME FRAME FOR COMPLETION

The maximum time frame a student may attend and continue aid eligibility cannot exceed 150 percent of the published length of the student's academic program measured in cumulative attempted credits. For example, the published length of a four-year program is 121 credit hours. Therefore, the full-time student has a maximum of 180 attempted credit hours to complete the program. When the student's enrollment exceeds the 150 percent point, the student is no longer eligible for federal financial aid.

Important note: there is a 4-consecutive year maximum time limit to receive institutional scholarships and grants for new freshmen. Some awards are for 2 years only and it will be specified in your original admissions packet. Transfer student maximum time limit will be adjusted by the equivalent semesters of transfer credits. All credits the student attempts, including credits transferred into Mercyhurst University, count toward the 150 percent requirement even if the student changes majors or campus locations. If a student is pursuing two programs simultaneously, the program requiring the most credits to complete will be used to measure the maximum time frame for completion.

EFFECT OF WITHDRAWALS, INCOMPLETE COURSES, AND REPEATED COURSES

If a student withdraws from a course or courses (W grade) after the first week of classes during a given semester, the credits are included in the count of courses attempted. An incomplete course counts as credits attempted, but is not included in the GPA and credits completed until the incomplete grade changes to a passing or failing grade. A repeated course is only counted toward progression if it replaces a previous course for which the student received no credit. Academic Forgiveness in OAA does not apply to SAP.

PROCEDURES FOR APPEALING

Students not meeting the minimum standards for Satisfactory Academic Progress described above are ineligible for federal and institutional financial aid (this includes grants, scholarships, work and loans). However, students may request reinstatement of their financial aid eligibility by submitting a written appeal to the Financial Aid Appeals Committee. SAP Appeal requests must provide an explanation of the circumstances that contributed to the student's failure to meet the minimum academic progress standards and a realistic academic plan for improvement. If the Financial Aid Appeals Committee approves the appeal, the student's financial aid eligibility is reinstated for the applicable payment periods. Students should also meet with their academic support counselor for guidance on their academic plans throughout the academic year.

Students who are on an academic plan for the fall semester should not register for J term due to time constraints for grading. If a student in this situation attends J tem and it is determined that the fall academic plan was not met, it will result in the student paying for the J term courses without any federal or institutional aid.

Students receive appeal results in writing. The decision of the Financial Aid Appeals Committee is final and cannot be further appealed.

DEADLINES TO APPEAL FOR SAP
Summer Term: July 31
Fall Semester: 1st day of fall classes as defined by OAA
Spring Semester: 1st day of spring classes as defined by OAA

PENNSYLVANIA (PHEAA) STATE GRANTS AND SCHOLARSHIPS

Before crediting a state grant or scholarship to a student's account, Mercyhurst must certify that for the last academic year during which the student received a state grant, the student completed the minimum required credits hours for the semester to which grant aid was applied.

For example, if the student received an equivalent of an academic year State grant award during the prior academic year, the student is expected to have completed successfully 24 credits over the course of the prior academic year and summer. If the student has received at least one semester of state grant aid during a prior academic year, Mercyhurst must verify that, during or subsequent to those semesters, the student completed the minimum number of semester credits/clock hours needed to make academic progress given the number of semesters of state grant aid received and the student state grant award status (full-time or part-time) during each of those semesters.

The following table is used in determining the minimum number of credits/clock hours that must be successfully completed for each enrollment status during a semester of state grant aid. It is necessary to add the award counters (according to the student's specific enrollment and award status) for each semester of the academic year in order to determine the minimum total number of credits/clock hours that must have been completed by the student for the academic year period in question.

FOR EACH	AWARD COUNTER	STUDENT MUST COMPLETE MINIMUM OF
Full-time semester award	.50	12 semester credits/ 450 clock hours
Full-time trimester/ quarter award	.33/.34	12 qtr. or 8 semester credits/ 300 clock hours
Part-time semester award	.25	6 semester credits/ 225 clock hours
Part-time quarter award	.16/.17	6 qtr. or 4 semester credits/ 150 clock hours

State aid grant/scholarship recipients who fail to meet the requirements above remain ineligible until the requisite credits have been completed.

TRANSFER STUDENTS
All of the student's coursework, whether it was taken at Mercyhurst or elsewhere, is applicable when performing the academic progress test for state aid.

Transfer students that were prior year recipients of a state grant must have their official academic transcript from their prior institution submitted to the Mercyhurst Admissions Office so that academic progress may be reviewed by the Office of Student Financial Services. Credits successfully completed at the previous institution need not be transferable to Mercyhurst to be counted for academic progress.

EFFECTS OF REPEATED COURSEWORK AND INCOMPLETE COURSE
Repeated coursework may only be counted once toward the state aid grant/scholarship academic progress requirement. Credits earned through examination may only be counted toward the academic progress test if the examination is taken during one of the semesters being reviewed for progress.

In the case of students who were permitted a prior semester of state grant on the basis of the remedial exception, only those remedial credits which were counted toward the full-time/half-time minimum may be considered part of the credits needed to meet the academic progress test for that period of time.

PROCEDURES FOR APPEALING
In cases where the student has failed to complete the required number of credits to satisfy the academic progress test as a result of a medical condition, family illness, or other extenuating circumstances, such can be report to PHEAA on an individual basis for their review and approval. The academic progress exception form is available at www.pheaa.org/stategrants/forms.shtml. This medical exception form must be submitted with appropriate documentation to the office of SFS for approval before it is forwarded to PHEAA.

DEADLINES TO APPEAL
The State Grant Progress Exception Form must be submitted within 30 days after the start of the semester and will never be accepted after April 1 " by PHEAA.

Anthropology-Archaeology

Mercyhurst Archaeological Institute

Chairperson / Dean of Zurn School of Science and Mathematics / Executive Director of MAI / Provost

J.M. Adovasio, Ph.D., D.Sc.

FACULTY

Professor:
J.M. Adovasio, Ph.D., D.Sc.
Dennis C. Dirkmaat, Ph.D., D.A.B.F.A.
(Chairperson of Applied Forensic Sciences)
David C. Hyland, Ph.D. (Associate Dean School of Health Professions and Public Health)

Associate Professors:
Mary Ann Owoc, Ph.D. (Associate Dean Zurn School of Sciences and Mathematics)
Steven A. Symes, Ph.D., D.A.B.F.A.

Assistant Professors:
Edward A. Jolie, M.A.
Ruth Burgett Jolie, Ph.D.

Instructors:
Judith Thomas, M.A.; Allen Quinn, B.A.

Adjunct Faculty:
Jamie Borowicz, Ph.D.
Frank Vento, Ph.D.

Editor and Graphics Specialist:
David Pedler, B.A.

Laboratory Directors/Lecturers:
Allison Byrnes, M.A.(Lithic); Luis L. Cabo-Perez, M.S. (Forensic and Bioarchaeology); Annie Marjenin, B.S. (Curation and Conservation);
Edward Jolie, Ph.D. (Perishable Analysis)
David Pedler, B.A. (GIS)
Allen Quinn, B.A.
(Ceramics)

Project Archaeologists:
Allen Quinn, B.A; Judith Thomas, M.A.
Joseph L. Yedlowski, M.A.

TCAP (Taos Collaborative Archaeological Project)
Affiliated Research Staff:
Associate Research Professor: Michael Adler, Ph.D.
Assistant Research Professor: Sunday Eiselt, Ph.D

INTRODUCTION

Anthropology in its broadest applications is the scientific study of human culture from its origins approximately 2.5 million years ago to the present day. Archaeology is a major branch of anthropology which examines the cultures of prehistoric, protohistoric, historic, and modern societies.

MISSION STATEMENT

Our department is committed to the education and training of the next generation of Anthropologists and Archaeologists. As a four-field discipline concerned with the cultural and biological expressions of humanity past and present, Anthropology is a diverse endeavor characterized by approaches and methodologies drawn from both the sciences and the humanities. Therefore, a wide range of core information, concepts, methodologies, as well as the ability to mobilize these resources critically and independently, form the skill set that we strive to impart to our students.

PROGRAM STUDENT LEARNING OUTCOMES

Demonstrate knowledge of the fundamental concepts and field/laboratory methods in Anthropology/Archaeology.

Demonstrate effective communication skills, including oral and written presentations of synthesized/analyzed Anthropological/Archaeological materials and literature.

Distinguish, synthesize, and evaluate the theoretical and ethical underpinnings of Anthropology or Archaeology.

Critically apply Anthropological/Archaeological concepts and data to new contexts.

Design and conduct Anthropological Research using appropriate techniques and procedures.

EXPERIENTIAL LEARNING

Through the unique mechanism of participation in the year-round research activities of the Mercyhurst Archaeological Institute (MAI), students have the opportunity of hands-on experience in all phases of contemporary archaeological research using some of the most sophisticated laboratory and field equipment now available in the United States. MAI has conducted field and consulting work throughout the New World, Europe, and the Near East. A variety of long-term MAI field and archival research projects are currently underway in Pennsylvania and New York, in the American Southwest, in Taos, New Mexico, on the eastern Gulf of Mexico Coastal Shelf, in Peru, and in southwestern Britain. Further, MAI is a participant in the multidisciplinary investigations at Oviedo, Spain. MAI also has principal responsibility for the ongoing research at Meadowcroft Rockshelter and the associated Cross Creek Drainage in southwestern Pennsylvania.

The Department of Anthropology/Archaeology also has a special relationship with the Applied Forensic Sciences and Geology Departments as interactive parts of the Mercyhurst Archaeological Institute. Mercyhurst University serves as a national center through which coroners and law enforcement officials can consult with forensic anthropologists on a wide variety of cases from rural searches to laboratory analyses. Additionally, a number of short forensic and osteological training courses are offered each summer. Students have the opportunity to participate in a number of forensic cases conducted jointly by the Departments. Given the critical necessity of basic geological training to the education of undergraduates with an interest in archaeology, a variety of geology courses are available tailored to meet the needs of archaeology students. Students have the opportunity to participate in the curation and public exhibitions of the Sincak Natural History Collection. Mercyhurst also serves as the principal center for forensic geoarchaeological studies for various federal agencies managing Archaeological Resources Protection Act cases. Through this unique venue, students assist in preparing evidence to be used in the ongoing war against vandalism of America's archaeological heritage.

REQUIREMENTS

TThe Department of Anthropology/Archaeology offers courses leading to Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degrees in Anthropology/Archaeology. Students may follow a general BA course of study, or specialize in one of 3 concentrations in a B.A. or B.S. track.

Students seeking a B.S. in Anthropology/Archaeology may pursue this via an Archaeology, or a Bioarchaeology Concentration. All Anthropology/Archaeology students complete 10 required departmental core courses (31 credits), Statistics for the Natural Sciences (3 credits), and successfully complete the intermediate level of a foreign language (9 credits).

Students seeking a general B.A. in Anthropology/Archaeology must complete an additional 3 required departmental courses (14 credits), Physical or Historical Geology/Lab (4 credits), and 2 additional Anthropology/Archaeology courses numbered above 200.

Students seeking a B.A. with an Archaeology Concentration must complete an additional 5 courses (20 credits), Physical Geology/Lab (4 credits), and 2 additional Anthropology/Archaeology courses numbered above 200.

Students Seeking a B.A. with a Sociocultural concentration must complete an additional 6 courses (21 credits), and 3 additional Anthropology/Archaeology courses numbered above 200.

Students seeking a B.S. with an Archaeology Concentration must complete an additional 8 courses (32 credits), Physical Geology/Lab (4 credits), and 2 additional Anthropology/Archaeology courses numbered above 200.

Students seeking a B.S. with a Bioarchaeology Concentration must complete an additional 8 courses (31 credits), and Human Biology/Lab (4 credits).

All Anthropology/Archaeology majors must maintain an overall 2.75 GPA, and a 3.0 GPA in Anthropology/Archaeology major courses. Grades of D or lower will have to be repeated. Students will be evaluated in the summer following their sophomore year. Students failing to achieve the minimum GPA will receive a degree of General Science.

REQUIRED DEPARTMENTAL CORE COURSES

ANTH 107	Language and Culture	3 credits
ANTH 112	World Cultures	3 credits
ANTH 130/131	Archaeology & Lab	4 credits

ANTH 120/121	Physical Anthropology & Lab	4 credits
ANTH 270	Paleoanthropology I	3 credits
ANTH 272	Paleoanthropology II	3 credits
ANTH 336	History of Anthropological Theory	3 credits
ANTH 347	Anthropological Ethics	3 credits
ANTH 390	Research Design	2 credits
ANTH 490	Senior Thesis	3 credits

REQUIRED COURSES

BA Anthropology/Archaeology, BA/BS Archaeology Concentration:

ANTH 224/225	Archaeological Field Methods and Lab	4 credits
ANTH 226	Summer Archaeological Field Training	6 credits
ANTH 236/237	Analytical Lab Methods Prehistoric and Lab	4 credits
or		
ANTH 238/239	Analytical Lab Methods Historic and Lab	4 credits
ANTH 338	Introduction to Archaeological Theory (BA/BS Archaeology Concentration)	3 credits
ANTH 200, 201, 206, 207, 208, 209, 213, 214)	Prehistoric Area Study (BA/BS Archaeology Concentration)	3 credits
2 additional Anthropology/Archaeology courses	numbered above 200	

BS Bioarchaeology Concentration:

ANTH 224/225	Archaeological Field Methods and Lab	4 credits
ANTH 226	Summer Archaeological Field Training	6 credits
ANTH 250/251	Zooarchaeology/and Lab	4 credits
ANTH 326/327	Human Osteology/and Lab	4 credits
ANTH 333/334	Human Skeletal Biology and Lab	4 credits
ANTH xxx	Bioarchaeology	3 credits
ANTH 240	Human Adaptation	3 credits
ANTH 575	Human Variation	3 credits

BA Sociocultural Concentration:

ANTH 227	Ethnographic Field Methods	3 credits
ANTH xxx	Ethnographic Field Methods II	3 credits
ANTH/SOCxxx	Social Theory	3 credits
ANTH 352	Ethnographic Perspectives	3 credits
1 Ethnographic Course (ANTH 202, 203, 216, 220, 300)		3 credits
2 Thematic Courses (ANTH 344, 345, 346, 348, 349)		6 credits
3 additional Anthropology/Archaeology courses	numbering above 200	

COGNATE COURSES:

MATH 139	Statistics for Sciences	3 credits
Foreign Language		9 credits
GEOL 100/102	Physical Geology and Lab	
OR		
GEOL 110/111	Historic Geology and Lab (BA; BA/BS Archaeology Concentration- Physical only)	4 credits
BIO 120/121	Human Biology/Lab (BS Bioarchaeology Concentration)	4 credits
GEO 245/246	Sedimentation and Stratigraphy and Lab (BS Archaeology Concentration)	4 credits
GEOL 215/216	Geomorphology and Lab (BS Archaeology Concentration)	4 credits
ANTH/GEOL 430/431	Geoarchaeology and Lab (BS Archaeology Concentration)	4 credits

ADDITIONAL AVAILABLE ELECTIVES (not named above):

ANTH 200	Prehistory of Eastern North America	3 credits
ANTH 201	Prehistory of Western North America	3 credits
ANTH 202	Indians of Eastern North America	3 credits
ANTH 203	Indians of Western North America	3 credits
ANTH 204	Cultures in Contact	3 credits
ANTH 205	Historic Archaeology	3 credits
ANTH 206	South American Prehistory	3 credits
ANTH 207	Mesoamerican Prehistory	3 credits
ANTH 208	Early European Prehistory	3 credits
ANTH 209	Later European Prehistory	3 credits
ANTH 212	Biblical Archaeology	3 credits
ANTH 213	Prehistory of the Near East	3 credits
ANTH 214	Far Eastern Prehistory	3 credits
ANTH 215	Iroquoian Prehistory	3 credits
ANTH 216	Plants and People	3 credits
ANTH 300	Hunters and Gatherers	3 credits
ANTH 301	Origins of Food Production	3 credits
ANTH 302	Rise of Civilization	3 credits
ANTH 311	Perspectives on the Pleistocene	3 credits
ANTH 332	Perishables Analysis	3 credits
ANTH 324	Instrumentation Field Methods	3 credits
ANTH 328	Primitive Technology	3 credits
ANTH 340	Principles of Evolution	3 credits
ANTH 342	Funerary Archaeology	3 credits
ANTH 344	Anthropology of Ritual	3 credits
ANTH 345	Anthropology of Religion	3 credits
ANTH 346	Anthropology of Gender	3 credits
ANTH 348	Urban Anthropology	3 credits
ANTH 349	Anthropology of the Family	3 credits
ANTH 360	Archaeological Report Preparation	3 credits
ANTH 362	Archaeological Management	3 credits

ANTHROPOLOGY/ARCHAEOLOGY MINOR:

ANTH 107	Language and Culture	3 credits
ANTH 112	World Cultures	3 credits
ANTH 120/121	Physical Anthropology and Lab	4 credits
ANTH 130/131	Archaeology and Lab	4 credits

Four additional Anthropology/Archaeology courses numbered above 200.

INTERDISCIPLINARY GENDER STUDIES MINOR

Housed in the Departments of Anthropology, Psychology, and Sociology, this minor provides students with the opportunity to learn about the subject of gender through a multidisciplinary encounter which complements the BA or BS degree in Anthropology/Archaeology. Interested students should contact Dr. Mary Ann Owoc for further information.

REQUIRED COURSES

ANTH/SOC 125	Introduction to Gender Studies	3 credits
PSYC 265	Psychology of Gender	3 credits

*Students must also complete 5 approved elective courses from across the Mercyhurst University Curriculum

COURSE DESCRIPTIONS

ANTH 107. LANGUAGE AND CULTURE: INTRODUCTION TO ANTHROPOLOGICAL LINGUISTICS

This course is designed to introduce students to the complex study of language and its role in culture and society. We will begin by examining what constitutes language. Although not a major portion of the class, language structure, including morphology and syntax will be covered. We will examine how language is used in different cultures to construct and maintain social values and relationships, worldviews, and personal identities. Some questions addressed throughout the semester include: How do children acquire linguistic competence in their language? How is language used by people of different genders, ethnicities, socioeconomic classes, and geographical placement? This class is primarily lecture-based format, but students will have an opportunity to engage in some anthropological linguistic fieldwork.
Prerequisite: ANTH 112. **3 credits.**

ANTH 109. WORLD GEOGRAPHY

Geography is the branch of knowledge that examines spatial patterns in the physical and human environments on the earth. Three geographic themes will be explored through an exploration of the world at different scales from the global to the regional: Physical/Spatial (physical processes and ecosystems), Human Systems (relationship of human populations to the landscape and to each other), and Places (regional and local patterns). Students will explore current issues in world geography through individual research projects. **3 credits.**

ANTH 112. WORLD CULTURES

In this course, the student is exposed to the basic subject matter and methods of modern socio-cultural anthropology. The great diversity of contemporary and recently extinct human culture is examined from a comparative and evolutionary perspective with an emphasis on the differences and similarities between so-called modern state level societies and their less complex antecedents. **3 credits.**

ANTH 120. PHYSICAL ANTHROPOLOGY

Physical anthropology examines the "human animal"

from a biological and cultural perspective. It is the study of human origins and our contemporary and past physical and genetic diversity. Corequisite: ANTH 121. **3 credits.**

ANTH 121. PHYSICAL ANTHROPOLOGY LAB
This lab course will provide an opportunity for students to obtain "hands on" experience with human bones, fossil human casts, primate observation and forensic anthropology specimens. Corequisite: ANTH 120. **1 credit.**

ANTH 130. ARCHAEOLOGY
This course examines the methods, goals, and substantive results of contemporary anthropological archaeology. It traces the evolution of human culture from its genesis 2.5 million years ago through the rise of the first state level societies in the Old World against a continuously fluid background of plant, animal, and climatic change. Corequisite: ANTH 131. **3 credits.**

ANTH 131. ARCHAEOLOGY LAB
This laboratory course provides the student basic exposure to contemporary archaeological field methods from both a theoretical and "hands on" perspective. Topics include: Archaeological survey techniques; mapping; excavation procedures; screening and data retrieval; field lab processing and documentation. Corequisite: ANTH 130. **1 credit.**

ANTH 200. PREHISTORY OF EASTERN NORTH AMERICA
The course is designed to introduce students to the prehistory of our continent's eastern "half," from initial occupation to European contact. We will survey the cultural history of this vast and varied region and focus on specific issues, problems, and debates that currently dominate research in this field. Particular attention will be given to the archaeology of the Great Lakes region and Pennsylvania. Prerequisite: ANTH 130. **3 credits.**

ANTH 201. PREHISTORY OF WESTERN NORTH AMERICA
Anthropology 200 and 201 are designed to thoroughly introduce the student to the grand sweep of North American Prehistory. From the initial peopling of the New World to the rise of settled village life and the evolution of non-state-level societies, the prehistory of North American is presented against an ever-changing backdrop of flora, fauna, and climate with an emphasis on the complex interplay between humans and their environmental matrix. Prerequisite: ANTH 130. **3 credits.**

ANTH 202. INDIANS OF EASTERN NORTH AMERICA
This course addresses the diversity of Eastern North American Indian cultures at the time of and immediately subsequent to Euro-American contact. Particular emphasis is placed on differences in technology and material culture, subsistence strategies, settlement patterns, and environmental variability. Prerequisites: ANTH 130, ANTH 112. **3 credits.**

ANTH 203. INDIANS OF WESTERN NORTH AMERICA
This course addresses the diversity of Western North American Indian cultures at the time of and immediately subsequent to Euro-American contact. Particular emphasis is placed on differences in technology and material culture, subsistence strategies, settlement patterns, and environmental variability. Prerequisites: ANTH 112, ANTH 130. **3 credits.**

ANTH 204. CULTURES IN CONTACT
This course examines the interface between Native American and Euro-American cultures from the arrival of Leif Ericsson in coastal Canada in the A.D. 990s through the better-documented landing of Columbus on 12 October 1492 to the progressive expansion of the frontiers and the ultimate displacement, transformation, or extinction of aboriginal eastern North American societies. The course focuses on the nature of the contact period as it is documented both historically and archaeologically and employs models and theoretical constructs from both Old and New World archaeology to elucidate the issue of cultures in collision. Prerequisite: ANTH 130. **3 credits.**

ANTH 205. HISTORIC ARCHAEOLOGY
This course provides students with the basic methods and protocols of contemporary historic archaeology. The focus of the course is on Post-Colombian archaeology in North America with an emphasis on the initial settling and early development of the Midwest region. Prerequisite: ANTH 130. **3 credits.**

ANTH 206. SOUTH AMERICAN PREHISTORY
This course examines the archaeology of South America from the earliest occupation of that continent until the arrival of the Spanish and Portuguese. The course emphasizes the transformation of migratory hunting and foraging economies into sedentary societies, some of which ultimately evolve into political states of great complexity. Prerequisite: ANTH 130. **3 credits.**

ANTH 207. MESOAMERICAN PREHISTORY
This course treats the prehistory of the area lying between the southern borders of the greater American Southwest and the northern borders of South America. It examines the archaeological sequence of the study area from the initiation of human occupation ca. 12,000 + years ago to Euro-American contact. The course emphasizes the interdigitation of human activity with a constantly changing panorama of paleoclimate and paleoenvironment. Prerequisite: ANTH 130. **3 credits.**

ANTH 208. EARLY EUROPEAN PREHISTORY
This course summarizes and examines the archaeology of Europe from its initial colonization ca. 500,000 years ago until the appearance of horticulture in the early Holocene. The course stresses the environmental matrix of nearly one half million years of human socio-cultural evolution and compares and contrasts it to adjacent areas. Prerequisite: ANTH 130. **3 credits.**

ANTH 209. LATER EUROPEAN PREHISTORY
This course chronicles the history of human occupation in Europe for 8000 years, from the Upper Paleolithic to the emergence of state societies and Roman expansion. Particular emphasis is placed upon the regional cultural variability, the relationship between human communities and their landscapes, culture contact and trade, the development of social stratification and political centralization, and recent theoretical conceptualizations of various periods and regions. Students have the opportunity to concentrate on particular regional, cultural, and temporal problems. Prerequisite: ANTH 130. **3 credits.**

ANTH 212. BIBLICAL ARCHAEOLOGY
This course examines the later prehistory and early history of Palestine and immediately contiguous areas. Emphasis is placed on the archaeological elucidation of extant historical documentation and biblical references. Prerequisite: ANTH 130. **3 credits.**

ANTH 213. PREHISTORY OF THE NEAR EAST
This course examines and summarizes the prehistory of the Near East from the initiation of human occupation in the Early Pleistocene ca. one million + B.P. to the rise of state level societies, ca. 5,500 years ago. The course emphasizes the complex and fluid interplay between a constantly changing paleoenvironmental paleoclimatic, and geoarchaeological stages and the prehistoric populations who "acted" upon it. Prerequisite: ANTH 130. **3 credits.**

ANTH 214. FAR EASTERN PREHISTORY
This course is designed to introduce the student to the prehistoric archaeological record of Northeast Asia. The course will examine the initial peopling of the region during the Pleistocene and will emphasize subsequent Paleolithic and Neolithic adaptations in North China, Japan, Eastern Siberia, and the Korean Peninsula. Prerequisite: ANTH 130. **3 credits.**

ANTH/BIO 216. PLANTS AND PEOPLE
People depend on plants for food, clothing, shelter, medicines, and a host of other daily needs. This course examines the varied and complex interrelationships between plants and people. Major topics include domestication processes, the Green Revolution, intentional and unintentional modification of plant communities, and an examination of those plants that provide drugs, food, beverages, and fibers necessary to daily life. **3 credits.**

ANTH 220. NATIVE AMERICANS IN CONTEMPORARY SOCIETY
This course is intended to introduce students to the diverse lives and livelihoods of Native Americans in contemporary society with an emphasis on the range of issues facing Native peoples today. The course is not an historical survey summarizing the rich cultures of the several hundred-plus indigenous nations of North America. Rather, it provides an overview of the salient issues affecting contemporary Native peoples' social, cultural, economic and political activities. Lecture topics include, but are not limited to, colonial legacies, popular culture and stereotypes, indigenous identities, tribal-federal relationships, sovereignty, cultural survival and revitalization, research issues and ethics. Prerequisite: ANTH 112. 3 **credits.**

ANTH 224. ARCHAEOLOGICAL FIELD METHODS
This course is designed to expose students to the full spectrum of field methods now in use in contemporary anthropological archaeology. The rationale, technical details, and expected results of a wide array of field methods are presented in the context of the location,

characterization, and full scale data recovery of prehistoric and historic archaeological sites. Prerequisite: ANTH 130. Corequisite: ANTH 225. **3 credits.**

ANTH 225. ARCHAEOLOGICAL FIELD METHODS LAB

Corequisite: ANTH 224. **1 credit.**

ANTH 226. SUMMER FIELD TRAINING

A - Indicates the Prehistoric field training program
B - Indicates the Historic field training program
Participants will be exposed to the latest methodologies in archaeology, geoarchaeology, excavation techniques, field photography, mapping, laboratory procedures, artifact analysis, human osteology, computer applications, and many other techniques employed in contemporary archaeological excavations. Students will be taught the techniques of open-site excavation and will be able to witness firsthand the ongoing interpretation of the natural and cultural history of archaeological sites. Prerequisites: ANTH 130, ANTH 224. **3-6 credits.**

ANTH 227. ETHNOGRAPHIC FIELD METHODS

This course provides students with an opportunity to combine qualitative ethnographic field work with an anthropological analysis of ethnicity, socioeconomic position, and gender in contemporary United States society. Students have an opportunity to engage in observation, conduct interviews, and learn to write, transcribe, code, and analyze field notes while engaged in their own mini field work project. Each student designs his or her own project, choosing the setting and topic. Classes alternate between discussion of research readings, and ethnographic case project development, descriptive writing, and social behavior analysis. Prerequisite: ANTH 112. **3 credits.**

ANTH 236. ANALYTICAL LAB METHODS IN PREHISTORIC ARCHAEOLOGY

This course is designed to acquaint the student with the methods and techniques of processing, classification, analysis, curation, and documentation of the major classes of prehistoric artifactual evidence. The specific classes of data to be examined include, but are not limited to, lithic, ceramics, perishables, macrofloral remains, pollen and phytoliths, and biomolecular residues. Analysis of these materials will also involve addressing a number of anthropological themes such as dietary reconstruction, paleoenvironmental reconstruction, and construction of chronologies. The laboratory component of the courses is designed to allow students to employ the methods and techniques of artifact analysis using various "live" collections curated by the Mercyhurst Archaeological Institute. Prerequisite: ANTH 130. Corequisite: ANTH 237. **3 credits.**

ANTH 237. ANALYTICAL LAB METHODS IN PREHISTORIC ARCHAEOLOGY LAB

Prerequisite: ANTH 130. Corequisite: ANTH 236. **1 credit.**

ANTH 238. ANALYTICAL LAB METHODS IN HISTORIC ARCHAEOLOGY

This course will introduce students to the analytical and classificatory methods used in the treatment and processing of historic materials recovered from archaeological investigations. Emphasis will be placed on colonial and nineteenth century materials of the eastern United States. Students will assist in the analysis of materials from ongoing Mercyhurst Archaeological Institute field projects. Prerequisite: ANTH 130. Corequisite: ANTH 239. **3 credits.**

ANTH 239. ANALYTICAL LAB METHODS IN HISTORIC ARCHAEOLOGY LAB

Prerequisite: ANTH 130. Corequisite: ANTH 238. **1 credit.**

ANTH 240. HUMAN ADAPTATION

This course examines the physiological and anthropological responses of the human body to short and long-term environmental stresses. Studies of native populations living in stressful environments will be discussed and include the effects of extreme heat and cold, solar radiation, and high altitude hypoxia. Other issues to be examined include the effects of undernourishment, disease, and dietary considerations. To provide an understanding of how these stresses effect the human body, a number of biological topics will be touched upon including growth and development, genetics, and human diversity. Cultural responses to these stresses will also be considered. Prerequisites: ANTH 120, BIO 120. **3 credits.**

ANTH 242. FORENSIC ANTHROPOLOGY

The value of the application of anthropological principles in the field of criminal investigation has only recently been realized. This course will explore methods by which forensic anthropological principles are used to search for and recover evidence from a variety of crime scenes, as well as reconstruct the life history of the human victim. Prerequisites: MATH 170, CHEM 121, CHEM 122, BIO 146. **3 credits.**

ANTH 250. ZOOARCHAEOLOGY

The analysis of faunal remains from archaeological sites can provide valuable information regarding prehistoric diet, seasonality, and socioeconomic factors. In this course, all aspects of zooarchaeology will be discussed, and students will analyze a vertebrate faunal assemblage from an archaeological site and produce a publishable-quality report. Prerequisites: ANTH 120, ANTH 130. Corequisite: ANTH 251. **3 credits.**

ANTH 251. ZOOARCHAEOLOGY LAB

Corequisite: ANTH 250. **1 credit.**

ANTH/BIO 264. PRIMATE ANATOMY

This course is designed to present an extensive consideration of the regions and systems of the primate body. The major biological systems of the primate will also be examined from the perspective of their evolutionary significance and comparisons will be made with the human body. Prerequisite: ANTH 120. **3 credits.**

ANTH/BIO 265. PRIMATE ANATOMY LAB

The laboratory component of Primate Anatomy is designed to demonstrate the concepts and information presented in Bio 264/Anth 264 and will involve the complete dissection of a primate specimen. Corequisite: ANTH/BIO 264. **1 credit.**

ANTH 270. PALEOANTHROPOLOGY I

This two-course sequence (ANTH 270/ANTH 272) follows the development of the human species from our remote primate forbearers through the appearance of fully modern Homo sapiens. The student is familiarized with the methods and the data of human paleontology and comparative primatology and is shown the complex relationships which exist between biological and cultural evolution. Part I focuses on primate evolution and the evolutionary history of Australopithecines. Prerequisites: ANTH 120, ANTH 130. **3 credits.**

ANTH 272. PALEOANTHROPOLOGY II

Part II will deal with the biological and cultural history of the genus Homo from its roots in the Plio-Pleistocene through the Holocene until the Neolithic. Prerequisites: ANTH 120, ANTH 130, ANTH 270. **3 credits.**

ANTH 300. HUNTERS AND GATHERERS

For 99% of the history of the genus Homo, hunting and gathering formed the basis of our subsistence and strongly influenced the configuration of human society in terms of social organization, religion, political structure, art and aesthetics, and, of course, technology. Hunters and gatherers are examined in both prehistoric and ethnographic perspective, and the unique qualities of this level of human sociocultural evolution are detailed. Prerequisite: ANTH 112. **3 credits.**

ANTH 301. ORIGINS OF FOOD PRODUCTION

This course examines the origins of horticultural, agricultural, and pastoral subsistence strategies throughout the Old and New Worlds during the Holocene. Models and processes of domestication, the relationship between humans and their local floral and faunal communities, routes of transmission, and attendant effects on and consequences for social systems are covered. Prerequisite: ANTH 130. **3 credits.**

ANTH 302. RISE OF CIVILIZATION

This course addresses the development and evolution of state level societies in both the Old and New World. It examines the environmental and sociotechnological background from which state level societies emerge and attempts to isolate and define similarities in the process of the emergence of so-called civilizations. This course will also explore the origins of agriculture, particularly as it relates to the rise of state level societies. Explanatory models and archaeological evidence will be used to illustrate these developments. Prerequisite: ANTH 130. **3 credits.**

ANTH 311. PERSPECTIVES ON THE PLEISTOCENE

This course focuses on the Pleistocene geological period as an event not only in the evolution of the planet but in terms of the development of human culture. It addresses the Pliocene/ Pleistocene boundary, Pleistocene climatic models, glacial and periglacial processes and products, and the dispersal of humankind across the landscape of the New and Old Worlds. The "end" of the Pleistocene and the onset of the Holocene are also examined in terms of timing, character, and consequences. Prerequisites: ANTH 130, ANTH 112, ANTH/GEOL 430. **3 credits.**

ANTH 322. A&B SUMMER FIELD TRAINING

for Upper Level Undergraduates, Taking it for a Second Time
A - Indicates the Prehistoric field training program
B - Indicates the Historic field training program
3 or 6 credits.

ANTH 324. INSTRUMENTATION FIELD METHODS

This course represents a collateral extension of the standard field methods class (ARCH 201) and will address the ever-increasing application of sophisticated state-of-the-art technologies for the prospection, mapping, and recording of archaeological resources. Students examine the methods and practice of using devices such as computerized infrared total electronic stations, conductivity/resistivity instruments, global positions systems (GPS) and geographic information systems (GIS), among others. Prerequisites: ANTH 224, ANTH 225. Corequisite: ANTH 325. **3 credits.**

ANTH 325. INSTRUMENTAL FIELD METHODS LAB

Prerequisites: ANTH 224, ANTH 225. Corequisite: ANTH 324. **1 credit.**

ANTH 326. HUMAN OSTEOLOGY

The focus of this class will be the identification of complete and fragmentary human skeletal and dental remains. Students will be required to be able to identify isolated bone specimens by touch only. Introductory lectures will deal with growth and development of osseous and dental structures, variation in biological tissues, and modification of these tissues through traumatic, pathologic and taphonomic factors. Prerequisites: ANTH 120, ANTH 121. Corequisite: ANTH 327. **3 credits.**

ANTH 327. HUMAN OSTEOLOGY LAB

Laboratory component of the Human Osteology course in which students will work with human skeletal and dental remains derived from biological supply houses, prehistoric archaeological assemblages and forensic case contexts. Corequisite: ANTH 326. **3 credits.**

ANTH 328. PRIMITIVE TECHNOLOGY

This course provides the rationale and protocols for the analysis, documentation, and interpretation of both durable and perishable artifactual remains from prehistoric and historic archaeological sites. The analysis of lithic material, bone and wooden artifacts, cordage, basketry, and textiles are emphasized. A treatment of prehistoric and historic ceramic analysis is also provided. Prerequisites: ANTH 130, ANTH 236, ANTH 237. **3 credits.**

ANTH 332.PERISHABLES ANALYSIS

This course provides the rationale and protocols for the analysis, documentation, and interpretation of twined, coiled, and plated basketry, along with cordage by-products. The delineation and recordation procedures of technological attributes, as well as the identification of plant and other organic raw materials used in the construction of perishable materials will also be emphasized. Prerequisites: ANTH 130, 237. Corequisite: ANTH 335. **3 credits.**

ANTH 333. HUMAN SKELETAL BIOLOGY

This course serves as a continuation of Human Osateology in which methods in the identification of osteological remains, determination of chronological age, sex, ancestry and stature are discussed in detail. Skeletal pathology, trauma and non-metric/metric data will be also included. Prerequisites: ANTH 326, ANTH 327. Corequesite Anth 334. **3 credits.**

ANTH 333. HUMAN SKELETAL BIOLOGY LAB

Prerequisites: ANTH 326, ANTH 327. Corequesite Anth 333. **3 credits.**

ANTH 335. PERISHABLES ANALYSIS LAB

The perishables analysis laboratory will be devoted to the documentation of twined, coiled, and plated basketry, as well as cordage and cordage byproducts. It will involve not only the delineation and recordation of technological attributes, but also the identification of plant and, in some cases, other organic raw materials used in the construction of these items. Students will engage with the material through a number of individual and group activities and projects. Prerequisites: ANTH 130, 237, Corequisite: ANTH 332. **1 credit.**

ANTH 336. HISTORY OF ANTHROPOLOGICAL THEORY

This course is designed to address, through an examination of the history of anthropology, the theoretical developments, schools of thought, and ideas accounting for the nature of culture and cultural development. The specific contributions of the principal figures representative of each of the major schools of thought will also be identified and examined. While theories of culture are the focus and form the core of this course, the history and theoretical developments of archaeology will be simultaneously considered. Prerequisite: ANTH 130. **3 credits.**

ANTH 338. INTRODUCTION TO ARCHAEOLOGICAL THEORY

This course is designed to introduce students to the development of ideas about why we do archaeology, the nature of our encounter with the material record of the past, how we make the past meaningful in the present, and the specific character of archaeology as a human science. This historical review considers both the contributions of specific scholars/schools of thought, and the relationship of their ideas to wider cultural trends which have shaped the social sciences and humanities. Prerequisite: ANTH 130. **3 credits.**

ANTH 340. PRINCIPLES OF EVOLUTION

This course will include discussions of most aspects of the study of evolution including the history of evolutionary thought, Darwin's contributions, Natural Selection, and micro- and macro-evolutionary principles. Prerequisite: ANTH 120. **3 credits.**

ANTH 342. FUNERARY ARCHAEOLOGY

This course will have several aims. The first is to expose students to how archaeologists and anthropologists have conceptualized death and what effect this has had on the contribution of funerary material/ activities to particular studies of social and economic development and change through the years. The second aim is to introduce students to the diversity of funerary practices in both the past and in the present, and more specifically, to explore the role of funerary rituals within the economic and social reproduction of particular communities. The third aim is to address how death has become politicized in the ongoing conflict between indigenous peoples and scientists over the ownership and control of human remains and their past. Prerequisite: ANTH 130. **3 credits.**

ANTH 344. THE ANTHROPOLOGY OF RITUAL

This course is intended to introduce students first to the variety of anthropological theories which have attempted to make ritual practice intelligible to observers, and second, to the kinds of rituals in which humans participate during the course of their lives. Particular attention will be paid to how material culture and space are manipulated within ritual practice, in an ongoing discussion of how archaeologists explore rituals in the past. Prerequisites: ANTH 112, ANTH 130. **3 credits.**

ANTH 345. ANTHROPOLOGY OF RELIGION

Religion is a universal aspect of the behavior of anatomically modern Homo sapiens. This course examines the origins of religious behavior in the archaeological record and surveys the diversity of religious expression in the past as well as the ethnographic present. The psychological underpinnings of religion are also considered as are the psycho-social functions and dynamics of this often highly controversial aspect of "being human." Prerequisite: ANTH 112. **3 credits.**

ANTH 346. ANTHROPOLOGY OF GENDER

This course has the main objective of introducing students to gender issues in anthropology and archaeology via lectures, practical exercises and a term project. Topics to be covered include gender bias in popular and academic archaeological/ anthropological discourse, gender and scientific practice, gender and archaeological theory, and "engendering" the past. A number of case studies will be considered. Prerequisites: ANTH 112, ANTH 130. **3 credits.**

ANTH 347. ANTHROPOLOGICAL ETHICS

This course explores the ethical, legal and practical dimensions of contemporary anthropology and its sub-disciplines through a consideration of topics such as anthropology as a profession, ethics and codes of conduct, national and international approaches to cultural/heritage management, the relationship between anthropology and diverse publics, and anthropological education. It is intended to expose students to the myriad issues that may arise during a career in anthropology (or the social sciences, generally) and prepare them to engage them productively. Emphasis is placed on helping students develop the skills necessary to formulate, discuss and defend their own set of anthropological values through critical analysis and study of case studies, ethical principles, and codes of conduct. **3 credits.**

ANTH 348. URBAN ANTHROPOLOGY

This course provides an historical overview of the development of urban anthropology and an introduction to anthropological research on contemporary urban issues. Case studies of ancient, historic, and modern cities are examined. Several themes highlighted throughout the term include how the multiple roles of socioeconomic class, ethnicity, and gender interplay in an urban environment. Important topics such as migration, globalization, and urban development are addressed. Prerequisite: ANTH 112. **3 credits.**

ANTH 349. ANTHROPOLOGY OF THE FAMILY
This course is designed to survey cultural and historic variation in families. Kinship systems, as understood in anthropology, will be briefly discussed. Ethnographic case studies that bring attention to key concepts that create and maintain family forms, such as socioeconomic position, gender roles, and ethnic variability, will be read in class. Students will have the opportunity to examine topics such as sexuality, parenting, marriage/divorce, and our own values of what it means to be in a "family" in this class. Throughout the course a series of films on "the family" will be viewed, as well as lectures and group discussions of the readings. The course will end with a discussion of "family values" and family-relevant policies. Prerequisite: ANTH 112. **3 credits.**

ANTH 360. ARCHAEOLOGICAL REPORT PREPARATION
This course will introduce students to selected aspects of archaeological reporting, placing particular emphasis on practical applications. Topics to be covered will include the "anatomy" of an archaeological report, technical writing and editing, scholarly style, data presentation, desktop publishing, and illustration. **3 credits.**

ANTH 362. ARCHAEOLOGICAL MANAGEMENT
The management and study of archaeological resources as mandated by laws and regulations forms the focus of this course. Specifically, the laws and government regulations that pertain to archaeology, the history of cultural resource legislation, ethics and the distinction between ethical and legal conduct, as well as the management of an archaeological project from the initial proposal to the final report will all be addressed. In its entirety, this course is designed to provide a sound understanding of professionalism in archaeology. Prerequisite: ANTH 130. **3 credits.**

ANTH 390. RESEARCH DESIGN
Research Design focuses on the development of academic tools required to delineate and prepare an undergraduate research proposal. Students will select a general topic of research, narrow its scope, define a series of research objectives and tasks related to that topic, define appropriate methodological/interpretative avenues, and prepare a formal written research proposal. This proposal will serve as the basis for the student work in Anth 490, Senior Research. Prerequisites: ANTH 130, ANTH 236, ANTH 237, ANTH 238, ANTH 239. **2 credits.**

ANTH 406. DIRECTED READINGS IN ANTHROPOLOGY
Independent study**. 3 credits.**

ANTH 422. A&B SUMMER FIELD TRAINING FOR POST-BACCALAUREATE STUDENTS
A - Indicates the prehistoric field training program.
B - Indicates the historic field training program. **3 or 6 credits.**

ANTH 440. READINGS IN FORENSIC ANTHROPOLOGY
Students conduct literary research on a variety of special topics within Forensic Anthropology, ranging from the latest techniques in the analysis and interpretation of bones to role of the forensic anthropologist in the mass fatality incident. Students report their findings in weekly presentations and discussion sessions. Prerequisite: ANTH 242. **3 credits.**

ANTH 450. ANTHOLOGIES OF THE HUMAN SKELETON
This course will focus on the etiology and diagnosis of skeletal pathologies as found in prehistoric and forensic populations. Extensive hands-on training in radiographic techniques will supplement the lectures. Prerequisite: ANTH 242. **3 credits.**

ANTH 490. SENIOR THESIS
Prerequisite: ANTH 390. 3 credits.

ANTH/FRSC 432. FORENSIC ANTHROPOLOGY SEMINAR I: RECOVERY
This six-day international short-course is open to advanced undergraduate and graduate students and law enforcement and medicolegal professionals. The focus of seminar is on the recovery of human remains from surface, buried, fire, and mass fatality contexts. Topics to be covered include forensic entomology, forensic odontology, DNA analysis, skeletal analysis and forensic taphonomy. Prerequisite: ANTH 242. **1 credit.**

ANTH/FRSC 434. FORENSIC ANTHROPOLOGY SEMINAR II: LABORATORY METHODS
This six-day laboratory short-course focuses on the analysis and interpretation of human remains recovered in a forensic context. Topics to be addressed in the hands-on seminar include determination of identity (chronological age, gender, stature, ancestry, and non-metric traits), manner of death (trauma), and postmortem events (taphonomy). The course is open to advanced undergraduate and graduate students, law enforcement and medicolegal personnel. Prerequisite: ANTH 242. **1 credit.**

ANTH/FRSC 436. FORENSIC ANTHROPOLOGY SEMINAR III: ADVANCE RECOVERY METHODS
This six-day short-course focuses on advanced field methods in the recovery of humans from surface, buried, fire, and mass fatality contexts. The course is scenario driven and requires the production of a final report. Open to individuals who have completed Anth 432/Frsc 432. Prerequisite: ANTH/FRSC 432. **3 credits.**

ANTH/GEOL 430. GEOARCHAEOLOGY
Geoarchaeology (archaeogeology) examines in detail the interface which exists between the fields of geology and the anthropological sub discipline of archaeology. The purpose of this course is to acquaint the student not only with the history of the interrelationship between these academic specialties but also to document and illustrate the range of geological techniques which are useful to the contemporary archaeologist. More specifically, via lectures and laboratory work, this course will detail how geological methods may be employed in the location, excavation, and interpretation of archaeological sites and materials. Prerequisites: ANTH 130, ANTH 224, GEOL 100, GEOL 245, GEOL 246, GEOL 247. Corequisite: ANTH/GEOL 431. **3 credits.**

ANTH/GEOL 431. GEOARCHAEOLOGY LAB
This laboratory course exposes the student to contemporary analytical methods in Geoarchaeology. Specialization topics include geoarchaeological sampling procedures; sedimentological analysis, data processing and interpretation; compositional analysis; thin-section proportion; and paleoenvironmental reconstruction. Corequisite: ANTH/GEOL 430. **1 credit.**

ANTH/SOC 125. INTRODUCTION TO GENDER STUDIES
This interdisciplinary course will cover the theoretical foundations and history of the gender discourse, and address topics central to the discipline of gender studies. The economic, political, ideological and social forces that shape the cultural construction of gender will be discussed and the consequences examined. The discussion will also include the intersection of gender, race, and socioeconomic class, biology and gender, and the gendered body. Through a variety of exercises/discussions and works of fiction, attention will be given to the connection between gender issues and life experiences. Students will also engage with course topics via lectures, readings, and films. **3 credits.**

APPLIED FORENSIC SCIENCES

MERCYHURST ARCHAEOLOGICAL INSTITUTE

Chairperson
Dennis C. Dirkmaat, Ph.D.,
D-A.B.F.A.

FACULTY

Professor of Applied Forensic Sciences and
Professor of Anthropology:
Dennis C. Dirkmaat, Ph.D., D-ABFA

Associate Professor of Applied Forensic Sciences and
Associate Professor of Anthropology:
Steven A. Symes, Ph.D., D-ABFA

Forensic Laboratory Director and
Director of Student Research:
Luis L. Cabo-Perez, M.S.

Assistant Professor of Anthropology
Heather M. Garvin, Ph.D.

Associate Professor of Chemistry
Clinton D. Jones, Ph.D.

Adjunct Faculty:

Sgt. Dennis P. Donovan, PSP, ret.
Mercyhurst University

Gregory O. Olsen, M.S., Investigator
Office of the Fire Marshall,
Ontario, Canada

Consultant:
Arthur W. Young, B.S.,
Guardian Forensic Sciences,
Abington, PA

INTRODUCTION

Forensic science involves the utilization of the natural natural, physical, and social sciences in the multi-disciplinary investigation of matters related to society and the law. Activities of relevance to forensic science range from the location, documentation and collection of physical evidence at the crime scene to the analysis and interpretation of that evidence in the laboratory. Many diverse fields are included in the forensic sciences. The development of the Applied Forensic Sciences Program represents the first multi-disciplinary science major at Mercyhurst that incorporates all major natural science fields in the core curriculum. Supported by the nationally recognized undergraduate and master's program in forensic anthropology and forensic geoarchaeology, the particular strength of the Applied Forensic Sciences program will continue to reside in the recognition and documentation of physical evidence at the outdoor crime scene, whether that crime scene involves a surface scatter of human remains, a buried body feature, a fatal fire site or a large-scale mass fatality incident.

The undergraduate curriculum consists of a core of courses spanning anthropology, biology, chemistry, physics, geology and mathematics, embellished by three specialized concentrations: Forensic Anthropology, Criminalistics/Forensic Biology and Forensic Chemistry. The variety of courses available in this curriculum will meet the diverse student interests while reflecting the changing face of forensic science.

The program and curriculum focuses on presenting state-of-the-art techniques in forensic science in the classroom while providing a multitude of practical, hands-on opportunities in the laboratory and the field.

MISSION STATEMENT

The Mercyhurst University Department of Applied Forensic Sciences offers a multi-disciplinary major dedicated to educating students in matters related to science, forensic science, society and the law. Students receive a solid natural science education, bolstered by the thematic forensic science courses. The program advances the student's knowledge of science-based forensic fields of study by advocating critical thinking and problem-solving skills. Classroom learning is strengthened by strong, hands-on components of many courses. The Applied Forensic Sciences Department stresses the importance of reasonable and ethical behavior in regard to the field of forensic science to all members of the department; faculty, staff and students.

PROGRAM STUDENT LEARNING OUTCOMES

Students will be able to recognize, employ and perform the basic and advanced principles, methods and practices of the various forensic science disciplines.

Students will have the ability to identify, collect, analyze and interpret forensic evidence.

Students will be able to critically analyze and interpret past and current research in the forensic sciences.

Students will display comprehensive scientific writing skills.

CONCENTRATION DESCRIPTIONS

Criminalistics/Forensic Biology

Criminalists are typically called upon to locate, document, preserve, analyze, interpret and testify with respect to the significance of physical evidence. They must possess extensive skills and training in many diverse fields of natural and physical sciences. Pattern recognition in fingerprints and ballistics, and the interpretation of biological materials such as hairs, fibers, paints, polymers, soil, glass and other trace materials is important. Competency in the methods for collection and preservation of human biological evidence in regard to DNA testing is stressed in lecture and in the laboratory. Forensic Biologists apply life science disciplines to legal investigations including genetics, entomology, microbiology, ecology, and botany. Genetics is an important part of the field and is often used to confirm the identity of biological organisms. This concentration prepares students for advanced training in Criminalistics, DNA analysis and as trainees in forensic science laboratories.

Forensic Anthropology

Forensic Anthropologists are often called upon to comprehensively analyze human skeletal remains from a variety of crime scenes, ranging from surface scatters to mass fatalities. The skills of physical anthropology and archaeology are paramount to the training of competent forensic anthropologists and the program uniquely prepares students for graduate studies in biological, physical and forensic anthropology. Mercyhurst's undergraduate program is the only one in the United States with a Forensic Anthropology concentration. The department includes two board-certified Forensic Anthropologists and conducts approximately one hundred forensic cases a year. Upperclassmen are provided opportunities to work with both faculty and forensic anthropology master's students on a number of these cases both in the field and in the laboratory.

Forensic Chemistry

Forensic Chemists analyze the chemical aspects of evidence that is collected from crime scenes and rarely conduct investigative work themselves. Their job is to identify and characterize physical and biological evidence as part of the larger process of solving a crime. Evidence is often in trace amounts and may include hair, paint, gunshot residue, inks, fibers, fire debris, explosives, drug residue, and blood. A fully developed knowledge in the natural sciences, specifically in analytical chemistry and instrumental methods, is required.

APPLIED FORENSIC SCIENCES BACHELOR OF SCIENCE REQUIREMENTS

The Applied Forensic Sciences program offers courses leading to the Bachelor of Science (BS) degree in Applied Forensic Sciences with concentrations in Criminalistics/ Forensic Biology, Forensic Anthropology and Forensic Chemistry. Students seeking the Applied Forensic Sciences, Bachelor of Science degree are required to take the courses and credits in the curriculum as outlined below. Credits from short courses and seminars (1-2 credits) at other universities and research institutions may be used to complete credit requirements following approval by the Program Chairperson and Academic Dean of the College.

Students must maintain a grade point average of 2.75 overall and in the major. No required courses in the major may be taken on a Pass-Fail basis. Students who earn a grade less than a C in a required major course must repeat the course. Only a Pass (PA) will be accepted in the repeated course. Only two courses in the major may be repeated, either the same course or two different courses. No third repeat of any kind will be accepted. The necessity to repeat a third course will result in disenrollment from the program.

All prerequisites must be met before continuing in the course curriculum sequence. Alteration of the course prerequisites will only be made by special permission of the Department Chairperson.

The Department Chairperson shall conduct an annual review of the academic progress of all students enrolled in the program. All students in the program will also undergo a review by the department faculty at the completion of their sophomore level in their area of concentration. Students must successfully complete the Sophomore Review in order to continue their studies in the Applied Forensic Sciences Department. Continuance in the Applied Forensic Sciences program is based on the following criteria: 1) a minimum overall

GPA of 2.75 in courses taken in the major concentration, 2) a minimum overall University GPA of 2.75, and 3) professional conduct of the students. If a student does not pass the Sophomore Review, the student will not be allowed to enroll in any further courses required for programs administered by the Applied Forensic Sciences Department.

The Sophomore Review is encouraged in order to ensure that the students initiate personal assessments of their academic and career goals through a dialogue with the Applied Forensic Sciences Department faculty.

Students eligible for Sophomore Review in the Forensic Anthropology concentration must have completed or be in the process of completing: Organismal Biology/Lab, General Chemistry II/Lab and Calculus I.
Students eligible for Sophomore Review in the Criminalistics/Forensic Biology and Forensic Chemistry concentrations must have completed, or be in the process of completing: Cell Biology/Lab, Organic Chemistry II/Lab and Calculus I.

Students whose GPA falls below 2.75 will be placed on probation or dis-enrolled from the program, depending on the outcome of the Sophomore Review.

Training and working in the forensic science field requires a high level of security and confidentiality. Professional conduct and confidentiality is expected of all students as to information received in the classroom, as well as information received and any evidentiary materials handled in the laboratory facilities. Communicating confidential information inappropriately, carelessly, or negligently is considered a breach of confidentiality and may result in disciplinary review and action as set forth by the Applied Forensic Sciences Department.

Students must be aware that future employment often requires intensive background investigations and drug testing. Any conduct deemed significantly unethical, illegal or unprofessional may result in that student failing to achieve employment in the field, regardless of his/her academic record.

APPLIED FORENSIC SCIENCES CONCENTRATIONS
Students should choose one concentration of study by the middle of their sophomore year.

REQUIRED COURSES
APPLIED FORENSIC SCIENCES FORENSIC ANTHROPOLOGY CONCENTRATION
MAJOR CORE COURSES

BIO 142/143	Cellular & Molecular Biology & Lab
BIO 146/147	Ecology & Evolutionary Biology of Organisms & Lab
BIO 310/311	Genetics & Lab
CHEM 121/122	General Chemistry I & Lab
CHEM 131/132	General Chemistry II & Lab
GEO 100/102	Physical Geology & Lab
PHYS 201/203	General Physics I & Lab
MATH 170	Calculus I
FRSC 150/151	Introduction to the Forensic Sciences & Lab
FRSC 310	Statistics for Forensic Science and Anthropology

FORENSIC ANTHROPOLOGY CONCENTRATION

ANTH 120/121	Physical Anthropology & Lab
ANTH 130/131	Archaeology & Lab
ANTH 242	Forensic Anthropology
ANTH 250	Zooarchaeology/Lab
ANTH 270	Paleoanthropology I
ANTH 272	Paleoanthropology II
ANTH 326/327	Human Osteology I & Lab
ANTH 333/334	Human Skeletal Biology II & Lab
FRSC 390	Crime Scene Archaeology
FRSC 480	Senior Seminar in Forensic Anthropology

*Plus 2 additional elective courses.

ADDITIONAL ELECTIVE COURSES

ANTH 224/225	Archaeological Field Methods & Lab
ANTH 347	Anthropological Ethics
BIO 240/241	Human Anatomy and Physiology I/Lab
BIO 244/245	Histology & Lab
BIO 250/251	Human Anatomy and Physiology II/Lab
BIO 320/321	Comparative Vertebrate Anatomy & Lab
BIO 334/335	Human Anatomy & Lab
BIO 344/345	Human Physiology & Lab
BIO 360/361	Systems Physiology & Lab
BIO 430	Molecular Biology
BIO 448	Population Genetics
FRSC 250	Forensic Photography
FRSC 320	Indoor Crime Scene Investigation
FRSC 340	Physical Evidence and the Law
FRSC 360	Forensic Chemistry
FRSC 410	Death Investigation
FRSC 460	Fire Science and Arson

* The Department Chair may consider other courses for elective approval.

REQUIRED COURSES
APPLIED FORENSIC SCIENCES CRIMINALISTICS/ FORENSIC BIOLOGY AND FORENSIC CHEMISTRY CONCENTRATIONS

BIO 142/143	Cellular & Molecular Biology & Lab
CHEM 121/122	General Chemistry I & Lab
CHEM 222/223	General Chemistry II & Lab
CHEM 240/241	Organic Chemistry I & Lab
CHEM 242/243	Organic Chemistry II & Lab
PHYS 201/203	General Physics I & Lab
PHYS 202/206	General Physics II & Lab
MATH 170	Calculus I
MATH 171	Calculus II
FRSC 150/151	Introduction to the Forensic Sciences & Lab
FRSC 242/243	Criminalistics I & Lab
FRSC 300/301	Environmental Evidence & Lab
FRSC 310	Statistics for Forensic Science and Anthropology
FRSC 340	Physical Evidence and the Law

CRIMINALISTICS/FORENSIC BIOLOGY CONCENTRATION

BIO 146/147	Ecology and Evolutionary Biology of Organisms & Lab
BIO 310/311	Genetics & Lab
BIO 370/371	Cellular Biochemistry & Lab
BIO 430	Molecular Biology

*Plus 4 additional elective courses, one of which MUST have a lab.

ADDITIONAL ELECTIVE COURSES

BIO 200/201	Microbiology & Lab
BIO 240/241	Human Anatomy & Physiology I & Lab
BIO 244/245	Histology & Lab
BIO 250/251	Human Anatomy & Physiology II & Lab
BIO 320/321	Comparative Vertebrate Anatomy & Lab
BIO 334/335	Human Anatomy & Lab
BIO 344/345	Human Physiology & Lab
BIO 360/361	Systems Physiology & Lab
BIO 448	Population Genetics
FRSC 250	Forensic Photography
FRSC 320	Indoor Crime Scene Investigation
FRSC 360	Forensic Chemistry
FRSC 410	Death Investigation
FRSC 460	Fire Science and Arson

* The Department Chair may consider other courses for elective approval.

FORENSIC CHEMISTRY CONCENTRATION

CHEM 230	Quantitative Analysis
CHEM 331/331	Biochemistry I & Lab
CHEM 333/334	Instrumental Analysis & Lab
CHEM 335/336	Spectral Interpretation & Lab

*Plus 4 additional elective courses, one of which MUST have a lab.

ADDITIONAL ELECTIVE COURSES

BIO 244/245	Histology & Lab
BIO 310/311	Genetics & Lab
BIO 334/335	Human Anatomy/Lab
BIO 344/345	Human Physiology/Lab
BIO 430	Molecular Biology
CHEM 310	Advanced Inorganic Chemistry
CHEM 338/339	Biochemistry II & Lab
CHEM 341	Physical Chemistry I
CHEM 351	Physical Chemistry II
FRSC 250	Forensic Photography
FRSC 320	Indoor Crime Scene Investigation
FRSC 360	Forensic Chemistry
FRSC 410	Death Investigation
FRSC 460	Fire Science and Arson

* The Department Chair may consider other courses for elective approval.

COURSE DESCRIPTIONS

FRSC 150. INTRODUCTION TO THE FORENSIC SCIENCES
Course will cover the basics of the multidisciplinary fields of forensic science from crime scene investigation through the laboratory analysis of evidence. The role of the forensic scientist as an expert witness, ethics in the criminal justice system and professional practice of forensic science will also be discussed. Prerequisites: Chem 121, Bio 142, Math 170. **3 credits.**

FRSC 151. INTRODUCTION TO THE FORENSIC SCIENCES LAB
The laboratory component to the introductory course will allow the student hands-on activities in regard to identification, collection, processing and analysis of evidence as presented in the classroom lectures, as well as the courtroom presentation.
Corequisite: FRSC 150. **1 credit.**

FRSC 242. CRIMINALISTICS I
This course will cover the evidentiary aspect of crime scene investigations including the location, documentation, recovery, and laboratory analysis and interpretation of evidence including: blood, semen, DNA, hair, fibers, ballistics, fingerprints, impressions, questioned documents and fire origins. Microscopy, chemical and biological analytical techniques will be stressed. Prerequisite: FRSC 150. **3 credits.**

FRSC 243. CRIMINALISTICS I LAB
An introduction to the field and laboratory methods involving identification, examination, comparison and analysis of forensic evidence including fingerprints, ballistics, blood spatter, hair and fiber, questioned documents, footwear and tire prints and impressions, as well as the various methods of crime scene documentation. Corequisite: FRSC 242. **1 credit.**

FRSC 250. FORENSIC PHOTOGRAPHY
The course is an introduction to basic techniques of crime scene photography. Includes discussion of cameras, film, digital images, lighting, photographic protocol, images as physical evidence and courtroom presentation. Prerequisite: FRSC 150. **3 credits.**

FRSC 300. ENVIRONMENTAL EVIDENCE
This course focuses on the procedures utilized in the location, documentation, recovery, and analysis of natural evidence found at the outdoor crime scene. This is inclusive of entomological, botanical, archaeological and taphonomical evidence. Prerequisite: FRSC 242 or Anth 242. **3 credits.**

FRSC 301. ENVIRONMENTAL EVIDENCE LAB
Outdoor, hands-on component to the lecture giving the student experience in the techniques and protocols required in the location, documentation, recovery and analysis of natural evidence found at the outdoor crime scene. Corequisite: FRSC 300. **1 credit.**

FRSC 310. STATISTICS FOR FORENSIC SCIENCE AND ANTHROPOLOGY
This course is an introduction to morphometrics and will cover the statistical techniques most commonly employed in Forensic Science and Anthropology. Topics will include correlation, regression techniques, EDA, ANOVA, ANCOVA, Factor and Principal Components Analysis and Discriminant Function Analysis. Prerequisites: Math 170, FRSC 150. **3 credits.**

FRSC 320. INDOOR CRIME SCENE INVESTIGATION
The course will provide an overview of forensic investigative techniques used to process various types of indoor crime scenes. Evidence identification, collection, preservation and submission protocols, proper use of standards, chain of custody issues, and crime scene reconstruction techniques will be discussed in the course. In addition, the role of the crime scene technician as an expert witness will be explored. Prerequisites: FRSC 340. **3 credits.**

FRSC 340. PHYSICAL EVIDENCE AND THE LAW
Course will focus on the proper collection and documentation of physical evidence according to the current laws and court proceedings. Discussion will also include new court rulings regarding evidence and expert witness activities.
Prerequisite: FRSC 150. **3 credits.**

FRSC 360. FORENSIC CHEMISTRY
This course will address chemical concepts and practices from a forensic science perspective. Aspects of analytical chemistry will cover chemical details or presumptive testing, instrumentation, and proper statistical treatment of collected data. Students will learn the fundamental principles behind the analysis of chemical and physical evidence for drugs, combustion, polymers, paints and coatings while applying these principles to toxicological information.
Prerequisite: Chem 131. **3 credits.**

FRSC 390. CRIME SCENE ARCHAEOLOGY
Course will include lecture and hands-on excavations of a variety of outdoor mock crime scenes. Topics to be covered include basic archaeology principles, proper excavation techniques and recovery of various classes of physical evidence. Prerequisite: Anth 242. **3 credits.**

FRSC 410. DEATH INVESTIGATION
This course is intended to examine the forensic application of death investigations, utilizing techniques and methodologies introduced in prior Forensic Science courses. The focus of the course will be on examining important similarities and distinctions among homicide investigations and various other manners of death: suicide, natural, accidental and equivocal deaths. The course will concentrate on the scene examination, documentation of the death scene, exploring the various analyses of time since death, and when appropriate, post-mortem interval and investigative protocols and procedures. Prerequisite: FRSC 320 or by permission. **3 credits.**

FRSC/GEOL 440. INTRODUCTION TO GIS
The course is an introduction to Geographic Information Systems, providing students with a basic knowledge of its theory and main practical applications, with stress on basic GIS software logics, usage and applications. The students will learn the usage of ESRI's ArcGIS 9, with examples from different fields. At completion of the course, students will be able to collect, create and view geographic information data from preexisting sources, as well as produce their own maps and calculate basic descriptive spatial statistics such as measurement of dispersion and central location. Corequisite: FRSC 441/ Geol 441. **3 credits.**

FRSC/GEOL 441. INTRODUCTION TO GIS LAB
Computer laboratory taken as a corequisite to FRSC 440/ Geol 441. **1 credit.**

FRSC 460. FIRE SCIENCE AND ARSON
Lecture and laboratory course will cover basics of processing the fatal fire scene from identifying the source and paths of fire, documentation of accelerants, collecting evidence such as explosive residues and photographic documentation. Offered every other year. Seniors only. Prerequisites: FRSC 242, FRSC 320 or by permission. **3 credits.**

FRSC 470. INDEPENDENT STUDY IN FORENSIC SCIENCES
This course is for students interested in exploring a specialized topic in the field. **3 credits.**

FRSC 480. SENIOR SEMINAR IN FORENSIC ANTHROPOLOGY
The Senior Seminar serves as the capstone course for students in the Forensic Anthropology concentration. The course will provide the senior students with the opportunities to master the skills learned in the pre-requisite courses of Forensic Anthropology, Human Osteology and Human Skeletal Biology. Students work with forensic cases from the department's osteological collection and complete the analysis of the human remains utilizing the best practices and accepted methods in the field of Forensic Anthropology. Students also learn about research in the field, review post-graduate programs, and areas of employment. Prerequisites: ANTH 242, ANTH 326, ANTH 333.

GEOLOGY

MERCYHURST ARCHAEOLOGICAL INSTITUTE

Department Chair
J.M. Adovasio, Ph.D., D.Sc.

FACULTY

Professor: M. Raymond Buyce, Ph.D.,
Director of Geoarchaeological Research

Associate Professors
Nicholas Lang, Ph.D.

Assistant Professors
Scott McKenzie, B.S.

Adjunct Faculty:
Frank Vento, Ph.D.

INTRODUCTION

Students majoring in Geology will be preparing themselves to take an active role in the utilization of the earth's resources while protecting its fragile environment. Course work involves hands-on use of modern laboratory equipment and extensive projects out in the field. The faculty combine the use of small class sizes and abundant travel opportunities with a commitment to involving students in ongoing geological projects that involve both local and far-ranging locales. Locally the emphasis is on the ice age deposits and modern coastal processes on the shores of Lake Erie, the folded sedimentary rocks of the Appalachian Mountains, and the igneous and metamorphic rocks of nearby Canada. Far-ranging projects include work with soils from the American southwest, igneous rocks from Nevada and Arizona, beaver pond sediments from Yellowstone National Park, and planetary mapping of Mars and Venus.

MISSION STATEMENT

Geology is the science of the Earth – how it was made, what comprises it, and how it operates. These are all concepts critical to understand in order to survive on this Earth and be responsible and successful stewards of the resources we harvest from it. In essence, geology touches on the most fundamental of concepts that are often times overlooked, but are required to know in order to be able to live in a sustainable fashion on our home planet. Without an understanding of geology, there would be a populace who would not understand that fine line that exists between humans and the Earth. Specifically, events such as flooding, earthquakes, and landslides (events that affect humans with negative consequences on an everyday basis) could not be addressed and mitigated without the knowledge of geology; nor could the necessary and responsible extraction and management of natural resources from the Earth happen without knowledge of how and where they occur. Hence, *the mission of the Mercyhurst University Geology Department is to educate and train students in the Earth Sciences so that they are reflectively aware of the natural environment in which they live and are globally responsible of the Earth and its resources.* Central in this mission is a commitment to experiential learning through rigorous laboratory exercises, hands-on field experiences, participation in faculty-student collaborative research projects and travel courses, and the opportunity to attend and participate in professional conferences.

PROGRAM STUDENT LEARNING OUTCOMES

The Geology Department has identified eight broad learning outcomes that all geology majors should meet before they earn their degree. Upon completion of the Geology curriculum, a geology major should be able to:

Explain the paradigms that shape current geologic thought (e.g., plate tectonics).

Explain the concept of geologic time and detail the geologic time scale for the Earth.

Explain the processes that have shaped and continue to shape the Earth.

Identify significant geologic features on the Earth and place them into their appropriate geologic context.

Identify common rocks and minerals found on and inside the Earth using hand samples and thin sections.

Associate common rocks and minerals found on and inside the Earth with their appropriate geologic context.

Formulate and communicate an effective scientific argument through written and oral means.

Demonstrate the ability to organize and conduct geology-related field and laboratory work.

The curricula are designed with three primary objectives: (1) to prepare students for entry level employment with consulting and engineering companies that concentrate on environmental problems, (2) to prepare students for entry level employment in federal, state, and municipal environmental agencies, (3) to prepare students who enter graduate programs in the branch of geology of their choosing in preparation for university teaching or upper level employment with private companies or governmental agencies.

The Department of Geology maintains a special relationship with the Department of Anthropology and Archaeology and is a section of the Mercyhurst Archaeological Institute. Interested students are strongly encouraged to participate in joint activities, which are at the cutting edge of Geoarchaeology, as well as to pursue course work in this rapidly developing field. Full tuition reimbursement and adequate living expenses have been readily available to each of our students who have pursued advanced study.

Geoarchaeology is the interface which exists between the field of geology and the anthropological sub-discipline of archaeology. Geoarchaeologists use geological techniques to help locate, excavate, and interpret archaeological sites and materials and thereby contribute to understanding the physical stage upon which the actors of antiquity performed.

GEOLOGY REQUIREMENTS

The Department of Geology offers courses leading to Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree in Geology. Students seeking a degree in Geology are required to take core Geology courses plus two additional electives. Students must also complete a senior capstone project, which requires four courses. These are an additional 6 cognate courses in math, physics, and chemistry. The required coursework in these subjects depends on whether a student pursues a B.A. or B.S. degree. Students who expect to attend graduate school after graduation are strongly encouraged to pursue the B.S. degree.

To be recommended for graduation, students must earn at least a 2.5 GPA in their Geology courses and earn a grade of at least C in any Geology class completed to fulfill a degree requirement. Students must earn at least a grade of D in each cognate.

Students have the option of completing a concentration in Geoarchaeology, Planetary Geology, Paleontology, or Earth and Space Science Education. Earth and Space Science Education is designed for students seeking an Earth and Space Science certification and M.S. in secondary Education via Mercyhurst's 4+1 master's program in secondary education. The other concentrations take advantage of the specialized research strengths, facilities and course offerings available at Mercyhurst.

GEOLOGY MAJOR CORE COURSES

GEOL 100	Physical Geology	3 credits
GEOL 102	Physical Geology Lab	1 credit
GEOL 110	Historical Geology	3 credits
GEOL 111	Historical Geology Lab	1 credit
GEOL 211	Mineralogy	3 credits
GEOL 213	Petrology	3 credits
GEOL 214	Petrology Lab	1 credit
GEOL 215	Geomorphology	3 credits
GEOL 216	Geomorphology Lab	1 credit
GEOL 242	Sedimentology & Stratigraphy	3 credits
GEOL 243	Sedimentology & Stratigraphy Lab	1 credit
GEOL 250	Structural Geology	3 credits
GEOL 251	Structural Geology Lab	1 credit

Plus two additional geology elective courses numbered 200 or above. It is strongly recommended that students interested in Geoarchaeology for graduate studies and/or a career, take both GEOL 215/216 and GEOL 430/431. Students considering graduate school are strongly recommended to pursue the B.S. degree.

GEOLOGY MAJOR CAPSTONE COURSES

Before registering for Capstone courses students must complete GEOL 100 and GEOL 102 and get permission of the instructor.

GEOL 410	Seminar and Research	1-4 credits
* ANTH 390	Research & Design may be substituted for GEOL 410	
GEOL 490	Senior Thesis	3 credits
GEOL 255	Field Methods in Geology	4 credits
OR Approved Summer Field School		3 credits

GEOLOGY MAJOR ELECTIVE COURSES

GEOL 205	Cities on Volcanoes	3 credits
GEOL 206	Cities on Volcanoes Lab	1 credit
GEOL 225	Science on Display	3 credits
GEOL 226	Science on Display Lab	1 credit
GEOL 235	Paleoclimatology	3 credits
GEOL 236	Paleoclimatology Lab	1 credit
GEOL 240	Paleontology	3 credits

GEOL 241	Paleontology Lab	1 credit
GEOL 260	Hydrogeology	3 credits
GEOL 261	Hydrogeology Lab	1 credit
GEOL 306	Soils	3 credits
GEOL 307	Soils Lab	1 credit
GEOL /ANTH 370	Dendrochronology	3 credits
GEOL 380	Principles of Remote Sensing	3 credits
GEOL /ANTH 430	Geoarchaeology	3 credits
GEOL 431	Geoarchaeology Lab	1 credit
GEOL 440	Introduction to GIS	3 credits
GEOL 441	Introduction to GIS Lab	1 credit

Subject to department chair approval, one course numbered 200 or above in mathematics/computer systems or the natural sciences may count as one geology elective course. Students pursuing the Earth and Space Science concentration may count EASP 103 Oceanography and EASP 118/119 Astronomy & Lab as their two elective Geology courses.

B.A. COGNATE COURSES

MATH 118	Mathematics for the Natural Sciences	4 credits
CHEM 121	General Chemistry I	3 credits
CHEM 122	General Chemistry I Lab	1 credit
CHEM 131	General Chemistry II	3 credits
CHEM 132	General Chemistry II Lab	1 credit
PHYS 101	Principles of Physics I	3 credits
PHYS 103	Principles of Physics I Lab	1 credit

Plus one additional math course and either PHYS 102/106 or an additional course in mathematics/ computer systems or the natural sciences. Subject to department chair approval.

B.S. COGNATE COURSES

MATH 170	Calculus I	4 credits
CHEM 121	General Chemistry I	3 credits
CHEM 122	General Chemistry I Lab	1 credit
CHEM 131	General Chemistry II	3 credits
CHEM 132	General Chemistry II Lab	1 credit
PHYS 201	General Physics I	3 credits
PHYS 203	General Physics I Lab	1 credit

Plus one additional math course and either PHYS 202/206 or an additional course in mathematics/ computer systems or natural sciences. Subject to department chair approval.

GEOLOGY MINOR

GEOL 100	Physical Geology	3 credits
GEOL 102	Physical Geology Lab	1 credit

Four additional geology courses, at least three must number 200 or higher.

GEOARCHAEOLOGY CONCENTRATION

GEOL 215	Geomorphology	3 credits
GEOL 216	Geomorphology Lab	1 credit
GEOL 306	Soils	3 credits
GEOL 307	Soils Lab	1 credit
GEOL/ANTH 430	Geoarchaeology	3 credits
GEOL 431	Geoarchaeology Lab	1 credit
ANTH 130	Archaeology	3 credits
ANTH 131	Archaeology Lab	1 credit
ANTH 224	Archaeological Field Methods	3 credits
ANTH 225	Archaeological Field Methods Lab	1 credit

PALEONTOLOGY CONCENTRATION

GEOL 110	Historical Geology	3 credits
GEOL 111	Historical Geology Lab	1 credit
GEOL 240	Paleontology	3 credits
GEOL 241	Paleontology Lab	1 credit
BIO 148	Organismal Biology	3 credits
BIO 149	Organismal Biology Lab	1 credit

AND one of the following courses:

BIO 220/221	Comparative Vertebrate Anatomy & Lab	4 credits
or		
BIO 230	Intervertebrate Zoology	3 credits

PLANETARY GEOLOGY CONCENTRATION

GEOL 112	Voyages to the Terrestrial Planets	3 credits
GEOL 113	Voyages to the Terrestrial Planets Lab	1 credit
GEOL 215	Geomorphology	3 credits
GEOL 216	Geomorphology Lab	1 credit
GEOL 380	Principles of Remote Sensing	3 credits
GEOL 440	Introduction to GIS	3 credits
GEOL 441	Introduction to GIS Lab	1 credit

EARTH AND SPACE SCIENCE EDUCATION CONCENTRATION

GEOL 110	Historical Geology	3 credits
GEOL 111	Historical Geology Lab	1 credit
EASP 103	Oceanography	3 credits
EASP 118	Astronomy	3 credits
EASP 119	Astronomy Lab	1 credit
BIO 146	Ecology and Evolutionary Biology of Organisms	3 credits
BIO 146	Ecology and Evolutionary Biology of Organisms Lab	1 credit

COURSE DESCRIPTIONS

EASP 103. OCEANOGRAPHY
A survey of the physical, chemical, biological, and geological aspects of oceanography. **3 credits.**

EASP 118. ASTRONOMY
An introduction to the study of astronomy and cosmology. Topics include: the evolution of stars and galaxies; the origin and evolution of the universe; dark matter and dark energy; special and general relativity; recent discoveries in astronomy and cosmology. Corequisite: EASP 119. **3 credits.**

EASP 119. ASTRONOMY LAB
Laboratory experience to accompany EASP 118. Observations through the Mercyhurst Baltus Observatory. Corequisite: EASP 118. **1 credit.**

GEOL 100. PHYSICAL GEOLOGY
The significance of the rocks and minerals that form the earth; the plate tectonic processes that have built the continents and ocean basins and the forces that shape them into their characteristic landscapes in the process of their creation and destruction. The basic understanding of earth processes for environmental reasoning and/or archaeological studies is emphasized. Corequisite: GEOL 102. **3 credits.**

GEOL 102. PHYSICAL GEOLOGY LAB
A hands-on approach to studying the geologic processes that have shaped and continue to shape the Earth. Corequisite: GEOL 100. **1 credit.**

GEOL 110. HISTORICAL GEOLOGY
An introduction to the evolution of life on Earth, from sea creatures to dinosaurs. Topics include the birth and future death of the earth, movement of the continents, the impact of asteroids and comets on life and landforms with associated extinction events, structure and composition of the Earth. Emphasis placed on the history of life as told by fossils preserved in the Earth's crust. Corequisite: GEOL 111. **3 credits.**

GEOL 111. HISTORICAL GEOLOGY LAB
A hands-on approach to studying the geological history of the Earth;special emphasis will be placed on laboratory and field studies. Corequisite: GEOL 110. **1 credit.**

GEOL 112. VOYAGES TO THE TERRESTRIAL PLANETS
An examination of the inner solar system including its origin and the history of its exploration. Special attention will focus on the processes that have shaped and modified inner solar system objects and the future of human and robotic exploration of these bodies. Corequisite: GEOL 113. **3 credits.**

GEOL 113. VOYAGES TO THE TERRESTRIAL PLANETS LAB
Emphasis will be placed on the geography of the terrestrial planets, the processes shaping those planets, and the techniques used to study those processes. Corequisite: GEOL 112. **1 credit.**

GEOL 114. INTRODUCTION TO SPACE SCIENCE
This course will investigate the relationship between humans and space. The history of humankind's development in understanding space will be covered from various perspectives such as Newton and Galileo. Students will gain an understanding of the birth of the cosmos, the solar system, meteorites and asteroids, black holes, and astronomy. Topics will also include the future of space exploration including commercial space flight. **3 credits.**

GEOL 124. CATACLYSMIC GEOLOGY
A study of natural disasters including volcanic eruptions earthquakes, landslides, and tsunamis. Attention will focus on their causes, locations of occurrence, effects on civilization, and hazard mitigation. Both historical and hypothetical natural disasters will be studied. Corequisite: GEOL 125. **3 credits.**

GEOL 125. CATACLYSMIC GEOLOGY LAB
A laboratory approach to studying natural disasters and their causes; taken as a co-requisite to Cataclysmic Geology. Corequisite: GEOL 124. **1 credit.**

GEOL 205. CITIES ON VOLCANOES
This course will address processes that occur at volcanoes. The varieties and underlying causes

of volcanism will be examined through lectures, discussions, and in class activities. Hazards associated with volcanoes will also be studied with a special emphasis on how humans have interacted with volcanoes with various degrees of success. The course will culminate with a field trip to examine a volcano.

GEOL 206. CITIES ON VOLCANOES LAB
In this laboratory section, we will take a hands-on approach to addressing concepts presented in GEOL 205. This approach will involve laboratory exercises that stem from sample descriptions, in class activities, and hypothetical situations.

GEOL 211. MINERALOGY
Description, classification, and genetic interpretations of minerals. Prerequisite: GEOL 100. **3 credits.**

GEOL 212. MINERALOGY LAB
A study of elementary crystallography and an examination of common minerals. **1 credit.**

GEOL 213. PETROLOGY
Description, classification and genetic interpretations of minerals. Prerequisite: or permission. Prerequisites: GEOL 100, GEOL 211. Corequisite: GEOL 214. **3 credits.**

GEOL 214. PETROLOGY LAB
A study of the texture and composition of rocks, both hand specimens and thin sections. Laboratory work may include the preparation of thin sections. Corequisite: GEOL 213. **1 credit.**

GEOL 215. GEOMORPHOLOGY
A study of the earth's landforms; their classification, origin, and the forces of wind, waves, streams, glaciers, and gravity that have caused our present landscapes and are causing them to change. Soil development and interpretation is also covered. Prerequisite: GEOL 100. Corequisite: GEOL 216. **3 credits.**

GEOL 216. GEOMORPHOLOGY LAB
An in-depth and hands-on approach to studying geologic processes that have shaped and continue to shape the Earth; field-based exercises will be implemented when possible. Corequisite: GEOL 215. **1 credit.**

GEOL 225. SCIENCE ON DISPLAY
This course examines Natural History museums. Basic concepts include the role of museums in education, natural history collection management and legal practices. Special emphasis will be placed on Geology, Paleontology, Entomology, Conchology, and Osteology. Students will apply principles covered in class to evaluate exhibits and collections in public and private situations. Co-requisite GEOL 226. **3 credits.**

GEOL 226. SCIENCE ON DISPLAY LAB
A laboratory approach taken as a co-requisite to GEOL 225. This lab section will involve field trips to examine science displays in the greater-Erie area. Co-requisite GEOL 225. **1 credit.**

GEOL 235. PALEOCLIMATOLOGY
Paleoclimatology deals with the characteristics of Earth's climate in the past. This course will explore how and why Earth's climate has changed over time and the implications of that change. A hands-on approach will be taken where students will be out in the field collecting climate-related data and will discuss the techniques used in studying past climates. Earth's changing climate over the past 10,000 years will also be emphasized. Co-requisite GEOL 236. **3 credits.**

GEOL 236. PALEOCLIMATOLOGY LAB
A laboratory approach taken as a co-requisite to GEOL 235. Co-requisite GEOL 235. **1 credit.**

GEOL 240. PALEONTOLOGY
A broad survey of fossil invertebrates, vertebrates and plants. Direct examination of actual specimens to familiarize the student with morphology and characteristics of common as well as rarely seen fossils. Special topics will address exceptional preservation, extinction, paleopathology and data retrieval from the fossil record. Offered alternate years. Prerequisites: GEOL 100, GEOL 110, BIO 146. Corequisite: GEOL 241. **3 credits.**

GEOL 241. PALEONTOLOGY LAB
An in-depth examination of fossils from diverse localities and preservational modes, including evolutionary and taxonomic problems stressing identification and interpretation. Field experiences are anticipated. Corequisite: GEOL 240. **1 credit.**

GEOL 242. SEDIMENTOLOGY & STRATIGRAPHY
An introduction to processes and environments of sedimentation and the principles employed in the examination of sediments and sedimentary rocks. Hand specimens and sequences will be studied for characteristics and origins. Prerequisite: GEOL 100. Corequisite: GEOL 246. **3 credits.**

GEOL 243. SEDIMENTOLOGY & STRATIGRAPHY LAB
A laboratory approach to studying sedimentary processes and environments; taken as a corequisite to Sedimentation. Corequisite: GEOL 245. **1 credit.**

GEOL 250. STRUCTURAL GEOLOGY
Identification and interpretation of structural geologic features including the construction and use of structural maps and cross-sections. Prerequisite: GEOL 100. Corequisite: GEOL 251. **3 credits.**

GEOL 251. STRUCTURAL GEOLOGY LAB
A laboratory approach to studying deformation of the Earth; taken as a corequisite to GEOL 250. Corequisite: GEOL 250. **1 credit.**

GEOL 255. FIELD METHODS IN GEOLOGY
Introduction to the use of field equipment including Brunton compasses, surveying and mapping instruments, geophysical instruments, including the field seismometer and GIS applications used in processing data. Typically offered during summer. Instructor permission. Prerequisite: GEOL 100. **4 credits.**

GEOL 260. HYDROGEOLOGY
An introduction to the origin, occurrence, regimen and utilization of the ground water sector of the hydrological cycle; the geological influences and chemical aspects of ground water, location, evaluation, and influence of man. Prerequisites: GEOL 100, GEOL 110. Corequisite: GEOL 261. **3 credits.**

GEOL 261. HYDROGEOLOGY LAB
A hands-on examination of the study of water in the natural environment with an emphasis on both surficial and groundwater. Corequisite: GEOL 260. **1 credit.**

GEOL 299. GEOLOGIC EXCURSIONS
Instructor-led geology field trip. Previous destinations included northern Arizona, northern California, the Smoky Mountains, and southern Utah. **0 credits.**

GEOL 306. SOILS
The study of the processes and environmental conditions that result in the formation of soils; the relationships among climate, rock type, and time duration that cause soils to possess different chemical and physical properties; and the various schemes and the nomenclature by which soils are classified. Prerequisite: GEOL 100. Corequisite: GEOL 307. **3 credits.**

GEOL 307. SOILS LAB
The analysis and interpretation of soils maps; the field descriptions of general soil features; the recording of site and profile data; and soil sampling methods. Corequisite: GEOL 306. **1 credit.**

GEOL/ANTH 370. DENDROCHRONOLOGY
Dendrochronology deals with time as recorded by tree rings. Information extracted from tree rings can subsequently be used to make predictions about past climate and paleo-environmental conditions, geologic and anthropological events, and even fire cycles. This class will present the fundamental principles of how to conduct dendrochronologic studies and will emphasize the techniques of collecting and interpreting tree ring data. Applications of dendrochronology will also be explored. **3 credits.**

GEOL 380. PRINCIPLES OF REMOTE SENSING
This course will address the theories and fundamentals of acquiring, processing, and interpreting remotely sensed datasets. Special attention will be paid to geological, archaeological, environmental, and urban applications of remotely sensed data collected through both air and space-borne platforms. **3 credits.**

GEOL 410. SEMINAR AND RESEARCH
Special topics in geology may be pursued on an advanced level, often involving an extensive literature search with accompanying oral and written reports. Students have the opportunity to choose, develop, and complete an original research problem followed by preparation of a report suitable for publication. Consent of Instructor. **1-4 credits.**

GEOL/ANTH 430. GEOARCHAEOLOGY
Geoarchaeology (archaeology) examines in detail the interface which exists between the fields of geology and the anthropological sub-discipline of archaeology. The purpose of this course is to acquaint the student not only with the history of the interrelationship between these academic specialties but also to document and illustrate the range of geological techniques which are useful to the contemporary archaeologist. More specifically, via lectures and laboratory work, this course will detail how geological methods may be employed in the location, excavation, and interpretation of archaeological sites and materials. Prerequisites: GEOL 100, GEOL 245, GEOL 247. Corequisite: GEOL 431. **3 credits.**

GEOL 431. GEOARCHAEOLOGY LAB
Field and laboratory exercises will emphasize landform analysis. Sample processing and analysis will be performed in the laboratory. Corequisite: GEOL/ANTH 430. **1 credit.**

GEOL 440. INTRODUCTION TO GIS
This course is an introduction to Geographic Information Systems, providing students with a basic knowledge of its theory, and main practical applications, with stress on basic GIS software logics, usage and applications. The student will learn the usage of ESRI's ArcGIS 9, with examples from different fields. At completion of the course, students will be able to collect, create and view geographic information data from preexisting sources as well as produce their own maps and calculate basic descriptive spatial statistics such as measurements of dispersion and central location. Corequisite: GEOL 441. **3 credits.**

GEOL 441. INTRODUCTION TO GIS LAB
Computer laboratory work taken as a corequisite to GEOL 440. Corequisite: GEOL 440. **1 credit.**

GEOL 490. SENIOR THESIS
Prerequisite: ANTH 390 and Permission from Instructor. **3 credits.**

ART

Department Chair
Jodi Staniunas-Hopper, M.F.A.

FACULTY
Professor:
Daniel Burke, M.Ed.
Thomas Hubert, M.F.A.

Associate Professor:
Jodi Staniunas-Hopper, M.F.A.

Assistant Professor and
Program Director of Studio Art:
Gary Cardot, M.A., M.F.A.

Assistant Professor and
Program Director of Art Therapy:
Deborah John, Ph.D.

Assistant Professor and
Program Director of Art Education:
Mary Elizabeth Meier, M.S., Ph.D.

Lecturer and
Program Director of Graphic Design:
Peter Stadtmueller, M.S.

INTRODUCTION
The University offers the Bachelor of Arts degree with majors in Art Education, Art Therapy, Graphic Design, and Studio Art.

MISSION STATEMENT
In accord with the University Mission Statement and grounded in the Art Department's history and tradition, we aim to provide training for students in selected artistic areas so that they have the opportunity to develop and refine their talents and abilities. With this purpose in mind, Art faculty members with their varied areas of expertise, encourage and emphasize the student's pursuit of excellence. We believe in a comprehensive approach to teaching that values a range of artistic processes and products, as well as a variety of historical and contemporary methods to the study of art. We believe that art is a universally accepted form of sharing, capable of promoting lifelong, caring learners. Dedicated to developing students who are globally and socially aware and engaged in service and leadership, we provide a wide range of opportunities for students to encounter art. Beginning with the Foundation Year, course work emphasizes a hands-on studio approach. The learning of artistic processes, methods of creative problem solving, the diversity of art materials, media and approaches, the importance of design, and the role of art history are mastered and integrated to help form future ambassador artists, teachers, therapists, designers, and practitioners.

PROGRAM STUDENT LEARNING OUTCOMES
Our Values - The core values of the university (being socially merciful, globally responsible, compassionately hospitable, intellectually creative and reflectively aware) are embedded in the Mercyhurst Art Program.

Artful Discipline - Students of Art will realize true progress in their artistic lives when their art becomes part of their daily lives. Students are encouraged to use journals and/or sketchbooks to document their work. We have found that through this activity concepts will arise for exploration; progress will be documented; research stored; and media and designs can be explored, tested, nurtured and developed.

Creativity - Students within the Art Department are concept, process, and product oriented. They learn about creativity and develop ways to investigate challenging problems or areas of interest through the use and practice of a variety of approaches including mind-mapping, CPS (creative problem solving method),brainstorming, matrix systems, analogy, listing methods, free-expression, etc.

Design – Using the full spectrum of study from "nature as builder" through Math as system, art students learn to organize, form, plan and create art through the use of the elements, processes, and principles of design.

History of Art – Understanding the past is necessary to future success. Art students study, apply, and explore social, cultural, aesthetic, and historical perspectives of Western and Non-western Art including artists, movements, artifacts, and styles.

Social Responsibility - Art students are trained in the powerful tools of visual communication and service. With training in design, communication theory, and media selection, students are challenged to create responsible Art, reflect on its impact, and to make ethically sound decisions that benefit local and global communities. Students participate in numerous art exhibitions, voluntary art projects, and political and social action efforts.

Professional Practice - Integral to the discipline of Art, students are trained in the standards and practices of their chosen field. They are called upon to uphold the integrity of the profession.

ART DEPT STUDENT LEARNING OUTCOMES
The Art curriculum is designed to develop the artist as a whole. Students within the Department are concept, process, and product oriented. They study, apply, and explore social, cultural, aesthetic and historical perspectives of art. Students in the Department will:

- Critically analyze select works of art and design.
- Describe the historical, geographic, cultural and contemporary contexts of works of art and design.
- Present and critique works of art and design using appropriate criteria and terminology.
- Create works of art and design by applying methods, tools, materials and techniques.
- Generate and revise ideas in the stages of the creative process.
- Develop works of art and design that utilize concepts, elements and principles of art and design.

DEPARTMENTAL REQUIREMENTS
A student who wishes to graduate with this major must complete the following requirements:

Satisfactorily complete 48 to 63 credits of Art coursework.

Maintain a minimum GPA of 2.5 in the major.

Submit a digital portfolio and an up-to-date resume prior to graduation.

Art Education and Studio Art majors are required to produce a visual art thesis in the form of an exhibition during their senior year.

Sophomore Review
Students are reviewed by an evaluation committee in the spring semester of the sophomore year. Students must:

Maintain a minimum GPA in the major (2.5 for Studio Art, Graphic Design, and Art Therapy and 3.0 for Art Education).

Write an artist's statement

Give a presentation of selected works.

After departmental review and under special circumstances, a full-time art faculty member's recommendation may be used in lieu of grades.

ART EDUCATION
The Art Education program explores the methods and pedagogical competencies that are developed through a range of art and education experiences. Through a comprehensive approach, students are nurtured to become well informed, pre-service art teachers who are reflective art practitioners and critical thinkers. The Art Education program prepares students for PA Department of Education certification.

In addition to course requirements, students must maintain a 3.0 GPA; successfully complete Sophomore Review, and complete a visual thesis in the form of an exhibition. Students seeking certification in Art Education are required to take at least half of their art courses at Mercyhurst University.

ART 100	Drawing I	3 credits
ART 125	2-Dimensional Design	3 credits
ART 126	3-Dimensional Design	3 credits
ART 128	Basic Computer Design	3 credits
ART 101	Painting I/ Watercolor	3 credits
	OR	
ART 105	Painting I/ Acrylic	3 credits
ART 102	Ceramics I	3 credits
ART 104	Printmaking I	3 credits
	OR	
ART 106	Photography I	3 credits
ART 122	Ancient to Medieval Art History	3 credits
	OR	
ART 123	Renaissance to 20th Century Art History	3 credits
ART 223	History of Modern Art	3 credits
ART 240	Foundations of Art Education	3 credits
ART 311	Art Education/Secondary	3 credits
ART 312	Art Education /Elementary	3 credits
ART 335	Aesthetics and Criticism	3 credits
ART 400	Individualized Studio	
ART 410	Senior Art Thesis	3 credits
EDUC 210	Comparative Issues in Education	3 credits
ESPE 101	Psychology of Diverse Learners	3 credits
ESPE 201	Inclusive Practices PreK-8	3 credits
	OR	

ESPE 202	Inclusive Practices 7-12	3 credits
ESPE 301	Supporting Literacy PreK-8	3 credits
WL 101	Culturally and Linguistically Diverse Learners	3 credits
EDUC 474	Clinical – Secondary Education (K-12)	3 credits
EDUC 475	Capstone Clinical Secondary (K-12)	
	Upper Level Concentration	12 credits

GRAPHIC DESIGN

The Graphic Design program trains students to utilize their creative, cognitive, and psychomotor skills toward the resolution of visual problems. The program focuses on publishing—whether it be traditional print design or interactive media. The successful Graphic Design student will achieve facility in a number of Adobe Creative Suite applications, design and communication theory, artful discipline, creative problem solving, social responsibility, global awareness, and professional practices.

ART 100	Drawing I	3 credits
ART 106	Photography I	3 credits
ART 125	2-Dimensional Design	3 credits
ART 126	3-Dimensional Design	3 credits
ART 128	Basic Computer Design	3 credits
ART 122	Ancient to Medieval Art History	3 credits
	OR	
ART 123	Renaissance to 20th Century Art History	3 credits
ART 220	Typographic Foundations	3 credits
ART 221	Digital Imagery	3 credits
ART 225	Computer Illustration	3 credits
ART 230	Graphic Design History	3 credits
ART 320	Type and Publication Design	3 credits
ART 321	Introduction to Website Design	3 credits
ART 322	Corporate Identity and Branding	3 credits
ART 323	Portfolio Development	3 credits
ART 325	Intermediate Website Design	3 credits

2 Approved studio offerings.

ART THERAPY

Art Therapy majors investigate the healing potential of the arts through self-reflective art directives, research, and service learning in the community. The program includes classes in: art therapy, studio art, and psychology. In art therapy classes, students develop a non-judgmental approach toward art made by themselves and others. This approach enables an ability to support the use of art as a way to address goals and problems. Internships provide students with opportunities to witness and encourage art-making as a transformational process.

ART 100	Drawing I	3 credits
ART 125	2-Dimensional Design	3 credits
ART 126	3-Dimensional Design	3 credits
ART 128	Basic Computer Design	3 credits
ARTH 125	Art Therapy I/Introduction	3 credits
ARTH 225	Art Therapy II /Materials and Methods	3 credits
ARTH 325	Art Therapy III /Practices	3 credits
ARTH 425	Art Therapy V Seminar	3 credits
ARTH 475	Art Therapy IV Internship	3 credits
ART 101	Painting I/Watercolor	3 credits
	OR	
ART 105	Painting I/Acrylic	3 credits
ART 102	Ceramics I	3 credits
ART 122	Ancient to Medieval Art	3 credits
	OR	
ART 123	Renaissance to 20th Century	3 credits
PSYC 101	Introduction to Psychology	3 credits
PSYC 241	Developmental Psychology	3 credits
	OR	
PSYC 242	Developmental Psychology: Adolescence	3 credits
PSYC 201	Personality	3 credits
PSYC 211	Abnormal Psychology	3 credits
	OR	
SPED 104	Psychology of Exceptional Children	3 credits
SOC 100	Introduction to Sociology	3 credits
	OR	
PSYC 231	Social Psychology	3 credits

1 Approved Art Studio Course

STUDIO ART

The Studio Art program emphasizes hands-on learning, stresses craftsmanship and good design, and strives for excellence in the production of art. Students come to us with gifts, talent, focus, passion, and imagination. We, in turn, provide the environment and guidance that are needed to develop a disciplined approach to the making of art. The concentration is primarily designed as a preparation for graduate school and further professional study, but, given the variety of studio experiences, students also pursue careers in design, publication, gallery, and museum work.

In addition to course requirements, students must successfully complete Sophomore Review and complete a visual thesis in the form of an exhibition.

ART 100	Drawing I	3 credits
ART 101	Painting I /Watercolor	3 credits
	OR	
ART 105	Painting I/Acrylic	3 credits
ART 102	Ceramics I	3 credits
ART 103	Sculpture	3 credits
	OR	
ART 216	Ceramic Sculpture	3 credits
ART 125	2-Dimensional Design	3 credits
ART 126	3-Dimensional Design	3 credits
ART 128	Basic Computer Design	3 credits
ART 106	Photography I	3 credits
ART 122	Ancient to Medieval Art History	3 credits
ART 123	Renaissance to 20th Century Art History	3 credits
ART 223	History of Modern Art	3 credits
ART 335	Aesthetics and Criticism	3 credits
ART 400	Individualized Studio	
ART 410	Senior Art Thesis	3 credits

3 Studio Electives
2 Upper Level Concentration

ART MINOR

ART 100	Drawing I	3 credits
ART 122	Ancient to Medieval Art History	3 credits
	OR	
ART 123	Renaissance to 20th Century Art History	3 credits
ART 125	2-Dimensional Design	3 credits
ART 126	3-Dimensional Design	3 credits
ART 128	Basic Computer Design	3 credits

Basic Level 2-D Studio
Basic Level 3-D Studio
1 Approved Art Elective

ART THERAPY MINOR

ART 100	Drawing I	3 credits
ART 102	Ceramics I	3 credits
ART 128	Basic Computer Design	3 credits
ARTH 125	Art Therapy I/Introduction	3 credits
ARTH 225	Art Therapy II/Materials and Methods	3 credits
ARTH 325	Art Therapy III/Practices	3 credits
PSYC 101	Introduction to Psychology	3 credits

1 Approved Elective

PHOTOGRAPHY MINOR

ART 106	Photography I	3 credits
ART 128	Basic Computer Design	3 credits
ART 206	Intermediate Photography	3 credits
	OR	
ART 306	Color Photography	3 credits
ART 223	History of Modern Art	3 credits
ART 224	History of Photography	3 credits
ART 305	Digital Photography	3 credits
ART 400	Individualized Studio I	3 credits

1 Approved Art Elective

GRAPHIC DESIGN MINOR

ART 128	Basic Computer Design	3 credits
ART 220	Typographic Foundations	3 credits
ART 221	Digital Imagery	3 credits

3 Approved Graphic Design Electives

COURSE DESCRIPTIONS

ART 100. DRAWING I

Studio Experience designed to develop perception, skill and creativity. Includes demonstrations, practice, and projects in various techniques from gesture to final form renderings. Taken in the freshman year. Open to Art majors only. **3 credits.**

ART 101. PAINTING I/WATERCOLOR

Studio experience designed to develop skill and creativity. Includes demonstrations, practice, and projects in various techniques from transparent watercolor to gouache. Prerequisites: ART 101, ART 125. **3 credits.**

ART 102. CERAMICS I

A beginning level 3-dimensional art course designed to present a foundation for the technical and aesthetic aspects of ceramic art. Lecture, demonstration, discussion and studio experience will be emphasized. Includes hand building, wheel, throwing, glazing, and firing gas and electric kilns. **3 credits.**

ART 103. SCULPTURE

A 3-dimensional art course primarily for the art major/minor. This class is designed to present fundamental methods of sculpture. Emphasis is on several in-depth studio experiences which demonstrate perception, technique, design, production and communication. Prerequisite: ART 126. **3 credits.**

ART 104. PRINTMAKING I
Studio experience designed to develop skill and creativity. Includes demonstrations, practice, and projects in various techniques including intaglio, planographic, relief and monotype. Prerequisites: Art 100, ART 125. **3 credits.**

ART 105. PAINTING I/ACRYLIC
Studio experience designed to develop skill and creativity. Includes demonstrations, practice and projects in various techniques from alla prima to hard edge. Prerequisites: Art 100, ART 125. **3 credits.**

ART 106. PHOTOGRAPHY I
Studio experience in black and white photography. Includes taking photographs, developing film and darkroom printing techniques. Student must have SLR camera approved by instructor. **3 credits.**

ART 110. ART APPRECIATION
A survey of the visual arts including painting, sculpture, and architecture. Includes the study of artists, design, significant art works, and art criticism. For Non-art Majors only. **3 credits.**

ART 122. ANCIENT TO MEDIEVAL ART HISTORY
This course provides a survey of art and architecture from Prehistoric times to the Medieval Ages. Recommended for Upperclassmen. **3 credits.**

ART 123. RENAISSANCE TO 20TH CENTURY ART HISTORY
A survey of art and architecture from the Renaissance to the 20th Century. Recommended for Upperclassmen. **3 credits.**

ART 125. 2-DIMENSIONAL DESIGN
An introductory art foundations course. Primary emphasis is placed on developing the attitudes, perceptions, and skills which are necessary to pursue other art experiences. Includes exposure to and study of "basic" design– elements, principles, creative processes, tools, materials, techniques, and methods. Taken in the freshman year. Prerequisite: Art 100. **3 credits.**

ART 126. 3-DIMENSIONAL DESIGN
An introductory 3-dimensional design course. Emphasis is on elements and principles of design. The components of production, art history, aesthetics, and criticism will be introduced relevant to 3-dimensional art. Taken in freshman year. Prerequisite: ART 100. **3 credits.**

ART 128. Basic Computer Design
This entry-level course introduces the student to the basics of Graphic Design. Through various exercises, students will experience three of the basic publishing tools used by designers - Adobe InDesign, Illustrator, and Photoshop. **3 credits.**

ART 200. DRAWING II
Continued experience of creative skills developed in Drawing I. Prerequisites: Art 100. **3 credits.**

ART 201. PAINTING II
Continued experience of creative skills developed in Painting I. Prerequisite: ART 101. **3 credits.**

ART 202. CERAMICS II
Continued experience of creative skills developed in Ceramics I. Prerequisite: ART 102. **3 credits.**

ART 204. PRINTMAKING II
Continued experience of creative skills developed in Printmaking I. Prerequisite: ART 104. **3 credits.**

ART 205. PAINTING II/OIL
Upper level studio course designed to explore oil painting concepts and to develop creative skills. Direct painting to glazing methods. Prerequisites: Art 100, ART 125. **3 credits.**

ART 206. INTERMEDIATE PHOTOGRAPHY
Continued experience of creative skills developed in Photography I. Student must have S.L.R. camera approved by instructor. Prerequisite: ART 106. **3 credits.**

ART 215. FIGURE DRAWING
Upper level studio course focusing on the human figure. Includes demonstrations, practice and projects in various techniques and methods from gesture to sustained studies to anatomical renderings. Prerequisites: Art 100. **3 credits.**

ART 216. CERAMIC SCULPTURE
A second level ceramic course. Includes the study of clay bodies and methods of ceramics for sculpture. Prerequisite: ART 102. **3 credits.**

ART 217. WHEEL THROWN CERAMICS
A second level ceramic course. Includes the study of wheel throwing methods, functional forms and decoration. Prerequisite: ART 102. **3 credits.**

ART 220. TYPOGRAPHIC FOUNDATIONS
This entry-level course introduces students to basic design theories and skills for creating professional typographic works. Students create a variety of exercises to better understand design. Theoretical exercises, typography projects and readings introduce students to lifelong design issues and tasks. Adobe InDesign, Illustrator, Photoshop and After Effects are utilized in this course. Prerequisites: Art 100, ART 125. **3 credits.**

ART 221. DIGITAL IMAGERY
Photoshop image creation and manipulation is explored. Emphasis, in this term, is proper file creation, learning and utilizing specialized tools, applying proper design theories to computer generated art, and tutorials for special effects. Projects focus on various kinds of photo collage and retouching as it relates to a variety of clients. Prerequisite: ART 220. **3 credits.**

ART 223. HISTORY OF MODERN ART
A survey of art from the early 20th century to the present. Prerequisites: ART 122 or ART 123. **3 credits.**

ART 224. HISTORY OF PHOTOGRAPHY
A survey of the medium of photography from its invention in 1839 to the present. Includes the development of movies and video. **3 credits.**

ART 225. COMPUTER ILLUSTRATION TECHNIQUES
This class expands student's command of Adobe Illustrator by exploring a combination of vector skills, traditional media and techniques used to create spot and editorial illustration. Assignments may include: children's book illustration, card and gift design, editorial illustration, portraiture and icon systems. Prerequisite: ART 220. **3 credits.**

ART 230. GRAPHIC DESIGN HISTORY
Beginning with the Industrial Revolution, this course will chart the development of what we contemporarily refer to as Graphic Design and Advertising. Students will survey the designers, works, technologies, and philosophies of the major design movements and create work exploring these areas. Emphasis will be placed on the connection of design to art and popular culture, as well as the cyclical nature of design. Students create various pieces reflecting the work of the movements being studied. Prerequisite: ART 220. **3 credits.**

ART 240. FOUNDATIONS OF ART EDUCATION
An introductory course to investigate theories of art, education, and visual culture that shape our thinking about the purpose, value, and practice of art education in schools, museums, and community settings. **3 credits.**

ART 300. DRAWING III
Continued experience of creative skills developed in Drawing I. Prerequisites: Art 200. **3 credits.**

ART 301. PAINTING III
Continued experience of creative skills developed in Painting I. Prerequisites: ART 201. **3 credits.**

ART 302. CERAMICS III
Continued experience of creative skills developed in Ceramics I. Prerequisite: ART 202. **3 credits.**

ART 304. PRINTMAKING III
Continued experience of creative skills developed in Printmaking I. Prerequisite: ART 204. **3 credits.**

ART 305. DIGITAL PHOTOGRAPHY
A second level studio course which includes contemporary theory, photographic design issues, image manipulation, and image output. Prerequisite: ART 106. **3 credits.**

ART 306. COLOR PHOTOGRAPHY
A studio experience in taking, developing, and printing color photographs and transparencies. Student must have S.L.R. camera approved by instructor. Prerequisite: ART 106. **3 credits.**

ART 311. ART EDUCATION/SECONDARY
The emerging art educator engages the study and creation of contemporary art forms as curricular and pedagogical approaches to investigate with middle level and high school students. Prerequisite: ART 312. **3 credits.**

ART 312. ART EDUCATION/ELEMENTARY
Preparation of curricula, pedagogical, and assessment strategies for early childhood and elementary school art education programs. Art Education Majors Only. **3 credits.**

ART 320. TYPE & PUBLICATION DESIGN
Multi-page layout is the emphasis in this class. Students learn how to handle text, integrate images into layout, and develop a keener sense of typography. Projects may include: magazine layout, cook book layout, CD design,

brochure design and book jacket design. Students will learn how to use Adobe InDesign and the digital publishing suite. Prerequisite: ART 221. **3 credits.**

ART 321. INTRODUCTION TO WEBSITE DESIGN
This class introduces students to design for the World Wide Web. Students add Dreamweaver to their software arsenal. An emphasis on a design ideology using HTML5 and CSS3 to solve visual problems is used in order to create sites based on industry standard practices. Current issues specific to the World Wide Web are introduced. Sites are mapped. A selection of pages are created and uploaded to remote servers. Marketing components including HTML email campaigns and social media publishing are covered. Prerequisite: ART 221. **3 credits.**

ART 322. CORPORATE IDENTITY AND BRANDING
The most intensive of all the design courses, students in this course create and design for two companies - an imaginary company of their own choosing and a local small business through the Small Business Development Center. Logotypes are designed. Brand sensing and archetyping are applied. Business systems, Packaging and Graphic Design Standards are developed. Prerequisite: ART 320. **3 credits.**

ART 323. PORTFOLIO DEVELOPMENT
The culmination of a student's graphic design efforts, this course seeks to refine a student's style and to display it in the most advantageous form. Students create a professional resume, traditional and online portfolios; Linkedin and Behance Profiles. Students commit to a geographical area and discipline focus. With this decision made, research is performed, cover letters generated, resumes refined, and the job hunt begins. Prerequisites: 6 approved graphic design courses. **3 credits.**

ART 325. INTERMEDIATE WEBSITE DESIGN
This course builds upon the HTML5/CSS3 skills from previous courses. Students add to their base of skills to take the presentation of the web page to the world of responsive frameworks. Using industry accepted responsive frameworks web pages will properly display on mobile, tablet and desktop devices. CSS skills are also honed to give better color, type, layout and interactivity to the produced websites. Prerequisite: ART 321 **3 credits.**

ART 326. ADVANCED WEBSITE DESIGN
This course will take students to advanced levels of experience with current CMS (content management systems). The CMS experience will take the designer from start to final delivery of a professional grade CMS solution. These steps include: server side software installation, configuration, user control, theme and plug-in application, page and post creation and finally theme development. The final CMS skill will be the application and testing of an e-commerce module with a working payment gateway. Prerequisite: ART 325. **3 credits.**

ART 335. AESTHETICS AND CRITICISM
Course designed to acquaint students with the knowledge, skills, experiences, and attitudes to better understand the philosophical basis, nature, functions, and criticism of art works. **3 credits.**

ART 400. INDIVIDUALIZED STUDIO I
Students may elect additional in-depth studio experience in specific areas under the supervision of appropriate instructors. Limited to upper level students. Permission of the instructor is required prior to beginning of the term. Normally taken after completion of 9 credits within an area. **3 credits.**

ART 401. INDIVIDUALIZED STUDIO II
Students may elect additional in-depth studio experience in specific areas under the supervision of appropriate instructors. Limited to upper level students. Permission of the instructor is required prior to beginning of the term. Normally taken after completion of 9 credits within an area. **3 credits.**

ART 402. INDIVIDUALIZED STUDIO III
Students may elect additional in-depth studio experience in specific areas under the supervision of appropriate instructors. Limited to upper level students. Permission of the instructor is required prior to beginning of the term. Normally taken after completion of 9 credits within an area. **3 credits.**

ART 403. INDEPENDENT STUDY/ART I
An offering primarily for the senior art major who desires to pursue independent research and development in such areas as Art Education, Art History, Art Studio, or Art Therapy outside the university. Each student is required to present written evidence in support of this project to the Department Chair and to the Office of Academic Affairs for approval at least six weeks in advance. **3 credits.**

ART 404. INDEPENDENT STUDY/ART II
An offering primarily for the senior art major who desires to pursue independent research and development in such areas as Art Education, Art History, Art Studio, or Art Therapy outside the university. Each student is required to present written evidence in support of this project to the Department Chair and to the Office of Academic Affairs for approval at least six weeks in advance. **3 credits.**

ART 405. INDEPENDENT STUDY/ART III
An offering primarily for the senior art major who desires to pursue independent research and development in such areas as Art Education, Art History, Art Studio, or Art Therapy outside the university. Each student is required to present written evidence in support of this project to the Department Chair and to the Office of Academic Affairs for approval at least six weeks in advance. **3 credits.**

ART 410. SENIOR ART THESIS INDIVIDUALIZED STUDIO
Senior art majors who have successfully completed Senior Art Thesis Seminar will work with a studio faculty member as their mentor. The student will develop, design, produce and exhibit an original art thesis. Permission. Prerequisite: ART 452. **3 credits.**

ART 452. SENIOR ART THESIS SEMINAR
Readings, research, presentations and discussion of contemporary art provide context for idea generation and execution of a variety of focused art projects as practice to thesis work. This course in conjunction with Senior Art Thesis Individualized Studio will lead to the selection, development, design, production, and presentation of an original art thesis. Senior art majors. **3 credits.**

ART 475. ART INTERNSHIP
On-the-job training in graphic design, commercial/advertising fields, Art Therapy, and Art Management. Permission of Major Director required prior to beginning of term. Upper level students only. **3 credits.**

ART 476. ART INTERNSHIP
On-the-job training in graphic design, commercial/advertising fields, Art Therapy, and Art Management. Permission of Major Director required prior to beginning of term. Upper level students only. **6 credits.**

ART 477. ART INTERNSHIP
On-the-job training in graphic design, commercial/advertising fields, Art Therapy, and Art Management. Permission of Major Director required prior to beginning of term. Upper level students only. **9 credits.**

ARTH 125. ART THERAPY I/INTRODUCTION
A course designed as an overview of the history, theories, principles, and practices of art therapy. A study of the basic psychological, sociological, and educational theories as employed by the art therapy profession. **3 credits.**

ARTH 225. ART THERAPY II MATERIALS AND METHODS
A course to examine and apply various methods and techniques utilizing the therapeutic quality of art making for facilitating art expression, symbolic communication and exploration of the self. Exploration of two and three dimensional material appropriate for work with individuals and groups. Prerequisite: ARTH 125. **3 credits.**

ARTH 325. ART THERAPY III/PRACTICES
A course designed to provide students with practical experiences in developing professional and personal skills for therapeutic settings. Includes on-site experience, preparation for internship and art therapy program development. The Diagnostic and Statistical Manual and the concept of termination will be explored and utilized in clinical settings. Prerequisites: ARTH 125, ARTH 225. **3 credits.**

ARTH 425. ART THERAPY V SEMINAR
Provides synthesis of acquired knowledge, learning and experiences. Students will present case studies based on completed internships. Students' academic experience will culminate in a final project reflecting termination from an internship and/or this academic program. Consideration will be given to career paths and master's level study. Prerequisites: ARTH 325, ARTH 475. **3 credits.**

ARTH 475. ART THERAPY IV INTERNSHIP
A field course providing a supervised practicum experience in the application of the theories, models, methods, and techniques of creative art expression in community agencies and therapeutic settings. **3 credits.**

Biology

Department Chair:

Michael A Elnitsky, Ph.D.

FACULTY

Professors:
John M. Campbell, Ph.D.
David C. Hyland, Ph.D.

Associate Professors:
Michael A. Elnitsky, Ph.D.
Larry P. Gauriloff, Ph.D.;

Assistant Professors:
Christopher R. Dolanc, Ph.D.

Michael S. Foulk, Ph.D.
Sara Turner, Ph.D.

Lecturers:
Sarah L. Bennett, M.S.

Instructors:
Amy Burniston, M.S.
Summer Ekelund-Weaver, M.A.

Adjunct Professor, Laboratory Director and Research Associate:
Darlene Melchitzky, M.S.

Medical Technology Concentration:

Stephen M. Johnson, M.S., M.T. (ASCP) Program Director School of Medical Technology Saint Vincent Health Center:Jeffrey Richmond, M.D. Medical Director School of Medical Technology Saint Vincent Health Center

INTRODUCTION

Biology is the scientific study of life in all its astonishing forms from its origins some 4 billion years ago to the present day. This experimental science involves an examination of life on multiple scales from the molecular to the global. Though difficult to define, the study of life rests upon two fundamental notions. The first is that living systems operate via basic thermodynamic and kinetic principles. The second is the unifying concept of evolution, the most original and important idea of the modern era. Given these principles and great time depth, life has generated immense and complex diversity. Biologists strive to understand and manage this diversity by examining the genetic history and special features of each species as well as the interactions between each species and its environment.

On a more applicable level, biologists are concerned with the impact humans have had and continue to have upon the environment and how, in turn, the environment affects our own quality of life. Additionally, new discoveries in biology often have social, political, economic, and ethical implications. Biology provides both the knowledge and the tools required to understand these complex problems and challenges.

Beyond the basic but substantive curriculum, several specialized programs are available within the Department of Biology. The Department's newest specialized program is the Sustainability Studies concentration. This program is foundational to the University's commitment to advance undergraduate programs that will produce responsible citizens and leaders to address environmental problems such as climate change.

In support of Sustainability Studies the Biology Department manages two major natural areas owned by the University within the Pennsylvania Lake Erie watershed: the Jean B. and J. Douglas James Ecological & Wildlife Preserve and the Mary Jo and Ed Maier Field Station.

The Department is a full member and active participant in the Regional Science Consortium, a collaborative, non-profit organization which focuses on and coordinates educational and research projects for Lake Erie and the upper Ohio River Basin, offering college courses and research opportunities to students from more than a dozen regional colleges and universities at the Tom Ridge Environmental Center. Consortium facilities available to Mercyhurst biology students include well-equipped research and teaching laboratories, classrooms, greenhouse, natural history collections, sampling equipment and research vessels.

Mercyhurst is a member of Beta Beta Beta, a national honor and professional society for students dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research.

Mercyhurst students who aspire to teach biology at the secondary level can earn a Bachelor of Science or Bachelor of Arts degree in Biology, a Master of Science degree in Secondary Education, and become certified to teach grades 7 through 12, in a total of five years.

In the health professions, the Department offers a variety of programs. Each includes preparatory course work necessary to apply to Pharmacy, Medical, Veterinary, Physician Assistant, and Dental schools, among others. To increase opportunities for students interested in the health professions, the University has cooperative agreements with a number of professional schools.

MISSION STATEMENT

The primary goal of the Department of Biology is to provide thorough and basic training in the broad field of biology through a forward-looking and comprehensive curriculum that emphasizes critical thinking and the development of a scientific perspective. This includes instruction by dedicated faculty in each of the principal areas within biology and supporting coursework in mathematics, physics, and chemistry. Central to the program is the Department's commitment to experiential learning through rigorous laboratory exercises, hands-on field experiences, and the opportunity to participate in faculty-student collaborative research, travel courses, professional conferences, community service, and professional practicum training. Personal attention and close interaction between faculty and student provides the biology major with a solid core of learning, experience, and preparation, and the means to secure fulfilling employment or continue their education at the graduate and professional level.

PROGRAM STUDENT LEARNING OUTCOMES

The Biology Department has identified seven broad learning outcomes that all biology majors should meet before they earn their degree. Upon completion of the Biology curriculum all students should be able to:
Demonstrate knowledge of the cellular, molecular, and genetic bases of life.
Demonstrate knowledge of ecosystems including interactions, levels of organization and the importance of diversity.
Demonstrate knowledge of the processes and mechanisms of evolution.
Demonstrate knowledge of the structures and functions of plant and animal systems.
Think critically and solve problems about scientific concepts.
Conduct scientific experiments using proper lab and/or field techniques and following safety protocols.
Evaluate and communicate scientific findings in a professional manner.

ADVISING

A great college education depends upon human relationships and good advising is central to creating a positive educational environment for the student. Upon enrollment in the department an advisor is assigned to the student. Special faculty advisors are available for students in specific career alternatives including medicine and other health professions, secondary education and any of the concentrations offered by the department. In addition, for pre-health students, the University has an Office of Pre-Health Professions. These advisors assist the student with course selection, keep student records, monitor student achievements, and guide students through the application process to graduate and professional schools.

BIOLOGY REQUIREMENTS

The Department of Biology offers courses leading to the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree in Biology. Students enrolled in one of the concentrations offered within the department are required to pursue the Bachelor of Science (B.S.) degree in Biology. Those who expect to attend graduate or professional schools after graduation are strongly encouraged to also pursue the Bachelor of Science (B.S.) degree in Biology.

Biology majors must maintain a 2.50 GPA in the major program as well as an overall GPA of 2.50. Biology majors in the 4+1 accelerated program leading to the M.S. in Secondary Education must maintain a 3.00 GPA in the major program and overall. Students accepted to the 2+3 and 3+3 accelerated programs in Pharmacy

must maintain an overall and science GPA of 3.40 with no grade lower than a "C". Those enrolled in the 3+4 accelerated programs in Medicine must maintain an overall GPA of 3.40 and a science GPA of 3.20 with no grade lower than a "C". Students earning a grade lower than "C" in a major or cognate course must repeat the class and earn a grade level of Pass. Students will be evaluated during the Spring Semester of their sophomore year.

BIOLOGY MAJOR CORE COURSES

BIO 100	Freshman Seminar	2 credits
BIO 142	Cellular and Molecular Biology	3 credits
BIO 143	Cell and Molecular Biology Lab	1 credit
BIO 146	Ecology and Evolutionary Biology of Organisms	3 credits
BIO 147	Ecology and Evolutionary Biology Lab	1 credit
BIO 310	Genetics	3 credits
BIO 311	Genetics Lab	1 credit
BIO 370	Cellular Biochemistry	3 credits
BIO 371	Cellular Biochemistry Lab	1 credit
OR		
CHEM 331	Biochemistry I	3 credits
CHEM 332	Biochemistry I Lab	1 credit
CHEM 338	Biochemistry II	3 credits
CHEM 339	Biochemistry II Lab	1 credit

THEMATIC COURSES

ANATOMY

Choose one of the following:

BIO 244	Histology	3 credits
BIO 245	Histology Lab	1 credit
BIO 320	Comparative Vertebrate Anatomy	3 credits
BIO 321	Comparative Vertebrate Anatomy Lab	1 credit
BIO 322	Plant Anatomy	3 credits
BIO 323	Plant Anatomy Lab	1 credit
BIO 334	Human Anatomy	3 credits
BIO 335	Human Anatomy Lab	1 credit

PHYSIOLOGY

Choose one of the following:

BIO 290	Environmental Physiology	3 credits
BIO 360	Systems Physiology	3 credits
BIO 361	Systems Physiology Lab	1 credit
BIO 362	Plant Physiology	3 credits
BIO 363	Plant Physiology Lab	1 credit
BIO 344	Human Physiology	3 credits
BIO 345	Human Physiology Lab	1 credit

ORGANISMAL BIOLOGY

Choose one of the following:

BIO 200	Microbiology	3 credits
BIO 201	Microbiology Lab	1 credit
BIO 210	Botany	3 credits
BIO 211	Botany Lab	1 credit
BIO 294	Parasitology	3 credits
BIO 354	The Biology of Insects	3 credits
BIO 355	The Biology of Insects Lab	1 credit
BIO 422	Mycology	3 credits
BIO 423	Mycology Lab	1 credit

ENVIRONMENTAL BIOLOGY

Choose one of the following

BIO 292	Field Ecology	3 credits
BIO 293	Field Ecology Lab	1 credit
BIO 392	Plant Ecology	3 credits
BIO 410	Microbial Ecology	3 credits
BIO 411	Microbial Ecology Lab	1 credit
BIO 424	Restoration Ecology	3 credits
BIO 426	Limnology	3 credits
BIO 427	Limnology Lab	1 credit

ELECTIVE COURSES

Choose at least 2 additional biology courses (6 credits) numbered 200 or higher.

B.S. RESEARCH COURSES

BIO 466	Senior Thesis	3 credits
OR		
BIO 474	Biology Practicum	3 credits

B.A. COGNATE COURSES

CHEM 113	Fundamentals of Organic and Biochemistry	3 credits
CHEM 114	Fundamentals of Organic and Biochemistry Lab	1 credit
CHEM 121	General Chemistry I	3 credits
CHEM 122	General Chemistry I Lab	1 credit
CHEM 131	General Chemistry II	3 credits
CHEM 132	General Chemistry II Lab	1 credit
PHYS 101	Principles of Physics I	3 credits
PHYS 103	Principles of Physics I Lab	1 credit

Any two (2) math courses numbered 109 or higher.

B.S. COGNATE COURSES

MATH 170	Calculus I	4 credits
CHEM 121	General Chemistry I	3 credits
CHEM 122	General Chemistry I Lab	1 credit
CHEM 131	General Chemistry II	3 credits
CHEM 132	General Chemistry II Lab	1 credit
CHEM 240	Organic Chemistry I	3 credits
CHEM 241	Organic Chemistry I Lab	1 credit
CHEM 242	Organic Chemistry II	3 credits
CHEM 243	Organic Chemistry II Lab	1 credit
PHYS 101	Principles of Physics I	3 credits
PHYS103	Principles of Physics I Lab	1 credit
PHYS 201	General Physics I	3 credits
PHYS 203	General Physics I Lab	1 credit
PHYS 102	Principles of Physics II	3 credits
PHYS106	Principles of Physics II Lab	1 credit
PHYS 202	General Physics II	3 credits
PHYS 206	General Physics II Lab	1 credit

A second math course subject to department chair approval.

SUSTAINABILITY STUDIES CONCENTRATION

In consultation with an advisor, a program of study leading to a B.A. or B.S. in Biology with a concentration in Sustainability Studies has been created. Besides providing the same breadth and depth as the biology program, the Sustainability Studies concentration offers students interdisciplinary coursework providing tools to effectively contend with pressing global issues of resource depletion, environmental degradation, and environmental injustice. Students completing the requirements for this concentration will be knowledgeable of the concepts, values, and practices of sustainability and sustainable development.
The curriculum for the Sustainability Studies concentration include three "tiers" of courses:

Tier I IDST 105 Introduction to Sustainability Studies
SUST 490 Senior Field Experience in Sustainability
SUST 490 will replace BIO 366/466 or BIO 474 for major requirements.

Tier II Five courses offered by a variety of departments, some of which will also satisfy the core curriculum (including courses listed in the Sustainability Studies part of the catalogue). A list of approved Tier II courses will be maintained by the coordinators of the Sustainabililty Studies program (see Dr. Chris Magoc or Dr. Mike Campbell).

Tier III Five courses from with the Zurn School of Natural Sciences and Mathematics that satisfy the Tier III Requirements, including upper-level biology courses having an environmental focus or other upper-level Science courses meeting students' specific needs and career goals. Tier three courses may be selected from among the same courses that meet "thematic" requirements for the biology major, or independent study courses on subjects not specifically listed in the catalog.

It is intended that Tier three courses and SUST 490 will provide students with opportunities to undertake practical research and service projects that address local, regional, and international issues in sustainable agriculture, environmental contaminant monitoring/abatement, ecosystem, community and population health assessment, and climate change issues.

NEUROSCIENCE CONCENTRATION

The Neuroscience Concentration is an interdisciplinary concentration administered by the Biology and Psychology Departments

CORE COURSES

BIO 100	Freshman Seminar	2 credits
BIO 142	Cellular and Molecular Biology	3 credits
BIO 143	Cell and Molecular Biology Lab	1 credit
BIO 146	Ecology and Evolutionary Biology of Organisms	3 credits
BIO 147	Ecology and Evolutionary Biology Lab	1 credit
BIO 450	Neurobiology	3 credits
PSYC 101	Introduction to Psychology	3 credits
PSYC 252	Biopsychology	3 credits
Choose five (5) of the following:		
BIO 310	Genetics	3 credits
BIO 311	Genetics Lab	1 credit
BIO 320	Comparative Vertebrate Anatomy	3 credits
BIO 321	Comparative Vertebrate Anatomy Lab	1 credit
BIO 330	Immunology	3 credits
BIO 331	Immunology Lab	1 credit
BIO 334	Human Anatomy	3 credits
BIO 335	Human Anatomy Lab	1 credit
BIO 344	Human Physiology	3 credits

BIO 345	Human Physiology Lab	1 credit
BIO 370	Cellular Biochemistry	3 credits
BIO 371	Cellular Biochemistry Lab	1 credit
BIO 430	Molecular Biology	3 credits
PSYC 211	Abnormal Psychology	3 credits
PSYC 237	Memory and Cognition	3 credits
PSYC 253	Drugs and Human Behavior	3 credits

MEDICAL TECHNOLOGY CONCENTRATION

To become a registered Medical Technologist, a student must complete at least three years of college (the equivalent of 90 semester hours), a year of training at an AMA approved school of Medical Technology, and pass a registry examination. During the fall of the junior year, the student applies to one or more approved schools of Medical Technology. Mercyhurst University is affiliated with Saint Vincent Health Center, Erie, Pa., and WCA Hospital in Jamestown, N.Y. Other affiliations may be arranged on an individual basis. Upon satisfactory completion of the courses at the affiliated school, the student earns a B.S. in Biology/Medical Technology from Mercyhurst and is eligible to sit for the registry examination. Besides the University's standard core requirements, students in the medical technology concentration are expected to take the following courses:

MAJOR COURSES

BIO 142	Cellular and Molecular Biology	3 credits
BIO 143	Cell and Molecular Biology Lab	1 credit
BIO 146	Ecology and Evolutionary Biology of Organisms	3 credits
BIO 147	Ecology and Evolutionary Biology Lab	1 credit
BIO 200	Microbiology	3 credits
BIO 201	Microbiology Lab	1 credit
BIO 310	Genetics	3 credits
BIO 311	Genetics Lab	1 credit
BIO 330	Immunology	3 credits
BIO 331	Immunology Lab	1 credit

COGNATE COURSES

Two math courses:

CHEM 121	General Chemistry I	3 credits
CHEM 122	General Chemistry I Lab	1 credit
CHEM 131	General Chemistry II	3 credits
CHEM 132	General Chemistry II Lab	1 credit
CHEM 240	Organic Chemistry I	3 credits
CHEM 241	Organic Chemistry I Lab	1 credit
CHEM 242	Organic Chemistry II	3 credits
CHEM 243	Organic Chemistry II Lab	1 credit
PHYS 101	Principles of Physics I	3 credits
PHYS 103	Principles of Physics I Lab	1 credit
PHYS 102	Principles of Physics II	3 credits
PHYS 106	Principles of Physics II Lab	1 credit

STRONGLY RECOMMENDED COURSES

MIS 101	Computer Applications	3 credits
BIO 240	Human Anatomy and Physiology I	3 credits
BIO 241	Human Anatomy and Physiology I Lab	1 credit
BIO 250	Human Anatomy and Physiology II	3 credits
BIO 251	Human Anatomy and Physiology II Lab	1 credit
BIO 370	Cellular Biochemistry	3 credits
BIO 371	Cellular Biochemistry Lab	1 credit
CHEM 331	Biochemistry I	3 credits
CHEM 332	Biochemistry I Lab	1 credit
CHEM 333	Instrumental Analysis	3 credits
CHEM 334	Instrumental Analysis Lab	1 credit
CHEM 338	Biochemistry II	3 credits
CHEM 339	Biochemistry II Lab	1 credit
CHEM 341	Physical Chemistry I	3 credits

AFFILIATE COURSES

(dependent upon specific program) Bacteriology, Clinical Chemistry, Education in Medical Technology, Immunohematology, Serology, Hematology, and Coagulation Management and Supervision, Mycology, Parasitology

AFFILIATED PROGRAMS IN MEDICINE

Mercyhurst University and the Lake Erie College of Osteopathic Medicine (LECOM) School of Medicine, Philadelphia College of Osteopathic Medicine, and Kent State University College of Podiatric Medicine maintain affiliation agreements that pledge our commitment to the training of future medical practitioners. Our affiliated programs give students the opportunity to complete their medical education in two phases. Phase I consists of three or four years of undergraduate and pre-medical education at Mercyhurst, and Phase II consists of four years of medical education at LECOM, PCOM or Kent State.

2+3 AND 3+3 ACCELERATED PROGRAM IN PHARMACY

Mercyhurst University and the Lake Erie College of Osteopathic Medicine (LECOM) School of Pharmacy maintain an affiliation agreement that pledges our commitment to the training of future pharmacy practitioners. Our affiliated program gives students the opportunity to complete their pharmacy education in two phases. Phase I consists of two or three years of undergraduate and pre-pharmacy education at Mercyhurst, and Phase II consists of three years of pharmacy education at LECOM School of Pharmacy.

4+4 PROGRAM IN DENTISTRY

Mercyhurst University and the Lake Erie College of Osteopathic Medicine (LECOM) School of Dentistry have formed an affiliation agreement that pledges our commitment to the training of future dentists by giving students the opportunity for acceptance in a program coming out of high school to complete their dental education in two phases. Phase I consists of four years of undergraduate education at Mercyhurst University, and Phase II consists of four years of dental education at LECOM School of Dentistry.

3+3 ACCELERATED PROGRAM IN CHIROPRACTIC MEDICINE

Mercyhurst University and the New York Chiropractic College (NYCC) have entered into an affiliation agreement that allows students to matriculate into the Doctor of Chiropractic Medicine Program at NYCC following their third year of study at Mercyhurst University. Upon successful completion of the student's first year at NYCC, a bachelor of arts degree in Biology will be awarded to the student from Mercyhurst University.

4+1 ACCELERATED PROGRAM IN BIOLOGY AND SECONDARY EDUCATION

The Departments of Biology and Education together offer an accelerated program leading to the B.A. or B.S. in Biology and the M.S. in Secondary Education. During the first four years of the program, students complete all of the requirements for the Biology degree. The fifth year of the program ¬administered by the Department of Education - begins each July and continues for a full year. Upon successful completion of the fifth year the M.S. in Secondary Education: Pedagogy and Practice is awarded.

UNDERGRADUATE AND GRADUATE EDUCATION COURSES

BIO 100	Freshman Seminar	2 credits
BIO 142	Cellular and Molecular Biology	3 credits
BIO 143	Cell and Molecular Biology Lab	1 credit
BIO 146	Ecology and Evolutionary Biology of Organisms	3 credits
BIO 147	Ecology and Evolutionary Biology Lab	1 credit
BIO 210	Botany	3 credits
BIO 211	Botany Lab	1 credit
BIO 292	Field Ecology	3 credits
BIO 293	Field Ecology Lab	1 credit
OR		
BIO 426	Limnology	3 credits
BIO 427	Limnology Lab	1 credit
BIO 310	Genetics	3 credits
BIO 311	Genetics Lab	1 credit
BIO 320	Comparative Vertebrate Anatomy	3 credits
BIO 321	Comparative Vertebrate Anatomy Lab	1 credit
OR		
BIO 334	Human Anatomy	3 credits
BIO 335	Human Anatomy Lab	1 credit
BIO 344	Human Physiology	3 credits
BIO 345	Human Physiology Lab	1 credit
OR		
BIO 360	Systems Physiology	3 credits
BIO 361	Systems Physiology Lab	1 credit
BIO 370	Cellular Biochemistry	3 credits
BIO 371	Cellular Biochemistry Lab	1 credit
OR		
BIO 430	Molecular Biology	3 credits

Two upper-level Biology elective courses. Cognate courses in Math, Chemistry and Physics.

UNDERGRADUATE AND GRADUATE EDUCATION COURSES

For a listing of required education courses, please consult the Education Department sections in the Undergraduate and Graduate Catalogs.

BIOLOGY MINOR

BIO 142	Cellular and Molecular Biology	3 credits
BIO 143	Cell and Molecular Biology Lab	1 credit
BIO 146	Ecology and Evolutionary Biology of Organisms	3 credits
BIO 147	Ecology and Evolutionary Biology Lab	1 credit

Four (4) additional Biology courses numbered 200 or higher.

COURSE DESCRIPTIONS

BIO 100. FRESHMAN SEMINAR
An introductory course for first-year biology majors designed to develop skills in accessing and reading scientific literature, provide experience in writing about and presenting science topics in the style of professional scientists, and demonstrate diverse careers available to persons trained in the biological sciences. Course readings are centered on cutting-edge biological research and issues including human health, evolution, biotechnology, biological ethics, and sustainability.

BIO 110. PLANT SCIENCE
An introduction to the study of plants including their biology and ecology. Topics include basic structure and function of cells and organs, plant growth and development, and systematics of higher plants. Emphasis is on the impact of humans on plant life and plant community structure. Does not fulfill Biology major requirements. Corequisite: BIO 111. **3 credits.**

BIO 111. PLANT SCIENCE LAB
Laboratory and field studies of plant communities and the effects of humans on plant diversity within controlled community structures. Identification of higher plants is stressed as well as identifications of human, ecological and/or pathogen caused distress in plant systems. Corequisite: BIO 110. **1 credit.**

BIO 120. HUMAN BIOLOGY
A basic biological study of man, examining human evolution, organ systems, genetics, behavior, and human interaction with the environment. Does not fulfill Biology major requirements. Corequisite: BIO 121. **3 credits.**

BIO 121. HUMAN BIOLOGY LAB
A laboratory class designed to demonstrate through models, microscopic work, and dissection the information presented in Bio 120. Corequisite: BIO 120. **1 credit.**

BIO 125. MEDICAL TERMINOLOGY
This course focuses on building vocabulary commonly encountered in the health field. In addition to an extensive review of word elements, including word roots, combining forms, suffixes, and prefixes, the course will define major organ systems from the cellular to the organismal level. Finally, medical conditions will be explored in detail. **1 credit.**

BIO 130. FUNCTIONAL HUMAN BIOLOGY
This course provides a general understanding of human biology with an emphasis on biophysical aspects of movement. Specific topics include basic biochemistry, cell biology, histology, and visceral systems of the body. Designed for Sportsmedicine and dance majors. Does not fulfill Biology major requirements. Corequisite: BIO 131. **3 credits.**

BIO 131. FUNCTIONAL HUMAN BIOLOGY LAB
Laboratory exercises in biochemistry, cell biology and human tissues and organ systems, with special emphasis on musculoskeletal, articular and neuromuscular systems, evaluated from an athletic minded perspective. Corequisite: BIO 130. **1 credit.**

BIO 142. CELLULAR AND MOLECULAR BIOLOGY
Introduction to the biology of prokaryotic and eukaryotic cells, including the structure and function of membranes and organelles, especially mitochondria and chloroplasts. Also included are studies of the molecular structure and function of DNA, with emphasis on the organization of the eukaryotic genome, transcription, and translation. Corequisite: BIO 143. **3 credits.**

BIO 143. CELL AND MOLECULAR BIOLOGY LAB
Introduction to the physiological and molecular techniques and methodologies for studying cells, organelles, and macromolecules in relation to cellular activities and maintenance of life. Corequisite: BIO 142. **1 credit.**

BIO 146. ECOLOGY AND EVOLUTIONARY BIOLOGY OF ORGANISMS
An introduction to Mendelian and population genetics, ecology and evolutionary biology. Corequisite: BIO 147. **3 credits.**

BIO 147. ECOLOGY AND EVOLUTIONARY BIOLOGY OF ORGANISMS LAB
A laboratory course that elucidates concepts taught in Bio 144 from a largely experimental perspective. Corequisite: BIO 146. **1 credit.**

BIO 148. ORGANISMAL BIOLOGY
An introduction to the taxonomy, anatomy and physiology of the multicellular organisms, emphasizing the concepts of homeostasis and rheostasis. Corequisite: BIO 149. **3 credits.**

BIO 149. ORGANISMAL BIOLOGY LAB
A laboratory course that elucidates concepts taught in Bio 148. Dissection of organisms and experimental techniques will be emphasized. Corequisite: BIO 148. 1 credit.

BIO 150. BIOLOGY OF BEHAVIOR
A study of animal behavior from a physiological, evolutionary, and ecological perspective. Student presentations and the discussion of behavioral principles will be emphasized in class. Corequisite: BIO 151. **3 credits.**

BIO 151. BIOLOGY OF BEHAVIOR LAB
Student originated experimentation on a variety of behavioral topics utilizing proper scientific method. Corequisite: BIO 150. **1 credit.**

BIO 180. MICROORGANISMS
An introductory study of microorganisms directly impacting human health and society, including viruses, bacteria, fungi, and protists. Topics include taxonomy and identification of medically important taxa, human defense mechanisms, symbioses, course of infections, epidemiology, and food sciences. Does not fulfill Biology major requirements. Corequisite: BIO 181. **3 credits.**

BIO 181. MICROORGANISMS LAB
Introduction to the methods of identification and culturing of medically important microorganisms and viruses. Emphasis on general and specialized culturing methods, staining techniques, and growth experiments. Corequisite: BIO 180. **1 credit.**

BIO 198. TROPICAL MARINE BIOLOGY
Exploration of tropical marine habitats including coral reefs, rocky shores, turtle grass and mangrove swamps. Ecological and behavioral adaptations, trophic structure, and species composition are also studied. Snorkeling at offshore reefs is expected, and SCUBA diving is available. The course meets weekly during the winter term in preparation for a 10-day field trip to a tropical field station. Corequisite: BIO 199. **3 credits.**

BIO 199. TROPICAL MARINE BIOLOGY LAB
The identification of marine organisms and an independent research project in marine biology. Corequisite: BIO 198. **1 credit.**

BIO 200. MICROBIOLOGY
The study of bacteria and other microbes with emphasis on their structure and function, ecology, biochemistry, and research methodologies. The course reviews the biology of microbes and their use as biological and medical research tools. Prerequisites: BIO 142. Corequisite:

BIO 201. MICROBIOLOGY LAB
An examination of microbes in the biosphere. Microbial collection, culturing, product analysis, aseptic techniques and microscopy are emphasized. Corequisite: BIO 200. **1 credit.**

BIO 202. HEALTH CAREER SEMINAR
A multi-faceted course designed to provide information and prepare students interested in becoming a health professional. In addition to guest speakers from a variety of health disciplines, the content of the course will include an extensive review of medical terminology, standardized test preparation, personal statement review, and interviewing skills. **3 credits.**

BIO 210. BOTANY
An introduction to the major divisions of nonvascular and vascular plants. Includes basic studies of plant taxonomy, anatomy, physiology, growth, evolution, and ecology. Prerequisites: BIO 146. Corequisite: BIO 210. **3 credits.**

BIO 211. BOTANY LAB
Field and laboratory experiences in plant morphology, identification, ecology, and experiments in plant physiology. Corequisite: BIO 210. **1 credit.**

BIO 216. PLANTS AND PEOPLE
People depend on plants for food, clothing, shelter, medicines, and a host of other daily needs. This course examines the varied and complex interrelationships between plants and people. Major topics include domestication processes, the Green Revolution, intentional and unintentional modification of plant communities, and an examination of those plants that provide drugs, food, beverages, and fibers necessary to daily life. **3 credits**.

BIO 230. INVERTEBRATE ZOOLOGY
A comparative study of the major invertebrate phyla, their anatomy, physiology, behavior, and evolution. Major emphasis on invertebrate animals. Prerequisites: BIO 146. **3 credits.**

BIO 231. INVERTEBRATE ZOOLOGY LAB
Field-based study of the morphology, behavior, adaptations, and ecology of invertebrate organisms, comparing various terrestrial, freshwater, and marine habitats. Corequisite: BIO 230. **1 credit.**

BIO 234. ORNITHOLOGY
Ornithology is the scientific study of birds with emphasis on field studies of adaptive morphology, behavior and ecology. Lectures and seminar sessions during the Winter term will address topics such as sexual selection in birds, sensory physiology of migration and navigation, and avian medicine. Bird identification, community ecology, and conservation issues related to climate change will be addressed during the field component of class. Prerequisites: BIO 146, or BIO 148. Corequisite: BIO 235. **3 credits.**

BIO 235. ORNITHOLOGY LAB
Intensive field activities designed to provide direct observations of avian diversity and behavior, relationship between habitat features and community diversity, and avian ecology in forests, grasslands, freshwater marshes, and marine environments. Corequisite: BIO 234. **1 credit.**

BIO 240. HUMAN ANATOMY AND PHYSIOLOGY I
A study of the structural and functional relationships of cells, tissues, organs, and systems of the human body. Emphasis is placed on the skeletal, muscular, and nervous systems. Does not fulfill Biology major requirements. Prerequisites: BIO 120. Corequisite: BIO 241. **3 credits.**

BIO 241. HUMAN ANATOMY AND PHYSIOLOGY I LAB
A detailed study of the human anatomy of the organ systems discussed in Bio
240. Corequisite: BIO 240. **1 credit.**

BIO 244. HISTOLOGY
The study of cellular and molecular aspects of human tissue structures and their relationship to function and physiology. Prerequisites: BIO 240, BIO 320,OR BIO 334. Corequisite: BIO 245. **3 credits.**

BIO 245. HISTOLOGY LAB
A survey of tissues prepared for light and electron microscopic examination. Students will also gain an introduction to basic immunofluorescence techniques. Corequisite: BIO 244. 1 credit.

BIO 250. HUMAN ANATOMY AND PHYSIOLOGY II
A continuation of Biology 240, including the circulatory, respiratory, renal, digestive, endocrine, and reproductive systems of the human body. Does not fulfill Biology major requirements. Prerequisites: BIO 240. Corequisite: BIO 251. **3 credits.**

BIO 251. HUMAN ANATOMY AND PHYSIOLOGY II LAB
Physiological experimentation designed to illustrate topics covered in Bio 250. A specialized research project is included. Corequisite: BIO 250. **1 credit.**

BIO 284. ANIMAL NUTRITION
Basic scientific fundamentals of domestic livestock nutrition, which includes feeding and nutritional requirements by each species, reproductive, and breeding requirements and general health nutritional requirements. Animals of focus include dairy and beef cattle, equine, canine, feline, porcine, and poultry. A focus on feed will also be studied for various species in regard to make-up, specific supplements and quantity. General anatomy and physiology will also be a focus, as well as general pathologies and nutritional deficiencies. Prerequisites: BIO 146. **3 credits.**

BIO 290. ENVIRONMENTAL PHYSIOLOGY
This course includes the study of water and temperature regulation, high altitude, exercise and circadian physiology. It also includes a major library research project. Prerequisites: BIO 146. **3 credits.**

BIO 292. FIELD ECOLOGY
An in-depth study of the interactions between organisms and their environments. Topics include population structure and dynamics, community structure and dynamics, the diversity of ecosystems, and behavioral ecology. Prerequisites: BIO 146. Corequisite: BIO 293. **3 credits.**

BIO 293. FIELD ECOLOGY LAB
A series of basic field and laboratory investigations in terrestrial and aquatic ecosystems based on the scientific method. Standard statistical principles and procedures will be used in the analysis of field and laboratory data. Corequisite: BIO 292. **1 credit.**

BIO 294. PARASITOLOGY
The study of biology of parasitic and pathogenic microorganisms that cause harm and disease in other organisms, especially plants and animals. The parasites discussed in this course may include fungi, protists, viruses, roundworms and flatworms as well as the animals that act as vectors and intermediate hosts in the transmission of these pathogens from host to host. Prerequisites: BIO 200. **3 credits.**

BIO 296. BIOLOGY OF DEVELOPMENT AND AGING
This course is designed to examine classical embryology as well as organismal, cellular and genetic changes that accompany major transitions in development throughout the entire life cycle of animals, including aging. As a seminar course we will examine the evolutionary basis of developmental patterns, and we will explore the most current developments in science and medicine that interface with these phases of development. Prerequisites: BIO 142. **3 credits.**

BIO 310. GENETICS
Study of mechanisms of inheritance from Mendelian principles to modern concepts of molecular, cellular, and population genetics. The fine structure and function of genetic material is covered along with statistical methods of analyzing inheritance. Prerequisites: BIO 142, BIO 146, or By permission of Instructor. Corequisite: BIO 311. 3 credits.

BIO 311. GENETICS LAB
Examination of classical patterns of inheritance in fungi and Drosophila melanogaster and molecular genetic techniques using viruses and bacteria are undertaken. Statistical methods of analysis including probability and chi square are utilized. Students pursue independent investigation of gene action at either the classical or molecular level. Corequisite: BIO 310. **1 credit.**

BIO 312. MICROBIAL GENETICS
The study of the genetic activities of microorganisms including bacteria, fungi and protists along with the activities of viruses in genetic manipulations of these and other organisms. Comparisons are made to the genetic activities of higher organisms. There is a significant molecular genetic component included. Prerequisites: BIO 146, BIO 200. Corequisite: BIO 313. **3 credits.**

BIO 313. MICROBIAL GENETICS LAB
Techniques and procedures for basic and applied genetic manipulation of microorganisms in the laboratory, molecular procedures and methodologies for the genetic study of these organisms in the lab and applications toward genetically based industrial and environmental uses for these organisms. Corequisite: BIO 312. **1 credit.**

BIO 320. COMPARATIVE VERTEBRATE ANATOMY
A comparative study of the organ systems of the vertebrate animals from an evolutionary and developmental perspective. Prerequisites: BIO 146. Corequisite: BIO 321. **3 credits.**

BIO 321. COMPARATIVE VERTEBRATE ANATOMY LAB
The detailed dissection of representative vertebrates. Corequisite: BIO 320. **1 credit.**

BIO 322. PLANT ANATOMY
A detailed study of plant anatomy from the tissue level to gross anatomical structures. Emphasis will be

given to the adaptive advantage of various structural features, including adaptations to water, drought, cold and predation. Developmental patterns will also be discussed. Corequisite: BIO 323. **3 credits.**

BIO 323. PLANT ANATOMY LAB
Principles covered in Bio 322 will be investigated through studies of live plant materials, microscopy, and models. Field and laboratory investigations will be made with emphasis on local plant life. Corequisite: BIO 322. **1 credit.**

BIO 330. IMMUNOLOGY
The study of the human immune system. Beginning with the chemical properties of antigens, the course investigates the various avenues of defense of the human immune response. The basic structure and function of immunoglobulins and other major immunological molecules originating from major loci in DNA. Prerequisites: BIO 142, CHEM 240. Corequisite: BIO 331. **3 credits.**

BIO 331. IMMUNOLOGY LAB
Analytical studies of the major molecular factors associated with the human immune responses to antigens. Experience with methods of isolating and purifying immunoglobulins, cell tissue culture, and the use of immunogenic compounds in investigative research methodologies. Restricted to ten students. Corequisite: BIO 330. **1 credit.**

BIO 334. HUMAN ANATOMY
A course on the detailed anatomy and histology of all organ systems of the human body. A regional perspective will be used in some cases. This course is designed for students considering a career in the allied health professions. Prerequisites: BIO 120 and BIO 130 OR BIO 146. Corequisite: BIO 335. **3 credits.**

BIO 335. HUMAN ANATOMY LAB
A laboratory course designed to demonstrate through models, microscopic work and dissection the information presented in Bio 334. Corequisite: BIO 334. **1 credit.**

BIO 344. HUMAN PHYSIOLOGY
A course which explains the functional properties of the organ systems of the human body. Prerequisites: BIO 320, or BIO 334, BIO 142, BIO 143. Corequisite: BIO 345. **3 credits.**

BIO 345. HUMAN PHYSIOLOGY LAB
A course which demonstrates the principles and concepts taught in Bio 344 through a variety of experimental projects. Prerequisites: BIO 142, BIO 143. Corequisite: BIO 344. **1 credit.**

BIO 354. THE BIOLOGY OF INSECTS
Insects are the most diverse and abundant group of animals on the face of the earth. This course provides a general view of all aspects of insect biology, including taxonomy, ecology, physiology, agricultural and medical importance, and potential use in forensic investigation. Prerequisites: BIO 146. Corequisite: BIO 355. **3 credits.**

BIO 355. THE BIOLOGY OF INSECTS LAB
The laboratory portion of the course is designed to illustrate the concepts and information presented in Bio 354. Specific activities will focus on insect collection, proper preservation, and identification. Corequisite: BIO 354. **1 credit.**

BIO 356. INDEPENDENT STUDY
A program of independent reading with individual tutorials on a topic chosen in consultation with the Biology faculty member who will supervise the student. The type of written paper required will be decided upon by supervising faculty. The student must have permission of the supervising faculty to register for the course. **3 credits.**

BIO 360. SYSTEMS PHYSIOLOGY
A study of biochemical and biophysical aspects of the functional processes of animals. Emphasis on mammalian physiology. Prerequisites: BIO 142, CHEM 113, CHEM 240. Corequisite: BIO 361. **3 credits.**

BIO 361. SYSTEMS PHYSIOLOGY LAB
A series of experiments designed to clarify issues discussed in Biology 360. Corequisite: BIO 360. **1 credit.**

BIO 362. PLANT PHYSIOLOGY
A study of the physiological properties of plants as mechanisms for interacting with the environment. Various functions, such as photosynthesis, water relations, defense mechanisms, phytochemical production, and photoperiod responses, will be studied with respect to their adaptive advantage and their role in society. Prerequisites: BIO 142. Corequisite: BIO 363. **3 credits.**

BIO 363. PLANT PHYSIOLOGY LAB
A series of laboratory and field investigations to support the principles discussed in Bio 362. Corequisite: BIO 362. **1 credit.**

BIO 366. RESEARCH DESIGN
This class focuses on the academic tools required to prepare a grant proposal. Class discussion, research papers, and oral presentations will prepare the student for a research project to be conducted during the senior year and presented at a professional meeting and/or published in a professional journal. **1 credit.**

BIO 370. CELLULAR BIOCHEMISTRY
The study of the molecular control mechanisms regulating the dynamics of integrated metabolism in cells and organ systems. The structural and functional aspects of genes and the importance of their products as exogenous and endogenous controls of integrated cellular metabolism are emphasized. Prerequisites: BIO 142, CHEM 240. Corequisite: BIO 371. **3 credits.**

BIO 371. CELLULAR BIOCHEMISTRY LAB
Study of the procedures and methodologies applied in the investigation of cellular biochemical activities of prokaryotic cells and eukaryotic cells and organelles. Corequisite: BIO 370. **1 credit.**

BIO 374. EVOLUTION
Evolution is a central theme in biology. This course seeks to explain the key concepts of evolutionary science and how this accounts for the characteristics of living organisms and the history of life on Earth. Prerequisites: BIO 146. **3 credits.**

BIO 380. EXERCISE PHYSIOLOGY
This course uses a biochemical and quantitative approach to build upon the student's background in human physiology. Neuromuscular coordination and strength, cardiovascular and respiratory fitness, and the consequences of conditioning are emphasized. Variations in physiological responses due to the degree and type of workload, the environment, age, and gender and use of ergogenic aids are also discussed. Prerequisites: BIO 250 OR BIO 334, BIO 360. Corequisite: BIO 381. **3 credits.**

BIO 381. EXERCISE PHYSIOLOGY LAB
Principles discussed in Bio 380 are demonstrated and studied. Corequisite: BIO 380. **1 credit.**

BIO 392. PLANT ECOLOGY
Plant ecology is the study of the interrelationships between plants and their environment, with primary focus on how climate, soils, disturbance, and biotic factors influence plant populations and communities. Comparative analyses of plant community structure and function in relation to disturbance regime and geographical variables will be discussed. Prerequisites: BIO 146, BIO 322. **3 credits**.

BIO 410. MICROBIAL ECOLOGY
The ecology of microorganisms in natural and disturbed habitats are studied in natural and laboratory settings with emphasis on their effects on human environments, water supplies, waste treatment, landfill areas and their interaction with other organisms in forming community structures and in reclamation of disturbed areas. Prerequisites: BIO 200. Corequisite: BIO 411. **3 credits.**

BIO 411. MICROBIAL ECOLOGY LAB
Hands-on experience with investigative techniques applied to study microbial communities in natural settings and in the laboratory. Isolation, identification and documentation procedures and techniques for defining microbial activities in natural communities and the possible use of these organisms in reclamation of disturbed habitats. Corequisite: BIO 410. **1 credit.**

BIO 422. MYCOLOGY
Survey of the fungi including the mycetozoans, aquatic fungi, and higher fungi with emphasis on taxonomy, lifecycles, physiology and fine structure characteristics; as well as their ecology and evolution, symbioses with other organisms and place within the community structure of natural habitats. ~A HELM Course~ Prerequisites: BIO 146. Corequisite: BIO 423. **3 credits.**

BIO 423. MYCOLOGY LAB
Techniques for identification and laboratory and field studies of a wide variety of fungi and fungal-like organisms with emphasis placed on collection and isolation of organisms, identification, culturing, and the interaction of these organisms with plants and animals in the environment. ~A HELM Course~ Corequisite: BIO 422. **1 credit.**

BIO 424. RESTORATION ECOLOGY
An in-depth focus on the principles and practices of ecosystem and habitat restoration, by evaluating case studies of restored waste disposal sites, urban landscapes, surface mine lands, and aquatic habitats,

including lakes, streams, wetlands, and watershed ecosystems. Topics addressed in the course include bio- and phytoremediation, biomonitoring, best management practices, and invasive species control strategies. Prerequisites: BIO 146. 3credits.

BIO 426. LIMNOLOGY
A study of the physical, chemical, and biological features of freshwater lakes and ponds with emphasis on the effects of light, temperature, nutrients, and basin morphometry on plant and animal community structure and productivity. Prerequisites: BIO 146. Corequisite: BIO 427. **3 credits.**

BIO 427. LIMNOLOGY LAB
A series of field investigations comparing the major limnological features of man-made and natural glacier lakes and ponds in Northwestern Pennsylvania. Corequisite: BIO 426. **1 credit.**

BIO 428. TAXONOMY OF WETLAND MONOCOTS
A field course providing instruction on the use of taxonomic keys to identify native and non-native grasses, sedges, spike-rushes, bulrushes, cattails, umbrella sedges, and rushes. Students will also learn to identify the various natural plant communities of northwest Pennsylvania, especially at Presque Isle. Offered during the summer at the Tom Ridge Center of Presque Isle State Park. **2 credits.**

BIO 430. MOLECULAR BIOLOGY
Study of the structural and functional aspects of organelles and gene products in prokaryotic and eukaryotic systems, including their transcription and translation into functional proteins during cell development and reproduction. Oncogene functions, recombinant DNA technology, and alterations of gene functions are also explored. Prerequisites: BIO 310. **3 credits.**

BIO 446 PLANT PROPAGATION
A study of the biology of plant reproduction and manipulation of it. Principles and methods of propagating plants, including seed germination, cuttings, divisions, and tissue culture will be discussed. Corequisite: BIO 447. Prerequisite: BIO 146. **3 credits.**

BIO 447. PLANT PROPAGATION LAB
A laboratory course designed to give hands-on experience in the techniques of plant propagation with an experimental emphasis. A majority of the plant materials used will be native or rare plants of our area. Corequisite: BIO 446. **1 credit.**

BIO 448. POPULATION GENETICS
This course is an introduction to the field of population genetics, the branch of evolutionary biology concerned with the genetic structure of populations and how it changes through time. Prerequisites: BIO 146, BIO 310. **3 credits.**

BIO 450. NEUROBIOLOGY
The study of the organization and function of the human nervous system. This course emphasizes the relationship between structure (anatomy) and function (physiology) of the brain regions, the cellular mechanisms of synaptic transmission and nervous system development. Neurological and mental disorders are also covered. Prerequisites: BIO 344, PSYC 252. **3 credits.**

BIO 456. INDEPENDENT STUDY
A program of independent reading with individual tutorials on a topic chosen in consultation with the Biology faculty member who will supervise the student. The type of written paper required will be decided upon by supervising faculty. The student must have permission of the supervising faculty to register for the course. **3 credits.**

BIO 466. SENIOR THESIS
This class represents a continuation of Bio 366. The student will carry out the research project designed during the junior year. **3 credits.**

BIO 474. BIOLOGY PRACTICUM
Practical off-campus experience in a hospital, private industry, or governmental agency. Students carry out field, laboratory, or other tasks appropriate for a professional biologist. In addition to routine work responsibilities, participants are expected to complete an independent project involving data analysis and prepare a formal written report on the experience. ~A HELM Course~ **3 credits.**

ENVS 100. ENVIRONMENTAL PROBLEM SOLVING
A course designed for students considering a science major or interested in environmental issues, providing a survey of topics in environmental science including the ecosystem concept, risks and economics of pollution, and specific environmental pollution, air pollution, toxic wastes, pesticides, and energy resources. ~A HELM Course~ Corequisite: ENVS 101. **3 credits.**

ENVS 101. ENVIRONMENTAL PROBLEM SOLVING LAB
Basic field and laboratory investigation into environmental problems of local concern, providing an introduction to the scientific method and the techniques used by biologists, geologists, and chemists in environmental investigations. ~A HELM Course~ Corequisite: ENVS 100. **1 credit.**

SCI 150. UNDERSTANDING SCIENCE
An exploration of the various theories of science, with the goal of enhancing scientific literacy. Students develop the skills necessary to explore science and technology subjects in-depth, through independent investigations that utilize library- and computer-based resources. **3 credits.**

SCI 307. METHODS IN SCIENCE EDUCATION
An in-depth concentration on the various philosophies of science education in the secondary schools and the techniques of preparing teaching and student objectives. Practice in planning and presenting lectures, lecture demonstrations, and laboratory and field investigations. Special emphasis on the inquiry approach to learning. **3 credits.**

The Walker School of Business

Dean of the Walker School of Business
Raj Parikh, Ph.D.

FACULTY

Associate Professors:
Amy Doolan, D.B.A., Associate Dean
Juan Argaez, Ph.D., Department Chair
Penny Hanes, M.B.A., C.P.A

Assistant Professors:
Lee Anna Belovarac, M.B.A.
Meredith Bollheimer, J.D.
Robert Cullen, M.B.A., C.F.P.
Kristofer Gossett; D.B.A.
John Parente, D.Ed.
Selin Yalcindag, Ph.D.
Kim Zacherl, M.B.A., SPHR, SCP

Instructors:
Gizem Atav, M.B.A.
William Jeffress, M.B.A.
Mark Simpson, M.B.A., M.S., C.F.P., C.P.A.

INTRODUCTION

The curriculum of the Walker School of Business is designed to prepare students for management positions in business and industry, with federal, state and municipal agencies performing business functions, to become entrepreneurs, and to prepare students for graduate and professional schools. Mercyhurst University, through its Walker School of Business, has the following degree programs accredited by the International Assembly for Collegiate Business Education:

- Bachelor of Arts degree in Accounting
- Bachelor of Arts degree in Business Economics
- Bachelor of Arts degree in Marketing
- Bachelor of Arts degree in Finance
- Bachelor of Arts degree in International Business
- Bachelor of Arts degree in Management
- Bachelor of Arts degree in Sport Business Management

The Walker School of Business curriculum is designed to develop the "whole person" through a basic liberal-arts course of study; develop communication skills, both oral and written; offer a broad base of business courses for general understanding of the world of business with specialized study in a functional area of business; provide analytic and decision-making tools; and provide students with Off-campus work experience (internship), where theory from coursework is put into practice.

MISSION STATEMENT

The mission of the Walker School of Business is to prepare students for leadership roles on the national and international level, to become the entrepreneurs of the future, and to continue their education in graduate and professional schools. With its collegial and supportive culture, the Walker School of Business embraces a rigorous and collaborative approach to learning that inspires informed judgment, decisive action and a global, enterprise perspective. The Walker School of Business graduates will embrace Mercyhurst's core values of respect and tolerance for people and their ideas, and dignity in the treatment of all workers.

PROGRAM STUDENT LEARNING OUTCOMES

Business graduates of the Walker School are expected to demonstrate:
Competency in both oral and written communication,

The ability to work effectively in groups and teams,

The ability to apply ethical principles in solving business problems,

The ability to apply critical thinking using functional areas of business to identify, analyze and solve business problems,

BUSINESS MAJORS CORE COURSES

The business majors require the successful completion of 36 credits of common business core courses. These core courses are designed to provide an exposure to fundamental business functions and consist of the following courses:

ACCT 101	Principles of Accounting I/Financial	3 credits
ACCT102	Principles of Accounting II/Managerial Accounting	3 credits
BADM 310	Business Law I	3 credits
BADM 350	Business Ethics	3 credits
BADM 405	Business Policy and Strategy	3 credits
ECON 105	Macroeconomics	3 credits
ECON 106	Microeconomics	3 credits
ECON 406	Managerial Economics	3 credits
FIN 280	Financial Management	3 credits
MGMT120	Principles of Management	3 credits
MIS 110	Advanced Computer Applications	3 credits
MKTG 162	Principles of Integrated Marketing	3 credits

**Majors are required to take two mathematics courses MATH 109 (counts for core) and an additional course from the following: MATH 111, MATH 112, MATH 160, MATH 170, MATH 171, MATH 209, MATH 150, MATH 250, MATH 280.

Students who select more than one major, or who select a major and minor or minors within business, may take only two overlapping courses with the exception of the business core. This policy establishes the uniqueness of each intellectual discipline and assures the intellectual integrity of dual majors and minors.

No required business or math courses may be taken on a pass-fail basis by business majors or minors. Students who earn less than a "C" in a required business or mathematics course must repeat the course. Mathematics course grades are not calculated into the business G.P.A. No math course number below MATH109 is accepted.

GPA REQUIREMENTS AND REVIEWS

All students in the Walker School of Business (WSB) are expected to maintain a minimum business and overall GPA of 2.75.

All business major and minors will have their cumulative and business GPA's reviewed when they meet with their faculty advisors for scheduling of the following semester's courses (at minimum 2 times per year). At each meeting, students who fail to meet the GPA requirements will sign a form acknowledging their GPA deficiency and acknowledging an understanding that should their GPA not meet the requirement at the time they apply for graduation, they will NOT earn a degree in their major (minor) but instead will earn a BA degree in General Studies.

This GPA acknowledgement process, along with the final decision to award a BA degree in General Studies if the student's GPA is deficient at the time of application for graduation also applies to transfer students.

REPEAT COURSES

Students who fail to earn a grade of C or better in any business program requirement must repeat the course.

If the student does not receive a C (or better) after repeating the course, the student will not be permitted to re-take the course resulting in the inability to earn a major or minor in the field of study.

ACCOUNTING MAJOR

Program Director: Penny Hanes, M.B.A., C.P.A.

The goal of this program is to provide a sound education in all phases of the theory and application of accounting. Students enrolled in the Accounting major are introduced to the language of business and the principles of financial accounting. Those students who elect accounting as a major field of study will become professionally competent in advanced theories and applications of financial accounting, cost analysis, auditing, and tax procedures.

The Walker School of Business strongly recommends that students who intend to practice as Certified Public Accountants contact the state in which they plan to reside concerning the educational requirements of that state. Candidates can sit for the CPA Exam in Pennsylvania with less than 150 credits, however, they will be required to complete all 150 credits before they are eligible to apply for CPA licensure. Most states have credit requirements that exceed the minimum course requirements for graduation at Mercyhurst University. Check the American Institute of Certified Public Accountants' web page at www.aicpa.org for each state's requirements. Keep in mind that this site is not as up-to-date as the states' own web sites, which can be accessed through the AICPA home page. Those students who wish to practice as Chartered Accountants in Canada must meet additional educational requirements.

The Walker School of Business offers two options for students:
(1) The Accounting major, with 121 credit hours, is offered for students who wish to work in the private (non-public) sector of accounting. These graduates are eligible to sit for the Certified Management Accountant (CMA) Exam.
(2) A double major in Accounting and Finance is offered for students who wish to earn additional credit hours and be eligible to sit for both the Certified Public Accountant and the Certified Financial Planner Exams. This option provides students with the opportunity to work in public accounting and/or finance upon graduation.
Note: Students with junior or senior standing who are accepted into the Accounting major or the Accounting/

Finance double major should recognize that they may not be able to meet all degree requirements without additional study beyond the traditional four years.

ACCOUNTING CORE REQUIREMENTS

ACCT 101	Principles of Accounting I/Financial	3 credits
ACCT102	Principles of Accounting II/Managerial Accounting	3 credits
BADM 310	Business Law I	3 credits
BADM 350	Business Ethics	3 credits
BADM 405	Business Policy and Strategy	3 credits
ECON 105	Macroeconomics	3 credits
ECON 106	Microeconomics	3 credits
ECON 406	Managerial Economics	3 credits
FIN 280	Financial Management	3 credits
MGMT 120	Principles of Management	3 credits
MIS 110	Advanced Computer Applications	3 credits
MKTG 162	Principles of Integrated Marketing	3 credits

**Majors are required to take two mathematics courses MATH 109 (counts for core) and an additional course from the following: MATH 111, MATH 112, MATH 160, MATH 170, MATH 171, MATH 209, MATH 150, MATH 250, MATH 280.)

ACCOUNTING MAJOR REQUIREMENTS

ACCT 201	Intermediate Accounting I	3 credits
ACCT 202	Intermediate Accounting II	3 credits
ACCT 230	Tax Accounting	3 credits
ACCT 270	Accounting Information Systems	3 credits
ACCT 335	Corporate Tax Accounting	3 credits
ACCT 340	Cost Accounting	3 credits
ACCT 401	Advanced Accounting	3 credits
ACCT 410	Auditing	3 credits

Recommended Elective

ACCT 475	Accounting Internship	3 credits

BUSINESS ECONOMICS

Program Director: Juan Argaez, Ph.D.

The Business Economics major provides excellent preparation for students who wish to graduate with a solid grounding in economic fundamentals along with training in the functional areas of business such as finance, accounting, marketing, and management. An undergraduate major in business economics provides background which is applicable for jobs in banking, consulting, investment and brokerage houses, sales and marketing, as well as positions as financial analysts, risk management analysts, forecasters, or analyst staff members in litigation, mergers, or acquisition departments. The business economics background also leads to a diversity of opportunities for those who wish to pursue graduate education in Economics and Finance, for those interested in pursuing an MBA, or for those students considering a degree in law. Many public policy issues have a strong economic dimension; therefore, economics is a natural undergraduate major for those interested in a graduate degree in public policy, public administration, or public health. Many opportunities also exist for business economics students in various government agencies at the federal, state, or local levels as analysts and researchers.

BUSINESS ECONOMICS CORE REQUIREMENTS

ACCT 101	Principles of Accounting I/Financial	3 credits
ACCT102	Principles of Accounting II/Managerial Accounting	3 credits
BADM 310	Business Law I	3 credits
BADM 350	Business Ethics	3 credits
BADM 405	Business Policy and Strategy	3 credits
ECON 105	Macroeconomics	3 credits
ECON 106	Microeconomics	3 credits
ECON 406	Managerial Economics	3 credits
FIN 280	Financial Management	3 credits
MGMT 120	Principles of Management	3 credits
MIS 110	Advanced Computer Applications	3 credits
MKTG 162	Principles of Integrated Marketing	3 credits

**Majors are required to take two mathematics courses MATH 109 (counts for core) and an additional course from the following: MATH 111, MATH 112, MATH 160, MATH 170, MATH 171, MATH 209, MATH 150, MATH 250, MATH 280.

BUSINESS ECONOMICS MAJOR REQUIREMENTS

ECON 200	International Economics	3 credits
ECON 250	Economics of Poverty	3 credits
ECON 305	Intermediate Macroeconomics	3 credits
ECON 306	Intermediate Microeconomics	3 credits
FIN 345	Financial Institutions and Markets	3 credits
FIN 360	International Finance	3 credits

Additional Requirements - Choose Two (2)

ECON 260	Environmental Economics and Policy	3 credits
ECON 320	Economic Development of Latin America	3 credits
FIN 301	Investments	3 credits
FIN 220	Introduction to Financial Management	3 credits
MKTG 301	Consumer Behavior	3 credits
POLI 380	Politics of the Global Economy	3 credits

FINANCE

Program Director: Robert Cullen, M.B.A., C.F.P.

This program is designed to provide a sound education in the art and science of managing money. Students pursue careers in the rapidly growing field of financial services at banks, credit unions, insurance companies, brokerage firms, law firms, or credit counseling organizations. Some hold positions in employee benefits, pensions or corporate finance departments. Those choosing financial planning seek the satisfaction of helping people from various walks of life solve their financial problems and reach their financial goals. With the assistance of their academic advisor, students choose the upper-level courses that best fit with their individual career objectives. The Finance Program is registered with the Certified Financial Planner Board of Standards. Finance majors are thus eligible to sit for the CFP exam.

FINANCE CORE REQUIREMENTS

ACCT 101	Principles of Accounting I/Financial	3 credits
ACCT102	Principles of Accounting II/Managerial Accounting	3 credits
BADM 310	Business Law I	3 credits
BADM 350	Business Ethics	3 credits
BADM 405	Business Policy and Strategy	3 credits
ECON 105	Macroeconomics	3 credits
ECON 106	Microeconomics	3 credits
ECON 406	Managerial Economics	3 credits
FIN 280	Financial Management	3 credits
MGMT 120	Principles of Management	3 credits
MIS 110	Advanced Computer Applications	3 credits
MKTG 162	Principles of Integrated arketing	3 credits

**Majors are required to take two mathematics courses MATH 109 (counts for core) and an additional course from the following: MATH 111, MATH 112, MATH 160, MATH 170, MATH 171, MATH 209, MATH 150, MATH 250, MATH 280.

FINANCE MAJOR REQUIREMENTS

ACCT 230	Tax Accounting	3 credits
FIN 220	Introduction to Financial Planning	3 credits
FIN 301	Investments	3 credits
FIN 345	Financial Institutions And Markets	3 credits

Additional Requirements - Choose four (4)

ACCT 201	Intermediate Accounting I	3 credits
ACCT 335	Corporate Tax Accounting	3 credits
ECON 306	Intermediate Microeconomics	3 credits
FIN 310	Employee Benefits and Retirement Planning I	3 credits
FIN 315	Principles of Risk Management	3 credits
FIN 360	International Finance	3 credits
FIN 380	Corporate Finance	3 credits
FIN 410	Estate Planning	3 credits
FIN 475	Finance Internship	3 credits
FIN 490	Financial Plan Development	3 credits

* FIN 490, FIN 310, FIN 315 and FIN 410 needed for CFP Examination

MARKETING MAJOR

Program Director: Gizem Atav, M.B.A.

The Marketing major provides students with a solid foundation in all areas of business administration and the practical and theoretical background necessary to address issues related to product development, product pricing strategies, distribution channels, and product promotion.

Our specialized and rigorous courses prepare students to pursue careers in retail and sales management, marketing research, advertising and promotion, product development, and industrial marketing.

MARKETING CORE REQUIREMENTS

ACCT 101	Principles of Accounting I/Financial	3 credits
ACCT102	Principles of Accounting II/Managerial Accounting	3 credits
BADM 310	Business Law I	3 credits
BADM 350	Business Ethics	3 credits
BADM 405	Business Policy and Strategy	3 credits
ECON 105	Macroeconomics	3 credits
ECON 106	Microeconomics	3 credits
ECON 406	Managerial Economics	3 credits
FIN 280	Financial Management	3 credits
MGMT 120	Principles of Management	3 credits
MIS 110	Advanced Computer Applications	3 credits
MKTG 162	Principles of Integrated Marketing	3 credits

**Majors are required to take two mathematics courses MATH 109 (counts for core) and an additional course from

the following: MATH 111, MATH 112, MATH 160, MATH 170, MATH 171, MATH 209, MATH 150, MATH 250, MATH 280.

MARKETING MAJOR REQUIREMENTS

MKTG 200	International Marketing Management	3 credits
MKTG 301	Consumer Behavior	3 credits
MKTG 317	Sales Management	3 credits
MKTG 347	Advertising and Branding Strategies	3 credits
MKTG 357	Marketing Research	3 credits
MKTG 406	Marketing Management	3 credits
MKTG 475	Marketing Internship	3 credits
BADM 250	Entrepreneurship	3 credits

INTERNATIONAL BUSINESS MAJOR

Program Director: Selin Yalcindag, Ph.D.

This major is designed to prepare students for management positions in international trade, manufacturing, banking, financial, and governmental organizations, as well as for entry into graduate coursework. The International Business major offers a strong business core, specialized international business courses for the upper level student, and language and culture courses leading to fluency in the target language (Spanish, French, Russian, Mandarin or Japanese). The program, with its emphasis on business language, and culture, provides the Mercyhurst University graduate with a unique degree which is challenging and rigorous in its requirements. Students who are enrolled in this major will have an academic advisor from the Walker School of Business and from the World Languages and Cultures department. Students must meet with their language advisor to determine placement.

INTERNATIONAL BUSINESS REQUIREMENTS

ACCT 101	Principles of Accounting I/Financial	3 credits
ACCT102	Principles of Accounting II/Managerial Accounting	3 credits
BADM 275	Principles of Operations Management	3 credits
BADM 310	Business Law I	3 credits
BADM 285	Global Operations & Supply Chain Management	3 credits
BADM 350	Business Ethics	3 credits
BADM 405	Business Policy and Strategy	3 credits
ECON 105	Macroeconomics	3 credits
ECON 106	Microeconomics	3 credits
ECON 200	International Economics	3 credits
ECON 406	Managerial Economics	3 credits
FIN 280	Financial Management	3 credits
FIN 360	International Finance	3 credits
MGMT 120	Principles of Management	3 credits
MGMT 226	Human Behavior in Organizations	3 credits
	OR	
PSYC 233	Cross Cultural Psychology	3 credits
MIS 110	Advanced Computer Applications	3 credits
MKTG 162	Principles of Integrated Marketing	3 credits
MKTG 200	International Marketing Management	3 credits
WL 316	Study Abroad (Recommended Summer or Semester Abroad)	

Students must select five (5) language classes, including one language related culture course and a language for business class. All language courses must have the same prefix.

MANAGEMENT

Program Director: Kris Gossett, D.B.A.

The Management major is designed to provide students with an understanding of management and its roles, tasks, and practices. This program provides a broad preparation in the basics of business management, including the coordination of human, material, and financial resources. It deals with the skills and knowledge necessary to oversee the activities and resources of a business in order to accomplish organizational goals. To be an effective manager, an individual needs to possess a broad knowledge of the workings of businesses, organizations, and the economy, in addition to an understanding of the behavior of people. Students who graduate with a Business Management major are ideally suited for entry-level managerial careers in banking, retail, manufacturing, human resources, government agencies, and for enrollment in graduate school programs

MANAGEMENT CORE REQUIREMENTS

ACCT 101	Principles of Accounting I/Financial	3 credits
ACCT102	Principles of Accounting II/Managerial Accounting	3 credits
BADM 310	Business Law I	3 credits
BADM 350	Business Ethics	3 credits
BADM 405	Business Policy and Strategy	3 credits
ECON 105	Macroeconomics	3 credits
ECON 106	Microeconomics	3 credits
ECON 406	Managerial Economics	3 credits
FIN 280	Financial Management	3 credits
MGMT 120	Principles of Management	3 credits
MIS 110	Advanced Computer Applications	3 credits
MKTG 162	Principles of Integrated Marketing	3 credits

**Majors are required to take two mathematics courses MATH 109 (counts for core) and an additional course from the following: MATH 111, MATH 112, MATH 160, MATH 170, MATH 171, MATH 209, MATH 150, MATH 250, MATH 280.

MANAGEMENT MAJOR REQUIREMENTS

BADM 250	Entrepreneurship	3 credits
BADM 275	Principles of Operations Management	3 credits
BADM 285	Global Operations & Supply Chain Management	3 credits
COMM 180	Business & Professional Communication	3 credits
ECON 200	International Economics	3 credits
	OR	
FIN 360	International Finance	3 credits
	OR	
MKTG 200	International Marketing Management	3 credits
MGMT 206	Human Resource Management	3 credits
MGMT 226	Human Behavior in Organizations	3 credits
MGMT 405	Quality Leadership	3 credits

Recommended Electives:

BADM 325	Business Law II	3 credits
MGMT 475	Management Internship	3 credits

SPORT BUSINESS MANAGEMENT MAJOR

Program Director: William Jeffress, M.A.

This program is designed to prepare students for careers in the sport industry. It provides broad preparation in the functional business areas through completion of the business core and an emphasis on marketing and human resource management through upper-level coursework. Internships are recommended to enhance the educational background and to provide students with both industry experience and potential future employment opportunities. Career opportunities include positions as a marketing and management account executive for major and minor league sport organizations; high school and collegiate athletic program director; sports information director; media relations director; marketing director; event manager for local, national, and international Olympic style events; facilities manager for health and fitness clubs; and sales representative in the sporting goods industry.

SPORT BUSINESS MANAGEMENT CORE REQUIREMENTS

ACCT 101	Principles of Accounting I/Financial	3 credits
ACCT102	Principles of Accounting II/Managerial Accounting	3 credits
BADM 310	Business Law I	3 credits
BADM 350	Business Ethics	3 credits
BADM 405	Business Policy and Strategy	3 credits
ECON 105	Macroeconomics	3 credits
ECON 106	Microeconomics	3 credits
ECON 406	Managerial Economics	3 credits
FIN 280	Financial Management	3 credits
MGMT 120	Principles of Management	3 credits
MIS 110	Advanced Computer Applications	3 credits
MKTG 162	Principles of Integrated Marketing	3 credits

**Majors are required to take two mathematics courses MATH 109 (counts for core) and an additional course from the following: MATH 111, MATH 112, MATH 160, MATH 170, MATH 171, MATH 209, MATH 150, MATH 250, MATH 280.

SPORT BUSINESS MANAGEMENT MAJOR REQUIREMENTS

BADM 250	Entrepreneurship	3 credits
MGMT 206	Human Resource Management	3 credits
SMKT 102	Introduction to the Sport Industry	3 credits
SMKT 203	Legal Aspects of Sport	3 credits
SMKT 205	Facility Management	3 credits
SMKT 302	Event Development and Management	3 credits
	Or	
HMC 205	Introduction to Event Management	3 credits
SMKT 303	Sport Public Relations	3 credits
SMKT 306	Contemporary and Gender Issues in Sport	3 credits
SMKT 390	Sport Governance	3 credits

Recommended Electives:

COMM 180	Business & Professional Communication	3 credits
MKTG 347	Advertising and Branding	3 credits
SMKT 475	Sport Business Management Internship	3 credits

MINOR PROGRAMS

The Walker School of Business offers four minor programs for interested students: Accounting, Business Administration, Economics, and Marketing. The minor program in Business Administration is intended for non-Business majors only. No minor course may be taken on a pass-fail basis, and students must earn a minimum GPA of 2.75 in the required business courses to meet minor program requirements. Students who fail to earn a grade of "C" or better in a required business course must repeat the course.

MINOR REQUIREMENTS ACCOUNTING

ACCT 101	Principles of Accounting I/Financial	3 credits
ACCT102	Principles of Accounting II/Managerial Accounting	3 credits
ACCT 201	Intermediate Accounting I	3 credits
ACCT 202	Intermediate Accounting II	3 credits
ACCT 230	Tax Accounting	3 credits
ACCT 270	Acctg Info Systems	3 credits
ACCT 340	Cost Accounting	3 credits
ACCT 401	Advanced Accounting	3 credits

MINOR REQUIREMENTS BUSINESS ADMINISTRATION FOR NON-BUSINESS MAJORS ONLY

ACCT 101	Principles of Accounting I/Financial	3 credits
ACCT102	Principles of Accounting II/Managerial Accounting	3 credits
BADM 310	Business Law I	3 credits
ECON 105	Macroeconomics	3 credits
ECON 106	Microeconomics	3 credits
FIN 280	Financial Management	3 credits
MGMT 120	Principles of Management	3 credits
MKTG 162	Principles of Integrated Marketing	3 credits

MINOR REQUIREMENTS ECONOMICS

ECON 105	Macroeconomics	3 credits
ECON 106	Microeconomics	3 credits
ECON 200	International Economics	3 credits
ECON 250	Economics of Poverty	3 credits
	OR	
ECON 260	Environmental Economics and Policy	3 credits
ECON 305	Intermediate Macroeconomics	3 credits
ECON 306	Intermediate Microeconomics	3 credits
FIN 360	International Finance	3 credits

Economics minors should complete MATH 109, Statistics and MATH 170, Calculus, as part of their core requirements if they are considering graduate school.

MINOR REQUIREMENTS MARKETING

ECON 106	Microeconomics	3 credits
MKTG 162	Principles of Integrated Marketing	3 credits
MKTG 301	Consumer Behavior	3 credits
MKTG 317	Sales Management	3 credits
MKTG 347	Advertising and Branding Strategies	3 credits
MKTG 357	Marketing Research	3 credits
MKTG 406	Marketing Management	3 credits

CONTRACT MAJORS

Students may elect to develop a business contract major or minor program that is not currently listed in the University catalog. An individualized contract major or minor allows a student to choose offerings from several disciplines which meet specific business career options or goals. Students selecting this option must seek advice from a business faculty member as well as input from a faculty member of the second discipline. Students must meet all regulations established in the Academic Affairs section of the current University catalog.
Departmental approval must be obtained from the Dean of the Walker School of Business and the final approval and decision rests with the Vice-President for Academic Affairs.

MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP
4 + 1 Accelerated Program

Walker School of Business has partnered with the graduate program in Organizational Leadership to make available, a 4 + 1 Accelerated Program for eligible students. This program is designed to enhance career opportunities for our graduates at an affordable cost. Eligible students will be able to earn both a Baccalaureate degree in Business and a Master of Science degree in Organizational Leadership using this 5 year plan.

Students may choose to earn a Master's degree in Organizational Leadership alone or, for those seeking Certification for Public Accounting, an Accounting concentration is available. Sophomore and Junior students can apply to begin taking graduate courses in either their junior or senior year with a combined course load maximum of 18 credits (registering for both undergraduate and graduate courses).

Eligibility: Student must have at least a 3.0 GPA in undergraduate studies.

Application process:
1. Meet with the OL 4+1 program advisor to review and complete an application packet.
2. Graduate admissions will register the students for a maximum of 18 combined credits per semester. Undergraduate flat rate tuition applies until bachelor's degree has been completed.
3. Prior to starting the fifth year, students must complete all application requirements including submitting GRE or GMAT exam scores.
4. Students must enroll in summer classes in order to complete the program within five years.
5. Students must maintain a 3.0 GPA throughout the program.
6. Students must complete all undergraduate degree requirements including 121 undergraduate credit hours and all graduate degree requirements including 33 graduate credit hours to obtain both degrees.

ASSOCIATE DEGREE PROGRAMS

An associate degree in Business Administration is administered through the Office of Adult Enrollment Services. Students enrolled in the four year program are not eligible for the Associate Degree. A minimum of 60 credits is required for the completion of the associate degree.
Students must earn an overall 2.0 GPA as well as a 2.75 GPA in the required business courses in order to meet graduation requirements. No business courses may be taken on a pass-fail basis. Additionally, students who fail to earn a grade of "C" or better in a required business course must repeat the course. Students who wish to transfer to a four-year baccalaureate program in the Walker School of Business must meet all Walker School of Business requirements.

Requirements for the Associate Degree Program can be obtained by contacting the Office of Adult Enrollment Services.

COURSE DESCRIPTIONS

ACCT 101.PRINCIPLES OF ACCOUNTING I/ FINANCIAL ACCOUNTING

This course introduces the basics of financial accounting for business enterprises with a focus on accounting for corporations. Topics include the theory of the financial accounting principles that guide the preparation of financial accounting information and the role of accounting in capital markets as well as the ethical standards imposed on accountants. The course provides a thorough review of the accounting cycle and the operating areas of the balance sheet with special focus on how accounting transactions affect the financial statements and analysis of financial statement information. **3 credits.**

ACCT102. PRINCIPLES OF ACCOUNTING II/ MANAGERIAL ACCOUNTING

This course presents accounting information used for internal business management. The focus of the course is using accounting information to better aid in the planning, controlling, and evaluation of company performance. Topics include budgeting, job costing, product pricing, break-even analysis, and decision models. Prerequisite: ACCT 101. **3 credits.**

ACCT 201. INTERMEDIATE ACCOUNTING I

A detailed examination of the development of specific accounting theories relating to the principles of valuation of the major balance sheet accounts. Prerequisite: ACCT 101. **3 credits**

ACCT 202. INTERMEDIATE ACCOUNTING II

A continuation of Intermediate Accounting I which deals with accounting theories relating to the valuation of the major balance sheet accounts. Prerequisite: ACCT 201. **3 credits.**

ACCT 230. TAX ACCOUNTING

A study of the Internal Revenue Code with primary emphasis on the provisions affecting individual taxpayers. Major topics include identification of items of gross income, business deductions, qualifications for dependents, itemized deductions, filing status, and computation of taxable income. Prerequisite: ACCT 101. **3 credits.**

ACCT 270. ACCOUNTING INFORMATION SYSTEMS

Is an introduction to accounting information systems

and their roles in the accounting environment. Systems covered include manual and computerized accounting. Emphasis is upon developing students' abilities to understand the processing of accounting data and the controls that are necessary to assure accuracy and reliability of the data processed by the accounting system. Knowing how to accumulate the data in the records and properly organize it is a vital skill accounting students need to master before entering the work force. Prerequisite: ACCT 201. 3 credits.

ACCT 335. CORPORATE TAX ACCOUNTING

A Study of the Internal Revenue Code as it relates to corporations, subchapter S corporations, partnerships and other business entities. Major topics include a review of the tax implications of capital contributions and withdrawals, tax research, and various special tax situations. Prerequisite: ACCT 330. **3 credits.**

ACCT 340. COST ACCOUNTING

Examination of accounting techniques for control of material, labor, and overhead costs in a manufacturing operation. Material includes types of cost systems, cost records, job order costing and budget controls. Prerequisites: ACCT102, ACCT 201. **3 credits.**

ACCT 401. ADVANCED ACCOUNTING

A study of accounting theories and advanced problems relating to the partnership form of business organization; theory and practice of parent and subsidiary accounting; mergers, consolidations, and liquidations. Prerequisite: ACCT 202. **3 credits.**

ACCT 410. AUDITING

A study of generally accepted auditing standards and the various types of audit reports issued by certified public accountants. Other topics include ethical standards, legal liability of auditors, and other types of assurance services. Prerequisite: ACCT 202. **3 credits.**

ACCT 475. ACCOUNTING INTERNSHIP

An individual work-study experience in an approved business institution. Placement of a qualified student in a business setting which involves the area of accounting. Junior standing, 2.75 GPA in business courses, and written permission of the program director. **3 credits.**

BADM 250. ENTREPRENEURSHIP

This course is designed for those students interested in learning how to start their own business, buy an existing business or function as an entrepreneur in a large company. Topics include developing and evaluating business concepts, preparing a business plan, trademarks and patents and securing financing. Prerequisite: ACCT 101, MGMT 120, MKTG 162. **3 credits.**

BADM 275. PRINCIPLES OF OPERATIONS MANAGEMENT

This course is an introduction to the field of operations management. The student will be exposed to fundamental principles including demand forecasting, system design, supply chain management, project management, and quality. This course will demonstrate the importance of these topics in both manufacturing and service concerns alike. Prerequisite: MATH 109. **3 credits.**

BADM 285. GLOBAL OPERATIONS & SUPPLY CHAIN MANAGEMENT

Supply chain management is the management of a network of interconnected businesses involved in the ultimate provision of product and service packages required by end customers. Businesses throughout the world are beginning to recognize that in an increasingly challenging and complex global marketplace, there is an urgent need for decision-making frameworks. This course will provide such a framework by integrating operations and supply chain concepts to address the critical issue of managing flows of products, services and information. The course will also emphasize the importance of managing information in the global environment and the effective use of supply chain information technologies such as e-commerce and e-business and their integration through an Enterprise Resource Planning (ERP) system. Prerequisite: BADM 275. **3 credits.**

BADM 310. BUSINESS LAW I

A survey of the legal principles found in transactions typified in today's business world. Emphasis is placed on the case study method along with real-world examples. Topics covered include: alternative dispute resolution, structure of the court system, contracts, sales, property law, insurance law, and corporate ethics. **3 credits.**

BADM 325. BUSINESS LAW II

The second course of study in the legal series. Strongly recommended for all business majors; required for the CPA exam. The case study method and real-world examples are used to cover the following topics: agency and employment law, types of business entities, negotiable instruments, bankruptcy, securities law, antitrust laws, and environmental regulation. Not offered every year. **3 credits.**

BADM 350. BUSINESS ETHICS

This course addresses the complex agenda of issues such as the role of business in society, the nature of corporate responsibility, the ethical environment of business, the relationship between government and business, and the impact of business on the natural environment. Attention will be given to the impact of these issues on a business and its stakeholders (managers, consumers, employees, and community members). Case studies will be used to highlight each area of concern. **3 credits.**

BADM 405. BUSINESS POLICY AND STRATEGY

A capstone course which emphasizes business problem solving based on accounting, finance, management and marketing principles. Students will complete and present a case study project. **3 credits**.

BADM 450. INDEPENDENT STUDY IN BUSINESS

This course is designed to permit a student to study individually in a specialized field under the direction of a faculty member. The research topic must be appropriate to the student's background, and written approval must be received from the Dean of the Walker School of Business and the faculty member directing the study. **1, 2, or 3 credits.**

BADM 475. BUSINESS INTERNSHIP

An individual work-study experience in an approved business organization. Placement of a qualified student in a business setting which involves the area of interest, provides training and on-the-job learning, and which will prepare the student for a future career in business. Junior standing, 2.75 GPA in required business courses, written permission of the Associate Dean. **3 credits.**

ECON 105. MACROECONOMICS

A study of mixed capitalism in aggregate form designed to provide the student with a knowledge of the American economic system. Topics include the causes of recession, unemployment, inflation and the uses of fiscal and monetary policies. **3 credits.**

ECON 106. MICROECONOMICS

A course emphasizing the economic activities of individual consumers and producers. Topic coverage includes demand-supply analysis, the costs of production and price and output determination by the market structure. **3 credits.**

ECON 200. INTERNATIONAL ECONOMICS

This course is designed to provide students with an understanding of the global economy especially in the area of international trade. Topics covered include classical and modern theories of international trade, theories of tariffs and non-tariff barriers, bi-lateral and multi-lateral trade negotiations, commercial policy of the US and promotion of trade and growth. Prerequisite: ECON 106. **3 credits.**

ECON 250. ECONOMICS OF POVERTY

This course introduces students to economic theories of poverty, ways to measure it (and the problems associated with these measures), and a description of the success and failures of public policies designed to curtail it. It features a blending of economic reasoning from theoretical and empirical perspectives, which will become part of the students' toolkit in their further endeavors, and a critical comparison of the economics approach and Catholic social teaching. The students will come out of the course becoming critical and intelligent participants in public policy debates and learn to form their own policy recommendations based on their analysis. **3 credits.**

ECON 260. ENVIRONMENTAL ECONOMICS AND POLICY

The primary goal of this course is to enhance the student's understanding and ability to critically assess contemporary environmental policy. It aims at equipping students with the economic methods and tools used to analyze environmental issues, combining theoretical analysis with discussions on specific environmental policies as applied to water and air pollution, energy issues, climate change, and human health issues. Analytical techniques for estimating the effects of proposed programs are examined. Strengths and weaknesses of benefit-cost analysis in the regulatory process are explored in the context of

political economy. Current environmental policy is evaluated. **3 credits.**

ECON 305. INTERMEDIATE MACROECONOMICS

The goal of this course is to provide the student with a thorough understanding of the behavior of the economy and the likely effects of government stabilization policies on economic aggregate variables. Models that would determine aggregate output, interest rates, prices, inflation, and other aggregate variables such as fiscal and trade surpluses and deficits will be studied. Upon completion of the course, the student will be able to analyze conflicting views of business cycles, stabilization policy, and inflation-unemployment trade-offs. Prerequisite: ECON 105. **3 credits.**

ECON 306. INTERMEDIATE MICROECONOMICS

This is an intermediate-level course dealing with the microeconomic theory of consumer and producer behavior. The course extends basic microeconomics concepts and theory to an intermediate level by introducing more advanced mathematical and analytical techniques to concepts of consumer choice, profit maximization, and firm strategy in a variety of market structures. Particular attention is given to the theory of production and cost and to the effects of various market structures on resource allocation. The goal of the course is to provide the students with a solid analytical framework for analyzing microeconomic problems, which are crucial for success in upper division courses, business management, and public policy analysis. Prerequisite: ECON 106. **3 credits.**

ECON 320. ECONOMIC DEVELOPMENT OF LATIN AMERICA

This course provides a comprehensive yet accessible review of major economic and social issues faced by Latin American countries in the past and present, including balance of payments problems, stabilization, inflation, poverty, inequality, and the outcome of the latest economic reforms. Upon completion of the course, the student will demonstrate an understanding of the current conditions and prospects for Latin American economies, knowledge that would be valuable for students in any major with an interest in the region, (i.e., intelligence studies, sociology, and political sciences) and especially for business and international business students considering the risks and opportunities of investing in or working in Latin America. Prerequisite: ECON 105. **3 credits.**

ECON 406. MANAGERIAL ECONOMICS

Managerial Economics focuses on the application of economic theory to managerial decision-making. It applies statistical and quantitative tools and the methodological approaches commonly used by economists to business decisions such as demand estimation, product pricing, profit maximizing level of output, resource management in the short- and long-run, market analysis, risk analysis and strategic competition. In this course, topics will be presented through the use of case studies that establish a situation in which managers must make key decisions about a firm and its products. Microeconomic principles such as supply and demand, elasticity, short-run and long-run shifts in resource allocation, diminishing returns, economies of scale, and pricing are applied in the analysis. **3 credits.**

FIN 220. INTRODUCTION TO FINANCIAL PLANNING

An overview of the practices and processes of the professional financial planning employed in the financial services industries. An introduction to emerging regulatory environment, capital accumulation methods, risk management, income tax and investment management. **3 credits.**

FIN 280. FINANCIAL MANAGEMENT

Financial data are evaluated as a method of providing information to managerial decision-makers. Topics include a definition of the finance function, ratio analysis, forecasting, planning and control, capital budgeting, asset management, and leverage. Prerequisites: ACCT 101, ACCT102, ECON 105. **3 credits.**

FIN 301. INVESTMENTS

A study of the environment and fundamentals of investing, including selection and management. Investment vehicles covered include: stock options, convertible bonds and preferred stocks, real estate, futures contracts, collectibles, and precious metals. Prerequisite: ECON 105. **3 credits.**

FIN 310. EMPLOYEE BENEFITS AND RETIREMENT PLANNING I

An overview of the various qualified and nonqualified plans. Study includes defined benefits, defined contribution, target benefit, and profit-sharing plans. Costs and funding requirements of federal laws and their collective effect on retirement planning as well as tax consideration are reviewed. **3 credits.**

FIN 315. PRINCIPLES OF RISK MANAGEMENT

An introduction to the principles of risk management through analysis of risk exposures and risk management techniques. Risk transfer through the use of life, health, casualty, and liability insurance as well as contract selection is studied. Includes study of the private insurance industry, its regulation and insurer functions, claims administration and underwriting. **3 credits.**

FIN 345. FINANCIAL INSTITUTIONS AND MARKETS

A course examining the role of money in the economic system, the importance of financial institutions and how they help meet society's needs and the power and significance of monetary policy in the economy. Prerequisite: ECON 105. **3 credits.**

FIN 360. INTERNATIONAL FINANCE

A study of the problems posed by the international financial environment in which corporations operate. Topics covered include foreign exchange markets, forwards, futures, international capital budgeting, international diversification, long-term international financing, and country risk analysis. The course will also focus on the role of money in the global economy, including such topics as interest rates, banking, monetary policy, and depository and non-depository financial institutions. Prerequisite: ECON 105. **3 credits.**

FIN 380 – CORPORATE FINANCE

This is an upper level course in corporate finance. Building on students' foundation in Financial and Managerial Accounting and Financial Management, the course helps them prepare for leadership roles in finance in corporations. The principal focus is on using accounting information for financial decision making using Excel wherever appropriate. The course covers theories, techniques and models for making such decisions, and at the same time, makes students aware of ethical behavior as finance professionals. Pre-requisites: FIN 280. **3 credits.**

FIN 410. ESTATE PLANNING

A study of estate planning law and process including methods of exclusion and valuation, deeds, forms of ownership, charitable transfers, business transfers, and postmortem techniques. **3 credits.**

FIN 475. FINANCE INTERNSHIP

An individual work-study experience in an approved business institution. Placement of a qualified student in a business setting which involves the area of interest, provides training and on-the-job learning, and prepares a student for business practice. Junior standing, 2.75 GPA in required business courses, and written permission of the program director. **3 credits.**

MGMT 120. PRINCIPLES OF MANAGEMENT

An introduction designed to provide a basic understanding of the principles, concepts and functions of management: planning, organizing, leading and controlling with an emphasis on managing and being managed. **3 credits.**

MGMT 206. HUMAN RESOURCE MANAGEMENT

Examination of the basic personnel processes involved in the selection, development and maintenance of human resources. Emphasis on managerial and legal requirements. Prerequisite: MGMT120. **3 credits.**

MGMT 226. HUMAN BEHAVIOR IN ORGANIZATIONS

A study of the individual as a functioning member of groups and organizations. Topics include organizational culture, motivation, group dynamics, communication, leadership, and conflict. Prerequisite: MGMT120. **3 credits.**

MGMT 340. RECRUITMENT AND SELECTION

This course examines the process of selection in today's modern business organizations. The student will be involved in analyzing methods of recruitment in order to procure a qualified pool of candidates from which a selection will be made. The students will investigate the job analysis process and its role in selection. Tools, such as application forms, interviews and tests, used in the selection process will be investigated. This course will show methodology by giving the student a complete presentation of the selection process, starting with recruitment. Prerequisite: MGMT 206. **3 credits.**

MGMT 345. TRAINING AND DEVELOPMENT

This course exposes students to different types of

training and development at all levels of employment. The student will be introduced to concepts that demonstrate the significance of training and developing employee skills. This course will help students determine which training methods are most appropriate for achieving particular objectives and shows the link between training objectives, training methods and training evaluation. Students will learn how to identify and write training objectives. Prerequisite: MGMT 206. **3 credits.**

MGMT 405. QUALITY LEADERSHIP

In a global, highly competitive environment, certain principles become absolutely necessary for organizations to survive. This course will highlight such areas as customer focus, work structure, teamwork, and global competitiveness. Historical quality areas (Deming) will be discussed along with cutting edge thought on Six Sigma and Lean Manufacturing. Practical examples of useful problem solving tools will be given. **3 credits.**

MGMT 475. MANAGEMENT INTERNSHIP

An individual work-study experience in an approved business institution. Placement of a qualified student in a business setting which involves an area of interest, provides training and on-the job-learning, and prepares the student for business practice. Junior standing, 2.75 GPA in required business courses, and written permission of the program director. **3 credits.**

MKTG 162. PRINCIPLES OF INTEGRATED MARKETING

A broad study of the field of marketing from a managerial and analytical perspective. Emphasis is on demand analysis, need satisfaction, strategic planning, product development, distribution channels, promotions, and price determination. **3 credits.**

MKTG 200. INTERNATIONAL MARKETING MANAGEMENT

This course deals with opportunities and challenges associated with the increasing globalization of markets. Topics covered include the environmental and cultural differences which shape the needs and preferences of global consumers, the impact of foreign political and economic factors on the marketing mix, the assessment of foreign markets, entry strategies, channel management, promoting internationally, and transfer pricing. Prerequisite: MKTG 162. **3 credits.**

MKTG 301. CONSUMER BEHAVIOR

This course addresses the categories of consumers and provides an understanding of consumer behavior. Emphasis is placed on the consumer's decision process and the internal and external factors that influence a consumer's purchasing decisions. Prerequisite: MKTG 162. **3 credits.**

MKTG 317. SALES MANAGEMENT

A study of contemporary sales management with an emphasis on sales strategy development and building a sales program. In addition, special attention will be devoted to improving the student's personal selling skills. Prerequisite: MKTG 162. **3 credits.**

MKTG 347. ADVERTISING AND BRANDING STRATEGIES

This course focuses on the creative and media components of advertising, marketing, and branding strategies. Emphasis will be placed on the customer's role in the branding process, brand and product positioning, elements of a brand identity, and key communication messages. Students will develop decision making and analytical skills by developing a campaign for a local or national business. Prerequisite: MKTG 162. **3 credits.**

MKTG 357. MARKETING RESEARCH

An analysis of research methods in marketing. Specific attention is given to problem definition, data gathering techniques, methods of analysis, decision theory, and the role of marketing research. Prerequisites: MKTG 162, MIS 101, MATH 109. **3 credits** .

MKTG 406. MARKETING MANAGEMENT

A managerial orientation to the analysis, planning, implementation, and control of marketing decisions. A case-oriented approach will emphasize managerial decision making and problem solving in the areas of product development, pricing, promotion, and distribution. Emphasis will also be placed on the development of marketing plans for a new product/service. Topics will be addressed in a variety of diverse industries including health care, consumer products, and high tech. Prerequisite: MKTG 357. **3 credits.**

MKTG 475. MARKETING INTERNSHIP

An individual work-study experience in an approved business institution. Placement of a qualified student in a business setting which involves an area of interest, provides training and on-the-job learning, and prepares the student for business practice. Junior standing, 2.75 GPA in required business courses, and written permission of the program director. **3 credits.**

SMKT 102. INTRODUCTION TO THE SPORT INDUSTRY

This course is designed to provide students with an understanding of the areas of potential career opportunities within the sport industry. Students will be given both an overview of major sport industry segments and an introduction to issues and examples currently affecting the sport industry. **3 credits.**

SMKT 203. LEGAL ASPECTS OF SPORT

This course is an introduction to the legal principles involved in sport settings. Students will be provided an overview of tort law, including intentional torts, negligence, and product liability. Constitutional law issues will be discussed, particularly as they concern athletic eligibility, athletes' rights, gender discrimination and drug testing issues. Additionally, the topic of contracts in sport will be discussed. **3 credits.**

SMKT 205. FACILITY MANAGEMENT

This course is designed to study the planning, development and administration of sports facilities such as physical education, athletics, recreation, and fitness/wellness centers. The course also will address the basics of sport equipment management. Course content will be covered through the discussion of three major areas: the facility planning and design process, management and risk management of facilities, and equipment management. **3 CREDITS**.

SMKT 302. EVENT DEVELOPMENT AND MANAGEMENT

This course is designed to provide students with the skills necessary to develop, propose and conduct local, national and/or international sport-related contests and special events including game management and facility management. **3 credits.**

SMKT 303. SPORT PUBLIC RELATIONS

This course is an overview of the principles, theories, and strategies of public and media relations in the sport industry. An emphasis will be placed on the application of public relations, media relations, and publicity tactics in a variety of sport and leisure settings. A number of practical exercises will be undertaken to hone writing, oral communication, and computer skills for use in public relations applications. **3 credits.**

SMKT 306. CONTEMPORARY AND GENDER ISSUES IN SPORT

This course will focus on areas of controversy that presently exist in the business of sport in North America and around the world. Topics to be covered include women in sport, gender and racial issues, ethics, violence, and deviance. Prerequisite: SMKT 102. **3 credits.**

SMKT 390. SPORT GOVERNANCE

Sport has grown and spread throughout the world and it has developed a complex, extensive and highly distinct structure and organizational process. This course will explore many governance structures from the amateur, high school, local and professional arenas. Students will examine the major sporting government organizations such as the International Olympic Committee, National Collegiate Athletic Association, NFL, NHL, NBA and MLB. The focus will be on the structures, rules, issues, and regulations that govern sport organizations. **3 credits. (Senior Standing or by Permission)**

SMKT 475. SPORT BUSINESS MANAGEMENT INTERNSHIP

An individual work-study experience in an approved business institution. Placement of a qualified student in a business setting which involves an area of interest, provides training and on-the-job learning, and prepares the student for business practice. **3 credits.**

CATHOLIC STUDIES PROGRAM

Director:
Mary Hembrow Snyder, Ph.D.

MISSION STATEMENT

The Catholic Studies Program at Mercyhurst incarnates the Catholic identity and Mercy heritage of the University. Inspired by the University's core values, it aims to deepen appreciation of Catholicism, both past and present, through commitment to serious intellectual inquiry and hospitable dialogue in an atmosphere where faith and reason flourish. The program's primary focus will be interdisciplinary engagement with the Catholic Intellectual Tradition through a variety of scholarly disciplines.

PROGRAM STUDENT LEARNING OUTCOMES

Discover the meaning and richness of the Catholic Intellectual Tradition as found across academic disciplines

Analyze the development of Catholic creeds, doctrines, traditions, spiritual practices, aesthetic contributions, historically and globally

Compare and contrast a variety of perspectives that both support and challenge church teaching on a variety of contemporary issues

CATHOLIC STUDIES MINOR REQUIREMENTS

The Catholic Studies Minor is composed of six, three credit courses chosen from the following areas:

Catholic Studies: Courses specifically designed to deepen understanding of the Catholic tradition, both past and present. All students seeking the minor must take CS 200, Exploring Catholicism, and one other course from this category.

Religious Studies: One, of many courses in Religious Studies, will be designated as meeting this requirement; only one course may count for both Religious Studies and the Catholic Studies minor; that course must have a RLST or CST designation.

Interdisciplinary Studies: Any one course in this category, designated with the CS prefix, is acceptable.

Two electives of your choice from any of the above three categories.

CATHOLIC STUDIES/CST

CST 200	Exploring Catholicism	3 credits
CST 210	Mariology	3 credits
CST 225	Catholic Moral Theology	3 credits
CST 250	Theology of Church	3 credits
CST 260	Vatican II	3 credits
CST 300	Foundations for Youth & Young Adult Ministry	3 credits
CST320	Catholic Spirituality	3 credits
CST400	Selected Topics in the Catholic Tradition	3 credits

RELIGIOUS STUDIES

RLST 110	Understanding Scripture	3 credits
RLST 200	Contemporary Moral Issues	3 credits
RLST 205	Western Christian Heritage	3 credits
RLST 210	New Testament	3 credits
RLST 245	Christian Spiritual Traditions	3 credits
RLST 255	Religious Perspectives on Human Relationships	3 credits
RLST 260	Catholic Symbols & Sacraments	3 credits
RLST 270	Women & Scripture	3 credits
RLST 275	Liberation, Religion & Society	3 credits
RLST 280	Prophetic Traditions	3 credits
RLST 290	Wisdom Literature	3 credits
RLST 310	Religion, Modernity & Post-Modernity	3 credits
RLST 320	American Religious Thought	3 credits
RLST 375	Religion & the Environment	3 credits
RLST 380	Christology	3 credits
RLST 385	Poetry of the Sacred	3 credits
RLST 405	Social Ethics	3 credits
RLST 440	Peace & Justice	3 credits

INTERDISCIPLINARY COURSES

FREN 135	Religion, Politics & Drama in 17th Century France	3 credits
POLI 201	Catholic Social & Political Thought	3 credits
ENGL 328	Special Topics in Literature: The Catholic Novel	3 credits
PHIL 270	Foundations of Catholic Philosophy	3 credits
DANC 175	Liturgical Dance	3 credits

COURSE DESCRIPTIONS

CST 200. EXPLORING CATHOLICISM

This course will comb the rich history and tradition of Roman Catholicism from the life of Jesus to the contemporary church. It will highlight key social and historical developments, major Catholic thinkers, and fundamental teachings related to Catholic belief, life, and discipleship in the twenty-first century. **3 credits.**

CST 210. MARIOLOGY

This course will examine the history and development of the cult of the Blessed Virgin Mary in the economy of salvation from the Christian/Catholic perspective while examining closely those doctrines/dogmas associated with Mary and their place in the tradition of the Church. Special emphasis will be given to the teaching of the Second Vatican Ecumenical Council (1962-65) on this topic and contemporary theologies of Mary, both from the Christian and other religious perspectives. **3 credits.**

CST260. VATICAN II

This course will have three foci. Initially, it will explore the historic context of Vatican II. Second, the course will offer an examination of key theological and spiritual teachings from the documents produced by the Council. Finally, the course will focus on "living Vatican II". Students will engage with churches, communities and organizations that reflect the influence of Vatican II in these the early years of the Council's impact in the world, in Christianity and in Roman Catholicism. **3 credits.**

CST 250. THEOLOGY OF THE CHURCH

This course is an exploration of the origins, historical development, and contemporary doctrine and theology of the Christian Church that would evolve into Roman Catholicism. Particular emphasis will be placed on the theology of the Second Vatican Ecumenical Council (1962-1965) and contemporary ecclesiologies relevant to the church's structure today as well as examining future trends in church anthropology. **3 credits.**

CST 275. CATHOLIC SOCIAL TEACHING

The collective body of Catholic Social Teaching and its ongoing examination of issues such as development, ecology, poverty, peace, discrimination, human rights, economic theory, and labor conditions are the focus of this course. The course will study the cultural factors surrounding the emergence of this teaching tradition, its major themes and underlying moral imagination, debates and tensions within the tradition, and its engagement with policy and praxis. **3 CREDITS.**

CST 300. FOUNDATIONS FOR YOUTH & YOUNG ADULT MINISTRY

This seminar course investigates lay ecclesial ministry and theological reflection using the specific lens of ministry with youth, young adults and emerging adults. Students will confront the complexities of spiritual development through a variety of case studies. Students will analyze terms such as ministry, evangelization and catechesis while considering the fertile and complex intersection of Church and culture. **3 credits.**

CST 320. CATHOLIC SPIRITUALITY

From its earliest times the Roman Catholic Tradition has been enriched and diversified through specific spiritualities embodied by individuals and communities. Through lecture, projects and discussion students will explore historic and contemporary monastic movements, saints and mystics while coming to an appreciation of the variety of spiritual expressions in the Church. Students will analyze and experience spiritual traditions while investigating the dynamic interplay of contemplation and action in the Christian life. **3 credits.**

CST 325. CATHOLIC MORAL THEOLOGY

This course will be an exploration of the fundamental/foundational understanding of moral theology from the Christian/Catholic perspective including its evolution in history, its formation specifically after the Council of Trent and its continued development to the current era concentrating on the moral theological framework as opposed to specific moral issues. A thorough examination of natural law theory and its continued use as a basis for much of moral theology will be explored and critiqued in the light of contemporary theological advances. Also, an examination of the role of conscience both personal and corporate will be examined. **3 credits.**

DANC 175. LITURGICAL DANCE

This course will examine historical and contemporary trends in the use of dance in a liturgical setting. Recognizing that dance has both found and lost favor within liturgical settings, this course will explore the theological and cultural dynamics at work over the course of time.

ENG 358. SEMINAR IN AMERICAN LITERATURE: THE AMERICAN CATHOLIC NOVEL
This seminar explores the distinctively American Catholic outlook in the convergence of literature and religion. Whether in the prejudicial or pre- and post-Vatican eras of the 20thcentury, the sophistication of key "Catholic" novelists overcame narrowness in the Church and suspicions of the culture: Willa Cather, Flannery O'Connor, Walker Percy, Mary Gordon, Ron Hansen, Jon Hassler, and Julia Alvarez. **3 credits.**

FREN 135. SELECTED TOPICS IN FRENCH LITERATURE: RELIGION, POLITICS & DRAMA IN17TH CENTURY FRANCE
In this course students will explore the culture of France at the culmination the absolute monarchy under Louis XIV and under the influence of Jansenism, a movement in Catholicism which promoted a morally rigorous lifestyle. Through dramatic works by Molière, Corneille, and Racine, students will be able to appreciate not only how religion and politics impacted French theatre as an institution and an art, but also how the playwrights used their art to illustrate, examine, and critique this same culture. **3 credits.**

PHIL 270. FOUNDATIONS OF CATHOLIC PHILOSOPHY
An exploration of the rich, complex, and diverse foundations of the Catholic worldview. Students will develop an understanding of the key movements (Platonism, Aristoteleianism, Neo-Platonism, Gnosticism, Manichaeism, Scholasticism, etc.), individuals, and texts that have motivated the growth and development of Catholicism in the ancient, medieval, and modern world. Special emphasis will be placed on the conceptual frameworks and narratives of Greek philosophers (Plato, Aristotle, and Plotinus), early Christian scriptures (the New Testament), and Christian theologians (Boethius, St. Augustine, and St. Thomas Aquinas). **3 credits.**

POLI 201. CATHOLIC POLITICAL AND SOCIAL THOUGHT
A study and analysis of significant political, social, and economic ideas that can be classified as Roman Catholic. The course covers a range of historical thinkers and aims to place each thinker's ideas in their engendering context. The course begins with an examination of what constitutes Catholic political and social thought and then examines prominent Catholic and Christian thinkers and ideas such as social justice, St. Augustine, Thomas Aquinas, Orestes Brownson, Henri de Lubac, John Courtney Murray, G. K. Chesterton, Flannery O'Connor, Walker Percy, and C.S. Lewis. **3 credits.**

CHEMISTRY AND BIOCHEMISTRY

Department Chair
Clint Jones, Ph.D.

FACULTY
Professor:
Jack D. Williams, Ph.D.

Associate Professors:
Ronald Brown, Ph.D.; Clint Jones, Ph.D.

Assistant Professors:
Amy Danowitz, Ph.D.; Amy Parente, Ph.D.;
Christopher Taylor, Ph.D.

Adjunct Instructor:
Carolyn Ruth, M.S.

Laboratory Manager:
Carl Voltz, B.S.

INTRODUCTION

The curriculum of the Department is designed to support and prepare students for a wide-range of potential career opportunities and pathways. Many of our students find their obtained skills and experiences are ideal preparation for graduate work and professional schools in the sciences or medicine; to develop the technical background required for industrial or commercial positions; or as preparation to teach at the secondary school level.

The Department offers programs that lead to Bachelor of Science degrees in Chemistry and Biochemistry. A Bachelor of Arts degree is also offered in Chemistry. Certification in Chemistry Education is also offered through our department. Students pursuing certification in Chemistry Education earn a Chemistry degree prior to enrolling in the Master's Program in Secondary Education at Mercyhurst, which can then be completed as a 1-year or 2-year program. The Computational Science program offers a minor to any science major and is housed within the Chemistry & Biochemistry Department. This department also participates in the Interdisciplinary Program in Applied Forensic Sciences.

MISSION STATEMENT

The Department is committed to the education and training of the next generation of scientists. Because the nature of scientific endeavors evolves, the most important skills students in all scientific disciplines can possess are independent reasoning and problem-solving abilities. The development of these skills in our programs and courses is facilitated by the following tenets:

A student-centered approach to scientific inquiry within our Department. This immersion of students in the scientific process extends to all phases of our scholarly pursuits, including experimental design, data acquisition, data analysis and communication to the scientific community.

A focus upon the core scientific principles that constitute the foundation of all applications of science and technology. This focus is coupled with an experience-based knowledge of career related fields that are attractive to students.

A commitment to working with students of all experiences and backgrounds, including those who are under-represented in the sciences. An emphasis is placed upon mentoring, including the processes of academic advisement, research mentoring and sophomore review.

The firm adherence to a clear set of academic standards that is necessary for the success of our students in current scientific disciplines.

The Department believes one of its strengths is the capstone experience, through undergraduate chemistry research opportunities. The student-centered research projects overseen by our faculty span a range of methods to address chemical problems in organic synthesis, health issues, nanotechnology and alternative energy. Seminars and poster presentations of research results at the national level are strongly encouraged.

PROGRAM STUDENT LEARNING OUTCOMES

The chemistry and biochemistry programs require that students demonstrate:

An understanding of the fundamental concepts in chemistry

The ability to plan and conduct scientific experiments, using appropriate techniques and procedures

Effective communication skills, including interpersonal communication (both oral and written)

The ability to locate and understand peer-reviewed scientific literature and critically evaluate technical information

The ability to recognize hazards, conduct experiments safely and to manage chemicals, including chemical wastes

The Department reserves the right to periodically conduct assessment of courses and experiences within the program. These assessments will not be tied to individual students, but rather be used for continual evaluation and improvement of the program as a whole.

DEPARTMENT REQUIREMENTS

All prerequisite coursework must be completed with a grade of C or better in order for any student to be eligible to enroll in a course. If this requirement has not been met prior to the start of the semester during which a student is enrolled, students will be removed from the course where the prerequisites have not been satisfactorily met. To be recommended for graduation in any of the Department's degree programs a student must earn at least a 2.5 grade point average in the required major and cognate courses and labs. When a course is re-taken, the GPA requirement includes both the original grade and the grade from the retake. A student also must earn a grade of at least C in any course from the major discipline that is to fulfill a degree requirement. No required science or math course may be taken on a Pass/Fail basis. No required courses for the major may be taken at another institution without departmental approval. Students are expected to attend all departmental seminars. Students pursuing teacher certification must maintain a cumulative 3.0 GPA in major required courses and receive a grade of at least C in each course. Students majoring in any of the Department's programs must maintain an overall University GPA of 2.5.

Credit will be granted for courses listing lecture and laboratory separately only if the lecture and laboratory components are taken concurrently, unless special permission is granted by the instructor and the Department. Withdrawal from one without withdrawal from the other is not allowed without permission from both the instructor and the Department. Permission to register for only one of the components will ordinarily be granted only when a student previously has successfully completed one of the components. All students seeking degrees in programs administered by the Department of Chemistry and Biochemistry will undergo a review by department faculty at the completion of their sophomore level in their area of concentration, the Sophomore Review. Students must successfully complete the Sophomore Review in order to be accepted into the Department's programs and continue their studies in the Department. Students eligible for Sophomore Review must have been at Mercyhurst University for at least 2 years and must have completed Calculus I (MATH 170) and completed (or be in the process of completing) Organic Chemistry II (CHEM 242). Acceptance is based on the following criteria: (1) a minimum overall GPA of 2.5 in courses taken in the major concentration, (2) a minimum overall University GPA of 2.5, and (3) professional conduct. If a student does not pass the Sophomore Review, the student will not be allowed to enroll in any further courses required for programs administered by the Department.

First-year students are required to meet with all departmental faculty members concerning research opportunities during their first year of study, which requires documentation to be submitted by March 15 of their first academic year. Students must also sign up with a research mentor and have a research plan by the time they apply for Sophomore Review. All students within the major must enroll in the J-Term courses Research I (CHEM 410) and Research I Lab (CHEM 412) during one of their academic years.

CHEMISTRY MAJOR BACHELOR OF SCIENCE DEGREE REQUIREMENTS

MATH 170	Calculus I	4 credits
MATH 171	Calculus II	4 credits
MATH 233	Calculus III	4 credits
PHYS 201	General Physics I	3 credits
PHYS 203	General Physics I Lab	1 credit
PHYS 202	General Physics II	3 credits
PHYS 206	General Physics II Lab	1 credit
CHEM 121	General Chemistry I	3 credits
CHEM 122	General Chemistry I Lab	1 credit
CHEM 131	General Chemistry II	3 credits
CHEM 132	General Chemistry II Lab	1 credit
CHEM 230	Quantitative Analysis	3 credits
CHEM 231	Quantitative Analysis Lab	1 credit
CHEM 240	Organic Chemistry I	3 credits

CHEM 241	Organic Chemistry I Lab	1 credit
CHEM 242	Organic Chemistry II	3 credits
CHEM 243	Organic Chemistry II Lab	1 credit
CHEM 310	Advanced Inorganic Chemistry	3 credits
CHEM 314	Advanced Organic Chemistry **(OR CHEM 335 & 336)**	3 credits
CHEM 333	Instrumental Analysis	3 credits
CHEM 334	Instrumental Analysis Lab	1 credit
CHEM 335	Spectral Interpretation	3 credits
CHEM 336	Spectral Interpretation Lab **(OR CHEM 314)**	1 credit
CHEM 341	Physical Chemistry I	3 credits
CHEM 343	Experimental Physical Chemistry	3 credits
CHEM 351	Physical Chemistry II	3 credits
CHEM 409	Senior Seminar	1 credit
CHEM 410	Research I	2 credits
CHEM 412	Research I Lab	1 credit

FOUR Additional Elective Courses (at least ONE must come from the list below)

RECOMMENDED ELECTIVE COURSES

(at least ONE must come from this list, corequisite labs may be required)

BIO 142	Cellular and Molecular Biology	3 credits
BIO 143	Cellular and Molecular Biology Lab	1 credit
CHEM 331	Biochemistry I	3 credits
CHEM 332	Biochemistry I Lab	1 credit
CHEM 420	Chemical Biology	3 credits
CHEM 499	Independent Research	2-3 credits
FRSC 360	Forensic Chemistry	3 credits
MATH 240	Differential Equations	3 credits
PHYS 310	Modern Physics	3 credits
PHYS 370	Optics	3 credits

CHEMISTRY MAJOR BACHELOR OF ARTS DEGREE REQUIREMENTS

The Bachelor of Arts degree requirements mirror those of the Bachelor of Science degree except for Calculus III and Research 1 Lab, which are not required.

BIOCHEMISTRY MAJOR

The Biochemistry major is ideal for students pursuing graduate and professional degrees in the biochemical or allied health professions. A strong background in chemistry and biology is provided with flexibility in biological and chemical specialization to enable students to pursue their personal interests in this dynamic field.

BACHELOR OF SCIENCE DEGREE REQUIREMENTS

MATH 170	Calculus I	4 credits
MATH 171	Calculus II	4 credits
PHYS 201	General Physics I	3 credits
PHYS 203	General Physics I Lab	1 credit
PHYS 202	General Physics II	3 credits
PHYS 206	General Physics II Lab	1 credit
BIO 142	Cellular and Molecular Biology	3 credits
BIO 143	Cellular and Molecular Biology Lab	1 credit
CHEM 121	General Chemistry I	3 credits
CHEM 122	General Chemistry I Lab	1 credit
CHEM 131	General Chemistry II	3 credits
CHEM 132	General Chemistry II	1 credit
CHEM 230	Quantitative Analysis	3 credits
CHEM 231	Quantitative Analysis Lab	1 credit
CHEM 240	Organic Chemistry I	3 credits
CHEM 241	Organic Chemistry I Lab	1 credit
CHEM 242	Organic Chemistry II	3 credits
CHEM 243	Organic Chemistry II Lab	1 credit
CHEM 331	Biochemistry I	3 credits
CHEM 332	Biochemistry I Lab	1 credit
CHEM 338	Biochemistry II	3 credits
CHEM 339	Biochemistry II Lab	1 credit
CHEM 341	Physical Chemistry I	3 credits
BIO 310	Genetics	3 credits
BIO 311	Genetics Lab	1 credit
CHEM 409	Senior Seminar	1 credit
CHEM 410	Research I	2 credits
CHEM 412	Research I Lab	1 credit

THREE Major Elective Courses PLUS

THREE Additional Elective Courses: At least THREE must contain a lab component.

MAJOR ELECTIVE COURSES

(Choose THREE, At least ONE must be a BIO course.)

CHEM 314	Advanced Organic Chemistry	3 credits
CHEM 333	Instrumental Analysis	3 credits
CHEM 334	Instrumental Analysis Lab	1 credit
CHEM 335	Spectral Interpretation	3 credits
CHEM 336	Spectral Interpretation Lab	1 credit
CHEM 420	Chemical Biology	3 credits
CHEM 499	Independent Research	2-3 credits
FRSC 360	Forensic Chemistry	3 credits
BIO 200	Microbiology	3 credits
BIO 201	Microbiology Lab	1 credit
BIO 244	Histology	3 credits
BIO 245	Histology Lab	1 credit
BIO 334	Human Anatomy	3 credits
BIO 335	Human Anatomy Lab	1 credit
BIO 344	Human Physiology	3 credits
BIO 345	Human Physiology Lab	1 credit
BIO 330	Immunology	3 credits
BIO 331	Immunology Lab	1 credit
BIO 360	Systems Physiology	3 credits
BIO 361	Systems Physiology Lab	1 credit
BIO 430	Molecular Biology	3 credits

CHEMISTRY MINOR

(Not allowed for majors within the Applied Forensic Sciences)

CHEM 121	General Chemistry I & Lab	4 credits
CHEM 131	General Chemistry II & Lab	4 credits
CHEM 240	Organic Chemistry I & Lab	4 credits
CHEM 242	Organic Chemistry II & Lab	4 credits

Any THREE 200, 300 or 400-level courses with labs offered by the Chemistry & Biochemistry Department excluding CHEM 338: Biochemistry II.

BIOCHEMISTRY MINOR

(For a non-science major)

CHEM 121	General Chemistry I & Lab	4 credits
CHEM 131	General Chemistry II & Lab	4 credits
CHEM 240	Organic Chemistry I & Lab	4 credits
CHEM 242	Organic Chemistry II & Lab	4 credits
CHEM 331	Biochemistry I & Lab	4 credits
CHEM 338	Biochemistry II & Lab	4 credits
BIO 142	Cellular & Molecular Biology & Lab	4 credits
BIO 310	Genetics & Lab	4 credits
BIO 330	Immunology & Lab	4 credits

Strongly Suggested Electives:

MATH 170/171 - Calculus I, II

PHYS 201/202 - General Physics I, II & Labs

Students must achieve a minimum GPA of 2.5 in their minor courses to earn a Biochemistry minor.

COMPUTATIONAL SCIENCE MINOR

This interdisciplinary program prepares students to apply computational methods to scientific problems. The next generation of chemists, biologists, biochemists, geologists, and physicists will be expected to have at least some degree of familiarity with computational scientific methods. The Computational Science course (formerly called Computational Chemistry) required for the chemistry major should satisfy this need for students intending to get a job as an experimental bench chemist upon graduation. However, students interested in graduate school, especially those interested in computational or theoretical fields of chemistry, biology, biochemistry, or geology should strongly consider the Computational Science Minor. Students will obtain the necessary mathematics and computing courses, in addition to computational research, to make themselves very attractive to graduate schools when compared to students with merely a science major (and no minor in computation). The minor is geared at students with majors in the natural sciences, mathematics, or computer systems.

This program is designed such that science majors should be able to obtain the Computational Science Minor (with careful planning) even if they do not start the minor until the beginning of their junior year. Many students do not decide to attend graduate school until later in their undergraduate education. Since this program is geared mainly to natural science and mathematics students who are planning to attend graduate school, it is designed to be completed in the final two years of the degree, if necessary. However, students are encouraged to consult with the program director at any time concerning the minor.

Requirements

MATH 170	Calculus I	4 credits
MATH 171	Calculus II	4 credits
MATH 233	Calculus III	4 credits
MATH 240	Differential Equations	3 credits
MATH 250	Numerical Methods	3 credits
SCI 110*	Unix/Fortran For Scientists	3 credits
SCI 235*	Computational Science	3 credits

Computational Research (must be approved by the program director)

*Offered as a tutorial course.

ONE OF THE FOLLOWING:

MATH 150	Linear Algebra	3 credits
MIS 140	Computer Operations	3 credits
	OR	
MIS 260	Networks	3 credits

CHEMISTRY EDUCATION CERTIFICATION

Program Coordinator: Dr. Ronald Brown

The Chemistry Education program at Mercyhurst University is a two-step process designed to give students a strong content knowledge before they master the pedagogical tools necessary to become expert teachers at the secondary level. Students

interested in the program will first pursue a B.A. or B.S. degree in Chemistry. Students may replace CHEM 335/336: Spectral Interpretation/lab or CHEM 314: Advanced Organic Chemistry with CHEM 338/339: Biochemistry II/lab and CHEM 351: Physical Chemistry II with PHYS 310: Modern Physics with permission of the Department Chair.

Upon completion of their Chemistry degree, students may enroll in the Master's program in Secondary Education at Mercyhurst. A unique benefit of our program is that students who have completed their Chemistry degree at Mercyhurst may choose to complete the Master's degree in an intensive one year program. During the junior or senior year chemistry majors wishing to pursue the M.S. in Secondary Education will meet with the content area specialist in chemistry to schedule specific education electives, PECT tests and to obtain those clearances required for the Education curriculum and admission to the graduate program. Students may opt to attend a traditional 2-year M.S. program at Mercyhurst or an intense, 1-year M.S. program available to Mercyhurst undergraduates. This 4+1 program allows students to earn a bachelor's degree in Chemistry, a M.S. in Secondary Education, and to become certified to teach in a five-year time period. While Mercyhurst students will complete the Chemistry degree as described, students who have earned bachelor's degrees from other institutions may also seek certification in Chemistry Education from Mercyhurst. The content requirements for the Chemistry Education Certification for those students are listed below. To be certified, the M.S. in Secondary Education must also be completed. Students who have earned a Chemistry or related degree from another institution will have their coursework evaluated against this content before enrolling in the Master's program to determine what, if any, additional Chemistry coursework would need to be completed.

CHEMISTRY EDUCATION CERTIFICATION: CONTENT REQUIREMENTS

MATH 170	Calculus I	4 credits
MATH 171	Calculus II	4 credits
PHYS 201	General	3 credits
PHYS 203	General Physics I Lab	1 credit
PHYS 202	General Physics II	3 credits
PHYS 206	General Physics II Lab	1 credit
CHEM 121	General Chemistry I	3 credits
CHEM 122	General Chemistry I Lab	1 credit
CHEM 131	General Chemistry II	3 credits
CHEM 132	General Chemistry II Lab	1 credit
CHEM 230	Quantitative Analysis	3 credits
CHEM 231	Quantitative Analysis Lab	1 credit
CHEM 240	Organic Chemistry I	3 credits
CHEM 241	Organic Chemistry I Lab	1 credit
CHEM 242	Organic Chemistry II	3 credits
CHEM 243	Organic Chemistry II Lab	1 credit
CHEM 310	Advanced Inorganic Chemistry	3 credits
CHEM 331	Biochemistry I	3 credits
CHEM 332	Biochemistry I Lab	1 credit
CHEM 341	Physical Chemistry I	3 credits

One additional Chemistry course at the 300 level with laboratory

CHEM 409	Seminar	1 credit
CHEM 410	Research I	2 credits

SUSTAINABILITY STUDIES CONCENTRATION

In coordination with the Sustainability Studies Program at Mercyhurst, students majoring in Chemistry (B.A. or B.S.) or Biochemistry may pursue a concentration in Sustainability Studies. The goals of this program are to provide students with the following academic experiences:

(1) An introductory sustainability course (SUST 105) and capstone research experience (SUST 399 or SUST 475) at the beginning and end of the academic program, respectively, to cohesively provide both an introduction to sustainability and an intensive real-world experiential learning component. (Tier I)

(2) An interdisciplinary overview of the questions, problems and potential solutions comprising the broadly defined study of sustainability. Portions of this coursework may overlap with the core curriculum. Students must choose at least 4 courses from the Required/Elective list of courses given in the Sustainability portion of the catalog (not counting those in Tier I above). (Tier II)

(3) A rigorous and science-centered study of how the chemistry and biochemistry disciplines intersect with sustainability. This will be arranged in coordination with the adviser and Departmental faculty, culminating in the capstone experience. (Tier III)

COURSE DESCRIPTIONS

CHEM 101. CHEMICAL PRINCIPLES

A survey of fundamental chemical principles. Satisfies a liberal studies and core requirement. Corequisite: CHEM 102. **3 credits.**

CHEM 102. CHEMICAL PRINCIPLES LAB

Experimental work corequisite to Chemical Principles. Corequisite: CHEM 101. **1 credit.**

CHEM 111. CHEMISTRY OF LIFE

A study of the principles of inorganic chemistry with an emphasis on principles that apply to diet and health. Corequisite: CHEM 112. **3 credits.**

CHEM 112. CHEMISTRY OF LIFE LAB

Experimental work corequisite to CHEM 111. Corequisite: CHEM 111. **1 credit.**

CHEM 121. GENERAL CHEMISTRY I

First of two-course sequence that provides an introduction to general chemistry required for science majors. Emphasizes quantitative chemical principles. Prerequisite: Chemical background equivalent to one year of high school chemistry and MATH 111 or mathematical equivalent to two years of high school Algebra. Corequisite: CHEM 122. **3 credits.**

CHEM 122. GENERAL CHEMISTRY I LAB

Experimental work corequisite to General Chemistry I. Corequisite: CHEM 121. **1 credit.**

CHEM 131. GENERAL CHEMISTRY II

Continuation of General Chemistry I. Prerequisite: CHEM 121. Corequisite: CHEM 132. **3 credits.**

CHEM 132. GENERAL CHEMISTRY II LAB

Experimental work corequisite to General Chemistry II. Prerequisite: CHEM 121. Corequisite: CHEM 131. **1 credit.**

CHEM 199/299/399/499. INDEPENDENT RESEARCH

A variable credit course that provides students an opportunity to participate in laboratory research under faculty guidance. Students will be exposed to modern research methodology and will gain hands-on experience in working on areas of chemical research. Students authoring a senior thesis must take CHEM 499. Prerequisite: By permission of instructor.
1 – 3 credits for each course.

CHEM 230. QUANTITATIVE ANALYSIS

This course provides a foundation in analytical chemistry through the systematic study of steps in the analytical process. Topics include: statistical analysis, equilibria, electrochemistry, chemical separations, and spectroscopy. Prerequisite: CHEM 242. Corequisite: CHEM 231. **3 credits.**

CHEM 231. QUANTITATIVE ANALYSIS LAB

Experimental lab work that provides hands-on knowledge of topics and techniques covered in CHEM 230, including the statistical analysis and formal reporting of gathered data. Prerequisite: CHEM 242. Corequisite: CHEM 230. **1 credit.**

CHEM 240. ORGANIC CHEMISTRY I

The structure, synthesis, and reactivity of aliphatic and aromatic organic compounds, basic principles, mechanisms of organic reactions, applications of spectral methods, stereochemistry. Prerequisite: CHEM 131. Corequisite: CHEM 241. **3 credits.**

CHEM 241. ORGANIC CHEMISTRY I LAB

Experimental techniques corequisite to CHEM 240. Crystallization, distillation, and other methods used for the isolation and purification of organic compounds. Corequisite: CHEM 240. **1 credit.**

CHEM 242. ORGANIC CHEMISTRY II

The chemistry and properties of functional group compounds, alcohols, ether, carbonyl compounds, and amines. Emphasis on multi-step syntheses and the solution of structural problems by a combination of chemical and spectroscopic methods. Prerequisite: CHEM 240. Corequisite: CHEM 243. **3 credits.**

CHEM 243. ORGANIC CHEMISTRY II LAB

Experiments corequisite to CHEM 242 including isolation and identification of natural products. Corequisite: CHEM 242. **1 credit.**

CHEM 310. ADVANCED INORGANIC CHEMISTRY

A study of the structures and reactions of elements and inorganic compounds. Topics include theories of bonding, transition metal complexes, and the descriptive chemistry of the elements. Prerequisite: CHEM 242. **3 credits.**

CHEM 314. ADVANCED ORGANIC CHEMISTRY

A comprehensive study of synthetic organic chemistry strategies. This course will build on the material from Organic Chemistry I and II to more fully develop reaction mechanisms and synthetic applications. Prerequisite: CHEM 242. **3 credits.**

CHEM 331. BIOCHEMISTRY I
Principles of the structure and function of biological molecules, including carbohydrates, lipids, membranes, proteins, and enzymes including an overview of intermediary metabolism and introduction to carbohydrate metabolism through the study of glycolysis. Prerequisite: CHEM 242. Corequisite: CHEM 332. **3 credits.**

CHEM 332. BIOCHEMISTRY I LAB
Experimental work corequisite to CHEM 331 with a focus on basic biochemical techniques including molecular cloning, bioinformatics, and protein overexpression and purification. Prerequisite: CHEM 242. Corequisite: CHEM 331. **1 credit.**

CHEM 333. INSTRUMENTAL ANALYSIS
This course provides an in-depth experience in analytical chemistry by providing students with complete working knowledge of modern analytical instrumentation. Topics include: atomic & molecular spectroscopy, mass spectrometry, chromatography, light scattering, electrochemical analysis, surface analysis, and thermal analysis. Topics are placed into modern context by exploring ongoing research in current scientific journals. A strong background in chemistry and physics is required. Prerequisites: CHEM 230 and PHYS 202. Corequisite: CHEM 334. **3 credits.**

CHEM 334. INSTRUMENTAL ANALYSIS LAB
Experimental work corequisite to CHEM 333. Corequisite: CHEM 333. **1 credit.**

CHEM 335. SPECTRAL INTERPRETATION
A study of the acquisition and interpretation of IR, NMR, and mass spectroscopy data. Prerequisite: CHEM 242. Corequisite: CHEM 336. **3 credits.**

CHEM 336. SPECTRAL INTERPRETATION LAB
Experiments corequisite to CHEM 335. Corequisite: CHEM 335. **3 credits.**

CHEM 338. BIOCHEMISTRY II
A comprehensive survey of the pathways and regulation of intermediary metabolism. Topics include anabolic and catabolic aspects of carbohydrate, lipid, protein, and nucleotide metabolism, photosynthesis and respiration, and the integration and regulation of mammalian metabolism. Prerequisite: CHEM 331. Corequisite: CHEM 339. **3 credits.**

CHEM 339. BIOCHEMISTRY II LAB
Experimental work corequisite to CHEM 338 with a focus on protein characterization via kinetic, immunological, and spectroscopic methods. Corequisite: CHEM 338. **1 credit.**

CHEM 341. PHYSICAL CHEMISTRY I
This course will focus on thermodynamic and kinetic methods utilized to predict and describe change. The laws of thermodynamics as they pertain to physical change and chemical reactions will be studied in depth and with mathematical rigor. In the kinetics portion of the course, chemical reaction rates and molecular reaction dynamics will be studied. Prerequisites: CHEM 131, PHYS 202, and MATH 171. **3 credits.**

CHEM 343. EXPERIMENTAL PHYSICAL CHEMISTRY
The course is the experimental complement to theoretical physical chemistry principles. Laboratory experiments in thermodynamics, equilibrium, kinetics and spectroscopy will be performed and the theory behind them discussed. In addition, computational methods investigating the quantum mechanical and statistical behavior of molecules will be introduced. Prerequisite: CHEM 341. **3 credits.**

CHEM 351. PHYSICAL CHEMISTRY II
This course will focus on structure, including: quantum mechanical methods, spectroscopy, and statistical mechanics. The quantum portion of the course will deal with the theory in depth and the connections between theory and experimental data the spectroscopy portion of the course will include rotational and vibrational spectra, electronic transitions, and magnetic resonance. Concepts of statistical mechanics, including partition functions and their relationships to thermodynamics will be included. No lab with this course. Prerequisite: CHEM 341. **3 credits.**

CHEM 409. SENIOR SEMINAR
An opportunity for students to present their capstone experience to the public. Students will work closely with a faculty member to choose their experience and craft a professional oral presentation. Students will gain valuable, career related experience as well as public speaking skills. Prerequisite: CHEM 410 and 412, by permission of instructor. **1 credit.**

CHEM 410. RESEARCH I
An in-depth examination of issues surrounding chemistry and biochemistry research. Students will learn about how research is conducted and how to best prepare themselves for carrying out independent research projects. Students enrolled in this course will learn about: searching and reading the primary literature, advanced safety protocols, issues surrounding research ethics, and communicating science in written and oral formats. Corequesite: CHEM 412. **2 credits.**

CHEM 412. RESEARCH I LAB
A formal introduction to modern scientific research methodologies. Students will have the opportunity to work closely with a faculty member on building their laboratory skills and will gain hands-on experience in advanced research techniques. Prerequisite: By permission of instructor. Corequesite: CHEM 410. **1 credit.**

CHEM 420. CHEMICAL BIOLOGY
Chemical biology is an ever-expanding, highly inter-disciplinary field that focuses broadly on using traditional chemistry techniques to study biological systems. This course investigates several biological systems that chemical biologists are investigating, as well as the unique chemical tools that they are discovering to help them better understand these systems. While this class will by no means cover all of the systems and tools currently being used by chemical biologists, it will provide a strong foundation in understanding chemical biology techniques and give insight into how chemical biologists address complex, multifaceted problems. Prerequisite: CHEM 242. **3 credits.**

SCI 110. UNIX/FORTRAN FOR SCIENTISTS
This course is an introduction to the UNIX operating system and Fortran programming. The UNIX file system, the UNIX shell, shell scripts, the VI editor, and programming under UNIX are all topics that are covered in this survey course. All applications and assignments are geared towards the majors of the students enrolled in the course. An emphasis is placed on the use of UNIX machines and Fortran programming in a research environment. Offered on a tutorial basis. **3 credits.**

PHYSICS AND ASTRONOMY

Department Chair
Dyan L. Jones, Ph.D.

FACULTY
Associate Professors:
Ronald Brown, Ph.D.; Clint Jones, Ph.D.
Dyan L. Jones, Ph.D.

Instructor:
Paul Ashcraft, M.S., ABD

Teaching Fellow:
Deepak Shrestha, Ph.D.

Adjunct:
Tom DiVecchio

INTRODUCTION

The study of physics is essential to every other natural science because it informs how all of the processes in the world work. As such, these physics courses are offered in the spirit of exposing students to the fundamentals of physics and highlighting the applications to other areas of science such as chemistry, biology, and health sciences.

Along with the basic science, physics courses will offer students the opportunity to develop their critical reasoning and problem solving skills. A natural outcome of these courses is an increased capacity to tackle new and challenging problems in a variety of contexts and disciplines.

A physics minor is currently available, and flexible enough to accommodate a student in any of the STEM disciplines (science, technology, engineering and math). This minor gives students a distinct advantage over their peers in graduate school or the work force and provides students an opportunity to study advanced and cutting-edge physics.

MISSION STATEMENT

The Mercyhurst University Department of Physics seeks to provide a high-quality physics education that prepares students to be the scientists of the future, confident in their abilities and their understanding of physics. Because we believe that simple factual knowledge is not sufficient, the department seeks to instill strong analytical and critical thinking skills in our students. To meet these skills, our department is centered on the following tenets:

A student-centered approach within our Department. We believe that students are able to flourish when they are the center of the learning process. In particular, we place an emphasis on achieving close student-faculty relationships.

A focus on scientific inquiry at all levels in the curriculum. We believe that students are most successful when they engage in the scientific process to the fullest extent. Inquiry-based learning is infused in all of our scholarly pursuits, from experimentation design through communication with the scientific community.

A commitment to promoting diversity in the sciences. By placing an emphasis on mentoring and diversity in the faculty, we seek to support students from all backgrounds and levels of experience, including those traditionally under-represented.

A dedication to standards of excellence. We believe that success in scientific disciplines requires fulfillment of a clear set of academic standards, and we strive to ensure that all students meet these standards. Through guidance and mentoring, we strive to provide every student with the opportunity for success.

A belief in developing the whole person. We believe that a dedication to lifelong learning, the ability to communicate effectively both orally and in writing, and a desire to contribute to the science community and society at large are essential characteristics of ethical professionals and socially conscientious citizens.

Along with our major courses, we also strive to provide students with a liberal arts background that contributes to a well-rounded academic. Students in any of our courses should acquire the foundational knowledge necessary to be successful in their field and as thoughtful citizens. Our graduates should have the expertise and competence in physics to be prepared for advanced study in the physical sciences and/or for employment.

PROGRAM STUDENT LEARNING OUTCOMES

Mastery of fundamental physics principles

Students will show proficiency at solving quantitative problems that require an understanding of the fundamental principles in each of the major areas of physics.

Students will show proficiency at explaining qualitatively the broad array of physical phenomena that can be explained using these fundamental concepts.

Application of previously learned information in new contexts

Students will show proficiency at transferring fundamental principles into the advanced study in physics areas such as classical mechanics, electrodynamics, thermodynamics, and quantum mechanics.

Demonstration of proficiency in scientific methods of inquiry

Students can design and carry out simple experiments including the collection, analysis, and presentation of meaningful data.

Acquisition of professional skills

Students can complete a literature review including the ability to read and use scientific literature.

Students can present well-organized, logical, and scientifically sound oral and written scientific reports.

Recognition of the broader implications of an education in physics

Students demonstrate an awareness of the impact of physics in social, economical, and environmental issues.

Students value both independent study and teamwork, as well as hold an appreciation for life-long learning.

DEPARTMENT REQUIREMENTS

All prerequisite coursework must be completed with a grade of C or better in order for a student to be eligible to enroll in a course. If this requirement has not been met prior to the start of the semester during which a student is enrolled, students will be removed from the course where the prerequisites have not been satisfactorily met. To be recommended for graduation, a student must earn at least a 2.5 grade point average in the required major and cognate courses and labs. When a course is re-taken the GPA requirement includes both the original grade and the grade from the retake. A student also must earn a grade of a C or better in any course from the major discipline that is to fulfill a degree requirement. No required course may be taken on a Pass/Fail basis. No required courses may be taken at another institution without prior approval.

Students are required to take theory and lab courses concurrently unless permission is granted from both the instructor and the department. Withdrawal from one without withdrawal from the other is not allowed without permission from both the instructor and the department.

All students seeking degrees in programs offered by the Physics Department are required to undergo a review by department faculty at the completion of their sophomore year or at the completion of their sophomore level requirements. Students must successfully complete the Sophomore Review in order to be accepted into the Department's programs and to continue their physics studies. Students eligible for review are those who have been enrolled at Mercyhurst for at least 2 years, and must have completed or be in the process of completing Calculus II, General Physics II, Chemistry II, and at least one upper-level physics course (numbered 300 or higher). Acceptance to the program will be based on academic performance in the department and at the University as a whole as well as professional conduct. Students who do not pass the Sophomore Review will not be allowed to enroll in any further courses required for Physics programs.

Students seeking a B.S. must also sign up with a Research Advisor before November 1 of the academic year in which they intend to graduate.

PHYSICS MAJOR BACHELOR OF SCIENCE DEGREE REQUIREMENTS

All students seeking a Bachelor of Science (B.S.) degree in physics are required to take the following course.

MATH 170 Calculus I
MATH 171 Calculus II
MATH 233 Calculus III
MATH 150 Linear Algebra
MATH 240 Differential Equations
CHEM 121/122 General Chemistry I and Lab
CHEM 131/132 General Chemistry II and Lab
PHYS 200 Freshman Seminar
PHYS 201/203 General Physics I and Lab

PHYS 202/206 General Physics II and Lab
PHYS 310/312 Modern Physics and Lab
PHYS 330 Thermal Physics
PHYS 335 Optics

PHYS 350 Mechanics I
PHYS 360 Electromagnetism
PHYS 420 Quantum Mechanics
PHYS 450 Senior Research Project
Student are also required to choose at least two approved physics Major electives, with at least one course must be a 300 level course or higher.

PHYSICS MAJOR BACHELOR OF ARTS DEGREE REQUIREMENTS

All students seeking a Bachelor of Science (B.A.) degree in physics are required to take the following course.
MATH 170 Calculus I
MATH 171 Calculus II
MATH 240 Differential Equations
CHEM 121/122 General Chemistry I and Lab
CHEM 131/132 General Chemistry II and Lab
PHYS 200 Freshman Seminar
PHYS 201/203 General Physics I and Lab

PHYS 202/206 General Physics II and Lab
PHYS 310/312 Modern Physics and Lab
PHYS 330 Thermal Physics
PHYS 335 Optics
PHYS 350 Mechanics I
PHYS 360 Electromagnetism

Students are also required to choose at least one approved physics Major elective course.

PHYSICS MINOR

All students pursuing a Physics Minor must take the following courses:
MATH 170 Calculus I 4 credits
MATH 171 Calculus II 4 credits
PHYS 201 General Physics I 3 credits
PHYS 203 General Physics I Lab 1 credits
PHYS 202 General Physics II 3 credits
PHYS 206 General Physics II Lab 1 credit
PHYS 310 Modern Physics 3 credits

Students must also choose two approved physics Minor elective courses.

Students who wish to earn the minor will be required to earn at least a "C" in every course and to maintain a 2.5 GPA overall in their minor courses.

COURSE DESCRIPTIONS

EASP104. METEOROLOGY

A study of the physical properties of the atmosphere and its changes. Observation, prediction, and the study of the causes of the constantly changing atmosphere. **3 credits.**

EASP 118. ASTRONOMY

An introduction to the study of astronomy and cosmology. Topics include: the evolution of stars and galaxies; the origin and evolution of the universe; dark matter and dark energy; special and general relativity; recent discoveries in astronomy and cosmology. Corequisite: EASP 119. **3 credits.**

EASP 119. ASTRONOMY LAB

Laboratory experience to accompany EASP 118. Observations through the Mercyhurst Baltus Observatory. Corequisite: EASP 118. **1 credit.**

PHYS 100. CONCEPTUAL PHYSICS

As a study focusing on the ideas of physics, this course is aimed at students with non-science majors. Very few math skills are necessary as the emphases are the historical development of physics, the main concepts and ideas of physics, and the current state of the discipline. A central theme in the course will be using physics to explain everyday phenomena. No lab with this course. **3 credits.**

PHYS 101. PRINCIPLES OF PHYSICS I

This course is an algebra-based physics course designed both for students with science majors and as a laboratory science course in the core curriculum. A working knowledge of algebra and the basics of trigonometry are required. The major topics that will be covered include: Newtonian mechanics, circular motion, energy, momentum, rotational motion and Fluid mechanics. Though concepts of physics will be discussed in detail, the focus of the course will be problem-solving techniques. Prerequisites: MATH 112, OR, MATH 118. Corequisite: PHYS 103. **3 credits.**

PHYS 102. PRINCIPLES OF PHYSICS II

This course is a continuation of Principles of Physics I; thus similar mathematical skill level requirements apply. Additionally, this course in the series continues to emphasize the application of physics to other fields. Topics include vibrations, wave motion, light and optics, and electricity & magnetism. Prerequisite: PHYS 101. Corequisite: PHYS 106. **3 credits.**

PHYS 103. PRINCIPLES OF PHYSICS I LAB

Laboratory experience to accompany Principles of Physics I. Corequisite: PHYS 101. **1 credit.**

PHYS 106. PRINCIPLES OF PHYSICS II LAB

Laboratory experience to accompany Principles of Physics II. Corequisite: PHYS 102. **1 credit.**

PHYS 200. FRESHMAN SEMINAR

The freshman seminar course is designed to expose new students to the ideas and frontiers of physics. Aside from getting a general feel for the various sub-disciplines in physics, students will learn what it means to be a good scientist: to be curious, to ask good questions and seek meaningful answers, to recognize that it is often okay to admit you don't know the answers, and to collaborate and participate in the process of science. **1 credit.**

PHYS 201. GENERAL PHYSICS I

This is a calculus-based course that is designed for natural science and mathematics majors, (biology, biochemistry, chemistry, earth-space science education, mathematics). The role of physics in other scientific fields will be emphasized as classical mechanics is covered. This portion of the General Physics series will deal strictly with mechanics; topics include: motion in one-, two-, and three-dimensions, the laws of motion, work, potential energy, kinetic energy, conservation of energy, linear and rotational motion, and the prediction of motion based on initial conditions. Prerequisite: MATH 170. Corequisite: PHYS 203. **3 credits.**

PHYS 202. GENERAL PHYSICS II

This course is a continuation of General Physics I; calculus skills are required.
Topics include: waves, electricity and magnetism, light and optics, and thermodynamics. Problem solving and the relationships between physics and the fields of biology, biochemistry, and chemistry continue to be emphasized. Prerequisites: PHYS 201, (MATH 171 – beginning in Spring 2015) Corequisite: PHYS 206. **3 credits.**

PHYS 203. GENERAL PHYSICS I LAB

Laboratory experience to accompany General Physics I. Corequisite: PHYS 201. **1 credit.**

PHYS 206. GENERAL PHYSICS II LAB

Laboratory experience to accompany General Physics II. Corequisite: PHYS 202. **1 credit.**

PHYS 310. MODERN PHYSICS

This course is a continuation of PHYS 201/202 and is designed to present natural science and mathematics students with exposure to contemporary physics topics and their applications. Topics include: relativity, nuclear physics, particle physics, and basic quantum physics. Prerequisite: PHYS 202. **3 credits.**

PHYS 312. MODERN PHYSICS LAB

Laboratory experience to accompany Modern Physics. Prerequisite: PHYS 202. Corequisite: PHYS 310. **1 credit.**

PHYS 325. NUCLEAR PHYSICS

This course is an introduction to the elements of nuclear physics. Course topics include basic properties of the nucleus and nuclear radiation, bound state energy wave functions, transition probabilities, binding energy and stability, and interactions of emitted particles with matter. Prerequisite: PHYS 360. **3 credits.**

PHYS 330. THERMAL PHYSICS

A more in-depth study of thermal physics than the introductory courses, this course involves present treatment of thermal dynamics including applications of the theory of ideal gases and other state functions, and in-depth treatment of the laws of thermodynamics and their relevance to real-world systems, non-ideal and non-equilibrium systems, and the basics of kinetic theory. Prerequisite: PHYS 202. **3 credits.**

PHYS 335. OPTICS

With an emphasis on the visual and tangible nature of light and using the microscope as the focus of our efforts, this course presents an introduction to Optics. Course topics include both geometric optics (ray tracing, lens design, aberrations, apertures and stops, etc.) and physical optics (polarization, interference, diffraction, wave guides, resolution etc.). The course is presented in a Studio format to maximize the connection between the theory learned in class and the construction of optical systems. Prerequisite: PHYS 202. **3 credits.**

PHYS 350. MECHANICS I
The course presents an intermediate treatment of classical mechanics. Topics covered include: motion of a particle in three dimensions, Kepler's laws of planetary motion, phase space and oscillations, Lagrangian and Hamiltonian formulations, and central force motion. Prerequisite: PHYS 202, MATH 233. **3 credits.**

PHYS 360. ELECTROMAGNETISM
This course presents an intermediate treatment of the electric and magnetic phenomena using vector calculus. Topics include advanced electrostatics, magnetostatics, induction, development of Maxwell's equations, the Poynting theorem and electromagnetic waves, and radiation theory. Prerequisite: PHYS 202, MATH 233. **3 credits.**

PHYS 420. QUANTUM MECHANICS
An introduction to quantum theory and calculations, this course emphasizes the fundamental of the quantum approach. Topics include the postulates of quantum mechanics, quantum operators and the wave function, the bra-ket notation, Hermitian operators, eigenfunctions and eigenvalues, conservation theorems, angular momentum, fermions and bosons, time development of wavefuctions, and perturbation theory as time allows. Prerequisite: MATH 150, 240. Suggested Prerequisite: PHYS360. **3 credits.**

PHYS 440. TOPICS IN PHYSICS EDUCATION
This course provides an overview of techniques which can assist the development of conceptual understanding in physics. Information will be taken from the Physics Education Research literature with an emphasis on models of teaching and learning. The models will then be discussed in terms of application to contemporary classrooms at the secondary and post-secondary levels. Prerequisite: PHYS 202. **3 credits.**

PHYS 450. SENIOR RESEARCH PROJECT
Students are expected to engage in independent research, either theoretical or experimental, in collaboration with a faculty member. Prerequisite: PHYS 202. **3 credits.**

SCI 120. PRESIDENTIAL PHYSICS
This course is designed for future world leaders in any arena, from business to politics, and most importantly for anyone who wants to be informed about the science behind the important decisions facing our world leaders. This course focuses on quantitative and scientific reasoning, critical analysis, and technical writing without the need for a math prerequisite as it covers real-world content such as: energy sources; nuclear technologies including energy and weaponry; fission, fusion, and radioactivity; global climate phenomenon such as tsunamis, earthquakes, and weather patterns; space travel and exploration; satellites, infrared radiation, and remote sensing capabilities; and the science behind new technological advances. **3 credits.**

SCI 121. PRESIDENTIAL PHYSICS LAB
Corequisite to Sci120 Presidential Physics. **1 credit.**

SCI 170. PRESIDENTIAL PHYSICS
A survey of the significant chemical and physical concepts related to energy usage. An initial introduction to energy mechanics and the laws of thermodynamics, applied to "real-world" situations will be given. Present modes of energy generation and usage will be discussed and related to environmental considerations. Significant time will be spent with an assessment of energy sources. These include: fossil fuels, solar, nuclear, geothermal, and biomass sources**. 3 credits.**

SCI 171. PRESIDENTIAL PHYSICS LAB
Corequisite to Sci170 Energy Science. **1 credit.**

COMMUNICATION

Department Chair
Meghan Waskiewicz, M.S.

FACULTY

Assistant Professor:
James Lohrey, M.A.
Meghan Waskiewicz, M.S.

Lecturer:
Brian R. Sheridan, M.A.

DEPARTMENT OFFERINGS

Majors

- Communication
- Integrated Marketing Communication

Minors

- Communication
- Web and Social Media Management

DEPARTMENT STANDARDS

Communication Department majors are required to maintain a 3.0 GPA in major course work and earn a C or higher in all required courses. No major or minor course can be taken on a pass/fail basis. Students who fail to earn a grade of C or better in a required course must repeat the course.

DEPARTMENT CORE COURSES

Each student with a Communication Department major must complete the following courses.

DEPARTMENT COURSE REQUIREMENTS

COM 101	Communication in Society	3 credits
COM 110	Oral Communication	3 credits
ART 128	Graphic Design Basics	3 credits
COM 190	Majoring in Communication	0 credits
COM 260	Intro to Social Media	3 credits
COM 310	Human Behavior & Persuasion	3 credits
COM 473/475	Internship	0-3 credits
COM 390	Professional Development	3 credits
COM 430	Communication Management	3 credits
COM 490	Communication Capstone	3 credits
MIS 150	Intro to Data Science	3 credits
PSYC 101	Introduction to Psychology	3 credits*
MATH 109	Introduction to Statistics	3 credits*
	Major Electives	15 credits
	Free Electives	0-3 credits

*also count for the University core

INTERNSHIP

Students majoring in communication or integrated marketing communication must complete an internship prior to graduation. For-credit and not-for-credit options exist allowing students the maximum flexibility in completing the requirement. A minimum of 150 hours for the zero-credit option and 200 hours for the 3-credit option must be completed to count toward graduation requirements. It is recommended that students complete more than one internship to be competitive in the marketplace. Students must register for the course prior to starting the internship to count toward the graduation requirement.

ELECTIVES
MAJOR ELECTIVES

Students choose 15 credits in consultation with their advisor to demonstrate an area of specialty. Communication majors should choose courses with a COM prefix. Integrated marketing communication majors should choose from either COM or MKTG prefixes. A minor or double major outside the department may count toward this requirement.

FREE ELECTIVES

Students choose free electives that may or may not relate to the Communication Department or their major. If students choose to complete a 3-credit internship, no credits in this category would need to be taken, if a student chooses a zero-credit internship, 3 credits would be taken in this category. Credits for a minor in another area or double major can count toward this requirement.

COMMUNICATION MAJOR

Communication is interdisciplinary in nature as professionals are engaged in similar functions (gathering information and data, creating, disseminating and evaluating messages) and must be prepared with basic skills including writing, speaking and visual communication along with the ability to develop a plan, organize, evaluate and think strategically. The communication program is designed to prepare students for entry to the communication industry in high-paying areas. Our students are part data analyst, part storyteller, part multimedia specialist. To accomplish this, students are required to complete a core sequence that covers areas of interpersonal and intrapersonal communication, research and data analysis, skill development (technical and writing), and professional development. The core sequence cultivates an improved understanding of the role, practice and analysis of communication in media, social and economic systems. The curriculum also employs a "learn by doing" approach to expose students to the necessary knowledge and skills to enter a chosen career path and advance within their profession. In each of the courses in the curriculum, students are assigned projects that would be appropriate for inclusion in a professional portfolio. These projects are detailed on each major course syllabus.

REQUIRED COMMUNICATION MAJOR COURSES

COM 102	Interpersonal Communication	3 credits
COM 150	Writing Fundamentals	3 credits
COM 210	Mindful Communication	3 credits
COM 240	Digital Video Production I	3 credits
COM 320	Research and Analysis	3 credits
ART 321	Introduction to Website Design	3 credits
COM 352	Multimedia Writing	3 credits
COM 440	Digital Storytelling	3 credits

INTEGRATED MARKETING COMMUNICATION (IMC) MAJOR

This interdisciplinary major is designed to prepare students for jobs in the modern marketing industry. Students in this major will take courses in the Business, Communication, Art, and Mathematics and Computer Systems Departments. Increasingly, employers in the marketing field are looking for employees who have proficiency with graphic design software, web-based marketing, public relations strategies, advertising and branding, new and social media tools, and strategic marketing and communication campaigns. Students in this major will be exposed to all of these areas related to modern marketing strategies. The Integrated Marketing Communication major provides a qualitative focus for students with knowledge and an identifiable skill set in the broader, interdisciplinary, applied workings of a modern integrated marketing communication campaign. Students will also be required to take courses that cover content in foundational marketing theory and principles, as well as marketing research. The Integrated Marketing Communication curriculum prepares students not only for employment in the modern marketing field but also for continued study at the graduate level.

REQUIRED IMC MAJOR COURSES

MKTG 162	Principles of Integrated Marketing	3 credits
COM 330	Web & Social Media Strategies	3 credits
MIS 110	Advanced Computer Applications	3 credits
ECON 106	Managerial Economics	3 credits
COM 321	Web & Social Media Analytics	3 credits
MKTG 347	Advertising & Branding Strategies	3 credits
MKTG 357	Marketing Research	3 credits
MKTG 406	Marketing Management	3 credits

COMMUNICATION MINOR

A Communication minor complements a variety of majors and allows students to further refine their professional and creative skills. The minor includes six courses. (For non-majors only)

REQUIRED MINOR COURSES

(1) COM 110	Oral Communication	3 credits
(2) COM 101	Communication in Society	3 credits

(3) One elective from the COM prefix or approved elective
(4-6) Choose one from each of the following three sections:

SECTION I: THEORY, PLANNING AND MANAGEMENT

COM 310	Human Behavior and Persuasion	3 credits
COM 430	Communication Management	3 credits
COM 210	Mindful Communication	3 credits

Other General Theory, Planning or Management course: COM 100-139, COM 200-239, COM 300-339, COM 400-439 with approval. 3 credits.

SECTION II: SYNDICATION SKILLS

COM 260	Introduction to Social Media.	3 credits
COM 352	Multimedia Writing	3 credits
COM 440	Digital Storytelling	3 credits

Other Syndication Skills course COM 140-169, COM 240-269, COM 340-369, COM 440-469 with approval. 3 credits.

SECTION III: PROFESSIONAL SKILLS

COM 390	Professional Development	3 credits
COM 473/475	Internship	0-3 credits(if zero

option is selected, another COM course needs to be selected as well).

Other Professional Skills course COM COM 370-399, COM 470-499 with approval. 3 credits.

SOCIAL MEDIA AND WEB MANAGEMENT MINOR

The Social Media and Web minor couples with a student's chosen major to harness the power of convergence in a network of related coursework and skills by training students in the professional use of emerging technologies and web-based communication. Combined with their major field of study, the Social Media and Web Minor prepares students to be skilled practitioners in the new media landscape. The courses enable students to participate in the virtual forum—cyberspace—using proper protocols informed by communication theory and to adapt as protocols change.

REQUIRED MINOR COURSES

ART 128	Graphic Design Basics	3 credits
ART 321	Introduction to Website Design	3 credits
COM 240	Digital Video Production I	3 credits
COM 260	Intro to Social Media	3 credits
COM 321	Web & Social Media Analytics	3 credits
COM 330	Web & Social Media Strategies	3 credits

COURSE DESCRIPTIONS

COM 101. COMMUNICATION IN SOCIETY

An overview of communication in the U.S. and around the world including legal, ethical and social issues, this course examines the relationship between media and society, history of mass media and development of communication industry. This survey class examines print journalism, movie industry, media research, magazines, advertising, public relations, new technologies and more. **3 credits.**

COM 102. INTERPERSONAL COMMUNICATION

This course provides an overview of the basic concepts of interpersonal communication in group and dyadic settings. Students will gain knowledge in the communication process, perception, listening, self-disclosure, ethics, nonverbal communication, conflict, power, relationships and dysfunctional communication. Further, students will have the opportunity to think critically about the material presented through an individual journal and through a term project that explores application of theories and concepts to modern day activities. **3 credits.**

COM 110. ORAL COMMUNICATION

Students learn basic presentation skills including techniques for informative and persuasive speaking. The course focuses on audience analysis, research skills, organizational principles, writing, delivery and critical analysis of presentations. **3 credits.**

COM 150. WRITING FUNDAMENTALS

Students receive an intensive drill in grammar, punctuation, syntax and word usage in contexts designed especially for future professional communicators. The class provides an overview of journalistic principles in accordance with Associated Press style. **3 credits.**

COM 160. FILM APPRECIATION

An analysis of the aesthetic nature of film, its history, and how film has influenced society. **3 credits.**

COM 190. MAJORING IN COMMUNICATION

This is an opportunity to gain insight into majoring in communication, an overview of the various concentrations offered, potential careers and graduate schools, as well as the basic business protocol and etiquette expected from communication professionals and, subsequently, the department. **0 credits.**

COM 210. MINDFUL COMMUNICATION

Communication is something we do every day but as the pace of our lives - and the number of message channels -increase, people can lose focus on the message they are sending or how they are responding. Reacting automatically (or mindlessly) can damage personal and business relationships and create more stress in our lives. This assists students in expanding consciousness in daily living by learning about principles of mindfulness and how mindfulness can allow one to be a better communicator. **3 credits.**

COM 211. COMMUNICATION THEORY AND RESEARCH

This course explores theories and research methods used in communication; specifically, the course demonstrates how theory guides practice and the nature of theory as it is used in the field of communication. Further, the course provides students with the concepts, methods and tools through a conceptual and practical understanding of primary, secondary, qualitative and quantitative research. Through readings, discussion, research, writing and in-class activities, students will learn how communication theories are developed, analyzed, evaluated and applied to real-world situations and will develop skills needed to criticize research literature and apply basic research methods to understand a research problem. **3 credits.**

COM 219. COMMUNICATION THEORY

This course explores theories of communication; specifically, the course demonstrates how theory guides practice and the nature of theory as it is used in the field of communication. Through readings, discussion, research, writing and in-class activities, students will learn how communication theories are developed, analyzed, evaluated and applied to real-world situations. **3 credits.**

COM 240. DIGITAL VIDEO PRODUCTION I

Students are given basic instruction in producing video utilizing computer software. Instruction combines theoretical concepts with practical field experience. **3 credits.**

COM 241. MEDIA PERFORMANCE

This course explores styles of speech, analysis and interpretation of copy, voice development, on-camera behavior and techniques in both radio and television and more broadly in various types of performance. The general objective is to make the student a more effective communicator. **3 credits.**

COM 250. NEWSWRITING

A fundamental course in journalistic writing that focuses on reporting, writing, producing and presenting news stories in varied formats. Research strategies, interviewing, data collection, critique and history of journalism are also covered. Prerequisite: COM 150. **3 credits.**

COM 251. BROADCAST NEWSWRITING

Students learn preparation of copy and news packages for radio, television and streaming video. This course includes videography, video and audio editing and news programming. Prerequisite: COM 150. **3 credits.**

COM 260. INTRODUCTION TO SOCIAL MEDIA

This course introduces students to social media in its many forms, which have changed the role of communication professionals. **3 credits.**

COM 261. PRINCIPLES OF PUBLIC RELATIONS

This course explores how and why organizations communicate with various public to help create, maintain, enhance and change organizational reputations. **3 credits.**

COM 269, 369, 469. SPECIAL TOPICS

These courses focus on issues relevant to future communication professionals and innovative topics in the field of communication. Topics vary from year-to-year. **3 credits.**

COM 270. PRACTICUM

Students receive hands-on experience with the on-campus communication resources and other University offices. (Other on-campus activities meeting the hour requirement and that achieve the same objective may be substituted with instructor approval). Prerequisite: COM 101 and sophomore standing. **3 credits**

COM 290. SOPHOMORE REVIEW

The Sophomore Review serves to provide a review of the student's work to date in the program as well as a written and oral presentation of their plans and ambitions for the final years of their education as well as their future career plans. The review also includes a formal interview/discussion between the student and the review committee. Continuation as a communication major requires a successful passing of sophomore review by the review committee. Prerequisite: COM: 101, 110, 211/219, 250, 260. **0 credits.**

COM 310. HUMAN BEHAVIOR AND PERSUASION

Students examine the basic theories regarding persuasion as they function in mediated messages and the psychographic profiling of audiences and populations. **3 credits.**

COM 311. COMMUNICATION LAW AND ETHICS

This course prepares future professional communicators to make informed media decisions, through understanding the historical, legal and ethical context for judgment of issues in mass media through in-class discussion, simulation and modeling. The legislative, regulatory and case law that governs professional communication with an emphasis on the law's role in protecting or in inhibiting communicators' activities is covered. **3 credits.**

COM 312. COMMUNICATION AND SOCIAL RESPONSIBILITY
This class explores the power of professional communication and the responsibilities it creates for practitioners. Various codes of ethics available within the industry will be explored and students create a personal code of values and principles of practice to guide their decision making in the field. **3 credits.**

COM 313. CRISIS COMMUNICATION
Students are exposed to the theories of and major case studies in crisis communication. Techniques and strategies in crisis communication are explored and students apply their knowledge through a crisis management project. **3 credits.**

COM 314. GLOBAL COMMUNICATION
An examination of interpersonal, organizational and mass communication as it occurs around the world, as well as the influence of communication systems on cultures. **3 credits.**

COM 320. RESEARCH AND ANALYSIS
Communication Research Methods provides students with the concepts, methods and tools of research through a conceptual and practical understanding of primary, secondary, qualitative and quantitative research. Prerequisite: MATH 109 or MIS 150. 3 credits.

COM 321. WEB AND SOCIAL MEDIA ANALYTICS
This course seeks to understand Web, business and communication intelligence through the lens of digital analytic collection, synthesis and reporting. Students will extract data from the web and social media tools and will learn to analyze the data using a variety of tools. A study of the history and theories surrounding web and social media analytics, an intro to web analytics, measuring campaigns online, and search engine optimization will be covered in this course. At the completion of the course students will be prepared to take the Google Analytics IQ test--the only industry-recognized certification. Prerequisite: COM 260. **3 credits.**

COM 330. WEB AND SOCIAL MEDIA STRATEGIES
This course unpacks social networks, social media platforms and online communication, advertising and marketing. This course will evaluate the impact of social media on interpersonal and customer relationships, public relations, marketing, politics, and journalism. Topics will include Web and social media marketing and campaigns, digital storytelling, crowdsourcing and online visual interaction. Using content gathered in the course, students will conclude the term by developing a campaign in coordination with the Google Marketing Competition or another client-based project assigned by the instructor. Prerequisite: COM 260. **3 credits.**

COM 340. DIGITAL VIDEO PRODUCTION II
Practical training and theoretical concepts of the process of selecting visual and aural components for editing. Classroom instruction centers on basic editing principles and utilizes numerous examples. Prerequisite: COM 240. **3 credits.**

COM 350. FEATURE WRITING
This extensive writing course explores strategies for developing feature stories for web, newspapers, newsletters and magazines. The class emphasizes gathering information and developing a story from nonfiction topics including personal experiences, personality profiles, consumer pieces and travel articles. Students practice the skills necessary to write in varied formats for publication. Prerequisite: COM 150. **3 credits.**

COM 352. MULTIMEDIA WRITING
This course provides instruction and experience writing and editing copy for a variety of communication materials. The class explores a variety of tools at the professional communicator's disposal as well as how these are applied to various situations and audiences. Students develop competencies in creating content and understanding structure of writing for both print and web. Prerequisite: COM 150. **3 credits.**

COM 390. PROFESSIONAL DEVELOPMENT
This course focuses on print and online portfolio development and provides students with opportunities and skills needed to secure an internship or job in their field. Career-related issues include résumé and portfolio development, interviewing, business etiquette and workplace standards. Prerequisite: Junior standing. Communication Department majors only. **3 credits.**

COM 430. COMMUNICATION MANAGEMENT
Students will practice developing, executing and evaluating complex communication plans for clients or communities to reach set goals and/or objective. In addition, the course content covers client management, budgeting and bidding. Prerequisite: Senior standing or instructor permission. Communication Department majors only. **3 credits.**

COM 431. STRATEGIC COMMUNICATION
Students will practice developing, executing and evaluating complex integrated communication plans. This course looks at various case studies and contexts including agencies, nonprofits organizations, brand strategy firms, corporations and more. Prerequisite: COM 352. **3 credits.**

COM 440. DIGITAL STORYTELLING
This course focuses on gathering information and relaying it to a mass audience through various technologies, including blogs, websites and podcasts. Content includes online journalistic writing (using video, copywriting and photography), identifying and creating elements of a good story, merging research into writing, and synthesis of information. Prerequisite: COM 352, ART 321, COM 240. **3 credits.**

COM 441. PRODUCTION MANAGEMENT
Students are responsible for organizing and airing a series for Laker TV and streaming video. Prerequisite: COM 340. **3 credits.**

COM 442. CONVERGENCE MANAGEMENT
This course ties together print, broadcast and computer skills, theory and practice, for the new digital media world. Students are challenged to extend their knowledge by creating specific digital content for on-campus media (Merciad, Laker TV, WMCE, podcast). **3 credits.**

COM 473 & COM 475. INTERNSHIP
Students gain on-the-job training and experience applying theory and technique they have learned in the classroom to their chosen career interests. This supervised experience working with professionals relates academic training to professional experience. Supervised opportunities include working with an approved regional, national and international approved business, industry, agency, or institution. Students must complete a minimum of 150 hours. Prerequisite: Junior standing, chair approval. **0-3 credits.**

COM 480. ENTREPRENEURSHIP
This course provides students an opportunity to explore a topic of interest that may not be offered by the communication curriculum but is important for the student's career. The topic and learning objectives are determined by the faculty supervisor and student and are approved by the department chair. Prerequisite: faculty sponsor and chair approval. **3 credits.**

COM 490. COMMUNICATION CAPSTONE
This capstone course is aimed at providing students with hands-on opportunities to integrate and demonstrate the knowledge and skills they have acquired in their four years of learning. Students will work on teams to emulate real-world working environments. Students will work with real clients and/or real-world issues to solve a business problem using the skills and knowledge acquired throughout their tenure and deliver tangible outputs based on the client's goals. A final senior portfolio is presented as part of the class as well. Prerequisite or co-requisite: Senior standing and completion of all major courses or instructor approval. Communication Department majors only. **3 credits.**

Criminal Justice

Department Chair
Maria L. Garase, Ph. D.

FACULTY
Professors:
Frank Hagan, Ph.D.

Associate Professors:
Tina M. Fryling, M.S., J.D.;
Thomas J. Gamble, Ph.D.
Maria L. Garase, Ph.D.

Assistant Professor:
Spyridon Kodellas, Ph.D.

Instructor
EmmaLeigh Kirchner, Ph.D. Candidate

Professor Emeritus:
Peter J. Benekos, Ph.D.

Adjunct Faculty:
Mark Amendola, M.S.S.A., L.S.W.
Robert Blakely, M.S.
Erin Connelly, J.D.
Sgt. Dennis Donovan, PSP, Ret.
Patricia Lightner, M.S.
James Pitonyak, J.D
Matthew Rea, M.S.
Adam Saeler, Ph.D.
Jeff Shaw, M.S.W.
Joseph Spusta, M.S.
Stan Walkiewicz, M.P.A.

MISSION STATEMENT

The mission of the Criminal Justice program is to provide students with a liberal arts background that will enable them to live rich and fulfilling lives, with the capability of personal responsibility, professional development and civic responsibility.

GOALS AND OBJECTIVES

The goals and objectives of the program are to provide students with a basic knowledge of the operation of the Criminal Justice System, including the necessary historical background, the legal aspects and ramifications, the sociological factors and issues, and the basic principles and skills needed for an entry-level career position.

PROGRAM STUDENT LEARNING OUTCOMES

Students shall:
Demonstrate knowledge of the historical context of the Criminal Justice System and profession.

Demonstrate synthesis, problem solving, and critical thinking skills.

Demonstrate basic knowledge of legal aspects of criminal justice operations.

Synthesize and apply basic knowledge of sociological issues affecting criminal justice.

Demonstrate an understanding of methodological concepts for conducting and analyzing research.

Demonstrate and apply knowledge of professional skills for criminal justice.

CRIMINAL JUSTICE MAJOR (BACHELOR OF ARTS)

The Criminal Justice Department offers major concentrations in Law Enforcement, Corrections, Juvenile Justice, and Pre-Law. A minor concentration is available to non-majors in all four areas.

Students who intend to graduate with a Bachelor of Arts Degree in Criminal Justice with a concentration in Law Enforcement, Corrections, Juvenile Justice or Pre-Law must meet the regular degree requirements of the University as well as the requirements of the Criminal Justice Department. A Criminal Justice major who wants to select two concentrations must complete all Criminal Justice core courses PLUS five separate courses for each concentration.

To fulfill degree requirements, students must complete 45 credits in Criminal Justice: 27 credits in the core; 9 credits in the concentration; and 9 credits of electives, which may include an internship.

BA & MS CRIMINAL JUSTICE AND ADMINISTRATION OF JUSTICE DEGREES 4+1 ACCELERATED PROGRAM

Mercyhurst Criminal Justice and Administration of Justice Departments offer a five-year Bachelor + Master's Degrees program: instead of completing the undergraduate degree in 4 years and then needing an additional 2 years to earn a graduate degree, students can earn the Bachelor of Arts in Criminal Justice in 4 years and then complete the Master's Degree in the Administration of Justice in just one (1) year. This program is designed to enhance career credentials and opportunities with a more affordable cost for an advanced degree.

Eligibility: Complete 5 undergraduate criminal justice courses with a minimum of a 3.2 GPA in Criminal Justice and 3.0 GPA overall.

1. Apply to the Director of the AOJ graduate program for the 4+1 program by March 1 of sophomore year.

2. If accepted, students will be enrolled as a Graduate Non Degree student and will begin fall semester of junior year taking one AOJ graduate course per semester. Students will have two transcripts: undergraduate and graduate non degree.

Students will need to maintain 3.0 GPA in the 4 designated graduate courses; only one C permitted. Students will also need to maintain 3.2 GPA in undergraduate Criminal Justice courses and 3.0 GPA overall.

3. The 4 graduate courses taken in junior and senior years will be used to waive corresponding undergraduate criminal justice course requirements (see below).

Students will still be required to meet the 121 credit minimum (beginning 2014) to earn the BA Degree. This provides students the opportunity to take additional criminal justice electives or apply coursework to a minor.

Students will register for a MINIMUM of 12 undergraduate credits each semester during their junior and senior year in addition to the graduate course registration. This will insure that flat rate billing will stay in place and graduate courses will be included in the bill.

4. By March 1 of the senior year, students will apply to the Graduate School for admission to the AOJ graduate program. If admitted, the 12 graduate non degree credits will be applied as graduate credits toward the Master's Degree.

5. At the end of the senior year, students will graduate with a BA in Criminal Justice and will have earned 12 graduate non degree credits. In the 5th year, students will complete 21 graduate credits (e.g., 3-1-3) at the graduate tuition rate and graduate with the Master of Science in the Administration of Justice.

During the fifth year, the J term is an option for independent study or supervised readings. Thesis is an option with the Master's Degree and begins in the senior year with the Thesis proposal which is then completed in the fifth year. Graduate Internships are also an option.

Undergraduate

Criminal Justice Ethics	CRJS 343
Criminology	CRJS 230
CRJS Elective	
CRJS Elective	

Graduate

Professional Ethics	AOJ 506
Advanced Criminology	AOJ 621
AOJ Elective	
AOJ Elective	

DUQUESNE UNIVERSITY SCHOOL OF LAW 3/3 Early Admissions Programs

The only circumstance in which candidates may apply for admission without a baccalaureate degree is through a pre-arranged 3/3 Early Admissions Agreement between Mercyhurst University and the Duquesne University Law School. Mercyhurst University cooperates with the School of Law in programs that enable students to receive a bachelor's degree after three years of undergraduate work and successful completion of the first year of law school. The Law School has partners with several other Universities as well. lawadmissions@duq.edu

ELIGIBILITY REQUIREMENTS

Eligibility for the early admission programs generally require a minimum cumulative grade point average of 3.5 over three years (minimum 90 credits); completion of all undergraduate curricular requirements (no transfer credits are allowed); a minimum LSAT score in at least the 60th percentile (students interested in applying should take the LSAT in the fall or winter of their junior year); a letter of recommendation from the pre-law advisor to the Law School's Office of Admissions; and a personal interview with the Admissions Committee. Detailed requirements for each 3/3 Agreement should be directed to the Law School's Office of Admissions.

REQUIREMENTS FOR CRIMINAL JUSTICE MAJORS

Students are not Criminal Justice majors simply because they are enrolled in Criminal Justice courses. Students who enroll as Criminal Justice majors must meet and maintain University and Department academic requirements. This requires a minimum overall GPA of 2.0 and a Criminal Justice GPA of 2.5. In addition, students must also demonstrate character and conduct which are consistent with professional standards for careers in Criminal Justice.

Student progress and academic achievement are monitored and evaluated by the Department each semester. The faculty may also request a meeting

with students to review academic progress. Students who fail to meet or maintain the GPA requirements or the appropriate conduct standards will be subject to probationary status or removal from the Criminal Justice major. Students who are dismissed from Criminal Justice will be placed on Non-Major status and referred to an Academic Counselor to consider academic alternatives, including repeating Criminal Justice courses and petitioning the Department for readmission to the major. Students with Non-Major status who take Criminal Justice courses will not be eligible to graduate in Criminal Justice.

A three credit internship can be accomplished in the junior or senior year in Law Enforcement, Corrections, Juvenile Justice or Pre-Law. These programs are reserved for students who achieve a minimum of 2.5 GPA in major required courses.

The opportunity for an internship will depend on the availability of internships and the approval of the staff.

Students who wish to graduate from the Criminal Justice Department must:

1. Maintain a general academic average of at least 2.0.
2. Demonstrate desirable physical, mental, emotional, and social traits for entry into the Criminal Justice professions.
3. Complete 45 credits of Major Course Requirements.
4. Maintain a minimum 2.5 GPA in the Major. Eligibility for a B.A., A.S., or a minor in any of the four areas of concentration requires a 2.5 GPA.

POLICY ON PLAGIARISM

The Criminal Justice Department prohibits plagiarism in any form, including directly copying large or small portions of either printed works or written papers of another student. Paraphrasing, or changing an author's ideas or words, is also a form of plagiarism if the source of the idea being paraphrased is not acknowledged. Violations of this policy are treated seriously. A first offense will result in failure of the course; any subsequent offenses will result in expulsion from the criminal justice major. The Department also subscribes to the Academic Dishonesty Policy set forth by the Office of Academic Affairs.

MAJOR FIELD TEST

In order to assess the learning outcomes of criminal justice majors, all criminal justice majors must take the standardized Criminal Justice Major Field Test during their senior year as a requirement for graduation. Students who do not complete the test will not receive their diploma.

REQUIREMENTS FOR CRIMINAL JUSTICE MAJORS

All Criminal Justice majors are required to successfully complete the following courses in partial fulfillment of the Bachelor of Arts Degree:

CRJS 101	Justice in America	3 credits
CRJS 104	Introduction to Corrections	3 credits
CRJS/SOC 205	Introduction to Juvenile Justice and Delinquency	3 credits
CRJS 207	Police Functions	3 credits
CRJS/SOC 230	Criminology	3 credits
CRJS 310	Constitutional Law in Criminal Procedure	3 credits
CRJS 318	Introduction to Criminal Justice Research	3 credits
CRJS 343	Criminal Justice Ethics	3 credits
CRJS 410	Criminal Justice Senior Seminar	3 credits

In addition to the Criminal Justice core courses required of all majors, a student must specialize in one of the following concentrations:

LAW ENFORCEMENT (FOUR-YEAR DEGREE)

CRJS 208	Criminal Investigation	3 credits
CRJS 309	Contemporary Police Problems	3 credits
CRJS 326	Police Administration	3 credits
CRJS 475	Law Enforcement Internship **OR** approved substitution	3 credits
Criminal Justice Electives		6 credits

Students may take an approved Criminal Justice elective (3 credits) in lieu of the Internship.

CORRECTIONS (FOUR-YEAR DEGREE)

CRJS 222	Human Behaviorin Corrections	3 credits
CRJS 328	Corrections Administration	3 credits
CRJS 344	Corrections Counseling	3 credits
CRJS 475	Corrections Internship	3 credits
Or approved substitution		
Criminal Justice Electives		6 credits

Students may take an approved Criminal Justice elective (3 credits) in lieu of the Internship.

JUVENILE JUSTICE (FOUR-YEAR DEGREE)

CRJS 280	The Juvenile Justice System	3 credits
CRJS 285	Approaches to Juvenile Delinquency	3 credits
CRJS 317	Professional Practice in Juvenile Justice	3 credits
CRJS 475	Juvenile Justice Internship **OR** approved substitution	3 credits
Criminal Justice Electives		6 credits

Students may take an approved Criminal Justice elective (3 credits) in lieu of the Internship.

PRE-LAW (FOUR-YEAR DEGREE)

CRJS/POLI 322	Legal Research and Writing	3 credits
CRJS 337	Sociology of Law	3 credits
CRJS 361/PSYC 240	Psychology and the Law	3 credits
CRJS 475	Pre-Law Internship **OR** approved substitute*	3 credits
Criminal Justice Electives		6 credits

*Approved electives in lieu of Pre-Law Internship include: POLI 221 (Constitutional Law); POLI 222 (Civil Liberties); POLI 225 (American Legal Process): BADM 310 (Business Law I); POLI 321 (Environmental Law)

A student who desires to substitute a course for any required course for the major or concentration must submit a letter explaining his/her reason for substitution to the chair of the department. A faculty committee will then determine the acceptability of any required substitution.

DOUBLE MAJOR: SOCIOLOGY

Some Criminal Justice courses are cross-listed with other majors which make it convenient to double major in a related field such as Sociology. In addition to the required Criminal Justice major courses, the Sociology Double Major requires:

SOC 100	Introduction to Sociology	3 credits
SOC 101	Contemporary Social Problems	3 credits
SOC 300	Sociological Research Methods	3 credits
SOC 301	Contemporary Sociological Theory	3 credits
SOC/POLI 330	Statistics in Social Science	3 credits
SOC 490	Senior Project	3 credits

Four Electives (including Criminal Justice cross listed courses)

INTERDISCIPLINARY MINOR PSYCHOLOGY OF CRIME AND JUSTICE

The Departments of Psychology and Criminal Justice have developed a sequence of study to provide students with an interdisciplinary focus in the psychology of crime and justice. The minor is designed to complement undergraduate degrees in psychology, criminal justice, and other social and behavioral sciences. In addition to the course requirements for a Criminal Justice degree, Criminal Justice majors who seek to qualify for the Interdisciplinary Minor in the Psychology of Crime and Justice must complete these additional courses and maintain a 2.5 GPA:

PSYC 101	Introduction to Psychology	3 credits
PSYC 201	Personality	3 credits
PSYC 211	Abnormal Psychology	3 credits
PSYC 231	Social Psychology	3 credits
PSYC/CRJS 350	Antecedents of Aggression	3 credits
CRJS 361/PSYC 240	Psychology and the Law	3 credits
PSYC 253	Drugs & Human Behavior	3 credits

Students can earn an Associate Degree in Criminal Justice at Mercyhurst's North East campus. Associate Degree credits can be transferred to Mercyhurst's Erie campus if a student who has earned an Associate Degree decides to pursue a Bachelor's Degree. See the Mercyhurst North East catalog for Associate Degree coursework requirements.

Non-majors who desire to declare a minor in one of the Criminal Justice concentrations are required to complete the following courses:

LAW ENFORCEMENT MINOR

CRJS 101	Justice in America	3 credits
CRJS 207	Police Functions	3 credits
CRJS 208	Criminal Investigation	3 credits
CRJS/SOC 230	Criminology	3 credits
CRJS 309	Contemporary Police Problems	3 credits
CRJS 310	Constitutional Law in Criminal Procedure	3 credits
CRJS 326	Police Administration	3 credits
	Internship **OR** approved Criminal Justice substitute.	3 credits

CORRECTIONS MINOR

CRJS 101	Justice in America	3 credits
CRJS 104	Introduction to Corrections	3 credits
CRJS 222	Human Behavior in Corrections	3 credits
CRJS/SOC 230	Criminology	3 credits
CRJS 310	Constitutional Law in Criminal Procedure	3 credits

CRJS 328	Corrections Administration	3 credits
CRJS 344	Corrections Counseling	3 credits
Internship or approved Criminal Justice substitute		3 credits

JUVENILE JUSTICE MINOR

CRJS 101	Justice in America	3 credits
CRJS/ SOC 205	Introduction to Juvenile Justice and Delinquency	3 credits
CRJS/SOC 230	Criminology	3 credits
CRJS 280	The Juvenile Justice System	3 credits
CRJS 285	Approaches to Juvenile Delinquency	3 credits
CRJS 310	Constitutional Law in Criminal Procedure	3 credits
CRJS 317	Professional Practice in Juvenile Justice	3 credits
Internship or approved Criminal Justice substitute		3 credits

PRE LAW MINOR

CRJS 101	Justice in America	3 credits
CRJS 310	Constitutional Law in Criminal Procedure	3 credits
CRJS/POLI 322	Legal Research and Writing	3 credits
CRJS/SOC 337	Sociology of Law	3 credits
CRJS 343	Criminal Justice Ethics	3 credits
CRJS 361/PSYC 240	Psychology and the Law	3 credits
Approved Criminal Justice Electives or Pre-Law Internship		6 credits

GRADUATE PROGRAM

Mercyhurst University offers a Graduate Program of study leading to the Master of Science Degree in the Administration of Justice. (See Graduate Catalog.)

COURSE DESCRIPTIONS

CRJS 101. JUSTICE IN AMERICA

This course provides students with an understanding of the Criminal Justice System in America. An examination of the role of the police, the court systems, and the processes of corrections will be presented which enables students to critically analyze success as well as inherent weaknesses within the administration of justice in our society. Included will be a survey of problems, trends, and jurisdiction of local, state, and federal agencies engaged in the criminal justice process. Students will become familiar with those qualifications and requirements that criminal justice agencies have established for entry-level positions. **3 credits.**

CRJS 104. INTRODUCTION TO CORRECTIONS

This is an introduction to corrections systems and their relationship to the American Criminal Justice System. Students learn the objectives, policies, and procedures of probation, parole, and prisons as well as some of the issues and problems. **3 credits.**

CRJS/SOC 203. DEVIANT BEHAVIOR

A psychological and sociological examination of pathological behavior. The course will include discussion of deviancy as a problem in both individual adjustment and social organization. **3 credits.**

CRJS/SOC 205. INTRODUCTION TO JUVENILE JUSTICE AND DELINQUENCY

This is the foundation course in juvenile justice which provides an overview of the Juvenile Justice System and the study of Juvenile Delinquency. It examines the nature and development of delinquency against the backdrop of normal adolescent development. Research and theory are used to help the student distinguish between typical forms of adolescent exploration and indications of potentially serious delinquency. A variety of sociological, social psychological, and psychological theories of delinquency are reviewed. ~A HELM Course~ **3 credits.**

CRJS 207. POLICE FUNCTIONS

This course provides an overview of basic line functions found within state and local law enforcement agencies. Included are patrol procedures and community policing concepts being undertaken that enhance relationships between the police and the community they serve. The role of other operating components found within law enforcement agencies will be explored along with the responsibilities of the services and auxiliary bureaus. Prerequisite: CRJS 101. **3 credits.**

CRJS 208. CRIMINAL INVESTIGATION I

The course presents basic procedures in the investigation of criminal matters. Topics include interview procedures, crime scene examinations, development of information, procedures for solving crimes, criminalistics, and the use of forensic sciences. Prerequisites: CRJS 101, CRJS 207. **3 credits.**

CRJS 219. CRIMINAL INVESTIGATION II

This course will emphasize the application of the methods and techniques introduced in Criminal Investigation I. The elements of various types of crimes will be examined, along with investigative techniques that aid in fulfilling the legal and procedural requirements of those elements, with an ultimate goal of preparation of the investigation for prosecution. Prerequisite: CRJS 208. **3 credits.**

CRJS/SOC 220. DRUGS, CRIME, AND CRIMINAL JUSTICE

This course provides the student with an understanding of drug abuse, crime, and the Criminal Justice System. The primary focus is on how police, courts, and corrections systems respond to drug-related crimes and drug-abusing offenders. The course reviews the history of the drug-crime nexus, compares criminal justice policies on drug abuse, critiques intervention strategies, and considers future initiatives to reduce the drug problem. **3 credits.**

CRJS 222. HUMAN BEHAVIOR IN CORRECTIONS

This course examines the nature of correctional institutions and institutionalization. The scope of study includes the perspectives of both practitioner and prisoner. In addition, the social and political dimensions of corrections policies are examined. Prerequisite: CRJS 104. **3 credits.**

CRJS/SOC 228. TREATMENT OF ADOLESCENT BEHAVIOR PROBLEMS

This course focuses on the latest research-based approaches to the rehabilitation of adolescents who are either involved in delinquent behavior or at risk of involvement. It emphasizes cognitive, cognitive behavioral, familial, and multi-systemic approaches. Prerequisite: CRJS/SOC 205. **3 credits.**

CRJS/SOC 230. CRIMINOLOGY

An in-depth analysis of criminal behavior systems, theoretical developments in explaining crime, and research methodology used in Modern American Criminology. Prerequisite: CRJS 101. **3 credits.**

CRJS/SOC 240. VICTIMOLOGY

This course focuses on the developing branch of criminology which is designed to study the crime victim. Included will be victim vulnerability--the susceptibility of certain groups of people to victimization-and culpability--the actions on the part of individuals which, under certain circumstances, suggest victims may be partly responsible for their own victimization. Recently enacted laws pertaining to the rights of victims will be examined. ~A HELM Course~ Prerequisite: CRJS 101. **3 credits.**

CRJS 280. THE JUVENILE JUSTICE SYSTEM

This course examines the major professional, statutory, and constitutional issues affecting the professional working within the juvenile justice arena. It examines in some detail the way in which juvenile delinquency cases are processed by police, probation departments, and the courts. The historical and political context of current practice is reviewed. The course also provides for students information about the wide variety of professional roles available to students interested in juvenile justice and the expectations and qualifications for each role. Prerequisite: CRJS/SOC 205. **3 credits.**

CRJS 285. APPROACHES TO JUVENILE DELINQUENCY

A second level course which examines in more detail the nature, diagnostic assessment, and treatment of delinquency. Practical diagnostic procedures are examined along with their implications for treatment. Interpretation and use of psychological and psychiatric evaluations are also examined. Such issues as socialized versus unsocialized delinquency, conduct disorders and psychopathy, drug and alcohol abuse, and the delinquent life-style are examined. The spectrum of community and facility based treatment programs and their appropriateness for types of delinquents are reviewed. Prerequisite: CRJS/SOC 205. **3 credits.**

CRJS 304. GANGS IN CONTEMPORARY SOCIETY

This course examines contemporary street gangs in America. Students will gain a better understanding of street gangs and learn to apply this knowledge by analyzing innovative police strategies. The course focuses on theories about street gangs and deviance in addition to examining what gang members do in their everyday lives. Since street gangs continue to be a focal concern for police agencies, the course also examines innovative strategies to reduce gang violence. 3 credits.

CRJS 305. ISSUES IN CRIMINAL JUSTICE

A concentrated study of selected critical issues in the Criminal Justice System. These issues, which are significant, timely, and of concern to both academicians and practitioners in the areas of law enforcement, the courts, the corrections, and the juvenile justice field, will

be treated in order to give the student a realistic grasp of their nature and ramifications. Prerequisite: CRJS 101. **3 credits.**

CRJS/SOC 306. SEMINAR: ORGANIZED AND WHITE COLLAR CRIME
This course will examine corporate, occupational, professional, and organized crime, the biggest growth area of crime and law enforcement activity. Through analysis of cases, recent legal developments, and literature, emerging trends in the Criminal Justice System's response to these types of crime will be explored. 3 credits.

CRJS 309. CONTEMPORARY POLICE PROBLEMS
A survey of problematic areas encountered by the police and their role within the social order. Included will be significant new approaches used to enhance relationships between the police and the community that they serve and a reexamination of written directives used by police in a changing society. Prerequisite: CRJS 207. **3 credits.**

CRJS 310. CONSTITUTIONAL LAW IN CRIMINAL PROCEDURE
A study of the judicial process and the legal framework be encountered by criminal justice practitioners. Emphasis is placed on the first, fourth, fifth, sixth, eighth, and fourteenth amendments to the U.S Constitution. This course focuses on criminal law factors and evidentiary procedures from investigation through adjudication. Students will participate in a mock trial in order to synthesize the skills they have developed in this course. Prerequisite: Junior-Senior. **3 credits.**

CRJS 315. PROFESSIONAL PRACTICE IN CORRECTIONS
An advanced course in corrections stressing the skills necessary for competent practice. The course will emphasize the formulation of policy and procedure on a national scale. Prerequisite: CRJS 104. **3 credits.**

CRJS 317. PROFESSIONAL PRACTICE IN JUVENILE JUSTICE
This course is designed to prepare the juvenile justice student for professional practice in the field. It does so by integrating information about the Juvenile Justice System with information about the etiology, manifestation, and treatment of juvenile delinquency, in a manner that facilitates the application of theory and knowledge to actual practice. Prerequisite: CRJS/SOC 205. **3 credits.**

CRJS 318. INTRODUCTION TO CRIMINAL JUSTICE RESEARCH
An introduction to social science research, with emphasis on research appropriate to criminal justice. Students learn to form research questions, to select and carry out appropriate research strategies, and to present findings in a professional manner. Prerequisites: CRJS 101; CRJS/SOC 230. **3 credits.**

CRJS/POLI 322. LEGAL RESEARCH AND WRITING
This course will introduce students to the legal research process through both classroom and library experience. Students will become familiar with the major sources of legal research and will complete a research assignment which will require the use of several types of sources. This course will also emphasize the principles and techniques of legal writing, including proper analysis and appropriate citation. Recommended for Pre-Law students. **3 credits.**

CRJS 326. POLICE ADMINISTRATION
The course focuses on the principles of administration and management in modern police agencies, including responsibilities and interrelationships of administrative, line, and staff services. Included are fundamentals of supervisory techniques and personnel practices and processes Prerequisites: CRJS 101, CRJS 207, CRJS 309. **3 credits.**

CRJS 328. CORRECTIONS ADMINISTRATION
This course examines the organization and administration of correctional programs and institutions. Management concepts and elements of the administrative process are presented. Attention is given to the problems of staffing and personnel management, implementing correctional policies and ideology, and responding to offender needs. Prerequisite: CRJS 104. **3 credits.**

CRJS 330. ISSUES IN JUVENILE JUSTICE
This seminar encourages students to explore contemporary issues in juvenile justice. A variety of topics of contemporary interest are examined by the seminar including serious and chronic juvenile offending, the delinquency-drug connection, juvenile sex offenders, and gang related delinquency, among others. Students are encouraged to examine these topics both from the perspective of contemporary theory of the social and psychological dynamics that give rise to the behavior and from the perspective of the individuals actually engaging in the behavior. Prerequisite: CRJS/SOC 205. **3 credits.**

CRJS 333. SEMINAR: HIGH RISK SPECIAL NEED OFFENDERS
An explanation of the trends in criminal justice which recognize the diversity of offenders that are processed the Criminal Justice System. From both the police and corrections perspective, the course will analyze the issues which prompted a specialized approach to various offender groups. Material will include elderly offenders, mentally retarded and emotionally disturbed offenders, sexual deviants, and drug/alcohol abusers. Speakers and visual aids will be utilized. Prerequisite: CRJS 101. **3 credits.**

CRJS 335. SEMINAR: WOMEN AND CRIME
Attention is focused on how men and women are treated differently in the Criminal Justice System. Material examines processing throughout the entire system and also considers social and political influence on official policies and practices. 3 credits.

CRJS/SOC 337. SOCIOLOGY OF LAW
This study of the purposes and process of criminal and civil law in the U S. presents a socio-legal emphasis on the de facto operation of the legal system. Topics include the role and behaviors of police, issues of compliance and nonconformity, the commercialization of the legal profession, the politicalization of punishment, and the role of law in social change. **3 credits.**

CRJS 338. RACE, CRIME, AND JUSTICE
This course will analyze the involvement of racial minorities in crime and the Criminal Justice System. Special emphasis will be placed on group differences in offending, processing, victimization, and employment in criminal justice agencies. **3 credits.**

CRJS 343. CRIMINAL JUSTICE ETHICS
This course balances theoretical principles and practical issues as they relate to the administration of justice. The focus is on the movement toward professional ethics and the growing emphasis on value-laden questions and policy decisions among scholars, researchers, and criminal justice practitioners. Prerequisite: CRJS 101. **3 credits.**

CRJS 344. CORRECTIONS COUNSELING
A course designed to provide the student with basic counseling practice skills. Included is a study of basic counseling theory as applied to the offender. Prerequisite: CRJS 104. **3 credits.**

CRJS/PSYC 350. ANTECEDENTS OF AGGRESSION
The course explores the origins and development of human aggressive behavior with an eye towards its control and treatment. Classical formulations of the issue by Thomas Hobbes and Jean-Jacques Rousseau are presented as well as contemporary psychological, sociological, and criminological formulations. Students are exposed to issues in the philosophy of social science. e.g., reductionism and changing views of causality. Course also examines the origins of nonaggression and how aggression might be managed in a complex multicultural society. Prerequisite: CRJS/SOC 205. **3 credits.**

CRJS 352. SEMINAR: POLITICAL CRIME AND TERRORISM
This course will examine political crimes committed for ideological purposes, both against the state and by the state. Included are activities such as secret police, human rights violations, genocide, crimes of officials of government, and illegal surveillance and experiments. In addition, crimes of protest, espionage, political whistle-blowing and, in particular, terrorism will be explored. **3 credits.**

CRJS 354. ADULT PROBATION PAROLE SUPERVISION PRACTICE
This course provides an in-depth look into adult probation and parole issues and general practices of supervision for offenders in county, state, and federal agencies in the United States. Students will learn how to recognize the rehabilitative needs of an offender and adjust supervision strategies in accordance with court ordered conditions, set casework priorities and gather factual information on defendants after conviction. Prerequisite: CRJS 101. **3 credits.**

CRJS 360. SEMINAR: COMPLEX CRIMINAL INVESTIGATIONS
This course is designed to concentrate on criminal investigations that are intricate by their commission and formidable to solve and prosecute due to their

complexity. The focus is upon the gathering of criminal intelligence information, informant recruitment and control, and undercover and surveillance methodology, multi-agency task force coordination, technical evidentiary gathering (including legal requirements, case management and reporting and prosecution of those who direct these criminal conspiracies. Prerequisite: CRJS 208. **3 credits.**

CRJS 361/PSYC 240. PSYCHOLOGY AND THE LAW

The application of psychological principles, research and knowledge to legal issues and proceedings is growing rapidly. This course will deal broadly with the interface between psychology and the law. As such it will critically investigate the wide range of contemporary applications of psychology to a variety of topics including: understanding the origins and treatment of criminally deviant behavior, psychological autopsies, criminal profiling, jury selection, eye witness testimony, repressed memory, persuasive communication in the courtroom, child abuse investigations, competence determination and the insanity defense. **3 credits.**

CRJS/HIS 382. CRIME, GENDER & VIOLENCE IN THE MODERN WORLD

The course will examine the influence of gender, ethnicity, and race on crime and justice throughout the Modern World (Americas, Europe, Russia, Middle East, Africa, & Asia). Topics include: the historical development crime and justice, women and men & the law; sexual harassment; women and men as victims of violence (rape, domestic violence, pornography, trafficking etc.); issues of gender and race; women/men and prison; and women/men and terrorism. **3 credits.**

CRJS 410. CRIMINAL JUSTICE SENIOR SEMINAR

This seminar is required of Criminal Justice majors in order to graduate with a degree in Criminal Justice. The course is open to students with senior standing who have declared a major in Criminal Justice. Students will discuss and explore current topics in the criminal justice field. Students will also complete the Criminal Justice Major Field Test, a survey which will assess knowledge of criminal justice. Prerequisite: Seniors only. Spring semester only. **3 credits.**

CRJS 475. LAW ENFORCEMENT INTERNSHIP

The Internship is a placement with a law enforcement agency, program, or department that provides opportunities to observe and participate in roles and responsibilities to gain experience in the practice, policy, and procedures of law enforcement. Students will be expected to complete a research paper developing a solution to a law enforcement problem encountered during the internship. Open to students who are recommended by the department and who have a minimum of a 2.5 GPA. **3 credits.**

CRJS 475. CORRECTIONS INTERNSHIP

The Internship is a placement with a probation, parole, or corrections agency, department, or institution that provides opportunities to observe and participate in roles and responsibilities to gain experience in the practice, policy, and procedures of corrections. Students will be expected to complete a research paper developing a solution to a corrections problem encountered during the internship. Open to students who are recommended by the department and who have a minimum of a 2.5 GPA.
3 credits.

RJS 475. JUVENILE JUSTICE INTERNSHIP

The Internship is a placement with a juvenile justice agency, program, or department that provides opportunities to observe and participate in roles and responsibilities to gain experience in the practice, policy, and procedures of juvenile justice. Students will be expected to complete a research paper developing a solution to a juvenile justice problem encountered during the internship. Open to students who are recommended by the department and who have a minimum of a 2.5 GPA.
3 credits.

Dance

Department Co-Chairs
Tauna Hunter, M.F.A.
C. Noelle Partusch, M.F.A.

FACULTY

Professor:
Tauna Hunter, M.F.A.

Associate Professors:
C. Noelle Partusch, M.F.A.
Solveig Santillano, M.A., M.F.A.

Assistant Professors:
Melissa Bobick, M.F.A.
Mark Santillano, M.A.

Instructor:
Michael S. Gleason, B.A.

Guest Artist in Residence:
Lesley Bories-Scalise

Adjunct Faculty:
Stacy Garrastazu
Nathaniel Johnson

STAFF

Music Director/Principal Pianist
Richard DiFoire

Administrative Assistant:
Danielle Feller

Physical Therapist:
Elizabeth Darling DPT, OCS, CLT, MPT, ATC/L

Technical Director
Andrew Furgeson

INTRODUCTION

Accredited by the National Association of Schools of Dance.

VISION

The Dance Department's vision is to proliferate the art of dance in the twenty-first century.

MISSION

The Dance Department's mission is to generate leadership for the dance field, through rigorous B.A. and B.F.A. programs emphasizing the development of professional dancers, teachers, choreographers and scholars through cognitive, affective, and psychomotor taxonomies.

PROGRAM GOALS

To cultivate empowerment through vigorous involvement in a progressive curriculum grounded in classical and contemporary ballet supported by diverse dance disciplines, theoretical and somatic studies.

To prepare confident artists who recognize and apply the transferable learning and knowledge embedded in dance to coalesce with developed critical thinking, writing and oral expertise as support to all of their life choices.

To generate creative leaders who pay tribute to the past, strive for the highest standards of excellence and proactively collaborate to celebrate and serve their communities whilst moving the dance field forward.

To nurture compassionate and balanced human beings who hold sacred the honor of body, mind and spirit for themselves and others.

PROGRAM STUDENT LEARNING OUTCOMES

Demonstrate a high level of technical mastery in ballet and/or other dance disciplines(s)

Identify a significant body of theoretical and historical knowledge pertaining to the dance field

Produce and present work by confronting professional problems through analysis, experimentation & development of coherent goals evident in scholarly & creative presentations

Recognize and assess positive approaches to mental & physical health, professional theatrical aesthetic and an injury-free work ethic

PORTFOLIO REVIEW AND SUBSEQUENT ANNUAL REVIEWS

All dance majors are required to participate in a four-year Portfolio Review. Portfolios outlining dance progress, academic scholarship and service are submitted to the dance faculty in the spring of each year. Guidelines are outlined in the Student Handbook. In the sophomore year the dance faculty conducts a formal review to determine if the student should continue as a dance major. Majors are expected to maintain a 3.0 GPA in all dance courses and an overall GPA of 2.5. Majors are evaluated in terms of their grades and overall performance including their ability to sustain an injury free work ethic and establish a professional approach to a theatrical aesthetic that includes maintaining a positive approach to mental and physical wellness and health. Their attendance record, potential for promotion and successful completion of all requirements including service to the dance department and community are also considered.

STUDENT HANDBOOK POLICIES AND PROCEDURES

Every dance major is provided with a Student Handbook which outlines the policies and procedures for the Dance Department. Guidelines for the four-year Portfolio Review and a recommended degree plan are also included.

ADMISSION

Admission to the Mercyhurst University Dance Department is based on the following requirements:

- Complete a university application and supplemental dance application with photo in first arabesque (ladies on pointe).
- Arrange for an audition or send a DVD.
- Send an official secondary school transcript (and official college transcripts if a transfer student).
- Send official SAT or ACT scores.

FINANCIAL INFORMATION - SCHOLARSHIP

Dance merit scholarships are awarded at the discretion of the dance faculty and the dance chair. Any prospective student is eligible to compete for scholarship assistance, regardless of financial status. Students wishing to apply for financial assistance must apply to the Director of Financial Aid. Students on scholarship are expected to maintain a 3.0 GPA in all dance courses, an overall GPA of 2.5 and abide by the policies and procedures outlined in the Dance Department Student Handbook. Service learning is required of all dance majors on scholarship. At the end of each academic year, there is an evaluation that serves as a review for maintaining scholarship status. Students who fail to maintain academic and performance levels may forfeit their dance scholarship and/or be advised into a Liberal Studies major.

ATTENDANCE

Dance students are expected to attend all classes and rehearsals and are held responsible for any work missed because of tardiness or absence. Absences may be made up according to the policies and procedures of the student handbook. Attendance is of major importance if a student is to make progress and/or retain a dance scholarship.

PHYSICAL THERAPY AND INJURY PREVENTION

The on-campus Athletic Training Center provides diagnostic and physical therapy assistance throughout the academic year. Physical Therapist, Elizabeth Darling, DPT, OCS, CLT, ATC screens students for injuries and provides physical therapy throughout the year.

DEGREE REQUIREMENTS FOR FOUNDATION YEAR

Required sequencing for freshman year

Dance Essentials	1 credit
Dance History	3 credits
Music for Dancers	3 credits
Ballet & Pointe Technique	6 credits
Modern I	2 credits
Jazz I	2 credits
Dance Conditioning	1 credit
Company Ensemble	2 credits
Winter Dance Experience	3 credits
Production Practicum	1 credit
IDST course	3 credits
Research & Writing	3 credits
Western Classics	3 credits
OPTIONAL:	
Dance Elective	1 credit
Core Curriculum or Electives	3 credits

DEGREE REQUIREMENTS FOR BA IN DANCE

Following the dance department's vision, mission, goals, and student learning outcomes, this degree is grounded in the liberal arts. Students will find that the curriculum provides space to couple with a dual major, minor and/or concentration complimentary to the field or for accellerated programming.

Recommended sequencing with a total of 121 credits to graduate.

Sophomore Year

Kinesiology	3 credits
Choreography I	3 credits
Ballet & Pointe Technique	6 credits
Modern II	2 credits
Company Ensemble	1 credit
Winter Dance Experience	3 credits
Functional Human Biology	3 credits
Lab	1 credit
Core Curriculum	9 credits
OPTIONAL :	
Electives	5 credits

Junior Year

Pedagogy	3 credits
Ballet & Pointe Technique	6 credits
Modern III	2 credits
Core Curriculum	12 credits
Dance Electives	8 credits
OPTIONAL :	
Electives	6 credits

Senior Year

Ballet & Pointe Technique	6 credits
Senior Pro-Seminar	1 credit
Core Curriculum	9 credits
Dance Electives	9 credits
OPTIONAL :	
Electives	11 credits

BA Dance Electives

Jazz II	2 credits
Modern IV	2 credits
Tap	1 credit
Musical Theatre Dance	1 credit
Pointe & Variations	1 credit
Pas de Deux	1 credit
Men's technique & Variations	1 credit
Intro to Arts Administration	3 credits
Introduction to Labanotation	3 credits
Choreography II	3 credits
Choreography III	3 credits
Pedagogy II	3 credits
Company Ensemble	1 credit
Company Ensemble Elective	0 credits
Summer Dance Experience	3 credits
Winter Dance Experience	3 credits
Abroad Experience	3 credits
An Approved Internship	3 credits

REQUIREMENTS FOR B.A. IN DANCE WITH CONCENTRATION IN PEDAGOGY

Formal application is required after completing Choreography I and Pedagogy I. 12 additional credits are required as follows for a total of 75 credits for a B.A. in Dance with a Concentration in Pedagogy

Pedagogy II/Internship	3 credits
Choreography II	3 credits

(3 additional semesters for a total of 6 credits of Company Ensemble)

One of the following electives:

Additional dance techniques	1-3 credits
Introduction to Labanotation	3 credits
Intro to Arts Administration	3 credits

ACCELERATED THREE YEAR TRACK B.A.

36 credits annually and 12 credits over two summers and/or an additional J-Term

REQUIREMENTS FOR B.F.A. IN DANCE

Following the dance department's vision, mission, goals, and student learning outcomes, this degree mandates additional curriculum in dance techniques, performance, and choreography to support leadership in these areas of the field.

Recommended sequencing with a total of 131 credits to graduate.

Sophomore Year

Kinesiology	3 credits
Choreography I	3 credits
Ballet & Pointe Technique	6 credits
Modern II	2 credits
Jazz II	2 credits
Company Ensemble	2 credits
Winter Dance Experience	3 credits
Functional Human Biology	3 credits
Lab	1 credit
Core Curriculum	9 credits
OPTIONAL:	
Electives	2 credits

Junior Year

Pedagogy	3 credits
Choreography II	3 credits
Choreography III	3 credits
Ballet & Pointe Technique	6 credits
Modern III	2 credits
Tap or Musical Theatre Dance	1 credit
Company Ensemble	2 credits
Core Curriculum	12 credits
OPTIONAL:	
Electives	4 credits

Senior Year

Ballet & Pointe Technique	6 credits
Modern IV	2 credits
Senior Pro-Seminar	1 credit
Senior Seminar (Choreo. IV)	3 credits
Core Curriculum	12 credits
OPTIONAL:	
Electives	12 credits

BFA Optional Dance Electives

Tap	1 credit
Musical Theatre Dance	1 credit
Pointe & Variations	1 credit
Pas de Deux	1 credit
Men's technique & Variations	1 credit
Intro to Arts Administration	3 credits
Introduction to Labanotation	3 credits
Pedagogy II	3 credits
Company Ensemble	1 credit
Company Ensemble Elective	0 credits
Summer Dance Experience	3 credits
Winter Dance Experience	3 credits
Study Abroad Experience	3 credits
An Approved Internship	3 credits

ACCELERATED THREE YEAR TRACK B.F.A.

36 credits annually and 23 credits over three summers and/or an additional J-Term

REQUIREMENTS FOR ARTS ADMINISTRATION MINOR

Intro. to Arts Administration	3 credits
Macroeconomics	3 credits
Principles of Management	3 credits
Pre-req. MATH 109 - Statistics	
Principles of Integrated Marketing	3 credits
Principles of Public Relations	3 credits
Advertising and Branding Strategies	3 credits
Computerized Accounting	3 credits
Arts Administration Internship	3 credits

COURSE DESCRIPTIONS

DANC 100. DANCE APPRECIATION

This course is an introduction to dance as a creative discipline and cultural expression that reflects the pressures of the historical and sociopolitical context from which it emerges. Course work consists of lecture, discussion, films, papers, group assignments, presentations, and includes attendance at live concerts. Participation in movement experiences may include jazz, ballet, modern/contemporary, musical theater, social dance techniques and choreographic exploration. Intended for non-dance majors. **3 credits.**

DANC 105. DANCE ESSENTIALS

A seminar course, required of all freshman dance majors, covering dance department orientation, ballet and theater terminology, dance psychology, stage make-up, basic music analysis and injury prevention. **1 credit.**

DANC 106. MUSIC FOR DANCERS

A survey of musical materials, forms, styles and instruments with discussion of and listening to major works from various periods of musical composition, with special emphasis on music written for, and used for dance. Basics of music theory as it relates to choreography. **3 credits.**

DANC 107. GLOBAL PERSPECTIVES THROUGH YOGA

A global perspective through a historical, philosophical, physiological, and practical introduction to yoga. Course work consists of lecture, discussion, comparative readings, projects, and reflection essays in addition to practical application of the eight-limbed path of Patanjali's yoga. Students will compare and contrast western socio-economic, political, ethical, and historical perspectives with the eastern – particularly Indian - values informing the development of yoga; explore yoga's rising popularity in the west in the context of increasing cultural diversity. No Pre-requisite. **3 credits.**

DANC 110. DANCE HISTORY

The evolutionary study of dance. The course presents an in-depth study on the emergence of dance as a performing art form, focusing primarily on ballet and modern dance techniques, exploring the lives and work of major dance figures influencing the present state of the art form and referencing concurrent connections to cultural traditions and rituals. **3 credits.**

DANC 101. BASIC BALLET
Beginning ballet technique based in traditional classical ballet vocabulary including complete barre work, centre barre, fundamental adagio and allegro movement and simple movement combinations. Intended for non-majors. **1 credit.**

DANC 111, 112.
DANC 211, 212.
DANC 311, 312.
DANC 411, 412. BALLET AND POINTE II
Intermediate ballet technique with emphasis placed on simple adagio and allegro combinations and stylistically building the body as a performing instrument within the vocabulary of classical ballet and pointe. 3 credits.

DANC 115.
DANC 215.
DANC 315.
DANC 415. POINTE AND VARIATIONS II
Fundamental pointe technique with emphasis placed on the use of proper physical placement, alignment, strength and stamina for stylistically build the body as a performing instrument with the vocabulary of classical ballet sur le pointe. Female variations from the classical repertoire will be introduced at the instructor's discretion. Co-requisite: Ballet and Pointe II. 1 credit.

DANC 121, 122.
DANC 221, 222.
DANC 321, 322.
DANC 421, 422. BALLET AND POINTE III
Intermediate advanced ballet techniques with emphasis on the expressive performance of classical ballet and pointe. Development of greater physical strength, stamina, flexibility and more complex movement vocabulary. **3 credits.**

DANC 125.
DANC 225.
DANC 325.
DANC 425. POINTE AND VARIATIONS III
Intermediate advanced pointe technique with grater emphasis placed on the expressive performance of classical ballet. Development of greater physical strength, stamina and more complex movement vocabulary sur le pointe. Female variations from the classical repertoire will be introduced at the instructor's discretion. Co-requisite: Ballet and Pointe III. **1 credit**.

DANC 135.
DANC 235.
DANC 335.
DANC 435. POINT AND VARIATIONS IV
Advanced pointe technique with emphasis on the refinement of artistry to a professional performance level. Continued development of greater physical strength, stamina and more complex movement vocabulary sur le pointe. Female variations will be introduced at the instructor's discretion. Co-requisite: Ballet and Pointe IV. **1 credit.**

DANC 138.
DANC 238.
DANC 338.
DANC 438. PAS DE DEUX
Partnering for classical ballet. Pas de deux from the classical repertoire will be introduced at the instructor's discretion. (Pass/Fail). **1 credit.**

DANC 141.
DANC 241.
DANC 341.
DANC 441. MEN'S TECHNIQUE AND VARIATIONS
Classical ballet technique addressing the performance dynamics specific to the male dancer including additional focus on strength, stamina, battu, turns and allegro. Male variations from the classical repertoire will be introduced at the instructor's discretion. **1 credit.**

DANC 150. DANCE CONDITIONING
This course focuses on cross training designed specifically to augment muscular strength, flexibility and endurance in dancers through the use of methodical progressive conditioning systems. Course work is based on somatic disciplines such as Pilates and yoga, as well as a variety of cross training techniques. **1 credit.**

DANC 151. MODERN I
Beginning levels of modern dance technique from an eclectic perspective. Basic components of space, time and energy will be combined with dance improvisation techniques. Class work focuses on conditioning and anatomically correct dance technique. **2 credits.**

DANC 160. BASIC JAZZ
Beginning jazz technique covering multiple genres and eras of jazz. Intended for non-majors. **1 credit.**

DANC 161. JAZZ I
Beginning jazz dance technique including isolations, turns, jumps and combinations of jazz movement from various American jazz dance styles. **2 credits.**

DANC 171. TAP I
The course establishes the tap technique as a fundamental base for a professional approach to performing, teaching and choreographing this American based art form. Open to non-majors. **1 credit.**

DANC 175. LITURGICAL DANCE: CONCEPTS AND PERCEPTIONS
This course examines both past and present trends using dance in a liturgical context. The course covers historical, theological, and cultural milieus addressing and analyzing how dance is woven into the fabric of Roman Catholic liturgical celebrations. **3 credits.**

DANC 178, 278, 378, 478. WINTER DANCE EXPERIENCE
This course exposes dance majors to an intense workshop experience in the January semester including, but not limited to, a variety of technique classes, repertoire, seminars and lectures. The student is required to document the experience and present elements of the experience at the end of the semester. **3 credits.**

DANC 180. INTRODUCTION TO LABANOTATION
Labanotation is a system of analyzing and recording movement. Theoretical concepts of symbolic representation are presented through movement experience and the reading and performance of dances from various genres and cultures. Intended as an elective course for dance majors. **3 credits.**

DANC 190. PRODUCTION PRACTICUM
Production practicum is a faculty supervised experience that encompasses fundamental technical theatre practices. These include the set up, run and strike of productions, safety, lighting and sound, set and prop construction. Required of dance majors. **1 credit.**

DANC 191, 192.
DANC 291, 292.
DANC 391, 392.
DANC 491, 492. COMPANY ENSEMBLE
An introduction to traditional, neoclassical, contemporary and new choreographic repertoire set and developed in an atmosphere of professional standards with company class, rehearsal, lecture demonstrations, performance and touring venues. (Pass/Fail). **1 credit.**

DANC 194, 294, 394, 494. COMPANY ENSEMBLE ELECTIVE
A fee based elective alternative to the company ensemble course that provides an introduction to traditional, neoclassical, contemporary and new choreographic repertoire set and developed in an atmosphere of professional standards with company class, rehearsal, lecture demonstrations, performance and touring venues. This course will not fulfill requirements toward concentrations or graduation. (Pass/Fail). **0 credits.**

DANC 210. KINESIOLOGY
The application of anatomical studies to the analysis of dance movement, technique, injury prevention and the treatment and rehabilitation of dance injuries. Prerequisite: Functional Human Biology. **3 credits.**

DANC 231, 232.
DANC 331, 332.
DANC 431, 432. BALLET AND POINTE IV
Advanced pre-professional ballet and pointe technique with emphasis on the refinement of artistry to a professional performance level. Continued development of greater physical strength, stamina and more complex movement vocabulary. **3 credits.**

DANC 251. MODERN II
Intermediate level of modern dance techniques from an eclectic perspective, expanding on material explored in Modern I with a more intensive course of study focusing on the mastery of a variety of styles through the study of dynamic clarity, athleticism, performance, anatomically correct dance technique, and increased elements of improvisation. Prerequisite: DANC 151. **2 credits.**

DANC 261. JAZZ II
Building on Jazz I this intermediate jazz dance technique course includes continued development of isolations, turns, jumps and combinations of jazz movement from various American jazz dance styles. Prerequisite: DANC 161. **2 credits**.

DANC 280. CHOREOGRAPHY I
Introduction, development and refinement in the art of making dances. A study of the fundamental elements and structure of dance composition. Class format is approached through discussion, observation, improvisation and choreographic assignments. **3 credits.**

DANC 285. SUMMER DANCE EXPERIENCE
This course provides the advanced dance major with the opportunity to attend department approved summer dance experiences. Students are required to document the experience and present the experience during the semester following their return. **3 credits.**

DANC 301. MUSICAL THEATER DANCE
Beginning-intermediate dance technique as it relates to Musical Theatre. This course focuses on the development of performance skills specific to musical theatre repertoire by integrating elements from jazz, ballet, modern and tap with an emphasis on executing anatomically sound dance technique. Prerequisites: DANC 161. **1 credit.**

DANC 310. PEDAGOGY I
Ballet based principles of teaching including methods and styles. Course work consists of lectures, discussions, fundamentals of music as it pertains to teaching dance, films, ballet notation including the use of French ballet terminology, class observations, teaching labs, pedagogical research and guest presentations. Requires practicum experiences. **3 credits.**

DANC 351. MODERN III
This course builds on Modern II, offering an intermediate/ advanced level of modern dance technique from an eclectic perspective that expands on partnering and places emphasis on working at a pre professional level to increase kinetic and anatomical precision, stamina, personal expression, style, artistry and technical virtuosity. Prerequisite: DANC 251. **1 credit .**

DANC 380. CHOREOGRAPHY II
A more extensive exploration into the art of making dances. This course further defines all choreographic elements culminating in a performance. Choreographers will produce work under the guidance of the instructor's parameters. Prerequisite: DANC 280. **3 credits.**

DANC 385. ABROAD EXPERIENCE
This course provides the advanced dance major with the opportunity to attend department approved international dance experiences. The student is required to document the experience and present the experience during the semester following his/her return. **3 credits.**

DANC 405. SENIOR PRO-SEMINAR
Required of senior dance majors, this course outlines baccalaureate opportunities and professional development in the dance field including the audition process, development of resumes, audition photos and videos, graduate program research and survival techniques unique to the dance field. **1 credit.**

DANC 408. PEDAGOGY II
Advanced studies in both the philosophical and scientific principles and practices of teaching a dance technique class. In addition, studio management and curriculum development for dance in education programs (K-12) will be introduced. Coursework consists of lectures, discussions, teaching labs, pedagogical research and practicum. Prerequisite: DANC 310. **3 credits.**

DANC 451. MODERN IV
This course builds on Modern III, offering an advanced level of modern dance technique from an eclectic perspective that expands on partnering and places emphasis on working at a professional level to increase kinetic and anatomical precision, stamina, personal expression, style, artistry and technical virtuosity. Prerequisite: DANC 351. **2 credit.**

DANC 475-01. PEDAGOGY INTERNSHIP
3 credits.

DANC 475-02. PERFORMANCE INTERNSHIP
3 credits.

DANC 480. CHOREOGRAPHY III
Advanced dance composition using both concrete and abstract subject matter as references. Use of in-depth theatrical effects and various types of accompaniment will be explored. The final product will culminate in a performance. Prerequisite: DANC 380. **3 credits.**

DANC 485. SENIOR SEMINAR
One or two semesters of faculty directed research with mentorship that assesses and enhances a student's knowledge of a specific area of the dance field. Research choices are available in three subject areas: performance, pedagogy and choreography or through proposal with faculty and Department Chair approval. The B.F.A. degree requires that this course be a fourth semester of choreography. The course culminates in a senior thesis addressing current ethical questions revolving around this area of research and the process, breadth and results of the research project. An approved research proposal must be on file with the thesis director prior to registration. **3 credits.**

Education

Department Chair, Associate Dean of the Hafenmaier School of Education & Behavioral Sciences,
Leanne M. Roberts, Ph.D.

FACULTY

Professor:
Phillip J. Belfiore, Ph.D.
Leanne M. Roberts, Ph.D.

Associate Professors:
Kathleen Bukowski, Ph.D.
Timothy Frawley, D.Ed.

Assistant Professors:
Jane Blystone, Ph.D.
Sarah Howorth, Ph.D., BCBA
Susan D. Johnson, M.S.
Thomas Kitchen, M.S., BCBA

Director of Field Placements:
Alan Karns, M.Ed.

Assistant Director of Field Placements:
Gleck Williams, M.Ed.

MISSION STATEMENT

The mission of the Department of Education at Mercyhurst University is to develop teachers who are intellectually and spiritually sensitive, professionally and socially responsible; namely, those who seek to bring out these same qualities in their own students. To accomplish this mission, our teacher preparation program enables pre-service teachers to facilitate grown in intellectual curiosity, self-confidence, knowledge, responsibility, and interpersonal relationships.

PROGRAM STUDENT LEARNING OUTCOMES

The Education Department Early Childhood/Special Education faculty has developed six-broad based learning outcomes that serve as the framework for the program's curriculum.

Upon completion of the pre-service teacher preparation program, graduates will be able to:

Create and facilitate a quality lesson plan.

Articulate a personal teaching philosophy statement.

Assess Pre-4 Early Childhood and Pre-8 Special Education student performance.

Demonstrate personal ethical and professional standards in a school setting.

Plan for and implement differentiated instruction for students with special needs in a PreK-4 Early Childhood and PreK-8 Special Education.

Demonstrate knowledge of best practices associated with child development, teaching and learning in a PreK-4 Early Childhood and PreK-8 population.

CERTIFICATION PROGRAMS

Undergraduate degrees leading to teacher certification from the Commonwealth of Pennsylvania are available in the following areas: Art Education K-12; Early Childhood Education PreK-4; Early Childhood Education PreK-4/Special Education PreK-8; World Language Education K-12 (French, Spanish), and Music Education K-12, Secondary (7-12) Social Studies and Secondary (7-12) English.

The Graduate Program in Secondary Education will lead to certification in the following areas; Biology Education 7-12, Chemistry Education 7-12, Earth/Space Science Education 7-12, English Education 7-12, Math Education 7-12, and Social Studies Education 7-12.

The Graduate Program in Special Education will lead to certification in Special Education (see Graduate catalog for further details).

An Education major is expected to maintain a GPA of 3.0, but may seek certification and achieve the conferral of a Bachelor's Degree with a GPA of 2.8-2.99 if the qualifying PAPA or Core and/or Praxis II or PECT score is met.

ACCREDITATION

All Certification Programs have full accreditation endorsements by the Pennsylvania Department of Education. The State Board of Education adopted changes that affect all of PA's teacher certification programs by adding 9 credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting and 3 credits or 90 hours or equivalent combination to meet the instructional needs of English Language Learners. New regulations for certifying teachers became effective on January 1, 2013.

MINOR

The Education Department offers a minor in Special Education PreK-8.

CONCENTRATION

The Education Department offers a concentration in Applied Behavior Analysis.

ADMISSION

All students intending to complete a Bachelors Degree in Education must make formal application for admission to the Education Department during the Spring semester of their sophomore year, upon completion of 48 credits of university level study. Those students earning teacher certification in Secondary Education 7-12 or K-12 Education must make formal application in the specific academic department in their area of study.

Transfer students must complete one Mercyhurst Education course prior to applying for admission. All students must meet the published admissions criteria. Admission to an Education program constitutes admission to the Education Department. Dismissal from an Education program constitutes dismissal from the Education Department. Mercyhurst University complies with the Pennsylvania Department of Education regulations for teacher certification. Should these regulations change, Mercyhurst will change requirements accordingly and students will be responsible for meeting the new guidelines for program completion and certification

PROCEDURES FOR ADMISSION REVIEW

1. Minimum requirements for admission to the Education Program are:

GPA of 3.0

Completion of 6 university credits in Mathematics

Completion of 6 university credits in English (3 credits in writing and 3 credits in literature)

Completion of 48 credit semester hours

As of August 1, 2015 (as per House Bill 1816/Act 168) all students must meet the Basic Skills Testing Requirements as outlined by the Pennsylvania Department of Education.

2. Students eligible for admission to the Education Program have their applications examined as follows:

Minimum GPA of 3.0 or alternative is required for admission to the program.

Students who meet the standards for admission present their portfolios to their advisors. If portfolios are complete, students are unconditionally accepted into the program.

RETENTION

Students placed on any kind of probationary status by the admission/retention committees of the Early Childhood Education, Secondary, or Special Education Departments may not enroll in any Education Department courses unless specifically approved by the Chair of the Education Department. A student receiving a final evaluation of unsatisfactory in any course clinical experience may not enroll in any other Education Department course until the department faculty agree to permit the student to repeat the clinical experience and such is completed at a satisfactory level by the student. A student may be dismissed from the Education Department should he/she receive, at the conclusion of either the first or second half of the capstone clinical assignment, an evaluation of unsatisfactory. The final determination of unsatisfactory performance in the capstone clinical program is made by the university supervisor, the Director of Field Placements and the Chair of the Education Department.

MANDATED GRADING SCALE

The faculty in the Education Department uses a unified grading scale in the assessment of student achievement in all education courses. Above average grades will be reserved for "exemplary" work only.

100-95 %	A	94-90%	B+
89-85 %	B	84-78 %	C+
77-70 %	C	69-65 %	D+
64-60 %	D	Below 60 %	F

CLINICAL EXPERIENCES

All students will complete the Capstone Clinical; a vital experience in the program of the emerging professional educator. As part of the Capstone Clinical experience, each student will present an accepted Professional Portfolio. Capstone Clinical assignments/placements are the responsibility of the university. To avoid conflicts of interest, a candidate will normally not be assigned to districts from which he/she graduated or to districts in which he/she permanently resides or to schools in which an immediate family member is employed.

Most course offerings of the Education Department require that a student successfully complete an assigned clinical experience in order to pass the academic course. Students who register for courses with a clinical

experience are required by PA state law to obtain ACT 24/82, ACT 34, ACT 114 and ACT 151 clearances, a clear TB test and the Mandatory Reporter Training Course. Copies of these clearances must be presented to the course instructor during the first week of class and submitted to the Education Office. Information on obtaining these clearances can be found in the Education Office or on the Pennsylvania Department of Education website (http://www.teaching.state.pa.us)

Effective December 31, 2014, employees who have direct contact with children will be required to obtain new clearances every 36 months.

The nature of a course (location, number of hours, types of assignments, number of visits, student responsibility, etc.) is determined by the specific subject matter and content of the academic course. Specific information concerning a course clinical is found in the course syllabus. An unexcused absence from an assigned course clinical and/or an unsatisfactory final clinical evaluation from either the course instructor or the classroom clinical supervisor will result in a grade of "F" for the course and the student being given notice of automatic placement on final probationary status within the specific department and the Education Department.

CAPSTONE CLINICAL

Students accepted in the Education Department must make formal application for Capstone Clinical assignments at least one year prior to the semester in which they expect to do the Capstone Clinical experience. All assignments will be for a fourteen-week period. Capstone Clinical is done during the fall semester, or the spring semester.
EDEC 475. Early Childhood Education PreK-4

ECSP 475. Early Childhood Education PreK-4/ Special Education PreK-8

EDUC 475. Secondary Education
(Art/Music/World Languages)
After the application has been received and approved, each student accepted will be granted a conditional Capstone Clinical assignment. All Capstone Clinical assignments are conditional upon the academic results of the previous semester. Students accepted into the Capstone Clinical program must follow the rules and regulations governing admission/retention in this program. Final approval for Capstone Clinicals will be sent to students who have:

a. Maintained a minimum GPA overall average as documented in their Admission Review Process.
b. Unconditional admittance status.
c. Removal of all special conditions on record as part of retention activities.

The Department will recommend for program completion and teacher certification only those candidates who have met the following requirements:
a. Recommendation from the major Department.
b. Satisfactory Capstone Clinical.
c. Satisfactory attendance record: no late arrivals, early exits, or unexcused absences.
d. Attendance at all scheduled seminar meetings.
e. Possession of desirable professional and personal qualities.

At any time during the Capstone Clinical assignment(s), unsatisfactory performance as determined by the University supervisor the Director of Field Placements and/or the Chair of the Education Department may result in a student being withdrawn from the course with a final grade of "F" and dismissal from the Education Department. It is the responsibility of the student to have knowledge of and be in compliance with all existing Pennsylvania State rules and regulations for certification.

APPLICATION FOR CAPSTONE CLINICAL

All eligibility requirements must be completed and forwarded to the Director of Field Placements by the designated date to qualify.

Successful completion of student application.

Maintenance of cumulative GPA of 3.0required at the time of your admission tothe Teacher Education program.

Act 24/82 Form

Act 34 and Act 151 Clearances

Act 114 FBI Criminal History Clearance

Completion of the Mandatory Reporter Training Course
Clear TB test

Completion of all major methods courses, and liberal studies science courses.
Advisor's recommendation and signature.

Some programs have standards above the minimum 3.0 cumulative GPA and/or course grade expectations above the minimum grade of C. Each candidate should consult with his/her advisor for information about specific program requirements related to qualifications for the Capstone Clinical.

DISMISSAL OF A CANDIDATE FROM CAPSTONE CLINICAL PLACEMENT

Purpose: To establish reasons or a process for removal of a candidate from the Capstone Clinical assignment. The first two items are consistent with Act 34, Criminal Record Check; the third item establishes a procedure for removing a student if the candidate's behavior is not consistent with appropriate expectations of the school district; the fourth item establishes a process and assures that the student learns of unsatisfactory progress as early as possible; and the fifth item is an appeal process.

Policy: Students ultimately are guests of the cooperating school districts and may be removed at the request of the principal/ superintendent. A student may also be removed by Mercyhurst University from the student assignment for any of the following reasons:

A. If indicted for a felony, which is covered in the School Code and Act 34, there shall be a removal of the student from the school assignment until the matter is cleared. When the student is cleared of the indictment, the capstone clinical assignment will be extended to cover the time missed.

B. If convicted of a felony, which is covered in the School Code and Act 34, the student will be withdrawn from the capstone clinical assignment and will forfeit the time spent during the assignment.

C. If behavior exhibited by the student is not acceptable to the school district, it should be documented by the school administrator/principal in collaboration with the cooperating teacher, the University supervisor/ coordinator, and the Director of Field Placement. If, after discussion with the student, improvement is evident, the Director of Field Placement will take no further action.

D. If it is determined by the cooperating teacher or university supervisor that the teaching competency of the student is at an unsatisfactory level based on the teaching competencies indicated on the evaluation form and not in the best interest of the students, a three way conference of cooperating teacher, university supervisor, and the student will be held to discuss the concern, possible outcomes, and remedial strategies. If, after consultation with the university Director of Field Placement, removal from this capstone clinical placement is necessary, the Director of Field Placement and the Chair of the Education Department shall take this action. This behavior should be documented and discussed in the capstone clinical experience as early as possible.

E. Decisions made under this policy may be appealed to the Dean of the School of Education.

TRANSFER STUDENTS

Transfer students seeking to complete their bachelor's degree at Mercyhurst University and teacher certification are required to take a minimum of one half of the Education Department Course requirements and one half of the certification content area course requirements at Mercyhurst University. Transfer students holding Bachelor Degrees from accredited institutions other than Mercyhurst may receive Mercyhurst University recommendation for teacher certification upon completion of all requirements established on the basis of an evaluation of prospective candidates' academic and experiential credentials by both the Chairperson of the Education Department and the Department Director of the certification area. Factors considered in this evaluation include date of course work, date of degree, and compatibility of academic and experiential credentials with the current academic and professional education requirements of the certificate.

NON-TRADITIONAL STUDENTS

Access to education programs leading to certification is available for adults planning mid-career changes, certified persons wishing to add new areas to their certificate, and the self-support students who must work while completing a program. The non-traditional student should meet with an Education Department faculty advisor to develop a plan of study that utilizes a variety of options for completion of certification requirements. The non-traditional student must meet all admission/retention standards of the Education Department as well as all the specific standards of the program offering the certification program.

GRADUATE PROGRAM

The Education Department also offers graduate programs of study leading to a Master of Science Degree in Secondary Education: Pedagogy and Practice, a Master of

Science Degree in Special Education with concentrations in four areas; Applied Behavior Analysis, Autism, Higher Education Disabilities Secures, and Diversity Concentration and a Master of Science Degree in Applied Behavior Analysis. (See Graduate Programs Catalog.)

EARLY CHILDHOOD EDUCATION MAJOR PRE-K-4

The Early Childhood Education major can be certified to teach pre-school through grade four. Through the coursework, students develop a knowledge base theory of the teaching/learning process. They develop an understanding of developmentally appropriate practices with young children. Throughout their education, students will receive numerous clinical experiences working with preschool, kindergarten and primary grade children in a variety of settings.

EARLY CHILDHOOD MAJOR DEGREE PRE-K-4 REQUIREMENTS

EDEC 101	Early Foundations	3 credits
EDEC 103	Language & Literacy I	3 credits
EDEC 105	Health & Wellness	3 credits
EDEC 201	Reading Methods	4 credits
EDEC 203	Language and Literacy II	4 credits
EDEC 205	Math Methods	4 credits
EDEC 207	Observation and Assessment I	3 credits
EDEC 301	Early Childhood Methods	4 credits
EDEC 401	Integrated Methods	4 credits
ECSP 305	Family and Community	3 credits
ECSP 307	Observation & Assessment II	3 credits
ESPE 201	Inclusive Practices PreK-8	3 credits
ESPE 203	Behavior Theories and Practices	3 credits
ESPE 301	Supporting Literacy PreK-8	3 credits
EDEC 473	Systems, Policies, and Practices	2 credits
EDEC 474	Clinical I - Early Childhood Pre-K - 4	4 credits
EDEC 475	Capstone Clinical Early Childhood PreK-4	12 credits
EDUC 210	Comparative Issues in Education	3 credits
EDUC 222	Aesthetic Education	3 credits
ESPE 101	Psychology of Diverse Learners	3 credits
WL 101	Culturally and Linguistically Diverse Learners	3 credits

3 Education Electives

EARLY CHILDHOOD EDUCATION PRE-K-4/ SPECIAL EDUCATION DUAL MAJOR DEGREE PRE-K-8

REQUIREMENTS

EDEC 101	Early Foundations	3 credits
EDEC 103	Language and Literacy I	3 credits
EDEC 105	Health & Wellness	3 credits
EDEC 201	Reading Methods	4 credits
EDEC 203	Language and Literacy II	4 credits
EDEC 205	Math Methods	4 credits
EDEC 207	Observation and Assessment I	3 credits
EDEC 301	Early Childhood Methods	4 credits
EDEC 401	Integrated Methods	4 credits
ESPE 101	Psychology of Diverse Learner	3 credits
ESPE 201	Inclusive Practices PreK-8	3 credits
ESPE 203	Behavior Theories & Practices	3 credits
ESPE 301	Supporting Literacy PreK-8	3 credits
ESPE 305	Low Incidence Disabilities: Effective Instructional Practices	3 credits
ESPE 306	Low Incidence Disabilities Clinical	1 credit
ESPE 307	High Incidence Disabilities: Effective Instructional Practices	3 credits
ESPE 308	High Incidence Disabilities Clinical	1 credit
ECSP 305	Family and Community	3 credits
ECSP 307	Observation and Assessment II	3 credits
EDEC 473	Systems, Policies, and Practices	2 credits
EDEC 474	Clinical I - Early Childhood Pre-K-4	4 credits
ECSP 475	Capstone Clinical Early Childhood/Special Education	12 credits
EDUC 210	Comparative Issues in Education	3 credits
EDUC 222	Aesthetic Education	3 credits
WL 101	Culturally and Linguistically Diverse Learners	3 credits

K-12 EDUCATION MAJOR

Teacher certification for grades Kindergarten through grade 12 is available in the following academic areas of study: Art(K-12), Business/Computer/Information Technology (K-12), World Language (French, Spanish), (K-12), Music (K-12). K-12 Education majors must fulfill the requirements for admission to the K-12 Education Program and to the selected academic department of the major.

Students who are seeking certification in any of the K-12 education areas must complete the prescribed courses in their major area and the education courses listed below. All of the education courses must be taken in sequence, and must be completed before a student can begin the Capstone Clinical (see below). All Capstone Clinical assignments will be for a fourteen week period. The Capstone Clinical experience is normally during the fall and spring semesters. Final approval for the Capstone Clinical will be sent to students who have successfully met the requirements listed by the Department of Education, recommendation from the major Department, and possession of desirable professional and personal qualities as evidenced by successful completion of all clinicals.

Sophomores are required to make formal application for admission to the K-12 Education Program during the spring semester of that school year. Application for admission into the K-12 Education program beyond the Sophomore year may result in extending the normal four-year university period for meeting graduation/certification requirements.

LEVEL I

FRESHMAN/SOPHOMORE YEARS

ESPE 101	Psychology of Diverse Learners	3 credits
WL 101	Culturally and Linguistically Diverse Learners	3 credits

LEVEL II

SOPHOMORE YEAR

EDUC 210	Comparative Issues in Education	3 credits
ESPE 201	Inclusive Practices PreK-8	3 credits

LEVEL III

JUNIOR YEAR

Content area methods courses

ESPE 301	Supporting Literacy PreK-8	3 credits

LEVEL IV

SENIOR YEAR

EDUC 474	Clinical - Secondary Education(K-12)	3 credits
EDUC 475	Capstone Clinical	12 credits

SPECIAL EDUCATION CERTIFICATION PRE-K-8

Combined with the Early Childhood PreK-4 program, the Special Education curriculum offerings are designed to enable the teacher candidate to develop and demonstrate the attainment of professional qualities, attitudes, and critical performance skills considered essential for successful teaching of exceptional children from Pre-Kindergarten through grade 8. To obtain a special education degree through Mercyhurst University, the teacher candidate must complete the requirements for dual certification with the Early Childhood PreK-4 program.

SPECIAL EDUCATION MINOR DEGREE REQUIREMENTS

ESPE 101	Psychology of Diverse Learners	3 credits
ESPE 201	Inclusive Practices PreK-8	3 credits
ESPE 203	Behavior Theories & Practices	3 credits
ESPE 301	Supporting Literacy PreK-8	3 credits
ESPE 305	Low Incidence Disabilities: Effective Instructional Practices	3 credits
ESPE 306	Low Incidence Disabilities Clinical	1 credit
ESPE 307	High Incidence Disabilities: Effective Instructional Practices	3 credits
ESPE 308	High Incidence Disabilities Clinical	1 credit
ECSP 307	Observation & Assessment II	3 credits

APPLIED BEHAVIOR ANALYSIS (ABA) CONCENTRATION REQUIREMENTS

The Applied Behavior Analysis (ABA) Concentration allows students to gain specialized knowledge and additional proficiency in the concepts and principles of behavior analysis that can be used with diverse populations (e.g., schools, prisons, health and fitness centers, hospitals, organizations). Offered in collaboration with the Psychology Department, the ABA Concentration prepares students with the skills needed to describe, understand, predict, and modify behavioral processes, with an overall aim of promoting health enhancing behaviors. Students who successfully complete this concentration will be eligible to take a national certification exam to become a Board Certified Assistant Behavior Analyst (BCaBA), sponsored by the Behavior Analysis Certification Board (BACB).

Students seeking to pursue this concentration must have completed PSYC 281, Behavior Modification, before starting in on the Core Sequence.

The CORE sequence includes:

PSYC 282	Basic Principles of Applied Behavior Analysis	3 credits
PSYC 283	Behavioral Research: Single Subject Design	3 credits
PSYC 284	Advanced Principles of Applied Behavior Analysis	3 credits
PSYC 482/483/484	Intensive Practicum: Applied Behavior Analysis	9 credits

COURSE DESCRIPTIONS

ECSP 305. FAMILY & COMMUNITY
This course addresses the diversity found in today's school children in terms of race, culture, family structure, and the overarching needs of all children based on the works of Bronfenbrenner, Erikson, Maslow and other related theorists. Strategies to communicate with families and build a mutually supportive link between home and school will be addressed as well as community resources to assist with the needs of PreK- to grade four students and their families. Prerequisites: EDEC 101, ESPE 101. **3 credits.**

ECSP 307. OBSERVATION & ASSESSMENT II
This course provides further study into psycho-educational assessment in education. Topics of study include:
1. Overview of basic considerations in assessment;
2. Assumptions underlying assessment and legal and ethical considerations in assessment;
3. Basic concepts of measurement, with a focus on descriptive statistics, quantification of test performance, norms, reliability, and validity;
4. Assessment of processes-intelligence, sensory acuity, oral language, perceptual-motor skills, and personality;
5. Assessment of skills-academic achievement, reading, mathematics, written language, adaptive behavior;
6. Applying assessment information to educational decision making. Prerequisite: EDEC 207. **3 credits.**

ECSP 475. CAPSTONE CLINICAL EARLY CHILDHOOD/SPECIAL EDUCATION
This 12-week experience is designed to prepare the student to assume full teaching responsibilities in both a Early Childhood PreK-4 and Special Education PreK-8 classroom. A bi-weekly seminar is mandatory. Offered every year. **12 credits.**

EDEC 101. EARLY FOUNDATIONS
This course introduces the student to the field of early childhood care and education. An overview of the field will include: history, developmental and learning theory and research; the social, emotional, physical, cognitive, language and creative development of young children; how early childhood professionals and early childhood programs meet the needs of young children and their families, as well as recognize the critical relationships that must be developed; types and organization of early childhood programs; characteristics of quality early care and education, including the critical importance of play and developmentally appropriate practices; current issues of the profession; cultural awareness; and the importance of ethical and professional conduct in the field. Activities (initial lesson planning), materials and standards used in the early childhood profession are introduced. **3 credits.**

EDEC 103. LANGUAGE & LITERACY I
This course provides a solid foundation in the theoretical and pedagogical underpinnings of best practices that support language and literacy acquisition from birth through the early primary grades, with a special focus on how language contributes to literacy attainment. The use of children's literature (picture book genre) in the language arts curriculum receives special attention. There is also a focus on the development of the skills of speaking, listening, writing, reading, and viewing, essential components of literacy. Students will utilize several checklists to evaluate children's speech and language learning and conduct appropriate literacy assessments on children and programs. The importance of family literacy partnerships and the significance of meeting the needs of second language learners and bilingual children will be addressed. Knowledge regarding content, instructional strategies, age-appropriate materials, and technology for intentional teaching will be discussed and practiced. Clinical Required. **3 credits.**

EDEC 105. HEALTH & WELLNESS
This course focuses on promotion and maintenance of physical activity, health, safety, and nutrition of young children. It provides an overview of the basic principles and best practices of physical education, health, safety, and nutrition utilized in early childhood and primary-aged settings caring for children from birth to age nine. The course works is informed by the following: National Health Education Standards; National Association for Sport and Physical Education (NASPE) standards; NAEYC health and safety accreditation standards; Pennsylvania Learning Standards; DPW regulations. Topics covered include: Physical-Education: recognition of the importance of physical education and the goal of life-long physical fitness; knowledge about and ability to provide physical education and movement activities aimed at promoting increased motor development and competence-use of standards, lesson and activity planning; strategies used to encourage children and families to foster life-long habits of health and wellbeing; the impact of inactivity on all domains of development; and cooperative versus competitive games and the value of both. Health and Safety: learning about the critical importance of health and safety issues in care and education facilities; obtaining knowledge about common childhood illnesses and communicable diseases; preventive health and safety measures; record keeping, supervision and reporting (including mandated child abuse reporting); arrangement and maintenance of indoor and outdoor equipment; knowledge about basic first aid and emergency procedures; and identification of dangers specific to developmental stages and individual needs. Nutrition: developing an understanding of the use of the food pyramid for identifying the nutritional needs of young children and for planning nutritional and culturally sensitive snacks and meals; discussing nutrition related issues such as obesity, diabetes, and fatty liver disease. **3 credits.**

EDEC 201. READING METHODS
This course is a research–based, practical course designed to enable the early childhood education major to obtain the skills needed to effectively teach reading in grades Pre-K to 4. In addition to giving the pre-service teacher experience through readings, writing intensive activities, class discussion, hands on activities, technology exposure, demonstration lessons and practicums, the students will demonstrate increased proficiency in their own reading skills, including knowledge of phonic generalizations. Clinical Required. Prerequisites: EDEC 101, EDEC 103, ESPE 101. **4 credits.**

EDEC 203. LANGUAGE AND LITERACY II
This course is a research –based, practical course designed to enable the early childhood education major to obtain the skills needed to effectively teach the language arts curriculum in grades K to 4. In addition to giving the pre-service teacher experience through readings, writing intensive activities, class discussion, hands-on activities, technology exposure, demonstration lessons and clinicals, the students will demonstrate increased proficiency in their own language arts skills. The focus of this course is to help the student become proficient in the instruction of language arts (reading, writing, speaking, listening, viewing and visually representing), using an integrated approach to teaching the principal curricular skills of reading, writing, listening, speaking, spelling, grammar, and handwriting. Clinical I Required. Prerequisites: EDEC 101, EDEC 103, EDEC 201, ESPE 101. **4 credits.**

EDEC 205. MATH METHODS
This course is designed to review mathematical content, present and explore methodology and instructional materials for a contemporary elementary mathematics program. It stresses the use of knowledge obtained from learning theory, various selecting, preparing, organizing and finally presenting mathematical content for elementary children. Clinical I Required. Prerequisite: ESPE 101. **4 credits.**

EDEC 207. OBSERVATION AND ASSESSMENT I
This course focuses on the importance of assessment that is done through the techniques of observation, recording, and documentation. Authentic assessment, the documentation of children's learning in naturalistic settings via non-numeric instruments, will be stressed. Students will learn about different methods and tools for recording observations as they complete a clinical in a local early childhood program. Using observations as a method of understanding and assessing children's development and learning, as well as transforming the collected data into curricula and individual education plans, will be addressed. The importance of professional ethical behavior will also be a topic of discussion. Clinical required. Prerequisites: EDEC 101, EDEC 103, ESPE 101. **3 credits.**

EDEC 301. EARLY CHILDHOOD METHODS
This course enhances the student's understanding of developmentally appropriate curriculum, focusing specifically on curricula which provide for all areas of a young children's development (3-7), including the physical, intellectual, emotional, social, and linguistic domains. Students will examine the critical role of play-- a dynamic, active, and constructive behavior—and determine that it is an essential and integral part of children's learning across all ages, domains, and cultures and therefore must be part of every early childhood curricula. Part of the course work will enable students to evaluate the theory and research integral to a variety of curriculum approaches, analyze early childhood curriculum models, and identify the historical, social and cultural influences on curriculum. Emergent curriculum, play-based curriculum, integrated curriculum across

content areas, theme planning versus the project approach, and anti-bias/multicultural curriculum will be examined. By studying the materials and teaching strategies used in a variety of content areas pre-service teachers will discover how children represent their understanding through language, dramatic play, art, blocks, sand and water, and manipulatives. Focus will be on preschool, kindergarten and first grade curricula development and implementation. Clinical Required. Prerequisites: EDEC 101, EDEC 103, EDEC 105, ESPE 101. **4 credits.**

EDEC 401. INTEGRATED METHODS

This course examines attitudes and skills needed to teach the major content areas; specifically emphasizing Social Studies and Science integrated using a model of inquiry and Aesthetic Education. Pre-service teachers will be involved in learning experiences that prepare them to facilitate content in a Pre-K to grade 4 setting that will involve multiple subjects, multiple teachers, multiple students learning together, and multiple facets of technology emphasizing inquiry based interdisciplinary instruction and learning. Hands-on strategies, teaching materials, and organization of lessons into units are explored. Clinical Required. Corequisites: EDEC 473, EDEC 474.
4 credits.

EDEC 473. SYSTEMS, POLICIES, AND PRACTICES

This seminar course will help candidates learn to identify with and conduct themselves as members of profession, with an emphasis on familiarizing candidates with the current practices/topics in the field, areas of professionalism, and family/community collaboration partnerships. Candidates will be encouraged to engage and interact with instructor and peers to discuss their field experiences, practical problems in the classroom, and reflect on how their classroom encounters relate to early development and learning theory, subject matter content, pedagogy, assessment, as well as their current coursework and overall education program goals. Candidates are expected to be active participants in assigned readings, questioning, and other discussions/ debates. Candidates will enroll in this seminar concurrent with EDEC 474.

EDEC 474. CLINICAL I - EARLY CHILDHOOD PRE-K - 4

A pre-Capstone Clinical program, in which the student observes the classroom teacher, tutors individual children, supervises and teaches children in small and large group settings, and assists the teacher in appropriate teaching/ learning experiences in grades Pre-K to 4. In addition to the classroom experience, the student will demonstrate proficiency of planning, writing, and implementing lesson plans and develop skills in classroom organization and management techniques. A focus on the Pennsylvania Academic Standards in health, safety and physical education will also be emphasized. Prerequisites: Unconditional acceptance into the Education Department is required. Corequisite: EDEC 473. **4 credits.**

EDEC 475. CAPSTONE CLINICAL EARLY CHILDHOOD PREK-4

This 12-week experience is designed to prepare the student to assume full teaching responsibilities in a Early Childhood classroom. A bi-weekly seminar is mandatory. Offered every year. **12 credits.**

EDUC 210. COMPARATIVE ISSUES IN EDUCATION

The emphasis of this course is to help students develop into teachers who become reflective practitioners. A case study approach, seminar-type discussion, and numerous writing assignments will be used to involve students in the day-to-day activities that are part of teaching practice. The course will explore the social, cultural, political, historical, and philosophical contexts of schools, and use the perspective gained from this study to consider present day educational issues, Students will also begin construction of their teaching portfolio by writing a statement of their philosophy of education. A fifteen hour clinical during regular school hours is required. Prerequisites: ESPE 101, Sophomore level and above. Must have state mandated clearances Acts 34,114, and 151. **3 credits.**

EDUC 222. AESTHETIC EDUCATION

This course is designed to help students understand the world in new ways through an experiential exploration of the arts. Students will consider the meaning of "aesthetic education" through an empirical examination of the arts and their relationship with education. Utilizing an approach developed by the Lincoln Center Institute for the Arts in Education (LCI), students will be immersed in a combination of well thought-out observations and analyses of specific works of art through hands-on exploratory activities designed by arts and education faculty. The LCI approach advocates that through these art making journeys into dance, music, theater, and the visual arts, students will be encouraged to draw upon prior perceptions to build new insights and further their comprehension of the work of art. This inquiry-based practice which encourages students to interact, question, reflect, observe, notice, and analyze art to develop a new perspective- an aesthetic awareness, integral to all forms of education and life itself. Through discussion and dialogue of these shared aesthetic experiences, students will develop an understanding of "aesthetic education" as a process of building knowledge which incorporates the elements of "art" itself, as well as incorporating the arts as a means for teaching other branches of learning. **3 credits.**

EDUC 474. CLINICAL I- SECONDARY EDUCATION (K-12)

This course is designed to provide secondary students with first-hand teaching experiences in middle and/ or high school classrooms. Students work with mentor teachers in their content areas. During this time they serve as apprentices, assisting the classroom teacher and gradually move from a role of observer to roles of tutor, small group leader, and large group instructor. Interns work at their school sites each Wednesday and Friday during the semester for a total of 60 hours. Each Monday morning the interns participate in a campus seminar that addresses research-based instructional strategies and inclusive classroom practices. This course must be taken the semester immediately prior to student teaching. **3 credits.**

EDUC 475. CAPSTONE CLINICAL - SECONDARY (K-12)

This 12-week experience is designed to prepare the student to assume full teaching responsibilities in a secondary classroom. Students will normally teach at both the junior and senior high school levels. A bi-weekly seminar is mandatory. **12 credits.**

EDUC 475. CAPSTONE CLINICAL - ART/MUSIC AREAS

This 12-week experience is designed to prepare the Art and/or Music student to assume full teaching responsibilities in both elementary and secondary classrooms. A bi-weekly seminar is mandatory. **12 credits.**

ESPE 101. PSYCHOLOGY OF DIVERSE LEARNERS

This course provides an overview of the psychology of learning, motivation, growth and development, personality dynamics, and social adjustment with emphasis on the diversity of learners in today's classrooms. **3 credits.**

ESPE 201. INCLUSIVE PRACTICES PREK-8

This course addresses issues related to the inclusion of students with disabilities into general education classrooms and programs through policy, research, and practice. Participants will be given an opportunity to explore and develop their personal philosophy toward inclusion and collaboration in schools and communities. Participants will learn tools for collaboration, instructional strategies, assessment, and curriculum design, which will allow them to educate students with exceptionalities in the general education classroom dealing with grades Pre-K through 8. Clinical I required. Prerequisite: ESPE 101. **3 credits.**

ESPE 203. BEHAVIOR THEORIES & PRACTICES

This course focuses on the provision of support to students with emotional and behavior needs in academic settings. The central theme will focus on the development of assessment-based interventions that address interfering behavior, academic learning problems, and/or difficulties in interpersonal relationships. Evidence-based approaches as well as practices required by the Individuals with Disabilities Education Act (IDEA) will be emphasized. Clinical I Required. Prerequisite: ESPE 101.
3 credits.

ESPE 301. SUPPORTING LITERACY PREK-8

This course prepares teacher candidates to explore the integration of literacy across all disciplines and to develop the idea that all teachers teach literacy. It prepares teacher candidates to support, accommodate, and coach students with disabilities in particular literacy strategies, including the use of assistive technologies relevant to content area subjects in grades Pre-K through 8. Prerequisite: ESPE 101. **3 credits.**

ESPE 305. LOW INCIDENCE DISABILITIES: EFFECTIVE INSTRUCTIONAL PRACTICES

This course focuses on research-based methods of instruction for students with low incidence disabilities in basic communication, mobility, sensory, and social skills, as well as academic skills (especially literacy and

general education curricular access). Our approach to provision of services for these students is grounded in the broader context of expanding students' valued roles in classrooms, schools, and communities, while teaching skills that will enhance personal competence and life quality today and in the future. An introduction to augmentative and alternative communication (AAC) and assistive technology (AT) is also addressed in this course. Clinical required. Prerequisites: ESPE 101, ESPE 201, or ESPE 202, ESPE 301, or ESPE 302. **3 credits.**

ESPE 306. LOW INCIDENCE DISABILITIES CLINICAL

A 30-hour, supervised field experience in which students will participate in special education programs as observers and teacher aides. Placement will include public schools and other agencies serving children with low incidence disabilities. Corequisite: ESPE 305. **1 credit.**

ESPE 307. HIGH INCIDENCE DISABILITIES: EFFECTIVE INSTRUCTIONAL PRACTICES

This course focuses on the practical application of research-based instructional methods for students with high incidence disabilities. Students enrolled in this course will be expected to (a) demonstrate knowledge of the theoretical frameworks underlying instructional practices that have been shown to be effective for students with mild disabilities, (b) develop and use appropriate assessment tools for instructional decision-making, (c) develop appropriate instructional lessons based on assessment information and models of effective instruction, and (d) generate appropriate modifications and adaptations for content-area curricular materials. Prerequisites: ESPE 101, ESPE 201, or ESPE 202, ESPE 301, or ESPE 302. **3 credits.**

ESPE 308. HIGH INCIDENCE DISABILITIES CLINICAL

A 30-hour, supervised field experience in which students will participate in special education programs as observers and teacher aides. Placement will include public schools and other agencies serving children with high incidence disabilities. Corequisite: ESPE 307. **1 credit.**

ENGLISH

Department Chair
Christina Riley-Brown, Ph.D.

FACULTY
Professors:
Heidi Hosey, Ph.D.; Brian Reed, Ph.D.;
Jeffrey Roessner, Ph.D.

Associate Professors:
Christina Riley-Brown, Ph.D.;
Sr. Lisa M. McCartney,R.S.M, Ph.D.;
Christina Rieger, Ph.D.;
Kenneth Schiff, Ph.D.

Assistant Professors:
Brett D. Johnson, Ph.D.;
Joanne McGurk, Ph.D.;
Marnie Sullivan, Ph.D.

Lecturer:
Gregory Brown, Ph.D.

INTRODUCTION

The English department constitutes a major humanizing force within the University. Our courses engage with diverse literary and cultural texts, giving our students the opportunity to practice critical reading and effective writing, thus preparing students for multiple career options and advanced study. The skills English majors develop in information literacy and research, aesthetic appreciation, communication, cultural awareness, reading comprehension, and analysis prepare our graduates for the 21st century economy. Our graduates also have been very successful in graduate school or law school.

The English department at Mercyhurst offers a B.A. in English, as well as the following concentrations: Creative Writing, Professional Writing, Secondary English Education, and Pre-Law. The English department also houses the Theatre Minor, as well as the Film Studies Minor. These programs allow students to personalize their studies while acquiring the breadth of knowledge and skills found in the traditional English major.

The Department also sponsors the Mercyhurst Literary Festival, the Theatre Program, and Lumen, the campus arts journal. Mercyhurst is proud to sponsor the Beta Upsilon chapter of Sigma Tau Delta, an international honor society formed to recognize English majors and minors who achieve high standards of excellence in their chosen linguistic or literary fields. Finally, we have strong ties with the Writing Center, located in the Hammermill Library, which provides assistance to all students.

MISSION STATEMENT

The Department of English offers programs of study that teach students to think critically and imaginatively about language, culture, and literature. Our goal is to produce discerning and creative readers, writers, and thinkers who have the communication skills needed to excel professionally. English majors and minors study challenging American, British and world texts, while cultivating their skills in oral communication, digital literacy, creative writing, research and information literacy, and professional writing.

DEPARTMENT REQUIREMENTS

English majors must maintain an overall 2.0 GPA. English majors with a concentration in Secondary Education must maintain an overall 3.0 GPA and at least a 3.0 GPA in their major courses. English majors must earn a C or better in any course from the major meant to fulfill a degree requirement. No required course in the major may be taken on a Pass/Fail basis. While encouraged to pursue minors in other disciplines, students who major in English may not declare minors in the English Department.

MASTER'S DEGREE IN SECONDARY EDUCATION REQUIREMENTS

In order to receive the Master's degree and certification in secondary education, students must meet all of the requirements outlined in the Education Department section of the University catalog. Please refer to all standards, policies and admission/retention criteria as specified for all students in the Master's degree program seeking the degree and certification by the Pennsylvania Department of Education.

PROGRAM STUDENT LEARNING OUTCOMES

1. Demonstrate the key elements of successful writing (e.g., thesis and organization) when writing for a variety of purposes and audiences.
2. Analyze texts in a variety of ways (e.g., cultural, historical, and theoretical approaches) in order to be familiar with critical approaches and situate texts within their cultural, political, and historical contexts.
3. Independently deliver an effective oral presentation.
4. Find, assess, and correctly utilize appropriate research materials.

ENGLISH CONCENTRATION STUDENT LEARNING OUTCOMES

Creative Writing: Compose work that demonstrates proficiency in handling the formal elements of a creative writing genre.

Professional Writing: Prepare and deliver a project that demonstrates written and verbal communication skills needed to negotiate current professional writing contexts.

Secondary English Education: Demonstrate the written and communication skills needed to be a successful secondary English teacher.

Pre-Law Concentration: Prepare and deliver a project that demonstrates the written and verbal communication skills needed for a career in law.

DEGREE REQUIREMENTS - ENGLISH MAJOR

Mercyhurst's Bachelor of Arts degree in English provides a foundation in writing, literature, language, and communication to prepare students for careers or advanced degrees. The curriculum focuses on composition that encourages effective use of language for good communication, as well as study of early and modern literature, which promotes a deeper understanding of the human experience.

Required English Major Courses (45 Credits):
a. One 200-level course within Core III-B (ENG 200)
b. Intro to the English Major (ENG 204)
c. Four pre-seminar courses
   1 American Literature I (ENG 215)
   2 American Literature II (ENG 216)
   3 British Literature I (ENG 217)
   4 British Literature II (ENG 218)
d. Two elective courses
   1 200 or 300 Level ENG/THEA Elective
   2 200 or 300 Level ENG/THEA Elective
e. Four seminar courses, one from each category
   1 300 Level 20th/21st Century (ENG 360, 362, 364)
   2 300 Level Seminar in British Literature (ENG 330, 332, 334, 336, 338)
   3 300 Level Seminar in American Literature (ENG 351, 353, 355, 356, 357, 358)
   4 300 Level Seminar in Multicultural Literature (ENG 370, 374, 378)
f. Three designed courses as follows:
   1 ENG 344 Shakespeare
   2 ENG 391 Literary Criticism
   3 ENG 490 Senior English Project
g. English Majors are highly encouraged to take an internship.

ENGLISH MAJOR - CREATIVE WRITING

In this program, students gain practical experience writing both poetry and fiction in small workshops and seminars. The aim of this coursework is for students to produce publishable work under the close guidance of our experienced faculty. We also strongly encourage students to refine their editing skills by working on the staff of Lumen, our campus-wide arts journal. Additionally, each year the department hosts the Mercyhurst Literary Festival, which gives students a chance to meet and attend workshops with renowned writers from across the country. Ultimately, students graduate from the program ready to pursue careers as writers and editors in the publishing industry or to attend graduate school to further develop their craft.

Required English Major with Creative Writing Concentration (48 Credits)
a. One 200-level course within Core III-B (ENG 200)
b. Intro to the English Major (ENG 204)
c. Four pre-seminar courses
   1 American Literature I (ENG 215)
   2 American Literature II (ENG 216)
   3 British Literature I (ENG 217)
   4 British Literature II (ENG 218)
d. Two elective courses
   1 200 or 300 Level ENG/THEA Elective
   2 200 or 300 Level ENG/THEA Elective
e. Four seminar courses, one from each category
   1 300 Level 20th/21st Century (ENG 360, 362, 364)
   2 300 Level Seminar in British Literature (ENG 330, 332, 334, 336, 338)
   3 300 Level Seminar in American Literature (ENG 351, 353, 355, 356, 357, 358)
   4 300 Level Seminar in Multicultural Literature

(ENG 370, 374, 378)

f. Three designed courses as follows:
   1 ENG 344 Shakespeare
   2 ENG 391 Literary Criticism
   3 ENG 490 Senior English Project
g. English Majors are highly encouraged to take an internship.

ENGLISH MAJOR – SECONDARY EDUCATION CONCENTRATION

The English major with a Secondary Education concentration prepares students who want to teach English in secondary level classrooms. Students study in the English department for four years and earn a B.A. in English, then matriculate into the Education department for their fifth and final year. Upon completion, students graduate with a Master's Degree in Education. Classes in the English department prepare students to teach all levels of high school English. English majors with a concentration in Secondary Education must maintain an overall 3.0 GPA and at least a 3.0 GPA in their major courses.

Required English Education Concentration Courses (51 Credits)

a. 200 Level Literary Studies-Core III-B (ENG 200)
b. Intro to the English Major (ENG 204)
c. Four pre-seminar courses
   1. American Literature I (ENG 215)
   2. American Literature II (ENG 216)
   3. British Literature I (ENG 217)
   4. British Literature II (ENG 218)
d. Three seminar courses, one from each category
   1. 300 Level Seminar in British Literature (ENG 330, 332, 334, 336, 338)
   2. 300 Level Seminar in American Literature (ENG 351, 353, 355, 356, 357, 358)
   3. 300 Level Seminar in Multicultural Literature (ENG 370, 374, 378)
e. Six designated courses:
   1. ENG 314 Teaching Writing: Pedagogy and Practice
   2. ENG 316 Oral Interpretation
   3. ENG 318 Applied Linguistics
   4. ENG 344 Shakespeare
   5. ENG 391 Literary Theory and Criticism
   6. ENG 490 Senior English Project
f. Two courses required by the Education department
   1. EDUC 210 Comparative Issues in Education (JR/SR year)
   2. WL 101 Culturally and Linguistically Diverse Learners (JR/SR year)

ENGLISH MAJOR - PRE-LAW CONCENTRATION

The course of study offered for the English Major with a Pre-Law Concentration is well-suited to develop the skills desirable for law school. According to the Law School Admissions Council, no particular undergraduate education is recommended; students are admitted to law school from almost every academic discipline. They write, "Law schools want students who can think critically and write well, and who have some understanding of the forces that have shaped the human experience. Among the abilities named by the American Bar Association as important preparation for law school are analytic/problem-solving skills, critical reading abilities, oral communication and listening abilities, research skills, organization and management skills, and the values of serving faithfully the interests of others while promoting justice." Our curriculum teaches students to read and comprehend complex texts with accuracy and insight, the ability to think critically, and to analyze and evaluate the reasoning and arguments of others.

Required English Major with Pre-Law Concentration Courses (48 Credits)

a. 200 Level Literary Studies-Core III-B (ENG 200)
b. Intro to the English Major (ENG 204)
c. Two pre-seminar courses
   1. American Literature I (ENG 215) OR American Literature II (ENG 216)
   2. British Literature I (ENG 217) OR British Literature II (ENG 218)
d. Five designated courses:
   1. ENG 310 Advanced Composition
   2. ENG 312 Professional Writing Seminar
   3. ENG 316 Oral Interpretation
   4. ENG 391 Literary Theory and Criticism
e. Two 300 Level Seminar Electives (ENG 328, 330, 332, 334, 336, 338, 351, 353, 355, 356, 357, 358, 360, 362, 364, 370, 374, 378)
   1. 300 Level Seminar (choose from above list)
   2. 300 Level Seminar (choose from above list)
   f. ENG 490 Senior English Project
   g. Five Pre-Law courses
1. Introduction to Logic (PHIL 101)
2. Constitutional Law in Criminal Procedure (CRJS 310 or Constitutional Law (POLI 221) or Civil Liberties (POLI 222)
3. Legal Research and Writing (CRJS 322/POLI 322)
4. Business Law I (BADM 310)
5. Co-op/Internship or approved elective

ENGLISH MAJOR - WRITING CONCENTRATION

The English major with a Writing Concentration combines the skills developed in the English program with rhetorical studies. The concentration is designed to matriculate students with the skills needed to negotiate current professional writing contexts (including web design and web media) as well as the awareness of how to keep current with cultural and technological changes.

Required English Education Concentration Courses (45 Credits)

a. 200 Level Literary Studies-Core III-B (ENG 200)
b. Introduction to the English Major (ENG 204)
c. Two pre-seminar courses
   1. American Literature I (ENG 215) OR American Literature II (ENG 216)
   2. British Literature I (ENG 217) OR British Literature II (ENG 218)
a. Five designated courses as follows:
   1. ENG 310 Advanced Composition
   2. ENG 312 Professional Writing Seminar
   3. ENG 316 Oral Interpretation
   4. ENG 318 Applied Linguistics
   5. ENG 391 Literary Theory and Criticism
b. Two 300 Level Seminar Electives (ENG 328, 330, 332, 334, 336, 338, 351, 353, 355, 356, 357, 358, 360, 362, 364, 370, 374, 378)
   1. 300 Level Seminar (choose from above list)
   2. 300 Level Seminar (choose from above list)
c. Two Concentration Electives in ADVANCED Computers, Communication, OR Graphic Design
d. ENG 475 English Internship
e. ENG 490 Senior English Project

ENGLISH MINOR PROGRAMS

The English minor programs housed in the English department complement any course of study. While encouraged to pursue minors in other disciplines, students who major in English may not declare minors in the English Department. English minors must maintain an overall 2.0 GPA. No required course in the minor may be taken on a Pass/Fail basis.

ENGLISH MINOR (21 CREDITS)

a. 200 Level Literary Studies-Core III-B (ENG 200)
b. Intro to the English Major/Minor (ENG 204)
c. Choose one of the following: ENG 215 OR ENG 216
d. Choose one of the following: ENG 217 OR ENG 218
e. Choose 3 of the following seminar electives: (ENG/THEA classes), (ENG 271, 328, 330, 332, 334, 336, 338, 351, 353, 355, 356, 357, 358, 360, 362, 364, 370, 374, 378)

CREATIVE WRITING MINOR (21 CREDITS)

Seeking to gain experience and skill in composing fiction, poetry, or creative nonfiction, a Creative Writing minor takes courses in fiction and poetry writing as follows:

a. 200 Level Literary Studies-Core III-B (ENG 200)
b. Intro to the English Major/Minor (ENG 204)
c. Contemporary Literature (ENG 360, 362, 364)
d. Pre-seminar OR Seminar Elective (ENG/THEA 215, 216, 217, 218, 330, 344, 328, 332, 334, 336, 338, 351, 353, 355, 356, 357, 356, 358, 360, 362, 364, 370, 374, 378, 316)
e. ENG 280 Introduction to Creative Writing
f. ENG 380 Creative Writing: Fiction
g. ENG 384 Creative Writing: Poetry

WRITING MINOR (21 CREDITS)

Seeking advanced competency in writing to correspond with a primary degree field, a Writing minor takes courses in advanced writing, theory, and language as follows:

a. Choose 3 of the following pre-seminar or seminar electives: ENG 215, 216, 217, 218, 330, 344, 328, 332, 334, 336, 338, 351, 353, 355, 356, 357, 356, 358, 360, 362, 364, 370, 374, 378, 316
b. ENG 310 Advanced Composition
c. ENG 312 Professional Writing Seminar
d. ENG 318 Applied Linguistics
e. ENG 391 Literary Theory and Criticism

FILM STUDIES MINOR (18 CREDITS)

The Film Studies minor allows students to understand and critically engage the images that pervade our lives. As film is a major narrative art form - arguably the dominant one - of the twentieth and twenty-first centuries, this minor allows students the opportunity to study and appreciate it as such. The interdisciplinary courses required for the program allow students to gain a solid grounding in the vocabulary and theory of film studies while giving them flexibility to pursue their interests in various cinematic periods and styles. Students pursuing a Film
Studies minor complete the following coursework:

a. COMM 174 Film Appreciation
b. ENG 292/COMM 292 Film Narrative and Theory
c. Four additional film electives, chosen with your minor advisor. These classes might include:

- COMM 485 Special Topics: Documentary Filmmaking
- ENG 328 Special Topics in Literature and Film
- HIS 232 African Americans in Film
- HIS 325 America in the Nuclear Age
- HIS 370 Russian Film
- His 371 Ancient History and Modern Media
- FREN 315 French Cinema
- PHIL 370 Special Topics in Philosophy and Film
- POLI 246 Political Cinema
- PSYC 274 Psychology in Film

THEATRE MINOR (18 CREDITS)

The Theatre minor provides students with the aesthetic, analytical, and interpersonal skills necessary for productive and reflective lives of leadership and service. The required courses provide a breadth of knowledge about the various disciplines of theatre, while the electives allow students to develop proficiency in one area, such as performance, design, or theatre history and dramatic literature.

a. AMGT 120. Performance Production or Beginning Scenic Construction
b. THEA 101 Acting I
c. ENG/THEA 290 Topics in Theatre History
d. ENG/THEA 300 Seminar in Theatre
e. Two additional electives, chosen from the list below
- DANC 100 Dance Appreciation
- ENG 270 Introduction to Dramatic Literature
- ENG 316 Oral Interpretation
- ENG 330 The English Drama
- ENG 334 Shakespeare
- ENG 356 Modern American Drama
- FASH 120 Contemporary Fashion Analysis
- FASH 130 Introduction to Fashion
- FASH 330 Textiles I: Fiber to Fabric
- FASH 410 History of Fashion and Dress
- FRE 132 French Theatre in English Translation
- ID 100 Design Basics
- ID 220 History of Interior Design and Architecture I
- ID 221 History of Interior Design and Architecture II
- ID 380 Color and Light
- MIS 130 3D Modeling and Animation I

f. THEA 401 Practicum. Minors must also complete a practicum in conjunction with Mercyhurst theatre productions. Opportunities include, but are not limited to: dramaturgy, stage management, acting, design, and running crew. All projects require instructor approval and are critically assessed by the supervising faculty member.

COURSE DESCRIPTIONS

ENG 101. CRITICAL AND EVALUATIVE READING

This course builds the critical thinking skills necessary for reading expository texts. Students will practice active approaches to reading and note-taking, and develop skills in summarizing, analyzing, and evaluating argumentative writing. **3 credits.**

ENG 110. COMPOSITION

Offers a practical introduction to academic writing, including instruction on essential components of the argumentative essay such as thesis statements, transitions, and paragraphing. Emphasis is placed on planning and organizing a persuasive argument, writing for an audience, and revising drafts based on feedback. **3 credits.**

ENG 120. RESEARCH AND WRITING

Focuses on developing sustained academic arguments supported with research. The class emphasizes skills in reading, thinking critically, identifying research topics, gathering and assessing both print and electronic sources, and composing well-structured, focused arguments. **3 credits.**

ENG 126. ENGLISH SEMINAR

An examination of the character and meaning of the liberal arts. Includes extensive reading and writing essays on a weekly basis. For freshman by invitation only. Substitutes for Research and Writing. **3 credits.**

ENG 140. WESTERN CLASSICS

A study of major writers of the Western World from ancient to modern times, with attention given to their individual achievement and to their contribution to Western literary and cultural development. Prerequisite: ENG 120. **3 credits.**

ENG 144. WORLD CLASSICS

An opportunity to read deeply into literary traditions and to make connections and distinctions between different traditions in non-western literatures, including selections from South America, the Caribbean, Africa, the Middle East, India, and Asia. Prerequisite: ENG 120. **3 credits.**

ENG 150. BRITISH CLASSICS

A study of major writers in the history of England, with attention given to their individual achievement and to contributions to English literary and cultural development. Authors may include Chaucer, Shakespeare, Milton, Wordsworth, Austen, and others. Prerequisite: ENG 120. **3 credits.**

ENG 155. AMERICAN CLASSICS

A survey of major writers, established within the traditional canon of American literature, with attention given to their individual achievement and contribution to American literary and cultural development. Authors may include Franklin, Emerson, Dickinson, Hawthorne, Twain, Frost, Hemingway, and others. Prerequisite: ENG 120. **3 credits.**

ENG 200. LITERARY STUDIES

This course focuses on the analysis and interpretation of various literary genres, exploring how language is used to enlighten, influence, and entertain readers. This class will involve reading, writing, and researching, as well as analyzing the course themes of identity, gender, and class in a number of texts. **3 credits.**

ENG 205: INTRO TO ENGLISH STUDIES

Introduces students to the discipline of English studies, with emphasis on close reading, major genres, and critical/theoretical approaches. Readings will be drawn from a range of literary periods and traditions. **3 credits.**

ENG 215: AMERICAN LITERATURE I

First in a two-course sequence that surveys the history of American Literature from its beginnings to the present. Students will read a variety of texts (essays, autobiographies, poems, plays, short stories and/or novels) from the colonial period to 1865 to develop an understanding of the importance of these texts, as well as to learn about the historical and cultural contexts in which they were produced. **3 credits.**

ENG 216: AMERICAN LITERATURE II

Second in a two-course sequence that surveys the history of American Literature from its beginnings to the present. Students will read a variety of texts (essays, autobiographies, poems, plays, short stories and/or novels) from 1865 to the present to develop an understanding of the importance of these texts, as well as the historical and cultural contexts in which they were produced. **3 credits.**

ENG 217: BRITISH LITERATURE I

First in a two-course survey of British literature from its beginnings to the present. The class covers a variety of texts from the Old English period to the Eighteenth Century, with emphasis on the major historical and cultural periods: Medieval, the English Renaissance, Restoration and the 18th Century. **3 credits.**

ENG 218: BRITISH LITERATURE II

Second in a two-course survey of British literature from its beginnings to the present. The class covers a variety of texts from the nineteenth century to the present, with emphasis on the major historical and cultural periods: Romanticism, Victorianism, Modernism, and Postmodernism. **3 credits.**

ENG 225. INDEPENDENT STUDY

Study of a focused area in literature, writing, or pedagogy initiated by the student and under the direction of a faculty mentor. Independent studies are offered only in special circumstances and must be approved by the department director in the term prior to course enrollment. Junior/Senior. **1-3 Credits.**

ENG 280: INTRODUCTION TO CREATIVE WRITING

An examination of the fundamentals essential in the art of fiction and poetry writing through the reading and discussion of work by contemporary writers and through the development and critiquing of students' own writing in a workshop setting. **3 credits.**

ENG/THEA 290: TOPICS IN THEATRE HISTORY

A special topics course that explores a theme, period, movement, or genre in theatre history through the reading and discussion of representative plays and their production. **3 credits.**

ENG/COMM 292. FILM NARRATIVE AND THEORY

An intermediate course in film studies, grounding students in major approaches to film theory and criticism (e.g., psychoanalysis, gender studies, cultural studies) and emphasizing the structure of film as narrative art. The class will reinforce the language of cinematography, editing, sound, performance, and genre. **3 credits.**

ENG 310. ADVANCED COMPOSITION

A close examination of and experience in the theory and

practice of the essay and other forms of nonfiction prose writing. Major emphasis is on student production of original, in-depth examples of the writing forms studied. **3 credits.**

ENG 312. PROFESSIONAL WRITING SEMINAR
An in-depth study of writing practices applicable to a variety of professional writing situations. Students evaluate and create strategies for adjusting to writing requirements in various work environments. Study includes rhetorical theory, audience analysis, and the process of writing professional documents. **3 credits.**

ENG 314. TEACHING WRITING: PEDAGOGY AND PRACTICE
An examination of the theories and methods of writing instruction. Major emphasis is on current composition research and pedagogy, including theories of language. **3 credits.**

ENG 316. ORAL INTERPRETATION
An intensive study in the theory and practice of producing oral interpretation of texts. Emphasis is placed on student experiences in analysis and oral performance of various genres. **3 credits.**

ENG 318. APPLIED LINGUISTICS
A close examination of current theories of language, including language acquisition, second language learning, sociolinguistics, and psycholinguistics. Emphasis is on applying theories to English and/or foreign language classrooms. **3 credits.**

ENG 325. INDEPENDENT STUDY
Study of a focused area in literature, writing, or pedagogy initiated by the student and under the direction of a faculty mentor. Independent studies are offered only in special circumstances and must be approved by the department director in the term prior to course enrollment. Junior/Seniors. **1-3 credits.**

ENG 328. SPECIAL TOPICS IN LITERATURE
The special topics seminars invite students to engage in an intensive study of a particular theme, historical moment, author, or interdisciplinary topic. Drawn from American, British, or European traditions, courses might include Writing and the Environment or Existentialism and Literature. Students may take multiple seminar topics under this course number. **3 credits.**

ENG 330. THE ENGLISH DRAMA
A seminar on the development of English drama as a unique literary experience. A study of dramatic texts from the medieval to contemporary eras, the course examines drama as a reflection of literary and cultural expressions both within and beyond mainstream British tradition. **3 credits.**

ENG 332. THE ENGLISH NOVEL
A seminar on the development of the novel as a literary genre. An introduction to 18th century narrative theory provides the basis for understanding later texts in Romantic, Victorian, Modernist, and Postmodernist traditions, focusing on the novels of Defoe, Dickens, Emily Bronte, Joyce, and others. **3 credits.**

ENG 334. SHAKESPEARE
A study of Shakespeare's concepts of tragedy and comedy through a careful analysis of the great tragedies and several comedies and histories. **3 credits.**

ENG 338. SEMINAR IN BRITISH LITERATURE
The Seminar in British Literature invites students to engage in an intensive study of a particular theme, historical moment, genre, or author in the British literary tradition. Courses might include Travel Writing, Gothic Fiction, Detective Fiction, Irish Literature, or a major author course. Students may take multiple seminar topics under this course number. **3 credits**.

ENG 351. SOUTHERN LITERATURE
A seminar exploring issues of race, class, politics and gender from the unique perspective of writers of the American South, with special attention to literature of the Southern "renaissance," including William Faulkner, Tennessee Williams, Zora Neale Hurston, and Flannery O'Connor, as well as writers of the postmodern South, such as Ernest Gaines, Walker Percy, Bobbie Ann Mason, and Alice Walker. **3 credits.**

ENG 353. AMERICAN COUNTER CULTURE: FICTION
A seminar on the development of American counterculture fiction, focusing on the beats, the cultural revolution, psychedelic consciousness, and literary slapstick as social commentary. This course will examine works by writers such as Jack Kerouac, Ken Kesey, Tom Wolfe, Kurt Vonnegut, Hunter Thompson, Richard Brautigan, and Thomas Pynchon. **3 credits.**

ENG356: AMERICAN DRAMA
Students will study representative plays in the development of American drama from Eugene O'Neill to the present, paying particular attention to the theatrical, literary, and cultural contexts of individual works. **3 credits.**

ENG 358. SEMINAR IN AMERICAN LITERATURE
The seminar in American Literature invites students to engage in an intensive study of a particular theme, historical moment, or author in the American literary tradition. Courses might include Literature of the Jazz Age, Native American Literature, or a major author course. Students may take multiple seminar topics under this course number. **3 credits.**

ENG 360: CONTEMPORARY FICTION
A study of 20th Century existentialism in the fiction of major American and European figures such as Hemingway, Faulkner, Kafka, Camus, Sartre, Beauvoir with an emphasis on the novel. **3 credits.**

ENG 362: CONTEMPORARY POETRY
Intensive study of major contemporary poets and movements. The seminar emphasizes poets such as Olson, Plath, Snyder, Harper, and Ondaatje. Focus includes Black Mountain, Beat, confessional, and postmodern poetry. **3 credits.**

ENG 364: POSTMODERN LITERATURE
A study of the critical ideas and trends in literary postmodernism, including such movements as ecofeminism, cyberpunk, and L-A-N-G-U-A-G-E poetics. Attention is given to the problematic definition in postmodern theory, focusing on the works of such authors as William Gibson, Gary Snyder, Ursula Le Guin, and Edward Dorn. **3 credits.**

ENG 370. AFRICAN-AMERICAN LITERATURE
A study of the contributions of African-American writers to the cultural and aesthetic inheritance of modern literature through popular authors as Gwendolyn Brooks, Alice Walker, Amiri Baraka (LeRoi Jones), Richard Wright, Ralph Ellison, and Maya Angelou. **3 credits.**

ENG 374. WOMEN AND LITERATURE
Examination of women writers in 19th-20th century English literature and feminist literary theory. Explores previously neglected women writers and affirms their contributions to the literary tradition. Includes writers such as Kate Chopin, Toni Morrison, . **3 credits.**

ENG 378. SEMINAR IN MULTICULTURAL LITERATURE
This seminar invites students to engage in an intensive study of multicultural literature. Courses might include Postcolonial, Native American, Middle Eastern, African or Latino Literature. Students may take multiple seminar topics under this course number. **3 credits**.

ENG 380. CREATIVE WRITING: POETRY
Further development of skills studied in Introduction to Creative Writing with exclusive emphasis on poetry. Prerequisite: ENG 280. **3 credits.**

ENG 384. CREATIVE WRITING: FICTION
Further development of skills studied in Introduction to Creative Writing with exclusive emphasis on fiction. Prerequisite: ENG 280. **3 credits.**

ENG 391. LITERARY THEORY AND CRITICISM
An in-depth study of critical and theoretical approaches to literature, with an emphasis on the development of theories of literature from classicism to contemporary cognitive poetics. **3 credits.**

ENG 425. INDEPENDENT STUDY
Study of a focused area in literature, writing, or pedagogy initiated by the student and under the direction of a faculty mentor. Independent studies are offered only in special circumstances and must be approved by the department director in the term prior to course enrollment. Juniors/Seniors. **1-3 credits.**

ENG 473. ENGLISH INTERNSHIP
Internships allows for non-credit bearing practical experience for students related to their major. 100 hours of field placement are required. A 473 Internship cannot take the place of a required internship. Contact the Career Development Center for additional details. Prerequisite: By permission from department. **0 credits.**

ENG 475. INTERNSHIP
An off-campus, non-classroom learning experience directly related to English and making use of skills acquired in the pursuit of an English major. Juniors/Seniors. **3 credits.**

ENG 490. SENIOR ENGLISH PROJECT
Each English major takes this seminar and works under the direction of a faculty mentor to prepare a significant written project in literary scholarship, professional/ technical writing, or creative writing. **3 credits.**

THEA 101. THEATRE APPRECIATION
An introduction to the live performance experience through the study of the various elements of theatre and performance, the history of theatre from ancient Greeks to modern times, and dramatic literature. **3 credits.**

THEA 110. ACTING I
An introduction to the creative process of acting, with a focus on the Stanislavski System. Students explore a broad spectrum of skills, including imagination, concentration, emotional and sensory awareness, and vocal and physical expressiveness. **3 credits.**

THEA 140. SPECIAL TOPICS IN THEATRE
This course is designed to expose students to concepts or techniques not covered in established theatre courses. Topics for study may include voice and movement, playwriting, dramaturgy, stage management, improvisation, and study abroad opportunities. This course is repeatable for credit under a different topic. **3 credits.**

THEA 210. ACTING II
An in-depth exploration of the basic principles of acting and the creative process introduced in Acting I. Students explore a broad spectrum of skills, including imagination, concentration, emotional and sensory awareness, and vocal and physical expressiveness. Prerequisite: THEA 110. **3 credits.**

ENG/THEA 245. SCRIPT ANALYSIS
An exploration of dramatic literature with a concentration in play analysis. **3 credits.**

ENG/THEA 290. TOPICS IN THEATRE HISTORY
A special topics course that explores a theme, period, movement, or genre in theatre history through the reading and discussion of representative plays and their production. **3 credits.**

THEA/ENG 358. MODERN AMERICAN DRAMA
A survey of American drama from Eugene O'Neill to the present, with a focus on the theatrical, literary, and cultural contexts of individual works. Live performances and films are utilized for students to gain an on-stage perspective. **3 credits.**

THEA 401. PRACTICUM
Theatre minors must complete a practicum in conjunction with Mercyhurst theatre productions. Opportunities include, but are not limited to: dramaturgy, stage management, acting, scenic design, costume design, lighting design, property design, construction, and running crew. Students should register for the practicum course once. All projects require instructor approval and are critically assessed by the supervising faculty member. **3 credits.**

Fashion Merchandising

Department Chair
Amy Weaver-Kaulis, M.S.

FACULTY

Assistant Professor:
Amy Weaver-Kaulis, M.S.

Instructors:
Erin Magorien, M.S.
Jennifer Craven, M.S.
Abbey Rowe, M.S.

Adjunct Faculty:
Sally Linebach

INTRODUCTION

The role of fashion merchandisers is to plan, develop, and present product lines. To that end, the fashion department at Mercyhurst University provides a broad range of both career and learning opportunities. The Fashion Industry is one of the most diverse areas of study. The Fashion Merchandising Studies at Mercyhurst are unique in that we focus on three basic categories of study: 1) the individual person, 2) the product, and 3) the industry itself. Fashion studies concentrate on integrating knowledge in the areas of: human needs, industry trends and anticipation, product line development, textiles, production, sourcing, assessment of performance criteria, advertising, and management.

Students graduating in Fashion Merchandising pursue careers as fashion buyers or in allocations, as managers at store and district levels, as manufacturer and showroom representatives, as fashion writers and editors, as promotional specialists, product line developers, forecasters, trade organization representatives, technical designers, human resource directors, entrepreneurs, and educators.

MISSION STATEMENT

The B.S. degree in Fashion Merchandising at Mercyhurst University is designed to prepare students for professional careers or graduate education in the textile and clothing industries. Our program provides students with the opportunity to develop conceptual and creative abilities in relation to the individual person, the product, and the industry itself. It is our mission to prepare students for professional fashion careers or graduate education by providing teaching excellence in a curriculum that advances creativity, global awareness, and current business practices.

PROGRAM STUDENT LEARNING OUTCOMES

The fashion merchandising faculty has collaboratively developed eight broad-based learning outcomes that serve as the foundation and guiding force behind our program's curriculum.

Upon completion of the Fashion Merchandising program, graduates will be able to:
Demonstrate data gathering, synthesis, problem solving, and decision-making.

Demonstrate written and oral presentation Skills appropriate to the field of fashion.

Identify the manner in which historic, cultural, and cyclical environmental factors impact the fashion industry.

Distinguish the intrinsic and extrinsic characteristics of all segments within the textile complex, following the progression from fibers to end products.

Demonstrate basic planning, production, promotion, and distribution techniques for the men's, women's and children's wear markets.

Demonstrate knowledge of mathematical concepts and financial statements related to merchandise buying and planning.

Compare and contrast the organization and structure of the domestic and foreign textile and apparel industries.

Identify the variety of career opportunities within the fashion industry, the inter-relationships between them, and the methods to gain entry therein.

UNIQUE FEATURES

An important component of our studies is the inclusion of an internship experience. Students are required to intern after the sophomore or junior year and provide documentation of their retail work experience. They are encouraged to seek an internship in fashion centers.

Students have the option of enrolling in the visiting students program at The Fashion Institute of Technology (F.I.T.), in New York City, during their junior or senior year. Criteria and acceptance are the sole purview of F.I.T and courses must be taken exactly as listed in the F.I.T. catalog. Students may also elect to remain at Mercyhurst University for the full four years. The Fashion Institute of Technology is a fully accredited educational institution offering programs in a variety of areas including, but not limited to, Fashion Merchandising. F.I.T. sponsors a visiting students program that allows students from other schools throughout the United States to study for a full year, an opportunity that provides excellent social, cultural, and professional advantages. Students have options as to areas of study and graduate with an associate degree from F.I.T. in addition to their baccalaureate degree from Mercyhurst. Students are strongly advised to participate in this option given the networking and internships opportunities that abound in New York City. We feel that the rigor of Mercyhurst, combined with the New York City experience, is the optimal opportunity for our students. A cumulative G.P.A. of 3.0 is required for application to F.I.T., however, applying does not guarantee acceptance. Application must be sent by January 1, the year prior to attendance.

INTERNATIONAL STUDIES

Fashion students are encouraged to travel and study abroad. The program offers a trip each academic year. In the odd years, a trip to the New York City Garment District is taken. Students visit corporate headquarters of designers, publishers, trade organizations, print houses, forecasters, etc. In the even years an international trip is offered. To date faculty/student trips have gone to: Paris, Milan/Venice, London, and Hong Kong. International fashion trips can provide university credits. The International Studies Office coordinates full summers/semesters of study abroad; to date, students have studied in Paris, London, and Florence.

SOPHOMORE REVIEW

Students file a formal application for acceptance into the Fashion Merchandising Program during their sophomore year and are evaluated by the Fashion Merchandising faculty. Formal acceptance is contingent upon the following criteria: (1) a minimum 2.5 G.P.A. (2) completion of realistic and well-defined short and long term career goals; (3) evidence of ongoing fashion-related work experience.

GRADUATION REQUIREMENTS

In order to graduate with a degree in Fashion Merchandising from Mercyhurst University, students are required to: (1) have a G.P.A. of 2.5, (2) participate in a senior exit interview with the Department chairperson.

REQUIRED COURSES

FASH 100	Public Speaking in the Fashion Industry	2 credits
FASH 110	Introduction to the Fashion Industry	3 credits
FASH 120	Personal Styling Analysis	3 credits
FASH 130	Introduction to Fashion Construction	3 credits
FASH 230	Fashion Branding	3 credits
FASH 330	Textiles for Apparel	3 credits
FASH 360	Merchandise Planning and Control	3 credits
FASH 400	Professional Development	2 credits
FASH 450	Product Line Development	3 credits
FASH 475	Fashion Merchandising Internship	3 credits

In addition to the required courses above, students must take four additional elective courses of their choice.

ELECTIVE COURSES:

FASH 240	Global Trends In Fashion	3 credits
FASH 260	Fashion Journalism	3 credits
FASH 310	Menswear	3 credits
FASH 370	Fashion Entrepreneurship	3 credits
FASH 410	Fashion Evolution	3 credits
FASH 430	Visual Merchandising	3 credits

A cumulative G.P.A. of 2.5 for all courses listed is required for graduation. No course may be taken pass/fail. All courses must be completed to a "C" level.

MINOR PROGRAM

The Fashion Studies minor is offered to non-majors. A requirement of 2.5 remains the standard. No courses may be taken as pass/fail. Fashion Studies minors are required to complete a total of eight courses (23-24 credits). The following two foundation courses are required:

FASH 110	Introduction to the Fashion Industry	3 credits
FASH 120	Contemporary Fashion Analysis	3 credits

Students then choose six more courses from those listed below:

FASH 100	Public Speaking in the Fashion Industry	2 credits
FASH 130	Introduction to Fashion Construction	3 credits
FASH 230	Fashion Branding	3 credits
FASH 240	Global Trends In Fashion	3 credits
FASH 260	Fashion Journalism	3 credits
FASH 330	Textiles for Apparel	3 credits
FASH 310	Menswear	3 credits
FASH 360	Merchandise Planning and Control	3 credits
FASH 370	Fashion Entrepreneurship	3 credits
FASH 400	Professional Development	2 credits
FASH 410	Fashion Evolution	3 credits
FASH 430	Visual Merchandising	3 credits
FASH 450	Product Line Development	3 credits

COURSE DESCRIPTIONS

FASH 100.PUBLIC SPEAKING IN THE FASHION INDUSTRY
This course is designed as an introduction to public, oral presentations, and effective communication. It will emphasize the importance of public speaking throughout higher education and into the career world. Students will learn about and practice several different types of presentations. Topics of the presentations in this course will relate directly to current events and controversial topics in the fashion industry. **2 credits.**

FASH 110. INTRODUCTION TO THE FASHION INDUSTRY
This course introduces the fundamentals of fashion and the basic principles that govern fashion evolution, organization, and merchandising. Students will be exposed to all avenues of employment in the industry and will analyze its basic structure. **3 credits**.

FASH 120. PERSONAL FASHION ANALYSIS
This course is an analysis of the aesthetic components of apparel and accessories in relation to body and face shapes. Students will apply their new found knowledge to clients of their choice. Students will also build a vast style details vernacular. **3 credits.**

FASH 130. INTRODUCTION TO FASHION CONSTRUCTION
This course is an overview of terminology, processes, and equipment basic to an understanding of textile products and apparel construction. Consumer studies of women's and men's apparel assembly quality. Construction of four simple fashion items, and samples of seams, seam finishes, darts, gathering, etc. to be completed during this course. **3 credits.**

FASH 205. APPAREL PRODUCTION AND QUALITY EVALUATION
This course focuses on analyzing the apparel production systems and the relationship between apparel features, price, and quality of domestic and foreign produced goods. Elements of fit, construction of basic features, fabric indicators, stitch and seam classes, and development of a technical vocabulary will be integral. Laboratory experiences include apparel skills sample garment, knit eternity scarf, and two recycled garments. Prerequisite: FASH 130. **4 credits.**

FASH 230. FASHION BRANDING
This course provides an understanding of the marketing process from both a managerial and analytic perspective. Students will also be exposed to an overview of the factors contributing to consumers purchasing of fashion goods. In understanding fashion marketing and consumer behavior, students will be able to offer insight about how the fashion industry utilizes consumer information while simultaneously shedding light on individual shopping habits. **3 credits.**

FASH 240. GLOBAL TRENDS IN FASHION
An advanced study of the fashion industry including an analysis of current issues facing consumers, manufacturers, and retailers. Students will investigate the topics of sustainability, consumer well-being, and counterfeit goods. The subject of fast-fashion will also be examined and its implications to the global fashion industry. Prerequisite: FASH 110. **3 credits.**

FASH 260. FASHION JOURNALISM
This course will introduce students to all areas that journalism encompasses in the fashion industry. Students will be exposed to the processes that work in conjunction to the writing; interviewing, researching, preparing and reporting. Emphasis on the basics of writing including style, format flow, and mechanics. Students will complete several types of written assignments that can be seen in the fashion industry. Topics to be covered include writing for newspapers, magazines, broadcast media, advertising, public relations, and new media. Select pieces of writing will be featured in the Fashion Merchandising Newsletter. **3 credits.**

FASH 310. MENSWEAR
This course involves the study of the menswear industry with emphasis on garment style, fit, quality, sizing, assembly techniques, fabric terminology, and wardrobing. Designer presence and current menswear trends are also discussed. **3 credits.**

FASH 330. TEXTILES FOR APPAREL
This course includes the study of the origins of fibers, the basic characteristics of fibers, yarns, fabric constructions, and finishing techniques, including dyeing and printing. The course has an emphasis on differentiating common fabrics and their uses. Lab experiences offer the opportunity to experiment, process, and problem solve textile uses and limitations. **3 credits.**

FASH 360. MERCHANDISE PLANNING AND CONTROL
Covers the terms, calculations, and concepts necessary in successful merchandising, such as the retail method of inventory, operating statements, techniques of planning seasonal purchases, and methods of figuring mark-ups, turnover, open-to-buy, mark-downs, as well as terms of sale. **3 credits.**

FASH 370. FASHION ENTREPRENEURSHIP
An opportunity for students to understand and work through the steps necessary to conceptualize, develop, open, and finally operate a fashion business. Students will learn how to develop a product and a product niche, conduct product research, and find funding and a good location for their business. At the end of this course students will also have a solid understanding of how to write and interpret a solid business plan. **3 credits.**

FASH 400. PROFESSIONAL DEVELOPMENT
This course culminates the fashion merchandising undergraduate academic career. This senior-level course focuses on portfolio development and provides students with opportunities and the skills needed to secure an internship or job in the fashion industry or to pursue a graduate degree. Career-related issues include resume and portfolio development, interviewing, business etiquette and workplace standards. Senior standing or by permission of department chairperson. **2 credits.**

FASH 410. FASHION EVOLUTION
A survey of the development of dress in western cultures. The phenomenon of fashion will be examined as it is reflected in some of the most important eras in history, including Ancient Rome, the Renaissance, the Victorian Era, and the World War II. **3 credits.**

FASH 430. VISUAL MERCHANDISING
A study of the understanding of the importance of visual merchandising in the retail environment. Students will learn how visual merchandising develops a relationship between the brand, consumer, product and the retail environment. Students will be able to learn and apply concepts such as display basics, space planning principles and design research. Creative opportunities are provided to develop skills through the application of display and other promotional merchandise activities. Prerequisite: FASH 230. **3 credits.**

FASH 450. PRODUCT LINE DEVELOPMENT
This course delves into the merchandiser's role as a product line developer. Students will research populations, synthesize data, formulate sample plans and source primary markets as necessary when implementing a ready-to-wear collection. Adobe Illustrator and Photoshop software will be employed for development of a complete line of clothing for a niche market of the student's choice. Prerequisites: FASH 230, FASH 330. **3 credits.**

FASH 475. FASHION MERCHANDISING INTERNSHIP
This is an individual work/study experience. The student is provided training and on-the-job learning in the fashion field of study. The experience is coordinated and supervised by the Career Development Center. **3 credits.**

GENDER STUDIES MINOR

Program Supervisor
Mary Ann Owoc, Ph.D.

INTRODUCTION

Housed in the Departments of Anthropology, Psychology, and Sociology, this minor provides students with the opportunity to learn about the subject of gender through a multidisciplinary encounter which complements the BA or BS degree in Anthropology/Archaeology. Interested students should contact Dr. Mary Ann Owoc for further information.

REQUIRED COURSES

ANTH/SOC 125	Introduction to Gender Studies
PSYC 265	Psychology of Gender

*Students must also complete 5 approved elective courses from across the Mercyhurst University Curriculum

ELECTIVE COURSES

(Complete 5 of the following courses)

ANTH 346	Anthropology of Gender
CRJS 295	Seminar: Women and Crime
ENG 374	Women and Literature
ENG 382	Contemporary Literature: Women of Color
SOC 125	Intro to Gender Studies
His 280	Gendering World History I
POLI 210	Seminar: Power and Exploitation – Feminist Politics
PSYC 232	Psychology of Prejudice
RLST 270	Women and Scripture
RLST 255	Religious Perspectives on Human Relationships
RLST 176	Feminist Theologies
SOC 225	Women: Images and Realities
SPAN 305	Seminar in Culture Literature: Women in Hispanic Civilization

History

Department Chair
John Olszowka, Ph.D.

FACULTY
Professors:
Randall Howarth, Ph.D.;
Chris J. Magoc, Ph.D.

Associate Professor:
John Olszowka, Ph.D.

Assistant Professors:
Kristin Collins Breyfogle, Ph.D.
Benjamin G. Scharff, Ph.D

Instructor:
Cindy Nimchuk, Ph.D.

INTRODUCTION

The Department of History helps its students develop as creative problem solvers as well as critical thinkers and evaluators of contemporary life through the study of history. A premium is placed on effective written and oral communication. Research skills, the basic tools of many rewarding careers, are the focus of our program's senior thesis and senior seminar in history. Majors are prepared upon graduation to assume future challenges in law, public service, business, and many other professional fields.

Students who meet the criteria will be invited to join Phi Alpha Theta, a nationally recognized history honor society. History students are encouraged to join the Model United Nations club on campus, which offers the opportunity to participate in intercollegiate historical simulations.

The History Club provides opportunities for extra-curricular trips, film/discussion events and other history-related activities.

MISSION STATEMENT

The mission of the Mercyhurst University History Department begins with the engagement of all students in the infinitely rewarding study of past human societies and cultures—the foundational premise of History's central place in the Liberal Arts curriculum. We aim continuously to strengthen students' abilities to conduct primary and secondary source research, to analyze and weigh evidence, and to articulate sound conclusions and arguments both orally and in writing. Through courses that extend chronologically and thematically from the ancient world to contemporary societies and cultures, Mercyhurst History majors acquire knowledge and critical thinking skills that cultivate their development as informed, engaged, and thoughtful citizens. Our graduates are prepared to pursue successful careers as teachers, researchers, writers and journalists, attorneys, non-profit or public service professionals, historians in both the public and private sectors, among many other career tracks.

To advance this mission, the curriculum of the Mercyhurst History Department emphasizes thorough and ongoing study of primary sources and the secondary-source interpretations of a wide range of scholars. Through extensive writing and discussion opportunities in virtually every course, students are challenged to develop the historical habits of mind that will provide them with personal enrichment, equip them to better understand the complex world in which they live, and to sustain throughout their lives the spirit of inquiry, curiosity and civic engagement that lies at the heart of the discipline of history.

PROGRAM STUDENT LEARNING OUTCOMES

Critical Thinking. Students will demonstrate an ability to consider, and determine a position on, an historical problem critically: stating the issue clearly, recognizing, questioning and evaluating their own assumptions, and identifying and assessing the relevant interpretations and arguments of scholars on the problem. They will master the ability to examine critically the rhetoric, bias, and motivation of primary source accounts, understanding the critical importance of historical context and audience. Finally, students will be able to present, evaluate, and analyze appropriate supporting evidence and use it effectively in arguing a reasoned conclusion.

Historical Knowledge and Understanding. Students will demonstrate a broad understanding of the general characteristics and key developments of major periods of United States, European, and non-western history (embracing their intellectual, economic, social, cultural, and political dimensions), and a more fully developed and detailed comprehension of one major area of historical study. They will also exhibit an understanding of historiography, and the shifting schools of thought on one particular area of history.

Information Literacy. Students will demonstrate proficiency working with historical sources of information, including: design and refine a research strategy appropriate to a research problem; identify and locate a range of primary and secondary sources; organize, synthesize and incorporate a range of materials to advance an historical argument they have developed; employ the professional standards and practices of the historian—proper use of citation and references, paraphrasing, quoting and summarizing, and thorough contextualizing of primary source material

Communication. Students will demonstrate proficiency and maximum fluency in communicating historical knowledge and arguments orally and in writing. They will employ a range of high quality, relevant primary and secondary sources to advance their ideas; organize their ideas clearly and methodically; use appropriate stylistic presentation and format for historical writing; and keep grammatical and syntax errors to an absolute minimum.

Intercultural Historical Knowledge and Understanding and Civic Engagement. Students will demonstrate an understanding of the cultural construction of race, gender, ethnicity and nature in history, a historically well-informed cultural self-awareness, and a related understanding of the elements that shape other peoples' history, cultural beliefs and practices, economic and political systems, as well as their relationships with other peoples and nation-states. An empathy-based historical sensibility and knowledge base should move them to ask complex questions about other cultures that transcend time and place. Further, students will exhibit a well developed understanding of how dominant perspectives in a society shape social authority and patterns of power, as well as of the historical evolution of American democracy in a comparative perspective relative to the expressions of ideals and practices in other countries. Students will demonstrate a capacity to exchange ideas about civic engagement in ways that draws on others' viewpoints.

The Value of Material Evidence. Students will demonstrate essential knowledge of material culture scholarship, and be able to identify and classify artifacts and landscapes according to their thematic, physical, geographical, and chronological contexts, and to communicate knowledge and assessments effectively both through oral presentation and through written analysis.

Public History Theory, Methods, Ethics, and Technical Practice. Students will exhibit an essential understanding of the many dimensions of collecting, preserving and interpreting history for the public; the development of public history in relation to the historical profession as a whole; key theories, research methods, technical practices and ethical standards of at least one track in public history (e.g., museums, historic preservation); enduring and critical issues associated with the practice of public history. Students will also demonstrate the ability to engage in the practice of public history and to undertake a public history project, either individually or as members of a team.

HISTORY AND PUBLIC HISTORY CONCENTRATION

The department offers a Public History Concentration. It is designed for students interested in the growing field of public history, including museums and historic sites, historical societies, heritage preservation and tourism, archival collections, folklore and oral history, business and labor history, and historic preservation. In addition to their core history courses and other electives, students in the program take courses specifically designed to prepare them for either entry level positions in public history or graduate training in the field. An internship with a museum, historical society or historic site is required, providing the student with initial experience in the field. The required senior project provides students an opportunity to produce a substantive and publishable work of public history scholarship.

Students must maintain an overall GPA of 2.5 and a 2.75 GPA in major courses to be certified for graduation as a History major or minor. No major course may be taken on a pass-fail basis. Additionally, students who fail to earn a grade of C or better in a major course may not count it toward the major. Student progress will be monitored in an annual review. Students whose performance is unsatisfactory are placed on probation or are dropped from the major, depending on the outcome of the review.

HISTORY MAJOR (42 CREDIT HOURS)

1. Minimum 6 credits U.S. History
2. Minimum 6 credits European History
3. Minimum 6 credits World History
4. Historical Methods/Historiography (3 credits)

5. Senior Thesis or Senior Seminar (3 credits)
6. Six additional courses of the student's choosing (18 credits)

PUBLIC HISTORY CONCENTRATION (42 CREDIT HOURS)

1. Introduction to Public History/Museum Studies (3 credits)
2. Introduction to Historic Preservation (3 credits)
3. Museum Studies II (3 credits)
4. American Material Culture/Built Landscape (3 credits)
5. Historical Methods and Historiography (3 credits)
6. Public History Internship (3 credits)
7. Senior Project in Public History (3 credits)

And one additional course from the following:

1. HIS 394 Special Topics in Public History (3 credits)
2. ANTH 205 Historical Archaeology (3 credits)
3. ANTH 227 Ethnographic Field Methods (3 credits)
4. ART 128 Computer Design for Non-Designers OR ART 220 Introduction to Graphic Design (3 credits)
5. COMM 402 Documentary Film Production (3 credits)
6. BADM 455 Special Topics: Grant Writing (3 credits)

Students then take a minimum of 6 additional history courses (18 credits): at least 2 American, 2 European, and 2 World History.

HISTORY MINOR

Choose eight courses total (24 credit hours), no more than three of which may be at the 100 introductory level. No courses taken as part of the History Minor may be credited on a Pass/Fail basis.

SOCIAL STUDIES EDUCATION CERTIFICATION PROGRAM: 4 - YEAR OPTION

This program enables students to graduate as a History major and to attain their Pennsylvania teacher certification in Social Studies within a 4-year period becoming certified to teach history and other social studies subjects at the high school level. Students must maintain a 3.0 GPA or better throughout the program as mandated by the Pennsylvania Department of Education, pass the required PRAXIS Exams, and also secure the necessary state and national clearances as outlined in the Education Department section of this catalog.

When student teaching in the region, Mercyhurst social studies students are universally praised for the high caliber preparation they have received in our classrooms. Following graduation, our Social Studies Education majors have long enjoyed a remarkably high success rate in securing teaching positions.

REQUIRED HISTORY CURRICULUM (33 CREDITS)

1. Minimum 6 credits U.S. History
2. Minimum 6 credits European History
3. Minimum 6 credits World History
4. Historical Methods/Historiography (3 credits)
5. Four additional courses of the student's choosing (12 credits)

REQUIRED SOCIAL STUDIES CURRICULUM (24 CREDITS)

(a number of these courses also satisfy the student's requirements in the Mercyhurst University Liberal Arts Core Curriculum)

1. Introduction to Psychology (3 credits)
2. Introduction to Sociology (3 credits)
3. Macroeconomics (3 credits)
4. General Anthro/World Cultures (3 credits)
5. World Geography (3 credits)
6. American Government (3 credits)
7. Geopolitics/Int'l Relations/World Politics (3 credits)
8. Mathematics (second required course, 3 credits)

REQUIRED EDUCATION CURRICULUM (39 CREDITS)

(several courses will also count for the Liberal Arts Core)

1. Culturally/Linguistically Diverse Learners (3 credits)
2. Comparative Issues in Education (3 credits)
3. Psychology of Diverse Learners (3 credits)
4. Inclusive Practices (3 credits)
5. 21st Century Literacies (3 credits)
6. Critical Teaching Strategies (3 credits)
7. Curriculum & Instructional: Social Studies (3 credits)
8. Directed Urban Field Experience (3 credits)
9. Capstone Clinical (9 credits)

SOCIAL STUDIES EDUCATION CERTIFICATION PROGRAM: 5 - YEAR OPTION WITH AN M.S. IN SECONDARY EDUCATION

This program enables students to graduate as a History major while completing their content area requirements for Pennsylvania teacher certification in Social Studies. Along with their history and social studies content courses, students take the PRAXIS I, national Teacher Exam, EDUC 210 Comparative Issues in Education, and WL 101 Culturally and Linguistically Diverse Learners. Following acceptance by the Education Department into the program, in the fifth year (at the Adult reduced tuition rate), students complete their education requirements and their student teaching, and earn both their teacher's certification in Social Studies as well as a M.S. in Secondary Education.

REQUIREMENTS

REQUIRED HISTORY CURRICULUM (42 CREDITS)

1. Minimum 6 credits U.S. History
2. Minimum 6 credits European History
3. Minimum 6 credits World History
4. Historical Methods/Historiography (3 credits)
5. Senior Seminar OR Senior Thesis
6. Six additional courses of the student's choosing (18 credits)

REQUIRED SOCIAL STUDIES CONTENT AREA (24 CREDITS, 15 COUNTING IN THE LIBERAL ARTS CORE)

1. Introduction to Psychology (3 credits)
2. Introduction to Sociology (3 credits)
3. Macroeconomics (3 credits)
4. General Anthro/World Cultures (3 credits)
5. World Geography (3 credits)
6. American Government (3 credits)
7. Geopolitics/Int'l Relations/World Politics (3 credits)
8. Mathematics (second required course, 3 credits)

COURSE DESCRIPTIONS

HIS 101. US HISTORY TO 1865

This course is a broad survey examining American history from the start of the first European settlements in North America in the seventeenth century to the end of the Civil War. Over the course of the term students will explore the important social, political, economic, and cultural issues that emerged from Europe's colonization of the New World, and how these developments shaped the founding, and early formative history of the United States. **3 credits.**

HIS 102. US HISTORY SINCE 1865

This course broadly examines the major political, social, economic, and cultural trends in America from the end of the Civil War through the end of the Cold War. Particular emphasis is placed on the factors that contributed to the rise of the United States as a political and economic world power, and how those developments broadly shaped the course of American society. **3 credits.**

HIS 145. EUROPEAN HISTORY TO THE RENAISSANCE

This course examines the genesis of the ancient civilizations that centered on the Mediterranean, their collapse and replacement by feudal kingdoms, and the origins of the great powers of 20th Century Europe. Particular attention is devoted to understanding the dynamics of long term success and failure, and the interaction of religious and political institutions. **3 credits.**

HIS 146. EUROPEAN HISTORY SINCE THE RENAISSANCE

This course traces the transformation of Western Society from an agrarian society with firmly entrenched and rigid notions about class, gender, and religion to a modern, industrialized and predominately urban society. The emphasis is on the political, economic, social and intellectual forces that were active in this turbulent transformation. **3 credits.**

HIS 170. WORLD HISTORY I: AGRICULTURE TO ZHENG HE

This course presents a broad survey of the ideological, economic, political, social, and cultural historical forces at work in shaping our global past, examining the manners in which human societies have organized themselves to meet the challenges of rising human populations, demands on natural resources, contacts with diverse cultures and values, and new ideas and ideologies. We will concentrate on human societies from the experiments with agriculture (ca. 10, 000 BCE) to the voyages of Zheng He and Columbus (ca. 1500 CE). **3 credits.**

HIS 171. WORLD HISTORY II: ZHENG HE TO THE ATOMIC AGE

In this course students examine the major issues that have shaped the human experience from the age of exploration and discovery (1500) to the present. We examine the major social and cultural conflicts, major political developments, and analyze the interactions between diverse peoples and societies around the

world and the ways that religion, gender, and violence influenced their development. This course is an examination of critical events throughout world history that have shaped our present society. **3 credits.**

HIS 175. WORLD GEOGRAPHY

In this introductory course we will study selected regions of the world, emphasizing the demographic, cultural, political, economic, and historic patterns of different regions. We will pay close attention to human-environmental interactions. A goal of this challenging course is to apply geographic concepts to identify and describe relationships between people and places. **3 credits.**

HIS 211. COLONIAL AMERICA

This course examines the emergence of Colonial America, with the founding of the Jamestown colony in 1607, to the eve of the Revolutionary crisis in 1763. During the semester students will explore the creation of viable political, social, economic structures, emphasizing the transition of colonial North America from a series of isolated colonial outpost to imperial provinces. Among the topics to be considered include: community and family relations, colonial religious patterns; slavery and race relations; and internal and external tensions. **3 credits.**

HIS 212. REVOLUTIONARY AMERICA

This course, in the broadest sense, covers the history of America from the start of the revolutionary crisis to the rise of the Jeffersonian era, 1763-1801. Students will explore the origins, meaning and consequences of the Colonial America's Revolution, looking at how the struggle for the Colonies' struggle for independence from England impacted America society, politics, culture and economics, eventually giving rise to the United States. **3 credits.**

HIS 214. PENNSYLVANIA HISTORY

This course covers the history of Pennsylvania from the prehistoric period through the modern era, emphasizing the major social, intellectual, cultural, political and economic developments that have occurred throughout the commonwealth's long and diverse history. In addition, emphasis will be placed on the contributions of Pennsylvania and its inhabitants to the American nation and the world. **3 credits.**

HIS 216. CIVIL WAR & RECONSTRUCTION

This course broadly examines American society and politics from the Jacksonian Era through the end of Reconstruction with major focus on that great American tragedy, the Civil War. During the semester students will explore the economic, political, social, and cultural forces that brought forth the conflict between the States, the War that ensued, and the new nation that emerged in its aftermath. **3 credits.**

HIS 217. MAKING MODERN AMERICA, 1877-1920

This course explores a period in American history characterized by massive and, often times, disruptive, economic, political and social changes and looks at the diverse efforts Americans made to adapt to these changes. In the four decades following Reconstruction the United States saw the rise of modern industrial capitalism. It was also a period marked by unprecedented rates of immigration, rapid urbanization, and growing economic, racial, and gender inequalities. Responding to increasing tensions a reform impulse swept the nation as Americans attempted to come to terms with modernity. By the early 20th century so many reform movements were at play that Americans began to speak of a Progressive Era, an age marked by nascent idealism, and beneficial economic, political, and social changes. In all, America by the end of World War I in many ways barely resembled the nation of the Reconstruction Era. **3 credits.**

HIS 219. WORLD WAR II

This course examines the history of World War II, the most widespread, costly, and destructive war in world history. We will explore the origins of the war, the strategies pursued by the participants, the major events in the Pacific and European theaters from the 1930s until 1945, as well as the impact of the conflict on Americans and American society here at home. Finally, we will consider the national and international significance of the war. **3 credits.**

HIS 220. AMERICA SINCE 1945

In this course students examine the social, economic, political, and cultural forces that have shaped the United States since World War II. We explore the politics and Cold War culture of the 1950s, American foreign policy throughout the period – especially Vietnam – as well as the social change movements of the 1960s, the sobering and transformative events of the 1970s, the subsequent enduring imprint on the American political and economic landscape left by the "Reagan Revolution," and the rise of lone-superpower militarism since the end of the Cold War. In many ways, this course is a critical examination of the roots of contemporary America. **3 credits.**

HIS/POLI 221. U.S. ENVIRONMENTAL HISTORY

With a wide-angled multi-disciplinary lens, students in this course explore the central importance of nature and the environment in American history. From Thoreau to pink flamingoes, we trace shifting conceptions of "nature" in American cultural history. In addition, we survey the history of environmental change, focusing on the historical impact of human activity upon local and regional environments from New England to California. Finally, students examine the often contested political and legislative response of Americans to environmental problems since the late nineteenth century. **3 credits.**

HIS224/POLI 224. THE VIETNAM WAR

This look at the Vietnam War begins by examining the history of Vietnam but focuses on the American experience. Three central questions are addressed: How and why did the U.S. get involved? What was the nature of that involvement and what went wrong? And what were/are the lessons/results of the war? **3 credits.**

HIS 225. EXPLORING AMERICAN CULTURE, 1920-PRESENT

This course explores main currents of modern (post-1920) American culture, with a focus on popular cultural forms. An examination of the historical and cultural roots of enduring American myths such as individualism, endless abundance and success provides the theoretical framework for the course. An American Studies theoretical foundation allows students to then engage in a lively survey of select periods and themes of American popular culture over the past century. Students will examine the rise of consumerism, the centrality of the automobile and The Road as forces in American life, the ways in which race and gender are constructed through popular culture forms, and the transformative role of technology in the lives of Americans. **3 credits.**

HIS 230. HISTORY OF THE AMERICAN WEST

Although there are earlier "wests" in American history, the focus in this course is on the trans-Mississippi West, that mythic landscape which has shaped so much of both American history and our national identity. There we encounter the native peoples who first inhabited the region and the European Americans who largely supplanted them and sought to tame an unforgivably vast, unceasingly sublime landscape. Students encounter explorers, trappers, cowboys, gunslingers, railroad builders, gold rush miners, cattle barons, homesteaders, sightseers, dam builders, Dust Bowl migrants, and more, all of whose encounters with the West are the stuff of legend and history. **3 credits.**

HIS 232. AFRICAN AMERICANS IN FILM

The role of African Americans in cinematic films has varied widely, ranging from "brutal savages" in D.W. Griffith's Birth of a Nation to dynamic and powerful leaders as seen in Spike Lee's Malcolm X. This course explores the African American experience through the cultural medium of cinema. Particular emphasis will be placed on examining how Hollywood represented African-Americans and thereby reinforced, shaped and altered public perceptions of race and the role of blacks in society. The course will also investigate how historical developments in turn influenced the depiction of African-Americans in film, examining the modern Civil Rights struggle within the context of the film industry. **3 credits.**

HIS 235. INTRODUCTION TO PUBLIC HISTORY AND MUSEUM STUDIES

In this class students survey the field of public history, a growing phenomenon in American culture that defies the notion of Americans as an ahistorical people with little understanding of, or interest in their own history. We probe the relationship between public history, American culture, and popular memory, as well as the vital importance of place in community identity, memory, and public history. Along the way, we explore the sub-fields of museums, exhibits, historic sites and cultural landscapes, oral history, and documentary film. Through extensive readings, discussion, field trips, and assignments, we examine why and how American history is at once preserved and perverted, depicted and denied, packaged and popularized, and remembered and forgotten in the public realm. **3 credits.**

HIS 236. INTRODUCTION TO HISTORIC PRESERVATION

In this course students will study the evolution of the preservation movement in the U.S. from its historic roots to the state of the field and the challenges facing it today. We examine shifting theoretical approaches, as well as the various forces driving preservation. Students gain an understanding of the tools preservationists use

today, including historical research, state, federal and local law, community organizational support, and the application of scientific and technological methods to building preservation. **3 credits.**

HIS 240. MUSEUM STUDIES II

This course exposes students to fundamental approaches and best practices employed by history museum professionals. Students learn the changing nature of methods adopted by curators and educators to care, preserve, and interpret artifacts to the public. Through various class projects, students have opportunities to apply concepts presented in the course. **3 credits.**

HIS 245. ANCIENT GREECE

We will survey ancient Greek civilizations from the Bronze Age through the integration of the Greek world into the Roman hegemony. The emphasis is on the varying intellectual, political, aesthetic and social forces that came into play at various stages of Greek history and the ways in which these shaped modern Western values. **3 credits.**

HIS 246. ANCIENT ROME

This course surveys ancient Roman History from the early Iron Age through the collapse of the Western Roman Empire in the fifth century CE. The emphasis is on the military, political, aesthetic and social forces that came into play at the various stages of this history. Given the decisive influence of this history on the American founders, we are especially interested in understanding the political transformation from republic to monarchy that took place over the period c. 100 BCE to c. 100 CE. **3 credits.**

HIS 247. MEDIEVAL EUROPE

This course plots Western European History between the collapse of the Roman Empire and the 14th Century. Featured topics include the Carolingians, the Crusades, the dramatic conflict of Popes and Kings and the origins of modern warfare. **3 credits.**

HIS 248. EARLY MODERN EUROPE

This period encompasses the Italian renaissance and the French Revolution (c.1300-1789). We shall see how Europeans experienced a dramatic intellectual transformation and stepped to the verge of world domination. This course examines the social, political, and economic forces at work in this most formative era. **3 credits.**

HIS 270. 20TH CENTURY WORLD HISTORY

In this course students survey the major issues that have shaped the twentieth-century human experience from the beginning of World War I to the present time. The course assesses the causes and consequences of global violence so prevalent in the twentieth-century. It is centered on teaching an appreciation for non-western cultures and considers relations between non-western powers (specifically, Middle Eastern, African, and Asian countries) and European and American powers. We examine the development of modern warfare, new political ideologies, and the fall of communism. Twentieth-century World History exposes students to diverse perspectives and key social, cultural, and political events that shaped our world today. **3 credits.**

HIS 272. SOVIET RUSSIA

This course surveys Soviet history from its inception in 1917 to its collapse in 1991. We explore the fundamental political, social, economic, and cultural changes that occurred during the building of communism in the Soviet Union. In tracing the development of communism we will consider the violent efforts to build a socialist society and its origins, the new Soviet culture that formed, and the development of Soviet nationality policy. We will examine the ways that the newly minted Soviet Union weathered and rallied during World War II, postwar efforts to reinstitute stability, and the break-up of the USSR.

HIS 274. MODERN MIDDLE EASTERN HISTORY

This survey course will introduce students to the modern Middle East. The majority of the course will focus on the Modern period, from the Eighteenth-century to the present. We will investigate the transformation of the Middle East as it meets the West, its interaction with Europe, and we will examine the Middle East's age of independence. Throughout the course, we will examine various themes, including gender, religion, and class. We will cover the following topics: European imperialism in the Middle East and its affects, the Arab-Israeli conflict, the Iranian Revolution, the petroleum era, and radicalism, while placing them within the broader framework of the modern Middle East. We will conclude by addressing recent developments in the region and its outlook for the future.

HIS 275. HISTORY OF CENTRAL ASIA

This course is an introductory survey of the political, cultural, religious, and economic history of Islamic Central Asia from the eighth-century Arab conquests to the nineteenth-century Russian colonial era. We will examine the unification of the nomadic tribes under Chinggis (Genghis) Kahn and Mongol conquests, and the rise of Timur. In the early modern era (sixteenth through eighteenth centuries) we will examine the impact of European domination in the Indian Ocean and its impact on the Central Asian "Silk Road." We will cover the following topics: state formation and political stability in Central Asia, and a discussion of Russian and Chinese motives and methods for colonial expansion into Central Asia during the eighteenth and nineteenth centuries.

HIS 280. GENDERING WORLD HISTORY I: SEX AND POWER IN THE ANCIENT WORLD

This course will broadly examine the historical issues of gender and power in the ancient world up to ca. 1500 CE. Most of ancient (and modern) history has been organized, ruled, and written by males. Patriarchy became the norm, and was firmly set into place. But were women really as powerless as we might assume? This question challenges us to investigate and understand how gendered perceptions of social, economic, cultural, ideological, and political practices developed in ancient civilizations. We will explore the ways gendered participation in society was enhanced and limited by factors such as social status, ethnic and cultural ideologies, economic systems, religion, and political structures. Students will see the personal side of history through biographic and autobiographic evidence, and examine the 'how and why' behind gender relations. **3 credits.**

HIS 281. GENDERING WORLD HISTORY II: SEX AND POWER IN THE MODERN WORLD

In this course students examine how gender intersects with class, ethnicity, and religion thereby creating social hierarchies, communities, and civilizations from 1500 to the present. It will investigate the ways that gender in tandem with class, ethnicity, and religion influenced positions of power in early conquests, the development of leaders, everyday society, the women's question, war, in the building and contestation of political ideologies, and the outbreak of revolutions. Students will examine these themes through autobiographical and biographical evidence. Gendering World History investigates the personal side of history and provides a course which allows students to investigate the "why" behind gender relations. This course seeks to understand how gendered perceptions and practices develop so that we as can better understand the Modern World. **3 credits.**

HIS 301. HISTORICAL METHODS AND HISTORIOGRAPHY

This course focuses on the discipline of History: what it is, what historians do, how they do it, and why. A reading and writing-intensive course, we will examine the discipline of history, exploring different schools of historical thought. Part of the process of investigating the history of History will be an examination of our assumptions about the past, about history, and about the discipline of History. We will focus on the processes of historical research and writing, with an emphasis on the development of skills in primary source analysis, critique of scholarly opinion, organization of research, critical thinking, effective writing, and verbal communication of arguments and ideas in a seminar setting. **3 credits.**

HIS 302 . TEACHING SECONDARY SOCIAL STUDIES

This course will prepare students to teach history and social studies in grades 7 through 12 based on standards created by the National Council for Social Studies and the Commonwealth of Pennsylvania. The course will emphasize the structure and delivery of content, assessment methods, use of technology and other sources, and methods to encourage student learning and participation. **3 credits.**

HIS 305. AMERICAN MATERIAL CULTURE AND THE BUILT LANDSCAPE

In this course students explore the many ways in which the material artifacts and built environments of Americans serve as historical "texts"—to be studied, and often, preserved and interpreted for the public. We learn to see America's tangible, three-dimensional cultural landscape as a window into the attitudes, values, beliefs, behaviors, hopes, ideals, achievements, and fears of Americans across time and space. Extensive reading in the field of material culture studies, along with lecture, film, discussion, and two field trips shape the course. Along the way, students are challenged to conduct their own interpretations of places and objects and think

about their meanings and significance in American history. **3 credits.**

HIS 316. LABOR AND WORKING CLASS AMERICA

This course examines the history of work and labor in the United States from the early-nineteenth century to the present. In the broadest possible sense, students will explore the history of America workers and the unions they organized. Focus is placed on how economic, political, and social changes influenced the development of America's working class and shaped the formation of worker organizations. The course also seeks to examine the daily lives of workers. It will consider the changing nature of work and the cultures of the workplace, which laborers created. In addressing these topics, special attention will be paid to the way issues of race, gender, and ethnicity shaped the development of labor and the working class. **3 credits.**

HIS 325. AMERICA IN THE NUCLEAR AGE

America in the Nuclear Age offers an interdisciplinary exploration of one of the central issues of human experience since 1945: the development and proliferation of nuclear weapons. From Hiroshima to the revived nuclear nightmares of a post-9/11-"Ground Zero" world, we unravel the political history of nuclear weapons, examine their impact on human and environmental health, and probe the ways in which nuclear technology has fundamentally permeated our culture, our consciousness, and our sense of security. We pay special attention to the role of Hollywood cinema in reflecting U.S. policy and shaping popular attitudes regarding nuclear technology and the unthinkable possibility of nuclear war. **3 credits.**

HIS 326. THE TURBULENT SIXTIES

Students in this course will explore in depth "The Sixties," one of the most transformational periods in all of American history. We will pay special attention to the ways in which the dramatic changes emanating from the mid-1950s through the early 1970s on a range of issues and topics—race and gender relations, the health of our democracy, America's role in the world, our relationship with the natural and built environments, among many others—continue to shape the nation today. **3 credits.**

HIS 327. THE CIVIL RIGHTS MOVEMENT

This course explores the Civil Rights Movement and the struggle for racial and social justice in twentieth-century America. Particular focus is placed on examining the socio-political and legal mechanisms constructed in public and private sectors to sustain racial inequality and restrict civil liberties, and the subsequent campaigns to overcome these barriers. Among the topics to be discussed are: Jim Crow, Scottsboro and the rise of mass protests through the 1970s; executive and judicial responses (FEPC, the Brown decision, Civil Rights Act); student sit-in movement, and the urban revolts of the1960s. **3 credits.**

HIS 345. ANCIENT GREEK AND ROMAN HISTORICAL WRITERS

This course follows the creation and early development of historical writing as a genre of European literature. Particular emphasis will be on the Greek writers Herodotus, Thucydides, and Plutarch, as well as the Roman writers Livy and Suetonius. **3 credits.**

HIS 346. FAMOUS GREEKS AND ROMANS

This course highlights notable figures from antiquity such as Socrates and Julius Caesar in an attempt to understand fame and virtue as the Ancient Greeks and Romans understood it. **3 credits.**

HIS 352. ANTI-SEMITISM BEFORE THE HOLOCAUST

The course traces the historical, political, religious, and social threads of anti-Semitism from antiquity to the first decade of the 20th century. In so doing, it provides a prelude and a context for Nazi ideology in forming the Holocaust. More broadly, the course explores the ways in which cultural identity, political loyalty, and religious affiliation constitute volatile interactive forces in human history. **3 credits.**

HIS 370. ANCIENT HISTORY AND MODERN MEDIA

From Gladiator to Rome, the silver screen and television are awash with epic movies and TV series set in the ancient world. This course examines the reception and interpretation of the ancient world by the modern world, as seen through various media such as paintings, architecture, and film from the nineteenth century into our own time. We will focus on how the past has been and continues to be (re)interpreted for the present political and social context. **3 credits.**

HIS 371. RUSSIAN FILM

In this course we will examine the evolution of Russian/Soviet cinema from pre-revolutionary filmmaking and the experimental work of the 1920s, through Socialist Realism, to the late Soviet and post-Soviet periods. We will view films by Eisenstein, Tarkovsky, Mikhalkov, and others - including some of the greatest films ever made, according to many film critics. **3 credits.**

HIS 381. EMPIRE & IMPERIALISM II: THE MODERN WORLD

This course will examine the origins, development, and dissolution of Modern Empires (18th-century to 20th-century). We examine the political, economic, and military motives for empire building. We will also investigate the responses to imperialism whether acceptance, complacency, or resistance. We will explore the continued influence of imperial notions on our present day world. **3 credits.**

HIS/CRJS 382. CRIME, GENDER & VIOLENCE IN THE MODERN WORLD

The course will examine the influence of gender, ethnicity, and race on crime and justice throughout the Modern World (Americas, Europe, Russia, Middle East, Africa, & Asia). Topics include: the historical development crime and justice, women and men & the law; sexual harassment; women and men as victims of violence (rape, domestic violence, pornography, trafficking etc.); issues of gender and race; women/men and prison; and women/men and terrorism. **3 credits.**

HIS 383. HITLER & STALIN

This course examines the dictatorships of Hitler and Stalin in terms of their political, social and cultural dimensions. It traces the development of the totalitarian regimes in German and the Soviet Union up to and including World War II and subsequent changes in the post-war world. We will consider the following topics: the legacy of the dictatorships beyond World War II, How German and Russian societies come to terms with the aftermath of these repressive rulers, and how has the collective memory dealt with the era? **3 credits.**

HIS 391. SPECIAL TOPICS IN AMERICAN HISTORY

Special Topics courses will cover specialized content in American History not available in the regular curriculum. Courses may be offered as a regular class or as an independent study. As an independent study, in conjunction with a cooperating faculty member, students select a topic of study to pursue independently and intensively over the course of a term. The participating faculty member meets weekly with the student to discuss assigned readings as well as written materials prepared by the student as part of course requirements. **3 credits.**

HIS 392. SPECIAL TOPICS IN EUROPEAN HISTORY

Special Topics courses will cover specialized content in European History not available in the regular curriculum. Courses may be offered as a regular class or as an independent study. As an independent study, in conjunction with a cooperating faculty member, students select a topic of study to pursue independently and intensively over the course of a term. The participating faculty member meets weekly with the student to discuss assigned readings as well as written materials prepared by the student as part of course requirements. **3 credits.**

HIS 393. SPECIAL TOPICS IN WORLD HISTORY

Special Topics courses will cover specialized content in World History not available in the regular curriculum. Courses may be offered as a regular class or as an independent study. As an independent study, in conjunction with a cooperating faculty member, students select a topic of study to pursue independently and intensively over the course of a term. The participating faculty member meets weekly with the student to discuss assigned readings as well as written materials prepared by the student as part of course requirements. **3 credits**

HIS 394. SPECIAL TOPICS IN PUBLIC HISTORY

Through independent study with the coordinator of the public history program, the student pursues in-depth study of a particular self-chosen area of the field. **3 credits.**

HIS 475. HISTORY/PUBLIC HISTORY INTERNSHIP

Completed through a cooperating museum, historical agency, business, or non-profit institution, the history internship offers students an opportunity to acquire real-world experience in public history. Conducting archival research, assisting with the exhibit development, and conducting tours for the public are among the many hands-on learning opportunities provided to student interns. Internships must be approved by the History Department Internship Supervisor. **3 credits.**

HIS 480. SENIOR SEMINAR IN HISTORY

The capstone seminar experience will focus on intensive scholarly study of a specific topic in history.

Topics will vary. In addition to studying a specific topic, students will read and develop an understanding of the historiography and principal interpretations related to the topic. Each student will also research and write a 15- to 20-page paper incorporating both primary and secondary sources. Designed as a capstone experience, it will ask the students to demonstrate a mastery of the historical process, both in terms of assimilating historical ideas as well as writing a paper based on substantive historical research. **3 credits.**

HIS 485. SENIOR PROJECT IN PUBLIC HISTORY

Students develop and produce an extensive public history project that preserves or interprets some element of local or regional history. Students work with a faculty member in conceiving and carrying out the project, often collaboratively with a regional institution or organization. **3 credits.**

HIS 490. SENIOR THESIS

Directed research, study and writing on a specific topic that leads to the completion of a scholarly work based upon original sources or a similar work of public history. Topics are often, though not always, chosen from research sources in the region. The thesis experience emphasizes the use of primary sources as well as the arts of organizing and writing history. All thesis projects must be approved and on file with the thesis director prior to registering for Senior Thesis. **3 credits.**

Hospitality Management

Assistant Dean,Walker School of Business Chairman, Hospitality Department
Daryl Georger, M.S., D.Ed.

Director of Administration,Hospitality Management
Kimberly Zacherl, M.B.A., SPHR, SCP

FACULTY

Assistant Professors:
Daryl Georger, M.S., D.Ed.;
Beth Ann Sheldon, M.Ed., R.D.

Instructors:
Chef Dennis Dunne, B.A.;
Robert Green, B.S.;
Ryan Johnson, B.A.;
Allyson Schrimper-Minor, M.S.;

INTRODUCTION

The Hospitality Management Department (HM) offers baccalaureate degrees with a unique blend of classroom theory and field experience. Since 1992, the program has held accreditation from the Accreditation Commission for Programs in Hospitality Administration (ACPHA). In addition, the program is an integral part of the Walker School of Business which is accredited by the International Assembly for Collegiate Business Education (IACBE). The Hospitality Management Department was developed at Mercyhurst over 40 years ago in response to a growing demand for professionals in this field. Students are provided with hands on experiences and numerous opportunities to practice their hospitality skills in appropriate and challenging environments. The HM curriculum has been designed to provide the essential management abilities needed by professional management in this highly specialized and diversified industry.

The departmental facilities include a commercially equipped food service facility in the Center for Academic Excellence (the H.W. Marriott lab kitchen, restaurant and coffee shop), an actual hotel lab with commercial laundry facility (the Hilton Corporation Hotel lab), and the Statler Technology Center, a state of-the-art smart classroom dedicated in honor of Ellsworth Milton Statler, America's premier hotelier. This technology center is funded and supported by the Statler Foundation. Additionally, Mercyhurst's HM department partners with a local country club.

This global program includes measurable learning objectives and guidelines that have been established by both the HM faculty and hospitality industry leaders.

MISSION STATEMENT

The Hospitality Management Department fosters and promotes the spirit of hospitality consistent with the Mercyhurst mission of service to others and community. In keeping with the founding vision of Mercyhurst, hospitality students are prepared for industry leadership through a balance of liberal studies, business, and hospitality industry specific course work. This balanced approach to higher education nurtures scholarship, creativity, communication and responsible stewardship for the global hospitality community. Hospitality Industry course work and world class internships, supported by the Walker School of Business core business curriculum, provides the hospitality student with a strong foundation in accounting, finance, and management while building leadership, critical thinking skills, and problem solving skills required for success at the national and international levels.

PROGRAM STUDENT LEARNING OUTCOMES

Demonstrate an acquisition of skill related to technical systems used in hospitality outlets.

Apply basic marketing concepts to industry promotion in all areas of concentrations.

Accurately complete and understand financial data related to areas of hospitality management curriculum.

Apply knowledge of critical thinking to functional areas of hospitality business to identify, analyze and solve business problems.

Demonstrate learned standards of professionalism while applying basic principles of theories of management independently and when working with others.

Apply classroom theory to experiential settings within the lab settings and through cooperative learning experiences.

SERVICE PRACTICUM REQUIREMENT

A service practicum (200 hours) is required for all students regardless of transfer or class status and must be fulfilled prior to graduation. Seventy-five percent of the requirement must be completed internally with the department and department sponsored functions. The remaining twenty-five percent may be completed outside of the department with the director's approval. Upon completion of the required practicum hours, three credits may be granted in the final term. Details are available in the HM department office regarding specific requirements of this program. It is the students' responsibility to read the service practicum policy to make certain they are in compliance and to schedule practicum hours in a timely fashion.

STUDENT IN GOOD STANDING POLICY

The HM Department reserves the right to terminate enrollment for students who fail to meet academic, professional and personal standards. The academic standard addresses GPA and class attendance; the professional standard includes service hours and work experience; and the personal behavior standard encompasses ethical issues on and off campus, in any setting that may reflect negatively on the student and/or the program. The department reserves the right to admonish and expel any student who has been found in serious violation of any of these tenets, which are held in the highest regard. Student in Good Standing policy documents can be obtained in the Hospitality Management office.

Student Trips: It is expected that students participating in department sponsored trips will follow all rules as outlined in the event Attendee Policy Guide (posted in HM Department). The faculty reserves the right to approve all attendee participation based on such criteria as grade level, academic standing, and student performance. Students must read and sign an agreement in order to be allowed to participate in trips. Students must complete two terms in the department and be in good standing to be allowed to participate in department sponsored trips.

A qualified student (one who has earned at least 60 credits or has taken at least 6 HM courses) may choose to intern during the summer or to leave campus during the regular academic calendar year to obtain valuable management experience.

HM MAJOR/CONCENTRATION -BACHELOR OF ARTS REQUIREMENTS

An HM major must carry a minimum of 2.5 GPA overall in major courses to meet departmental and certification requirements. Any special programs and/or certificate offerings under the supervision of the HM Department must meet stipulated requirements. This condition supersedes university requirement(s) and may be modified at any time. Student majors who fail to earn a grade of C or higher in an HM course or concentration must repeat the course. If the student does not receive a C after repeating the course, a decision will be made by the director regarding permission to retake courses or termination from the major.

TRANSFER STUDENTS

Students transferring into the HM Department from another college or department are governed by the Mercyhurst transfer policy; no major course with a grade below a C will be accepted. At least one half the credits required by the HM Department (31 credits) must be completed at Mercyhurst unless otherwise specified by articulation agreement(s). No HM course or departmental offering may be taken on a pass-fail basis. All transfer students are subject to the same requirements as the traditional student majoring in the HM curriculum and must complete the 200 required practicum hours prior to academic program completion. The HM Department will accept a maximum of 50 community service hours from the transfer institution.

SOPHOMORE REVIEW

The HM Department requires students to meet sophomore review board criteria during their second year of the program. The details of these procedures are on file in the HM office and are available at any time. It is the responsibility of the student to meet eligibility requirements as set forth in this procedure and to prepare adequately for this review. The department director makes a final recommendation, based on a careful review by department faculty and staff, of a pass with distinction, pass, pass pending, probation, or fail. A designation below pass pending requires a meeting with the department director and/or faculty to discuss problem areas or specific concerns. A final letter is sent to each student confirming his or her status

upon completion of the review board process. A failed sophomore review will result in the student's dismissal from the major. If a student is placed on probation, he/she will have one term to make the mandated improvements. If this does not occur, the department will have the right to dismiss the student from the major. As part of the review board process, each program participant is encouraged to work (as time permits) in hospitality-related operations both on campus and elsewhere in addition to practicum hour requirements as detailed in the practicum hour policy guide (available in the HM Department Office).

DEPARTMENT SCHOLARSHIPS

Annually, the HM Department makes several cash awards available through a variety of department endowed scholarships. Specific cash awards are governed by criteria as detailed in the University Catalog under restricted scholarships. Senior and faculty service awards are also granted on the basis of merit as determined by the faculty of the department

CORE PROFESSIONAL EDUCATION

The HM curriculum is designed to develop the "whole person" through the liberal arts and a broad based hospitality curriculum. All major programs in the department require the successful completion of 48 credits in HM Core Professional Education courses. **Majors are required to take Statistics, Macroeconomics and Spanish II as part of the Core Curriculum**. All majors are required to complete the following courses in partial fulfillment of the Bachelor of Arts degree:

CORE PROFESSIONAL EDUCATION

HRIM 100	Introduction to the Hospitality Industry	3 credits
HRIM 101	Applied Service Methodology	1 credits
HRIM 110	Sanitation & Safety	2 credits
HRIM 175	Hospitality Engineering	3 credits
HRIM 201	Hotel Rooms Management	3 credits
HRIM 212	Purchasing for the Hospitality Industry	3 credits
HRIM 234	Intro to Food Service Management	3 credits
HRIM 235	Intro to Food Service Management Lab	1 credit
HRIM 306	Wine and Spirit Management	3 credits
HRIM 380	Hospitality Law	3 credits
HRIM 401	Hospitality Management Cost Controls	3 credits
HRIM 434	Advanced Food Service Management	3 credits
HRIM 435	Advanced Food Service Management Lab	2 credits
HRIM 450	Senior Seminar	3 credits
ACCT 101	Principles of Accounting I/Financial 3 credits	
ECON 106	Microeconomics	3 credits
MGMT120	Principles of Management	3 credits
MKTG 162	Principles of Integrated Marketing	3 credits
MGMT 206	Human Resource Management	3 credits

COMPUTER COMPETENCIES

Students are expected to be competent in the following software packages: Word, Access, Excel and PowerPoint. Any deficiencies in this area should be addressed prior to the junior level.

DEPARTMENT CONCENTRATIONS

In addition to the HM core, required of all HM majors, the student is required to specialize in and complete one of the following departmental concentrations. (Students working toward multiple concentrations are expected to develop expertise in each distinct area of study. A minimum of one elective course in each area of concentration must be distinct and will not be accepted for more than one concentration. Required courses in the concentration may overlap and will be accepted for each concentration.)

HOTEL MANAGEMENT CONCENTRATION

Hotel Management Concentration Requirements:

FPM 209	Housekeeping Operations & Management	3 credits
HRIM 260	Hospitality Marketing and Sales	3 credits
HRIM 417	Advanced Hotel Operations	3 credits
HRIM 473	Hospitality Internship	0-3 credits
HRIM 475	Hospitality Internship	3 credits
HRIM 476	Hospitality Internship	6 credits

*Students must complete 6 credit hours of Internships (taken in any combination)

Choose 2 courses from the HM department recommended list of electives or courses from other HM concentrations.

FOOD & BEVERAGE MANAGEMENT CONCENTRATION

Food and Beverage Management Concentration Requirements:

BIO 180	Microorganisms	3 credits
BIO 181	Microorganisms Lab	1 credit
FNUT 131	Introduction to Nutrition	3 credits
HRIM 405	International Cuisine	4 credits
HRIM 473	Hospitality Internship	0-3 credits
HRIM 475	Hospitality Internship	3 credits
HRIM 476	Hospitality Internship	6 credits

*Students must complete 6 credit hours of Internships (taken in any combination)

Choose two courses from the HM department recommended list of electives or courses from other HM concentrations.

EVENT MANAGEMENT CONCENTRATION

HMC 205	Introduction to Event Management	3 credits
HMC 215	Convention and Trade Show Management	3 credits
HMC 305	Catering Management and Operations Lab	3 credits
HMC 315	Promotional Strategies For Meetings and Conventions	3 credits
HRIM 473	Hospitality Internship	0-3 credits
HRIM 475	Hospitality Internship	3 credits
HRIM 476	Hospitality Internship	6 credits

*Students must complete 6 credit hours of Internships (taken in any combination)

Choose 1 course from the HM department recommended list of electives or courses from other HM concentrations.

HM DEPARTMENT RECOMMENDED LIST OF ELECTIVES

HMG 322	Club Management	3 credits
HRIM 240	Casino and Gaming Operations Management	3 credits
HRIM 416	Mixology	3 credits
HRIM 452	Industry Consulting	3 credits
MGMT 405	Quality Leadership	3 credits

By permission, an advanced language course above the second level may be accepted for one elective.

* Courses required for the sophomore review process in the HM Department, regardless of credit standing and transfer status. For your liberal studies core requirements, please review the HM Department's requirement and/or suggestions for core selections.

MINOR PROGRAM

The Statler Department of Hospitality Management will allow non-hospitality majors to gain entry level knowledge of two main areas of industry employement including Hotel Operations and Food and Beverage Management. Completion of the minor, plus 50 department related service hours, will qualify the student for recruitment by department corporate and industry partners. No minor course may be taken on a pass/fail basis and a GPA of 2.5 or higher must be maintained in all minor courses.

MINOR COURSE REQUIREMENTS

HRIM 100	Intro to Hospitality Management	3 credits
HRIM 101	Applied Service Methods	1 credit
HRIM 110	Sanitation and Safety	2 credits
HRIM 201	Hotel Room Operations	3 credits
HRIM 212	Purchasing for the Hospitality Industry	3 credits
HRIM 234	Introduction to Food Service Management	3 credits
HRIM 235	Introduction to Food Service Management Lab	1 credit
HRIM 260	Hospitality Marketing and Sales	3 credits
HRIM 380	Hospitality Law	3 credits
*Department Elective		3 credits

*Choose 1 course from the HM department recommended list of electives or courses from other HM concentrations.

SUMMER ABROAD

Opportunities to study and travel abroad are available and include study in, Ireland, Switzerland, Greece, Italy and Australia. Details are available from the director's office or the Study Abroad Office.

TRANSFERS

The HM Department recognizes many other fine institutions and programs; students may transfer into the program during any semester. The department makes every attempt to make the transition into the department as expedient as possible. Students transferring from institutions outside Mercyhurst are governed by the university transfer policy (see Transfer Policy in the University Catalog). One half of all HM classes must be completed at Mercyhurst in order to satisfy degree requirements.

ORGANIZATIONS - ETA SIGMA DELTA (ESD)

Eta Sigma Delta is the international hospitality and tourism honor society for academically outstanding

students in the hospitality field. It is affiliated with CHRIE (Council on Hotel Restaurant and Institutional Education) in which Mercyhurst maintains membership. To be eligible for membership in the Mercyhurst Chapter of ESD, a student must be a junior or senior and rank in the top 20 percent of the HM class. ESD members participate in various activities during the year such as community service projects, fundraising for the ESD Chapter Scholarship, and working on a variety of special projects in conjunction with the director's office.

HOSPITALITY MANAGEMENT ASSOCIATION (HMA)

HMA is a service organization which assists the department in its various endeavors. Students participate in educational enrichment opportunities (sales blitz activities with nationally recognized chains and field trips) which aid in the enhancement of their knowledge of the hospitality industry. Working closely with the faculty and staff, fundraising events are scheduled throughout the year to benefit a variety of club and department activities. This student organization sponsors the annual senior dinner where graduate certificates and faculty awards are given.

NATIONAL SOCIETY OF MINORITIES IN HOSPITALITY (NSMH)

The role of our NSMH chapter is to educate all students to aid in the recruitment, retention, support and advancement of minority students in the hospitality industry. Through education we encourage students to recognize and break down boundaries of differences among people different from themselves.

PROFESSIONAL CONVENTION MANAGEMENT ASSOCIATION (PCMA)

The PCMA student chapter was formed to increase management awareness of meetings and conventions, to broaden their scope of activity, refine their educational pursuits, and to expand the training base for students interested in the meeting and convention field.

DEPARTMENTAL MEMBERSHIPS AND AFFILIATIONS

Accreditation Commission for Programs in Hospitality Administration (ACPHA)
Council on Hotel Restaurant and Institutional Education (CHRIE)
National Restaurant Association (NRA)
American Hotel and Motel Association (AH & MA)
Professional Convention Management Association (PCMA)
Foodservice Consultants Society International (FCSI)
Hotel Sales and Marketing Association International (HSMAI)

COURSE DESCRIPTIONS

FNUT 131. INTRODUCTION TO NUTRITION

This course is designed for students who are not health science majors and focuses on consumer issues related to foods and nutrition. In discussing the role of nutrients in health promotion and disease prevention, it includes critical information which will help consumers sort out nutrition advice, concepts, principles, and strategies which will enable consumers to personalize their food choices; and questions that people often ask; i.e., vegetarianism, diets for athletes, "good" foods and "bad" foods, safety of food supply, and fad diets. **3 credits.**

FPM 209. HOUSEKEEPING OPERATIONS & MANAGEMENT

An overview of the housekeeping department functions and the cost analysis of effective staffing and operations in the maintenance of a physical plant. This course offers a variety of methods and specific activities to orient participants to the essentials of cost effective quality management with regard to the housekeeping functions. Prerequisite: ACCT 101. **3 credits.**

HMC 205. INTRODUCTION TO EVENT MANAGEMENT

This course begins a detailed analysis of the meetings and convention industry. Each market segment is examined in-depth and its relationship to other segments is explored. How the meetings and conventions business contributes to hospitality profitability are analyzed. Each student will be given the opportunity to practice event planning by developing a special event contract. Site selection,room set-up, food and beverage requirements, attendee expectations are identified. **3 credits.**

HMC 215. CONVENTION AND TRADE SHOW MANAGEMENT

This course is a comprehensive study of trade shows, operations of trade shows and how they are used as a marketing tool. Course topics include: facility selection budgeting, exhibit management, booth designs and working with convention services personnel. **3 credits.**

HMC 305. CATERING MANAGEMENT AND OPERATIONS

Catering is one of the fastest growing segments of the food and beverage industry. This course is designed to provide participants with an in-depth overview of the key elements in hotel and independent catering as well as looking closely at off-premise catering. The areas of study include marketing, letters of agreement, contracts, ethics, client relations, working with other departments in a hotel facility, catering functions, room setup, staffing and financial controls, as well as differences in off-premise catering. Practical experience is integrated into this course. **3 credits.**

HMC 315. PROMOTIONAL STRATEGIES FOR MEETINGS AND CONVENTIONS

This course focuses on the concept that a meeting or convention is a product and can be marketed to its public. Control of variables in the marketing mix is discussed from the perspective of the meeting planner also serving as the meeting marketer. Event promotion planning and campaigns are explored for events such as meetings, corporate events, professional conferences, community functions, and sponsorship. To the extent feasible, the student will be provided opportunities for practical involvement in the planning and implementation of a promotional campaign for an event. Prerequisite: HMC 205. **3 credits .**

HMC 425. WEDDING PLANNING

This course is the introduction to planning and managing weddings. The social, political, economic, religious and cultural influences on wedding planning decisions and business strategies will be discussed. Practices relevant to successful wedding planning and consultancy for diverse clients and settings will be reviewed. **3 credits.**

HMG 322. CLUB MANAGEMENT

An introduction to the operation of private clubs, including city, country, military and athletic clubs. Discussions include personnel practices, financing, cost control (food, beverage and labor), communications and public relations, marketing, sports, and security problems. There is at least one field trip to a local club. **3 credits.**

HRIM 100. INTRODUCTION TO THE HOSPITALITY INDUSTRY

This course is designed to familiarize the student with the history of the hospitality industry, industry trends, and the services required by customers. Most industry divisions and career paths will be highlighted. Minimal travel fees may be associated with the course. **3 credits.**

HRIM 101. APPLIED SERVICE METHODOLOGY

This course is designed to give a hands-on introduction to front of the house restaurant operations. This lab, taught in the Marriott Cafe facility, covers topics such as Host/Hostess Training, Waiter/Waitress Training, American/French/Russian service, front of the house tableware/equipment, and buffets/banquets. This course should be completed during the student's freshman year. For a transfer student, it should be completed as soon as possible upon transferring. Lab Fee. Uniform required. **1 credit.**

HRIM 110. SANITATION & SAFETY

This course will expose the student to the basic principles of sanitation and safety as they apply to the food service industry. Upon successful completion of the course, each student will receive a certificate from the National Restaurant Association signifying that he/she is ServSafe certified. **2 credits.**

HRIM 175. HOSPITALITY ENGINEERING

This course is a practical study into the engineering systems, maintenance requirements, and sanitation requirements of the hospitality facility. It helps build a strong working relationship between the hospitality manager and repair personnel, maintenance personnel, architects, contractors, equipment dealers and health authorities. **3 credits.**

HRIM 201. HOTEL ROOMS MANAGEMENT

Emphasis of the course is introducing the student to the fundamentals and operation of the rooms management of a hotel from a managerial perspective. Primary concern is that the student understands how the different departments within the hotel interact and why coordination, communication, recordkeeping and management are so important. Minimal travel fees. Prerequisite: ACCT 101. **3 credits.**

HRIM 212. PURCHASING FOR THE HOSPITALITY INDUSTRY
This course takes a managerial approach to the purchasing function; it studies purchasing objectives, department organization, cost controls, and supervision. It also provides product information on food and nonfood items used in the hospitality and other related industries**. 3 credits** .

HRIM 234. INTRO TO FOOD SERVICE MANAGEMENT
This course will overview the history and position of commercial food preparation including activities of food selection, preparation, commercial equipment operation and sanitation and will provide students with basic culinary skills and food science principles. The course will also introduce the student to the social, professional and technical aspects of commercial food preparation and prepare the student for an advanced level of food service production and management. Corequisite: HRIM 110, HRIM 235. **3 credits.**

HRIM 235. INTRO TO FOOD SERVICE MANAGEMENT LAB
Lab time emphasizes techniques discussed in lecture. Professional attire required of all hospitality students in Marriott Café facility. Corequisite: HRIM 234. Lab Fee. **1 credit.**

HRIM 240. CASINO AND GAMING OPERATIONS MANAGEMENT
This industry course will include the history of gaming, the popularity of gaming, an examination of casino games, and the impact, both economically and socially, that gaming has on a community. Field trips are an integral component of the course. Minimal travel fees. HM major or by permission. **3 credits.**

HRIM 260. HOSPITALITY MARKETING AND SALES
This course focuses on the study of marketing trends, segments, theory and practice, and its role in the hospitality industry. The course focuses on various means of improving a hospitality firm's image, sales and profits. The students will be given the opportunity to practice developing marketing strategies and tactics by participating in a marketing research project and also by preparing a fundamental marketing plan for a hospitality firm and presenting it to the class. Knowledge for this course will be obtained through lectures, readings, written/in-class exercises and video cases (used to illustrate industry differences and the relevance of certain marketing principles and skills). Prerequisites: HRIM 100, MKTG 162. **3 credits.**

HRIM 306. WINE AND SPIRIT MANAGEMENT
This course presents principles of modern beverage management. Students will study wine, spirits, beer, and non-alcoholic beverages in depth. Topics covered will include beverage marketing, cost controls and wine list management. Visitation to regional wineries and beer production facilities are scheduled based on availability. Minimal travel fees. **3 credits.**

HRIM 380. HOSPITALITY LAW
Designed to examine the increasingly complex aspects of hotel and restaurant law, government regulations, insurance and how they impact the hospitality industry. Legal principles and precedents as they apply to meetings and conventions management are also included. **3 credits.**

HRIM 401. HOSPITALITY MANAGEMENT COST CONTROLS
A practical study of management's use of accounting, financial and operational data in pinpointing problems and in making decisions in planning, budgeting and internal cost control. It includes a study of the hospitality industry's uniform system of accounts and making industry comparisons. Prerequisite: ACCT 101. **3 credits.**

HRIM 405. INTERNATIONAL CUISINE
This upper level elective course is geared toward European cuisines. The student will create and prepare several theme dinners for small and large groups. Prerequisites: HRIM 202, HRIM 203. **4 credits.**

HRIM416. MIXOLOGY
A lecture-laboratory course intended to acquaint the student with the fundamentals of mixology and bartending. The course focuses on basic terminology, service standards, bartending duties, product knowledge, sales transactions and operations, and the art of mixology. Prerequisit: HRIM 306. **3 credits.**

HRIM 417. ADVANCED HOTEL OPERATIONS
As the greatest revenue-producing department in the hotel, the front office relies on successful management strategies and accurate information for daily decision making. Students will focus on yield management techniques, ratios and occupancy forecasts, and key budget variables. Management decision-making experiences in the areas of room inventory, staffing, guest satisfaction, and rate and occupancy mix are explored. Reporting functions and property management systems are examined as crucial tools for operations management at the property and regional levels. Prerequisite: HRIM 201. **3 credits.**

HRIM 434. ADVANCED FOOD SERVICE MANAGEMENT
This course builds upon the principles derived from Intro to Food Service Management with application to a quantity food service environment. Topics covered include menu planning, costing, pricing and production scheduling with learning progressing to culminate with student engaging in an extensive actual food service operation. The student will apply management principles covered in lectures through planning and supervision of actual food service operation open to the public including both "front-of-the-house" and "back-of-the-house" management responsibilities. **3 credits.**

HRIM 435. ADVANCED FOOD SERVICE MANAGEMENT LAB
Lab time will provide student with extensive food preparation practice with hands-on experience in quantity food production, as well as management roles including kitchen management, service, human resource management, and money management. Since this lab serves the general public, students are required to conduct themselves in a timely and professional manner. Lab grade is dependent on attendance, performance and satisfactory completion of the management process. Prerequisite: HRIM 235, Corequisite: HRIM 434. **2 credits.**

HRIM 450. SENIOR SEMINAR
Course covers a variety of special topics designed to test theories and practices learned in hospitality education. Case studies and presentations enhance study. Extensive case analysis and writing are expected. The "team concept" is employed and group dynamics are developed. The "learning organization" is also explored in depth. NOTE: A senior comprehensive exam covering all HM course work will be administered as part of the course requirements. **3 credits.**

HRIM 452. INDUSTRY CONSULTING
From time to time, persons from the hospitality industry will solicit the help of the HM program to solve a company problem. Selected qualified students are allowed to act as a consulting team for the particular property. In the past, such projects have included a total systems design for a country club, as well as marketing/feasibility studies for hotels and restaurants. **3 credits.**

HRIM 455. HM SERVICE PRACTICUM
This practicum is required of all students completing a major in Hotel, Restaurant, and Institutional Management. Credit is granted for the completion of 200+ hours in the final term prior to graduation and the successful completion of all academic requirements. **3 credits.**

HRIM 473. HOSPITALITY INTERNSHIP
An individual work experience in an hospitality facility. The student is provided training and on-the-job learning (coordinated and supervised by the Career Services Department). Prerequisites: Department Permission, Junior Standing, 2.5 GPA in HM courses. **0-3 credits.**

HRIM 475. HOSPITALITY INTERNSHIP
An individual work experience in an hospitality facility. The student is provided training and on-the-job learning (coordinated and supervised by the Career Services Department). Prerequisites: Department Permission, Junior Standing, 2.5 GPA in HM courses. **3 credits.**

HRIM 476. HOSPITALITY INTERNSHIP
An individual work experience in an hospitality facility. The student is provided training and on-the-job learning (coordinated and supervised by the Career Services Department). Prerequisites: Department Permission, Junior Standing, 2.5 GPA in HM courses. **6 credits**.

HRIM XXX. ADVANCED WINE AND FOOD APPRECIATION
Students will be required to attend the PCMA conference. Class will be held in Napa, CA. Class will include tours of wine country and hospitality industry facilities and wineries. This course continues the study of wines and beverages begun in HRIM 306. Course work includes an in-depth exploration of wine in the context of the dining room, developing skills in sensory evaluation, choosing wines and foods to accompany each other, and the production of wine. Pre-requisite will be the required travel fees to attend the PCMA conference in Vancouver, Canada, lodging in Vancouver, lodging in Napa, CA, air fare from Erie to Vancouver to Napa, and back to Erie, and lab fee. Prerequisite: HRIM 306. **3 credits.**

The Ridge School of Intelligence Studies and Information Science

Dean:
James G. Breckenridge, M.A., M.B.A., Ph.D.

FACULTY

Chair, Intelligence Studies Undergraduate Programs:
David J. Grabelski, M.S.

Chair, Ridge School Graduate Programs: Dawn M. Wozneak, Ph.D., M.S.

Director, Business & Competitive Intelligence Major:
Shelly L. Freyn, M.B.A.

Associate Professors:
James G. Breckenridge, Ph.D., M.B.A., M.A.
Kristan J. Wheaton, J.D., M.A.

Assistant Professors:
Orlandrew E. Danzell, Ph.D., M.A.
Shelly L. Freyn, M.B.A.
David J. Grabelski, M.S.
Arthur H. Mills, M.A.
Kathleen Moore, Ph.D.
Dawn M. Wozneak, Ph.D., M.S.
Stephen C. Zidek, M.A.

Instructor:
William Welch, M.S.

Concurrent Faculty:
Robert J. Heibel, M.A.

Director of Online and Off-site Graduate Programs:
Linda Bremmer, M.Ed.

School Administrator:
Michelle Henderson

IT Manager:
Chuck Kuntz, B.S.

Institute for Intelligence Studies and Information Science
Director:
Brad Gleason, M.S.

Business Developer:
Robert J. Heibel, M.A.

Instructional Designers:
Kayla Murphy, M.Ed.
Jeremy O'Toole, M.S.

MISSION STATEMENT

It is the mission of the Institute for Intelligence at Mercyhurst University to produce graduates, through a variety of delivery modalities, who are skilled in utilizing a variety of sources of data and analytic techniques to lead the collaborative development of high-quality written and oral analytic intelligence products that, in service toward a just world, inform decision-makers, thereby fostering an appreciation for the dignity of work and commitment to serving others.

PROGRAM STUDENT LEARNING OUTCOMES

Describe the theory and history of the discipline of intelligence.
Demonstrate critical thinking skills.
Analyze collected data/information using a variety of analytic techniques and methodologies.

Communicate analytic products in both oral and/or written formats.

Execute extensive open source research and collection management.

Implement and manage intelligence processes and practices.

INTELLIGENCE STUDIES MAJOR BACHELOR OF ARTS

To be recommended for graduation, the student must have a minimum overall GPA of 3.0. No courses listed under the major course requirements may be taken on a pass-fail basis. In addition, students who earn a grade of D+ or less in any major core course must repeat that course.

The School shall conduct an annual review of the academic progress of all students enrolled in the program. Any student whose GPA falls below 3.0 or who might otherwise exhibit behavior that is not conducive to ensuring employment in his/her field will be placed on probation or removed from the program, depending on the outcome of the review.

Students must be aware that future employment often requires intensive background investigations, and any conduct deemed significantly unethical, illegal, or unprofessional may result in that student failing to achieve employment in the field regardless of his/her academic record.

INTELLIGENCE STUDIES MAJOR COURSE REQUIREMENTS

(Students must achieve a grade of C or higher)

RIAP 177	Intro to Intelligence Studies	3 credits
RIAP 178	Intelligence Methods and Analysis	3 credits
RIAP 276	Law Enforcement Intelligence	3 credits
RIAP 240	Intelligence for Business	3 credits
RIAP 213	National Security and Intelligence	3 credits
RIAP 250	Professional Communications	1 credit
RIAP 275	Intelligence Writing and Presentation	3 credits
RIAP 425	Strategic Intelligence	3 credits

NON-RIAP INTEL REQUIRED COURSES:

MIS 110	Adv. Computer Applications	3 credits
	OR	
MIS 150	Intro to Data Science	3 credits

RIAP ELECTIVES – 3 required from below:

RIAP 303	American Military History	3 credits
RIAP 305	Intelligence, Military and Warfare	3 credits
RIAP 310	Topics	3 credits
RIAP 325	Cyber Threat Analysis	3 credits
RIAP 320	Advanced Law Enforcement Intel	3 credits
RIAP 360	Financial Intelligence Analysis	3 credits
RIAP 365	Advanced Competitive Intelligence	3 credits
RIAP 372	Terrorism	3 credits
RIAP 374	History of Intelligence	3 credits
RIAP 435	Grand Strategy	3 credits
RIAP 475	Internship	3-9 credits

NON-RIAP REQUIRED COURSES – Pick Five (5)

ART 128	Basic Computer Design	3credits
Business 2XX or 3XX Level		3 credits
COMM 2XX or 3XX level		3 credits
CRJS 101	Justice in America	3 credits
CRJS 2XX or 3XX level		3 credits
ECON 105	Macroeconomics	3 credits
FSAT 2XX or 3XX Level		3 credits
History 3XX Level		3 credits
Language 4th Level Speaking		3 credits
Math 109	Statistics	3 credits
OR		
PHIL 101	Introduction to Logic	3 credits
POLI 303	Geopolitics	3 credits
POLI 400	Political Theory	3 credits
PUBH 101	Foundation of Public Health	3 credits
PUBH 2XX or 3XX level		3 credits

SPOKEN LANGUAGE REQUIREMENT

Language I	3 credits
Language II	3 credits
Language III	3 credits

COMPUTER TRACK – (compete 3 courses; students may also complete the Data Science Honors Program for credit)

MIS 126	Programming I	4 credits
MIS 140	Computer Operations	3 credits
MIS 260	Networks 3 credits	
MIS 280	Introduction to Internet Programming	3 credits
MIS 302	Information Systems Analysis & Design	3 credits
MIS 350	Database Management	3 credits
MIS 370	Client-Side Programming	3 credits
MIS 380	Server-Side Programming	3 credits

BUSINESS & COMPETITIVE INTELLIGENCE MAJOR BACHELOR OF ARTS

To be recommended for graduation, the student must have a minimum overall GPA of 3.0. No courses listed under the major course requirements may be taken on a pass-fail basis. In addition, students who earn a grade of D+ or less in any major core course must repeat that course.

The School shall conduct an annual review of the academic progress of all students enrolled in the program. Any student whose GPA falls below 3.0 or who might otherwise exhibit behavior that is not conducive to ensuring employment in his/her field will be placed on probation or removed from the program, depending on the outcome of the review.

Students must be aware that future employment often requires intensive background investigations, and any conduct deemed significantly unethical, illegal, or unprofessional may result in that student failing to achieve employment in the field regardless of his/her academic record.

BUSINESS & COMPETITIVE INTELLIGENCE PROGRAM STUDENT LEARNING OUTCOMES

Describe the theory and history of the discipline of intelligence.
Demonstrate critical thinking skills.
Analyze collected data/information using a variety of analytic techniques and methodologies.
Produce analytic products in written, oral, visual, and/or multimedia formats
Execute extensive open source research and collection management.
Implement and manage intelligence processes and practices.
Apply methodologies, theories, and research skills to

develop an integrated cohesive strategy for an organization to achieve a common goal and/or resolve a market research problem.

BUSINESS & COMPETITIVE INTELLIGENCE MAJOR COURSE REQUIREMENTS

(Students must achieve a grade of C or higher)

RIAP 177	Intro to Intelligence Studies	3 credits
RIAP 178	Intelligence Methods and Analysis	3 credits
RIAP 240	Intelligence for Business	3 credits
RIAP 250	Professional Communications	1 credit
RIAP 275	Intelligence Writing and Presentation	3 credits
RIAP 365	Advanced Competitive Intelligence	3 credits
RIAP 425	Strategic Intelligence	3 credits
RIAP 425	Strategic Intelligence	3 credits

INTELLIGENCE ELECTIVES 3 required from below:

RIAP 310	Topics	3 credits
RIAP 325	Cyber Threat Analysis	3 credits
RIAP 360	Financial Intelligence Analysis	3 credits
RIAP 475	Internship	3-9 credits

REQUIRED BUSINESS COURSES

ACCT 101 OR ACCT 102 Principles of Accounting I/II	3 credits
BADM 310 Business Law I	3 credits
BADM 350 Business Ethics	3 credits
ECON 105 Macroeconomics	3 credits
ECON 106 Microeconomics	3 credits
MATH 109 Statistics	3 credits
MKTG 162 Principles of Integrated Marketing	3 credits
MKTG 357 Market Research	3 credits

DATA SCIENCE/COMPUTER TRACK (complete 3 courses; students may also complete the Data Science Honors Program for credit)

MATH 110	Data Analysis Python	3 credits
MATH 126	Sports Analytics	3 credits
MIS 150	Introduction to Data Science	3 credits
MIS 126	Programming I	4 credits
MIS 260	Networks	3 credits
MIS 280	Introduction to Internet Programming	3 credits
MIS 302	Information Systems Analysis & Design	3 credits
MIS 350	Database Management	3 credits
MIS 370	Client-Side Programming	3 credits
MIS 380	Server-Side Programming	3 credits

Other approved MATH and MIS courses, as designated by program director

COURSE DESCRIPTIONS

RIAP 177. INTRODUCTION TO INTELLIGENCE ANALYSIS

This course is an introduction to the structure, function and process of the Intelligence Community in the disciplines of National Security, Law Enforcement, and Competitive Intelligence. First year students are exposed to basic skills in writing, research, and presentation. **3 credits.**

RIAP 178. ADVANCED INTELLIGENCE ANALYSIS

This course introduces students to the collection and analysis techniques used by entry level analysts. Students work on a term-long project that incorporates data basing, collection planning, organizational and link analysis, and structured analysis techniques. Computer software programs are used to enhance that analytical product. A threaded discussion of the psychology of intelligence analysis is integrated into course material. Prerequisite: RIAP 177. **3 credits.**

RIAP 213. NATIONAL SECURITY AND INTELLIGENCE

This course is an introduction to national security decision-making in the United States with a special emphasis on the role of intelligence in formulating policy. Students will engage in a historical overview of national security politics and strategy since WWII and describe major institutions and processes involved in national security policy-making. The course is designed to survey significant national security problems and their changing nature in the 21st century. **3 credits.**

RIAP 240. INTELLIGENCE FOR BUSINESS

This course explores the actionable information needs of modern business for competitive intelligence and business analysis. Practical exercises and open sources are employed. Prerequisite: RIAP 178. **3 credits.**

RIAP 250. PROFESSIONAL COMMUNICATIONS

Students in the Intelligence Studies program are about to enter what is often a large and complex professional world. In order to navigate that world, particularly in the search for employment, students need to learn how to make the most of the professional communication process. During this course, students will learn how to write an effective resumé, to write a cover letter that best expresses their goals and capabilities, to undergo a job interview and to communicate in a professional setting. **1 credit.**

RIAP 275. INTELLIGENCE WRITING & PRESENTATION

This course introduces students to the fundamentals of effective intelligence writing and presentation. Emphasis is placed on the variety of forms of intelligence writing, briefing styles, and evaluations of intelligence products for form and substance, and application of numerous advanced analytical techniques. Prerequisite: RIAP 178. **3 credits.**

RIAP 276. LAW ENFORCEMENT INTELLIGENCE

This course is an introduction to law enforcement intelligence definitions, agencies, and methodologies of analysis. It reviews the mission and roles of the crime analyst at the local, state and federal levels. Prerequisite: RIAP 178. **3 credits**.

RIAP 303. AMERICAN MILITARY HISTORY

This course covers the basics of the US military history experience from the colonial period through contingency operations of the 1990's. This course will employ American military history as a tool for studying military professionalism and for applying critical thinking skills and decision-making skills to military problems. This course provides both the historical foundation and context for service in today's military and a kind of survey course preparing students for future study in military history and heritage. **3 credits.**

RIAP 305. INTELLIGENCE, THE MILITARY AND WARFARE

This course explores the role of intelligence in the conduct and prosecution of armed conflict. The course traces the evolution of modern military organizations and the use of intelligence in the success or failure of these organizations. Current intelligence practices and methods employed by the US military are also discussed. **3 credits.**

RIAP 307. CULTURAL AWARENESS FOR INTELLIGENCE ANALYSIS

This course will introduce future intelligence analysts to the concept of cultural awareness to enable them to more effectively understand international decision makers' operational environments and key influences. **3 credits.**

RIAP 310. SPECIAL TOPICS

This course allows students to pursue a specific area of interest that augments their analysis experience. Topics vary. 3 credits.

RIAP 315. IMPROVING INTELLIGENCE ANALYSIS

This course will explore intelligence analysis by examining its purpose, history, methods, processes, context, existing challenges and recommendations for improvement. It provides the opportunity to investigate debates within the intelligence world over such things as intelligence analysis as a science or art. Prerequisite: RIAP 178. **3 credits.**

RIAP 320. ADVANCED LAW ENFORCEMENT INTELLIGENCE

This course will explore the theory and practical application of analytical methodologies to selected law enforcement intelligence topics. It will utilize the case studies methodology to understand the role and effect that intelligence influenced the out-come of historical events. Classroom projects will require critical thinking skills to produce an analytical intelligence product for law enforcement decision makers. Prerequisite: RIAP 276. **3 credits.**

RIAP 325. CYBER THREAT ANALYSIS

This course will introduce students to the methodology of investigation and analysis procedures associated in the application of real world cyber attacks. Students will gain knowledge of key terminology, online tools used by analysts, the development of legislation, key government agency roles, and the nature of cyber threats/attacks. 3 credits.

RIAP 365. ADVANCED COMPETITIVE INTELLIGENCE

This course encompasses a more in-depth perspective of business and competitive intelligence utilizing additional analytical methodology. Lessons entail researching advanced models and techniques and applying a series of these methodologies to a term-long company project. Students issue various analytical reports for the final product that also includes key findings and strategic implications in the form of a written document and virtual site. Students then present their final product to the decision maker and/or representative of the company. **3 credits.**

RIAP 372. TERRORISM

This course fosters an understanding of the roots, development and impact of contemporary worldwide terrorism, especially in the United States, while using a simulated operational environment. **3 credits.**

RIAP 374. HISTORY OF INTELLIGENCE
This course examines the scope, elements and history of intelligence activities, especially the American experience. Particular attention is paid to the role of intelligence in a democratic society. **3 credits.**

RIAP 425. STRATEGIC INTELLIGENCE
This course is divided into three parallel tracks covering strategic theory, the practice of strategic intelligence, and the application of those principles to a "real life" problem. Analysts will participate throughout the course as a member of a group in a large-scale estimative project. Prerequisite: RIAP 275. **3 credits.**

RIAP 475. INTERNSHIP
Students engage in a period of employment (minimum 60 days) as an intelligence analyst with a government, international agency or corporation during which certain experience objectives must be met. Prerequisite:

Interior Design

Department Chair
Kathy Weidenboerner, ASID, IDEC,IIDA, M.Ed.

FACULTY
Assistant Professor:
Kathy Weidenboerner, M.Ed, ASID, IIDA, IDEC

Instructor:
Amy Todd, M.S., LEED AP ID&C, IDEC, IIDA

Adjunct:
Andrew Lapiska, M.B.A.
Donna Zariczny, B.A., NCARB Certified

INTRODUCTION

Interior Design is a multi-faceted profession in which creative and technical solutions are applied within a structure to achieve a built interior environment. Interior design includes a scope of services performed by a professional design practitioner, qualified by means of education, experience, and examination, to protect and enhance the life, health, safety and welfare of the public. Interior Design is a service profession concerned with the science and art of providing optimal living, working, learning, and playing environments for human beings throughout the life cycle. As such, it is an essential component of the architectural sciences. Knowledge and skills must be accompanied with confidence, empathy and compassion.

MISSION STATEMENT

The Interior Design Department establishes its mission as the promotion of the intellectual, emotional, social, physical, and spiritual growth of the student as an effective citizen through liberal and professional education. Therefore, the programs prepare the student not only for a career, but also for life. Faculty and students are challenged to integrate social responsibility with career competence and a commitment to human values.

PHILOSOPHY

The faculty believes that education is a life-long process of guided and purposeful activity, directed toward the development of the individual according to his/her needs, abilities, interests, and potential; that education is not merely a passive acquisition of knowledge but the meaningful interpretation of that knowledge, and an understanding capable of producing intelligent decisions and actions; that learning is a change in behavior brought about through experience; that the identification of learning outcomes is done cooperatively by the student and teacher; that self-discovery, self-growth, and self-expression are best achieved in a relaxed and open environment which remains sensitive and adaptive to the student's needs and abilities; and that the teacher is a facilitator of that self-discovery and self-growth. They further believe that learning in the professional environment, where students interact with clients and professionals and can apply theoretical principles, is very effective in developing professional proficiency as well as classroom/studio oriented education.

The meaning of this philosophy for Interior Design education is that the curriculum should provide a judicious balance of learning experience with essential knowledge and understanding to be gained in the physical, behavioral and social sciences, humanities, professional sciences and communicative sciences. As potential translators of architectural and interior science, the students need the science (knowledge) and the art (skill) inherent in the Interior Design profession. Only when they have cultivated moral values can they translate this science and art into action, in a wide variety of settings, with sensitivity, self-reliance, social concern and genuine compassion for others.

PROGRAM STUDENT LEARNING OUTCOMES

Program graduates are envisioned to be competent Interior Designers, with a liberal education, who instill in their profession a vision of all the arts, and who see their own art with clearer perspective within the context of an increasingly complex and global world. Students of the Mercyhurst Interior Design program will be able to:

Understand and address the human needs (social, economic, political, psychological, and physiological) in the applied practice of interior design.

Develop a strong sense of the theoretical basis of art and design. Analytically balance and successfully integrate the theoretical and technical issues of interior environments.

Demonstrate business, organizational skills, and managerial ability.

Act responsibly in their concern about issues related to public health and safety, professional ethics and demonstrate a willingness to advance not only themselves but the profession of interior design as a whole.

BACHELOR OF SCIENCE IN INTERIOR DESIGN MAJOR REQUIREMENTS

The Interior Design Department offers courses leading to a Bachelor of Science in Interior Design. Students must maintain a grade point average of 2.75 in the major. No required courses in the major may be taken on a Pass/Fail basis. Students who earn a grade less than C in a required major course must repeat the course.

All prerequisites must be met before continuing in the course curriculum sequence. Alteration of the course prerequisites will only be made with special permission of the Department Chair.
In order to graduate with a degree in Interior Design from Mercyhurst University, students are required to (1) have a major G.P.A. of 2.75, (2) have successfully passed the Sophomore Review Process, (3) have completed 12 service hours related to the built environment, (4) have submitted a final digital portfolio, (5) participated in a senior exit interview, and (6) completed all course requirements.

ID 100	Design Basics	3 credits
ID 105	Technical Graphics I	3 credits
ID 107	Introduction to Interior Design	3 credits
ID 111	Interior Design Studio I Residential	3 credits
ID 130	Digital Graphics Interior Design	3 credits
ID 200	Building Technology	3 credits
ID 205	Technical Graphics II	3 credits
ID 210	Interior Design Graphics	3 credits
ID 211	Interior Design Studio II – Corporate/Industrial	3 credits
ID 220	History of Interior Design and Architecture I	3 credits
ID 221	History of Interior Design and Architecture II	3 credits
ID 230	Interior Finishes, Materials & Furniture	3 credits
ID 231*	Human Factors Design	3 credits
ID 311	Interior Design Studio III – Healthcare and Recreational	3 credits
ID 312	Interior Finishes, Materials & Furniture II	3 credits
ID 320	Furniture Design	3 credits
ID 322	Interior Design Studio IV Hospitality/Retail	3 credits
ID 375	Business & Professional Practices for Interior Designers	3 credits
ID 380	Color and Light	3 credits
ID 405	Technical Graphics III	
ID 410	Senior Seminar I	3 credits
ID 455	Senior Seminar II	3 credits
ID 490	Senior Seminar III	3 credits
ID 495	Department Directed Internship	3-6 credits

*Note: ID 120 Art History for Interior design and ID 231, Human Factors Design meet Core Category VI and VII requirements respectively.

Major Electives:

ID 332	Interior Design Studio V Institutional and Government	3 credits
ID 360	Digital Photography and Photomontage	3 credits
ID 365	Layout and Display Graphics	3 credits
ID 450	Advanced Independent Study in Interior Design	1-3 credits

PORTFOLIO DEVELOPMENT

Portfolios are not required for incoming freshmen.

Students transferring into the program from a non-design program of study should meet with the program director to determine advanced standing. Students transferring from another design program are required to submit a portfolio of their college-level work to appropriately identify credit for transferred design courses.

Students are encouraged to begin development of a college-level portfolio beginning in the freshman year to prepare for Sophomore Review and placement in Interior Design Internships. Development of such portfolios is a natural outgrowth of the design studio environment.

SOPHOMORE REVIEW

A review board evaluates students in the Spring Semester of the sophomore year. The student's continuation in the Interior Design program is based on: (1) a minimum 2.75 GPA in major courses; (2) presentation of a resume and an Interior Design portfolio; (3) presentation of a career goal statement; (4) two letters of recommendation; and (5) successful completion of the interview with the review board.

SENIOR THESIS PROJECT

All students in the Interior Design Program are required to complete a Senior Thesis Project prior to graduation.

Thesis projects involve individualized research that must be pre-approved by program leadership. Students apply for project approval in the spring semester of their junior year and complete research and programming of the project by the end of the fall semester of the senior year. Project development continues through the spring semester of the senior year and culminates in the annual Senior Interior Design Show.

The senior thesis project requires students to participate in multiple juried critiques and progress checkpoints throughout the process. If at any given point, student project progress is deemed unacceptable the student will not be allowed to register for the subsequent courses until satisfactory progress has been achieved. Only approved projects will receive the right to be displayed in the exhibition. The program director reserves the right to eliminate any unacceptable design project from final display. Due care must be taken to produce a project worthy of public display.

ASSOCIATE DEGREE PROGRAM

An Associate of Science in Interior Design degree is administered through the Mercyhurst Northeast Campus. Students enrolled in the four year program are not eligible for the Associate Degree. A minimum of 60 credits is required for the completion of the associate degree. Students must earn an overall 2.5 GPA as well as a 2.75 GPA in the required interior design courses in order to meet graduation requirements. No interior design courses may be taken on a pass-fail basis. Additionally, students who fail to earn a grade of "C" or better in a required major course must repeat the course. Students who wish to transfer to a four-year baccalaureate program must meet all Bachelor of Science degree requirements.

ASSOCIATE DEGREE REQUIREMENTS

Contact the Mercyhurst Northeast Campus for further information.

PRE-ARCHITECTURE TRACK

Special advising is available to those students planning to pursue graduate work in architecture. Students will receive help in both portfolio preparation and curriculum selections. Required additional courses: MATH 170 and PHYS 201.

POST BACCALAUREATE ADVANCED CERTIFICATE IN INTERIOR DESIGN

The Advanced Certificate in Interior Design has been specifically designed for college graduates with a background in design-related fields. Ideal candidates are those who want to update their skills, advance to a new position, prepare for a career change or become eligible for the NCIDQ (National Council for Interior Design Qualification) Exam, pending approval from NCIDQ. Career counseling by the program director, an NCIDQ certified designer, is offered to all participants in this program.

SERVICE LEARNING

Students are required to complete 12 hours of community service related to the built environment through involvement with Mercyhurst University Habitat for Humanity or other community service opportunities available through interior design coursework.

WRITING ACROSS THE CURRICULUM

The department supports the Mercyhurst Writing Across the Curriculum Program by requiring writing as part of all courses in the Interior Design curriculum.

COURSE DESCRIPTIONS

ID 100. DESIGN BASICS

Students will explore the elements and principles of design in a studio format. Emphasis will be placed on the artistic creation and analysis of design composition that are grounded in design fundamentals. Two-dimensional and three-dimensional interpretations and expressions will be explored as they pertain to the elements of line, shape, form, mass, texture, space, light, color, and motion, the principles of emphasis, balance, scale, proportion, rhythm, unity, variety, harmony, and visual perception and design theory. **3 credits.**

ID 105. TECHNICAL GRAPHICS I

This course will introduce students to the fundamentals of architectural drawing and drafting, and model making. Students will acquire skill in the use of drafting equipment and the application of architectural symbols. **3 credits.**

ID 107. INTRODUCTION TO INTERIOR DESIGN

Students are provided with an introduction to the profession of interior design and acquire beginning studio experiences in a wide range of design practices and methodologies. Students explore the history of interior design, design process, design theory, the elements and principles of design, the relationship of interiors to the built structure, space planning, and the relationship of color, light and materials to interior environments. This course emphasizes aesthetic, functional, and sustainable qualities of the built environment and explores the profession's social responsibility and role in environmental concerns. **3 credits.**

ID 111. INTERIOR DESIGN STUDIO I RESIDENTIAL

This studio will emphasize the development of space planning and problem-solving skills related to single and multifamily dwellings. Studio experiences will be taught in the theory of the design process and an understanding of design research involving physical, social, and psychological factors and reflect a concern for the aesthetic qualities of the built environment. Specific in-depth emphasis will be placed on the study of design for private special populations. Prerequisite: ID 105. **3 credits.**

ID 130. DIGITAL GRAPHICS INTERIOR DESIGN

This course is an overview of basic Adobe Creative Suite Design and its functions – focusing on Adobe InDesign, Adobe Illustrator, Adobe Photoshop, Adobe Bridge and design principles. It is the goal of this course to show the student the process of putting graphic layout pieces together using the correct software for the correct part of the process. Students learn the differences between vector and raster images, basic typography, font usage, layout principles, e-publishing processes and functions using Adobe Acrobat. This course culminates in producing monograms/logos using Illustrator, photo editing, color correction, cropping and other photo functions using Photoshop and producing layout boards, personal stationery and displays using InDesign. **3 credits.**

ID 200. BUILDING TECHNOLOGY

This course surveys residential and commercial building structural systems. Technical information is presented regarding mechanical systems (electrical, plumbing, heating and ventilation, etc.). The role of government regulation, building contractors and subcontractors in relation to the construction process is examined. **3 credits.**

ID 205. TECHNICAL GRAPHICS II

In conjunction with CADD instruction and use of the drafting software, students prepare interior construction drawings based on industry accepted conventions. Prerequisite: ID 105. **3 credits .**

ID 210. INTERIOR DESIGN GRAPHICS

Professional methods of preparing visual presentations of the design process and of interior design projects are examined. Students acquire skills in color and black and white rendering techniques. **3 credits.**

ID 211. INTERIOR DESIGN STUDIO II CORPORATE/INDUSTRIAL

This studio will emphasize the development of space planning and problem-solving skills related to corporate offices and manufacturing facilities. Studio experiences will be taught in the theory of the design process and an understanding of design research involving physical, social, and psychological factors and reflect a concern for the aesthetic qualities of the built environment. Emphasis will be placed on the study of design for corporate and industrial interiors such as: offices, financial institutions, factories, manufacturing plants, laboratories, garages, warehouses and workshops. Prerequisite: ID 311. **3 credits.**

ID 220. HISTORY OF INTERIOR DESIGN AND ARCHITECTURE I

The history of furniture and architectural design is traced from antiquity to modern times. Sociocultural, political and economic factors are considered in relation to their influence on design motifs, styles, and trends. **3 credits**.

ID 221. HISTORY OF INTERIOR DESIGN AND ARCHITECTURE II

Contemporary interior design is surveyed from the end of the 19th century to the present day. Specific designers and movements are studied and sociocultural influences on motifs, styles, and trends are considered. **3 credits**.

ID 230. MATERIALS, SYSTEMS, AND ASSEMBLIES I

This course provides a study of the materials, systems, assemblies, and products used in interior environments. Product performance, regulations, standards, and performance testing are explored. Special emphasis is placed on product and material specification. **3 credits .**

ID 231. HUMAN FACTORS DESIGN

The course emphasizes how human performance and behavior are influenced by work, play and living environments. Interaction between the design professions and the behavioral sciences is examined in relation to the man-made environment. **3 credits.**

ID 311. INTERIOR DESIGN STUDIO III HEALTHCARE AND RECREATIONAL
This studio will emphasize the development of space planning and problem-solving skills related to healthcare, sports and fitness facilities. Studio experiences will be taught in the theory of the design process and an understanding of design research involving physical, social, and psychological factors and reflect a concern for the aesthetic qualities of the built environment. Specific in-depth emphasis will be placed on the study of design for a healthcare or recreational facility. Areas of healthcare and recreation that may be addressed in the course of study include hospitals, clinics, nursing homes, doctors' offices, freestanding emergency centers, health and fitness centers, gymnasiums, swimming pools, etc. Prerequisite: ID 211. **3 credits.**

ID 312. MATERIALS, SYSTEMS, AND ASSEMBLIES II
A continuation of the study in ID 230 Materials, Systems, and Assemblies I, this course places special emphasis on issues of sustainability, green design, and LEED certification of buildings and processes. Prerequisite: ID 230. **3 credits.**

ID 320. FURNITURE DESIGN
A study of the history, theory, materials and construction techniques of furniture design. Wood detailing for architectural interiors is also explored. Field studies are conducted at several furniture manufacturers and millwork shops. Projects focus on materials selection, design development and drawing skills. **3 credits .**

ID 322. INTERIOR DESIGN STUDIO IV CORPORATE AND INDUSTRIAL
This studio will emphasize the development of space planning and problem-solving skills related to retail stores, hospitality and entertainment facilities. Studio experiences will be taught in the theory of the design process and an understanding of design research involving physical, social, and psychological factors and reflect a concern for the aesthetic qualities of the built environment. Specific in-depth emphasis will be placed on the study of design for stores and restaurants. Other areas of study may include shops, malls, showrooms, galleries, restaurants, eateries, hotels, motels, inns, resorts, clubs, theatres, concert halls, auditoriums, arenas and convention centers. Prerequisites: ID 111, ID 405. **3 credits.**

ID 332. INTERIOR DESIGN STUDIO V INSTITUTIONAL AND GOVERNMENT
This studio will emphasize the development of space planning and problem-solving skills related to institutional and governmental facilities. Studio experiences will be taught in the theory of the design process and an understanding of design research involving physical, social, and psychological factors and reflect a concern for the aesthetic qualities of the built environment. Emphasis will be placed on the program development for design of the following types of institutions: schools, colleges, universities, libraries, museums, city halls, courthouses, legislative, post offices, etc. **3 credits.**

ID 360. DIGITAL PHOTOGRAPHY AND PHOTOMONTAGE
This course is an introduction to digital photography, image creation, image editing and photomontage techniques utilizing digital cameras and computers. Emphasis will be placed on utilizing and understanding proper utilization and navigation in computer applications, specifically Photoshop CS6 and photography management software such as Aperture, iPhoto and Picasa, applying proper methods and technology, visual thinking and analysis as applied to photography, specifically focused on photography and photomontage for interior design use and applications. **3 credits.**

ID 365. LAYOUT AND DISPLAY GRAPHICS
Students will gain a better understanding of the basics of graphic design by studying the elements and principles that govern effective design and page layout. A working overview of Adobe InDesign CS6 to design and produce professional documents for clients, leave behinds and sell sheets will be covered. The student will also learn about the meaning and development of logos and further learn the basic principles of corporate branding. **3 credits .**

ID 375. BUSINESS AND PROFESSIONAL PRACTICES FOR INTERIOR DESIGNERS
This course provides students a thorough study of the history and organization of the interior design profession. Interior design and related professions are examined. In-depth emphasis is placed on business and professional practices including professional ethics, business management, industry relationships, marketing, financial management and insurance issues as they relate to the profession. **3 credits .**

ID 380. COLOR AND LIGHT
A study of the technical and creative concepts of light and color for interior spaces. Human factors, space planning, materials specification and the behavior of light and color are explored. Energy efficiency and maintenance issues are also studied. Projects focus on development of interior lighting, color plans and specifications. **3 credits.**

ID 405. TECHNICAL GRAPHICS III
This course builds on two-dimensional CADD skills with instruction and lab activities using various 2-D drawing, 3-D modeling, and rendering software. Students will develop skills in digital presentation of design solutions. Prerequisite: ID 205. **3 credits.**

ID 410. SENIOR SEMINAR 1
Students research design problems that pertain to a particular setting and user group of their choice. **3 credits.**

ID 450. ADVANCED INDEPENDENT STUDY IN INTERIOR DESIGN
Students explore interior design projects of interest in an individualized in-depth study. **3 credits.**

ID 455. SENIOR SEMINAR II
This course covers the development of creative and innovative senior thesis design solutions to research problems identified in Id 410 Senior Seminar I. Prerequisite: ID 410. **3 credits.**

ID 495. DEPARTMENT DIRECTED INTERNSHIP
Field placement for interior design majors. **3-6 credits.**

ID 490. SENIOR SEMINAR III
This course builds upon work completed in ID 410 Senior Seminar I and ID 455 Senior Seminar II and culminates in the final juried presentations of the student's completed senior thesis project. Qualified projects will be installed in the Senior Interior Design Exhibition in the Cummings Art Gallery. Prerequisite: ID 455. **3 credits.**

Liberal Studies: Interdisciplinary Studies

Kevin Sullivan, Ph.D., Director

FACULTY

Kevin Sullivan, Ph.D.,
Ronald C. Brown, Ph.D.
Kristen Collins-Breyfogle, Ph.D.
Mary Ann Owoc, Ph.D.
Meredith Bollheimer, J.D.

INTRODUCTION

The Bachelor of Arts in Liberal Studies (LBST) degree transcends the boundaries of inquiry of any single department or discipline and fosters a broad, challenging, interdisciplinary inquiry that combines the study of the liberal arts and sciences with the vision and core values of Mercyhurst University, while catering to students' particular interests or anticipated career paths.

Students acquire a broad intellectual background, drawn from LBST's interdisciplinary courses, the Mercyhurst core curriculum, and particular interdisciplinary electives, while developing skills in communication, critical thinking and reasoning. An Introduction to Liberal Studies course (LBST 201) introduces students to the foundations of liberal studies, as well as its common methods and modes of inquiry, through a focus on a "revolving" interdisciplinary topic. The LBST curriculum is developed around the key elements of the Mercyhurst University mission, which stresses sustainability, ethical integrity, students as global citizens, cultural diversity,critical reflection, the dialectic of science and faith, and leadership.

Students will also select an area of concentration that will function as a "focal track" within their Liberal Studies major. Tracks available for selection will include business, pre-law, pre-health sciences, pre-business, and a more generalized track in interdisciplinary inquiry.

In addition to a rigorous interdisciplinary curriculum, the Liberal Studies Degree program incorporates the Mercy tradition of service to the community through a directed service commitment. An internship component, in which students can acquire first-hand experience in a professional environment, also forms part of the applied portion of the degree program. Students become true global citizens through foreign language study and a study abroad experience. Finally, each LBST senior completes a capstone research experience, in which their broadened outlook is brought to bear on a particular disciplinary question or problem. Liberal Studies students are required to maintain a 3.0 gpa.

NOTE: All students will have an initial interdisciplinary experience during the first year at Mercyhurst in their core Interdisciplinary Studies (IDST) courses. The Liberal Studies "gateway" course will be LBST 201.

LIBERAL STUDIES MAJOR COURSE WORK

ENG 334	Shakespeare	3 credits
HIST 315	American Material Culture	3 credits
PHIL 309	Postmodernism	3 credits
POLI/PHIL 400	Political Theory	3 credits
PSYC 237	Memory and Cognition	3 credits
Two (2) Foreign Language Courses		

LIBERAL STUDIES TRACK COURSES

All Liberal Studies majors will choose an area of concentration that will serve as a "focal track" for their upper level course work in the major. This will not be a "minor" but an integral part of the student's Liberal Studies major. Focal tracks will typically consist of five courses drawn from the discipline that reflects the student's chosen area of concentration. Students may choose from among the following "tracks."

1. Pre Law
2. Pre Health Sciences *
3. Pre Business
4. Interdisciplinary Inquiry

* Note: for Pre-Health Sciences only, "Track" course requirements will total 8 rather than 5 given the need for effective pre-graduate school training in science areas.

LBST 300 COURSES: 3 COURSES

Courses taken in the focal track can be either:
(1) Existing upper level courses in the field of the student's concentration track that can be "liberalized" by including additional, specialized research content;
(2) Specially designed versions of existing courses in the field of the student's concentration track.
These courses will be designated by a number that lists both the concentration field and the Liberal Studies level as well. For example, a student in the Pre- Business track, may take the existing course Intermediate Macroeconomics which would appear on the student's transcript "cross listed" as ECON 305/LBST 305.

LBST 400 COURSES: 2 COURSES

Courses taken in the focal track can be either:
(1) Existing upper level courses in the field of the student's concentration track that can be "liberalized" by including additional, specialized research content;
(2) Specially designed versions of existing courses in the field of the student's concentration track.

LBST 420. Liberal Studies Research Seminar
LBST 421. Directed Research Experience

COURSE DESCRIPTIONS

LBST 201. INTRODUCTION TO LIBERAL STUDIES

The "Gateway" course to Liberal Studies, this course will contain variable content designed to introduce students to the diversity of methods and modes of inquiry that characterize the various disciplines gathered under the umbrella of the liberal arts and sciences. This course focuses on a common issue or problem from three distinct liberal arts and sciences perspective and will provide students with experience in the empirical methods of the natural and social sciences (e.g., observation and data collection, the formulation and testing of explanatory hypotheses), as well as the methods of historical and cultural analysis, artistic portrayal and expression and broad theoretical reflection that are characteristic of the arts and humanities. 3 credits.

LBST 420. LIBERAL STUDIES RESEARCH SEMINAR

The Research Seminar in Liberal Studies will provide senior Liberal Studies students with an opportunity to undertake a directed research project, produce a thesis project, and present that research in an oral presentation both to the seminar group itself and to the larger university community. Student participants will explore readings and discussions that bear on topics pursued in the Liberal Studies concentration and will work to develop skills in the mechanics of writing and research in preparation for producing the finished thesis project. The objective of this course is to select and develop a specific thesis topic that will be fully investigated and completed in LBST 421. 3 credits.

LBST 421. DIRECTED RESEARCH EXPERIENCE

This course will provide senior Liberal Studies students with direction, advice and colleagueship of a faculty advisor/mentor to enable them to complete the thesis topic chosen during participation in LBST 420. The culminating objective is the completion of the thesis as well as a public presentation of the student's research to the university community. 3 credits.

Mathematics

Department Chair
Roger Griffiths, Ph.D.

FACULTY
Professors:
Donald Platte, Ph.D.;
Charles Redmond, Ph.D.

Associate Professor:
Roger Griffiths,Ph.D.

Assistant Professors:
Angela Berardinelli, Ph.D.
Stephanie Blanda, Ph.D.
Patrick Kelly, M.A.
Lauren Williams, Ph.D.

Instructors:
Hemangini Deshmuhk, M.S.;

INTRODUCTION

The department offers degrees in Mathematics and Information Technology. The goal of the Mathematics/ Information Technology Department at Mercyhurst is to provide a student with the knowledge essential to the pursuit of a career in government, industry, commerce or education, or for entrance into graduate school for further study.

MISSION STATEMENT

The Department of Mathematics and Information Technology is committed to:

Preparing its mathematics graduates to pursue certification in secondary mathematics education or to succeed in graduate programs in mathematics, applied mathematics, statistics, operations research, and related disciplines;

Preparing its information technology graduates for immediate employment in the technology sector or for continued graduate study in a computing-related discipline;

Providing Mercyhurst University students in Biology, Biochemistry, Chemistry, Physics, Forensic Science, and Public Health the mathematics education and resources they need to be successful in their chosen fields;

Providing Mercyhurst University students in Intelligence Studies computing education opportunities and resources related to their discipline;

Providing Mercyhurst University students in Graphic Design, Art, Music, and Dance computing education opportunities and resources related to their disciplines;

Providing all Mercyhurst students with opportunities to improve their basic mathematics and computing skills;

Providing all Mercyhurst students with opportunities to broaden their appreciation of mathematics and computing;

Contributing to the advancement of mathematics, statistics, and computer science through published research, conference presentation, and scholarly collaboration;

Sharing educational innovation through publication and conference presentation.

PROGRAM STUDENT LEARNING OUTCOMES

Mathematics Major

A graduate earning a B.A. in mathematics from Mercyhurst University must be able to:

Derive equivalent algebraic and analytic expressions from other such expressions using sound mechanical technique;

Solve problems in mathematics which require conceptual understanding for their solution;

Write mathematics correctly;

Prove mathematical statements.

INFORMATION TECHNOLOGY MAJOR

A graduate earning a B.A. in information technology from Mercyhurst University must be able to:

Program in a high-level, object-oriented language;

Query, modify, manage, and design databases;

Analyze computer networks and solve networking problems;

Construct well-designed, usable websites, with content, presentation, and functionality separated, adhering to web standards and web accessibility guidelines.

MAJORS MINORS AND CONCENTRATIONS

Majors
Mathematics
Information Technology
Minors
Mathematics
Information Technology

MATHEMATICS DEGREE REQUIREMENTS (BACHELOR OF ARTS)

MATH 170	Calculus I	4 credits
MATH 171	Calculus II	4 credits
MATH 150	Linear Algebra	3 credits
MATH 233	Calculus III	4 credits
MATH 240	Differential Equations	3 credits
MATH 245	Geometry	3 credits
MATH 250	Numerical Methods	3 credits
MATH 265	Transition to Advanced Mathematics	3 credits
MATH 280	Modern Algebra I	3 credits
MATH 280	Modern Algebra II	3 credits
MATH 291	Statistical Analysis	3 credits
MATH 370	Advanced Calculus	3 credits

It is further recommended that the Mathematics major obtain a minor or (preferably) a major in an additional discipline.

All Mathematics majors must maintain a mathematics GPA of 2.0 or higher. A student who does not satisfy this requirement may be dismissed from the major and/or prohibited from graduating with the major. A student who receives a C or below in MATH 233 Calculus III must have the department's permission to continue in the major or minor.

MATHEMATICS MINOR

REQUIREMENTS

MATH 170	Calculus I	4 credits
MATH 171	Calculus II	4 credits
MATH 233	Calculus III	4 credits
MATH 150	Linear Algebra	3 credits

FOUR courses from the following:

MIS 126	Programming I	4 credits
MATH 240	Differential Equations	3 credits
MATH 245	Geometry	3 credits
MATH 250	Numerical Analysis	3 credits
MATH 265	Transition to Advanced Mathematics	3 credits
MATH 280	Modern Algebra I	3 credits
MATH 281	Modern Algebra II	3 credits
MATH 291	Statistical Analysis	3 credits
MATH 370	Advanced Calculus	3 credits
PHYS 201	General Physics I (with lab)	4 credits
PHYS 202	General Physics II (with lab)	4 credits
MATH 400	Topics in Mathematics (may be repeated)	3 credits

MATHEMATICS WITH SECONDARY EDUCATION CERTIFICATION

PROGRAM DIRECTOR: Mr. Patrick Kelly

The Mathematics Education program at Mercyhurst University follows a two-step process designed to give students strong content knowledge before they master the pedagogical tools necessary to become expert teachers at the secondary level (grades 7-12). In completing this program the student earns a master's degree in addition to the completion of a bachelor's degree.

Students interested in the program will first pursue a B.A. in Mathematics by complying with the requirements outlined herein. Upon completion of the undergraduate mathematics degree, the student may then enroll in the Master of Science in Secondary Education: Pedagogy and Practice program (see Graduate Programs Catalog). Teaching certification is not earned until the completion of the master's degree.

A unique benefit of this program is that students intending to complete their undergraduate mathematics degree at Mercyhurst may seek enrollment in the 4+1 program, in which they can complete the master's degree under an intensive, one-year curriculum. This 4+1 program allows students to earn a B.A. in Mathematics, earn an M.S. in Secondary Education, and become certified to teach at the secondary level, in a five-year period.

Students in the 4+1 program must maintain a G.P.A. of 3.0, complete a Sophomore Review, pass the PRAXIS I & II exams, and complete two education courses (EDUC 210 Comparative Issues in Education and WL 101 Culturally and Linguistically Diverse Learners) before acceptance into the graduate program. Each student will work with the program coordinator to successfully meet all of these goals during the established timeline.

Students who have earned a mathematics degree from another institution will have their work evaluated against Mercyhurst's requirements for the B.A. in Mathematics before being accepted into the master's program.

INFORMATION TECHNOLOGY MAJOR REQUIREMENTS (BACHELOR OF ARTS)

MIS 126	Programming I	4 credits
MIS 140	Computer Operations	3 credits
MIS 180	Linux Operating Systems	3 credits
MIS 226	Programming II	3 credits
MIS 260	Networks	3 credits
MIS 280	Introduction to Internet Programming	4 credits
MIS 350	Database Management	3 credits
MIS 370	Client-Side Programming	4 credits
MIS 370	Server-Side Programming	4 credits

Department Approved MIS elective

An internship may be used for one or more of the above electives.

All Information Technology majors are encouraged to pursue an additional minor or (preferably) an additional major in another discipline.

All Information Technology majors must maintain a GPA in the major of 2.0 or higher. A student who does not satisfy this requirement may be dismissed from the major and/or prohibited from graduating with the major.

INFORMATION TECHNOLOGY MINOR

MIS 126	Programming I	4 credits
MIS 260	Networks	3 credits
MIS 350	Database Management	3 credits

Department Approved MIS elective
Department Approved MIS elective

An internship may be used for one or more of the above electives.

COURSE DESCRIPTIONS

MATH 099. BASIC MATHEMATICS
This course emphasizes the acquisition and development of basic mathematical, geometric and algebraic skills. This course involves teaching the skills of problem solving; the skills for interpreting data involving graphs and tables; and the skills for working with basic algebra. Credits do not count towards graduation. **3 credits.**

MATH 102. ELEMENTARY ALGEBRA
The course deals with the fundamental operations of algebra and the applications of these operations. Number systems, fractions, linear equations, linear inequalities, graphs, exponents and polynomial expressions are studied. No student with two or more years of secondary mathematics should take this course. Does not meet the mathematics core requirement. **3 credits.**

MATH 109. STATISTICS
This course is an introduction to the uses of statistics and probability as decision and problem solving tools. Topics included are: measures of central tendency; variability; probability; counting, binomial distribution; normal distribution; confidence intervals correlation and regression; hypothesis testing, statistical inference, sampling techniques and experimental design. **3 credits.**

MATH 110. MATHEMATICS APPLICATIONS
Mathematics Applications invites students to experience mathematics in the context of its relationship to a single field of application, such as Art, Music, Sports, or Politics and Elections. Specifically, we will discuss functions, graphs, trigonometry, probability, statistics, and logic. The goal is to help students see the extent to which mathematics is bound to areas of their interest and therefore awaken in them a new interest in the subject. There are no prerequisites for this course. **3 credits.**

MATH 111. COLLEGE ALGEBRA
A course in algebra fundamentals, topics include sets, relations, functions, exponents and radicals, equations, inequalities, polynomial and rational functions, exponential functions, logarithmic functions, and graphing techniques. Prerequisite: MATH 102 or EQUIVALENT. **3 credits.**

MATH 112. TRIGONOMETRY AND FUNCTIONS
This course will include a further exploration of functions, followed by additional topics in trigonometry. A student may take MATH 112 without taking MATH 111. The student must have knowledge of the topics listed in MATH 111. Prerequisite: MATH 111 or EQUIVALENT. **3 credits.**

MATH 118. MATHEMATICS FOR THE NATURAL SCIENCES
This course has been designed for students who wish to take calculus, but who are not prepared for college calculus based on our mathematics placement exam and department recommendation. Topics will include fundamental concepts of college algebra, pre-calculus, and a preparation for calculus. More specifically; the topics will include factoring, integer and rational exponents, simplifying algebraic expressions, function notation, polynomial and rational functions. While many of the topics covered are similar to those in typical college pre-calculus courses, there is more theoretical coverage and emphasis, a faster pace is maintained, a greater depth of understanding is required and additional material on applications is taught. Prerequisite: MATH 112 or EQUIVALENT. **4 credits.**

MATH 139. STATISTICS FOR THE SCIENCES
This course is an introduction to statistical methods that are of particular interest to biology and natural science majors. We will explore the use of statistical methodology in designing, analyzing, interpreting, and presenting biological experiments and observations. We will cover descriptive statistics, elements of experimental design, probability, hypothesis testing and statistical inference, analysis of variance, correlation, regression techniques, and non-parametric statistical methods. Throughout the course the application of statistical techniques within a natural science context will be emphasized, using data from laboratory and field studies. **3 credits.**

MATH 150. LINEAR ALGEBRA
This course is an introduction to the algebra and geometry of Euclidean 3-space and its extensions to Euclidean N-Space. Topics included are systems of linear equations, determinants, vectors, bases, linear transformations and matrices. Prerequisites: MATH 170, MATH 171. **3 credits.**

MATH 160. BUSINESS/APPLIED CALCULUS
This is a one-semester course in calculus for non-science majors. Topics included are: functions, limits, continuity, derivatives and their applications, integrals and their applications, exponential and logarithmic functions. Satisfies the core requirement in mathematics. Prerequisite: MATH 112 or EQUIVALENT. **3 credits.**

MATH 170. CALCULUS I
This is the initial course in a sequence of courses on the fundamental ideas of the calculus of one variable. It is here that truly significant applications of mathematics begin. Topics included are functions, continuity, limits, derivatives, maxima and minima and antiderivatives. Prerequisite: MATH 118 or EQUIVALENT. **4 credits.**

MATH 171. CALCULUS II
Any student who has completed Calculus I should take Calculus II to obtain a complete study of the calculus of one variable. Topics included are the integral anti-derivatives, the Fundamental Theorem, volume, length of an arc, surface area, average value, moments, integration techniques, series, sequences. Prerequisite: MATH 170. **4 credits.**

MATH 209. STATISTICS II
This course is a continuation of Statistics I. Sampling methods, design of experiments, and multiple regression are the topics which will be the focus of the course. Prerequisite: MATH 109. **3 credits.**

MATH 233. CALCULUS III
This is an introduction to the calculus of several variables. Topics selected from polar coordinates, functions of several variables, partial derivatives, multiple integrals, line integrals, surface integrals, Green's theorem and Stokes' Theorem. Prerequisites: MATH 150, MATH 171. **4 credits.**

MATH 240. DIFFERENTIAL EQUATIONS
An introduction to the basic mathematical content of ordinary differential equations and their applications. This will include analytical, qualitative, and numerical methods for ordinary differential equations. Topics include first-order and second-order equations and applications, systems of differential equations, and matrix methods for linear systems. Prerequisites: MATH 150, MATH 171, or Department Permission. **3 credits.**

MATH 245. GEOMETRY
Emphasis is given to geometry, uses of geometry in various mathematical subjects, historical aspects of geometry and mathematics, and mathematical curricular developments. The following topics are integrated into the course: Euclidean and non-Euclidean geometry, historical and cultural significance of mathematics, and mathematical software products. Prerequisites: MATH 150, MATH 171. **3 credits.**

MATH 250. NUMERICAL METHODS
This course will teach the student how to use programming skills together with mathematical software to efficiently solve a variety of problems. The primary programming language will be using the MATLAB environment. This approach will prepare the student for occasions where programming is required as well as the ability to utilize software packages such as MATLAB. A secondary objective is learning to use the markup language LaTeX. Having a laptop computer is not required but may be of great benefit for this course. Prerequisites: MATH 150, MATH 233, MIS 126. **3 credits.**

MATH 265. TRANSITION TO ADVANCED MATHEMATICS
This course is designed to facilitate the mathematics student's transition to courses requiring a higher level of

mathematical maturity. Emphasis will be on the reading and writing of proofs, and on communicating mathematically—both orally and in writing. Topics will include logic, set theory, functions, relations, and number theory. Prerequisites: MATH 150, MATH 171. **3 credits.**

MATH 280. MODERN ALGEBRA I
This is the first semester of a year-long sequence on the study of algebraic structures. Course topics include the properties of numbers, equivalence relations, groups, rings, fields, direct products, homomorphisms and isomorphisms, and the natural development of various number systems. Prerequisites: MATH 150, MATH 233, MATH 265. **3 credits.**

MATH 281. MODERN ALGEBRA II
This second semester course will build on material from Math 280, with a focus on integral domains, polynomial rings, and fields. Additional topics will include the Sylow theorems, finite simple groups, symmetry and patterns, and an introduction to Galois theory. Prerequisites: MATH 280. **3 credits.**

MATH 290. PROBABILITY THEORY
An introduction to the mathematical theory of probability including continuous distributions. Topics included are sample spaces; events; the algebra of events; combinatorial theory; probability distributions; binomial, hypergeometric, and Poisson distribution; probability densities; uniform, exponential, gamma, and normal distribution; mathematical expectation; multivariate distribution; Chebyshev's Theorem; Law of Large Numbers. Prerequisite: MATH 171. **3 credits.**

MATH 291. STATISTICAL ANALYSIS
An introduction to statistical concepts and techniques with emphasis on the underlying probability theoretical basis. Topics included are sums of random variables; moment generating functions; sampling distributions; F- and t-distributions; chi-square; point estimation; interval estimation; testing hypotheses, theory, and application; regression and correlation; analysis of variance. Prerequisites: MATH 150, MATH 233. **3 credits.**

MATH 370. ADVANCED CALCULUS
This course introduces the fundamental concepts of a function of a real variable from a rigorous point of view. Topics included are completion of the rational numbers, theory of continuous functions, theory of differentiation, theory of the Riemann integral, sequences, series. Prerequisites: MATH 150, MATH 233, MATH 265. **3 credits.**

MATH 400. TOPICS IN MATHEMATICS
Additional studies in mathematics can be arranged through independent study. Some possible areas for further study are Abstract Algebra, Geometry, Topology, Real Analysis and Complex Variables. At least one topics course is desirable for anyone wishing to pursue mathematics in graduate school. **3 credits.**

MIS 110. ADVANCED COMPUTER APPLICATIONS
This course focuses on the use of spreadsheets and databases to manage information. Topics studied include systems analysis, basic database design, and applications development using Microsoft Excel and Access. Prerequisite: Word and Excel basics. **3 credits.**

MIS 120. INTRODUCTION TO PROGRAMMING WITH 3-D ANIMATION
This course is an introduction to programming through 3D animation. Students will create their own elementary games and animations using the Alice language, and in the process they will learn the fundamentals of object-based programming. Topics include storyboarding, thinking in 3D, camera control, variables, functions, methods, logic, lists, events, interaction, and recursion. This course is open to all students. No prior programming experience is required. **3 credits.**

MIS 126. PROGRAMMING I
An introduction to computer programming, with an emphasis on the development of good programming habits and skills utilizing a modern object-oriented language. Topics will include programming basics such as loops, decisions, structures, functions, arrays, objects, classes, inheritance. Satisfies the core requirement in mathematics. **4 credits.**

MIS 130. 3D MODELING AND ANIMATION I
An introduction to 3D character modeling, rigging and animation. Topics include box and polygonal modeling, shape keys, armatures, inverse kinematics, parenting and weight painting, lip syncing key framing, walk cycles, acting for animation, and elementary video editing. Students will produce their own short animated movie. **3 credits.**

MIS 140. COMPUTER OPERATIONS
This course introduces the basics of computer architecture and how the software enables it to function. Students will gain knowledge and skill in installing and configuring computer hardware components including drives, motherboards, memory, network/communications interfaces, printers and other peripherals. Students will install and evaluate software. Students will use software utilities to do diagnostics, perform backups, and utilities for security and virus detection. Prerequisite: MIS 110. **3 credits.**

MIS 150. INTRODUCTION TO DATA SCIENCE
An introduction to Microsoft Excel and Access in a data science context. The focus will be on machine learning techniques, particularly cluster analysis, Naïve Bayes, and ensemble methods. **3 credits.**

MIS 180. LINUX/OPERATING SYSTEMS
Study of computer system administration using standalone and networked UNIX/Linux systems. Topics include system design and installation, file systems, BASH shell, user and process management, backup/restore, common administrative tasks, troubleshooting, and networking service administration. This course includes a lab intensive component. **3 credits.**

MIS 224. MOBILE APPLICATION DEVELOPMENT
In this course, students will learn to design, program, and publish mobile apps for iOS (mobile Apple devices) and Android using the Corona SDK. **3 credits.**

MIS 226. PROGRAMMING II
This course focuses on object-oriented design and programming using data structures such as arraybased lists, linked lists, stacks and queues implemented as abstract data types. Prerequisite: MIS 126. **3 credits.**

MIS 233. DIGITAL SCULPTING
A course in digital sculpting using ZBrush. Topics include organic and hard surface sculpting, ZSpheres and ZSketching, remesh and projection, polypainting, rendering, morph targets, and layers. **3 credits.**

MIS 235. 3D MODELING AND ANIMATION II
A continuation of the topics covered in MIS 130 along with additional topics. These may include non-organic modeling, lighting, UV mapping, texturing, and compositing. Students will again produce their own short animated movie. Prerequisite: MIS 130. **3 credits**.

MIS 250. WEB MAPPING
A survey of powerful, cutting-edge mapping technologies that yield high-quality displays of spatial data accessible via the web. The course includes a basic introduction to HTML, JavaScript, and CSS and then progresses to the study of the basic mapping technologies of KML, GeoRSS, Geocoding, and the Google Maps and Earth API's. Some server-side coding with PHP, MySQL, and JSON may also be covered. **3 credits.**

MIS 260. NETWORKS
This is a study of the theory and utilization of computer networks. Topics include network hardware components, network standards from ISO-OSI and IEEE, networking protocols: channel access methods, Ethernet, and TCP/IP, Internet tools, peer to peer networking, network management, network routing and virtual circuits. Network software utilized in the course will include latest Microsoft server/client software and Linux. Prerequisites: MIS 110, MIS 140. **3 credits.**

MIS 280. INTRODUCTION TO INTERNET PROGRAMMING
In this course, students will learn the fundamentals of XHTML and CSS. The students will build websites with these two technologies, adhering to W3C standards. The separation of presentation from content will be a major theme of the course. Basic topics include the markup and styling of text, lists, tables, forms, and images, and CSS layout as well. Certain advanced topics, such as CSS frameworks, designing to a grid, CSS3, HTML5 and web graphics may also be covered. **4 credits.**

MIS 281. INTERNET PROGRAMMING II
A continuation of MIS 280 with further exploration of HTML5. Digital imagery with free and open-source software will also be covered. Additional topics may include mobile web development, search engine optimization, and web metrics with Google Analytics. Prerequisite: MIS 280. **3 credits.**

MIS 305. GAME PROGRAMMING
A first course in game programming with Unity. Topics include 3D concepts, scripting basics, environments, characters, interaction, collisions, triggers, rigid bodies, particle systems and animation. Prerequisite: MIS 120 or MIS 126. **3 credits.**

MIS 350. DATABASE MANAGEMENT
This is a study of the concepts, procedures, design, implementation and maintenance of a data base management system. Topics include normalization, database design, entity-relationship modeling, performance measures, data security, concurrence, integrity and Structured Query Language. Microsoft Access and SQL server will be the software used to

design and implement database concepts. Prerequisite: MIS 126. **3 credits.**

MIS 370. CLIENT-SIDE PROGRAMMING
In this course, students will learn the fundamentals of client-side web programming, creating programs executed by the web browser to make dynamic web pages and sites. Separation of content, presentation, and behavior will be a major theme of the course. JavaScript will be the language of choice, and the first half of the course will be focused on its basics. Topics will include statements and commands, data types and variables, arrays, strings, functions, and programming logic. In the second half of the course, a JavaScript framework will be introduced, and the students will use it to make their webpages dynamic and interactive. Topics will include the Document Object Model, events, photo galleries, navigation, forms, and Ajax. One popular JavaScript API, such as Google Maps, Google Earth, or YouTube may also be covered. Prerequisite: MIS 280. **4 credits.**

MIS 380. SERVER-SIDE PROGRAMMING
In this course, students will learn the fundamentals of server-side web programming, writing scripts and managing databases that generate dynamic web sites. The first part of the course will be focused on a server side scripting language and its basics. PHP will be the language of choice, and topics will include syntax, variables, strings, arrays, functions, logic, HTML forms, and includes. In the next part of the course, the students will learn the basics of SQL using the MySQL database, and in the last part of the course, PHP and MySQL will be used together. Topics will include e-commerce, security, cookies, and sessions. By the end of the course the students will have built complete applications. Prerequisites: MIS 280, MIS 350**. 4 credits.**

MIS 403. SENIOR PROJECT
This is a capstone course. Emphasis will be on present-day productivity tools. Students will construct complete operational systems using a database environment whenever appropriate. Prerequisites: Senior Computer Systems Major, and permission of the department. **3 credits.**

MIS475. MIS INTERNSHIP
An individual working experience in an approved setting which utilizes information systems. Placements provide training and on-the-job education to prepare the student for work as a computer professional. **Variable credit.**

Military Science

Department Chair
LTC Daniel T. Rempfer

FACULTY

Professor: LTC Daniel T. Rempfer

Assistant Professors:
CPT Nelson Muniz
MSG Jason DeKaye

INTRODUCTION

The Military Science program is open to both male and female students. Freshmen and sophomores incur NO OBLIGATION to the U.S. Army by enrolling in the ROTC Program. Those who desire to earn a commission as a Second Lieutenant in the United States Army, Army Reserve or Army National Guard must sign a contract in order to enter the junior and senior year of the program known as the Advanced Course. Classes for freshmen and sophomores are held at Mercyhurst University; juniors and seniors attend classes at Gannon University. Military Science classes are free of charge to all full-time students who earn academic credits that may be applied toward graduation requirements. Up to six academic credits earned through ROTC courses may be applied to the credits needed for graduation from Mercyhurst University. Students accepted to the university on conditional status will not be permitted to take military science courses until their conditional status has been removed.

AIMS AND OBJECTIVES

The primary purpose of the Department of Military Science is to develop the future officer leadership of the United States Army and to motivate young people to become better citizens.

Army ROTC is one of the best leadership courses in the country. During classes, leadership labs, physical training and field training exercises, students learn firsthand what it takes to lead others, motivate groups and conduct missions as an Officer in the Unites States Army.

The program objectives focus on the overall development of a student to lead soldiers and organizations in the 21st century.

Students develop into leaders of tomorrow as Commissioned Officers in the United States Army, Army Reserve or Army National Guard.

Students are introduced to the fundamentals of leadership with emphasis on loyalty, duty, respect, selfless service, honor, integrity, personal courage, and ethics.

Students assess the personal challenges and competencies that are critical for effective leadership within teams, groups, and organizations through direction, problem solving, listening, and effective communications.

Students are challenged to explore the dimensions of creative and innovative tactical leadership strategies and styles within team dynamics through leadership attributes and competencies in relation to military operations.

Students practice, study, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad and platoon tactical operations receiving feedback on their leadership attributes and actions.

Students transition from an academic student focus to a military student focus by holding leadership positions with the Cadet Battalion training, organizing, mentoring, and evaluating underclass students within the Military Science Program.

PROGRAM OF INSTRUCTION

The Department of Military Science offers both a four-year and two-year program of instruction. Students begin the Military Science program during their freshman year, but may enter as late as their junior year.

A. FOUR-YEAR PROGRAM. This program consists of the Basic Course (freshman and sophomore years) and the Advanced Course (junior and senior years). During the Basic Course students must complete six military science courses (twelve credit hours). These courses are designed to provide a general knowledge of the US Army (to include career opportunities), to develop selected leadership traits such as poise and self-confidence, and to teach basic military skills. Completion of the Basic Course is required for entry into the Advanced Course. During the Advanced Course phase, students qualify for a U.S. Army commission by completing six military science courses (twelve credit hours) and by successfully completing a Cadet Leadership Course (CLC) between their junior and senior academic years. During the school year, students in the Advanced course receive a non-taxable subsistence allowance of $450 per month for juniors and $500 per month for seniors.

B. TWO-YEAR PROGRAM. This program allows direct entry into the Advanced Course via these methods:

1) be a Junior ROTC graduate;
2) attend the Leader's Training Course/ Cadet Initial Entry Training Course (a four week program completed during the summer);
3) complete Basic Training through one of the Armed Forces.

C. PROFESSIONAL MILITARY EDUCATION.

Whether the student chooses the four-year or two-year program, all ROTC students must pass a military history course prior to commissioning as a second lieutenant.

FINANCIAL AID

ROTC merit-based scholarships are available that pay full tuition and fees ($1200 annual book fees) plus $300-$500 per month non-taxable subsistence allowance for ten months each school year. All four-year scholarship recipients also receive a room and board incentive. Scholarships are available on a competitive basis to include grade point average, physical fitness, medical condition, and legal records. Advancing freshman and sophomores may compete for three and two-year scholarships respectively, regardless of current ROTC participation. There are also multiple scholarship and financial assistance opportunities through the United States Army Reserves and the Army National Guard specifically for ROTC.

MILITARY SCIENCE STUDENT ACTIVITIES

Military Science students are encouraged to participate in university and civic activities. Military Science students are afforded the opportunity to visit selected government facilities (military bases, federal law enforcement facilities, and medical facilities). The Ranger Challenge Competition, considered a varsity sport, is one of the most challenging activities offered through the Military Science Department. The 10 person team competes in various activities to include a physical fitness test, a 10 kilometer ruck march, the one-rope-bridge, a hand-grenade assault course, and an orienteering competition.

The color guard is a student-run organization that presents the national and state colors in uniform at graduations, sporting events, and other special functions.

COURSE DESCRIPTIONS

ROTC 101. FOUNDATIONS OF OFFICERSHIP

This course introduces students to the personal challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student. **2 credits.**

ROTC 102. FOUNDATIONS OF OFFICERSHIP II

This course overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises. Cadre role models and the building of stronger relationships among the students through common experience and practical interaction are critical aspects of the ROTC 102 experience. **2 credits.**

ROTC 103. BASIC LEADERSHIP

This course continues the overview of leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises. Cadre role models and the building of stronger relationships among the students through common experience and practical interaction are critical aspects of the ROTC 103 experience. **2 credits.**

ROTC 201. INDIVIDUAL LEADERSHIP STUDIES I

This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining the team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Focus is on continued development of the knowledge of leadership attributes and core leader competencies through an understanding of Army rank, structure, duties and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operation environment (COE). **2 credits.**

ROTC 202. INDIVIDUAL LEADERSHIP STUDIES II

This course examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of the military operations. MLTS 202 provides a smooth transition in MLTS 301. Students develop greater self- awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. **2 credits.**

ROTC 203. LEADERSHIP AND TEAMWORK

This course continues examining the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of the military operations. MLTS 202 provides a smooth transition in MLTS 301. Students develop greater self- awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. **2 credits.**

ROTC 205. LEADER'S TRAINING COURSE/ CADET INITIAL ENTRY TRAINING COURSE (LTC/CIET-C)

This is a four-week summer leadership course at Fort Knox, Kentucky sponsored by the U.S. Army Cadet Command. The course is for students who have not previously taken the required ROTC courses during their freshman and sophomore years and who wish to contract with the ROTC program at the start of their junior year. The course focuses on basic soldier skills to include an obstacle course, water survival, M-16 rifle marksmanship, squad tactics, and leadership evaluations. Students attending this course must be academically aligned as a junior at the start of the fall semester after LTC. Students are required to visit the ROTC Department prior to signing up for the course. **3-6 credits, Summer**

ROTC 301. LEADERSHIP AND PROBLEM SOLVING

This course challenges Cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, Cadets continue to develop their leadership and critical thinking abilities. The focus is developing Cadet's tactical leadership abilities to enable them to succeed at ROTC's summer Cadet Leadership Course (CLC) at Fort Knox, Kentucky. **2 credits.**

ROTC 302. LEADERSHIP AND PROBLEM SOLVING II

This course uses increasingly intense situations while applying team leadership challenges to build Cadet awareness and skills in leading tactical operations at the small unit level. Cadets review aspects of full spectrum operations. They also conduct military briefings and develop proficiency in the operation orders process. The focus is on exploring, evaluating, and developing skills in decision-making, persuading, and motivating team members in the contemporary operation environment (COE). MSL 302 Cadets are evaluated on what they know and do as leaders as they prepare for ROTC's summer Cadet Leadership Course (CLC) at Fort Knox, Kentucky. **2 credits.**

ROTC 303. MILITARY LEADERSHIP AND ETHICS

This course continues the use of increasingly intense situations while applying team leadership challenges to build Cadet awareness and skills in leading tactical operations at the small unit level. Cadets review aspects of full spectrum operations. They also conduct military briefings and develop proficiency in the operation orders process. The focus is on exploring, evaluating, and developing skills in decision-making, persuading, and motivating team members in the contemporary operation environment (COE). MSL 303 Cadets are evaluated on what they know and do as leaders as they prepare for ROTC's summer Cadet Leadership Course (CLC) at Fort Knox, Kentucky. **2 credits.**

ROTC 401. LEADERSHIP & MANAGEMENT I

This course transitions the focus of student learning from being trained, mentored and evaluated as an MSL III Cadet to learning how to train, mentor and evaluate underclass Cadets. MSL IV Cadets will learn the duties and responsibilities of an Army staff officer and apply the Military Decision Making Process, Army writing style and the Army's principles of training and training management cycle during weekly training meetings to plan, execute and assess battalion training events. **2 credits.**

ROTC 402. LEADERSHIP & MANAGEMENT II

This course continues to transition the focus of student learning from being trained, mentored and evaluated as an MSL III Cadet to learning how to train, mentor and evaluate underclass Cadets. MSL IV Cadets will learn the duties and responsibilities of an Army staff officer and apply the Military Decision Making Process, Army writing style and the Army's principles of training and training management cycle during weekly training meetings to plan, execute and assess battalion training events. **2 credits.**

ROTC 403. OFFICERSHIP

This course explores the dynamics of leading in complex situations of current military operations in unified land operations. Cadets examine Army ethics and values, differences in customs and courtesies, cultural awareness, military law, and the impact of the Army's eight interrelated operational variables (PMESII-PT: Political, Military, Economic, Social, Information, Infrastructure, Physical Environment, Time) in the face of international terrorism, aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. It uses case studies, scenarios, and "What Now, Lieutenant?" exercises to prepare Cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army. **2 credits.**

The D'Angelo Department of Music

Department Chair:
Nathan Hess, D.M.A.

FACULTY
Professor:
Albert Glinsky, Ph.D.

Associate Professors:
Scott Meier, Ph.D.
Scott Tomlison, Ph.D.

Assistant Professors:
Nathan Hess, D.M.A.
Louisa Jonason, M.M.
Joseph Kneer, D.M.A.

Instructor:
Craig Stevens, MA, MT-BC, NMT

Part-Time Instructors:
Diane Kalinowski, M.M.
Rebecca Wunch, M.M.

Adjunct Faculty:
Brad Amidon, M.F.A.; Nathan Barber, M.M.; Melissa Beichner, M.M.; James Bobick; Carolyn Borland, M.M.; Sung-Hui Elberfeld, B.M.; Robin Hasenpflug, M.M.; Harry Jacobson, D.M.A.; Sarah Kahl, D.M.A. Linda Kobler, A.B.D.; Joyce Kriner, B.M.; Bryan Lewis, M.M.; Melany Myers, M.M.; Jonathan Nolan, M.S.; Hilary Philipp, M.M.; Alyssa Pysola, M.M.; Christopher Rapier, B.A.; Patrick Rose, M.M.; Lindsay Stickney, M.A.; Kent Tucker, B.M.; Gary Viebranz, D.M.A.; Erin Yanacek, M.M.; Allen Zurcher, D.A.

Concurrent Faculty:
Rebecca Ryan, B.A.

Department Secretary:
Joelene Games, B.S.

INTRODUCTION

The D'Angelo Department of Music is an accredited member of the National Association of Schools of Music. The Department is dedicated to assisting young musicians realize their potential as performing artists, educational leaders, and music therapists. With its distinguished faculty, the Department fosters musical achievement and cultural growth through its rigorous curriculum; its membership in the National Association for Music Education; its Faculty Recital Series; its numerous ensembles, productions, and solo performance opportunities; and by presenting special master classes and guest artists through its Visiting Artist Series.

The D'Angelo Music Building is located on the south end of the campus. The three-level facility and was opened in September of 1988.

In 1996, the university opened the Mary D'Angelo Performing Arts Center. This state-of-the-art facility adjacent to the music building showcases many of the performances and productions of the D'Angelo Department of Music. The Department also maintains the Walker Recital Hall in the Audrey Hirt Academic Center. This 240-seat hall serves as an additional concert and rehearsal space.

MISSION STATEMENT

The D'Angelo Department of Music strives to provide an undergraduate curriculum with comprehensive instruction to students seeking degrees in Performance, Music Education, Composition, Music Therapy, or a Bachelor of Arts in Music. Successful completion of these degrees will enable music students to take a meaningful place within their communities and assist them in becoming happy, healthy individuals and life-long learners in the arts. The Department seeks to do this within the context of a liberal arts university and with a deeply personalized approach to learning. We are also committed to encouraging enrollment in our ensembles and courses for the non-music major student at Mercyhurst.

VISION OF THE DEPARTMENT

The D'Angelo Department of Music strives to be a nationally competitive and well-respected institution of learning. The Department will maintain viable, diverse and stable enrollments in its programs through a balance of high standards, aggressive recruitment, selective admission, and realistic retention policies. We seek to have a student body that is intellectually curious, and motivated to learn in our rigorous, high quality curriculum. With a faculty of visionary educators, scholars, and musicians, we believe our students will be challenged to achieve these high scholastic and artistic goals. Faculty and students work together in an atmosphere of professional awareness, mutual support, and outreach. As a result, our graduates will be versatile musicians, prepared to pursue successful, fulfilling careers of their choosing.

PROGRAM STUDENT LEARNING OUTCOMES

Students will possess an appropriate understanding of music theory and the skills to properly read and compose music.

Students will be able to identify significant events, innovations, and composers in the history of music and identify pieces within each major historical period.

Students will exhibit a proficient level of piano performance.

Students will attain an acceptable level of performance proficiency on their respective major instrument.

Students will obtain an appreciation for and necessary skills to properly evaluate the musical performances of others.

Students will grow musically and socially by participating in musical ensembles.

MUSIC MINOR

The D'Angelo Department of Music welcomes any student to audition as a Music Minor (see Performance Audition Requirements below). You will take private lessons on your instrument/voice; study Music Theory, Aural Skills, and Music History; and participate in one of our large ensembles. Scholarships are also available to Minors (see Scholarships and Financial Information below). Credits required: 22-26.

Large Ensemble
(4-6 semesters, 1 cr. each)
Applied Instrument/Voice/Composition
4 - 6 semesters, 1 cr. each)
MUS 101/102 Theory I & II
(2 semesters, 3 crs. each)
MUS 111/112 Aural Skills I & II
(2 semesters, 1 cr. each)
Music History 104/105
(2 semesters, 3 crs. each)

DEPARTMENT OF MUSIC DESCRIPTION OF DEGREE PROGRAMS

The D'Angelo Department of Music enrolls undergraduate students in the following degree programs: Bachelor of Music in Performance, Bachelor of Music in Music Education, Bachelor of Music in Composition, Bachelor of Arts in Music Therapy, and Bachelor of Arts in Music. Applied study is offered in the following areas: Brass, Composition/Theory, Guitar, Percussion, Piano, Strings, Voice, and Woodwinds. A minor in music is also available to students from other disciplines.

BACHELOR OF MUSIC IN PERFORMANCE

This program emphasizes musical proficiency at a pre-professional level through individual instruction, mentoring, and career guidance. Performance experience includes large and small ensembles, solo performance opportunities, solo work in large-scale productions, and solo recitals in the junior and senior years.

BACHELOR OF MUSIC IN MUSIC EDUCATION

Music Education offers students active participation in a variety of performance ensembles similar to those which the graduates will supervise in the public school environment. The methods and materials used in the public school classroom are covered with special focus on motivation, instructional technique, and classroom management skills. Students will be certified to teach K-12 (Band and Choral).

BACHELOR OF MUSIC IN COMPOSITION

This program aims to equip each young composer with the essential technical toolbox and broad aesthetic perspective needed to assume a place in the community of professional composers, and to serve as a preparation for high-level graduate work and a career in music.

BACHELOR OF ARTS IN MUSIC

This program offers students the opportunity for concentrated private study in a particular performance discipline, while giving flexibility to pursue outside areas, sometimes resulting in a minor. The degree provides a solid grounding for later graduate study in performance, historical and theoretical areas of music, and the broader humanities, as well.

BACHELOR OF ARTS IN MUSIC THERAPY

Music Therapy is the clinical and evidence-based use of music interventions to accomplish individualized non-musical goals within a therapeutic relationship by a credentialed professional. Upon successful completion

of the music therapy bachelor's degree, an individual is eligible to sit for the national certification exam to obtain the credential Music Therapist-Board Certified (MT-BC) which is necessary for professional practice.

ADMISSION

In addition to the Mercyhurst University application and admission process, students applying to the D'Angelo Department of Music must:

1. Complete a Department of Music audition application.
2. Present a performance audition. (See requirements below)
3. Complete a Theory and Piano placement exam.

PERFORMANCE AUDITION REQUIREMENTS (FOR BA MUSIC THERAPY, SEE FOLLOWING)

Brass applicants must be prepared to play two contrasting pieces from the standard brass repertoire. Sight-reading may be required. Applicants may also be asked to play major and minor scales.
Composition applicants will be required to show evidence of a strong creative ability, demonstrated through completed works. Applicants should submit scores, and if possible, tapes or CDs of at least two recent compositions. Contrast in style and media is preferred. Electronic works, and pieces that by their nature cannot be represented through standard notation, may be submitted in recorded form, without accompanying scores. All applicants should possess a well-developed ear and should have an intermediate technique on at least one instrument.

Guitar applicants will be expected to play major and minor scales and two pieces of contrasting style. Sight-reading may be required.

Percussion applicants are required to audition on snare drum and mallet percussion. Timpani is recommended, but not required. The applicant will play one solo or etude on each instrument. Sight-reading may be required.

Piano applicants will perform three memorized solo works in contrasting styles (e.g., Baroque, Classical, Romantic, Impressionistic, Twentieth/Twenty-First Century) and play representative major and minor scales and arpeggios in four octaves. Sight-reading may be required.

String applicants should prepare two contrasting pieces from the standard string repertoire, preferably from memory. Applicants may be asked to sight-read and demonstrate proficiency in both major and minor scales and arpeggios.

Voice applicants should prepare three songs of contrasting style, to be performed from memory. Songs should be selected from the standard classical vocal literature. One of these should be in a foreign language.

Woodwind applicants may be required to play at least two octave major and minor scales and arpeggios. They must be prepared to play two contrasting pieces from the standard woodwind repertoire. Sight-reading may be required.

MUSIC THERAPY AUDITION REQUIREMENTS:

1. Perform two pieces of contrasting style on their primary instrument.
2. Improvise and develop a theme on primary instrument.
3. Sing one piece in folk tradition, accompanying self on guitar or piano.
4. Harmonize chords to familiar melody.
5. Demonstrate ability to keep a steady pulse in various time signatures on percussion instrument while accompanying someone on the guitar.
6. Demonstrate basic knowledge of I, IV, V progression in various keys on either the guitar or piano.
7. Personal interview with Music Therapy faculty.
8. Typed essay on student's personal philosophy of music, as applied to a therapeutic setting.

SCHOLARSHIPS AND FINANCIAL INFORMATION

Majors – Talent-based scholarships are awarded at the discretion of the faculty and the Chair of the Department of Music through the audition process. Any prospective student is eligible to compete for scholarship assistance, regardless of financial status. Students wishing to apply for financial assistance must also apply to the Director of Financial Aid. Students who do not meet required academic and performance levels may have their scholarship reduced or eliminated.

Minors – Non-music majors are accepted as music minors through the same audition process described above and are awarded a scholarship for their participation in the music department's large ensembles.

Non-Music Majors–Students at Mercyhurst University who wish to participate in the large and small ensembles are invited to do so at the discretion of the ensemble conductor. A limited number of scholarships are available through the audition process described above or at the discretion of the conductor after a year's participation in the ensemble.

SOPHOMORE REVIEW

At the end of the Sophomore year, a formal review is made by the entire full-time music faculty to evaluate whether the student will be retained in the program. Based on grades, performing progress, juries, and other criteria established by the faculty, the Sophomore Review must be passed successfully in order for the student to continue working toward a music degree.

GRADUATION REQUIREMENTS

Candidates for the Bachelor of Music degree in Performance must perform a half recital during the Junior year and a full recital during the Senior year.

Candidates for the Bachelor of Music in Composition must present a half recital during the Junior year and a full recital during the Senior year: both these recitals must consist of original compositions.

Candidates for the Bachelor of Music in Music Education degree must perform a half recital during the Senior year.

Candidates for the Bachelor of Arts degree in Music Therapy must perform a half recital in the Senior year.

Candidates for the Bachelor of Arts degree in Music must perform a full recital in the Senior year.

STUDENT HANDBOOK

A student handbook outlining all policies of the D'Angelo Department of Music is provided to all music students. It is the responsibility of the student to adhere to guidelines and policies set forth in the handbook.

DEGREE PROGRAMS MUSIC CORE CURRICULUM (credits indicated are the number required to graduate in your major)

MUS 101/102 Theory I & II	(6 creds)
MUS 111/112 Aural Skills I & II	(2 creds)
MUS 201/202 Theory III & IV	(6 creds)
MUS 211/212 Aural Skills III & IV	(2 creds)
MUS 104/105 Music History	(6 creds)
MUS 108 Introduction to Music Technology	(1 cred)
MUS 140/240/ 340/440 – Large Ensemble	(12–16 creds)
MUS 145/245/ 345/445 – Small Ensemble	(6–8 creds, BM degrees only)
MUS 150 Class Piano I	(2 semesters, 4 crs)
MUS 151/251/351/451 – Applied Piano	(8–16 creds)
MUS 160/260/360/460 – Applied Voice	(8–16 creds)
MUS 170 - 175/270 - 275/ 370 - 375/470 – 475 – Applied Instrument	(8–16 creds)
MUS 180/280/ 380/480 – Applied Composition	(8–16 creds)
MUS 190/290/ 390/490 Attendance Requirement	(8 semesters, 0 creds)
MUS 207 Music History – World Music and Jazz	(3 creds)
MUS 250 Class Piano II	(2 semesters, 4 crs)
MUS 304 Form and Analysis BM Comp and Perf majors only	(3 creds)
MUS 384 Orchestration BM Comp and Perf majors only	(3 creds)
MUS 499 Senior Recital	(0-1 cred)

BACHELOR OF MUSIC IN PERFORMANCE (NON-VOICE)

Music Core Curriculum

MUS 155/255 Accompanying	(Piano majors - 1 cred per semester)
MUS 206 Music History – Orchestral/ Chamber Music	(3 creds)
MUS 307 Instrumental Literature and Materials	(Non-piano, 3 creds)
MUS 310 Piano Pedagogy	(3 creds)
MUS 341 Instrumental Pedagogy	(3 creds)
MUS 413 Beginning Conducting	(1 cred)
MUS 414 or 415 Adv. Conducting	(1 cred)
MUS 430 Piano Literature and Materials	(3 creds)
Junior Recital	
MUS 499 Senior Recital	(1 cred)

Core Curriculum

BACHELOR OF MUSIC IN PERFORMANCE (VOICE)

Music Core Curriculum

MUS 206 Music History – Orchestral/ Chamber Music (3 creds)
MUS 281/282 Diction for Singers (2 creds each semester)
MUS 401/402 Vocal Literature & Materials (3 creds each semester)
MUS 413 Beginning Conducting (1 cred)
MUS 415 Adv. Conducting Choral (1cred)
Junior Recital
MUS 499 Senior Recital (1 cred)
French 101/102 (6 creds)
Core Curriculum

BACHELOR OF MUSIC IN PERFORMANCE (COMPOSITION)

Music Core Curriculum

MUS 145-445 Composers Workshop (8 creds)
MUS 206 Music History – Orchestral/ Chamber Music (3 creds)
Instrumental techniques as part of Educational Methods and Techniques: Strings, Woodwinds, Brass, and Percussion
MUS 413 Beginning Conducting (1 cred)
Junior Recital
MUS 499 Senior Recital (1 cred)
Core Curriculum

BACHELOR OF MUSIC IN MUSIC EDUCATION

Music Core Curriculum

MUS 110 Introduction to Music Education (3 creds)
MUS 120 Experiences in Pedagogy (2 creds)
MUS 230/246 Methods and Techniques (3 creds per semester)
MUS 321 Elementary General Methods (2 creds)
MUS 322 Secondary General Methods (2 creds)
MUS 330/346 Educational Methods and Techniques (3 creds per semester)
MUS 334 Marching Band Techniques (1 cred)
MUS 413 Beginning Conducting (1 cred)
MUS 414 or MUS 415 Advanced Instrumental or Choral Conducting & Repertoire (1 cred)
MUS 499 Senior Recital (1 cred)
Core Curriculum

NOTE: CERTIFICATION in Education

In order to receive the degree and certification in music education, all candidates must meet all the requirements outlined in the Education department section of the University catalog. Please refer to all standards, policies and admissions/retention criteria specified for all education majors seeking a degree from Mercyhurst University and certification by the Pennsylvania Department of Education.

BACHELOR OF ARTS IN MUSIC

Music Core Curriculum, except Small Ensembles

MUS 206 Music History – Orchestral/ Chamber Music (3 creds)
MUS 499 Senior Recital (0 cred)
Core Curriculum
16 Electives (may be applied to a minor area of study)

BACHELOR OF ARTS in MUSIC THERAPY

Music Core Curriculum

MUTH 101 Music Therapy Foundations (3 creds)
MUTH 102 Clinical Musicianship/ Song Writing (2 creds)
MUTH 103 Psychology of Music (2 creds)
MUTH 104 Clinical Experience I (2 creds)
MUTH 201 Special Populations (2 creds)
MUTH 204 Clinical Experience II (2 creds)
MUTH 304 Clinical Experience III (2 creds)
MUTH 305 Clinical Experience IV (2 creds)
MUTH 405 Clinical Experience V (2 creds)
MUTH 406 Clinical Experience VI (2 creds)
MUTH473 Internship (0 cred)
Core Curriculum
MUS 499 Senior Recital (0 or 1 cred)

COURSE DESCRIPTIONS

ELSC 475. CAPSTONE CLINICAL (FORMERLY, STUDENT TEACHING)

A full-time teaching placement in the community schools, both at the elementary and secondary levels. Required of all music education majors in order to receive certification. Prerequisites: Completion of required education courses and acceptance for Capstone Clinical placement by the Education Department. **9 credits.**

MUS 100. MUSIC IN SOCIETY

An exploration of music from Medieval chant through Rock, and an examination of its impact on politics, culture, history, and education. There is a strong emphasis on the acquisition of listening skills as the primary vehicle for fully comprehending musical meaning, style, and form. The course is international in scope, including music traditions from around the world. Students are encouraged to reflect on music's relevance to their studies at Mercyhurst and their daily lives. **3 credits.**

MUS 101/102 (01). THEORY I

The study of the basic materials of music and an introductory study of melodic and harmonic writing. **3 credits each semester.**

MUS 111/112. AURAL SKILLS I

An introduction to basic musicianship skills (aural perception and musical expression) through the study of various sight-singing (solfege), rhythm, and ear-training exercises. **1 credit each semester.**

MUS 104/105. MUSIC HISTORY

Chronological study of Western music from antiquity to the present. **3 credits.**

MUS 108. INTRODUCTION TO MUSIC TECHNOLOGY

This course is designed to give the musician and educator an introduction to commonly used technologies. Included will be experiences with music notation and sequencing, basic web design, the internet, power point, digital recording, and basic video editing. The course is constructed to provide practical hands-on experiences, and the final project will result in a CD based web site containing each of the course's unit assignments. **1 credit.**

MUS 109. THEORY AND AURAL I LAB

Required for all first-year theory and aural skills students. Supplemental guided practice for academic concepts and practical skills covered in the Music Theory I and Aural Skills I curriculum. **0 credits.**

MUS 110. INTRODUCTION TO MUSIC EDUCATION

This fundamental course is important to introduce the music education majors to the history and development of music education, specifically in the public school system. Various methods and experiences in both the elementary and secondary schools will be discussed. **3 credits.**

MUS 120. EXPERIENCES IN PEDAGOGY

The purpose of this course is to continue the introductory music education experience beyond MUS 110 Introduction to Music Education. This will be accomplished through exposure to teaching methods and experiences in both the elementary and secondary schools, including observation and discussion. **2 credits.**

MUS 140/240/340/440. LARGE ENSEMBLE; CHORAL-INSTRUMENTAL

A four-year participation in choral (Concert Choir) or instrumental (Wind Ensemble, Jazz Ensemble, Symphony Orchestra) ensembles. Students learn and perform selected literature for programs on campus and in the community. Open to all Mercyhurst students by audition. Required (four years) for all music majors. **0-2 credit.**

MUS 145/245/345/445. SMALL ENSEMBLE - CHORAL, INSTRUMENTAL, COMPOSERS AND OPERA WORKSHOP

A four-year participation in vocal and instrumental music, or the study of contemporary repertoire for composers. Instrumental small ensembles include Chamber Winds, woodwind, brass, string, percussion, and guitar. **0-1 credit.**

MUS 145/245/345/445. PIANO SMALL ENSEMBLE

Available as a four-year participation, students learn and perform selected literature for programs by accompanying and working with specifically assigned vocal and instrumental students. They learn the vocal, brass, woodwind, and string literature that involves piano Students also learn 4-hand and 2-piano repertoire. **0-1 credit.**

MUS 150/250. CLASS PIANO I & II

A two-year course of class instruction to develop functional piano skills that incorporates elements of applied theory. **2 credits each semester.**

MUS150/250/350/450. SECONDARY PIANO

A four-year course for non-piano majors of individual instruction with emphasis on the thorough development of musicianship, technique, style, interpretation and repertoire. **1 credit.**

MUS 151/251/351/451. PIANO - APPLIED

A four-year course of individual instruction with emphasis on the thorough development of musicianship, technique, style, interpretation and repertoire. Credits determined by student's degree program. **1-2 credits.**

MUS 155/255. ACCOMPANYING

Structured learning of the assigned accompanying

repertoire including vocal and instrumental literature. Participation in lessons and guided performing experiences. **1 credit .**

MUS 156. CLASS GUITAR
This year-long class is designed for beginners or for players who would like to fill in the gaps in their basic overall knowledge of the instrument. Topics covered are fingerboard knowledge, chords, strumming, basic improvisation, basic finger-style technique, reading standard notation/tablature, and basic concepts in music theory. **1 credit.**

MUS 160/260/360/460. VOICE - APPLIED
A four-year course of individual instruction with emphasis on the thorough development of musicianship, technique, style, interpretation and repertoire. Credits determined by student's degree program. **1-2 credits.**

MUS 170-175/270-275/370-375/470-475. INSTRUMENTAL - APPLIED
A four-year course of individual instruction with emphasis on the thorough development of musicianship, technique, style, interpretation and repertoire. Credits determined by student's degree program. **1-2 credits .**

MUS 180/280/380/480. COMPOSITION - APPLIED
Course offers individual instruction with emphasis on the thorough development of compositional creativity and techniques. **1-2 credits .**

MUS 190/290/390/490. ATTENDANCE REQUIREMENT
This is a requirement of all music majors. Students should be registered into the Attendance Requirement course each term for all four years. **0 credits.**

MUS 195/295/395/495. INDEPENDENT STUDY
Independent studies in music allow students to pursue knowledge in an area of special interest not covered in the curriculum. The Chair of the Department of Music and the Vice-President of Academic Affairs must grant permission for independent studies. **1-3 credits.**

MUS 201/202 . THEORY III & IV
Continuation of harmonic practice including modulation, broadening of harmonic vocabulary, and structural analysis. **3 credits each semester.**

MUS 211/212. AURAL SKILLS II
Continuation of aural recognition of chord sonorities and harmonic dictation. **1 Credit each semester.**

MUS 206. MUSIC HISTORY ORCHESTRAL/ CHAMBER MUSIC
Presents a broad overview of the development of compositional styles of the major orchestral composers of the Baroque period through the twentieth century including an overview of chamber music literature. The forms of composition emphasized will be the chamber symphony, concerto, symphonic poem and overture. It includes the development of the orchestra as it pertains to size and instrumentation in each period. **3 credits.**

MUS 207. WORLD MUSIC AND CULTURES/JAZZ
This is designed to broaden the student's knowledge and appreciation of non-Western music and jazz, with emphasis on representative works from the world's major cultures and the African origins of jazz. It provides a brief introduction to the musical elements of style and performance from a variety of non- Western cultures and jazz. **3 credits.**

MUS 230/246. EDUCATIONAL METHODS AND TECHNIQUES
This sophomore-year course encompasses the first year of a two-year cycle. It focuses on the following: a) instructional planning, b) strategies for teaching musical concepts in all ensemble settings, c) administering large and small ensembles, and d) the performance techniques of the voice, string, wind and percussive instruments. The student will build practical knowledge and skills through experiences in instructional design, composition and arranging, ensemble instruction and conduction, as well as ensemble participation on all secondary instruments. **2 credits.**

MUS 281/282. DICTION FOR SINGERS
Study of components of spoken language, including IPA, characteristics of
accent, intonation, etc. Practice in oral presentations and transcriptions. **2 credits.**

MUS 304. FORM & ANALYSIS
Development of the traditional techniques of musical form and structure. **3 credits.**

MUS 307/308. INSTRUMENTAL LITERATURE AND MATERIALS
A study of instrumental materials in various media depending on applied major instrument. **3 credits.**

MUS 310. PIANO PEDAGOGY
Designed to provide the student with materials and approaches to piano teaching from primary to advanced levels. Teaching method used will be lectures, demonstrations, and research. **3 credits.**

MUS 321. ELEMENTARY GENERAL METHODS
Methods and materials for developing appropriate music education curriculum and teaching general music in the elementary school (K-6). **2 credits.**

MUS 322. SECONDARY GENERAL METHODS
This course will cover various topics and methods to better equip the student with the necessary tools and basic skills needed to teach general music at the secondary level successfully. The course will focus on class guitar techniques and other student participation activities and will include classroom observation in cooperating public schools. **2 credits.**

MUS 330/346. EDUCATIONAL METHODS AND TECHNIQUES
This junior-year course encompasses the second year of a two-year cycle. It focuses on the following: a) instructional planning, b) strategies for teaching musical concepts in all ensemble settings, c) administering large and small ensembles, and d) the performance techniques of the voice, string, wind and percussive instruments. The student will build practical knowledge and skills through experiences in instructional design, composition and arranging, ensemble instruction and conducting, as well as ensemble participation on all secondary instruments. **3 credits.**

MUS 334. MARCHING BAND TECHNIQUES
A broad overview of all aspects of directing a high school marching band program. This course will include organization of all performing sections and support groups, drill techniques, modern show design and judging techniques. **1 credit.**

MUS 341. INSTRUMENTAL PEDAGOGY
Survey of methods and materials needed for teaching instruments in the student's major applied area. **3 credits.**

MUS 344. IMPROVISATION
This course is designed to include a wide range of experiences in improvisation (jazz and non-jazz, free and structured) for all musicians. A road map for success through future practice will be provided as well as ideas for the implementation of improvisation activities in a variety of classroom settings. All musicians are welcome. **1 credit.**

MUS 384. ORCHESTRATION
A study of the basic principles of instrumentation; structural differences and individual characteristics of orchestral instruments and how this effects the sound produced; basic arrangements of pitch, notation of pitch for various instruments of the orchestra, and how to use combinations of these instruments to produce desired sounds. **3 credits.**

MUS 401/402. VOCAL LITERATURE AND MATERIALS
A study of musical materials for voice in various media. Material to be drawn from all periods and styles of vocal repertoire. **3 credits.**

MUS 410. VOCAL PEDAGOGY
Survey of methods and materials needed for teaching voice to students at all levels. **3 credits.**

MUS 413. BEGINNING CONDUCTING
Fundamentals of baton techniques, score reading and interpretation. Students organize, rehearse and conduct small vocal or instrumental ensembles. **1 credit.**

MUS 414. ADVANCED INSTRUMENT CONDUCTING AND REPERTOIRE
Students are expected to acquire a mastery of more advanced techniques of conducting appropriate to their area of expertise: accuracy and clarity in conducting complex rhythms and the ability to read scores for any combination of instruments/voices. Includes instruction in selection of appropriate repertoire. Prerequisite: MUS 413. **1 credit.**

MUS 415. ADVANCED CHORAL CONDUCTING AND REPERTOIRE
The student is expected to acquire a mastery of more advanced techniques of conducting: accuracy and clarity in conducting complex rhythms and the ability to read scores for any combination of instruments/ voices. Includes instruction in selection of appropriate repertoire. Prerequisite: MUS 413. **1 credit.**

MUS 430. PIANO LITERATURE AND MATERIALS
Study and analysis of music from the pre-piano period to the present. Special emphasis given to development of keyboard forms, techniques, and styles. **3 credits.**

MUS 499. SENIOR RECITAL
Student's senior recital performed in the senior year. **0-1 credit.**

MUTH 101. FOUNDATIONS OF MUSIC THERAPY
An overview of the field of Music Therapy from its historical roots to its present day theories, methods of treatment, ethics and standards of practice for the professional music therapist. **3 credits.**

MUTH 102. CLINICAL MUSICIANSHIP/ SONGWRITING IN MUSICAL THERAPY
Emphasis on functional skills on a variety of instruments commonly used in a music therapy setting. Other aspects include original songwriting, improvisation, alternate tunings, Greek modes, music technology and building population-specific repertoire. **2 credits.**

MUTH 103. PSYCHOLOGY OF MUSIC
An introduction to phenomena involving music and behavior, including physical, acoustical, perceptual, psychological, and pedagogical aspects. **2 credits.**

MUTH 104. CLINICAL EXPERIENCE I
Pre-Internship experience in Music Therapy. Each student will complete a total of 12 sessions at the chosen site, in addition to a weekly seminar/supervision meeting with faculty. **2 credits.**

MUTH 201. SPECIAL POPULATIONS
Provides an overview of the wide spectrum of clinical populations served by Music Therapists and the kinds of therapeutic issues encountered in practice with individuals and groups. Emphasis is placed on gaining insight into clinical issues, gathering data and evaluation, assessment, goal-setting and music techniques. **3 credits.**

MUTH 204. CLINICAL EXPERIENCE II
Pre-Internship experience in Music Therapy. Each student will complete a total of 12 sessions at the chosen site, in addition to a weekly seminar/supervision meeting with faculty. **2 credits.**

MUTH 304. CLINICAL EXPERIENCE III
Pre-Internship experience in Music Therapy. Each student will complete a total of 12 sessions at the chosen site, in addition to a weekly seminar/supervision meeting with faculty. **2 credits.**

MUTH 305. CLINICAL EXPERIENCE IV
Pre-Internship experience in Music Therapy. Each student will complete a total of 12 sessions at the chosen site, in addition to a weekly seminar/supervision meeting with faculty. **2 credits.**

MUTH 405. CLINICAL EXPERIENCE V
Pre-Internship experience in Music Therapy. Each student will complete a total of 12 sessions at the chosen site, in addition to a weekly seminar/supervision meeting with faculty. **2 credits.**

MUTH 406. CLINICAL EXPERIENCE VI
Pre-Internship experience in Music Therapy. Each student will complete a total of 12 sessions at the chosen site, in addition to a weekly seminar/supervision meeting with faculty. **2 credits.**

MUTH 473. INTERNSHIP
A full-time internship placement with an AMTA approved internship site supervised by an on-site board certified music therapist. **0 credits.**

Philosophy

Department Chair
James Snyder, Ph.D.

FACULTY

Associate Professors:
Thomas Donahue, Ph.D.; James Snyder, Ph.D.
Kevin Sullivan, Ph.D. and Co-Director of the Evelyn Lincoln Institute for Ethics and Society

Assistant Professor:
Tibor Solymosi, Ph.D

INTRODUCTION

Philosophy, the search for truth and wisdom, explores foundational human questions in logic, epistemology, metaphysics, ethics, aesthetics, language, religion, science, public policy and law.

The department works closely with students to help tailor their education to meet their interests and goals. All majors are required to complete a senior capstone project, usually taking the form of a directed senior thesis based on independent study. The Philosophy Department co-sponsors the Evelyn Lincoln Institute for Ethics and Society and it houses the Charlene M. Tanner Speaker Series. The department houses a chapter of Sigma Tau Delta (the national honor society for philosophy), has a student-run Philosophy Club, and encourages majors and minors to participate in undergraduate philosophy conferences and to publish in national student journals.

Many of our students are double majors and see philosophy as their secondary major, which we strongly encourage and support. The philosophy minor is a very attractive complement to most of the University's majors and is perfect for anyone who loves the life of the mind. The Philosophy Department regularly offers upper level elective courses that cater to interests in other majors, such as Religious Studies, Political Science, Psychology, and Art and Graphic Design, and the department's faculty members are often involved in various interdisciplinary courses.

MISSION STATEMENT

The Philosophy Department plays a crucial role in the fulfillment of the University's mission, offering a major and a minor and contributing several courses to the University's Core Curriculum. In both endeavors, the Philosophy Department's goal is to educate and train the next generation of individuals to achieve personal, professional, and civic success by cultivating the intellectual skills and abilities of effective communication, critical thinking, creative thinking, logical reasoning, and ethical reasoning. The philosophy major is designed to prepare students for professional and graduate study in philosophy or some allied field, such as law or political science. The development of these skills in our major is facilitated by the following tenets:

A student-centered approach to learning and inquiry. The Department works closely with students to help tailor their education to meet their interests and goals. In addition to completing the major core curriculum, all majors are required to take 7 electives, at least one of which is expected to be an independent study.

Historical breadth & conceptual depth. This focuses on knowledge of the history of philosophy and the core philosophical concepts and principles that constitute the foundation of all philosophical and scientific discovery and criticism.

Experiential learning. Students regularly work as research assistants for faculty engaged in scholarship in philosophy or some allied field.

Original research. Students choose and work closely with a thesis advisor on an independent research project and a thesis defense that are the culmination of their studies.

PROGRAM STUDENT LEARNING OUTCOMES

Effective communication (written and oral communication appropriate to the field of philosophy)

Substantive Knowledge (the main problems of philosophy, terminology, periods, movements, and schools of thought)

Critical Thinking (understand and use logical reasoning to interpret, analyze and criticize the ideas, beliefs, values, and practices of individuals and groups)

Creative Thinking (Construct authentic, persuasive, and interdisciplinary arguments in support of personal beliefs, values, and practices)

Ethical Reasoning (understand and use ethical terms, principles, theories and methods to engage and solve personal problems and broad social issues)

PHILOSOPHY MAJOR (BACHELOR OF ARTS) REQUIREMENTS

(39 Credits)

PHIL 100	Philosophical Inquiry	3 credits
PHIL 101	Introduction to Logic	3 credits
PHIL 260	History of Philosophy to the Renaissance	3 credits
PHIL 261	History of Philosophy Since the Renaissance	3 credits
PHIL 401	Applied Ethics	3 credits
PHIL 460	Senior Thesis	
(7) Electives in Philosophy		

PHILOSOPHY MINOR

(18 Credits)

PHIL 100	Philosophical Inquiry	3 credits
PHIL 101	Introduction to Logic	3 credits
PHIL 260	History of Philosophy to the Renaissance	3 credits
	OR	
PHIL 261	History of Philosophy Since the Renaissance	3 credits
PHIL 401	Applied Ethics	3 credits
(2) Electives		

In addition to the department's regularly offered courses for majors and minors listed in the course descriptions, students can elect to take independent study courses at the 200, 300 and 400 levels in order to meet their major or minor requirements. An independent study is a unique opportunity for a student to work closely with a faculty member in a field or on a topic of their interest. Recent independent studies have included:

PHIL 315 -Philosophy of Mind
PHIL 315 -Philosophy of Climate Change
PHIL 315 -Environmental Philosophy
PHIL 320 -Philosophy of Science
PHIL 340 -Metaphysics
PHIL 350 -Analytic Philosophy
PHIL 370 -Phenomenology
PHIL 410 -Social and Political Philosophy

COURSE DESCRIPTIONS

PHIL 100. PHILOSOPHICAL INQUIRY

An introduction to philosophy through a study of the principles of sound argument, the nature of philosophical perplexity, and selected topics in the theory of knowledge, ethics, metaphysics, and the philosophy of religion. Lecture and discussion. **3 credits.**

PHIL 101. INTRODUCTION TO LOGIC

An introduction to the rules and processes of rational thinking, argumentation, analysis and criticism. Students will learn the elements of logic, become skilled at constructing rationally compelling deductive and inductive arguments, and learn how to effectively analyze and criticize arguments through a study of formal and informal fallacies. Lecture/discussion. **3 credits.**

PHIL 102. PHILOSOPHY OF HUMAN NATURE

An examination of issues involving the nature of persons and human existence. Topics include freedom of action, the relationship of human nature to social reality, the extent to which humans are selfish, the nature of genuine self-interest, the basic problem of human existence, the meaning of life and the good life. Lecture and discussion. **3 credits.**

PHIL 105.PRACTICAL REASONING

A practical study of thinking skills with emphasis on critical thinking, critical reading and the correct use of logical techniques in ordinary life. Satisfies the logic elective requirement for Philosophy majors and minors. Lecture/ discussion. **3 credits.**

PHIL 150.PHILOSOPHICAL STUDIES

Invites students to explore a philosophical problem, theme, movement, school of thought, genre or interdisciplinary topic in depth, using a variety of sources, including both philosophical and non-philosophical literature as well as other forms of media, such as film, music, theater and art, as a means of philosophical interpretation, comprehension, analysis and criticism. Recent course titles: "Revolution", "Consciousness", and "Institutional Sociopathy." **3 credits**.

PHIL 200. PHILOSOPHY AND LITERATURE

Provides students the opportunity to explore important works of literature with rich philosophical content as well as works of philosophy that are written in various literary styles, examining literature from a philosophical perspective and philosophy as a form of literature. Lecture and discussion. **3 credits.**

PHIL 210. EXISTENTIALISM
A study of existentialist thinkers, literature, and film. The characteristics of existential philosophy are examined and the ideas of such figures as Kierkegaard, Nietzsche, Heidegger, and Sartre are explored. Existential themes are then used to interpret works by writers such as Dostoyevsky, Kafka, Camus, and Hesse and to discuss some selected recent films. **3 credits.**

PHIL 230. AESTHETICS AND CRITICISM
An investigation into the nature of art and the aesthetic experience. The ground and function of aesthetic judgments is explored, issues surrounding the evolution of art are examined, and the role of aesthetic experience in the larger phenomenon of human experience is discussed. Lecture and discussion. **3 credits.**

PHIL 260. HISTORY OF PHILOSOPHY TO THE RENAISSANCE
A study of the history of Western philosophical thought and culture from its advent in ancient Greece to the Renaissance, emphasizing the great minds and ideas of Western civilization and how these have helped to shape our cultural landscape, focusing on the most significant ideological continuities and ruptures that constitute the historical changes of the Western world. Special emphasis is placed on shifts in conceptual frameworks and narrative forms found in the works of Greek dramatists, the early natural philosophers, Socratic philosophy, and the philosophical systems of Plato, Aristotle, the hedonists, the stoics, and Christian theologians, such as St. Augustine and St. Thomas Aquinas. Lecture and discussion. **3 credits.**

PHIL 261. HISTORY OF PHILOSOPHY SINCE THE RENAISSANCE
A study of Western philosophical thought and culture from the Renaissance to the twenty-first century, emphasizing the great minds and ideas of Western civilization and how these have helped to shape our cultural landscape, focusing on the most significant ideological continuities and ruptures that constitute the history of the modern Western world. Emphasis is placed on the Renaissance and Reformation, modern rationalism and empiricism, and the subsequent movements that grew out of these, such as German idealism, romanticism, scientific materialism, positivism, Marxism, and modern psychology and existentialism. Lecture and discussion. **3 credits** .

PHIL 270. FOUNDATIONS OF CATHOLIC PHILOSOPHY
An exploration of the rich, complex, and diverse foundations of the Catholic worldview. Students will develop an understanding of the key movements (Platonism, Aristoteleianism, Neo-Platonism, Gnosticism, Manichaeism, Scholasticism, etc.), individuals, and texts that have motivated the growth and development of Catholicism in the ancient, medieval, and modern world. Special emphasis will be placed on the conceptual frameworks and narratives of Greek philosophers (Plato, Aristotle, and Plotinus), early Christian scriptures (the New Testament), and Christian theologians (Boethius, St. Augustine, and St. Thomas Aquinas). **3 credits.**

PHIL 309. POSTMODERNISM
A study of the philosophical sources and significance of postmodern themes, thinkers and movements. The course will introduce students to (1) the distinction between two historical periods and intellectual epochs: modernity and postmodernity, (2) the role that postmodern thinking plays in contemporary metaphysics, epistemology, natural science, social science, religion and pop culture, and (3) various modern and postmodern philosophers and cultural theorists including Nietzsche, Heidegger, Derrida, Foucault, Lyotard, Rorty, and Baudrillard. Lecture and discussion. Prerequisites: PHIL 100. **3 credits.**

PHIL 321. TOPICS IN PHILOSOPHY OF SCIENCE: BIOLOGY
A study of the science of biology as it raises interesting philosophical problems. Topics include historical, sociological and psychological issues in biology. The status of confirmation, falsification, laws, theories, hypotheses, observation, and explanation in biology. We will discuss dogma, revolutions, paradigms, and normal science and examine the ways in which realism and anti-realism manifest themselves in biology. Finally, we will discuss moral and legal issues raised by advances in biology including the prolongation of life, the availability and use of genetic information, alternative reproductive technology, therapeutic and reproductive cloning. Prerequisites: PHIL 100. **3 credits.**

PHIL 330. PRAGMATISM
This course is a critical introduction to the historical development of pragmatism, America's gift to world philosophy, from the American Civil War to the present. It focuses on the works of Peirce, James, Dewey, Rorty, Putnam, and West, and it explores the relationship to experimental science in the 20th century, especially biology and anthropology, and its continued relevance for issues such as race, gender, globalism, and democracy. **3 credits.**

PHIL-RLST 345. PHILOSOPHY OF RELIGION
This course investigates various issues and arguments within philosophy of religion, including: the problem of evil, arguments for God's existence, the concept of religious experience, divine omniscience and omnipotence, religious language, miracles, life after death, and the justification of religious belief. 3 credits.

PHIL/POLI 360. PHILOSOPHY OF LAW
A study of the various philosophical issues and problems that arise in law and legal institutions. Special emphasis is placed on examining the ways in which law is shaped by distinctly philosophical principles like justice, liberty, equality, rights, and responsibility. Topics include the relationship between law and morality, the unique nature of legal obligation and its connections with legitimacy, authority, and citizenship, and problems surrounding the interpretation and enforcement of law. Lecture/discussion. **3 credits.**

PHIL 380.PHILOSOPHY AND PUBLIC POLICY
From Plato to Locke, the relationship between philosophers and the shapers of public policy has been intricate. Today, philosophers are finding themselves engaged in myriad public policy issues, from education and healthcare to climate change and bioethics. In this class, students will learn the key roles philosophy plays in helping to shape public policy, with particular regard to epistemological and ethical issues. **3 credits.**

PHIL/POLI 400. POLITICAL THEORY
A study of major figures in the history of political theory and their particular political theories. The primary purpose of the course is to analyze the relationship between political theory and political action. The course covers the three general historical periods: ancient, Christian, and modern. Some of the political thinkers and theories covered include: Plato, Aristotle, St. Augustine, Thomas Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Marx, Burke, and contemporary figures like Boegelin and Rawls. **3 credits.**

PHIL 401. APPLIED ETHICS
An advanced examination and evaluation of selected contemporary and broadly relevant social issues through the framework of philosophical ethics, providing seniors the opportunity to unify and apply their acquired knowledge and skills in a way that both transcends and informs their professional goals while emphasizing personal and civic responsibility. Lecture and discussion. **3 credits.**

PHIL 405. ETHICS AND THE PROFESSIONS
An examination of the unique ethical dilemmas encountered in professional practice in a wide range of professions, including business, law, education, journalism, science, medicine and health care, and politics and government. Critical scrutiny is given to the specialized norms and values that govern professionals in their institutional practices, as well as to those points at which professional ethics conforms to and conflicts with the more general norms of social morality. Additional issues for examination include professional autonomy and self-regulation, the social status and responsibilities of professional expertise, and the unique opportunities for social service provided by professions. Lecture and discussion. **3 credits.**

PHIL/RLST 420. MYSTICISM
A study of the significance of mystical experience in the world's religions. What is the meaning of particularly vivid, intense religious experiences reported by sages, saints, and seers in the faith traditions of the world? This course will examine classic analyses of mysticism, the nature, context, and conditions of mystical experience, the 'perennial philosophy', the scope of ineffability, and the cognitive merit of mystical experience. **3 credits.**

PHIL-RLST 345. PHILOSOPHY OF RELIGION
This course investigates various issues and arguments within philosophy of religion, including: the problem of evil, arguments for God's existence, the concept of religious experience, divine omniscience and omnipotence, religious language, miracles, life after death, and the justification of religious belief. **3 credits.**

Political Science

Department Chair, Professor
Michael P. Federici, Ph.D.

FACULTY

Professors: Randy S. Clemons, D.A., Dean, School of Social Sciences
Michael Federici, Ph.D.
Brian D. Ripley, Ph.D.,

Associate Professor:
Joseph M. Morris, D.A., Director of the Mercyhurst Center for Applied Politics

Assistant Professor:
Natasha T. Duncan, Ph.D.
Rolfe D. Peterson, Ph.D., Associate Director of the Mercyhurst Center for Applied Politics
Lena Surzhko-Harned, Ph.D.

INTRODUCTION

The Political Science major is designed to prepare students for graduate school, law school, and careers such as journalism, teaching, foreign service, public policy, and public administration. In addition to the standard political science major, the department offers four concentrations: Pre-Law, International Relations, Applied Politics, and Environmental Politics.

The department works closely with students, each of whom chooses their advisor. They meet each semester with their advisor to schedule classes for the following semester, discuss internships, and, in the spring semester, complete a "spring review." All majors are required (unless waived by the department) to complete an internship, study abroad program, or another department-approved experience. The department has an active chapter of Pi Sigma Alpha (the national political science honor society), a Model UN Club, a pre-law society, and other activities. For more information visit our webpage at polisci.mercyhurst.edu

MISSION STATEMENT

We seek to foster life skills such as reading, writing, persuading, negotiating, and presenting; ability to think spatially; understanding of numerical data; historical awareness; international, cross- and multi-cultural appreciation. This includes an understanding of how political scientists think, gather evidence, process data, and reach tentative conclusions. Graduates will also develop an ability to think critically about political phenomena and thought. They should be effectively prepared for the worlds of work (formal employment in the labor market) and citizenship (civic and community life) as well as having a solid academic background for those inclined to pursue graduate studies or a law degree. Thus, specific career plans and interests aside, they should be well-prepared to comprehend and interact with the political world in appropriate ways. As liberal arts college graduates with a particular interest in politics, they should receive enough in-depth training and a wide enough breadth of perspectives to follow their own inclinations to interact politically with that world whether as "simply" citizens, professional business men and women, journalists, lawyers, interest group participants, active electoral involvement, government or private sector analysts, or academic political scientists. We attempt to reveal the importance and personal impact of political events and issues; and, more significantly, we seek to equip them to be able to understand, evaluate, and potentially shape the political events, actions, and problems/solutions of the future. Students will be taught to: think critically; develop effective oral and (especially) written communication skills; engage effectively in problem solving, bargaining, compromise, and decision making; and be exposed to a rich variety of perspectives and ideas.
These are crucial components of a liberal arts education and, along with knowledge of politics and government, key components of the sort of civic education democracy depends on.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the political science program, including any of its concentrations, graduates will be able to:

Demonstrate knowledge of foundational and contemporary political science theories; apply theoretical approaches to data analysis and practical experiences.

Demonstrate knowledge of relevant political science methodologies; apply relevant models of inquiry to data gathering and analysis.

Demonstrate knowledge of the institutions and processes associated with governance and apply this knowledge to historical and contemporary events.

Demonstrate the ability to think critically, which includes identifying and explaining issues, recognizing concepts and assumptions, acknowledging multiple perspectives, and evaluating evidence to reach conclusions.

Demonstrate written and oral communication skills expected of a professional in the field.

Demonstrate knowledge of, and preparation for graduate education and careers associated with the field of political science.

DEGREE REQUIREMENTS FOR A BA IN POLITICAL SCIENCE

Each Spring the academic progress of students is reviewed. This is in addition to course scheduling and regular advising. All Political Science Majors and Minors meet with faculty to discuss progress toward graduation, plans after graduation, student concerns, and other academic matters (e.g. minors, double majors, honors status, writing skills). Students whose performance is unsatisfactory are placed on probation or dis-enrolled from the major. Students who are excelling will receive commendations. An overall 2.5 GPA is required for admission to the major and minor. There are eight (8) required courses, as well as seven (7) elective courses that must be completed in the major. A 2.5 G.P.A. must be maintained in the major.

POLI 100	American Government	3 credits
POLI 125	Introduction to Public Administration	3 credits
POLI 210	Seminar: Contemporary Issues in Politics	3 credits
POLI 437	Political Science Project	3 credits

Choose ONE of the following courses:

POLI 334	International Relations	3 credits
POLI 335	American Foreign Policy	3 credits

Choose ONE of the following courses:

POLI 291	American Presidency	3 credits
POLI 292	American Congress	3 credits
POLI 300	State and Local Politics	3 credits

Choose ONE of the following courses:

POLI 200	American Political Thought	3 credits
POLI/PHIL 400	Political Theory	3 credits

Choose ONE of the following courses:

POLI 290	Research Methods in Social Science	3 credits
POLI/SOC 330	Statistics in Social Science	3 credits

AND any 7 Political Science Electives

Pre-approved off-campus study and pre approved cognate courses from other disciplines may be used to fulfill political science elective courses.

POLITICAL SCIENCE PRE-LAW CONCENTRATION

While students can attend law school after completing a range of majors, the vast majority of law students majored in political science as undergraduates. The combination of skills (e.g., writing, critical thinking, analytical) and course content prepare political science students for the challenges of law school. Since 1993 our students have been accepted to dozens of law schools across the nation. Pre-Law students are designated as such on their degree and college transcript.

The department has a pre-law advisor who helps students select courses and internships that will prepare them for the law school application process and the academic challenge of law school. Pre-law students are encouraged to join the Pre-Law Society and complete the standard political science major while focusing their elective classes from the following list:

POLI 221	Constitutional Law	3 credits
POLI 222	Civil Liberties	3 credits
POLI 225	American Legal Process	3 credits
POLI 321	Environmental Law	3 credits
POLI/CRJS 322	Legal Research and Writing	3 credits
PHIL/POLI 360	Philosophy of Law	3 credits
BADM 260	International Law	3 credits
BADM 310	Business Law I	3 credits
BADM 325	Business Law II	3 credits
PHIL 101	Introduction to Logic	3 credits
PSYC 240	Psychology and the Law	3 credits
SOC/CRJS 337	Sociology of Law	3 credits

INTERNATIONAL RELATIONS CONCENTRATION

The International Relations (IR) Concentration in political science addresses a significant need in an era of globalization. Mercyhurst students can specialize in international relations, focus on courses most relevant to this field, and graduate with a diploma that identifies IR as their chosen field of study. The innovative curriculum, which emphasizes international politics and regional political systems, is enhanced by versatile study abroad opportunities and a competitive Model International Organizations program focused on diplomacy and global problem-solving. Students who select the IR Concentration

are preparing for a variety of careers, including diplomacy, academia, journalism, public service, or work with the vast array of non-governmental organizations engaged in advocacy and service around the world. A large percentage of Mercyhurst political science graduates pursue graduate school, and those seeking an IR program will be well prepared upon completion of the IR track at Mercyhurst. Alumni in school and those currently working for the government at home and abroad, as well as for non-profits and businesses, are testimony to the quality of preparation received. The marketable skills at the center of this concentration include proficiency in research and analysis, the ability to read critically, an appreciation of diverse and complex views, an enhanced understanding of world events and the conditions that influence them, plus an interest in different cultures and societies. For successful completion of the IR Concentration, students must take 15 three-credit courses (9 required and 6 electives). Students will work with their advisor to plan their specific program.

Required Political Science Courses:

POLI 100	American Government	3 credits
POLI 303	Geopolitics	3 credits
POLI 336	International Organizations and Diplomacy	3 credits
POLI/SOCI 362	Global Issues	3 credits
POLI 437	Political Science Project	3 credits

Choose ONE of the following courses:

POLI 334	International Relations	3 credits
POLI 335	American Foreign Policy	3 credits

Choose THREE of the following courses:

POLI 240	Comparative Politics: Africa	3 credits
POLI 241	Comparative Politics: Asia	3 credits
POLI 242	Comparative Politics: Europe	3 credits
POLI 243	Comparative Politics: Latin America	3 credits
POLI 244	Comparative Politics: Countries at Crossroads	3 credits
POLI 302	Politics of Russia	3 credits

Required Political Science electives (Choose 6)

POLI/HIST 224	The Vietnam War	3 credits
POLI 233	Politics of International Migration	3 credits
POLI 236	World Politics	3 credits
POLI 290	Research Methods in Social Science	3 credits
POLI 307	Nationalism	3 credits
POLI/RIAP 213	Intelligence and National Security	3 credits
POLI 334	International Relations	3 credits
POLI 335	American Foreign Policy	3 credits
POLI 337	Foreign Policy Decisions	3 credits
POLI 380	Politics of the Global Economy	3 credits
POLI 381	Development: The Search for Prosperity	3 credits
POLI/PHIL 400	Political Theory	3 credits

Any other 3-credit Political Science course (limit two)

Other Requirements: At least two foreign language courses.

ENVIRONMENTAL STUDIES AND POLITICS CONCENTRATION

The Environmental Studies and Politics Concentration is geared toward environmental policy and policymaking, not environmental science. This makes it a perfect fit for students who are interested in graduate study in environmental policy and/or law, or careers such as environmental consulting, lobbying, journalism, or teaching. The curriculum combines the political science core curriculum, which includes classes from the major sub-fields of the discipline, with the courses and internships necessary for a successful career in this field.

Required Political Science Courses:

POLI 100	American Government	3 credits
POLI 125	Introduction to Public Administration	3 credits
POLI 195	Environmental Politics	3 credits
POLI 202	Contemporary Environmental Issues	3 credits
POLI/HIST 229	Environmental History of U.S.	3 credits
POLI 290	Research Methods in Social Science	3 credits
POLI 321	Environmental Law	3 credits
POLI 437	Political Science Project	3 credits

ONE of the following courses:

POLI 334	International Relations	3 credits
POLI 335	American Foreign Policy	3 credits

ONE of the following courses:

POLI 291	American Presidency	3 credits
POLI 292	American Congress	3 credits
POLI 300	State and Local Politics	3 credits

ONE of the following:

POLI 200	American Political Thought	3 credits
POLI/PHIL 400	Political Theory	3 credits

ELECTIVES:

Any three political science or cognate courses approved by advisor

APPLIED POLITICS CONCENTRATION

The Concentration in Applied Politics is designed to prepare students for careers in the fast-paced and exciting world of campaigns and elections, lobbying, issue advocacy, public service, and political activism. The concentration combines the political science core curriculum, which includes classes from the major sub-fields of the discipline, with courses, internships and technical training necessary for a successful career in politics. As its name implies, the Concentration in Applied Politics is a hands-on learning experience where students are engaged in real-world politics beginning their very first semester at Mercyhurst. These active learning experiences include, but are not limited to working in the Mercyhurst Center for Applied Politics, which is a state-of-the art public opinion polling facility.

POLI 100	American Government	3 credits
POLI 125	Introduction to Public Administration	3 credits
POLI 195	Environmental Politics	3 credits
POLI 202	Contemporary Environmental Issues	3 credits
POLI/HIST 229	Environmental History of U.S.	3 credits
POLI 290	Research Methods in Social Science	3 credits
POLI 321	Environmental Law	3 credits
POLI 437	Political Science Project	3 credits

Choose ONE of the following courses:

POLI 334	International Relations	3 credits
POLI 335	American Foreign Policy	3 credits

Choose ONE of the following courses:

POLI 291	American Presidency	3 credits
POLI 292	American Congress	3 credits
POLI 300	State and Local Politics	3 credits

Choose ONE of the following courses:

POLI 200	American Political Thought	3 credits
POLI/PHIL 400	Political Theory	3 credits

Choose ONE of the following courses:

POLI 290	Research Methods in Social Science	3 credits
POLI/SOC 330	Statistics in Social Science	3 credits

ELECTIVES:

Any three political science or cognate courses approved by advisor

SOCIAL STUDIES EDUCATION PRE-CERTIFICATION PROGRAM

This program enables students to graduate as a History major while completing their content area requirements for Pennsylvania teacher certification in Social Studies. Students apply for the fifth year M.S. in Secondary Education following graduation. In addition to earning a Master of Science degree in Secondary Education at the end of their fifth year, they will also be certified to teach Social Studies in grades 7 through 12. Students intending to pursue the Social Studies certification must apply to the Master's program through the Education Department during their Senior year. More details on this fifth-year curriculum can be found in the Graduate Program Catalog. Along with the content area courses students should take the PRAXIS I National Teacher Exam, EDUC 210 Comparative Issues in Education, and WL 101 Culturally & Linguistically Diverse Learners at any time in their Junior or Senior year. In order to gain admission into the Master's program, students must have achieved a grade point average 3.0 or better in their undergraduate degree as mandated by the Pennsylvania Department of Education, and secured the necessary state and national clearances as outlined in the Education Department section of this catalog.

SOCIAL STUDIES CONTENT AREA REQUIREMENTS

In addition to completing all of the requirements of a Political Science major, all students pursuing the 4+1 Social Studies pre-certification program must also complete a History minor and, in consultation with their advisor, some additional content area courses:

PSYC 101	Introduction to Psychology	3 credits
SOC 100	Introduction to Sociology	3 credits
ECON 105	Macroeconomics	3 credits
ANTH 112	World Cultures	3 credits

POLITICAL SCIENCE MINOR

A student must achieve a 2.5 GPA in eight political science courses (including American Government) to be certified to graduate with a Political Science minor.

REQUIREMENTS:

POLI 100 American Government
(7) additional political science courses.

INTERNATIONAL RELATIONS AND DIPLOMACY MINOR

This new minor is housed in the Political Science Department, but allows for utilization of some cognate courses from other departments, depending on the student's interests, major(s), and university core course selections.

Required Foundational Course (3 credits):
Poli 336 International Organizations & Diplomacy

Comparative Government/Area courses
Choose 2 of the following Courses (6 credits)
Poli 240 Comparative Politics: Africa
Poli 241 Comparative Politics: Asia
Poli 242 Comparative Politics: Europe
Poli 243 Comparative Politics: Latin America
Poli 302 Politics of Russia
Poli 344 Comparative Politics: Countries at Crossroads (recommended to be taken after Poli 240, 241, 242, or 243)

International Relations Courses Choose 3 of the following Courses (9 credits)
POLI 303 Geopolitics (recommended to be taken in junior year)
POLI 335 American Foreign Policy
POLI 334 International Relations
POLI/SOC 362 Global Issues (recommended to be taken in freshman year)
POLI 232/HIST 232 The Vietnam War
POLI 236 World Politics (recommended to be taken in freshman year)
POLI 246 Political Cinema (offered in J-term)
POLI 305 Nationalism
POLI 313/IS 313 Intelligence and National Security
POLI 380 Politics of the Global Economy
POLI 290 Research Methods in Social Science

IV. Any two other Political Science courses (or pre-approved cognate courses from another department) including all courses listed above not used previously (6 credits)

Other Requirements:
Foreign language competency at 3rd level

Up to 15 credits may come from courses that fulfill university core requirements.

The departmental minor advisor, in consultation with the student, may allow preapproved courses from other departments to fulfill category IV. For example, a core course such a Macroeconomics. And, all Political Science courses, (e.g., American Government, Political Theory, Public Administration, Political Psychology, Senior Project Course, and Internships) can be used to fulfill Category IV.

Students who have not lived outside the United States are strongly encouraged to avail themselves of our Study Abroad opportunities – but this is not a requirement.

COURSE DESCRIPTIONS

POLI 100. AMERICAN GOVERNMENT
Introductory course in Political Science stressing how policy-making is done at the national level. Beginning with the Constitution, an introduction is given to the three main branches of the U.S. Government. Attention is also given to elections, economics, political parties, interest groups, and the federal system. **3 credits.**

POLI 125. INTRODUCTION TO PUBLIC ADMINISTRATION
Public Administration is a major sub-field of political science and at the core of what government is all about. Subjects surveyed include ethics, leadership, budgeting, personnel, policy analysis, public versus private administration, clientele/stakeholders, bureaucracy, and democracy. **3 credits.**

POLI 195. ENVIRONMENTAL POLITICS
This class is premised on the belief that environmental problems are ultimately political conflicts. Accordingly, we focus not only on the substance of environmental issues, but also on the public policy process, and on the skills, tactics, and factors that influence the outcomes of the policy process. **3 credits.**

POLI 200. AMERICAN POLITICAL THOUGHT
A study of American political theory. The course focuses on the philosophical roots/origins of the American political tradition and surveys the evolution of political theory in American political history. Special attention is given to the period of the American Founding and the ideas that informed the Constitution. **3 credits.**

POLI 201: CATHOLIC POLITICAL AND SOCIAL THOUGHT
A study and analysis of significant political, social, and economic ideas that can be classified as Roman Catholic. The course covers a range of historical thinkers and aims to place each thinker's ideas in their engendering context. The course begins with an examination of what constitutes Catholic political and social thought and then examines prominent Catholic and Christian thinkers and ideas such as social justice, St. Augustine, Thomas Aquinas, Orestes Brownson, Henri de Lubac, John Courtney Murray, G. K. Chesterton, Flannery O'Connor, Walker Percy, and C.S. Lewis.

POLI 202. CONTEMPORARY ENVIRONMENTAL ISSUES
This class will address a varying collection of contemporary environmental issues, with the focus determined by the professor who is offering the course. Issues addressed may include environmental racism, sustainable development, smart growth, ecoterrorism and radical environmentalism, and other current issues of importance. The investigation focuses on the substance of the issue as well as policy alternatives. **3 credits.**

POLI 210. SEMINAR: CONTEMPORARY ISSUES IN POLITICS
Each year the seminar will be focused on a special topic determined by the professor who is offering the course. One year the topic might be feminist politics; another year the topic might be the Supreme Court; another year political psychology might be the focus. **3 credits.**

POLI/RIAP 213. INTELLIGENCE AND NATIONAL SECURITY
An introduction to national security decision-making in the U.S. with a special emphasis on the role of intelligence in formulating policy. Historical overview of national security politics and strategy since WWII. Description of major institutions and processes involved in national security policy- making. Survey of significant national security problems and their changing nature in the 21st century. **3 credits.**

POLI 218. LIBERALISM AND CONSERVATISM
The course is an examination of the two major political ideologies in contemporary American politics. It is designed to illustrate the connections between the two ideologies and the outcomes of American politics, e.g. public policy, law, political culture, and public discourse. The course also traces the intellectual roots of conservatism and liberalism. Seminal thinkers of each ideology are discussed and their contribution to the various strains of liberalism and conservatism are explained. **3 credits.**

POLI 220. CAMPAIGNS, STRATEGY, AND U.S. ELECTIONS
This course emphasizes a blend of political science perspectives and practical considerations in modern campaigns. The subject material focuses on the nature of mobilization, competition, negative advertising, strategic polling, and changing tactics of Internet campaigning, as well as encouraging critical thinking through campaign simulations. **3 credits.**

POLI 221. CONSTITUTIONAL LAW
Course explores impact of the Supreme Court on the doctrine of Separation of Powers and Federalism. Topics include presidential, congressional, and judicial powers; inter-branch constitutional relations; and the division of power between state and federal governments. Recommended for pre-law students. POLI 100 recommended to be taken before taking this course. **3 credits.**

POLI 222. CIVIL LIBERTIES
An examination of Supreme Court cases dealing with civil liberties and civil rights such as the freedom of speech, religion, assembly, and press. The course also covers due process rights and issues related to criminal law are examined by analyzing Supreme Court cases. The analysis of civil rights and liberties is placed in the context of the American political system and its search for ordered liberty. It is recommended that students complete Poli 100 prior to taking this course. **3 credits.**

POLI/HIST 224. THE VIETNAM WAR
This look at the Vietnam War begins by examining the history of Vietnam but focuses on the American experience. Three central questions are addressed: How and why did the U.S. get involved? What was the nature of that involvement and what went wrong? And what were/are the lessons/ results of the war? **3 credits.**

POLI 225. AMERICAN LEGAL PROCESS
This is an introduction to the liberal arts study of law. It examines fundamental questions about the nature and functions of law in society. Topics include legal reasoning, discretion, wealth and power, role of the police, profession of law, juries and community participation, conflict resolution, and the conflicting images of law relative to freedom and obedience. **3 credits.**

POLI/HIST 229. ENVIRONMENTAL HISTORY OF U.S.
This course surveys the evolution of American attitudes and values regarding Nature, landscape, and the environment. In addition, a close look is taken at the history of environmental change in particular regions and at the politics of the environment in the twentieth century, particularly in the post-World War II era. **3 credits.**

POLI 233. POLITICS OF INTERNATIONAL MIGRATION
The movement of people is as old as time. The impacts of such movements can be beneficial as in the case of remittances to the country of origin or harmful (real or perceived) as in the case of threats to security or identity to the receiving country. As such, international migration is of critical importance to states globally. This course

examines political economy of international migration and emphasizes governments' approaches to various types of cross border movement including humanitarian (referring to refugees, asylum seekers, and internally displaced persons), economic (high skilled and low skilled migrants), and human trafficking. **3 credits.**

POLI 236. WORLD POLITICS

An examination of influences on world politics using theory and practice of international relations. Historical and contemporary case studies are used to enhance theoretical and conceptual analysis of state and non-state actors' behavior in world politics. **3 credits.**

POLI 240. COMPARATIVE POLITICS: AFRICA

Africa is a resource-rich region, comprising 53 states. Endemic poverty, pervasive corruption, patronage, and ethnic cleavages are often used to describe the entire region. Yet, it is inaccurate to paint the region with such a broad brush. Within Africa, there is diversity as some states perform better than others on many politico-economic indicators. Thematically, this course examines the complexities of politics in Africa. Specifically, we will explore the interaction of political culture, institutions, and domestic and international actors and the political outcomes they produce in African countries. **3 credits.**

POLI 241. COMPARATIVE POLITICS: ASIA

A comparative study of a variety of political systems emphasizing Asia. Survey of topics/problems related to economic development, democratization, government structure, and foreign relations with the United States. Specific countries examined include China, Japan, India, Indonesia, and South Korea. **3 credits.**

POLI 242. COMPARATIVE POLITICS: EUROPE

A comparative study of a variety of political systems emphasizing Europe. Survey of topics includes government structure, political parties and coalitions, social movements, European integration, economic transition, and foreign relations with the United States. Special emphasis on Britain, France, Germany, Poland, and the European Union. **3 credits.**

POLI 243. COMPARATIVE POLITICS: LATIN AMERICA

This course explores thematically the political and economic experiences and challenges faced by countries in the region of Latin America. Located in the backyard of the United States, Latin America is a region with a rich history and political legacy: from colonial domination to independence, from authoritarian regimes to democratic governance, from economic crises to membership to the world's exclusive G-20 club. At the end of the course, you should have an understanding of the factors that shape politics in the region and the future directions of Latin American politics. **3 credits.**

POLI 244. COMPARATIVE POLITICS: COUNTRIES AT CROSSROADS

The later part of the twentieth century saw an unprecedented surge in democratic movements all over the globe. From East Central Europe and Central Asia to Latin America and Africa the global "wave" of democratization seemed to be reaching into all corners of the world. Some observers declared an ideological victory for economic and political liberalism, and Francis Fukuyama has famously proclaimed the "end of history." Yet, the path of these new democracies has been nothing but uniform and in many cases the initial euphoric democratic transition failed to produce effective consolidated democracies. This course examines the political strife of the Countries at Crossroads and attempts to explain the successes and failures of democratization efforts in the strategically important regions around the world. **3 credits.**

POLI 246. POLITICAL CINEMA (J-TERM COURSE)

The course is designed to allow the students to experience the multi-dimensional nature of political films, including their influence on individual, social, national and global levels. The goal of the course is to engage students in a deeper critical evaluation of select films in order to gain a broader understanding of the role cinematic art plays in enhancing our understanding of the world around us. The students will be given analytical and theoretical tools with which to critically evaluate the motion pictures and the intentions of their creators, directors, and writers. As a creative art form the film gives us an opportunity to whiteness and experience familiar and unknown life situations though different interpretive lens. The students will be given an opportunity to convey their own political messages in short films of their making. **3 credits.**

POLI 250. LEADERSHIP

In this course the subject of leadership is studied from many different perspectives. The questions studied include: What is leadership? Is there a moral aspect to leadership? What are the types of leaders? Why do followers follow? **3 credits.**

POLI 280. GLOBAL ENVIRONMENTAL POLITICS

The emphasis is on the political and economic rather than technical or scientific nature of global environmental problems. Topics include diplomacy and negotiation, the role of international institutions (such as the United Nations) and nongovernmental organizations in promoting and funding various "sustainable development" strategies in the industrialized and developing world. **3 credits.**

POLI 282. ETHNIC CONFLICT

A study of the sources, conduct, and settlement of ethnic conflicts. Theories of identity, nationalism, causes of conflict, changing international norms, and post-conflict reconstruction are examined in the context of real-world examples. **3 credits.**

POLI 289. SOCIAL KNOWLEDGE

Is it possible to have a social "science" or are there other, better ways to engage in systematic, principled thinking about political and social phenomena in order to produce valid knowledge? What should be studied and how should it be studied? In this course we explore the ideas of some of the founders of contemporary social science such as Marx, Weber, and Durkheim along with many other prominent recent thinkers who helped create and shape the study of social science as it has evolved from the 19th to the 21st century.

POLI 290. RESEARCH METHODS IN SOCIAL SCIENCE

An introduction to reading, writing, and conducting both quantitative and qualitative research in the social sciences. Special attention is given to the logic of research design, including: research questions, variables, hypotheses, and data analysis. This course is important particularly to those students going on to graduate school and to those who plan on working in politics. **3 credits.**

POLI 291. AMERICAN PRESIDENCY

An overview of the development of the modern American Presidency. Topics include the selection process; the executive branch; and the relationship between the President, the press, the Congress, the Courts, and the public. Also covered are the powers, roles, and responsibilities of the President. **3 credits.**

POLI 292. AMERICAN CONGRESS

A study of the role of Congress in the American political system. The course examines the Framers' view of legislative power and pays particular attention to the role and meaning of representation. The course also covers the organization and structure of Congress including the committee system, the law making process, and the leadership of each house. **3 credits.**

POLI 293. AMERICAN POLITICAL PARTIES AND INTEREST GROUPS

An overview of the history and function of political parties and interest groups in the American political system. In addition to analyzing the influence of parties on voter behavior, elections, and the organization of government; this course explores the power, tactics, and formation of interest groups within the context of several theoretical frameworks. **3 credits.**

POLI 300. STATE AND LOCAL POLITICS

A general overview of and introduction to the structure and policy making process of state and local government. It also includes some analysis of federalism – how state and local government fit into the American constitutional framework. The course addresses budget issues, political participation, and direct democracy. **3 credits.**

POLI 302. POLITICS OF RUSSIA

An energy exporter with one of the largest nuclear stockpiles in the world today, Russia continues to be a formidable power. Challenges facing Russia affect not only order and stability inside Russia, but potentially also international security and the global economy. This course is designed to facilitate a greater understanding of Russian domestic and foreign policy. We will examine the political institutions/legacies, political process, political culture, leadership, public opinion, and contemporary challenges facing Russia. **3 credits.**

POLI 303. GEOPOLITICS

Investigates politics among nation-states and the conduct of international relations, with particular attention paid to the role of power and the geographic location of each country. 3 credits.

POLI 307. NATIONALISM

Nationalism represents one of the most controversial, emotionally charged and wide-spread ideologies of our time. The phenomenon, which Albert Einstein once called the "measles of humanity" was considered to be in decline in the second half of the twentieth century as the forces of globalization challenged the concept of a "nation–state." Yet, we are witnessing powerful manifestations of nationalism all over the globe. The complexity of this phenomenon is signified by the broad range of theories and approaches to the study of nationalist thought and practice. The goal of this course is to provide students with the overview of these theoretical approaches by

exploring the intellectual roots of nationalism as ideology as well as exploration of contemporary nationalist manifestations around the world. **3 credits.**

POLI 311. MEDIA AND POLITICS

This course outlines the influence of modern media on American politics. Topics covered include the organization of and decision making within the media, the effect the media has on attitudes and behavior, the relationship of the government to the media (censorship, freedom of the press, government regulation), and the role media plays in elections. **3 credits.**

POLI 315. PUBLIC OPINION, POLLING AND VOTING IN AMERICAN ELECTIONS

This course is an in-depth look at the contours of the modern American electorate. Students will become familiar with both applied and theoretical aspects of public opinion and polling. The course explores analysis of American elections, political socialization, political participation, and public opinion with a focus on individual and group determinants of voting. ~A HELM Course~ **3 credits.**

POLI 317. POLITICAL PSYCHOLOGY

This course surveys the social psychological theories of how voters form political attitudes and to what extent such attitudes translate into behaviors. Of primary focus is the ability for perspectives in political psychology to understand how citizens think about politics and why it matters for American democracy. ~A HELM Course~ **3 credits.**

POLI 320. ENVIRONMENTAL PHILOSOPHY

Examination of the philosophical aspects of environmental politics, including the underlying philosophical reasons for environmental policy and conservation. Specific topics include property rights, environmental protection, stewardship, and capitalism. The ideas of pertinent thinkers like Locke, Hobbes, Burke, Thoreau, Rousseau, Hardin, Pinchot, William Ophuls, Malthus, Ehrlich, Rachel Carson, Aldo Leopold, and John Muir are covered. **3 credits.**

POLI 321. ENVIRONMENTAL LAW

Taught utilizing a law school style approach — including a moot court experience - the purpose of this course is to provide an in-depth look at current U.S. environmental law, as well as the underlying technology implicit in a successful environmental law framework. This course will provide an excellent opportunity to improve your oral communication skills. 3 credits.

POLI/CRJS 322. LEGAL RESEARCH AND WRITING

This course will introduce students to the legal research process through both classroom and library experience. Students will become familiar with the major sources of legal research and will complete a research assignment which will require the use of all types of sources. This course will also emphasize the principles and techniques of legal writing, including proper analysis and appropriate citation. Recommended for Pre-Law students. **3 credits.**

POLI/SOC 330. STATISTICS IN SOCIAL SCIENCE

This course is designed to teach the terminology and methods of descriptive statistics and to introduce students to inferential statistics so that political science, sociology, social work, and criminal justice majors can be informed consumers in their fields, carry out basic statistical tests, and to help prepare those students who go on to graduate school. **3 credits.**

POLI 334. INTERNATIONAL RELATIONS

How do we explain, interpret, and understand international relations? Why do states go to war or develop weapons of mass destruction? Can global institutions create the conditions for cooperation and effective problem-solving? What are the role of ideas, beliefs, and norms in exercising power or reshaping the international system? In this course we will examine enduring theoretical debates, consider claims and arguments made by leading scholars, and think about the limits and possibilities of social science as the means for appreciating the dynamics of world politics.

POLI 335. AMERICAN FOREIGN POLICY

Stresses evaluation of U.S. foreign policy and world role. Analyzes how and by whom policy is made, its goals, and its domestic/foreign consequences. Primary emphasis is on U.S. policy since WWII. **3 credits.**

POLI 336. INTERNATIONAL ORGANIZATIONS AND DIPLOMACY

The existence and prominence of International Organizations (IOs), such as the United Nations, in today's world is a remarkable achievement of modern diplomacy. In this course we will explore the interworking of several prominent international organizations that transformed the global political landscape since the end of WWII. Additionally the students will engage in diplomatic role-playing activities simulating the functions of IO's. Students will engage in individual and team research and participate in intercollegiate competitions. **3 credits.**

POLI 337. FOREIGN POLICY DECISIONS

Individuals make foreign policy, but they are constrained by their own psychological limits as well as a complex set of institutional rules. Drawing from the literature of political psychology, social cognition, and organizational behavior we explore the most significant actors shaping American foreign policy: presidential advisors, the media, the bureaucracy, Congress, interest groups and social movements. Social cognition and the new institutionalism provide an overarching explanation about the way in which decision-makers reason about problems and situations and embed those understandings in enduring institutions. We will read accounts of some significant decisions in postwar American foreign policy as well as participate in a decision-making simulation designed to integrate and illustrate key concepts.

PHIL/POLI 360. PHILOSOPHY OF LAW

A study of the various philosophical issues and problems that arise in law and legal institutions. Special emphasis is placed on examining the ways in which law is shaped by distinctly philosophical principles like justice, liberty, equality, rights, and responsibility. Topics include the relationship between law and morality, the unique nature of legal obligation and its connections with legitimacy, authority, and citizenship, and problems surrounding the interpretation and enforcement of law. Lecture/ discussion. **3 credits.**

POLI/SOCI 362. GLOBAL ISSUES

An overview of significant global issues, such as human rights, arms proliferation, regional conflicts, and sustainable development, with attention to the scope, causes, and consequences of these issues. Special emphasis will be placed on theories of global civil society and the role of NGOs and transnational advocacy groups in mobilizing responses to these issues. The contributions of the constructivist perspective in international relations, with theoretical insights drawn from both political science and sociology, will be explored and debated in readings and assignments. **3 credits.**

POLI 380. POLITICS OF THE GLOBAL ECONOMY

This course blends perspectives of economics and politics to analyze economic relations among state and non-state actors as they pursue their interests. This course is designed to provide students with an introduction to some of the mainstream approaches to the study of international political economy and some of the pressing debates in the field including cross border flows of trade, capital, labor, and ideas. These topics will be discussed in the context of competing theoretical perspectives, the role of international financial institutions (WTO, World Bank and IMF) and the views from the Global North (rich nations) and Global South (poor countries). **3 credits.**

POLI 381. DEVELOPMENT: THE SEARCH FOR PROSPERITY

This course is an examination of the causes of underdevelopment and strategies prescribed and undertaken to achieve economic and political development. Theories of economic development are analyzed as well as pressing issues including institutional development, micro-financing, political regimes, women and development, and foreign aid. The course also includes a component on grant writing.

POLI/PHIL 400. POLITICAL THEORY

A study of major figures in the history of political theory and their particular political theories. The primary purpose of the course is to analyze the relationship between political theory and political action. The course covers the three general historical periods: ancient, Christian, and modern. Some of the political thinkers and theories covered include: Plato, Aristotle, St. Augustine, Thomas Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Marx, Burke, and contemporary figures like Voegelin and Rawls. **3 credits.**

POLI 437. POLITICAL SCIENCE PROJECT

A capstone course designed for senior majors and minors to engage in critical reflection on their political and intellectual identity. A series of readings, class exercises, and discussions will culminate in a final "intellectual memoir" wherein each student examines his or her political socialization process, major intellectual commitments, and future plans. This course is offered every Fall semester and must be taken in the Fall of the senior year. **3 credits.**

POLI 438. SENIOR HONORS THESIS

Seniors only, and only with permission of the department. Students wishing to write a traditional thesis, especially those who plan on attending graduate school, are encouraged to discuss their interests with the political science faculty. Thesis is normally allowed only after successfully completing the Political Science Project course. 3 credits.

POLI 475-476. INTERNSHIP

Off-campus experiences in Erie, Washington, DC, and other sites which are individually tailored to promote the student's career plans. Examples of typical placements are law firms, the offices of congressional representatives or local officials, government agencies, and mass media sites. **3-6 credits.**

Pre Law Minor

INTRODUCTION

Mercyhurst University offers an interdisciplinary Pre-Law Minor to students in any major who may be considering law school. The goal of the minor is to help students determine if law school is the right choice for them and to help them prepare for law school by exposing them to some fundamental area of study. The minor allows for flexibility in course selection so that students are able to focus on their specific areas of interest, while at the same time build a foundation that will help them succeed in law school. The minor can be declared at any time during a student's matriculation. The American Bar Association (ABA) does not recommend any one particular major or area of study for students who wish to go on to law school. However, the ABA does recommend several core skills and values that build a "sound foundation for a legal education." These core skills and values include the following:

Analytic/Problem Solving Skills
Critical Reading
Writing Skills
Oral Communication/Listening Abilities
General Research Skills
Task Organization/Managements Skills
Public Service and Promotion of Justice

MINOR REQUIREMENTS

Based on these ABA recommendations, students are required to take six courses (18 credits) that teach these core skills and values, or cover some topical areas dealt with in law school. Students are required to take the following three courses:

CRJS 322/POLI 322	Legal Research & Writing
CRJS 310	Constitutional Law in Criminal Procedure I
	OR
POLI 222	Civil Liberties
BADM 310	Business Law I

Students work with a pre-law advisor to choose the additional three courses. The additional courses must cover some core skill or value listed above, or must be relevant to some topical area dealt with in law school. The philosophy behind the minor is to allow students flexibility in choice, while providing them with relevant and beneficial curriculum choices. An approved law-related internship is highly recommended, and can also be used to fulfill one of the two additional course requirements. POLI 100, American Government is strongly recommended.

No more than two courses in the Minor can be used to count for the Major and/or Core. Students interested in the minor should contact Atty. Meredith Bollheimer in the Walker School of Business or Tina Fryling in the Criminal Justice department.

Psychology

Department chair
Gerard A. Tobin, Ph. D.

FACULTY
Professor:
Robert A. Hoff, M.A.
Marilyn Livosky, Ph.D.

Associate Professor:
Gerard T. Barron, Psy.D.
Melissa Heerboth, Ph.D.
Gerald Tobin, Ph.D.

Assistant Professor:
Matthew Weaver, Ph.D.

Adjunct Faculty:
Philip Belfiore, Ph.D.
Thomas Kitchen, M.S., BCBA
Bradley McGarry, M.A.
Judith Smith, Ph.D.

INTRODUCTION

Psychology is the scientific study of thoughts, feelings, and behavior. Research psychologists strive to gain an understanding of the processes underlying human behavior by examining influences ranging from the neurobiological to the sociocultural. It is an ever-changing discipline that has broad applicability across many diverse contexts. A detective interviewing a child who witnessed a crime, an engineer designing a cockpit for ease of use, a doctor who designs a treatment plan for a patient, or a marketing executive designing a new ad campaign would all benefit from using psychology. Many of our students enter graduate or professional programs in psychology or in related areas such as law, medicine, social work, government, sports, or business. Other students enter the job market in a variety of applied settings immediately after graduation, most commonly in social services or the helping professions. Psychology majors can expect rigorous training in scientific literacy, critical thinking, ethics, social responsibility, cultural competency, and communication skills. The American Psychological Association counts career development as one of its five major goals of undergraduate education. This means that students will be taught how to apply psychological findings to their own career skills, including how to exhibit self-efficacy and self-regulation, refine project-management skills, enhancing teamwork capacity, and developing meaningful professional direction for life after graduation.

To accomplish these goals with offering the maximum amount of flexibility for students to pursue their own chosen areas, the Psychology Major at Mercyhurst offers three distinct tracks: a general track which affords students flexibility to double major, an applied track with an emphasis on preparing students for jobs or graduate study in the helping professions, and a research track with an emphasis on scientific research and building an impressive application to graduate school. In addition to these tracks, concentrations such as Neuroscience and Crime and Justice are offered. Students are encouraged to consult with their advisors to help determine the track that is the best fit.

MISSION STATEMENT

The Department of Psychology at Mercyhurst University fully adopts both the core values at Mercyhurst University and the American Psychological Association's goals for undergraduate education and seeks to develop students that are

Socially merciful, in that they are able to build and enhance interpersonal relationships and adopt values that build community at local, national, and global levels

Globally responsible through their application of ethical standards in their evaluation of psychological science and practice

Compassionately hospitable through their ability to interact effectively and sensitively with people of diverse abilities, backgrounds, and cultural perspectives

Intellectually creative with their ability to interpret, design, and conduct basic psychological research and their firm foundation in psychology's content areas

Reflectively aware with their ability to apply psychological content and skills to explain behavior and mental processes, including accurate, critical self-assessment of performance and the ability to develop and execute strategies for exceeding performance criteria

PROGRAM STUDENT LEARNING OUTCOMES

In accordance with the American Psychological Association's 2.0 Guidelines for Undergraduate Education in Psychology, Mercyhurst Psychology graduates will be expected to demonstrate:

- A firm knowledge base in Psychology
- Scientific and critical thinking
- Ethical and social responsibility
- Communication skills
- Professional development skills
- Knowledge about the history and progression of the field of Psychology

PSYCHOLOGY MAJOR DEGREE REQUIREMENTS BACHELOR OF ARTS

All Majors in Psychology must take the following courses and earn a grade of C or higher:

PSYC 101	Introduction to Psychology	3 credits
PSYC 291/293	Research Design and Statistical Analysis I with lab	4 credits
PSYC 292/295	Research Design and Statistical Analysis II with lab	4 credits
PSYC 203	Majoring in Psychology	1 credit
PSYC 301	History of Psychology (take in senior year)	3 credits

Additionally, students must take one course from each cluster area:

Cluster 1: Social/Personality
PSYC 201: Personality Psychology
PSYC 231: Social Psychology
PSYC 233: Cross Cultural Psychology
PSYC 265: Psychology of Gender

Cluster 2: Developmental/Cognitive
PSYC 237: Memory and Cognition
PSYC 241: Developmental Psychology: Childhood
PSYC 242: Developmental Psychology: Adolescence

Cluster 3: Applied/Clinical
PSYC 211: Abnormal Psychology
PSYC 221: Clinical Psychology
PSYC 222: Psychological Assessment
PSYC 294: Industrial/Organizational Psychology

Cluster 4: Biological/Health
PSYC 225: Health Psychology
PSYC 252: Biopsychology
PSYC 253: Drugs and Human Behavior

GENERAL TRACK

Students opting for the General Track in the Psychology Major must have a major GPA of 2.25 or higher. Students in this track must take:

- One advanced-level course
- Three additional Psychology electives

APPLIED TRACK

Students opting for the Applied Track in the Psychology major must have a major GPA of 2.5 or higher. Students in this track must take:

- One advanced-level course
- PSYC 223: Counseling Theory and Skills
- One additional Psychology elective
- PSYC 475: Psychology Internship

RESEARCH TRACK

Students opting for the Research Track in the Psychology major must have a major GPA of 2.5 or higher. Students in this track must take:

- Two advanced-level courses
- One additional Psychology elective
- PSYC 490: Senior Research Practicum

NEUROSCIENCE CONCENTRATION

The Neuroscience concentration offers a program of study that relates behavior to bodily processes, especially the workings of the brain. The main goal of this area of study is to understand behavior and experience in terms of their biological substrates.

REQUIRED:

PSYC 101:	Introduction to Psychology	3 credits
PSYC 252:	Biopsychology	3 credits
PSYC 291/293:	Research Design and Statistical Analysis I and lab	4 credits
BIO 142/143:	Cellular and Molecular Biology and lab	4 credits
BIO 146/147:	Ecology and Evolutionary Biology and lab	4 credits
BIO 450:	Neurobiology	3 credits

In addition, students must take any three from the following:

PSYC 211:	Abnormal Psychology	3 credits
PSYC 236/238:	Learning and Motivation and lab	4 credits
PSYC 237:	Memory and Cognition	3 credits
PSYC 253:	Drugs and Human Behavior	3 credits
PSYC 352.	Seminar in Biological Psychology: Topics in Neuroscience	3 credits
BIO 310/311:	Genetics and lab	4 credits
BIO 320/321:	Comparative Vertebrate Anatomy and lab	4 credits
BIO 330/331:	Immunology and lab	4 credits
BIO 370/371:	Cellular Biochemistry and lab	4 credits

PSYCHOLOGY MINOR 19 CREDITS

A Minor in Psychology would be a useful complement to any major area of study. Six courses are required for the Psychology Minor, including:

PSYC 101	Introduction to Psychology	3 credits
PSYC 291/293	Research Design and Statistical Analysis and lab	4 credits
Four (4) electives in Psychology		

INTERDISCIPLINARY MINORS

PSYCHOLOGY OF CRIME AND JUSTICE MINOR

The Departments of Psychology and Criminal Justice have developed a sequence of study to provide students with an interdisciplinary focus in the psychology of crime and justice. The minor is designed to complement undergraduate degrees in psychology, criminal justice and other social and behavioral sciences.

In addition to the course requirements for a Psychology degree, Psychology majors who seek to qualify for a Minor in the Psychology of Crime and Justice must complete these additional courses and maintain a 2.5 GPA:

PSYC 2	Abnormal Psychology	3 credits
PSYC 253	Drugs and Human Behavior	3 credits
CRJS 101	American Criminal Justice	3 credits
CRJS 104	Introduction to Corrections	3 credits
CRJS/SOC 230	Criminology	3 credits
CRJS 310	Constitutional Law in Criminal Procedure I	3 credits
CRJS/PSYC 350	Antecedents of Aggression	3 credits
CRJS 245/PSYC 240	Psychology and the Law	3 credits

COURSE DESCRIPTIONS

PSYC 101. INTRODUCTION TO PSYCHOLOGY

A general introduction to the science of behavior and mental processes. Topics considered include learning, memory, perception, motivation, personality, psychopathology, and social interaction. **3 credits.**

PSYC 150. POSITIVE PSYCHOLOGY

This highly experiential and research-based course will examine the differing assumptions and questions that result from a change in perspective in psychology from decreasing maladaptive emotions and behaviors to increasing our capacity to thrive and prosper. Students will explore the human strengths, virtues, and skills that make life worth living and enable individuals and communities to flourish. **3 credits.**

PSYC 201. PERSONALITY

A survey of theories and research into the concept of personality. Includes biological, psychoanalytic, existential, cognitive, social, and behavioral perspectives. Prerequisite: PSYC 101. **3 credits.**

PSYC 203. MAJORING IN PSYCHOLOGY

This year-long course is designed to help sophomore psychology majors begin to chart their future in the field and lay the groundwork for life after graduation. Specifically, its purpose is to help students further understand themselves, their choice of psychology as a major, their potential careers and how these interact. Topics such as success in the major, career options, graduate school preparation, employment at the bachelor's level, professional identity, and personal development will be explored. Required for Sophomore Psychology majors. **1 credit.**

PSYC 211. ABNORMAL PSYCHOLOGY

The major forms of psychopathology that appear in childhood and adult life. Topics include the symptomatology of mental disorders; their etiology from psychological, biological, and sociocultural perspectives; and issues pertaining to diagnosis, treatment, ethics, and the legal system. Prerequisite: PSYC 101. **3 credits.**

PSYC 221. CLINICAL PSYCHOLOGY

An overview of clinical psychology focusing on the settings, clients, and activities of the clinical psychologist. Attention to the assessment and treatment of psychopathology and evaluation of the success of psychological interventions. Prerequisite: PSYC 101. **3 credits.**

PSYC 222. PSYCHOLOGICAL ASSESSMENT

An introduction to the principles and problems involved in the assessment of human behavior. This course highlights the skills involved in collecting, interpreting and integrating data from a variety of sources, such as interviews, observations and formal psychological testing. It will emphasize how this information is presented through psychological report writing. Prerequisites: PSYC 211, PSYC 221. **3 credits.**

PSYC 223. COUNSELING THEORY AND SKILLS

This course is for students considering a career in human services and mental health professions. It surveys the major theories that inform therapeutic practice and guides students in the process of integrating theories and techniques that are consonant with their personal style. This course will particularly benefit students majoring in psychology, social work, art therapy, and other disciplines which prepare the student for interaction with a population in need of positive mental health intervention. Prerequisite: PSYC 101. **3 credits.**

PSYC 225. HEALTH PSYCHOLOGY

This course focuses on the relationship and interaction of the mind and body. That is, how psychological functioning relates to illness and disease; treatment and outcome; and recovery and cure. In addition, the student will be introduced to the impact of age, gender, and ethnicity on the availability of, use of, and access to health care. The relationship of stress and lifestyle on the immune system, wellness and disease will be discussed. The psychological and physical interaction of some of today's major health issues such as eating, smoking, drinking, cancer and heart disease are presented with a discussion of treatment and outcome. Also, lifetime accommodation to chronic illness/disease based on psychological adjustment is reviewed. Other topics include: response to terminal illness, adjustment to trauma and the current industrialization of health care. Prerequisite: PSYC 101. **3 credits.**

PSYC 231. SOCIAL PSYCHOLOGY

This course examines the social foundations of human thoughts, feelings, and behavior by addressing the following aspects of social life: (a) social influence; (b) social roles and public behavior; (c) inferences about other people; and (d) interpersonal relations and groups. Among the topics to be considered are: the influence of public behavior on social norms, persuasion, impression management, social emotions, judgment of responsibility and character, interpersonal attraction, aggression, altruism, group dynamics, and inter-group conflict. The course will concentrate on the level of analysis of the individual, but will include sociological and evolutionary perspectives where appropriate. Prerequisite: PSYC 101. **3 credits.**

PSYC 235. SPORT PSYCHOLOGY

This course examines the application of psychological principles to sports and to athletes of all levels. Topics include: performance enhancement (i.e, mental imagery; self-talk), promoting well-being (i.e., the "recreational athlete"), psychopathology in sport and exercise (i.e., eating disorders), working with special populations (i.e., children, elite athletes, college athletes), and education and training for a career in sport psychology (i.e., graduate training; relevant work experience). Prerequisite: PSYC 101. **3 credits.**

PSYC 236. LEARNING AND MOTIVATION AND LAB

Learning and Motivation is part of the neuroscience concentration. This course provides an overview on the behavioral and neurobiological bases of learning, motivation, and memory. Lessons are conveyed through discussion of clinical studies on amnesia and other abnormalities with humans. As well as, discussion of experimental results obtained by behavior analytic, anatomical, electrophysiological, and biochemical techniques using non-human models. Prerequisite: PSYC 101. **3 credits.**

PSYC 237. MEMORY AND COGNITION

This course provides a survey of research into such human mental processes as perception, attention, memory, language, decision making, and creativity. It explores the domain of cognitive psychology (part of an active interdisciplinary approach known as cognitive science), a vibrant sub-field in psychology that emphasizes people's mental processes and knowledge. Prerequisite: PSYC 101. **3 credits.**

PSYC 240. PSYCHOLOGY AND THE LAW

The application of psychological principles, research and knowledge to legal issues and proceedings is growing rapidly. This course will deal broadly with the interface between psychology and the law. As such it will critically investigate the wide range of contemporary applications of psychology to a variety of topics including: understanding the origins and treatment of criminally deviant behavior, psychological autopsies, criminal profiling, jury selection, eye witness testimony, repressed memory, persuasive communication in the courtroom, child abuse investigations, competence determination and the insanity defense. Prerequisite: PSYC 101. **3 credits.**

PSYC 241. DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD

This course covers an area in psychology known as developmental psychology, which is the scientific study

of age-related changes in behavior, thinking, emotions, and social relationships. The focus is on childhood, from conception to the teenage years. Areas of development include physical, cognitive, and socio-emotional. The role of biological, maturational, and socio-cultural influences on development are considered. This course is solidly grounded in psychological theory. Basic issues in development are explored, and research methodologies and findings are emphasized. Prerequisite: PSYC 101. **3 credits.**

PSYC 242. DEVELOPMENTAL PSYCHOLOGY: ADOLESCENCE

This course covers the area of developmental psychology and will focus exclusively on that part of the lifespan know as adolescence (or, "the second decade of life"). A multi-disciplinary approach is utilized to examine how individuals develop from childhood into mature adulthood. Grounded in theory and empirical research, the course will cover fundamental changes (e.g., puberty, social transitions), contexts (e.g., families, peer groups), and psychosocial developmental issues (e.g., achievement, intimacy) associated with adolescence. In addition, basic issues in development are explored, and research methodologies and findings are emphasized. Prerequisite: PSYC 101. **3 credits.**

PSYC 252. BIOPSYCHOLOGY

The biological basis of behavior and experience, including the role of the brain in emotions, learning, memory, motivation, sleep, perception, consciousness, and psychological disorders. The course also considers how the brain recovers from damage. This course is the gateway course to the Neuroscience concentration. Prerequisite: PSYC 101. **3 credits.**

PSYC 253. DRUGS AND HUMAN BEHAVIOR

The basic principles of psychopharmacology, including the effects of stimulants, depressants, opioids, psychedelics, cannabis, as well as alcohol, caffeine, and tobacco. Also considered is the nature of addiction and modalities of treatment and prevention of drug abuse. Prerequisite: PSYC 101. **3 credits.**

PSYC 265. PSYCHOLOGY OF GENDER

Issues of female and male psychology are examined with a consideration of both the similarities and differences between women and men and how these characteristics influence behavior, cognitive abilities, and physical and psychological health. Theoretical perspectives on sex and gender are explored, as well as the research methods for comparing the sexes. Prerequisite: PSYC 101. **3 credits.**

PSYC 274. PSYCHOLOGY IN FILM

The main goal of this course is to explore different areas of psychology through film. We will evaluate the accuracy of the ways in which psychology is depicted in the movies by comparing it to actual psychological research. We consider a variety of psychological processes - motivation, personality, sensation, perception, memory, intelligence, moral decision-making, learning, stress, love, obedience, psychopathology, therapy, and so on – and use classic and contemporary feature films as a laboratory to shed light on those processes. Prerequisite: PSYC 101. **3 credits.**

PSYC 275. SENSATION AND PERCEPTION

Acquisition of information about the physical world through basic sensory mechanisms and perceptual processes. Perception of faces, objects, surfaces, space, motion and events. Connections between information, computations, and biological mechanisms in vision, audition, and other systems. Prerequisite: PSYC 101. **3 credits.**

PSYC 281. BEHAVIOR MODIFICATION

The gateway course to the Concentration in Applied Behavior Analysis introduces the major themes underpinning the behavioral approach to constructing healthy behavior repertoires. In addition to considering methods of behavioral assessment, the course surveys a variety of treatment modalities, including contingency management, token economies, exposure therapies, modeling, cognitive behavioral therapies, and acceptance and mindfulness-based interventions. Ethical principles as well as applications to medical disorders and to community problems are also considered. Prerequisite: PSYC 101. **3 credits.**

PSYC 282. BASIC PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS

This course provides an introduction to the basic principles of behavior, according to both operant and respondent conditioning paradigms. It covers the key dimensions of human behavior, the environmental factors involved in operant conditioning, and the tools and techniques developed to measure, record, and analyze resulting data. The functional relevance of behavior is explored so that ethical behavior change procedures may promote lasting change in a variety of clinical, organizational, and social contexts. Prerequisite: PSYC 281. **3 credits.**

PSYC 283. BEHAVIORAL RESEARCH: SINGLE SUBJECT DESIGN

This course will examine the multiple facets of behavioral research. Emphasis is placed on understanding, conceptualizing, applying, and critically analyzing behavioral research methodologies. Special emphasis will be placed on the analysis, strategies, tactics, and application of single subject research methodologies related to research-based educational and clinical practices. This course will also introduce professional ethics. Prerequisite: PSYC 282. **3 credits.**

PSYC 284. ADVANCED PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS

Provides a series of "practical" extensions to the preceding courses in the ABA sequence. We examine key concepts derived from the behavior analytic literature, while being introduced to specific behavior change procedures and strategies based on systematic applications of behavioral principles. These procedures will rely heavily on gaining control over environmental factors, such as reinforcement and motivational variables, to support positive behavior change across environments in which the psychologist will likely work. Prerequisite: PSYC 283. **3 credits.**

PSYC 290. STATISTICS FOR PSYCHOLOGY

Introduction to the use of statistics in psychology. Topics include measurement scales, hypothesis testing, descriptive statistics, concepts and procedures in statistical inference (including t-tests and analysis of variance), correlation and prediction, and nonparametric tests. Psychology majors and minors should take this first course in the methods sequence during sophomore or junior year. Prerequisite: PSYC 101. **3 credits.**

PSYC 291. RESEARCH METHODS I

Introduction to experimental and descriptive research methods in psychology. Topics include how to conduct literature searches, the American Psychological Association (APA) style of writing, the research process, ethics and bias in research, and experimental/non-experimental research designs. Students write an APA-style research proposal. Course should be taken immediately after PSYC 290. Prerequisite: PSYC 290. **3 credits.**

PSYC 292. RESEARCH METHODS II

Students conduct a research project proposed in PSYC 291. Topics of instruction include advanced computer-assisted data analysis and interpretation, presentation of research results, and the development of a full written research report using the guidelines of the American Psychological Association. Course should be taken immediately after PSYC 291. Prerequisite: PSYC 291. **3 credits.**

PSYC 294. INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY

Psychological concepts and methods applied to problems of personnel management, employee motivation and productivity, supervisory leadership, and organizational development. Prerequisite: PSYC 101. **3 credits.**

PSYC 301. HISTORY OF PSYCHOLOGY

A study of changing views of psychology from Descartes to the present, with emphasis on the influence of ideas and methodologies on the evolution of systems and theories of psychological thought during the past century. The course is a capstone experience helping the psychology major integrate the diversity of contemporary psychology. Prerequisite: Senior in Psychology or Permission. **3 credits .**

PSYC 331. ADVANCED SOCIAL PSYCHOLOGY

An advanced course in social psychology, covering special topics of current issues in social psychology. Prerequisite: PSYC 333. **3 credits .**

PSYC 333. CROSS-CULTURAL PSYCHOLOGY

Examines the elements of culture, including values, traditions, socialization, education, language, and politics. Describes and compares cultures within the United States, and compares Western and non-Western cultures around the world. Evaluates the cross-cultural applicability of major psychological theories. Helps students to develop effective cross-cultural communication skills Prerequisites: PSYC 201, or PSYC 231. **3 credits.**

PSYC 341. DEVELOPMENTAL PSYCHOPATHOLOGY

This course examines and explores the etiology, diagnosis, and treatment of psychopathology in children and adolescents. Content includes coverage of a variety of psychological disorders, such as anxiety

disorders, mood disorders, autism spectrum disorders, language/learning disabilities, mental retardation, and asthma and diabetes. Focus is on the developmental psychopathology perspective, which endorses that abnormal development occurs along dynamic pathways, with links to both the past and future. An exploration of the social and cultural contexts in which children experience life is also examined. Prerequisite: PSYC 211 or PSYC 241 or PSYC 242. **3 credits.**

PSYC/CRJS 350. ANTECEDENTS OF AGGRESSION
Aggressive behavior and violence is an issue of great concern for the mental health and criminal justice systems, as well as society. This course explores the biological, psychological, and social factors involved, as well as their interaction in children, adolescents, and adults. Emphasis is placed on controlling aggression, assessing and managing violence risk, and prevention and treatment strategies with a juvenile population. Prerequisite: PSYC 101. **3 credits.**

PSYC 475. PSYCHOLOGY INTERNSHIP
An opportunity for students to get specific job related training and/or to apply concepts learned in coursework to a psychology-related community placement. **3 credits.**

PSYC 476. PSYCHOLOGY INTERNSHIP
An opportunity for students to get specific job related training and/or to apply concepts learned in coursework to a psychology-related community placement. 400 hours~ **6 credits.**

PSYC 352. SEMINAR IN BIOLOGICAL PSYCHOLOGY: TOPICS IN NEUROSCIENCE
This seminar course will provide depth to the Neurosciences through student and instructor discussion. Primary source research will be presented and discussed in great detail. Topics may include, but are not limited to the following: electrophysiology, neuropharmacology, drug abuse, systems level analysis, neurology, specific psychological disorders, and biostatistics. Prerequisite: PSYC 252 or permission. **3 credits.**

PSYC 480. CURRENT ISSUES IN PSYCHOLOGY
Students lead an in-depth exploration of a selected topic in contemporary psychology. Topics change each year: Past topics have included evolutionary psychology, affective forecasting, psychoneuroimmunology, flow, automaticity, and self-justification. Prerequisite: PSYC 101**. 0 credits**

PSYC 490. SENIOR RESEARCH PRACTICUM
The student designs, executes, and presents an original research project. Prerequisites: Minimum GPA 3.0 and permission from the sponsoring faculty member, the student's academic advisor, and Department chair. **3 credits.**

Public Health

Department Chair
Thomas Cook, Ph.D.

FACULTY

Professors:
David J. Dausey, Ph.D.

Assistant Professors:
Thomas Cook, Ph.D.
James Teufel, Ph.D.

JOINTLY APPOINTED FACULTY:

Professors:
Robert Hoff, M.A. (Psychology)
David C. Hyland, Ph.D. (Biology)

Associate Professor:
Peggy Black, Ph.D. (Sociology/Social Work Department)

Assistant Professor:
Suzanne Gushie, M.A., A.T.C. (Sports Medicine)

INTRODUCTION

The Public Health Department offers a Bachelor of Arts, Bachelor of Science and a minor in public health. The Public Health program at Mercyhurst was developed to meet the growing demand for Public Health studies among college students nationwide and in response to the Institute of Medicine's recommendation to the US Department of Education that all college campuses offer public health coursework to undergraduate students. In 2009, the Los Angeles Times reported that the US is facing a "public health workforce shortage" and noted that by 2020 America will be short more than 250,000 public health workers. The Public Health program at Mercyhurst will train students who are able to pursue and take leadership roles. Students majoring in public health can pursue a wide range of public health careers including: public health practice, health education, infection control, environmental health, epidemiology, biostatistics, health services research or administration, health policy, and international health. Public health also provides a strong platform for students interested in a wide variety of careers in related fields including medicine, health care, biotechnology and the life sciences. There are also a wide variety of graduate school options for students pursuing a public health major. There are currently more than 50 graduate schools of public health in the US in some of the nation's best universities offering both master and doctoral degrees.

MISSION STATEMENT

Consistent with the mission of Mercyhurst University, the Public Health Department at Mercyhurst seeks to educate students to be globally responsible citizens who take intelligent actions to improve the lives and conditions of people around the world. The Department strives to:

Instill a passion for public health knowledge and action in undergraduate students

Train the next generation of public health workers who "think globally, act locally"

Become a community resource and repository for public health knowledge

Serve as an exemplar for undergraduate public health studies for colleges and universities around the country

Develop public health curricula, case studies and learning tools that can be adopted by other public health programs

Design and implement public health continuing education training opportunities for existing members of the public health workforce

Conduct cutting edge public health research designed to improve the health and well being of populations of people

Disseminate public health knowledge through peer-reviewed publications, public reports and national, regional and local presentations

Provide high school and college students with information about public health as a career option

Increase awareness about the health and conditions of populations around the world

PROGRAM STUDENT LEARNING OUTCOMES

The faculty members of the Public Health Department have identified five major Student Learning Outcomes (SLOs) for Majors in the Public Health Program. These SLOs are based on the 14 Council for Education in Public Health (CEPH) specific learning outcomes, which have been combined into 5 broader learning outcomes. The learning outcomes are as follows:

Demonstrate an understanding of the history and philosophy of Public Health, the healthcare system and the relevant dimensions of health policy, law, ethics and economics related to public health.

Identify the role and importance of using data in Public Health for identifying and addressing population health challenges

Demonstrate an understanding of the science of human health and disease and the principles of health promotion and health protection.

Describe the role socioeconomic, behavioral, biological and environmental factors on human health and their contribution to health disparities.

Use mass media, technical writing and technology to effectively communicate health-related information and to disseminate public health messages to a wide range of audiences.

UNIQUE FOCUS

The public health program has a unique focus that provides students with skills that are:
Cutting edge
Distinct
Marketable

In addition to core public health methods they will learn new and evolving methods that are likely to shape the field over the next decade including crowd sourcing, social network analysis, and agent based modeling. Students will graduate with a distinct set of skills that are marketable to employers or that will make them strong candidates for further studies.

These skills include strong data analysis, statistical programming, and database development skills. In addition, from the outset, they will be taught "soft skills" related to professionalism, teamwork and advancement that will put them on a path to exceed in their careers.

UNIQUE EXPERIENTIAL APPROACH

The public health program has a unique approach that defines the program and sets it apart from most other undergraduate programs in public health. Three defining principles provide maximum benefit for career development:
Competency focused
Team based
Applied

Knowledge acquisition is only one aspect of learning. The public health program focuses on teaching students skills that are critical for a successful career in public health. This approach focuses not only on what students know when they graduate but also on what they can do and is consistent with professional expectations for public health graduates entering the work force or graduate studies. The curriculum is team based and harnesses that power to improve student outcomes and learning through case studies projects, exercises and simulations.

PUBLIC HEALTH DEGREE REQUIREMENTS (BACHELOR OF ARTS) PUBLIC HEALTH MAJOR

Bachelor of Arts in Public Health (BAPH) majors must maintain a 2.5 GPA in the major concentration to be recommended for graduation. There are 10 required core courses in the public health curriculum:

PUBH 101	Foundations of Public Health	3 credits
PUBH 102	Professionalism in Public Health	3 credits
PUBH 105	Health Care Policy and Management	3 credits
PUBH 109	Health Education	3 credits
PUBH 201	Environmental Health	3 credits
PUBH 211	Global Health	3 credits
PUBH 240	Biostatistics	3 credits
PUBH 260	Principles of Epidemiology I	3 credits
PUBH 285	Health Evaluation Research, Methods & Analysis	3 credits
PUBH 290	Social Determinants of Health	3 credits

Courses that meet the University Core requirements as well as the major core are: PUBH 101 Foundations of Public Health and PUBH 240 Biostatistics.

Practicum Requirement: All students in the BAPH track must also complete a field experience, internship or research practicum prior to graduation.

PUBH 475	Public Health Field Experience	3 credits
	OR	
PUBH 476	Public Health Internship	3 credits
	OR	
PUBH 490	Public Health Senior Research Practicum*	3 credits

*Pre-requisites: PUBH 240, 260 & 285

ELECTIVE COURSE REQUIREMENTS

BAPH majors are also required to take at least seven (7) additional relevant multidisciplinary courses (21 credits) of which at least two (2) must be Public Health (PUBH) electives (6 credits). Students work with their public health faculty advisors to choose elective classes. Public health faculty must approve all multidisciplinary electives other than PUBH courses for them to count as part of the public health degree. Examples of acceptable multidisciplinary courses offered outside the Public Health Department include:

ANTH 109	World Geography	3 credits
ANTH 112	World Cultures	3 credits
ANTH 227	Ethnographic Field Methods	3 credits
COMM 185	Communication in Society	3 credits
COMM 315	Communication Techniques	3 credits
COMM 329	Communication and Social Responsibility	3 credits
COMM 369	Global Communication	3 credits
CRJS/SOC 203	Deviant Behavior	3 credits
CRJS/SOC 220	Drugs, Crime & Criminal Justice	3 credits
CRJS/SOCW 313	Crisis Intervention	3 credits
HIST 229	Environmental History of U.S.	3 credits
POLI 195	Environmental Politics	3 credits
POLI 202	Contemporary Environmental Issues	3 credits
POLI 280	Global Environmental Politics	3 credits
POLI 320	Environmental Philosophy	3 credits
PSYC 101	Introduction to Psychology	3 credits
PSYC 222	Psychological Assessment	3 credits
PSYC 225	Health Psychology	3 credits
PSYC 231	Social Psychology	3 credits
PSYC 252	Biopsychology	3 credits
PSYC 253	Drugs and Human Behavior	3 credits
PSYC 281	Behavior Modification	3 credits
PSYC 282	Basic Principles of Applied Behavior Analysis	3 credits
PSYC 291	Research Methods I	3 credits
PSYC 292	Research Methods II	3 credits
RIAP 250	Professional Communications	1 credit
RIAP 272	Terrorism	3 credits
SOC 100	Introduction to Sociology	3 credits
SOC 101	Contemporary Social Problems	3 credits
SOC 204	Diversity in Society	3 credits
SOC 300	Sociological Research Methods	3 credits
SOC 342	Human Needs and Global Problem	3 credits
SOC/POLI 362	Global Issues	3 credits
SOCW 107	Introduction to Social Work	3 credits
SOCW 220	Human Behavior and the Social Environment I	3 credits
SOCW 221	Human Behavior and the Social Environment II	3 credits
SOCW 304	Social Welfare Analysis	3 credits

PUBLIC HEALTH DEGREE REQUIREMENTS (BACHELOR OF SCIENCE) PUBLIC HEALTH MAJOR

Bachelor of Science in Public Health (BSPH) majors must maintain a 2.5 GPA in the major concentration to be recommended for graduation. There are 10 required core courses in the public health curriculum:

PUBH 101	Foundations of Public Health	3 credits
PUBH 102	Professionalism in Public Health	3 credits
PUBH 105	Health Care Policy & Law	3 credits
PUBH 109	Health Education	3 credits
PUBH 201	Environmental Health	3 credits
PUBH 211	Global Health	3 credits
PUBH 240	Biostatistics	3 credits
PUBH 260	Principles of Epidemiology I	3 credits
PUBH 290	Social Determinants of Health	3 credits
PUBH 261	Principles of Epidemiology II	3 credits

Practicum Requirements:

All students in the BSPH track must also complete a field experience, internship or research practicum before graduation.

PUBH 475	Public Health Field Experience	3 credits
	OR	
PUBH 476	Public Health Internship	3 credits
	OR	
PUBH 490	Public Health Senior Research Practicum	3 credits

*Pre-requisites: PUBH 240, 260 & 261

Courses that meet the University Core requirements as well as the major core are: PUBH 101 Foundations of Public Health and PUBH 240 Biostatistics.

Elective Course Requirements

Students in the BSPH program are also required to take five multidisciplinary electives in math and science and two additional Public Health electives. Students work with their public health faculty advisors to choose these classes. Public health faculty must approve all math and science electives for them to count as part of the public health degree. Students who are pre-health are required to work with both their pre-health advisor and Public Health advisor to choose appropriate courses to ensure that they meet the requirements of the specific graduate or professional program that they are interested in pursuing after graduation. These students may be required to take greater than 5 science and math courses to meet these requirements. Examples of acceptable multidisciplinary courses include:

BIO 120	Human Biology	3 credits
BIO 121	Human Biology Lab	1 credit
BIO 125	Medical Terminology	1 credit
BIO 142	Cellular and Molecular Biology	3 credits
BIO 143	Cell and Molecular Biology Lab	1 credit
BIO 180	Microorganisms	3 credits
BIO 181	Microorganisms Lab	1 credit
BIO 200	Microbiology	3 credits
BIO 201	Microbiology Lab	1 credit
BIO 296	Biology of Development and Aging	3 credits
BIO 330	Immunology	3 credits
BIO 331	Immunology Lab	1 credit
CHEM 121	General Chemistry I	3 credits
CHEM 122	General Chemistry I Lab	1 credit
CHEM 131	General Chemistry II	3 credits
CHEM 132	General Chemistry II Lab	1 credit
CHEM 240	Organic Chemistry I	3 credits
CHEM 241	Organic Chemistry I Lab	1 credit
CHEM 250	Writing and Communication for Scientists	3 credits
SCI 150	Understanding Science	3 credits
MATH 109	Statistics	3 credits
MATH 209	Statistics II	3 credits
MATH 291	Statistical Analysis	3 credits
MIS 110	Advanced Computer Applications	3 credits
PHYS 100	Conceptual Physics	3 credits
PHYS 101	Principles of Physics I	3 credits
PHYS 103	Principles of Physics I Lab	1 credit
PHYS 102	Principles of Physics II	3 credits
PHYS 106	Principles of Physics II Lab	1 credit
SCI 170	Energy Science	3 credits
SCI 171	Energy Science Lab	1 credit
SCI 235	Computational Science	3 credits

PUBLIC HEALTH MINOR

A minor in public health is useful to any student considering a career in medicine, health care or the health sciences. Seven courses are required for the public health minor. Three of these courses are CORE courses:

PUBH 101	Foundations of Public Health	3 credits
PUBH 201	Environmental Health	3 credits
PUBH 211	Global Health	3 credits
PUBH 240	Biostatistics	3 credits
PUBH 260	Principles of Epidemiology I	3 credits

COURSE DESCRIPTIONS

Public health is both a discipline and a perspective on human health, with an emphasis on the health of populations and groups rather than on individual patients. This focus on serving the needs of populations and emphasis on prevention over traditional medicine approaches presents economic, political and ethical challenges to public health workers and researchers. Public health requires a unique skill set that pulls from statistics, demography and biology to the social sciences and public policy. This course will focus on the core areas of public health practice including chronic disease prevention, transmission of infectious diseases, health promotion, disease-related research and environmental health. **3 credits.**

PUBH 102. PROFESSIONALISM IN PUBLIC HEALTH

A critical component for a successful career in public health is being able to function in a professional environment. This course teaches students about the basic expectations of professional environments and how best to carry themselves in professional environments to succeed. The course teaches students about professional expectations regarding work ethic, working on teams, turning in quality work, meeting deadlines, handling disputes, presenting their work, handling competing obligations and time management. **3 credits.**

PUBH 105. HEALTH CARE POLICY AND MANAGEMENT

Americans eat more, work more, and exercise less than the citizens of all other developed nations. As a result, the prevalence of chronic disease is higher in the US than all European countries and US health care costs are the highest in the world. The US doesn't have a health care problem--it has a public health problem. "Health care" and "public health" have developed in silos despite the fact that both fields are fundamentally tied to one another. This course provides students with a framework to think systematically about the determinants of health, the problems linking public health and physician and hospital-based health care, and the strategies available to governments and policymakers for addressing these matters. The course emphasizes contemporary topics that are important in the health policy debates of virtually all nations and provides cross-national comparisons of public health and health care

systems**. 3 credits.**

PUBH 109. HEALTH EDUCATION

A critical role of public health is to promote and transform the health of populations. During this course, theories and models that explain health behaviors and outcomes are described, and successes and failures of past and present health promotion initiatives are discussed. Students learn the ethical, philosophical, theoretical and practical reasons for improving the health of people and their communities as well as the key elements of planning and implementing effective health promotion programs. Opportunities for applying health education and promotion methods cross settings and sectors of communities. Careers and educational pathways for health educators are also reviewed. **3 credits.**

PUBH 201. ENVIRONMENTAL HEALTH

Environmental Health is an introduction to the role of environmental exposures in human health and disease. Though the focus is on humans, because the human ecological footprint is expanding and has few natural boundaries, the impacts of human activities on the broader environment and non-human systems are equally important to our understanding of the role of environment on health. It is an applied science course that will focus on finding solutions to the many challenges posed by environmental health hazards including chemical, biological and radiation exposures at work, at home and at play - and the choices we must make to minimize personal exposures while participating in an expanding global economy. A major emphasis is on understanding the role of public health in environmental health science while linking these disciplines to broader goals of preserving environmental quality and protecting human health. **3 credits.**

PUBH 211. GLOBAL HEALTH

A person born in Japan can expect to live to 83 while a person born in Swaziland is unlikely to see their 32nd birthday. There are dramatic differences in the health and well being of populations around the world. What explains these disparities and what can be done about them? These questions and more are fundamental to the core of global health. This course will use case studies, interactive exercises and simulations to teach students the core principles of global health while encouraging them to think globally and act locally. Students will learn about cutting edge methodologies in global health including the use of mobile phones to monitor health, the use of Gapminder software to study population health trends, and modeling techniques to simulate the impact of proposed public health policy interventions. **3 credits.**

PUBH 240. BIOSTATISTICS

Whereas epidemiology is the science of public health, biostatistics is the "toolkit" of the epidemiologist and public health practitioner with many applications across clinical, evaluation and research settings. Public health scientists must collect and use data to answer key questions about the effectiveness of interventions, monitor the health of populations and make decisions based on evidence. Building on a foundation of basic statistics, the course uses real-world health data and simulations to practice applying the same tools used by professional epidemiologists in the field and medical researchers investigating the causes of disease. **3 credits.**

PUBH 260. PRINCIPLES OF EPIDEMIOLOGY I

From its foundations in the London Cholera epidemic of 1854 to emerging epidemics around the globe, epidemiology is an investigative health science using the clues around us to better understand the cause of disease outbreaks and to develop effective strategies for promoting and protecting public health. The science of epidemiology is concerned with measurement, study design and methods which will provide "disease detectives" a solid base of evidence upon which to make decisions about health policy, treatment of diseases and to establish public health priorities. This course will introduce this exciting science through data exercises, case studies and hands-on investigation, which require skill, knowledge and quick thinking to get the job done. **3 credits.**

PUBH 261. PRINCIPLES OF EPIDEMIOLOGY II

Epidemiology is a complex field with rigorous methodologies. This course will build on Principles of Epidemiology I to provide students with an advanced knowledge of methods and tool to track disease cause and spread. Students will engage in a series of projects and case studies to gain exposure in using the data and tools used by epidemiologists in the field. Prerequisites: PUBH 240, PUBH 260. **3 credits.**

PUBH 280. MENTAL HEALTH & PSYCHIATRIC EPIDEMIOLOGY

This course will focus on public mental health and the basic epidemiology of neurological and psychiatric diseases through a series of weekly case studies. The course will also address suicide, injury and violence as public health problems and related prevention strategies. Students will also receive training in basic Mental Health First Aid and other public health approaches to mental health. **3 credits.**

PUBH 283. HEALTH SECURITY

Health security addresses the overlap between infectious disease outbreaks and other complex emergencies and concerns about national security including threats related to bioterrorism and emerging infectious diseases both domestically and abroad. Increasingly, controlling epidemics requires coordination among multiple agencies both to stop the spread of disease and avoid political, social and economic disruptions. **3 credits.**

PUBH 285. HEALTH EVALUATION RESEARCH METHODS & ANALYSIS

The application of evaluation methods begins prior to project implementation and continues well after the conclusion of the project. A cultural movement toward increased accountability has elevated the value of evaluating policies, practices, and environments in medicine and public health. Evaluation skills enable professionals to develop evidence-based practices, adapt practices based on evidence, and win funding. Results support scaling and sustainability of efficient and effect strategies. 3 credits

PUBH 290. SOCIAL DETERMINANTS OF HEALTH

Social and economic conditions are currently the best predictors of health outcomes in the United States, and improvements in living conditions better explain gains in human life expectancy than improvements in medicine alone. The links between social structures (risk conditions) and lifestyles (risk factors) are explored. The impact of risk conditions, such as income and education, on health outcomes are reviewed and compared across communities and cultures. Students are introduced to emerging theories and research on the social determinants of health. The benefits and costs of decreasing inequity and injustice as well as increasing equity and justice are critically analyzed. **3 credits.**

PUBH 311. PRINCIPLES OF EPIDEMIOLOGY II

Epidemiology is a complex field with rigorous methodologies. This course will build on Principles of Epidemiology I to provide students with an advanced knowledge of methods to track disease cause and spread. Students will learn how to diagnose and address threats to validity in epidemiologic study designs. They will learn to model complex multivariable problems using both parametric and nonparametric statistics. the methods covered will include analyses of proportions, rates, and time to failure as well as parametric models for hazard functions and proportional hazards regression. Prerequisites: PUBH 260, PUBH 261. **3 credits.**

PUBH 322. PUBLIC HEALTH INFORMATICS

There are now more cell phones in India than there are toilets. The pervasive influence of technology on society has the potential to transform the way that public health systems interact with people. This course explores the vast potential of applying cutting edge technologies to help solve public health problems. The course will cover topics such as: how cell phones can be used to improve prenatal health in rural China and how can over the counter pharmacy data be used to predict disease outbreaks in Cleveland. Students will learn about decision support systems for public health workers and how information can be used to monitor and evaluate public health initiatives. **3 credits.**

PUBH 325. PROGRAM EVALUATION

Program evaluation guides health projects, programs, and initiatives. The science and art of evaluation often requires making informed trade-offs between feasibility, accuracy, and utility. The application of evaluation methods begins prior to project implementation and continues well after the conclusion of the project. A cultural movement toward increased accountability has elevated the value of evaluating policies, practices, and environments in medicine and public health. Evaluation skills enable professionals to develop evidence-based practices, adapt practices based on evidence, and win funding. Results support scaling and sustainability of efficient and effect strategies. **3 credits.**

PUBH 475. PUBLIC HEALTH FIELD EXPERIENCE

Experiential learning is a critical for students to develop the competencies in public health that will enable them to have successful careers. The public health field experience is an intensive internship that allows students to gain real experience in the field working for a public health agency or an organization that has a public health mission. **3 credits.**

PUBH 490. PUBLIC HEALTH SENIOR RESEARCH PRACTICUM

Experiential learning is a critical for students to develop the competencies in public health that will enable them to have successful careers. The public health field experience is an intensive internship that allows students to gain real experience in the field working for a public health agency or an organization that has a public health mission. **3 credits.**

Religious Studies

Department Chair
Daniel McFee, Ph.D.

FACULTY

Professors:
Mary Hembrow Snyder, Ph.D.
Thomas Forsthoefel, Ph.D.
Daniel McFee, Ph.D.

Associate Professors:
Robert von Thaden, Ph.D.
Verna Ehret, Ph.D.
Richard McCarty, Ph.D.

Instructor:
Caesar Montevecchio, M.T.S.

PROGRAM MISSION STATEMENT

The academic study of religion is a central component to the humanities curriculum of Mercyhurst University. Understanding the full dimension of religious experience and inquiry is integral to the human quest for meaning and value. In keeping with this principle, the Religious Studies department has constructed a series of courses aimed at developing critical thinking, creativity, compassion, and a sensitivity to justice in its students. Methodological approaches include comparative, textual-historical, constructive, and theological.

Rooted in its Catholic origins and committed to the classical critical inquiry of the Catholic intellectual tradition, a spirit of ecumenical and interfaith openness nevertheless is a defining characteristic of the Religious Studies department. In this spirit, students majoring in Religious Studies are minimally required to take two courses from the comparative-cultural sequence and may even focus their major in the cross cultural study of religion. At the same time, the department supports students wishing to pursue deeper studies in the Catholic tradition by making specific courses available for the Catholic Studies minor.

STUDENT LEARNING OUTCOMES

Upon completing the Bachelor of Arts in Religious Studies, graduates will be able to:

1. Apply different methodological approaches to the academic study of religion.
2. Identify and explain origins, developments, and diversity within different religious communities with respect to rituals, practices, theologies, or texts.
3. Analyze and synthesize information from primary and secondary sources.
4. Compare and contrast multiple religious traditions with respect to rituals, practices, theologies, or texts.
5. Explain, critique, and apply different ethical paradigms.
6. Evaluate the interface between religion and society.
7. Compose and critique scholarship with respect to the academic study of religion.

RELIGIOUS STUDIES MAJOR AND MINOR

The department offers a Bachelor of Arts in Religious Studies, consisting of ten courses, and a Religious Studies minor, consisting of six. A 2.5 GPA is required of all seeking a major, minor or associate degree from this department. The study of a foreign language is highly encouraged for all students in this major.

THE RELIGIOUS STUDIES PROGRAM

is organized into these principal areas: biblical-historical, systematic-ethical, and comparative-cultural. The Religious Studies major requires at least two courses from each of the three areas and any four electives from those areas The Religious Studies minor requires one course from each of the three areas and any other three electives from those areas. Majors in their junior or senior years are required to take RLST 480 Seminar in Religious Studies, the capstone course of the program. Minors are strongly encouraged to take RLST 480. Two Religious Studies courses are required of all students as part of the Core Curriculum (Category II and one other from the other Core Categories, not including Category X). All students are required to take the Ethics Capstone Course (Category X), which includes RLST 405 Social Ethics. Thus, with careful planning, students in Religious Studies can meet several core requirements while fulfilling their major and minor requirements. One course in the Catholic Studies program (CST) may contribute to the Religious Studies major and minor course requirements.

BIBLICAL-HISTORICAL

Take at least two of the following courses:

RLST 205	Western Christian Heritage	3 credits
RLST 210	New Testament & Christian Origins	3 credits
RLST 245	Christian Spiritual Traditions	3 credits
RLST 270	Women and Scripture	3 credits
RLST 280	Prophetic Traditions	3 credits
RLST 290	Wisdom Literature	3 credits
RLST 320	American Religious Thought	3 credits
RLST 390	Apocalyptic Literature: Apocalypse to Zombie	3 credits

SYSTEMATIC-ETHICAL

Take at least two of the following courses:

RLST 200	Contemporary Moral Issues	3 credits
RLST 255	Religious Perspectives on Human Relationships	3 credits
RLST 260	Catholic Symbols and Sacraments	3 credits
RLST 275	Liberation, Religion, and Society	3 credits
RLST 300	Science and Religion	3 credits
RLST 310	Religion, Modernity, and Post-Modernity	3 credits
RLST 345	Philosophy of Religion	3 credits
RLST 375	Religion and the Environment	3 credits
RLST 380	Christology	3 credits
RLST 405	Social Ethics	3 credits
RLST 440	Peace and Justice	3 credits

COMPARATIVE-CULTURAL

Take at least two of the following courses:

RLST 100	Introduction to Religious Studies	3 credits
RLST 250	Eastern Philosophy	3 credits
RLST 285	World Religions	3 credits
RLST 325	Religion, Enculturation and Pluralism in America	3 credits
RLST 330	Hinduism	3 credits
RLST 360	Buddhism	3 credits
RLST 370	Islam	3 credits
RLST 385	Poetry of the Sacred	3 credits
RLST 420	Mysticism	3 credits

SECOND YEAR EVALUATION

At the end of two years, each major/minor student's progress is reviewed to determine continuation in the program. Special attention is paid to an ongoing commitment to intellectual growth and to the maintenance of the 2.5 GPA minimum requirement. A formal request for delay of this review into the third year requires special permission from the department director.

WRITING TO LEARN

Courses in Religious Studies feature writing and the development of writing skills as a constitutive part of the program. All courses require essays, papers, critiques and give the opportunity for revisions and for consultation with faculty for improving critical writing skills.

COURSE DESCRIPTIONS

RLST 100. INTRODUCTION TO RELIGIOUS STUDIES

The purpose of this introductory course is to provide students with the foundational skills of the academic study of religion in order to apply them to an increased understanding of the role of religion in contemporary society. The course presents a broad overview that will provide students with a foundation for topical courses in the Religious Studies Department as well as the ability to engage religion thoughtfully and knowledgably in other disciplines. **3 credits.**

RLST 200. CONTEMPORARY MORAL ISSUES

Course explores moral issues both personal and social, in light of Christian Scriptures, tradition, and human experience. A Roman Catholic perspective on these issues is emphasized. **3 credits.**

RLST 205. WESTERN CHRISTIAN HERITAGE

This course examines the impact of significant Christian thinkers on Western culture. As we will see, the development of a Western Christian heritage was neither monolithic nor predetermined. It is rather the historical result of argument and debate among a plurality of voices throughout the centuries. We will explore the influence these voices have on the way various contemporary Christians groups conceptualize theology and authority. **3 credits.**

RLST 210. NEW TESTAMENT AND CHRISTIAN ORIGINS

This course engages the foundational documents of Christianity and examines how these texts emerged over time as an authoritative collection that came to be regarded as Scripture. In addition to contexualizing these documents in their indigenous religious/philosophical/cultural environments, special attention will be paid to the formation of diverse early Christian communities based on differences in their use of a multiplicity of Jesus traditions. Examining how different Christian groups thought about and used authoritative texts in the ancient world will help contextualize the global differences in Christian (and other religious groups) in contemporary society. **3 credits.**

RLST 245. CHRISTIAN SPIRITUAL TRADITIONS
This course presents an overview of the development of the spirituality in the Christian West by examining the major movements and trends from the post-apostolic era until the present. **3 credits.**

RLST 250. EASTERN PHILOSOPHY
This course examines various traditions of Indian philosophy, specifically the 'orthodox' schools (the so-called "six views") and their Buddhist counterpoints. Our concern will be the methods, presuppositions, arguments, and goals in Indian reflection on the nature of the human person (philosophical anthropology), the nature of reality (metaphysics), and the nature and process of knowing (epistemology). The goals of this course include showing the traditions of systematic, critical thinking in India and highlighting, where appropriate, their significant parallels to Western philosophical thought. **3 credits.**

RLST 255. RELIGIOUS PERSPECTIVES ON HUMAN RELATIONSHIPS
This course will examine the many ways religious and cultural traditions have interpreted the dynamics of human relationships, including (but not limited to): concepts of relating to oneself, to others (or, friendship), relationships with divine, sexual relationships, as well as definitions of marriage and family. The course offers descriptive, comparative, and critical analyses of the teachings of individual theorists (religious, cultural, and/or philosophical) in order to better understand how religious and cultural perspectives bear on the questions and controversies about human relationships in the modern world. **3 credits.**

RLST 260. CATHOLIC SYMBOLS AND SACRAMENTS
This course will be an exploration into the richness and complexity of Catholic ideas and experience. We will examine elements of the tradition's religious practice, including symbols, rituals, narratives and community. Using a variety of approaches (historical, theological, literary, and cultural), we will address critical questions about Catholic life. **3 credits.**

RLST 270. WOMEN AND SCRIPTURE
An exploration of the biblical texts dealing with the themes relating to women: their presence and neglect, images and roles. The course will study the contributions, challenges and significance of women in Scripture with particular concern for contemporary interpretations by Jewish and Christian women. 3 credits.

RLST 275. LIBERATION, RELIGION AND SOCIETY
This course examines the origin and growth of liberation theologies in Asia, Africa, and Latin America, and the United States. Students will be introduced to the work of major liberation theologians and the diverse contexts in which liberation theologies are done. The critical roles they play within diverse religious, cultural, and societal contexts and the impact of economic globalization has upon them will also be considered. **3 credits.**

RLST 280. PROPHETIC TRADITIONS
While our primary focus will be an examination of the prophetic worldviews found in Jewish and Christian Scriptures, we will continue our exploration into post-biblical texts that reconfigure these biblical prophetic traditions. Issues of authority, social justice, exclusivity, and violence will be explored. **3 credits.**

RLST 285. WORLD RELIGIONS
An inquiry into the history of religions by focusing on several world religious traditions and their claims about Ultimate Reality, the purpose of human life, the meaning of suffering and alienation, the importance and role of social organization, and ethics. **3 credits.**

RLST 290. WISDOM LITERATURE
This course examines the diverse wisdom traditions found in Jewish and Christian sacred texts. The concern to teach communities and individuals how to live a life of righteousness with God's creation unifies these diverse traditions. In addition to examining the development of various wisdom ideologies, we will investigate wisdom's relationship to apocalyptic thought in the Hellenistic era. Critical reflection on the blending of these worldviews will lead us to a discussion about the ethics of reading within faith communities. **3 credits.**

RLST 300. SCIENCE AND RELIGION
This course will examine the status of truth claims, specifically religious truth and scientific truth. The differing methods, criteria, and presuppositions utilized in the "hard sciences" and religious studies will be examined. Students will confront the problem of maintaining faith within the largely scientific paradigm accepted within higher education. **3 credits**.

RLST 310. RELIGION, MODERNITY, AND POST-MODERNITY
An analysis of the intellectual challenges to religious belief since the Enlightenment to the present day with a special emphasis on postmodern philosophy and the theological responses to the postmodern critique. **3 credits.**

RLST 320. AMERICAN RELIGIOUS THOUGHT
An historical survey of the sources and traditions of American religious thought with special regard for the 19th and 20th centuries; a critical examination of representative religious thinkers and theologians; a study of the role of religion in American life and society. **3 credits.**

RLST 325. RELIGION, ENCULTURATION, AND PLURALISM IN AMERICA
This course has three aims. First, the class provides a basic introduction to the descriptive and explanatory models in the sociological study of religion that prove helpful in examining the enculturation of diverse traditions such as Buddhism, Islam, Hinduism, and Sikhism into the U.S. religious landscape. Second, this course examines strains of anti-immigration in the United States that resist such efforts of religious enculturation. Finally, the course acknowledges the distinctiveness of these enculturated religious traditions in order to move toward a pluralistic engagement of religious traditions. **3 credits.**

RLST 330. HINDUISM
An historical and thematic introduction to Hinduism which will examine its array of beliefs and morals, myths and rituals, philosophies and poetry, gurus and teachers, gods and goddesses. Particular attention will be given to developments in Hinduism including the host of philosophical, historical, social and political contexts that have generated plural expressions of Hinduism in India and have contributed to a more global expression of Hinduism worldwide. **3 credits.**

RLST 345. PHILOSOPHY OF RELIGION
This course investigates various issues and arguments within philosophy of religion, including: the problem of evil, arguments for God's existence, the concept of religious experience, divine omniscience and omnipotence, religious language, miracles, life after death, and the justification of religious belief. **3 credits.**

RLST 360. BUDDHISM
An introduction to the various world views encompassed under the rubric of Buddhism. This course surveys religious, philosophical and ritual developments in the history of Buddhism, beginning in the Indian context and extending throughout Asia and even into the West. The nature of reality, human community, suffering and liberation articulated in various versions of Buddhism will be primary themes for study. **3 credits.**

RLST 370. ISLAM
A study of the origins and development of Islam, beginning from the prophet Muhammad to the contemporary era. Special consideration of Islam's religious, social, and philosophical developments, the diversity within Islam, and the interface of Islam as it penetrated into cultures beyond the Arabian peninsula. **3 credits.**

RLST 375. RELIGION AND THE ENVIRONMENT
An examination of key texts, historical movements, and ideas pertaining to the relationship between "religion" and "the environment." Several religious traditions are considered, including: Judaism, Christianity, Islam, Buddhism, and Native American religions. **3 credits.**

RLST 380. CHRISTOLOGY
An examination of the development of images, concepts, and doctrines about Jesus of Nazareth. It moves chronologically from New Testament materials to contemporary theological discussions about the person and message of Jesus and their significance for the post-modern world. **3 credits.**

RLST 385. POETRY OF THE SACRED
A study of poetry as an expression of and a vehicle for awakening in the world's religious and spiritual traditions. Exploring notions of the sacred and theological anthropology, this course examines the context, content, and goals of poetry self-reflexively located in faith and spiritual traditions. Poetry of Hindu bhakti traditions, Sufism, Zen, and Christian mysticism would be central, thought not exclusive, to this course. **3 credits.**

RLST 390. APOCALYPTIC LITERATURE: APOCALYPSE TO ZOMBIE
Literature about "the end" has been employed by various cultures as a means to use language to reflect upon, critique, and explain current events. This course compares different visions of the end—ancient and modern, explicitly religious and not—by attending closely to the language of these narratives as it investigates what meanings they prompt in their diverse contemporary cultural contexts. **3 credits.**

RLST 405. SOCIAL ETHICS
Social ethics provides an introduction to influential ethical frameworks in order to move toward personal ethical engagements with a variety of social issues. As a senior capstone course, students engage and apply multidisciplinary perspectives on social realities and ethical arguments for the development of well-reasoned ethical perspectives. **3 credits.**

RLST 420. MYSTICISM
A study of the significance of mystical experience in the world's religions. What is the meaning of particularly vivid, intense religious experiences reported by sages, saints, and seers in the faith traditions of the world? This course will examine classic analyses of mysticism, the nature, context, and conditions of mystical experience, the 'perennial philosophy,' the scope of ineffability, and the cognitive merit of mystical experience. **3 credits.**

RLST 440. PEACE AND JUSTICE
In the face of oppression, people of faith and people of good will have argued for a principled world of peace and justice for all. This course examines how it is that oppressed people groups have grounded the pursuit of peace and justice in terms of social and spiritual liberation. This course will explore global and domestic cases of oppression, which may include: imperialism and exile, racism and civil rights, sexism and homophobia. Diverse religious responses to oppression may include: Jewish, Christian, Islamic, Buddhist, and Hindu views. **3 credits.**

RLST 480. SEMINAR IN RELIGIOUS STUDIES
A seminar that offers in-depth study of significant religious themes and thinkers, determined by the professor. The course is directed to majors and minors as their capstone course and does not otherwise meet general core-curriculum requirements. The course therefore presumes background training in religious studies and emphasizes independent, creative scholarship and experiential learning. **3 credits.**

RLST 490. THESIS
A student may elect to use three to six credits as "thesis credits" in place of one or two courses. This entails writing a substantial research paper and can only be done if approved by the student's advisor and department director. **3-6 credits.**

SOCIOLOGY/SOCIAL WORK

Department Chair
Laura Lewis, Ph.D., A.C.S.W., L.S.W.

FACULTY
Professors: Peter Benekos, Ph.D.
Peggy Black, Ph.D., A.C.S.W., L.C.S.W.
Laura Lewis, Ph.D., A.C.S.W., L.S.W.

Assistant Professor:
Bora Pajo, Ph.D.

Part-time Faculty:
Mandy Fauble, Ph.D., L.C.S.W.

Adjuncts:
Ed Brennan, MA
Melissa Russiano, LCSW

INTRODUCTION

The program in Sociology maintains an educational philosophy characterized by the sharing of learning between professor and student. Students with sociological research and theoretical skills will find themselves with a critical vantage point to prepare for the emergent occupational roles our rapidly changing society is bringing forth. The department offers senior students options for a thesis or internship opportunities both locally or outside of the Erie community. A Criminology concentration is offered to sociology majors interested in the study of crime and criminals. The courses emphasize skills in research, analysis, and evaluation. Minors are offered in Gerontology and Gender Studies. The Gender Studies Minor is interdisciplinary and listed separately in the catalog.

MISSION STATEMENT

The Sociology program provides students with the necessary skills to understand human behaviors and the dynamics of our global society. Our curriculum is based on liberal arts and strives to enhance students' critical thinking skills through a strong foundation of theory and research. A degree in sociology affords a strong foundation for graduate education, and opens the doors to a wide range of career paths such as law, social services, public policy, business, and communication.

PROGRAM STUDENT LEARNING OUTCOMES

Demonstrate an understanding of the theoretical background of the field of sociology.

Understand the importance of different types of scientific research, be able to formulate research questions, and demonstrate an understanding of data collection and data analysis.

Demonstrate the ability to recognize social problems and their impact on human behavior and well-being.

Demonstrate skills in critically thinking and ethical decision making through academic discourse.

SOCIOLOGY MAJOR – BACHELOR OF ARTS – CORE REQUIREMENTS

The Sociology major must achieve at least a 2.5 GPA in major courses.

SOC 100	Introduction to Sociology	3 credits
SOC 101	Contemporary Social Problems	3 credits
SOC 300	Sociological Research Methods	3 credits
SOC 301	Contemporary Sociological Theory	3 credits
SOC 330/POLI 330	Introduction to Social Statistics	3 credits
SOC 362/ POLI 362	Global Issues	3 credits
SOC 490	Senior Project	
	OR	
SOC 475/476	Sociology Internship	3-6 credits

Five (5) Sociology electives

CRIMINOLOGY CONCENTRATION REQUIREMENTS

In addition to the 6 core requirements students complete:

SOC 230/CRJS 230	Criminology	3 credits
SOC 337/CRJS 337	Sociology of Law	3 credits
SOC 204	Diversity in Society	3 credits
SOC/CRJS 240	Victimology	3 credits
SOC350/CRJS 350/PSYC 350	Antecedents of Aggression	3 credits
SOC 352/CRJS 352	Seminar: Political Crime and Terrorism	3 credits

(2) Criminology Electives

SOCIOLOGY MINOR

The Sociology Minor must achieve at least a 2.5 GPA in minor courses.

SOC 100	Introduction to Sociology	3 credits
	OR	
SOC 101	Contemporary Social Problems	3 credits
SOC 112/ANTH 112	World Cultures	3 credits
	OR	
SOC 204	Diversity in Society	3 credits
SOC 342	Human Needs and Global Problems	3 credits
SOC 301	Contemporary Sociological Theory	3 credits

(2) Electives

GERONTOLOGY MINOR

The Gerontology Minor must achieve at least a 2.5 GPA in minor courses.

SOC 107	Introduction to Gerontology	3 credits
SOC 214	Grief and Loss	3 credits
SOC 312	Services and Resources for the Aged	3 credits
SOC 475/SOC 476	Sociology Internship at an approved site serving older adults	3-6 credits
	OR	
SOCW 485/SOCW 486/SOCW 487	Social Work Internship at an approved site serving older adults	3/6/9 credits

(2) Electives (Must support content on aging and be approved by advisor)

SOCIAL WORK PROGRAM

The Mercyhurst Social Work Program is accredited at the baccalaureate level by the Council on Social Work Education. The primary objective of the Social Work program is to prepare the student for beginning generalist professional social work practice. The sequence of courses provides a core of knowledge, skills and social work values as well as distinctive professional competencies required for social work practice. Emphasis is placed on furthering knowledge and skills to aid people of diverse backgrounds to achieve meaningful, productive lives building on their strengths by utilizing an empowerment process.

Social Work requires both academic and interpersonal relationship skills. Respect for human dignity, knowledge of self and integrity, together with a commitment to social work values and ethics, and social and economic justice are necessary personal and professional attributes.

Students must apply for admission to the Department during the third term of their sophomore year, or after completion of 60 credits. A formal application, references, grade point average, and an interview form the basis for selection of majors. Application packets are available from the Program Director.

MISSION STATEMENT – SOCIAL WORK

The Social Work Program is dedicated to preparing competent generalist social work practitioners who are well-grounded in the values and ethics of the social work profession. The program is driven by the University mission that calls for students to be "socially merciful… globally responsible ….compassionately hospitable… .intellectually creative…reflectively aware… ambassadors of service". Coupled with critical thinking, values and ethics, the program seeks to provide the knowledge base, and competencies required for students to practice in a diverse society. The program strives to lay a foundation that enables students to assist individuals, families, groups and communities in their pursuit of well-being. The program is committed to teaching students about the role we must play in working toward creating a more just society that embraces human diversity and provides for the basic needs of all.

PROGRAM STUDENT LEARNING OUTCOMES

The social work program has identified 10 core competencies and student learning outcomes (SLO) that are guided by the Council on Social Work Education. These include:

Identify as a professional social worker and conduct oneself accordingly

Apply social work ethical principles to guide professional practice

Apply critical thinking to inform & communicate professional judgments

Engage diversity and difference in practice
Advance human rights and social and economic justice

Engage in research-informed and practice-informed research

Apply knowledge of human behavior and the social environment

Engage in policy practice to advance social and economic well-being and to deliver effective social work

Respond to contexts that shape practice

Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities

SOPHOMORE REVIEW

The credentials of Social Work majors are reviewed by the Social Work program faculty at the end of the sophomore year and at the completion of the Social Work Practice I course, prior to submission of the request for placement form. Students whose academic performance is satisfactory, but who do not have the personal or professional aptitude will be helped to select another major. Students with a major GPA lower than 2.5 may be asked to discontinue the program. A 2.5 GPA is necessary for placement in field work. Students must receive a C or better in all social work (SOCW) courses and are allowed to repeat a course only one time.

SENIOR COMPETENCY PAPER

Students are required to complete a competency paper during their field placements. The specifics are delineated in the Social Work Field Work Manual.

SOCIAL WORK MAJOR - BACHELOR OF ARTS REQUIREMENTS

SOCW 107	Introduction to Social Work	3 credits
SOC 100	Introduction to Sociology	3 credits
SOC 101	Contemporary Social Problems	3 credits
SOC 204	Diversity in Society	3 credits
POLI 100	American Government	3 credits
PSYC 101	Introduction to Psychology	3 credits
SOCW 220	Human Behavior and the Social Environment I	3 credits
SOCW 221	Human Behavior and the Social Environment II	3 credits
SOCW 304	Social Welfare Analysis	3 credits
SOC 300	Sociological Research Methods	3 credits
SOCW 307	Social Work Practice I	3 credits
SOCW 330	Social Work Practice II	3 credits
SOC 330/POLI 330	Introduction to Social Statistics	3 credits
SOCW 430	Social Work Practice III	3 credits
SOCW 440	Social Welfare Policy and Procedures	3 credits
SOCW 480	Social Work Seminar	3 credits
SOCW 485/486/SOCW 487	Social Work Internship	3/6/9 credits

(1) Major Elective

**It is recommended that Social Work Majors take Human Biology as the Core V, Natural Science course, Introduction to Social Statistics for the Core V Mathematics course, and American Government for Core IV

SOCIAL WELFARE MINOR

SOC 101	Contemporary Social Problems	3 credits
SOC 204	Diversity in Society	3 credits
SOCW 220	Human Behavior and the Social Environment I	3 credits
SOCW 304	Social Welfare Analysis	3 credits

(2) Social Work/Sociology Electives

Social Welfare Minors must achieve a minimum 2.5 GPA in minor courses. The Social Welfare Minor is not accredited by the Council of Social Work Education.

COURSE DESCRIPTIONS

SOC 100. INTRODUCTION TO SOCIOLOGY

An introduction to the scientific study of human societies and human group behavior through the presentation of major concepts in the field and exposure to selective classic and contemporary studies undertaken by sociologists. **3 credits.**

SOC 101. CONTEMPORARY SOCIAL PROBLEMS

This course is designed to provide a context for students to critically explore selected social problems from a sociological perspective. The contributions of opposing ideologies and ideas, and a critique of research related to the phenomena, will be utilized to facilitate understanding. Alternative modes of intervention will be discussed. **3 credits.**

SOC 102. MARRIAGE AND THE FAMILY

This course looks at the historical family development, cultural family patterns, disintegration and reintegration of contemporary family life and marital interaction. It will look at the changing attitudes toward marriage and the family. **3 credits.**

SOC 107. INTRODUCTION TO GERONTOLOGY

This course is an introduction to the study of aging through the examination of the fundamental age associated changes in physical, mental and psychological function. Reciprocal relationships, between aging groups and social institutions will be explored. **3 credits.**

SOC 108. HUMAN GROWTH AND DEVELOPMENT

A survey of the processes and outcomes of development from conception through death, emphasizing the interaction between individual potential and the social and natural environments. Consideration of theoretical perspectives, relevant research, and issues such as childrearing, family life, schooling, sexuality, sex-role stereotyping, and myths of maturity and aging. **3 credits.**

SOC 204. DIVERSITY IN SOCIETY

This course is designed to provide students with a knowledge-base concerning human diversity. It will address relevant cultural distinctions and contributions of diversity. Emphasis will be on African-Americans, Native Americans, Hispanics, and Asian-Americans. The student will learn methods of identifying and dealing with conscious and unconscious stereotypes and prejudices, which tend to be manifested in diverse groups. **3 credits.**

SOC 214. GRIEF AND LOSS

This course explores the complex process of grieving as a result of loss. While a large focus will be on death and dying, other losses such as divorce, job loss, and loss of physical health will be discussed. Cultural variations and common rituals will be addressed. **3 credits.**

SOC 235. GENDERED RELATIONSHIPS

This course will examine the continuous cycle of influence between gender and relationships. Gender differences within social behavior and experiences will be identified. The distinction between gender and sex will be studied in terms of identity and communication styles. The intersections and interactions between gender, race, and class will be developed. Relationships within families and friendships will be the primary focus of the course. **3 credits.**

SOC 241. AGING: ISSUES AND CONTROVERSIES

An introduction to the study of aging through the examination of major problematical areas of later life in the United States, e.g. retirement, sex, and institutionalization. **3 credits.**

SOC 275. COUNSELING THE OLDER ADULT

This course will identify various areas impacting the lives of the young old, middle old, and old old. The course will focus on assessment, counseling interventions and techniques geared to enriching the world of mature adults and their families. **3 credits.**

SOC 300. SOCIOLOGICAL RESEARCH METHODS

Basic elements of social research stressing the scientific method as applied to the study of human behavior. Logic of design, techniques and procedures for assembling and ordering data, including sampling methods, will be examined. Prerequisite: SOC 100. **3 credits.**

SOC 301. CONTEMPORARY SOCIOLOGICAL THEORY

The major objective of this course is to present to the student in sociology a comprehensive view of the development, scope and significance of sociological theory. Prerequisite: SOC 100. **3 credits.**

SOC 312. SERVICES AND RESOURCES FOR OLDER ADULTS

An in-depth inquiry into the community and institutional service systems available to elderly Americans through public and/or private funding. Representative services will be examined in policy, legislative, and administrative perspective. **3 credits.**

SOC 338. SOCIOLOGY OF EVIL

The course examines the social dynamics and interpersonal processes that promote dehumanization, denigration, and demonization of humans and result in mass killings, torture, enslavement, and human trafficking. As a seminar, students will discuss readings, critique perspectives, and assess sociological and social-psychological research. **3 credits.**

SOC 340. SPECIAL TOPICS: SOCIOLOGY

When offered, this course will focus on a special topic within the field of sociology. Examples include: Sociology of Mental Health & Aging. **3 credits.**

SOC 342. HUMAN NEEDS AND GLOBAL PROBLEMS

The study of the global problems which impact individuals and families in Third World countries. The causes, magnitude and dynamics of these problems are examined from an ecological perspective using integrating concepts which provide an analytical framework for study. Emphasis is placed on functional relationship between the individual and world perspectives. **3 credits.**

SOC 475/476. SOCIOLOGY INTERNSHIP
The internship affords the student an opportunity to operationalize sociology concepts in a variety of work environments. The educational experience is administered by the Career Development Center. **3/6 credits.**

SOC 490. SENIOR PROJECT
Students can complete the sociology degree requirements by completing a research thesis which included developing, implementing and successfully writing about an original research project. Oversight is provided by a faculty member from Sociology, Social Work or Criminal Justice. **3 credits.**

SOC/ANTH 112.WORLD CULTURES
In this course, the student is exposed to the basic subject matter and methods of modern socio-cultural anthropology. The great diversity of contemporary and recently extinct human culture is examined from a comparative and evolutionary perspective with an emphasis on the differences and similarities between so-called modern state level societies and their less complex antecedents. **3 credits.**

SOC/ANTH 125. INTRODUCTION TO GENDER STUDIES
This interdisciplinary course will cover the theoretical foundations and history of the gender discourse, and address topics central to the discipline of gender studies. The economic, political, ideological and social forces that shape the cultural construction of gender will be discussed and the consequences examined. The discussion will also include the intersection of gender, race and socioeconomic class, biology and gender, and the gendered body. Through a variety of exercises/ discussions and works of fiction, attention will be given to the connection between gender issues and life experiences. Students will also engage with course topics via lectures, readings, and films. **3 credits.**

SOC/CRJS 203. DEVIANT BEHAVIOR
A psychological and sociological examination of pathological behavior. Deviancy will be discussed as a problem in both individual adjustment and in social organization. **3 credits.**

SOC/CRJS 205. INTRODUCTION TO JUVENILE JUSTICE AND DELINQUENCY
This is the basic course which provides an overview of the Juvenile Justice System and the study of Juvenile delinquency. Research and theory are used to help the student distinguish between typical forms of adolescent exploration and indications of potentially serious delinquency. A variety of sociological, social psychological theories of delinquency are reviewed. **3 credits.**

SOC/CRJS 220. DRUGS, CRIME & CRIMINAL JUSTICE
This course provides the student with an understanding of drug abuse, crime, and the criminal justice system. The primary focus is on how police, courts, and corrections systems respond to drug related crimes and drug-abusing offenders. The course reviews the history of the drug-crime connection, compares criminal justice policies on drug abuse, critiques intervention strategies, and considers future initiatives to reduce the drug problem. **3 credits.**

SOC/CRJS 228. TREATMENT OF ADOLESCENT BEHAVIOR PROBLEMS
This course focuses on the latest research-based approaches to the rehabilitation of adolescents who are either involved in delinquent behavior or at risk of involvement. It emphasizes cognitive, cognitive-behavioral, familial, multi-systemic approaches. **3 credits.**

SOC/CRJS 230. CRIMINOLOGY
An analysis in depth of criminal behavior systems, theoretical developments in explaining crime, and research methodology used in modern American criminology. **3 credits.**

SOC/CRJS 240. VICTIMOLOGY
This course focuses upon a recent and rapidly developing branch of criminology which is designed to study the crime victim. Included will be victim vulnerability–the susceptibility of certain groups of people to victimization–and culpability–the actions on the part of individuals which, under certain circumstances, suggest victims may be partly responsible for their own victimization. Recently enacted laws pertaining to the rights of victims will be examined. **3 credits.**

SOC/CRJS 306. SEMINAR: ORGANIZED & WHITE COLLAR CRIME
This course will examine corporate, occupational, professional and organized crime, the biggest growth area of crime and law enforcement activity today. Through analysis of cases, recent legal developments and literature, emerging trends in the criminal justice system's reaction to these types of crime will be explored. **3 credits.**

SOC/CRJS 337. SOCIOLOGY OF LAW
An exploration of the purposes and process of criminal and civil law in the U.S. with emphasis on the actual operation of the legal system. Topics covered include the police, types of courts, the legal professions, corrections, and the role of law in social change. **3 credits.**

SOC/ANTHRO 346. ANTHROPOLOGY OF GENDER
This course is designed to enhance students' perception and critical awareness of the importance of gender in both the structuring of social relations, and the construction of modes of knowledge and discourse past and present. Therefore, the course will focus both on disciplinary knowledge acquisition (data and theory) through lectures, readings and films, as well as critical thinking skills through homework assignments, films, class discussion, and a solo paper/presentation. 3 credits. ANTH/SOC 112 prerequisite.

SOC/CRJS 352. SEMINAR: POLITICAL CRIME AND TERRORISM
This course will examine political crimes committed for ideological purposes, both against the state and by the state. Included are activities such as secret police, human rights violations, genocide, crimes of officials of government, and illegal surveillance and experiments. In addition, crimes of protest, espionage, political whistle-blowing and, in particular, terrorism will be explored. **3 credits.**

SOC/CRJS/PSYC 350. ANTECEDENTS OF AGGRESSION
The course explores the origins and development of human aggressive behavior with an eye towards its control and treatment. Classical formulations of the issue by Thomas Hobbes and Jean-Jacques Rousseau are presented as well as contemporary psychological, sociological, and criminological formulations. Students are exposed to issues in the philosophy of social science. e.g., reductionism and changing views of causality. Course also examines the origins of nonaggression and how aggression might be managed in a complex multi¬cultural society. **3 credits.**

SOC/POLI 330. INTRODUCTION TO SOCIAL STATISTICS
This course is designed to teach the terminology and methods of descriptive statistics and to introduce students to inferential statistics so that political science, sociology, social work, and criminal justice majors can be informed consumers in their fields, carry out basic statistical tests, and to help prepare those students who go on to graduate school. **3 credits.**

SOC/POLI 362. GLOBAL ISSUES
An overview of significant global issues, such as human rights, arms proliferation, regional conflicts, and sustainable development, with attention to the scope, causes, and consequences of these issues. Special emphasis will be placed on theories of global civil society and the role of NGOs and transnational advocacy groups in mobilizing responses to these issues. The contributions of the constructivist perspective in international relations, with theoretical insights drawn from both political science and sociology, will be explored and debated in readings and assignments. **3 credits.**

SOCW 107. INTRODUCTION TO SOCIAL WORK
Explores the nature of the social work profession including its history and value base. This course will familiarize the student with the direction of social work for the future beginning practitioner. Students have the opportunity to gain an understanding of the various social service agencies and populations served by social workers. **3 credits.**

SOCW 220. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I
This course explores the interactions within and among human biological, psychological, sociological, and cultural systems as they affect human growth and development. Systems theory provides the primary lens from which to understand the complex dynamics involved in human behavior. Students also explore and critique traditional and alternative paradigms that help understand human behavior. Throughout the course emphasis is placed on human diversity. **3 credits.**

SOCW 221. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II
This course is a continuation of HBSE I. Emphasis will be on assessment. **3 credits.**

SOCW 237. HUMAN SERVICES AND CHILDREN
The course will focus on human services provided to children. Topics include: how to complete foster and adoptive home studies; placement preparation for foster and adoptive homes; assessment and treatment of emotional, physical and sexual abuse of children. Students will explore a variety of theoretical models of treating children with behavioral problems. **3 credits.**

SOCW 304. SOCIAL WELFARE ANALYSIS
This course provides exposure to the field of social work through scheduled field trips. We visit a minimum of eight local agencies. Students can become acquainted with the various social service agencies and, simultaneously, class lectures and discussions focus on the social problem(s) referred to these organizations. **3 credits.**

SOCW 307. SOCIAL WORK PRACTICE I This is the first of three courses in the social work practice sequence. Using the generalist, problem solving framework, it is designed to teach social work students the concepts and skills to use in a variety of settings and situations. The use of case discussions and role-playing will enhance the learning of these skills. **3 credits.**

SOCW/CRJS 313. CRISIS INTERVENTION SKILLS FOR CRIMINAL JUSTICE AND SOCIAL WORK
This course is designed to enable students to develop effective crisis intervention strategies. The theories and skills taught prepare students to deal with crises they will face in their careers. Students will learn to identify potential crises, de¬escalate situations and provide appropriate crisis interventions in a variety of situations. Sophomore status or above. **3 credits.**

SOCW 330. SOCIAL WORK PRACTICE II
This course is a continuation of Social Work Practice I and is designed to further develop the interpersonal skills needed in the social work profession. The methods and techniques used are designed to prepare students for working in a variety of social service settings. The course will include case discussions, role-playing, recorded interviewing and evaluation. Prerequisite: SOCW 307. **3 credits.**

SOCW 430. SOCIAL WORK PRACTICE III
This course builds on the knowledge and skills acquired in SOCW 307 and SOCW 330 as it introduces social work majors to theories and concepts regarding working with groups, organizations, and communities. Within this context, students will gain knowledge and self-awareness needed to work effectively with large systems, increase their understanding of group dynamics, and learn methods of engagement, assessment, and intervention with the aim of promoting growth, self-determination, and justice. Prerequisite: SOCW 330. **3 credits.**

SOCW 440. SOCIAL WELFARE POLICY and **PROCEDURES**
This course is designed to develop skills in social policy analysis and program evaluation. We will assess the relationship between social policy and social values. In addition, students will learn strategies and techniques used to impact political processes related to the planning and delivery of human services. Prerequisite: SOCW 304. **3 credits.**

SOCW 480. SOCIAL WORK SEMINAR
This course is designed to facilitate the integration of the knowledge and skill components for beginning Social Work practice. The course is taken concurrently with the field placement. **3 credits.**

SOCW 485-486-487. SOCIAL WORK INTERNSHIP
The internship provides an opportunity to operationalize concepts learned in class and provides the vehicle to help integrate knowledge and skills for the beginning social worker. The intense supervision and seminar help the student become more aware of one's role in the helping profession. 3/6/9 credits.

Sportsmedicine

Department Chair:
Bradley R. Jacobson, M.A., A.T.C.

FACULTY
Assistant Professor
Suzanne Gushie, M.A., A.T.C.,Athletic Training Education Program Director
Timothy Harvey, M.S., A.T.C.,Director of Exercise Science Program
Bradley R. Jacobson, M.A., A.T.C.,
Coordinator of Pre-Physical Therapy, Pre-Medicine,Pre-Physician Assistant, Pre-Occupational Therapy

Instructor
Coordinator: Scott Michael, M.A., A.T.C. Athletic Training Clinical Education Coordinator
Medical Education Coordinator:
Adjunct Faculty:
Greg Coppola, D.O.

Dr. Greg Coppola, D.O.
Dr. Chris Rial, D.O.
Dr. David Babins, M.D., M.B.A.
Kathryn Jacobson, R.N., B.S.N.
Tyler Travis, M.A. ACSM, HFS
Elizabeth De Leon Soto OT.
Julia Hawkins OT.
Mary Ann Love, ATC
Allison Brooks, ATC

INTRODUCTION
The Department offers a Bachelor of Science degree in Sports Medicine to meet the increased need for people educated in this important field. This degree encompasses the health related professions which prevent and manage injuries and illnesses related to active individuals and organized sports. The pre-health curricula in Sports Medicine prepare and qualify the student for entrance into post baccalaureate professional health degree programs. The Sports Medicine major at Mercyhurst is interdisciplinary in nature and is designed to prepare undergraduate college students for graduate studies and/or licensure or certification necessary to be hired in the areas of physical therapy, occupational therapy, physician assistant and medicine. Our guidelines have been provided by the The American College of Sports Medicine, American Physical Therapy Association, the National Strength Coaches Association and the National Athletic Trainers Association and the Committee of Accreditation of Athletic Training Education, Accreditation Review Committee on Education for Physician Assistant, and the American Occupational Therapy Association.

The Sports Medicine student must declare a professional concentration upon entrance into the Department. Students have the option of declaring a dual concentration. Students are required to take courses from seven disciplines arranged in four optional concentrations with a core of courses common to each concentration. In all concentrations, there is a strong emphasis on Sports Medicine, the sciences, social sciences, observation of health care professionals and acquiring the specific hands on skill set related to specific health care professionals. Each concentration requires specific clinical experience related to that specific profession. Students enrolled in any of the pre-health concentrations within the Sports Medicine major are encouraged to pursue a double major with Exercise Science.

Evidence-based medical principles are emphasized throughout the academic experience as well as completion of a student-focused baccalaureate research project.

Students enrolled in the Sports Medicine major should be full time students and must be enrolled in the designated sequence of courses for each declared concentration.

MISSION STATEMENT
The mission of the Sports Medicine Department is to provide the student with the necessary didactic competencies, psychomotor skills, clinical proficiencies, clinical experiences, research design, application, presentation and certification through a holistic approach. It is the goal of the Department also to develop the student in the areas of citizenship, stewardship and self-awareness. The mission will be accomplished through student completion of curriculum student learning outcomes.

PROGRAM STUDENT LEARNING OUTCOMES
Describe the duties, responsibilities and skill set of health professions that compose the Sports Medicine health field.

Recognize and evaluate the anatomical and physiological processes of the physical active individual,

Apply the specific hands on skill set that Sports Medicine health professionals utilize.

Describe and apply the management, organizational and leadership skills of health professionals.

Think critically and solve problems pertaining to medical and scientific concepts.

Comprehend, synthesize and apply the proper research methodology process for health professions.

ADMISSIONS REQUIREMENTS
Freshmen students must have a minimum GPA of 3.0 in high school plus a 3.0 in each of the following six subjects: Algebra, Geometry, Trigonometry, Biology, Chemistry and Physics, or General Science. At least 500 Math and 500 Verbal scores should be achieved on the SATs. Prior to entering their freshman year, it is required that Sports Medicine majors complete the American Red Cross Professional Rescuer/CPR certification, proof of which is a signed certification card.

Transfer students, either from another department at Mercyhurst or from another college/university, should have a minimum GPA of 3.0 overall and a 3.0 in an introductory biology course, an introductory psychology course, and a human development course, (if previously taken.) A total SAT score of 950 is necessary. AmericanRed Cross Professional Rescuer/CPR certification is required.

FINAL ACCEPTANCE REQUIREMENTS
Students in the athletic training major must apply for formal acceptance into the major in Spring of the freshman year while those in the other concentrations must apply in Spring of the sophomore year. Failure to do so results in an automatic change of status to "pre-major."

RESPONSIBILITY
An above average level of achievement in responsibilities within the major should be demonstrated. Measurement will be determined by the letters of recommendation, documentation of required clinical observations and career portfolio.

COOPERATION
An above average level of teamwork with all members of the Sports Medicine faculty and with fellow students should be achieved. Determination of achievement will be reflected in the recommendation letters.

PROBLEM SOLVING / DECISION MAKING SKILLS
Applicants will demonstrate the ability to make accurate and reliable decisions in theory and in practical or clinical situations.

COMMUNICATION SKILLS
Students will demonstrate ability to express thoughts and ideas both verbally and in writing.

ACADEMIC
Athletic Training and Exercise Science: Achieve and maintain an overall QPA of 2.65 or better.

Pre-Physical Therapy, Pre-Physician Assistant, Pre-Occupational Therapy and Pre-Medicine: Achieve and maintain an overall QPA of 3.1 in the Sophomore year, 3.20 in the Junior year and 3.30 in the Senior year.

REVIEW BOARD
The Review Board consists of three members from disciplines appropriately related to the student's chosen academic concentration. Deliberations of the Board will take place near the end of the student's sophomore year and at other times when Department Chair deems necessary.

EVALUATION PROCESS
In the overall Pre-Med, Pre-Physical Therapy, Pre-Physician Assistant, and Pre- Occupational Therapy evaluation process, each of three members of the review board will be able to award each student a maximum of 100 points, constituting a maximum score of 300 points per student. A minimum achievement of 225 points will be necessary for acceptance into the Sports Medicine Major Program. An appeal process is available for students who are dismissed. The Pre-med, Pre-occupational therapy, Pre- physician's assistant, and Pre-PT student will receive official acceptance into the concentration if 225 review board points are acquired and an overall GPA of 3.1 is achieved. Probationary status will be granted if 225 points are acquired and an overall GPA between 3.00 and 3.10 is achieved. The probationary period for all Sports Medicine majors includes the upcoming academic summer sessions and the following Fall semester.

Refer to the description of the Athletic Training or Exercise Science majors in order to see the Board requirements for those students.

NOTE: It is made clear that a student who is advised to discontinue the Sports Medicine major will find that a lateral move to a related science major is very difficult without having to take more than 121 credits due to the stringent science requirements in related fields. This is a risk that the student knowingly assumes when he or

she accepts initial acceptance into the Sports Medicine major.

APPEAL PROCESS

Any student dismissed from the Sports Medicine major may apply for re-admittance to the program during the next session of the Review Board. The eligibility of the individual will be determined by the Board using the same criteria as is used for accepting a new student into the program.

Anyone using the appeal process should contact the department chair one semester prior to the Review Board session to initiate the process.

GRADUATION REQUIREMENTS

Students who have been accepted into the Sports Medicine major by the Review Board must acquire the progressive G.P.A. for each year, which is 3.10 for Sophomore year, 3.20 in the Junior year and 3.30 in the Senior year.

All students must complete the required clinical observation hours for their declared health profession. Half of the designated hours must be acquired through Sports Medicine Department arranged clinical sites in the local area. All required courses in the designated area of concentration must be successfully completed along with completion of the student's baccalaureate research project in their Senior year. All seniors are required to present their research proposals and findings in a department research symposium in the spring of their Senior year.

Refer to the Athletic Training and Exercise Science major program descriptions for graduation requirements.

Pre-physical and Pre-physician assistant students must complete 200 hours of documented observation with various licensed health care professionals within their designated career field and one orthopedic surgery. Pre-medicine and Pre-occupational therapy students must complete 100 documented hours of physician observation and observe one orthopedic surgery. No major course may be taken on a pass-fail basis and students who earn less than a C in any major course or lab must repeat the course or lab.
Note that some of the requirements for the major also satisfy specific liberal core requirements. Students who are not majors (including contract majors) may not take or challenge courses offered by the Sports Medicine faculty without written permission from the Department Chairperson.

CORE SPORTS MEDICINE COURSES

SPMD 155	Personal Health Science	3 credits
SPMD 162	Introduction to Sports Medicine	3 credits
SPMD 263	Nutrition for Health Professionals	3 credits
SPMD 360	Sport/Health Fitness Management	3 credits
SPMD 365	Kinesiology	3 credits
SPMD 366	Kinesiology Lab	1 credit
SPMD 380	Exercise Physiology	3 credits
SPMD 381	Exercise Physiology Lab	1 credit
SPMD 464	Medical Terminology for Health Sciences	2 credits
SPMD 480	Research Methods I	1 credit
SPMD 481	Research Methods II	1 credit
SPMD 483	Research Methods Lab	1 credit
BIO 334	Human Anatomy	3 credits
BIO 335	Human Anatomy Lab	1 credit
BIO 344	Human Physiology	3 credits
BIO 345	Human Physiology Lab	1 credit
MATH 109	Statistics	3 credits
PSYC 101	Introduction to Psychology	3 credits

Suggested Elective:
SPMD 463, Ethics in Allied Health Sciences

ATHLETIC TRAINING MAJOR

Refer to the Athletic Training Major curriculum description in the University catalog.

EXERCISE SCIENCE MAJOR

Refer to the Exercise Science Major curriculum description in the University catalog.

TRANSFER/UNDECLARED STUDENTS

Refer to the Sports Medicine Department admission requirements description for student transfer information.

PRE-PHYSICAL THERAPY CONCENTRATION

PPre-physical therapy, assists students in preparing for acceptance into a doctoral program of physical therapy. The Pre physical therapy student has the opportunity to utilize the contractual guaranteed slots in Gannon University D.P.T. program upon graduation. The pre-P.T. student also has the availability to apply in their Freshman year for the 3/3 expedited B.S. in Sports Medicine and D.P.T. from Gannon University. One student will be selected by the Pre-Physical Therapy coordinator and department chairperson for this opportunity.

Pre-physical therapy students must acquire at least 100 of the 200 required volunteer clinical observation hours in various physical therapy settings before the end of the Sophomore year. Documentation of the required 200 clinical hours must be demonstrated prior to graduation. Numerous physical therapy settings with local hospitals, clinics and private practices are available through departmental arrangements. The pre-physical therapy student will complete courses that teach orthopedic evaluation and recognition of sports related injuries. The student is required to observe one orthopedic surgical procedure. It is strongly recommended to have some form of transportation in order to attend the required clinical rotations.

The following are courses that must be completed along with the major core requirements:

SOC 108	Human Growth and Development	3 credits
BIO 142	Cellular and Molecular Biology	3 credits
BIO 143	Cell and Molecular Biology Lab	1 credit
SPMD 161	Assessment Injury Management I	3 credits
SPMD 262	Assessment Injury Management II	3 credits
SPMD 264	Assessment Injury Management III	3 credits
CHEM 121	General Chemistry I	3 credits
CHEM 122	General Chemistry I Lab	1 credit
CHEM 131	General Chemistry II	3 credits
CHEM 132	General Chemistry II Lab	1 credit
PHYS 101	Principles of Physics I	3 credits
PHYS 103	Principles of Physics I Lab	1 credit
	OR	
PHYS 201	General Physics I	3 credits
PHYS 203	General Physics I Lab	1 credit
PHYS 102	Principles of Physics II	3 credits
PHYS 106	Principles of Physics II Lab	1 credit
	OR	
PHYS 202	General Physics II	3 credits
PHYS 206	General Physics II Lab	1 credit
SPMD 372	Therapeutic Management/ Modalities and Rehabilitation	3 credits

Psychology (200 and above)
Suggested Electives: Specific prerequisite courses identified for individual doctoral physical therapy programs.

MINOR IN PRE-PHYSICAL THERAPY

Core Courses:

BIO 334	Human Anatomy	3 credits
BIO 335	Human Anatomy Lab	1 credit
BIO 344	Human Physiology	3 credits
BIO 345	Human Physiology Lab	1 credit
CHEM 121	General Chemistry I	3 credits
CHEM 122	General Chemistry I Lab	1 credit
CHEM 131	General Chemistry II	3 credits
CHEM 132	General Chemistry II Lab	1 credit
PHYS 101	Principles of Physics I	3 credits
PHYS 103	Principles of Physics I Lab	1 credit
PHYS 102	Principles of Physics II	3 credits
PHYS 106	Principles of Physics II Lab	1 credit
SPMD 162	Introduction to Sports Medicine	3 credits
SPMD 263	Nutrition for Health Professionals	3 credits
SPMD 365	Kinesiology	3 credits
SPMD 366	Kinesiology Lab	1 credit
SPMD 380	Exercise Physiology	3 credits
SPMD 381	Exercise Physiology Lab	1 credit

Suggested elective:
SPMD 372 - Therapeutic Management /Modalities and Rehabilitation

CLINICAL OBSERVATION REQUIREMENTS

100 hours of documented observation with registered physical therapists.

ADMISSION REQUIREMENTS

The minor student must have written approval from the Sports Medicine department chairperson and the coordinator or the pre-physical therapy curriculum. The student must have a minimum G.P.A. of 3.10 and this must be maintained. Application should occur in the student's sophomore year.

PRE-MEDICAL CONCENTRATION

Another area of concentration is the pre-medical with an orthopedic emphasis. The pre-medical student will focus and learn orthopedic evaluation hands on skills to prevent, manage and recognize sports related injuries. It enables students to prepare themselves for medical school or chiropractic school and to work toward a special emphasis in the field. Students will meet regularly with the University's pre-health advisor/ committee and Sports Medicine department pre-medicine coordinator to arrange for preparing and taking MCATs, shadowing, and preparing to appear for an interview before the pre-med advisory board. They are required to be involved in at least 100 hours of work, service, or observation in an appropriate

health/medical setting. Opportunities are available for observation of Sports Medicine physicians in numerous settings. The pre-medicine student is required to observe one orthopedic surgical procedure. It is strongly recommended to have transportation to attend required clinical rotations.

The following major courses must be completed along with the major core courses: SPMD 365 Kinesiology and SPMD 366 Kinesiology Lab are an elective from the major core for Pre-Med students only.

BIO 146	Ecology/Evolutionary Biology	3 credits
BIO 147	Ecology/Evolutionary Biology Lab	1 credit
BIO 200	Microbiology	3 credits
BIO 201	Microbiology Lab	1 credit
BIO 142	Cellular and Molecular Biology	3 credits
BIO 143	Cell and Molecular Biology Lab	1 credit
BIO 370	Cellular Biochemistry	3 credits
BIO 371	Cellular Biochemistry Lab	1 credit
BIO 310	Genetics	3 credits
BIO 311	Genetics Lab	1 credit
CHEM 121	General Chemistry I	3 credits
CHEM 122	General Chemistry I Lab	1 credit
CHEM 131	General Chemistry II	3 credits
CHEM 132	General Chemistry II Lab	1 credit
SOC 108	Human Growth and Development	3 credits
CHEM 240	Organic Chemistry I	3 credits
CHEM 241	Organic Chemistry I Lab	1 credit
CHEM 242	Organic Chemistry II	3 credits
CHEM 243	Organic Chemistry II Lab	1 credit
PHYS 101	Principles of Physics I	3 credits
PHYS 103	Principles of Physics I Lab	1 credit
PHYS 102	Principles of Physics II	3 credits
PHYS 106	Principles of Physics II Lab	1 credit
SPMD 161	Assessment Injury Management I	3 credits
SPMD 262	Assessment Injury Management II	3 credits
SPMD 264	Assessment Injury Management III	3 credits

Suggested Electives:
BIO 330/331 - Immunology and Lab

PRE-OCCUPATIONAL THERAPY CONCENTRATION

The Pre-Occupational Therapy concentration prepares and qualifies the student for entrance into a master degree level program in occupational therapy. This concentration will focus on the physically active population with special physical needs. The pre-occupational therapy student will observe registered occupational therapists working with children receiving care and treatment at the local Shriners hospital for children. Care of physically active military veterans with physical disabilities will also be emphasized within the curriculum.

The following major courses must be completed along with the major core courses:

CHEM 101	Chemical Principles	3 credits
CHEM 102	Chemical Principles Laboratory	1 credit
BIO 120	Human Biology	3 credits
BIO 121	Human Biology Lab	1 credit
BIO 142	Cellular and Molecular Biology	3 credits
BIO 143	Cell and Molecular Biology Lab	1 credit
SOC 108	Human Growth and Development	3 credits
PHYS 101	Principles of Physics I	3 credits
PHYS 103	Principles of Physics I Lab	1 credit
PSYC 241	Developmental Psychology	3 credits
Or		
PSYC 211	Abnormal Psychology	3 credits
SOC 100	Introduction to Sociology	3 credits
SPMD 207	Orientation to Occupational Therapy	3 credits
SPMD 307	Application of Occupational Therapy	3 credits
SPMD 372	Therapeutic Management / Modalities and Rehabilitation	3 credits

Sociology course 200 or above.

COURSE DESCRIPTIONS

SPMD 155. PERSONAL HEALTH SCIENCE

A multi-faceted view of health/wellness including cardiovascular fitness, resistance training, flexibility, nutrition, body composition, stress management and other contemporary health care issues will be researched and discussed. You will demonstrate an understanding of related theory by researching, writing, participating in group discussions and debates, performing relevant laboratory projects, relating information in exams, quizzes and assignments. Ultimately, you will be able to promote a healthier lifestyle for yourself and members of the community including the general layperson, active individual and the organized athlete. Sports Medicine majors only. **3 credits.**

SPMD 157. EMERGENCY ATHLETIC INJURY MANAGEMENT (EAIM)

A lecture and clinical course introducing the students to athletic injuries requiring immediate medical intervention. Emergency procedures include: respiratory distress, head and cervical neck trauma, circulatory failure and heat/cold stress. AT and SPMD majors only or by permission. **3 credits.**

SPMD 161. ASSESSMENT INJURY MANAGEMENT I

A lecture and lab course introducing the student to the etiology, prevention and management of specific athletic injuries to the foot, ankle and knee. There will be a strong emphasis on anatomy of bone, muscle, and ligament at each joint. Hands-on clinical assessment of each joint will be taught and the student will be evaluated on their individual psycho motor skills. Students are required to complete 30 hours of observation in clinical professional sites related to their chosen pre-health field. **3 credits.**

SPMD 162. INTRODUCTION TO SPORTS MEDICINE

The purpose of this course is to introduce first year Sports Medicine students to the allied health profession and injury/illness pathophysiology and evaluation. History of their desired profession, necessary educational background and job opportunities will be discussed in order to promote professional development. Students will gain knowledge of the tissue injury cycle at the cellular level, which allows the students to have a complete understanding of the healing process. The evaluation sequence, along with proper documentation will be introduced and students are encouraged to apply this knowledge. Throughout the course students will be using and focusing on their critical thinking skills in relation to their profession. **3 credits.**

SPMD 205. EXERCISE ASSESSMENT I

This course is part of a series of courses that prepare students in the health promotion field to work with clients in assessing physical fitness levels and individualizing exercise/activity programs that will be beneficial in improving the overall health of the general population as well as in the treatment of persons with chronic diseases and disabilities. American College of Sports Medicine guidelines will be used to present theory regarding health screening and risk stratification, pretest clinical evaluation, physical fitness testing and interpretation, general principles of exercise prescription, methods for changing behavior, and legal issues. Sports Medicine majors only. Prerequisite: SPMD 155. **3 credits.**

SPMD 206. EXERCISE ASSESSMENT I LAB

This course is the laboratory extension of SPMD 205. The purpose of the class is to allow the student to gain experience in assessment of a client/athlete in the following areas: Assess Resting and Exercise Blood Pressure, Assess Resting and exerciser Heart Rate, Assess Submaximal Graded Cardiorespiratory Exercise Tests utilizing a variety of equipment, Assess Anaerobic Exercise Testing utilizing a variety of equipment, Assess flexibility utilizing a flexometer and goniometer, Assess and determine V02 in order to prescribe cardiorespiratory exercise, Assess upper and lower body muscular strength, muscular power, and muscular endurance utilizing a variety of equipment, Assess client body composition utilizing a variety of equipment. The student will be exposed to the utilization of ECG. The student will be able to bring classroom theory into practical experience. Corequisite: SPMD 205. **1 credit.**

SPMD 207. ORIENTATION TO OCCUPATIONAL THERAPY

This course will be the fundamental introduction of the history, roles, skills and responsibilities of the occupational therapy profession. Scope of practice, client population needs and addressing problem solving skills will also be stressed. **3 credits.**

SPMD 210. PRINCIPLES OF HEALTH PROMOTION

An introductory course to health promotion initiatives. Future job opportunities and certifications in the health field, community and school health, and worksite health promotion will be major areas of consideration in the course. Specific topics, to name a few, will include: designing and implementing health promotion programs for diverse populations; evaluation of personnel, programs, and facilities; ethics associated with the health profession; group and one-on-one teaching skills, application of the stages of behavior change in health promotion, marketing strategies for health promotion, and ACSM facility standards. Prerequisites: SPMD 155, Or, ATR 256. **3 credits.**

SPMD 262. ASSESSMENT INJURY MANAGEMENT II

A lecture and lab course introducing the student to the etiology, prevention and management of specific athletic injuries to the wrist/hand, elbow and shoulder. There will be a strong emphasis on anatomy of bone, muscle and ligament at each joint. Hands on clinical assessment of each joint will be taught and the student will be evaluated on their individual psycho motor skills. Prerequisites: SPMD 161, AT/Sports med Majors Only. **3 credits.**

SPMD 263. NUTRITION FOR HEALTH PROFESSIONALS
The functions and sources of nutrients in maintaining health and performance are explored throughout the life cycle. Students will be expected to interpret current nutrition information, conduct nutrition analyses, and develop counseling techniques necessary to assist clients in maintaining and improving general health and performance. Prerequisites: CHEM 111, CHEM 112, And, CHEM 113, CHEM 114, Or, CHEM 121, CHEM 122, AT/ Sportsmed Majors Only. **3 credits.**

SPMD 264. ASSESSMENT INJURY MANAGEMENT III
A lecture and lab course introducing the student to the etiology, prevention and management of specific athletic injuries to the hip, lumbar, thoracic and cervical spine. There will be a strong emphasis on anatomy of bone, muscle and ligament at each joint. Hands on clinical assessment of each body section will be taught and the student will be evaluated on their individual psycho motor skills. Prerequisite: SPMD 262. **3 credits.**

SPMD 305. EXERCISE ASSESSMENT II
A lecture and lab course that expands on the specifics of exercise assessment techniques beyond those taught in other courses. Assessment of special populations including: the elderly, pediatric patients, elite athletes, and patients with chronic disease will be covered in addition to advanced hands on skills with machinery and technology used in testing with a focus on calibration and theory of the technologies applied in exercise testing. Sports Medicine majors only. Corequisite: SPMD 306. **3 credits.**

SPMD 306. EXERCISE ASSESSMENT II LAB
This lab will focus on the practical applications of topics addressed in lecture and clinical proficiency testing will be incorporated. Corequisite: SPMD 305. **1 credit.**

SPMD 307. APPLICATION OF OCCUPATIONAL THERAPY
This course will emphasize treatment intervention related to occupational therapy. Communication skills, assessment skills, infection control, development of patient goals and outcomes will be stressed. Field experience will be required in the O.T. clinical environment. Prerequisite: SPMD 207. **3 credits.**

SPMD 322. COMMUNITY HEALTH
This course will explore the concepts of health from the larger community and societal perspective. The role of federal, state, and local governments in community health will be discussed. The leading causes of death in the United States will be discussed. Community health priorities and environmental health issues will be discussed. Prerequisites: SPMD 155, or ATR 256. **3 credits.**

SPMD 360. SPORT/HEALTH FITNESS MANAGEMENT
Study of the administrative procedure in sports health fitness environments; techniques for developing effectiveness as an administrator. Practical experience in solving hypothetical administrative problems provided. Topics include staff hiring, facility design, insurance protocol, budget design, medical practice act and employment opportunities including resume writing and mock interviews. Sports Medicine majors only. **3 credits.**

SPMD 365. KINESIOLOGY
A study of the principles of body mechanics, physics and anatomy in relation to human movement Special attention will be given to movement specific to sports activities and injury prevention. Sports Medicine majors only. Prerequisites: SPMD 161, BIO 240, BIO 241, Or, BIO 334, BIO 335, AT/Sportsmed Majors Only. Corequisite: SPMD 366. **3 credits.**

SPMD 366. KINESIOLOGY LAB
Laboratory experience stressing principles of physics and its relationship to efficiency of human movement and sports activities. Corequisite: SPMD 365. **1 credit.**

SPMD 370. STRENGTH TRAINING AND PROGRAM DESIGN
This course is designed to help prepare the student to sit for the National Strength Coaches Association "CSCS" exam. Concepts and applications of exercise science, testing and evaluation, exercise techniques and organization are some of the topics which will be discussed. Sports Medicine majors. Prerequisites: BIO 250, BIO 251, Or, BIO 344, BIO 345, Sports Medicine Majors. Corequisite: SPMD 371. **3 credits.**

SPMD 371. STRENGTH TRAINING AND PROGRAM DESIGN LAB
This course is designed to allow the students to learn and practice the required weight training components of each lift. Power lifts, core lifts, strength lifts, accessory lifts, flexibility, medicine ball training are some of the training techniques which will be taught. The student will learn how to properly spot and instruct strength training techniques. Sports Medicine majors. Corequisite: SPMD 370. **1 credit.**

SPMD 372. THERAPEUTIC MANAGEMENT/ MODALITIES AND REHABILITATION
Classroom and clinical experience stressing the proper use of therapeutic modalities and the construction of injury rehabilitation programs related to specific injury case studies occurring from sports participation or active lifestyles. Prerequisite: SPMD 162. **3 Credits.**

SPMD 380. EXERCISE PHYSIOLOGY
This course describes the physiological, behavioral and biomechanical effects of physical exercise. It builds upon the student's basic background in human physiology particularly in the areas of neuromuscular coordination and strength, cardiovascular fitness, respiratory and nutritional support, and hormonal and ph balance. The consequence of physical conditioning on these systems is also emphasized while also discussing the effects human factors and environmental factors have on physical performance. Corequisite: SPMD 381. **3 credits.**

SPMD 381. EXERCISE PHYSIOLOGY LAB
Tests to evaluate conditioning and performance in general will be explained and tested in the laboratory. During laboratory the student will participate in an extensive series of exercises to assess and interpret muscle strength/ endurance, anaerobic capacities, and aerobic capacities. Corequisite: SPMD 380. **1 credit.**

SPMD 464. MEDICAL TERMINOLOGY FOR THE HEALTH SCIENCES
Medical Terminology pertinent to the practicing allied healthcare clinician will be discussed in this course. Specific terminology, eponyms, abbreviations, suffix and prefix in relation to the medical conditions and the human body will be discussed. HIPPA, record keeping, documentation and professional communication will also be covered. Prerequisites: SPMD 162, BIO 240, or BIO 334. **2 credits.**

SPMD 472. TOPICS IN PHARMACOLOGY
A course designed to educate the medical health professional on the proper use, dosage, physiological effects, and ethical issues related to commonly used over-the- counter prescription medicines and alternative supplements. Sports med Majors. Prerequisites: SPMD 161. **3 credits.**

SPMD 480. RESEARCH METHODS I
This course will establish the basis for research in the allied health field. The need for continuing research in all four sports Medicine tracks will be discussed. The students will understand the difference between qualitative and quantitative research. Experimental and descriptive research methods will be introduced and discussed. Students will understand the components of the literature review. The students will conduct a literature review and develop a research project. Research methodology will be discussed and applied to the students' chosen research project. The students will prepare a research proposal to be presented to the Institutional Review Board for approval. Junior Sports Medicine/Exercise Science majors. 2 credits.

SPMD 481. RESEARCH METHODS II
The students will conclude the year of research methods by initiating their research projects after obtaining institutional review board approval. The students will begin data collection and analysis. The students will conclude their research project in an appropriately written format for completion of a Baccalaureate project. Students will also prepare a PowerPoint presentation and formulate a poster for presentation purposes. Prerequisite: SPMD 480. **1 credit.**

SPMD 483. RESEARCH METHODS LAB
This research lab will allow the students the necessary time, place and access to any/all appropriate equipment to conduct their research experiments with the assistance of the Sports Medicine faculty. Prerequisites: SPMD 480, SPMD 481. **1 credit.**

SPMD 485. EXERCISE SCIENCE PRACTICUM
During this course students will complete a minimum 200 internship in the community under the auspices of a mentor in an actual health care/exercise facility. The student will perform any/all duties expected of an entry level fitness professional during this time. The student is expected to follow all rules and regulations expected of any employee of the facility. These hours will be scheduled individually with each site, and will likely involve working 6-8 hour days 3-4 days per week depending on student schedule and facility availability. Prerequisite: SPMD 380. **3 credits.**

Athletic Training
Bachelor of Science

Program Director:
Suzanne M. Gushie, M.A., L.A.T., A.T.C.;

FACULTY

Assistant Professors:
Suzanne M. Gushie, M.A., L.A.T., A.T.C.
Scott Michel MA, LAT, ATC
Timothy Harvey, M.S.
Bradley R. Jacobson, M.A., L.A.T., A.T.C.

Adjunct:
Gregory Coppola, D.O.,
Medical Education Coordinator
Mary Ann Love, M.A., L.A.T., A.T.C.
Allison Brooks, M.A., L.A.T., A.T.C.

ACCREDITATION
The athletic training program at Mercyhurst University is accredited by the Commission of Accreditation of Athletic Training (CaATE) through 2019-2020. Further information regarding CaATE requirements is located at http://www.caate.net.

MISSION STATEMENT
The mission of the professional Athletic Training program at Mercyhurst University is to provide the student with the necessary didactic and psychomotor competencies, clinical proficiencies and experiences required to qualify for the BOC examination. In the spirit of the core values of Mercyhurst University, athletic training students shall achieve this by becoming well-rounded, educated, professional, and ethical athletic trainers prepared to enter the allied health field.

PROGRAM STUDENT LEARNING OUTCOMES
Administration and Professionalism: Athletic training students demonstrate dispositions essential to becoming effective professionals and utilize plans, policies, and procedures to ensure responsive and effective operations.

Critical Thinking and Analytical Skills: Athletic training students utilize critical thinking, and analytical skills to enhance clinical decision making.

Scientific and Technical Knowledge & Comprehension: Athletic training students know and apply the requisite discipline-specific scientific and technical concepts critical to their development.

Written and Oral Communication Skills: Athletic training students use effective communication skills to enhance health care delivery

ADMISSION REQUIREMENTS
Freshmen students must have a minimum GPA of 3.0 in high school plus successful completion of each of the following six subjects: Algebra, Geometry, Trigonometry, Biology, Chemistry and Physics, or General Science. Prior to entering their freshman year, it is recommended that athletic training majors complete the American Red Cross or American Heart Association CPR for health professionals certification, proof of which is a signed certification card.

TRANSFER / UNDECLARED STUDENTS
Students transferring into the Athletic Training major must have completed or will complete the specified courses for the review board process within one academic year after transferring into the athletic training major. Transfer students must also appear before the AT review board during their first year and be officially accepted into the major prior to enrolling in upper level courses offered by the Sports Medicine department. All athletic training transfer students must complete the required educational competencies developed by the NATA Education Council offered by Mercyhurst that comprise the Athletic Training program or documented proof from the accredited transferring institution.

FINAL ACCEPTANCE REQUIREMENTS
Traditional students in the Athletic Training major should apply for formal acceptance into the major in spring of the freshman year while those in the other areas of Sports Medicine must apply in Spring of the sophomore year. Failure to do so results in an automatic change of status to undeclared student.

ACADEMIC
Athletic Training majors must achieve and maintain an overall GPA of 2.65 or higher. In order to complete the AT major with either a dual major or minor within four years, students will be required to overload semesters and/or take summer courses.

REVIEW BOARD
The Review Board consists of three members from the discipline appropriately related to the major. Deliberations of the Board will take place in the Spring semester of the student's freshman year and at other times when Department Chair deems necessary.

EVALUATION PROCESS
The prospective athletic training student will have the opportunity to obtain a maximum of 300 points for the review board process. The 300 points consist of the interview process, application, and for the letters of recommendation. The candidate must obtain a minimum of 240 points and have an overall GPA of 2.65 and specific course work for acceptance into the athletic training education program. Probationary status may be awarded if a score of 240 points or better is achieved, and the candidate's overall GPA is between 2.55 and 2.65. If the student meets probationary criteria, he or she may be conditionally accepted into the major. The probationary student must achieve a minimum overall 2.65 GPA within the time designated by the Program Director or he/she will be dismissed from the program. While on probationary status the athletic training student will complete all clinical and academic requirements of the program. It is necessary that all accepted athletic training students have a completed health physical, proof of up to date immunizations, and a TB test. The physical and TB test will be provided by the University at no charge to the student. Also, accepted students must become members of the NATA ($80 approximate cost per year) and possess a current American Red Cross Professional Rescuer certification ($15 approximate cost per year). If at any time if a student falls below a 2.65 GPA, the student will be placed on probation. A GPA of 2.65 must be achieved within the time designated by the program director or the student will be dismissed.

Freshmen and transfer students entering the Athletic Training major are encouraged to successfully complete the American Red Cross Professional Rescuer class prior to starting classes. Accepted proof will be a signed course roster or certification card from the American Red Cross.

NOTE: It is made clear that a student who is advised to discontinue the Athletic Training major will find that a lateral move to a related science major is very difficult without having to take more than 121 credits due to the stringent science requirements in related fields. This is a risk that the student knowingly assumes when he or she accepts initial acceptance into the athletic training major.

APPEAL PROCESS
Any student dismissed from the Athletic Training major may apply for readmittance to the program during the next session of the Review Board. The eligibility of the individual will be determined by the review board using the same criteria as is used for accepting a new student into the program. Anyone using the appeal process should contact the Program Director one semester prior to the review board session to initiate the process.

GRADUATION REQUIREMENTS
Students who have been accepted into the Athletic Training major by the Review Board members must maintain an overall GPA of at least a 2.65 to continue in the major. This is to ensure necessary mastery of NATA Education competencies and proficiencies. All athletic training students must complete 6 clinical experiences including one capstone experience. This includes all related course requirements. Seniors must pass a comprehensive multiple choice exam required in ATR 404 with a minimum of 70%. Annual Blood Borne Pathogen training is required, along with Professional Rescuer CPR. No major course may be taken on a pass-fail basis and students who earn less than a "C" in any major course or lab must repeat the course or lab. Note: some of the requirements for the major also satisfy specific core requirements. Students who are not majors (including contract majors) may not take or challenge courses offered by the Sports Medicine Department/ Athletic Training faculty without written permission from the Department Chairperson.

ATHLETIC TRAINING CLINCAL ASSIGNMENTS
As a component of SPMD 157, ATR 162 and ATR 159, freshman students must complete a minimum of 75 hours of observation in the athletic training room at Mercyhurst University. These hours are observation only and occur under the supervision of an affiliated clinical preceptor.
Once accepted into the major following the review board process, students must complete 6 clinical

assignments including one senior capstone experience under the direct supervision of an affiliated clinical preceptor. Clinical assignments are designed to allow students to progressively apply didactic knowledge in real-world clinical settings in an effort to develop a high level of clinical skill. Clinical assignments are a requirement of various courses (ATR 200, ATR 201, ATR 264, ATR 300, ATR 301, ATR 404, ATR 461)and will encompass general medical, lower extremity, upper extremity and equipment intensive experiences. Clinical assignments will expose the students to the physically active population of both genders, and across diverse populations including high schools, colleges and universities, medical facilities and professional sports organizations. A minimum of 2 clinical assignments must be at designated off-campus affiliated settings. It is required that students have some form of transportation for at least two semesters to complete these off-campus clinical assignments. In addition, clinical assignments associated with ATR 200, ATR 300 and ATR 461 will begin prior to the start of the academic year typically on or around August 15th. (Housing and 2 meals per day are provided for students during this time.)

Clinical experiences are NOT work experiences; they are academic requirements, therefore, students are not monetarily compensated.

REQUIRED COURSES

In addition to the core required of all majors, the following courses are required of those individuals in the Athletic Training major. A higher level science course can be substituted if approved by the athletic training program director.

SOC 108	Human Growth and Development	3 credits
PHYS 100	Conceptual Physics	3 credits
PSYC 101	Introduction to Psychology	3 credits
MATH 139	Statistics for Sciences	3 credits
CHEM 101/102	Chemical Principles & Lab	4 credits
ATR 256	Exercise, Health & Conditioning for Athletes	3 credits
ATR 159	Freshmen Clinical Proficiency	3 credits
ATR 162	Introduction to Athletic Training	3 credits
ATR 257	Medical Education Lab I	1 credit
ATR 258	Medical Education Lab II	1 credit
ATR 267/268	Therapeutic Modalities & Lab	4 credits
ATR 362/363	Therapeutic Exercise & Lab	4 credits
ATR 402	Senior Seminar	1 credit
ATR 404	Athletic Training Clinical Capstone	2 credits
ATR 461	Special Issues in Athletic Training	3 credits
ATR 200	Clinical Education I	1 credit
ATR 201	Clinical Education II	1 credit
ATR 300	Clinical Education III	1 credit
ATR 301	Clinical Education IV (2)	
ATR 364	Athletic Training Administration and Management	3 credits
SPMD 157	Emergency Athletic Injury Management (EAIM)	3 credits
SPMD 161	Assessment Injury Management I	3 credits
SPMD 262	Assessment Injury Management II	3 credits
SPMD 263	Nutrition for Health Professionals	3 credits
SPMD 264	Assessment Injury Management III	3 credits
SPMD 365/366	Kinesiology & Lab	4 credits
ATR 480	Research Methods I	1 credit
ATR 481	Research Methods II	1 credit
BIO 240/241	Human Anatomy and Physiology I & Lab	4 credits
BIO 250/251	Human Anatomy & Physiology II & Lab	3 credits
SPMD 380/38	Exercise Physiology & Lab	4 credits

Student's may upgrade science courses/lab with permission of the AT Program Director

ATR 159. FRESHMEN CLINICAL PROFICIENCY

Clinical teaching and testing of hands-on proficiency skills that are required for all athletic training students who are applying to the review board for acceptance into the major. Taping and wrapping of specific body parts will be emphasized. Eleven through twenty of the twenty clinical proficiency skills required for the review board will be presented. Students are required to complete 40 hours of observation in the athletic training room on campus as with designated ACI/CI as part of the pre-clinical experience. Athletic Training students only. **3 credits.**

COURSE DESCRIPTIONS

ATR 162. INTRODUCTION TO ATHLETIC TRAINING

The purpose of this course is to introduce first year Athletic training students to the allied health profession, injury/illness pathophysiology and evaluation. History of their desired profession, necessary educational background and job opportunities will be discussed in order to promote professional development. Students will gain knowledge of the tissue injury cycle at the cellular level, which allows the students to have a complete understanding of the healing process. The evaluation sequence, along with proper documentation, will be introduced and students are encouraged to apply this knowledge. Throughout the course students will be using and focusing on their critical thinking skills in relation to their profession. Students are required to complete 25 hours of clinical observation. Prerequisites: AT majors only. **3 credits.**

ATR 200. CLINICAL EDUCATION I

The first of four clinical education courses designed in conjunction with the clinical education sequence emphasizing presentation, practice, and final outcome testing of designated clinical proficiencies in relationship to day-to-day athletic training. Clinical experience performance and daily completion of responsibilities will also be assessed. Students are required to obtain clinical experience in accordance with the clinical education sequence. AT students only. Must be taken in chronological order. Prerequisite AT majors only. **1 credit.**

ATR 201. CLINICAL EDUCATION II

The second of four clinical education courses designed in conjunction with the clinical education sequence emphasizing presentation, practice, and final outcome testing of designated clinical proficiencies in relationship to day-to-day athletic training. Clinical experience performance and daily completion of responsibilities will also be assessed. Students are required to obtain clinical experience in accordance with the clinical education sequence. AT students only. Must be taken in chronological order. Prerequisite AT majors only. **1 credit.**

ATR 256. EXERCISE, HEALTH AND CONDITIONING FOR ATHLETES

A course covering specific exercise techniques to improve the conditioning of various types of athletes. The course will include both discussion and psychomotor experience. Topics that will be covered include: aerobic, anaerobic, isotonic, isokinetic, plyometric, flexibility, proprioception and neuromuscular control exercise methods. Clinical proficiency testing may also be incorporated to specific topics. A final individual project will be required encompassing the course content to create a full conditioning program for a specified athlete. APrerequisites: AT majors only. **3 credits.**

ATR 257. MEDICAL EDUCATION LAB I

A lecture series and psychomotor testing with topics regarding illness, diseases, and environmental issues associated with allied health professionals. AT majors only. **1 credit.**

ATR 258. MEDICAL EDUCATION LAB II

A lecture series of medical topics presented by the department team physician or designated medical professional on relevant topics in the sports medicine field. AT majors only. **1 credit.**

ATR 267. THERAPEUTIC MODALITIES

This evidence based course consists of classroom and clinical practice stressing the proper use of therapeutic modalities in aiding injuries and illnesses common to the physically active population. Emphasis is given to superficial agents, electrical stimulation, therapeutic ultrasound, LLLT and light therapy, mechanical modalities, and manual muscle therapy. Corequisite: ATR 268. **3 Credits.**

ATR 268. THERAPEUTIC MODALITIES LAB

This evidence based course consists of clinical application of therapeutic modalities in aiding injuries and illnesses common to the physically active population. Emphasis is given to superficial agents, electrical stimulation, therapeutic ultrasound, LLLT and light therapy, mechanical modalities and manual muscle therapy. Corequisite: ATR 268. **1 credit.**

ATR 300. CLINICAL EDUCATION III

The third of four athletic training clinical rotation experiences emphasizing presentation, practice, and final outcome testing of designated clinical proficiencies in relationship to day-to-day athletic training. Clinical rotation performance and daily completion of responsibilities will also be assessed. These proficiencies and competencies can be obtained from the athletic training curriculum director. Prerequisite: Prerequisites: AT majors only. **1 credit.**

ATR 301. CLINICAL EDUCATION IV

The final athletic training clinical rotation experiences emphasizing presentation, practice, and final outcome testing of designated clinical proficiencies in relationship to day-to-day athletic training. Clinical rotation performance and daily completion of responsibilities will also be assessed. These proficiencies and competencies can be obtained from the athletic training curriculum director. Prerequisite: Prerequisites: AT majors only. **2 credits.**

ATR 362. THERAPEUTIC EXERCISE
Evidence-based lecture and clinical instruction stressing the injury rehabilitation programs for specific injuries and post surgical. Topics include goals of therapeutic exercise, range of motion techniques, stretching techniques, resistance exercises and peripheral joint mobilization. Prerequisite: Prerequisites: AT majors only Corequisite: ATR 363. **3 credits.**

ATR 363. THERAPEUTIC EXERCISE LAB
Clinical formation and application of the techniques and theories of injury rehabilitation programs. Corequisite: SPMD 362. **1 credit.**

ATR 364. ATHLETIC TRAINING ADMINISTRATION AND MANAGEMENT
Study of the administrative and management procedures in athletic training environments; techniques for developing effectiveness as an administrator. Practical experience in solving hypothetical administrative problems provided. Topics include professional ethics, staff hiring, facility design, insurance protocol, budget design, medical practice act and employment opportunities including resume writing and mock interviews. Athletic Training majors only. **3 credits.**

ATR 402. SENIOR SEMINAR
This course is designed to allow athletic training students an opportunity to prepare for the BOC certification examination and to prepare for their future careers in athletic training or placement in an advanced degree program. Special emphasis will be placed on study habits, BOC exam content and format, graduate school application processes, resume building, interviewing techniques and other skills pertinent to the senior level athletic training student. Prerequisite: AT majors only. **1 credit.**

ATR 404. ATHLETIC TRAINING CLINICAL CAPSTONE
The purpose of this capstone athletic training course is to allow senior athletic training students to integrate their clinical and didactic knowledge in a preprofessional setting. During this time students are required to complete an average of 100 hours at a mutually agreed upon clinical setting. . The capstone experience is specifically designed to allow students to choose an area or specialty that suits their interests. Students will also develop a semester-long assigned patient c base study with an oral presentation requirement. Prerequisite: Prerequisites: AT majors only. **2 credits.**

ATR 461. SPECIAL ISSUES IN ATHLETIC TRAINING
The main focus of this course is discussion and case studies of special populations in the physically active. Populations will include but are not limited to: pediatrics, geriatrics, pregnant women, diabetics, asthmatics, and disabled. Discussion will be in the areas of injury and illness management, activity restrictions, and NATA position statements related to special populations. There is also a clinical component to this course in which the student is to complete a required number of hours with an assigned clinical experience. Prerequisite: Prerequisites: AT majors only. **3 credits.**

ATR 480. RESEARCH METHODS I
This is the first of two courses investigating research methods, theories, and techniques relative to the athletic training profession. Emphasis is placed upon understanding the research process, literature review, development of appropriate methodology, and institutional review board (IRB) process. Students will work on the development of a research project with the writing of chapters 1, 2 and 3 and drafting of IRB document. AT Majors only. **2 credits.**

ATR 481. RESEARCH METHODS II
This course builds upon the knowledge of research methodology introduced in RMI. Emphasis will be placed on the procedures of data collection, analysis, and interpretation. Students will work on the process of recruiting subjects, collecting and interpreting data, and formulating conclusions. Formal presentation of research, research poster construction, abstracting writing, and manuscript preparation will be addressed. AT majors only. Prerequisite: ATR 480. **1 credit.**

EXERCISE SCIENCE

Program Director:
Timothy N. Harvey, M.S., A.T.C.

FACULTY

Assistant Professor:
Timothy N Harvey, M.S., A.T.C.
Bradley R. Jacobson, M.A., A.T.C.
Christine LoBue-Estes, Ph.D., A.T.C
Anne Mishler, Ph.D; CES

Adjunct:
Tyler Travis, M.S., ACSM HFS
Kathy Williams, M.S., A.T.C.
Kathryn Jacobson, R.N., B.S.N

MISSION STATEMENT

The mission and general objective of the Bachelor of Exercise Science major at Mercyhurst University is to provide students with the necessary didactic competencies, proficiencies and experiences both academically and clinically in order that they have the necessary requirements and background to sit for National Certification Examinations by either ACSM or NSCA. The curriculum in the Exercise Science major is designed to provide students with opportunities to increase their clinical skill set. The student will have every opportunity to fulfill all University and Department requirements toward graduation, and in so doing, will be exposed to the holistic liberal arts experience. This unique combination of the professional preparation and the holistic liberal arts experience will enable students to easily see the larger community picture and how the individual fits within this community to help create a caring and sustainable society.

PROGRAM STUDENT LEARNING OUTCOMES

Demonstrate knowledge of patient pre-participation health screening, risk classification, and evaluation

Demonstrate knowledge of the benefits and risks associated with physical activity

Demonstrate knowledge of health related physical fitness testing, interpretation, and exercise prescription in the healthy population

Demonstrate knowledge of behavioral theories and strategies for promoting exercise and health
Demonstrate proficiency in research methodology and scientific writing

ADMISSION REQUIREMENTS

Freshman students must have a minimum GPA of 2.75 in high school plus a 2.75 in each of the following six subjects: Algebra, Geometry, Trigonometry, Biology, Chemistry and Physics or General Science. Prior to entering their freshman year it is recommended that exercise science majors complete the American Red Cross Professional Rescuer CPR/AED certification.

TRANSFER/UNDECLARED STUDENTS

A student transferring to Mercyhurst University can become eligible as a candidate for the Exercise Science program upon completion of the required academic courses. A transfer student with an Exercise Science related background may have specific Exercise Science courses waived by the Exercise Science program director. Additionally, the Director of the Exercise Science program may grant exceptions to specific candidates if the student meets all other Exercise Science program admission requirements. In this case, students may be admitted provisionally into the Exercise Science program. These students will be given one academic year as a provisional admit to meet any remaining courses deficiencies. Provisional students who meet all course requirements after this period will then be given the opportunity to sit for the review board process. If all of the incoming Exercise Science courses are not waived, the student must successfully complete the courses before he/she may apply to the Exercise Science program. In addition to completing of the course requirements, it is recommended that the student have obtained observation hours under qualified Exercise Science professionals in Exercise Science. These hours can count toward the total required at the discretion of the Clinical Coordinator. Transfer students must appear before the Review Board at the end of their first year in the major and be accepted into the major prior to enrolling in upper level courses offered by the Sports Medicine Department

FINAL ACCEPTANCE REQUIREMENTS

Students in Exercise Science must apply for formal acceptance into the major in Spring of the Sophomore year, or after one academic year if a transfer student . Failure to do so results in automatic change of status to "pre-major." Achievement in the following areas will be necessary for success in the Exercise Science field according to guidelines provided by the American College of Sports Medicine, CoAES (Committee on Accreditation for the Exercise Sciences).

RESPONSIBILITY

An above average level of achievement in responsibilities within the major should be demonstrated. Measurement will be determined by the letters of recommendation, documentation of required shadow observation, and career portfolio.

COOPERATION

An above average level of teamwork with all members of the Exercise Science faculty and with fellow students should be achieved. Determination will be reflected in the recommendation letters.

PROBLEM SOLVING/DECISION MAKING

Applicants will demonstrate the ability to make accurate and reliable decisions in theory and in practical or clinical situations.

CLINICAL PROFICENCY SKILLS

Students pursuing Exercise Science will demonstrate proficiency in the acquisition and utilization of clinical skills and designated motor skills pertaining to care of the physically active population. Exercise Science students must complete all lab courses with a grade of "C" or higher. In addition to demonstrating clinical proficiency skills in lab courses students will have additional opportunities to develop and use their clinical skills. These additional opportunities include serving as a strength consultant to the Mercyhurst community in the Junior and Senior years, as well as a required Internship to be completed after the Junior year. The Internship is a minimum 200 hours under the direction of a credentialed professional. The Internship is designed to provide the student with an in-depth experience in a clinical setting as closely related to their career choice as possible.

ACADEMIC

Exercise Science majors must achieve and maintain an overall minimum QPA of 2.65. An overall QPA of 3.00 or higher is strongly recommended should the student be interested in pursuing an advanced graduate degree.

REVIEW BOARD

The Review Board consists of three members from the discipline. Deliberations of the Board take place in the Spring semester of the student's Sophomore year or 1 year after the first academic year for transfer students, and at other times when the Director deems necessary.

EVALUATION PROCESS

The Exercise Science student will have the opportunity to obtain a maximum of 300 points for the review board process. The 300 points consist of 100 points for the GPA, 100 points for the Portfolio (which includes required observation hours), and 100 points for the Review Board interview. To successfully pass the review board process the candidate must obtain a minimum of 225 points and achieve the minimum 2.65 GPA. If the candidate fails to meet the minimums a one year probationary period may be offered under the following circumstances:

1. The candidates GPA is lower than the 2.65, but no lower than 2.55 combined with a Board score of no less than 240 points.
2. The candidates Board score is less than the minimum 225 points, but no lower than 200 points combined with a GPA higher than 2.65.
3. The candidate has the minimum points (225), has the minimum GPA of 2.65, but has not obtained the minimum number of observation hours

Probation will last 1 academic year. The student must sit for the review process at the end of the probationary period and must have raised the deficient component to the minimum. If the student fails to pass the second review process he/she will be dismissed from the Program. The probationary period will be from the time of the Review Board meeting until the first day of classes in the following Fall semester, (the candidate will have from the end of April to approximately Sept 1st to obtain the missing hours-to reach the minimum 200 hours).

It is required that a completed Health Physical Form, immunization record, TB test, and proof of HBV vaccination be provided or a waiver signed and on file with the University Health Center prior to beginning any clinical assignment. Once accepted, the student must maintain a GPA of 2.65 or higher. If the QPA falls below 2.65, the student will be placed on probation. If a 2.65 or higher is not achieved at the end of the designated semester, the student will be dismissed from the Program.

It is MOST URGENTLY encouraged for all officially accepted students to become student members of ACSM and/or the NSCA, (annual membership cost $80 per year for each). It is expected that all Exercise Science students will maintain American Red Cross CPR-AED/ First Aid certification must be up to date.
*CPR cost approximately $40 every second year
*First Aid cost approximately $40 every third year

All freshman and transfer students entering the Exercise Science major must show proof of passing the American Red Cross Professional Rescuer CPR/AED course prior to starting classes (Freshman are allowed to complete this requirement when they take EAIM in the freshman year). Accepted proof will be a signed certification card from the American Red Cross.

APPEAL PROCESS

Any student dismissed from the Exercise Science major may apply for re-admittance to the program during the next session of the Review Board. The eligibility of the individual will be determined by the Board using the same criteria as is used for accepting a new student into the program. Anyone using the appeal process should contact the department chair one term prior to the review board session to initiate the process.

NOTE: It is made clear that a student who is advised to discontinue the Exercise Science major will find that a lateral move to a related science major is very difficult without having to take more than 120 credits due to the stringent science requirements in related fields. This is a risk that the student assumes when he or she accepts initial acceptance into the Exercise Science major.

GRADUATION REQUIREMENTS

Students who have been accepted into the Exercise Science major must maintain an overall GPA of 2.65. This standard ensures necessary mastery of ACSM-CoAES KSA's (Knowledge, Skills, and Abilities). All required courses in the Exercise Science major must be completed along with completion of the student's baccalaureate research project by April 1st of the Senior year. All Sports Medicine seniors are required to present their research proposals and findings in a college research symposium in the Spring semester of the Senior year or another professional seminar or symposium. Professional Rescuer CPR/AED certification or skill demonstration is required every 2 years after initial certification. No major course may be taken on a pass-fail basis and students who earn less than a "C" in any major course or lab must repeat the course or lab. Students who are not majors (including contract majors) may not take or challenge courses offered by the Sports Medicine Department/Exercise Science faculty without written permission from the Department Chairperson and the program director.

CLINICAL OBSERVATION REQUIREMENTS

All Exercise Science majors are required to accrue 300 observation/clinical hours. The first 200 must be prior to review board, the last 100 hours prior to applying for graduation. All Exercise Science majors are required to complete an internship with a minimum of 200 additional hours. This internship is usually completed in the summer between Junior and Senior year, but can be completed during the academic year.

CORE EXERCISE SCIENCE COURSES

SPMD 155	Personal Health Science
SPMD 157	Emergency Athletic Injury Management
MATH 109	Statistics
SPMD 162	Intro to Sports Medicine
SPMD 205/206	Exercise Assessment 1/Lab
SPMD 263	Nutrition for Health Professionals
SPMD 305/306	Exercise Assessment 2/lab
SPMD 322	Community Health
SPMD 380	Exercise Physiology
SPMD 381	Exercise Physiology/Lab
SPMD 472	Pharmacology
SPMD 480	Research Methods I
SPMD 481	Research Methods II
SPMD 483	Research Methods Lab
SPMD 485	Exercise Science Practicum (Health Fitness & Performance Concentration)
SPMD ---	Clinical Exercise Internship (Clinical Exercise Physiology Concentration)

COURSE DESCRIPTIONS

SPMD 155. PERSONAL HEALTH SCIENCE

A multi-faceted view of health/wellness including cardiovascular fitness, resistance training, flexibility, nutrition, body composition, stress management and other contemporary health care issues will be researched and discussed. You will demonstrate an understanding of related theory by researching, writing, participating in group discussions and debates, performing relevant laboratory projects, relating information in exams, quizzes, and assignments. Ultimately, you will be able to promote a healthier lifestyle for yourself and members of the community including the general layperson, active individual and the organized athlete. **3 credits.**

SPMD 157. EMERGENCY ATHLETIC INJURY MANAGEMENT

A lecture and clinical course introducing the student to athletic injuries requiring immediate medical intervention. Emergency procedures include: Respiratory distress, head and cervical neck trauma, circulatory failure and heat/cold stress. Sports Medicine majors only. **3 credits.**

SPMD 162. INTRODUCTION TO SPORTS MEDICINE

The purpose of this course is to introduce first year Sports Medicine students to the allied health profession and injury/illness pathophysiology and evaluation. History of their desired profession, necessary educational background and job opportunities will be discussed in order to promote professional development. Students will gain knowledge of the tissue injury cycle at the cellular level, which allows the students to have a complete understanding of the healing process. The evaluation sequence, along with proper documentation will be introduced and students are encouraged to apply this knowledge. Throughout the course students will be using and focusing on their critical thinking skills in relation to their profession. A.T.'s Prerequisite: SPMD 157. Corequisite: BIO 130/131. Non A.T.'s prerequisite: SPMD 157, BIO 120/121. **3 credits.**

SPMD 205. EXERCISE ASSESSMENT 1

This course is part of a series of courses that prepare students in the health promotion field to work with clients in assessing physical fitness levels and individualizing exercise/activity programs that will be beneficial in improving the overall health of the general population as well as in the treatment of persons with chronic diseases and disabilities. American College of Sports Medicine guidelines will be used to present theory regarding health screening and risk stratification, pretest clinical evaluation, physical fitness testing and interpretation, general principles of exercise prescription, methods for changing behavior, and legal issues. Sports Medicine majors only. Prerequisite: SPMD 155 Corequisite Spmd 206. **3 credits.**

SPMD 206. EXERCISE ASSESSMENT 1 LAB

This course is the laboratory extension of SPMD 205. The purpose of the class is to allow the student to gain experience in assessment of a client/athlete in the following areas: Assess Resting and Exercise Blood Pressure, Assess Resting and Exercise Heart Rate, Assess Submaximal Graded Cardiorespiratory Exercise Tests utilizing a variety of equipment, Assess Anaerobic Exercise Testing utilizing a variety of equipment, Assess Flexibility utilizing a flexometer and goniometer, Assess and determine VO2 in order to prescribe cardiorespiratory exercise, Assess upper and lower body muscular strength, muscular power, and muscular endurance utilizing a variety of equipment, Assess client body composition utilizing a variety of equipment. The student will be exposed to the utilization of ECG. The student will be able to bring classroom theory into practical experience. Corequisite: SPMD 205. **1 credit.**

SPMD 210. PRINCIPLES OF HEALTH PROMOTION

An introductory course to health promotion initiatives. Future job opportunities and certifications in the health field, community and school health, and worksite health promotion will be major areas of consideration in the course. Specific topics, to name a few, will include: designing and implementing health promotion programs for diverse populations, evaluation of personnel, programs, and facilities, ethics associated with the health profession, group and one-on-one teaching skills, application of the stages of behavior change in health promotion, marketing strategies for health promotion, and ACSM facility standards. Prerequisite: SPMD 155 or 156. **3 credits.**

SPMD 263. NUTRITION FOR THE HEALTH PROFESSIONAL

A lecture and lab course that expands on the specifics of exercise assessment techniques beyond those taught in other courses. Assessment of special populations including: the elderly, pediatric patients, elite athletes, and patients with chronic disease will be covered in addition to advanced hands on skills with machinery and technology used in testing with a focus on calibration and theory of the technologies applied in exercise testing. Prerequisite CHEM 101 or higher. **3 credits.**

SPMD 305.EXERCISE PRESCRIPTION

A lecture and lab course that expands on the specifics of exercise assessment techniques beyond those taught

in other courses. Assessment of special populations including: the elderly, pediatric patients, elite athletes, and patients with chronic disease will be covered in addition to advanced hands on skills with machinery and technology used in testing with a focus on calibration and theory of the technologies applied in exercise testing. This course will also focus on exercise prescription for these populations Sports Medicine/ Exercise Science majors only. Prerequisite: SPMD 205. Corequisite: SPMD 306. **3 credits.**

SPMD 306. EXERCISE PRESCRIPTION LAB

This lab will focus on the practical applications of topics addressed in lecture and clinical proficiency testing will be incorporated. Corequisite: SPMD 305. **1 credit.**

SPMD 322. COMMUNITY HEALTH

This course will explore the concepts of health from the larger community and social perspective. The role of federal, state, and local governments in community health will be discussed. The leading causes of death in the United States will be discussed. Community health priorities and environmental health issues will be discussed. Prerequisite: SPMD 155 or 156. **3 credits.**

SPMD 360. SPORT/HEALTH FITNESS MANAGEMENT

Study of the administrative procedure in sports health fitness environments; techniques for developing effectiveness as an administrator. Practical experience in solving hypothetical administrative problems provided. Topics include staff hiring, facility design, insurance protocol, budget design, medical practice act and employment opportunities including resume writing and mock interviews. Prerequisite: Sports Medicine/ Exercise Science majors only. **3 credits.**

SPMD 365. KINESIOLOGY

A study of the principles of body mechanics, physics and anatomy in relation to human movement. Special attention will be given to movement specific to sports activities and injury prevention. Sports Medicine/Exercise Science majors only. Prerequisites: BIO 240/241 or BIO 270/272, SPMD 161. Corequisite: SPMD 366. **3 credits.**

SPMD 366. KINESIOLOGY LAB

Laboratory experience stressing principles of physics and its relationship to efficiency of human movement and sports activities. Corequisite: SPMD 365. **1 credit.**

SPMD 370. STRENGTH TRAINING & PROGRAM DESIGN

This course is designed to help prepare the student to sit for the National Strength Coaches Association "CSCS" exam. Concepts and applications of exercise science, testing and evaluation, exercise techniques and organization are some of the topics which will be discussed. Prerequisites: BIO 250/251 or BIO 280/281. Corequisite SPMD 371. Exercise Science majors only. **3 credits.**

SPMD 371. STRENGTH TRAINING & PROGRAM DESIGN LAB

This course is designed to allow the students to learn and practice the required weight training components of each lift. Power lifts, core lifts, strength lifts, accessory lifts, flexibility, medicine ball training are some of the training techniques which will be taught. The student will learn how to properly spot and instruct strength training techniques. Corequisite: SPMD 370. Exercise Science majors only. **1 credit.**

SPMD 380. EXERCISE PHYSIOLOGY

This course describes the physiological, behavioral and biomechanical effects of physical exercise. It builds upon the students basic background in human physiology particularly in the areas of neuromuscular coordination and strength, cardiovascular fitness, respiratory and nutritional support, and hormonal and ph balance. The consequence of physical conditioning on these systems is also emphasized while also discussing the effects human factors and environmental factors have on physical performance. Prerequisites Bio 250 or Bio 344. Corequisite: SPMD 381. **3 credits.**

SPMD 381. EXERCISE PHYSIOLOGY LAB

Tests to evaluate conditioning and performance in general will be explained and tested in the laboratory. During laboratory the student will participate in an extensive series of exercises to assess and interpret muscle strength/endurance, anaerobic capacities, aerobic capacities. Corequisite: SPMD 380. **1 credit.**

SPMD 410. EXERCISE SCIENCE SEMINAR

This course will serve as the capstone of the Exercise Science major. Students will be instructed in how to assess and prescribe exercise for special populations. Students will also be given an actual client from the Mercyhurst community who they will pre-screen, assess, develop, implement and perform a post program evaluation of an exercise program for this client. The student will be expected to meet weekly with the client throughout the term outside of class time. Prerequisite: SPMD 380. **3 credits.**

SPMD 472. PHARMACOLOGY

A course designed to educate the medical health professional on the proper use, dosage, physiological effects, and ethical issues related to commonly used over-the-counter prescription medicines and alternative supplements. Sports Medicine majors. Prerequisite: SPMD 161. **3 credits.**

SPMD 480. RESEARCH METHODS 1

This course will establish the basis for research in the allied health field. The need for continuing research in all four Sports Medicine tracks will be discussed. The students will understand the difference between qualitative and quantitative research. Experimental and descriptive research methods will be introduced and discussed. Students will understand the components of the literature review. The students will conduct a literature review and develop a research project. Research ,methodology will be discussed and applied to the students chosen research project. The student will prepare a research proposal to be presented to the Institutional Review Board for approval. Junior Sports Medicine/Exercise Science majors. **2 credits.**

SPMD 481. RESEARCH METHODS 2

The students will conclude the year of research methods by initiating their research projects after obtaining institutional review board approval. The student will begin data collection and data analysis. The student will conclude their research project in an appropriately written format for completion of a Baccalaureate project. Students will also prepare a Power Point presentation and formulate a poster for presentation purposes. Prerequisite: SPMD 481. **1 credit.**

SPMD 483. RESEARCH METHODS LAB

This research lab will allow the students the necessary time, place, and access to any/all appropriate equipment to conduct research experiments with the assistance of the Sports Medicine faculty. Prerequisites: SPMD 481, SPMD 480. **1 credit.**

SPMD 485. EXERCISE SCIENCE PRACTICUM

During this course students will complete a minimum 200 hour internship in the community under the auspices of a mentor in an actual health care/exercise facility. The student will perform any/all duties expected of an entry level fitness professional during this time. The student is expected to follow all rules and regulations expected of any employee of their facility. These hours will be scheduled individually with each site, and will likely involve working 6-8 hour days 3-4 days per week depending on student schedule and facility availability. Prerequisite: SPMD 380. **3 credits.**

MINOR IN EXERCISE SCIENCE REQUIRED COURSES:

SPMD 162	Intro to Sports Medicine
SPMD 205/206	Exercise Assessment I and Lab
BIO 240/241	** Human Anatomy /Physiology I and Lab
BIO 250/251	Human Anatomy /Physiology II and Lab
SPMD 370/371	Strength Training and Program Design and Lab
SPMD 380/381	Exercise Physiology and Lab

** Prerequisite of BIO 120/121 **OR** 130/131

AND Elective Courses

ELECTIVE COURSES:

Students who wish to complete a minor in Exercise Science must choose 3 additional courses from the Sports Medicine Department offerings. Please keep in mind the prerequisite required for some courses.

CLINICAL OBSERVATION REQUIREMENTS

75 hours of documented observation with Exercise Science professionals who hold any ACSM (American College of Sports Medicine) credential, or professionals who hold the NSCA-CSCS (National Strength Conditioning Association – Certified Strength Coach Specialist) credential.

ADMISSION REQUIREMENTS

The minor student must have written approval from the Sports Medicine department chairperson and the Undergraduate Exercise Science program director. The student must have a minimum 2.65 GPA and this must be maintained. Application for this minor should occur in the sophomore year.

StudyAbroad

Dean of International Education
Dr. Heidi Hosey, Ph.D.

INTRODUCTION

Qualified students who have completed three regular semesters may be granted permission to spend all or part of their year in study at a qualified college or university in another country. Students who wish to study abroad must have a minimum 2.75 grade point average. Degree credit is granted upon successful completion of an approved program of international study. Permission to study abroad must be obtained in the semester preceding the proposed study/travel from the student's faculty advisor, the Registrar, the study abroad advisor, and the Director of International Education. Students interested in study abroad are advised to begin planning a minimum of one year before the proposed study and to consult with their faculty advisor and Student Financial Services early on in the process. Exceptions to any study abroad policy must be granted in writing by the Director of International Education.

In addition, Mercyhurst regularly offers students the opportunity to participate in faculty-led study abroad excursions that allow students and their instructors to study and learn together about the richness of our global community. As one example, students enroll in one or more college courses that begin with classroom study on campus in the spring semester and culminate in a faculty-led summer study abroad experience that brings the content of the course into the context of overseas travel and cultural diversity. Students interested in study abroad should review the study abroad link under "Academics" on the portal or stop by the study abroad office in Egan 124. FSAT courses are also offered periodically for credit in designated major/minor programs. FSAT courses offered for major credit are specific to an individual's major/minor program and cannot be used to fulfill requirements in the liberal core curriculum.

CORE LIMITATIONS/RESTRICTIONS

Students may apply a maximum of one FSAT course to the global awareness category of the core. To simplify core auditing and to ensure that FSAT courses are not used for more than one core category, students should register under one of the following course numbers corresponding to the appropriate core description: FSAT 230, FSAT 110, 120, 130, 140, 150, 160, 170, 180, 190

COURSE DESCRIPTIONS

FSAT 110. FACULTY LED STUDY ABROAD: INTERNATIONAL ARTS ENCOUNTER

Paralleling existing courses in art, dance, and music appreciation, a faculty-led study abroad course focuses on an artistic form of expression in the context of a specific international travel experience and led by the course instructor. Students study in-classroom content during a regular academic semester and complete the course through an international travel experience at the end of or immediately following that semester. **3 credits.**

FSAT 120. FACULTY LED STUDY ABROAD: EUROPEAN OR WORLD HISTORY

Paralleling existing courses in European and World History, a faculty-led study abroad course focuses on European and world historical perspectives in the context of a specific international travel experience and led by the course instructor. Students study in classroom content during a regular academic semester and complete the course through an international travel experience at the end of or immediately following that semester. **3 credits.**

FSAT 130. FACULTY LED STUDY ABROAD: PHILOSOPHY

Paralleling existing courses in philosophy, a faculty led study abroad course focuses on perspectives in Philosophy in the context of a specific international travel experience and led by the course instructor. Students study in-classroom content during a regular academic semester and complete the course through an international travel experience at the end of or immediately following that semester. **3 credits.**

FSAT 140. FACULTY LED STUDY ABROAD: LITERARY CLASSICS

Paralleling existing courses in Western, British, and American literature, a faculty-led study abroad course focuses on perspectives in literature in the context of a specific international travel experience and led by the course instructor. Students study in-classroom content during a regular academic semester and complete the course through an international travel experience at the end of or immediately following that semester. **3 credits.**

FSAT 150. FACULTY LED STUDY ABROAD: ANALYSIS OF INDIVIDUALS AND SOCIETY

Paralleling existing courses in Analysis of Individuals and Society, a faculty-led study abroad course focuses on perspectives of individuals and their role in the greater context of society through a specific international travel experience and led by the course instructor. Students study in-classroom content during a regular academic semester and complete the course through an international travel experience at the end of or immediately following that semester. **3 credits.**

FSAT 170/FSAT 175. FACULTY LED STUDY ABROAD: LANGUAGE/LITERATURE

Paralleling existing courses in the Language/Literature requirement, a faculty led study abroad course focuses on perspectives in such areas as literature, world languages, and philosophy in the context of a specific international travel experience and led by the course instructor. Students study in-classroom content during a regular academic semester and complete the course through an international travel experience at the end of or immediately following that semester. **3 credits.**

FSAT 180180/182/183. FACULTY LED STUDY ABROAD: NATURAL SCIENCES/LAB

Paralleling existing courses the natural sciences, a faculty-led study abroad course focuses on perspectives in such areas as anthropology, biology, chemistry, earth-space science, geology, and physics in the context of a specific international travel experience and led by the course instructor. Students study in-classroom content during a regular academic semester and complete the course through an international travel experience at the end of or immediately following that semester. 4 credits.

FSAT 190. FACULTY LED STUDY ABROAD: RELIGIOUS TRADITIONS

Paralleling existing courses in religious studies, a faculty-led study abroad course focuses on perspectives in religious studies in the context of a specific international travel experience and led by the course instructor. Students study in-classroom content during a regular academic semester and complete the course through an international travel experience at the end of or immediately following that semester. **3 credits.**

FSAT 230. FACULTY LED STUDY ABROAD: GLOBAL AWARENESS –

Paralleling existing courses in global awareness, a faculty-led study abroad course focuses on perspectives in global perspectives, both Western (outside North America) and Non-Western, in the context of a specific international travel experience and led by the course instructor. Students study in-classroom content during a regular academic semester and complete the course through an international travel experience at the end of or immediately following that semester. **3 credits.**

FSAT 160 FSAT 400. FACULTY LED STUDY ABROAD: ETHICS – CAPSTONE EXPERIENCE

Paralleling existing courses in ethics and targeted for graduating seniors, a faculty-led study abroad course focuses on religious and philosophical ethical perspectives in the context of a specific international travel experience and led by the course instructor. Students study in-classroom content during a regular academic term and complete the course through an international travel experience at the end of or immediately following that term. **3 credits.**

Sustainability Studies

Professors:
Chris J. Magoc, Ph.D.
(History)
John M. Campbell, Ph.D.
(Biology)

Assistant Professors
Nicholas Lang, Ph.D.
(Geology)
Dyan L. Jones, Ph.D.
(Physics)

INTRODUCTION

Recognized for its commitment to renewable energy and student engagement in a range of environmental initiatives, Mercyhurst University offers a B.A. in Sustainability Studies, Sustainability Studies concentrations in Chemistry and Biology, and a one year post-Baccalaureate certificate in Sustainability Studies. Whether minoring or majoring in Sustainability, students will take courses in a variety of academic disciplines that contribute courses to the program. However they structure their degree, students confront through an array of disciplines the immense environmental challenges that increasingly shape our world. They are also challenged to develop solutions to issues involving energy, climate change, land use and food production, sustainable economic development, green building design, and more. Students in the program engage in experiential learning projects and activities aimed at preparing them for positions in a broad range of fields upon graduation. An overall minimum GPA of 2.5 is required for graduation with a degree in Sustainability Studies. For more information, contact a Sustainability Studies Faculty Representative listed above.

MISSION STATEMENT

The mission of the Mercyhurst University Sustainability Studies program is to foster in graduates an understanding of ecological systems, the consequences of human-environment interactions, and the potential of practical, empirically based solutions that can advance a more sustainable world. The program is firmly grounded in both the Mercyhurst Liberal Arts curriculum as well as multi- and interdisciplinary approaches to sustainability issues from earth systems sciences, the social and behavioral sciences, and the humanities. The program provides students with a broadly encompassing multi-methods education that emphasizes systemic analysis, critical thinking, and community engagement. It also stresses the importance of social responsibility, ethical leadership, and a science-based focus on solutions and integrated problem solving.

Mercyhurst gradates in Sustainability Studies will have learned how to advance more sustainable local and global ecosystems. Students will have the ability to assess complex environmental issues at all levels, using multiple and diverse methodologies and an interdisciplinary approach, within a context of environmental justice, equity, and long-term sustainability. Students will be able to think critically about their role as creative problem-solvers and their responsibility as citizens, political and economic participants, and members of an extended ecological community.

PROGRAM STUDENT LEARNING OUTCOMES

Students will demonstrate mastery of the multi- and interdisciplinary nature of the international movement toward a more sustainable world, including its historical, economic, and political dimensions;

Students will demonstrate through course projects, internship opportunities, and a senior field experience an ability to apply their knowledge of local, national and global challenges related to energy, food, land use, water and air, waste, and public environmental health;

Students will demonstrate a clear understanding of the empirical/data/natural science-based nature of local and global sustainability issues – and engage in a practical examination through course projects of potential solutions to these challenges;

Students will evince an ability to critically analyze and communicate clearly, in writing and orally, their knowledge of environmental sustainability.

COURSES REQUIRED

SUST 105	Introduction to Sustainability Studies	3 credits
	OR	
SUST 305	Foundations of Sustainability	3 credits
SUST 210	Responding to Climate Change	3 credits
SUST 490	Senior Field Experience in Sustainability	3 credits

ELECTIVES

CHOOSE ANY ADDITIONAL 9 COURSES FOR THE MAJOR, 4 FOR THE MINOR

ANTH 301	Origins of Food Production	3 credits
ANTH/ BIO 216	Plants and People	3 credits
ANTH/GEOL 370	Dendrochronology	3 credits
BIO 146	Ecology and Evolutionary Biology Of Organisms	3 credits
BIO 147	Ecology and Evolutionary Biology of Organism Lab	1 credit
BIO 290	Environmental Physiology	3 credits
BIO 292	Field Ecology	3 credits
BIO 293	Field Ecology Lab	1 credit
BIO 410	Microbial Ecology	3 credits
BIO 411	Microbial Ecology Lab	1 credit
BIO 424	Restoration Ecology	3 credits
COMM 419	Environmental Communications	3 credits
ECON 260	Environmental Economics and Policy	3 credits
ENG 200	Literary Studies: Environmental Poetry	3 credits
ENG 328	Special Topics in Literature: Environmental Literature	3 credits
ENVS 100	Environmental Problem Solving	3 credits
ENVS 101	Environmental Problem Solving Lab	1 credit
GEOL 100	Physical Geology	3 credits
GEOL 102	Physical Geology Lab	1 credit
GEOL 215	Geomorphology	3 credits
GEOL 216	Geomorphology Lab	1 credit
GEOL 235	Paleoclimatology	3 credits
GEOL 266	Paleoclimatology Lab	1 credit
GEOL 260	Hydrogeology	3 credits
GEOL 261	Hydrogeology Lab	1 credit
GEOL 306	Soils	3 credits
GEOL 307	Soils Lab	1 credit
GEOL 380	Remote Sensing	3 credits
GEOL 440	Introduction to GIS	3 credits
GEOL 441	Introduction to GIS Lab	1 credit
ID 200	Building Technology	3 credits
ID 340	Environmental Design I	3 credits
HIST 229	Environmental History of U.S.	3 credits
POLI 195	Environmental Politics	3 credits
POLI 280	Global Environmental Politics	3 credits
POLI 321	Environmental Law	3 credits
PUBH 101	Foundations of Public Health	3 credits
PUBH 201	Environmental Health	3 credits
RLST 375	Religion and the Environment	3 credits
SCI 170	Energy Science	3 credits
SCI 171	Energy Science Lab	1 credit
SOC 342	Human Needs and Global Problems	3 credits
SUST 102	Water Resources and Conservation	3 credits
SUST 104	Sustainable Organic Gardening	3 credits
SUST 300	Special Topics in Sustainability	3 credits
SUST 399	Independent Study in Sustainability	3 credits
SUST 475	Internship in Sustainability	3 credits

COURSE DESCRIPTIONS

SUST 105. INTRODUCTION TO SUSTAINABILITY STUDIES

This is an interdisciplinary, team-taught course that provides students with an introduction to theories, principles, and strategies concerning the challenge of living more environmentally responsibly. Students wrestle with one of the paramount questions of our age: how do we live in ways that ensure the restoration and protection of the natural world, upon which a more secure and just future for the global community depends? This course will present students with ideas and issues related to sustainable development from a number of disciplinary perspectives, including ethics, the natural sciences, economics, and the social sciences. **3 credits.**

SUST 210. RESPONDING TO CLIMATE CHANGE

This course engages students in practical activities that model responsible actions to address climate change.

Introductory lectures will provide an overview of the scientific basis of human-induced climate change, the history of human response to climate change (in a deep time perspective), and the efficacy of modern approaches to mitigation and adaptation. Most of the class periods will focus on the processes involved in conducting a greenhouse gas inventory and advancing a climate action plan for an organization, using Mercyhurst's programs as the working models. The course will include a service component whereby students working in groups will help an organization in the community to initiate climate change response activities. **3 credits.**

SUST 305. FOUNDATIONS OF SUSTAINABILITY

Designed for upper level students interested in focusing their studies in the area of sustainability, this course will explore the theories, principles and strategies concerning the challenge of living more environmentally responsibly. This course will explore in depth the issues related to sustainable development from different disciplinary perspectives. 3 credits.
SUST 490. Senior Field Experience in Sustainability
In this capstone senior experience, the student working with a faculty member and in collaborative consultation with a community organization, a business, government agency, or on the Mercyhurst campus, engages in a substantial and meaningful service project designed to help advance the principles of sustainability in the region. **3 credits**

SUST 490. SENIOR FIELD EXPERIENCE IN SUSTAINABILITY

In this capstone senior experience, the student working with a faculty member and in collaborative consultation with a community organization, a business, government agency, or on the Mercyhurst campus, engages in a substantial and meaningful service project designed to help advance the principles of sustainability in the region. **3 credits**

World Languages and Cultures

Department Chair
Douglas Boudreau, Ph.D.

FACULTY
Professor:
Alice Edwards, Ph.D.;
Karen Williams, Ph.D.

Associate Professor:
Douglas L. Boudreau, Ph.D.;
Daliang Wang, Ed.D.

Assistant Professors:
Keiko Takioto Miller, M.A.;

Adjunct Faculty:
Anton Agafonov, M.A.;
Nicholas Cacchione; Imad Diab, M.A.
Eva Jerome, M.Ed.

INTRODUCTION

The Department of World Languages and Cultures is an integral part of the School of Arts and Humanities as the study of world languages and cultures is a fundamental part of a traditional liberal arts education. Through the study of languages, literatures, and cultures, the Department sees its role in the life of the University as a vehicle for the development of the whole person in a multicultural context through the most basic activities of human life: personal expression and social interaction. Appreciating the fact that one cannot truly understand a people without understanding their language, the Department's focus is on quality instruction to lead our students to mastery of the reading, writing, speaking and listening comprehension skills necessary to function effectively in our target languages.

We offer majors in French, Spanish, Russian Studies and International Business, as well as French and Spanish Education. Students may also pursue minors in Chinese, French, Japanese, and Spanish, and areas studies minors in Russian, Arabic and Islamic, and Asian Studies. Through these programs the Department prepares students for a future that demands a high level of linguistic proficiency and cultural competency.

MISSION STATEMENT

The Department of World Languages and Cultures supports the mission of the University through its offerings to the Core curriculum. Our courses foster a deep understanding of each individual's critical role in our global community through meaningful language acquisition and cultural studies, as we appreciate a common humanity expressed through diversity.

The Department also has a vital role in supporting various departments, such as Archaeology, Criminal Justice, Hospitality Management, Intelligence Studies, and Public Health, helping students acquire indispensable skills for intercultural communication for their future careers and citizenship.

In order to foster awareness of world cultures, the Department supports study abroad experiences, sponsors speakers and other events on campus, and serves as a valuable resource to the greater Erie community.

The Department of World Languages and Cultures works to foster respect for others, an openness to difference, and the ability to establish relationships through transcultural communication.

PROGRAM STUDENT LEARNING OUTCOMES

Speak and understand target language at the intermediate high level or better, as detailed in the ACTFL Proficiency Guidelines

Read and write in target language at the intermediate high level or better (ACTFL).

Demonstrate cultural proficiency in the culture(s) that use of the target language.

Discuss in the target language, both orally and in writing, literary and visual texts or cultural artifacts of the target culture.

Conduct and produce research in the target language.

Demonstrate understanding of second language acquisition and the history of foreign language pedagogy (education majors).

Demonstrate the ability to apply understanding in practice teaching situations and to analyze and critique the teaching of others (education majors).

MAJOR REQUIREMENTS

All majors must maintain an overall 2.5 GPA and at least a 2.75 GPA in major courses. French or Spanish Education majors must also meet all the requirements of the Education Department, including their GPA minimums.

All majors and minors, as well as those students seeking teaching certification, are expected to maintain a portfolio which will be important for assessment at Sophomore Review. An outline of requirements for the portfolio, which includes written and oral work, can be obtained from the student's language advisor or from the Department Chair.

Students with previous experience in a language offered by the department (including native speakers) must consult with the department faculty to be placed into an appropriate level course. The Department reserves the right to reassign students whose level of experience is not appropriate for the course.

SOPHOMORE REVIEW

During spring semester of the sophomore year, the Department reviews the student's academic record, the language portfolio, and recommendations from professors to determine academic progress. At this time, students are formally invited into the major and are informed in writing of the Department's decision.

SENIOR REVIEW

Spring semester of the senior year, students will present a completed portfolio to the department faculty. The portfolio includes writing samples, a transcript, a CV, and evidence of a culturally authentic experience. Seniors will also participate in an oral proficiency interview as part of the senior review. Additional details can be found on the departmental website.

FRENCH MAJOR

Students may choose a major program in French. Entrance into the major program is determined by the successful completion of the Introduction and Intermediate sequence or by the demonstration of equivalent skills on the CLEP, A.P., or International Baccalaureate examinations. Students must also successfully pass through the Sophomore Review process before formal admittance to the major is granted.

a) Required Sequence (in French):

FREN 125	French Culture	3 credits
	OR	
FREN 126	Francophone Cultures	3 credits
	OR	
FREN 130/132/135	French Literature (in translation)	3 credits
FREN 204	Intermediate French II	3 credits
FREN 208	Introduction to Literature	3 credits
FREN 209	Introduction to French Civilization	3 credits
FREN 210	Conversation/Composition I	3 credits
FREN 305	Seminar in Culture Literature	3 credits
FREN 308	Phonetics	3 credits
FREN 310	Seminar: Translation	3 credits
WL 314	Introduction to Sociolinguistics	3 credits

b) Elective Sequence: Majors must choose at least two electives in their major language:

FREN 230 French for Business
FREN 300 Conversation/Composition II
FREN 315 French Cinema
FREN 316 (Abroad Experience)
Other courses as offered by the Department

SPANISH MAJOR

Students choose a major program in Spanish. Entrance into the major program is determined by the successful completion of the Introduction and Intermediate sequence or by the demonstration of equivalent skills on the CLEP, A.P., or International Baccalaureate examinations. As stated above, students must also successfully pass through the Sophomore Review process before formal admittance to the major is granted.

a) Required Sequence (in Spanish):

SPAN 125	Latin American Culture	3 credits
	OR	
SPAN 130	Latin American Literature	3 credits
SPAN 207	Intermediate Spanish II	3 credits
SPAN 208	Introduction to Literature	3 credits
SPAN 209	Introduction to Spanish Civilization	3 credits
SPAN 210	Conversation/Composition I	3 credits
SPAN 305	Seminar in Culture/Literature	3 credits
SPAN 308	Phonetics	3 credits
SPAN 310	Seminar: Translation	3 credits
WL 314	Introduction to Sociolinguistics	3 credits

b) Elective Sequence: Majors must choose at least two electives in their major language:

SPAN 230 Spanish for Business
SPAN 300 Conversation/Composition II
SPAN 316 Abroad Experience
Other courses as offered by the Department

FRENCH/SPANISH EDUCATION MAJOR

Students may choose a major program in French or Spanish Education. Entrance into the major program is determined by the successful completion of the Introduction and Intermediate sequence or by the demonstration of equivalent skills on the CLEP, A.P., or International Baccalaureate examinations. Students must also successfully pass through the Sophomore Review process before formal admittance to the major is granted. In order to receive this degree and certification in French or Spanish

Education, students must complete major courses outlined under the French and Spanish Major sections, as well as meet all requirements outline in the Education Department section of the university catalogue for Secondary Education along with WL 312: Second Language Acquisition. Please refer to all standards, policies and admission/retention criteria as specified for all Education majors seeking a degree from Mercyhurst University and certification by the Pennsylvania Department of Education.

RUSSIAN STUDIES MAJOR

Students may major in Russian Studies which combines courses in language, literature, culture, and history by following the sequence below:
Eight courses in Russian language
One course in Russian culture
One course in Russian history
Two courses in Russian literature or
One literature and Sociolinguistics (WL 314)
Senior Thesis

INTERNATIONAL BUSINESS

The Department collaborates with the Walker School of Business in offering a major in International Business, which combines the study of international business courses in marketing, economics, law, finance, and management with courses in language and culture. Interested students should consult the Business section of the catalogue for major requirements.

CHINESE, FRENCH, JAPANESE OR SPANISH MINOR

Language minors must complete any eight courses in their language/culture area.. Minors may only satisfy two requirements with a course taught in English (i.e.: . SPAN 125, FREN 125/126, RUSS 125, ASIA 125). Students must maintain a 2.5 GPA in the minor.

AREA STUDIES MINORS: ASIAN STUDIES ARAB/ISLAMIC STUDIES AND RUSSIAN STUDIES:

The minors offer inter-disciplinary opportunities to study the language, culture, religion, history and politics of a region. Students complete eight courses, at least four in the language, and must maintain a 2.5 in the minor.

RUSSIAN STUDIES :

Students will take eight courses, a minimum of four in the language, as advised. Other coursework might include:

RUSS 101	Introduction to Russian I	3 credits
RUSS 102	Introduction to Russian II	3 credits
RUSS 203	Intermediate Russian I	3 credits
RUSS 204	Intermediate Russian II	3 credits
RUSS 208	Contemporary Readings	3 credits
RUSS 210	Conversation/Composition I	3 credits
RUSS125	Russian Culture	3 credits
RUSS 130 or 131	Russian Literature	credits

One Russian history course

ARAB AND ISLAMIC STUDIES:

Students will take eight courses, a minimum of four in the language and must maintain a 2.5 in the minor:
ARAB 101 Introduction to Arabic I
ARAB 102 Introduction to Arabic II
ARAB 203 Intermediate Arabic I
ARAB 204 Intermediate Arabic II
ARAB 999 Directed Studies
RLST 370 Islam
HIST 291 History of Modern Middle East
POLI 240 Comparative Politics: Africa
Other courses as offered.

ASIAN STUDIES

Students will take eight courses, with a minimum of four in an Asian language.

CHNS/JPNS 101	Introduction I	3 credits
CHNS/JPNS 102	Introduction II	3 credits
CHNS/JPNS 201	Intermediate I	3 credits
CHNS/JPNS 207	Intermediate II	3 credits
CHNS/JPNS 110	Far Eastern Ideographs	3 credits
CHNS 208	Contemporary Readings in Chinese	3 credits
CHNS 210	Conversation/Composition	3 credits
JPNS 230	Japanese in Professional Contexts	3 credits
ASIA 125	Asian Cultures	3 credits
JPNS 130	Japanese Literature	3 credits
RLST 330	Hinduism	3 credits
RLST 360	Buddhism	3 credits
POLI 241	Comparative Politics: Asia	3 credits
ANTH 109	World Geography	3 credits
HIST 292	History of the Modern Far East	3 credits

Other courses based on the discretion of the director.

COURSE DESCRIPTIONS

ARAB 101.INTRODUCTION TO ARABIC I

An introduction to the Arabic language, including development of the basic skills: reading, writing, listening and speaking. Learning activities aimed toward developing communicative proficiency and mastery of the writing system. 3 credits.

ARAB 102. INTRODUCTION TO ARABIC II

Further study of the skills introduced in Introduction to Arabic I, including a continued study of Arabic grammar and aural-oral practice designed to reinforce basic language skills. Prerequisite: ARAB 101. **3 credits.**

ARAB201. INTERMEDIATE ARABIC I

Students continue the development of the four language skills and incorporate a new emphasis on reading and writing Arabic. Prerequisite: ARAB 102. **3 credits.**

ARAB 207. INTERMEDIATE ARABIC II

An intensive study of the more sophisticated grammatical patterns and idiomatic structures of Arabic designed to increase proficiency in reading, writing, and speaking the language. Prerequisite: ARAB 202. **3 credits.**

ASIA 125. ASIAN CULTURES

Studies the cultures of India, China, Korea and Japan through an examination of common roots and development in geography, history, arts, and religion. **3 credits.**

CHNS 101. INTRODUCTION TO MANDARIN CHINESE I

An introduction to Mandarin Chinese, the purpose of this course is to lay a groundwork for the study of modern Chinese. The course will focus on the four language skills of listening, speaking, reading and writing. While the learning of sentence patterns is a major component of the course, efforts will be made to help students handle simple tasks such as discussing daily routines, asking for and giving simple directions, shopping, talking on the phone, reading and writing notes and letters. **3 credits.**

CHNS 102. INTRODUCTION TO MANDARIN CHINESE II

Further study of the skills introduced in CHNS 101, sounds and tones, vocabulary, and sentence patterns in meaningful contexts will be used in order for the students to communicate appropriately and accurately in authentic contexts. Prerequisite: CHNS 101 or equivalent. **3 credits.**

CHNS 203. INTERMEDIATE MANDARIN CHINESE I

Students continue the development of the four language skills, expanding their base in introductory Chinese. Many of the grammatical constructions introduced in 101 and 102 will be repeated in this course with increasing sophistication in terms of style and usage. Prerequisite: CHNS 102 or equivalent. **3 credits.**

CHNS 204. INTERMEDIATE MANDARIN CHINESE II

An intensive study of the four abilities in Chinese language built on the knowledge and skills acquired from Intermediate Chinese I, with an emphasis on more sophisticated grammatical patterns, situational conversations, and reading. Prerequisite: CHNS 203 or equivalent. **3 credits.**

CHNS 208. CONTEMPORARY READINGS

An advanced stage in learning the written Mandarin language. The course aims to improve learners' language proficiency in reading short stories, newspaper articles, and excerpts from longer works in Mandarin, as well as literary selections. Learners will develop advanced vocabulary, and skills in reading comprehension of formal and informal texts. Prerequisite: CHNS 204. **3 credits.**

CHNS 210. CONVERSATION/COMPOSITION I

Based on the language foundation built in Intermediate Chinese, this course is designed to develop learners' communicative skills in Mandarin Chinese. Students will develop listening skills, build vocabulary, and gain a deeper understanding of structure and idioms, through guided and spontaneous conversation and written composition. Prerequisite: CHNS 204. **3 credits.**

FREN 101. INTRODUCTION TO FRENCH I

An introduction to the French language, including development of the basic skills: listening, speaking, reading, and writing. Learning activities aimed towards developing communicative proficiency. For students with no prior study of the language. **3 credits.**

FREN 102. INTRODUCTION TO FRENCH II

Further study of the skills introduced in Introduction to French I, including a continuing study of French Grammar and aural-oral practice designed to reinforce the basic language skills. For students with 1-2 years of prior study. Prerequisite: FREN 101 or equivalent. **3 credits.**

FREN 125. FRENCH CULTURE

Historical and cultural development of France. Lectures, class discussions, and reports on the most significant aspects and trends of political, literary, economic, social, and artistic life. This course is conducted in English. **3 credits.**

FREN 126. FRANCOPHONE CULTURES
The course presents a broad overview of the contemporary cultures of the former French colonies in the Caribbean, Africa, and Southeast Asia. Course readings and discussion will be organized around the broad themes of modernization vs. Westernization and the interplay of tradition and identity. The approach is interdisciplinary and will touch upon arts, religion, and history as well as contemporary concerns related to social, political, and economic development. The course is taught in English. **3 credits.**

FREN 130. FRENCH LITERATURE (IN TRANSLATION)
In this course students will read and discuss classic works by French authors, particularly those who have had a lasting impact on Western culture, including poetry, prose, and drama. **3 credits.**

FREN 132. FRENCH THEATRE (IN TRANSLATION)
Students will discover plays from the golden age of French (neo-) classical drama of the 17th century through the 20th century. The class will learn to appreciate how French drama has continued to observe its traditional mission of divertir et instruire ("to entertain and to instruct") while exploring the literary genres of comedy, tragedy, and tragicomedy and the literary movements such as neo-classicism, absurdism and existentialism. Through discussion and analysis of the works under consideration, students will explore drama as means of describing and critiquing society and the human condition. **3 credits.**

FREN 135. TOPICS IN FRENCH/FRANCOPHONE LITERATURE
The Topics in French/Francophone Literature course will build on the reading and writing skills developed in the required freshman sequence of the University core curriculum. Topics will address literature from France or elsewhere in the French-speaking world and may include literature from specific cultural groups, explorations of literary genres or themes, explorations of critical approaches to literature, author studies, etc. French 135 will study the works in English translation and English will be the language of instruction for this course. **3 credits.**

FREN 203. INTERMEDIATE FRENCH I
Students will build on introductory-level French skills, expanding and improving their command of grammatical patterns and idiomatic structures of French in a course designed to increase proficiency in reading, writing, listening and speaking. Prerequisite: This course is intended for students with four or more years of pre-university language study or those who have completed FREN 102 or an equivalent course. Students with three years of pre-university French study may be qualified for the course but are advised to consult with the instructor before enrolling.

FREN 204. INTERMEDIATE FRENCH II
An intensive study of the more sophisticated grammatical patterns and idiomatic structures of French designed to increase proficiency in reading and writing the language. For students with 4 or more years of prior study. Prerequisite: FREN 202 or equivalent. **3 credits.**

FREN 208. INTRODUCTION TO LITERATURE
Based on short stories, newspaper articles, and excerpts from longer works, the course aims to develop vocabulary, reading comprehension, a sense of style, and greater facility in discussion. Prerequisite: FREN 204 or FREN 210. **3 credits.**

FREN 209. INTRODUCTION TO FRENCH CIVILIZATION
This course presents an introduction to the contemporary culture and civilization of France. Readings, lectures, reports and other activities introduce students to the geography, history, and politics of France as well as contemporary issues such as family life, immigration, and the European Union which are shaping the culture of the modern French Republic. The language of instruction is French. Prerequisite: FREN 204 or FREN 210. **3 credits.**

FREN 210. CONVERSATION/COMPOSITION I
Students will develop their communicative skills, while building vocabulary and a greater understanding of structure and idioms, through composition and guided as well as spontaneous conversations. Prerequisite: FREN 102. **3 credits.**

FREN 230. FRENCH FOR BUSINESS
Using French as the language of instruction, this course examines business practices in France and the Francophone world in an era of globalization. Students will acquire the vocabulary and cultural skills needed to interact in a business setting. Memo, resume, and business letter writing, as well as the interview and telephone skills will also be practiced. Prerequisite: FREN 204. **3 credits.**

FREN 305. SEMINAR IN CULTURE LITERATURE
Content determined by instructor. Focus may be on literary movement, a century, or a genre. Group will then examine the relationships between cultural patterns and literary tendencies. Prerequisite: FREN 204 or FREN 210. **3 credits.**

FREN 308. PHONETICS
This upper level course focuses on the mastery of the International Phonetic System, the phonemes and allophones of Spanish/French, phonetic and phonemic transcription, dialectical variation, etc. Prerequisite: FREN 204 or FREN 210. **3 credits.**

FREN 310. SEMINAR: TRANSLATION
Examination of several basic differences in the structure of the French and English languages. Exercises to develop expertise precede directed and free composition, problems of translation. Prerequisite: FREN 210. **3 credits.**

FREN 315. FRENCH CINEMA
This course focuses on the rich cultural heritage of the "Seventh Art" in France, reviewing the history of the form and its artistic periods as well as the elements which distinguish different styles. Films, readings, lectures, class discussions, and research writing in French will build strong cultural and communicative skills. Prerequisite: FREN 204 or FREN 210. **3 credits.**

FREN 316. ABROAD EXPERIENCE
With instructor approval, students may use this course to develop an independent study program based on their experiences abroad. Students must have spent at least four weeks in a French-speaking country and must arrange, prior to the trip, to complete a research or creative project and present it during the term following their return. Prerequisite: FREN 204. **3 credits.**

JPNS 101. INTRODUCTION TO JAPANESE I
The first phase in gaining proficiency in the Japanese language. Students are encouraged to respond spontaneously to basic situational occurrences through continuous usage and development of the basic skills: listening, speaking, reading, and writing in both Romanization and simple Japanese alphabet. **3 credits.**

JPNS 102. INTRODUCTION TO JAPANESE II
The second phase in developing proficiency in the Japanese language. Students are encouraged to develop both spontaneity and accuracy in communication through continuous usage of the basic skills: listening, speaking, reading and writing in the Japanese alphabet. Prerequisite: JPNS 101. **3 credits** or equivalent.

JPNS 125. JAPANESE CULTURE
A way to develop another perspective for global problem-solving by examining and appreciating Japan's unique cultural patterns and processes through lectures, discussions, and demonstrations. Course conducted in English. **3 credits.**

JPNS 130. JAPANESE LITERATURE
A study and appreciation of the major trends in Japanese literature from the recordings of the Ancient Period to the present. Student-generated discussions and activities follow each work. Course conducted in English. **3 credits.**

JPNS 201. INTERMEDIATE JAPANESE I
Continues the development of the four language skills and incorporates a new emphasis on reading and writing Japanese. Prerequisite: JPNS 102 or equivalent. **3 credits.**

JPNS 203. INTERMEDIATE JAPANESE II
Further development of communicative skills with application of hiragana, katakana, and kanji in reading and writing, within the cultural context. Prerequisite: JPNS 202 or equivalent. **3 credits.**

JPNS 207. ADVANCED JAPANESE
An intensive study of the more sophisticated grammatical patterns and idiomatic structures of Japanese designed to increase proficiency in reading, writing and speaking the language. Prerequisite: JPNS 203. **3 credits.**

JPNS 208. CONTEMPORARY READINGS IN JAPANESE
Based on short stories, newspaper articles, and excerpts from longer works, the course aims to develop vocabulary, reading comprehension, a sense of style, and greater facility in discussion. Prerequisite: JPNS 207. **3 credits.**

JPNS 230. JAPANESE IN PROFESSIONAL CONTEXTS
This course is designed to prepare students to meet challenges in professional situations conducted in Japanese. They will achieve their linguistic and cultural proficiencies by developing their skills through application of specific vocabulary, honorific usages, and behavioral protocols. Students will become familiar with the Japanese environment in which these activities take place, through films, articles and on-line sources. Prerequisite: JPNS 202. **3 credits.**

JPNS/CHNS 110. FAR EASTERN IDEOGRAPHS
Study of the origin and development of Chinese ideographs for reading comprehension and their aesthetic appreciation through the practice of shodo, "the

way of the brush". This course is open to students with no prior experience with Chinese or Japanese. **3 credits.**

LATN 101. INTRODUCTION TO LATIN I
An introduction to the Latin language, including the development of the basic skills of readings and writing. Study and analysis of simple texts, as well as the fundamentals of Roman life and literature. **3 credits.**

LATN102. INTERMEDIATE LATIN I
Students continue the study of language skills to improve their reading and writing of Latin texts. The study and analysis of more complex texts, as well as an investigation of Roman life and literature. Prerequisite: LATN 102 or equivalent. **3 credits.**

RUSS 101. INTRODUCTION TO RUSSIAN I
An introduction to the Russian language, including development of the basic skills: listening, speaking, reading, and writing. Learning activities aimed toward a flexible command of the language are included. **3 credits.**

RUSS 102. INTRODUCTION TO RUSSIAN II
Further study of the skills introduced in Russian I, including study of grammar and aural-oral practice designed to reinforce the basic language skills. Prerequisite: RUSS 101 or equivalent. **3 credits.**

RUSS 130. GOLDEN AGE OF RUSSIAN LITERATURE
Study of the major works and writers of the first half of the 19th century. Includes Gogol and Lermontov as well as Pushkin and Turgenev. Particular emphasis on the growth of Russian realism in light of the Slavophile-Westernizer debates of this era. Conducted in English. **3 credits.**

RUSS 203. INTERMEDIATE RUSSIAN I
A study of the more sophisticated grammatical patterns and idiomatic structures of Russian designed to increase proficiency in reading and writing the language. Increase speaking practice enables the student to become more orally proficient in the Russian language. Prerequisite: RUSS 102. **3 credits.**

RUSS 204. INTERMEDIATE RUSSIAN II
The continuation of Russ 203 with study of the four skills, reading, writing, listening and speaking. Prerequsiite: RUSS 203. **3 credits.**

RUSS 208. CONTEMPORARY READINGS IN RUSSIAN
Based on short stories, newspaper articles, and excerpts from longer works, the course aims to develop vocabulary, reading comprehension, a sense of style, and greater facility in discussion. Prerequisite: RUSS 204. **3 credits.**

RUSS 210. CONVERSATION/COMPOSITION I
Students will develop their communicative skills, while building vocabulary and a greater understanding of structure and idioms, through composition and guided as well as spontaneous conversations. Prerequisite: RUSS 208. **3 credits.**

RUSS 300. CONVERSATION/COMPOSITION II
Students will develop more sophisticated composition and conversation skills, such as techniques for persuasion, debating, analysis, and creative expression. Prerequisite: RUSS 210. **3 credits.**

RUSS 310. SEMINAR IN COMPOSITION AND TRANSLATION
Examination of several basic differences in the structure of the Russian and English languages. Exercises to develop expertise precede directed and free composition, problems of translation. Prerequisite: RUSS 300. **3 credits.**

RUSS 316. ABROAD EXPERIENCE
With instructor approval, students may use this course to develop an independent study program based on their experiences abroad. Students must have spent at least four weeks abroad and must arrange, prior to departure, to complete a research or creative project and present it publicly in the semester following their return. Prerequisite: RUSS 207. **3 credits.**

RUSS 350. HISTORY AND DEVELOPMENT OF THE RUSSIAN ORTHODOX CHURCH
This course will examine the history, dogmatic teachings, and liturgical practices of the Russian Orthodox Church as it developed in Russia and will address the role of the Church at the present time and predict its role for the future. Prerequisite: RUSS 208. **3 credits.**

RUSS 490. SENIOR THESIS
An experience in original research leading to the development of a publishable paper. Topics will be chosen from research sources in contemporary Russian works. **3 credits.**

RUSS125. RUSSIAN CULTURE
Historical and cultural development of Russia are studied. Lectures, class discussions, and reports on the most significant aspects and trends of political, literary, economic, social, and artistic life are included. Course conducted in English. **3 credits.**

RUSS131. LATER 19TH-CENTURY RUSSIAN LITERATURE
Includes works of Tolstoy to Chekhov and treats such masterpieces as Anna Karenina, Brothers Karamazov, Oblomov, and several famous Chekhov plays. Conducted in English. **3 credits.**

SPAN 101. INTRODUCTION TO SPANISH I
An introduction to the Spanish language, including development of the basic skills: listening, speaking, reading, and writing. Learning activities aimed toward developing communicative proficiency. For students with no prior language experience. **3 credits.**

SPAN 102. INTRODUCTION TO SPANISH II
Further study of the skills introduced in Introduction to Spanish I, including a continuing study of Spanish grammar and aural-oral practice designed to reinforce the basic language skills. For students with 1-2 years of prior language study. Prerequisite: SPAN 101. **3 credits.**

SPAN 125. LATIN AMERICAN CULTURE
Historical and cultural development of Latin America. Lectures, class discussions, and reports examine the most significant aspects and trends of political, literary, economic, social, and artistic life. The course is conducted in English. **3 credits.**

SPAN 130. LATIN AMERICAN LITERATURE
A study of the major trends in literature from the Pre-Columbian period to present day, with emphasis on the authors of the "Boom" and "Post-Boom" years. This class is conducted in English. **3 credits.**

SPAN 203. INTERMEDIATE SPANISH I
This course combines a communicative approach to interesting and challenging topics with an overview of fundamental grammar concepts, including the simple and compound tenses of the indicative and subjunctive moods. The deeper understanding of verb tenses and other more advanced grammar concepts will provide an indispensable basis for more sophisticated expression and comprehension. Prerequisite: Span 102 or equivalent. **3 credits.**

SPAN 204. INTERMEDIATE SPANISH II
An intensive study of the subjunctive mood, as well as some of the more sophisticated grammatical patterns and idiomatic structures of Spanish, designed to increase proficiency in reading, writing, and speaking the language. For students with 4 or more years of prior study. Prerequisite: SPAN 203. **3 credits.**

SPAN 209. INTRODUCTION TO SPANISH CIVILIZATION
This course presents an introduction to the contemporary culture and civilization of Spain. Readings, lectures, reports and other activities introduce students to the geography, history, and politics of Spain as well as contemporary issues such as regionalism, immigration, and the European Union which are shaping the culture of modern Spain. Taught in Spanish. Prerequisite: SPAN 204 or SPAN 210. **3 credits.**

SPAN 210. CONVERSATION/COMPOSITION I
Students will develop their communicative skills, while building vocabulary and a greater understanding of structure and idioms, through composition and guided as well as spontaneous conversations. Prerequisite: SPAN 204 or SPAN 210. **3 credits.**

SPAN 230. SPANISH FOR BUSINESS
Using Spanish as the language of instruction, this course examines business practices in Latin America and Spain in an era of globalization. Students will acquire the vocabulary and cultural skills needed to interact in a business setting. Memo, resume and business letter writing, as well as the interview and telephone skills will also be practiced. Prerequisite: Span 204 or SPAN 210. **3 credits.**

SPAN 305. SEMINAR IN CULTURE LITERATURE
Content determined by preference of students/professor. Focus may be on a literary movement, a century, or a genre. Group will then examine the relationships between cultural patterns and literary tendencies. Prerequisite: SPAN 204 or SPAN 210. **3 credits.**

SPAN 308. PHONETICS
This upper level course focuses on the mastery of the International Phonetic System, the phonemes and allophones of Spanish/French, phonetic and phonemic transcription, dialectical variation, etc. Prerequisite: SPAN 204 or SPAN 210. **3 credits.**

SPAN 310. SEMINAR: TRANSLATION
Examination of several basic differences in the structure of the Spanish and English languages. Exercises to develop expertise precede directed and free composition, problems of translation. Prerequisite: Senior standing. **3 credits.**

SPAN 314. HISPANIC SOCIOLINGUISTICS

Using Spanish as the main language of instruction, this course will introduce you to the structural and social aspects of language in general, and to the ways these aspects manifest in the Spanish-speaking world. We will analyze English and Spanish contact in the United States, as well as other language contact situations around the globe, such as communities where Spanish intertwines with indigenous languages. Topics discussed will include dialects, types of bilingualism, code-switching, issues of language and power, and the socio-political ramifications of bilingual/bicultural education. The course does NOT assume prior linguistics/sociolinguistics study, although students possessing such knowledge will have an opportunity to share experiences with the class. Prerequisite: Span 204 or 207. **3 credits.**

SPAN 316. ABROAD EXPERIENCE

With instructor approval, students may use this course to develop an independent study program based on their experiences abroad. Students must have spent at least four weeks in a Spanish-speaking country and must arrange, prior to the trip, to complete a research or creative project and present it during the semester following their return. Prerequisite: SPAN 204 or SPAN 210. **3 credits.**

WL 101. CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS

This course, which satisfies the Humanities core requirement for Education majors, provides the knowledge, skills and dispositions that enable K-12 teachers to facilitate learning among students from various linguistic and cultural backgrounds. Specifically, the course will (1) explore variations in personality, educational background, social class, ethnicity, national origin, language, and culture; (2) analyze the issues of race, racism, and culture in historical and contemporary perspectives, (3) explore strategies for teaching multicultural and multilingual English language learners in K-12 settings, and (4) identify obstacles to participation in the educational process by diverse cultural and ethnic groups. Students will be required to complete field. ~Prerequisite: Education majors. 3 credits.

WL 312. SECOND LANGUAGE ACQUISITION

This course will present a historical overview of language education and introduce the student to various current approaches to foreign language teaching, including the Natural Approach, communicative methods, and Total Physical Response. Issues such as error correction, grammar instruction, testing (including the ACTFL proficiency guidelines), and bilingual education/ESL will be discussed. Students will become familiar with the use of the language lab and techniques for its implementation. Prerequisite: Language education majors **3 credits.**

WL 314. INTRODUCTION TO SOCIOLINGUISTICS

This course is for upper-level undergraduates with special permission from the instructor.) It does not assume prior language or linguistics study but rather introduces students to the social aspects of language, in general, and to the relationship between language and social factors that affect its usage, such as geography, gender, ethnicity, age, and socioeconomic class." **3 credits.**

WL 475. LANGUAGE INTERNSHIP

Off-campus experience in Erie and other sites tailored to promote the student's career plans and provide exposure to the language being studied. Examples include teaching English as a Second Language and Life Skills to adults, working with immigration and refugee services, translation. **3 credits.**

Center for English Language Studies

Director:
Janelle L. Newman
FACULTY:
Instructors:
Janelle L. Newman, Ph.D. Candidate
Julee Strek, M.A.

Part-Time Instructors:
Severine Patanakul, Ph.D.
Martin Senger, M.A.

Mission Statement

The Center for English Language Studies (CELS) is the home of the Intensive English Program (IEP), the International Foundations Program (IFP), and the Specialized English Language Programs (SELP). The Center seeks to extend the University's core value of compassionate hospitality to students who need English language training in order to matriculate as undergraduate and graduate students. Our primary goal is to link English language learners with the appropriate academic and social supports so they can become successful members of the Mercyhurst student body.

Applicants who do not meet the University's language proficiency standards (TOEFL 79-80 and IELTS 6.5) or non-degree seeking students wishing to improve their English language may choose to participate in the non-credit IEP or credit bearing IFP courses the Center for English Language Studies offers. After acceptance, students complete intensive English study in small classes which integrate the skills of reading, writing, listening, speaking, and grammar. All CELS programs include a strong cultural component throughout so students gain a greater understanding of the Mercyhurst context and greater region, providing the best conditions for language learning. In conjunction with Academic Support and the University's Writing Center, CELS works to support students in their academic development within and beyond the IEP, IFP, and SELP through academic counseling, advising, and tutoring.

As stated in the University mission, "[T]he university community is inspired by the image of students whose choices, in life and work, will enable them to realize the human and spiritual values embedded in everyday realities and to exercise leadership in service toward a just world." The Center for English Language Studies at Mercyhurst enables students from diverse backgrounds to enter into this community and enrich it with their unique contributions.
Intensive English Program (IEP)
In order to provide significant opportunities for

student success, our IEP is divided into four, eight week sessions within the university calendar and an additional summer session. Our sessions cover five language levels: High Beginner to Advanced. Currently the IEP does not offer instruction to true beginners of the language, so students may enter the program after submission of current TOEFL or IELTS scores, evidence of previous English instruction, and an initial placement test. Students are placed and move through levels based on an assessment portfolio: a Mercyhurst placement/progress test, class performance, and internationally recognized exam scores (IELTS, TOEFL). Each level has 24 contact hours and courses help students develop their language skills, cultural knowledge, and personal educational goals through an integrated approach towards language instruction.
Levels 1-5 are defined according to ACTFL proficiency descriptions.

At the end of Level 1, students will be able to:
- comprehend and produce spoken English at the a Novice High proficiency level
- write and read at the Novice High proficiency level.

At the end of Level 2, students will be able to:
- comprehend and produce spoken English at the Intermediate Low proficiency level
- write and read at the Intermediate Low proficiency level.

At the end of Level 3, students will be able to:
- comprehend and produce spoken English at the Intermediate Mid proficiency level
- write and read at the Intermediate Mid proficiency level.

At the end of Level 4, students will be able to:
- comprehend and produce spoken English at the Intermediate High proficiency level
- write and read at the Intermediate High proficiency level.

At the end of Level 5, students will be able to:
- comprehend and produce spoken English at the Advanced Low proficiency level
- write and read at the Advanced Low proficiency level.

International Foundations Program (IFP)

The International Foundations Program is a two semester experience which allows students to take credit-bearing courses at Mercyhurst as well as receive additional language support through courses focused on enriching their language development. Acceptance into IFP is based on TOEFL and IELTS scores where students must demonstrate an adequate command of the English language (generally a minimum overall score of 5.0 on IELTS). In the first semester, students take WL 108: Listening and Speaking for Academic Success, WL 110: Reading and Writing for Academic Success, and two academic courses. In the second semester, students take WL 201: Digital Literacy and three to four academic courses (including ENG 110: Composition and ENG 100: Critical and Evaluative Reading).

Specialized English Language Programs (SELP)
In additional to IEP and IFP, we develop relationships with other international student groups and institutions to create specialized language programs in English.

COURSE DESCRIPTIONS

Reading and Writing

IEP 013. LEVEL 1 READING WRITING
This class focuses on the reading skills of prediction, identification of main ideas, vocabulary development, and the use of context clues, scanning, and inferences. Using similar topics for discussion, students will develop the writing skills of basic sentence structure, punctuation, word choice, organization, and idea development throughout various genres. Prerequisite: Placement portfolio. Not for credit. **6 contact hours.**

IEP 023. LEVEL 2 READING WRITING
This class builds on the reading skills learned in IEP 010 by the identification of details and examples, comparison of sources, basic text analysis, and text annotation. Using similar topics for discussion, students will build on the writing skills of IEP 010 through the use of transitions, support for ideas, conclusions, idea development, and revision strategies throughout various genres. Prerequisite: Placement portfolio. Not for credit. **6 contact hours.**

IEP 033. LEVEL 3 READING WRITING
This class builds on the reading skills learned in IEP 020 by the identification of quotations, categorization of sources, greater text analysis, text annotation, and examination of metaphors. Using similar topics for discussion, students will build on the writing skills of IEP 020 through the use of outlines, paragraph development, audience awareness, thesis statements, parallel structures, and counterarguments in primarily academic genres. Prerequisite: Placement portfolio. Not for credit. **6 contact hours.**

IEP 043. LEVEL 4 READING WRITING
This class builds on the reading skills learned in IEP 030 through the deeper analysis of texts and use of skimming and scanning. Using similar topics for discussion, students will build on the writing skills of IEP 030 through the use of summary and paraphrase, figurative language, effective introductions, and visual aids in primarily academic genres. Prerequisite: Placement portfolio. Not for credit. **6 contact hours.**

Listening and Speaking

IEP 014. LEVEL 1 LISTENING SPEAKING
This class focuses on the listening skills of prediction, identification of main ideas and details, and vocabulary development as well as the use of signal words, scanning, and inferences. Using similar topics for discussion, students will develop speaking skills of expression of opinions, requests for clarification, and inclusion of others in conversation. Prerequisite: Placement portfolio. Not for credit. **6 contact hours.**

IEP 024. LEVEL 2 LISTENING SPEAKING
This class builds on the listening skills learned in IEP 011 through the recognition of connections, opinion phrases, summary statements, and intonation. Using similar topics for discussion, students will build on the speaking skills presented in IEP 011 through the use of suggestions, requests, advice, and follow-up questions. Pre-requisite: Placement portfolio. Not for credit. **6 contact hours.**

IEP 034. LEVEL 3 LISTENING SPEAKING
This class builds on the listening skills learned in IEP 021 through the recognition of signal words, intensifiers, rhetorical questions, speech reductions, and discrete sound discrimination. Using similar topics for discussion, students will build on the speaking skills presented in IEP 021 through the use of polite speech, debates, discussion leading, and conversation extensions. Prerequisite: Placement portfolio. Not for credit. **6 contact hours.**

IEP 044. LEVEL 4 LISTENING SPEAKING
This class builds on the listening skills learned in IEP 031 through the recognition of intonation and word stress, analysis of problems and solutions, and use of counterarguments. Using similar topics for discussion, students will build on the speaking skills presented in IEP 031 through reporting others' speech, proposing solutions, defending an argument, and expressing concessions and counterarguments. Prerequisite: Placement portfolio. Not for credit. **6 contact hours.**

IEP 052. COMMUNICATION IN THE ACADEMIC CONTEXT
This class covers the foundational communication expectations in academic contexts. Students will develop class participation strategies, discussion leading, online engagement, and oral/video presentation skills. Prerequisite: Placement portfolio. Not for credit. **3 contact hours.**

IEP 054. WRITING IN THE ACADEMIC CONTEXT
This class covers the basis components of successful writing in academic contexts. Students will develop general organizational approaches, clear thesis statements, detailed support and examples, summarizing, paraphrasing, and quoting skills, and effective research strategies. Prerequisite: Placement portfolio. Not for credit. **6 contact hours.**

IEP 056. INTEGRATED SKILLS
This class uses an integrated skills approach to advance students' proficiency in reading, writing, listening, and speaking. Students will cover various academic topics and develop general study skills to use in the university context. Students will also discuss transition challenges into credit-bearing courses. Prerequisite: Placement portfolio. Not for credit. **6 contact hours**.

Culture

IEP 060. UNDERSTANDING UNIVERSITY LIFE I
Students in Levels 1-2 will learn about social and academic expectations of university life. The course will cover topics such as participating in class environments, engaging in Mercyhurst life, and understanding cultural differences. Required field trips (during class time), as well as classroom experiences, will be integrated in the learning experience. Prerequisite: Placement portfolio. Not for credit. **6 contact hours.**

IEP 061. AMERICAN LIFE I
Students in Levels 1-2 will learn about local, state, and national issues in order to gain a greater understanding of the cultural setting around them. Required field trips (during class time), as well as classroom experiences, will be integrated into the learning experience. Prerequisite: Placement portfolio. Not for credit. **6 contact hours.**

IEP 062. UNDERSTANDING UNIVERSITY LIFE II
Students in Levels 3-4 will learn about the social and academic expectations of university life. Students will extend their knowledge of the American university setting and expectations through active discussion and role plays of real world issues which take place in the university context. Required field trips (during class time), as well as classroom experiences, will be integrated into the learning experience. Prerequisite: Placement portfolio. Not for credit. **6 contact hours.**

IEP 063. AMERICAN LIFE II
Students in Levels 3-4 will learn about current and historical local, state, and national issues in order to gain a greater understanding of the cultural setting around them. Required field trips (during class time), as well as classroom experiences, will be integrated into the learning experience. Prerequisite: Placement portfolio. Not for credit. **6 contact hours.**

ACADEMIC ENHANCEMENT
Students will also be able to develop specific language skills and learn about topics of interest through a changing selection of academic enhancement courses. Below is an explanation of those required courses and a sample of elective topics. More choices are offered each semester.

IEP 070. ACADEMIC ENHANCEMENT LAB
Required for levels 1-4. Students will extend classroom learning through computer-assisted language learning and independent projects on interest areas. Not for credit. **3 contact hours.**

IEP 071. GRAMMAR
Required for Levels 1-2. Students will practice foundational grammar concepts in order to communicate clearly. Not for credit. **3 contact hours.**

IEP 072. CRITICAL READING
Available to Levels 3-5. Students will explore texts on various topics using critical inquiry skills. Not for credit. **3 contact hours.**

IEP 073. TEST PREP
Available to Levels 3-5. Students will acquire skills which not only help them complete reading, writing, listening, and speaking tasks on internationally recognized exams (e.g., IELTS, TOEFL, TOEIC), but also prepare them for the academic expectations of the university environment. Students will also have multiple practice tests to help prepare for the exam situation. Not for credit. **3 contact hours.**

IEP 074. AMERICAN MUSIC
Available to Levels 3-5. Students will learn how music has affected American culture through recent history. Students will listen to various artists and examine lyrics of popular songs. Not for credit. **3 contact hours.**

IEP 075. STRUCTURE OF ENGLISH
Available to Levels 4-5. Students will explore advanced concepts in the English language through an exploration of English development, grammatical structure, and discourse analysis. Not for credit. **3 contact hours.**

INTERNATIONAL FOUNDATIONS PROGRAM COURSES

WL 108. LISTENING AND SPEAKING FOR ACADEMIC SUCCESS
The course emphasizes effective English listening and speaking skills required in Mercyhurst's core and major courses. In class, students will learn strategies for improving communication as well as participate in extensive listening and speaking practice with academic topics. Prerequisite: Director approval. **3 credit hours.**

WL 110. READING AND WRITING FOR ACADEMIC SUCCESS
The course emphasizes effective English reading and writing skills that are required in Mercyhurst's core and major courses. In class, students will learn strategies for reading and writing in academic genres; read multiple, complex texts in a linguistically supportive environment; and participate in extensive drafting and revision processes. Prerequisite: Director approval. **3 credit hours.**

WL 210. DIGITAL LITERACY
The course emphasizes effective English reading, writing, listening, and speaking skills around the theme of technology use in daily life. In class, students will learn to responsibly use the technology tools available at Mercyhurst and those freely available on the web in order to effectively research, discuss, and present key topics in technology literacy. Prerequisite: WL 108 and 110. **3 credit hours.**

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