Cedar Crest College complies with all applicable federal, state, and local legislation and does not illegally discriminate in educational programs or in employment on the basis of race, color, religion, national or ethnic origin, age, gender, disability or sexual orientation. Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact Academic Services at 610-606-4628. Further, in accordance with the provisions of Section 504 of the Rehabilitation Act of 1972, it is college policy that no person shall be denied consideration for admission solely by reason of her/his disability.

The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the College. The College reserves the right to change any provisions or requirements at any time.
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Cedar Crest College
Mission Statement

Cedar Crest College is a liberal arts college for women dedicated to the education of the next generation of leaders. Cedar Crest College prepares women for life in a global community by educating the whole student.

A Cedar Crest graduate will:
• Demonstrate the ability to engage in critical analysis and qualitative reasoning.
• Demonstrate the ability to engage in scientific and quantitative reasoning.
• Demonstrate technological competency and information literacy, including the ability to evaluate technological and informational resources and use them appropriately.
• Demonstrate the ability to communicate clearly, both orally and through the written word.
• Demonstrate the ability to participate in and appreciate artistic and creative endeavors.
• Demonstrate the ability to understand and articulate the foundations of her own ethics and values, as well as understand the value systems of others.
• Demonstrate the ability to understand and respond to issues of local, national, and global significance.

Introduction

As we move ahead, the vitality of all aspects of society will depend on the capacity of our colleges to educate women for leadership positions in all sectors and aspects of life. Cedar Crest is among the small group of institutions best suited to meet that challenge. Through its undergraduate liberal arts programs, students learn to make connections among a variety of academic disciplines. An 11:1 student-faculty ratio creates a cohesive community of scholars and learners where many opportunities exist for independent learning, individual exploration and personal growth. Students gain confidence in what they can achieve, not only for themselves, but also for society.

Cedar Crest’s campus is situated in the western residential section of the city of Allentown, a part of the Lehigh Valley in eastern Pennsylvania. Allentown and the adjacent cities of Bethlehem and Easton have a combined population exceeding 600,000 and support a variety of cultural and community activities. The College is within 55 miles of Philadelphia and 90 miles of New York City. Groups of students are easily able to visit these cities.

Cedar Crest College provides a quality undergraduate education to a broad constituency of students.

Cedar Crest College is accredited by the Middle States Commission on Higher Education, 3624 Market Street; Philadelphia, PA 19104; 215-662-5606.

Traditional Students: Women enrolled during the day who, at the time they enroll at Cedar Crest, graduated from high school within the last four years.
Academic Calendar 2009-2010

FALL 2009
New Student Orientations
  International Students: Friday, August 14 – Sunday, August 16
  New Traditional Students: Thursday, August 20 – Sunday, August 23
  Graduate Students: Monday, August 17 – 5 p.m.-6 p.m.; MSN: August 19 – 4 p.m.-6 p.m.
  Lifelong Learning Students: Monday, August 17 – 6:30 p.m.; Saturday, August 22 – 10 a.m.-noon

  Opening Convocation: Sunday, August 23 (4 p.m.)
  Classes Begin: Monday, August 24 (8 a.m.)
  Labor Day Holiday: Monday, September 7 (No classes held)
  Fall Break: Monday and Tuesday, October 12 and 13
  President’s Inauguration: Friday, October 23 (No classes held)
  Deadline for Course Withdrawal: Monday, November 9 (4 p.m.)
  Thanksgiving Break: Wednesday, November 25 – Sunday, November 29
  Classes End: Tuesday, December 8 (10 p.m.)

WINTER TERM
Classes Held
Final Exams Held Last Day of Classes
Online and Nursing Classes
Friday, January 8 – Sunday, January 10
Friday, January 15 – Sunday, January 17
Friday December 18 – Sunday January 17
January 22

SPRING 2010
New Student Orientations
  New Traditional Students: Monday, January 18, 2010
  Graduate Students: Monday, January 11 – 5 p.m.-6 p.m.
  Lifelong Learning: Monday, January 11 – 6-7:30 p.m.; Saturday, January 16 – 10 a.m.-noon
  Resident Students Return: Sunday, January 17
  Martin Luther King Day of Service: Monday, January 18
  Classes Begin: Tuesday, January 19
  Deadline to apply for May Graduation: February 15
  Spring Break: Monday, March 8 – Friday, March 12
  Break:
  Classes Resume: Friday, April 2 – Monday, April 5
  Deadline for Course Withdrawal: Tuesday, April 6 - Follow Monday Schedule
  Classes End:
  Presentation Days:
  Reading Days:
  Final Exams:
  Senior Grades Due:
  Baccalaureate/Commencement:
  All Other Grades Due:
  May 21 – June 6
  June 10
  Finals: June 29 and June 30
  (No classes Memorial Day, May 31)
  Tuesday July 6

MAY/SUMMER 2010
Lifelong Learning Orientation
May Term
Grades Due

Summer Session I
May 17 – June 28
Grades Due

Summer Session II
July 6 – August 16
Grades Due

Senior Grades Due:
Baccalaureate/Commencement:
All Other Grades Due:

MAY 21 – JUNE 6
JUNE 10
FINALS: JUNE 29 AND JUNE 30
(No classes Memorial Day, May 31)
TUESDAY JULY 6

Senior Grades Due:
Baccalaureate/Commencement:
All Other Grades Due:

MAY 21 – JUNE 6
JUNE 10
FINALS: AUGUST 17 AND 18
MONDAY, AUGUST 23
Academic Programs

Majors
Cedar Crest College offers the majors in the following fields, for the degrees as indicated.

Bachelor of Arts
Art*
Communication
Dance
English*
Fine Arts
History*
Music
Political Science*
Social Work*
Spanish*
Theatre

Bachelor of Arts or Science
Secondary Education* (certification)
Biology
Psychology*

* Indicates evening availability.

Co-major; must be taken in conjunction with a regular academic major. The primary major determines the degree awarded.

Academic Minors
Accounting
Art History
Anthropology
Applied and Professional Ethics
Biology
Business Administration
Chemistry
Communication
Computer Information Systems
Criminal Justice

Dance
Economics
English
Film Studies
Gender Studies
Health and Wellness
History
Mathematics
Marketing
Music
Nutrition

Philosophy
Political Science
Psychology
Religious Studies
Sociology
Spanish
Speech
Theatre
Writing

Certificates
Accounting CPA Certificate
Computer Information Systems
Gerontology
Healthcare Management (online)

Human Resource Management
Nuclear Medicine
School Nurse (certification)

Forensic Science
Health Professions Program
Pre-Dentistry, Pre-Medicine and Pre-Veterinary Medicine
Honors
Pre-Law

Graduate Programs
Master of Education: The Art of Teaching
Master of Education with Elementary Certification
Master of Education with Secondary Certification

ESL (certification)

Master of Science in Forensic Science
Master of Science in Nursing

Pre-Professional Programs in Health
Programs are available in pre-dentistry, pre-medicine and pre-veterinary. A preprofessional program offers a sequence of courses that provides a foundation for the desired professional study while the student pursues a bachelor's degree in at least one academic major. Students interested in pre-dentistry, pre-medicine or pre-veterinary programs should contact the chairperson of either the biological sciences or chemical and physical sciences.
Certificate Programs

To earn a certificate from Cedar Crest College, students must maintain a 2.0 cumulative GPA or higher. Please note that some certificate programs require a cumulative grade-point average higher than 2.0. For more information, please refer to the sponsoring department section in this catalog. Restrictions apply to some certificates. Students must submit an application for degree form to the registrar’s office in order to verify completion of the certificate.

Admission of Students

Students are admitted to Cedar Crest College on the basis of individual qualifications. In addition, some majors require special course preparation and/or grade-point averages. Admission to the College does not indicate admission to a desired major.

The Admissions Committee may require and/or Academic Services may highly recommend special courses, including remedial courses and/or special course sequences. These requirements and recommendations are intended to improve a student’s chances of academic success.

Requests for Information—All Students

Requests for application materials and all correspondence relating to admission should be addressed to:

Traditional Students:
Cedar Crest College
100 College Drive
Allentown, PA 18104-6196
800-360-1222
610-740-3780
FAX: 610-606-4647
E-mail: cccadmis@cedarcrest.edu

Campus Visits—All Students

Students are encouraged to visit the campus to discuss their educational plans with an admissions counselor. A campus visit generally includes a student-guided campus tour, and an opportunity to meet faculty and to attend classes. Visits are easily scheduled by calling the admissions office weekdays 8:30 a.m. – 4:30 p.m. at 800-360-1222 or 610-740-3780 or schedule a visit online at www.cedarcrest.edu. Adult students should call the Center for Lifelong Learning on weekdays Monday – Thursday 8:30 a.m. – 7:30 p.m., Fridays 8:30 a.m. – 4:30 p.m. or Saturdays 9:00 a.m. – 12:00 p.m. at 610-740-3770 or 800-360-1222.

Students can visit the College on the worldwide web at www.cedarcrest.edu.

College Visit Days and Open House programs also are held frequently throughout the academic year. Please call for a complete schedule.

Admissions counselors are better able to counsel students who bring test records, secondary grade reports, or college transcripts when visiting the campus.

Admissions Requirements:

Traditional Students

Cedar Crest College seeks to enroll students who have shown academic achievement and promise in combination with varied interests, talents and backgrounds. The high school record is an important factor in the selection of candidates.

A good foundation for the Cedar Crest curriculum includes a college preparatory program of four years of English, three years of mathematics, two years of laboratory science, three years of social studies, two years of international language, and three or four academic electives. In individual cases, the College is willing to consider a good student whose preparation does not include all of these subjects.

In addition to meeting the general admission requirements of the College, candidates for the nursing and nuclear medicine programs should include two years of laboratory science (biology and chemistry) in their high school curriculum. Candidates for the nuclear medicine program also should include one year of physics in their high school curriculum.

Both women and men may apply for admission to the nursing and nuclear medicine programs.

Application Credentials:

Traditional Freshmen

To apply for admission, all candidates should submit a completed admissions application, an official transcript of their high school record, a one-page typed essay (topics are listed on the application), results from the Scholastic Aptitude Test (SAT) of the College Board or the American College Testing Program (ACT), teacher recommendations and a $30 non-refundable application fee. Students may also apply online at www.cedarcrest.edu. In individual cases the
Admissions Committee may request additional information. All students are encouraged to visit the College for a personal interview and campus tour.

In keeping with the College’s philosophy of encouraging students to develop individual talents, candidates are invited to submit any additional evidence of readiness for college. Such evidence may include works of art, original musical scores, independent projects, photographic essays, reports on scientific work, original poetry or prose, or other items of the student’s choice.

A completed health form also must be submitted to Cedar Crest’s center for health and counseling services prior to a student’s enrollment.

**Early Admission:**

**Early Admission: Traditional Students**

Early admission is available to high school students who have completed their junior year, have permission from their schools, and wish to enroll in college a year early. In addition to a strong academic record, an early admission candidate must demonstrate a high degree of emotional and social maturity. SAT or ACT scores and an interview are required. Application procedures for early admission are identical to those for regular admission.

Early admission candidates are asked to identify themselves to the admissions office at the outset so that proper counsel may be provided.

**Rolling Admissions:**

**Rolling Admissions: Traditional Students**

A rolling admissions policy is in effect at Cedar Crest; applications are reviewed on a continuing basis. Students may apply at the conclusion of their junior year in high school. Applicants are usually notified of the Admission Committee’s decision a few weeks after the receipt of all application materials. Acceptance will be made with the understanding that the student will satisfactorily complete the senior year.

To reserve a place in the incoming class, an accepted student is asked to send an enrollment deposit. The deposit is $200 for a resident student and $100 for a commuting student. The deposit is credited toward the bill for the first term. All deposits are refundable prior to May 1 for students seeking admission in the fall and prior to December 1 for students seeking admission in the spring. Students who would wish to receive a deposit refund must submit a written request to the admissions office prior to the above dates.

**Advanced Placement:**

**All Students**

Students desiring advanced placement credit should submit the results of all tests taken through the Advanced Placement Tests of the College Entrance Examination Board. Generally, a score of 4 or 5 will earn credits and/or advanced course placement for most test subjects. A publication listing each subject and the credit available is obtainable from the Admissions Office.

For further information about other credit by examination see page 40.

**Honors Program:**

**By Invitation**

The Cedar Crest Honors Program is a stimulating and enriching accompaniment to the college experience for traditional students and Lifelong Learners. Honors courses are cross-disciplinary in nature, at times team-taught, with an emphasis on developing the talents of unusually gifted students and promoting understanding of diverse approaches to the questions and problems inherent in the human condition. See page 115 for Honors Program description, guidelines and courses.

**STEP:**

**Traditional Students**

Students who are likely to benefit from a review of learning essentials for success in college are enrolled in the Support Toward Educational Progress (STEP) Program.

The program focuses on study skills (note-taking, test-taking and preparing research papers) and an understanding of and experience with critical reading, thinking and writing.

Students have an opportunity to work daily with the logical organization of their ideas and the ideas of others, as well as with the analysis of written and spoken information.

**Admissions Credentials:**

**International Students**

To apply for admission, an international student should submit the following documents:

- A completed International Student Application.
- Official transcripts of any secondary school or post-secondary study translated into English. Course descriptions in English should be sent for college- or university-level work.
• Results of the TOEFL Examination or an equivalent test if English is not the first language.
• An English writing sample in the form of a one-page typed essay.
• Statement of finances. There are several scholarships available to international students. Eligibility is based on academic achievements. In recognition of the rigorous requirements of the International Baccalaureate, students who hold an IB diploma will be granted sophomore standing. Exact credits granted will be evaluated on a case-by-case basis.

Admissions Credentials: Transfer Students

Cedar Crest welcomes qualified transfers from other colleges and universities. To apply for transfer admission, students should submit a completed Admissions Transfer Application. An official transcript from each school attended since high school is required. Transfer applicants should also submit official high school transcripts and a non-refundable $30 application fee.

Evaluation of transfer credit is determined on a course-by-course basis by the registrar after an evaluation of official college transcripts. Up to 90 semester hours of credit may be transferred. A maximum of 60 of these may be from two-year institutions. Most courses in the liberal arts taken at an accredited college or university with a grade of C or better will be given equivalent Cedar Crest credit. Transfer students receive a statement of advanced standing listing all accepted credits from previous institutions attended. The College’s policies for evaluating courses for transfer credit follow the guidelines established by the American Association of Collegiate Registrars and Admissions Officers. Credits transfer; grades do not.

Some departments may require a minimum number of Cedar Crest credits in the major subsequent to being accepted to study in the department.

All transfer credits that a student intends to apply toward a major must be approved by the department chairperson.

The Center for Lifelong Learning Overview

The Center for Lifelong Learning provides information on admission to all adult students. The Center is located in Blaney Hall, Room 105 and may be reached by phone at 610-740-3770, by email at lifelong@cedarcrest.edu; or by fax at 610-740-3786.

High school transcripts, GED records, and previous college, university and other post-secondary institution transcripts are required for applicants seeking a degree. An interview is requested. Students who have completed academic work at other accredited institutions are encouraged to apply for transfer credit.

Women and men who graduated from high school more than four years ago and who have earned their GED should contact the Center for Lifelong Learning. Adult women may pursue any of the College’s majors or programs through evening, weekend or daytime study. Men may pursue any bachelor’s degree, certification and/or certificate program offered through evening and/or weekend study and are welcome to study nursing and nuclear medicine by day.

Lifelong Learning students are advised by an admissions representative in the Center for Lifelong Learning until they formally declare an academic major. At the time a student declares an academic major, the Chair of the department in which the student plans to major assigns a faculty advisor.

Requests for application materials and all correspondence relating to admission should be addressed to:

Center for Lifelong Learning
Cedar Crest College
100 College Drive
Allentown, PA 18104-6196
610-740-3770
FAX: 610-740-3786
Email: lifelong@cedarcrest.edu

Non-Matriculated and Visiting Students

A non-matriculated student takes courses at Cedar Crest without the intention of pursuing a degree. In the event that a course section reaches its enrollment maximum, matriculated students are given preference over non-matriculated students. For information, contact the Center for Lifelong Learning.

Traditional age male visiting students may take no more than 15 evening/weekend credits total as visiting students during any one or more fall and/or spring semesters for the total time they are traditional age. Because of a reciprocal agreement with LVAIC colleges, this limit does not apply to cross-registering students. There is no credit limit for traditional age male visiting students during summer, winter, and May sessions. Students who have been dismissed from the College for any reason may not return as visiting students. They must be re-admitted before taking any further credits.
Early College for High School Students

Cedar Crest College offers high school juniors and seniors the opportunity to take college course at a reduced tuition rate. High school students participating in this program may choose from a variety of Cedar Crest College courses. Tuition for Early College high school students is $250 per credit for day, evening, weekend, and online courses. The rate includes all fees, books, and supplies. Interested students should contact the Center for Lifelong Learning.

Student Affairs
Dean of Student Affairs

Student Affairs is committed to the holistic development of students through intentional programming and services. Members of the Student Affairs staff work collaboratively to foster an environment that promotes health and wellness, the development of women’s leadership skills, and a commitment to civic engagement. Through co-curricular involvement students are encouraged to develop a spirit of cooperation, respect for diverse people and ideas, and the ability to become productive members of the larger community.

Career Planning Office

The Career Planning Office offers a variety of services to assist students in identifying and reaching their career goals. Through individual counseling and career development programs, students become involved in the career planning process early in their academic careers. Programs and services include assistance in choosing or changing a major, clarifying personal and professional goals, writing resumes and cover letters, developing interviewing skills, formulating job-search strategies and preparing for professional positions. Sophomores, juniors and seniors may participate in the internship program to gain valuable, practical experience during the fall, spring and summer semesters. Students interested in participating in the internship program should contact the Career Planning Office or visit the website at www.cedarcrest.edu/career (for information regarding internships, see page 6). Two one credit courses are taught by the Director of Career Planning. For freshmen and sophomores, the course “Exploring Your Future” offered each fall emphasizes the exploration of the self by identifying skills, values, interests and goals to determine a major and its relationship to a career. For juniors and seniors, “Launching a Career Search,” offered each spring, helps students prepare for the job market by focusing on decision-making and interview techniques, developing a resume and planning creative and successful job search strategies. The Career Planning Library offers a large collection of resources to help students investigate career options, prepare for successful employment and make career changes. Computerized career guidance systems, Focus and College Central Network are also available. The Career Planning Office maintains job listings for summer, part-time and full-time positions in local, national and international companies. All students have access to the resources of the Career Planning Office during normal business hours. In addition, the office is open late one night a week to accommodate lifelong learning students.

Chaplain

The College views a student’s spiritual development as an integral part of her educational experience. To this end, Cedar Crest provides students of all faiths the opportunity to seek avenues of personal growth. The chaplain facilitates on-campus activities for students of all faiths and assists all students who wish to interact with a local faith community. The Allentown area is home to many religions denominations. Campus religious activities include worship services, interest groups, and various programs. The chaplain also is available for support and counseling on spiritual concerns and provides programs on campus to address a variety of issues important to our student community.

Health and Counseling Services

Good health is important to students and to the College. The health services staff takes an active role in promoting wellness among students, including conducting programs on preventive health care, sexuality and healthy life-styles. Health and counseling services are available to all full-time traditional students when classes are in session during the fall and spring semesters and is located on the ground floor of Curtis Hall. Referrals to off-campus medical and psychological specialists are available as needed. Services include treatment of acute and chronic illnesses and injuries, immunizations, allergy injections and routine gynecological care. The College psychotherapists offer support and counseling on a broad range of adjustment and mental health concerns. The therapist also participates in educational programs on
Students may schedule visits with Health and Counseling Services during the academic year by calling 610-606-4666, extension 3476.

Health Policy

Cedar Crest College is committed to providing a safe environment for its students and has formulated its Health Policy based on guidelines presented by the American College Health Association. Students with serious, acute and chronic conditions are encouraged to inform Health and Counseling Services about their illness so that they may receive evaluation and treatment and/or information and referral for appropriate care. Health information provided will be used, if necessary, solely as an aid to provide health care to the student. This information is strictly for the use of Health Services and will not be released to anyone without the student’s knowledge or consent. The Dean of Student Affairs reserves the right to contact parents or guardians in situations where a student’s health or welfare is at risk. On admission to the College students receive a College Health Form which must be completed prior to the beginning of classes. The form is reviewed by the Director of Health and Counseling Services and students are notified of any missing documentation. All immunizations must be completed and be up to date. The College requires all full-time students to have health insurance coverage. The College will provide a basic Accident and Sickness Plan for all full-time students who do not already have their own coverage. The cost of the plan will be included on the student’s bill. A description of the plan and waiver cards for those who have other coverage are provided to students with semester materials or by the Finance Office. In cases of communicable disease, the College will follow the reporting requirements for all communicable diseases. All student concerns about communicable diseases should be directed to the Director of Health and Counseling Services.

Student Activities

The Office of Student Activities works closely with student organizations in a continuous effort to encourage student development and leadership skills in settings beyond the traditional curriculum. Student activities motivate students to learn and apply knowledge beyond the classroom. The Office of Student Activities promotes and coordinates initiatives by students, and is involved with the Student Government Association, Student Activities Board programming, orientation, and special weekends such as Winter Weekend, Family Weekend, Fall Fest, and Spring Fling. Activities include an array of social, educational and cultural programs.

The Office of Student Activities strives to establish a community in which students encounter both challenge and support. Located in Allen House, the Office of Student Activities is an ideal place for students to bring ideas and initiatives or to discover ways to become more involved and engaged in their college experience.

Community Service Center

The Lutz Center for Community Service provides numerous opportunities for students to engage themselves in the greater Lehigh Valley community. The student run office, under the guidance of the Director for Community Service, provides individuals with on-going projects such as after school tutoring programs and nursing home visits, along with a variety of one-time events such as Habitat for Humanity, Blood Drives and restocking at the local food bank. The flexibility in our programs allows all students, regardless of time commitments and interests to participate in a variety of service activities. The Lutz Center also assists clubs and organizations to plan events that meet their service interests. During the spring semester, the Lutz Center sponsors an Alternative Spring Break program, which provides a unique opportunity to travel while serving others in need. The Lutz Center is also the home to Cedar Crest’s America Reads and Counts Federal Work-study program. Students that qualify are matched with a local elementary or middle school aged student to help them improve reading and math skills. The service component of the Ethical Life course is also housed at the Lutz Center. Ethical Life, which is a sophomore level course, provides students with the opportunity to study the major theories of ethics and social justice, and explore their own values and beliefs, in context of an individual’s responsibility to the community. The course is designed to enhance the process of learning and self-exploration by enabling the students to put immediate practice the ideas they discuss in the classroom. The course is composed of two interdependent elements: a once a week class that meets for one hour to discuss theories of ethics, community and social justice and a 28 hour community partnership placement where students provide a needed service that benefits the community directly. The Ethical Life course has fostered many positive and continuing partnerships for our students and the community sites.
Residence Hall Information

Residence Requirement

A traditional student is expected to live in a College residence hall if she is registered for twelve or more hours of academic credit unless she is officially designated as a commuting student. Official designation of commuter is made by the Dean of Student Affairs. A student will be eligible for consideration as a commuting student if she lives within a 60-mile radius of the College and is currently residing with her parent(s), legal guardian or spouse. A student who has completed six semesters of college work elsewhere as a full-time student in good standing, or a sophomore, junior, or senior class student also will be eligible for consideration as a commuting student. A student is also eligible for commuter status if she is designated as “independent” for financial purposes. Emergency housing in cases of inclement weather conditions also may be available to students, subject to space availability.

Meal Plan

Campus residency requires that a student have a meal plan. All new students must purchase the 19 meal plan. After the first year, students have the option of choosing the 19 meal plan, the 190 meal block plan or the 150 meal block plan. Each plan provides students with $50 in Flex Dollars. The 19 meal plan is available to all students and includes breakfast, lunch and dinner, Monday through Friday, and brunch and dinner on the weekends. All first year students and new transfer students are required to participate in the 19 meal plan. The 190 meal block plan and the 150 meal block plan offer students greater flexibility in how many meals they choose to eat each week, plus it offers the option to use a meal from their plan to pay for an invited guest. The block plans allow students to use meals in any given meal period in all dining locations. During the last two weeks of the semester, students may use no more than four meals during any given meal period. The residence and dining halls are closed for winter vacation between semesters. During all breaks there is limited food service available through the Bistro, but it is not included in any of the meal plans.

Selection and Assignment of Room

In the spring, each returning traditional student in the College is given an opportunity to choose her roommate for the coming year and to select her room. Each student signs a housing and food services contract with the College. Financial clearance, registration for at least twelve Fall credits, and a $200 non-refundable deposit are required at that time. If an entering student has no particular choice of room or roommate, she is given the most desirable room available under the living option of her choice.

Room Equipment

All rooms are furnished with a single bed and mattress, study desk, chair and book shelving for each student. All residence halls have a computer lab. Automatic coin washers and dryers are located in the laundry rooms of the residence halls to take care of personal laundry. Items that remain in the Residence Hall after the student departs or is no longer enrolled in the College will be considered abandoned and will be disposed of by the College. The College assumes no responsibility for loss of student property through fire or theft. The cost for replacing missing furniture and repairing damaged rooms will be assessed. Payment will be the responsibility of the room occupant(s). Additional information may be obtained from the Director of Residence Life.

General Hall Information

Each residence hall has the following amenities:
- Lounge(s)
- Kitchen(s) with stove, microwave, and refrigerator
- Computer lab
- Laundry room
- Vending machines
- Wi-Fi in main lobby and rooms are wired for internet and cable access

Each student is provided with the following accommodations in her room:
- Bed
- Dresser
- Desk and chair
- Closet
- Full length mirror
- Digital phone with voicemail
- Trash can
- Overhead lighting
- Blinds/shades on windows.

Butz Hall

In the Center of it All!
When you live in Butz Hall you also live in the center of campus and all its activity! Not only does Butz Hall have
a great layout — with lots of window space and plenty of light — but the hall also is a popular gathering space for students and activities. Spend your time in the Butz Fireside Lounge and make an impromptu dinner with your friends. Stop by the new student space on the east end of the building and work with “The Crestiad” student writers and editors as they put together this week’s edition of the paper, or sign up for your own slot as a DJ on the College’s radio station, which broadcasts from the lower level of Butz. Plus the Tompkins College Center is right next door! You don’t have far to go to reach the dining hall, theatre, bookstore and other activities (like Pilates, yoga, swimming etc.) that are also close by. At Butz Hall, you will be part of a large family that likes to have fun and enjoy everything the campus has to offer.

Moore Hall
A Room with a View… and More!
With sweeping views of Cedar Creek Parkway and Cedar Crest’s beloved Quadrangle, Moore Hall may qualify as the residence hall with the best views on campus. Because of its easy access to one of Allentown’s most beautiful parks, Moore Hall also offers you terrific recreational opportunities with great walking and jogging trails — as well as Allentown’s acclaimed Rose Garden — only steps away! In the residence hall, you can gather with your friends in the newly renovated lounge to watch your favorite shows on a large flat screen HDTV. Or you may choose to spend your time next door at the College’s Cressman Library, whose proximity makes a late night study or research session both convenient and accessible. When it snows, you will join your Moore Hall neighbors and grab a cafeteria tray for a traditional ride down the steep hill behind the hall. After sliding in the snow, you will be happy to return to the warmth of your Moore Hall room, recently updated with new furniture, and enjoy a warm cup of cocoa.

Steinbright Hall
Dancing… Shopping… Cheering!
If you love privacy, but also want to be in the middle of a vibrant community, then you may enjoy living in Steinbright Hall. With all the rooms arranged around a central lounge area, Steinbright offers a friendly and lively gathering place just steps away from the privacy of your room. Although it is tucked away on the southwest end of campus, Steinbright Hall is far from out of the way. The hall is home to the College’s state-of-the-art dance facilities, so your dance company rehearsal or movement class is held right downstairs. With athletic fields adjacent to the building, you will have a front row seat to field hockey, soccer, tennis, lacrosse and softball games. Although there is convenient parking directly in front of the building, you won’t need a car to get to the stores and restaurants near campus. In fact, with The Shops at Cedar Point directly across the street from Steinbright, you can easily run to the supermarket, pharmacy or restaurant to grab a bite, pick up some essentials or just to take a study break.

Curtis Hall
My Classes are right downstairs!
Roll out of bed and right into class by living in Curtis Hall! One of the College’s most stately buildings, Curtis is a multi-use facility with residences on the third floor and academic and administrative offices right below. Curtis Hall is a quiet, studious community, so if you are looking for a place to hunker down and study, Curtis may be the best place for you. Curtis Hall features some of the most spacious rooms on campus – plus all the beds are easily converted into lofts, giving you even more room for you to personalize your living space. Living here, you will have easy access to many academic departments – including psychology, social work, education and business – as well as Health Services, Information Technology, Academic Services and more! Plus members of Curtis Hall regularly develop a tight community and your Curtis Hall floor mates are bound to become friends for life!
Athletics  

The athletics program offers Cedar Crest students the opportunity to participate in intramural, club, recreational and intercollegiate sports. The intercollegiate teams compete with colleges in the Lehigh Valley, the Philadelphia area, and others within a 2-hour commute. Students who participate in varsity sports earn 1/2 credit for each sport and receive a grade of Credit/No Credit.

Department of Athletics  
Statement of Purpose  

Cedar Crest College athletics is affiliated with the National College Athletic Association (NCAA) Division III and The Pennsylvania Athletic Conference (PAC). Athletics at Cedar Crest embraces the concept of the student-athlete and recognizes participation as an integral part of the educational offerings. The philosophy of the department of athletics reflects the central themes of the College, which emphasize student self-development, individual decision-making as it affects the quality of life and an appreciation of values, choice and responsibility.

To achieve and promote this educational purpose, the student-athlete will:
- fulfill academic responsibilities while progressing steadily toward meeting the requirements for a degree,
- maintain eligibility for participation in every athletic contest,
- uphold her commitment to the team,
- perform as a positive role model on the campus and in the wider community, and
- accept the responsibility to become an effective, contributing member of society.

The Cedar Crest athletics program will:
- encourage the broadest student involvement,
- set academic standards for the student-athlete to ensure eligible participation,
- evaluate the program continuously for relevance to the educational purpose of the College,
- maintain high ethical standards, and
- compete with other institutions of higher learning having similar athletic philosophies and policies.

Fall Sports

Varsity
- Volleyball
- Soccer
- Field Hockey
- Tennis
- Cross Country

Winter Sports

Varsity
- Basketball

Spring Sports

Varsity
- Lacrosse
- Softball

Club
- Equestrian

Intramurals
- Badminton
- Floor Hockey
- Tennis
- Volleyball

Eligibility Requirements  

NCAA Division III regulations require that students be enrolled full-time, make satisfactory progress and be in good academic standing to participate in athletics. In order to be eligible to participate in athletics at Cedar Crest, a student:

(1) Must be full-time, registered for a minimum of 12 credits during the semester of athletic participation. Upper-class students must have accumulated no less than 24 credits the two semesters prior to the current semester of participation.

(2) Must earn the minimum number of credits for each year of athletic team participation:

- Freshman: 0.00 - 23.9
- Sophomore: 24.0 - 54.9
- Junior: 55.0 - 85.9
- Senior: 86 or more

(3) Must notify her coach and the Director of Athletics if she drops a course during the semester so that credits
can be recomputed immediately by the registrar’s office.

(4) Must achieve a minimum cumulative average of 2.000 as a freshman and a minimum cumulative average of 2.000 for any subsequent semester.

Additional Programs
- 50-Mile Club
- Aerobic/Body Toning
- Yoga
- Hall Olympics
- Healthy U
- Group Fitness Walks
- Rodale Aquatic Center
- Wellness Programs
- ActivTrax
- Indoor Biathlon/Triathlon

Campus Facilities

The campus consists of 84 acres of grassland and woods extending on both slopes of the knoll from which the College takes its name. Thanks to the foresight of Dr. William F. Curtis, who was president of the College when it moved to its present site in 1915, the grounds are adorned with mature and beautiful examples of more than 140 species of trees from all over the world. Cedar Crest’s tree collection is officially designated the William F. Curtis Arboretum and is registered with the American Association of Botanical Gardens and Arboreta.

Large outdoor sculptures by several notable artists are located on campus. Of special note are two monumental and historically significant works (“La Montagne” and “Dans la Nuit”) by the renowned American master Gaston Lachaise, and pieces by South African sculptor Stella Shawzin, Bruno Lucchesi and others.

Facilities for Disabled Students

It is the policy and practice of Cedar Crest College to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding individuals with disabilities. The Americans with Disabilities Act (ADA) extends some of the provisions of Section 504. Under these laws, no otherwise qualified individual with a disability shall solely by reason of such disability be denied access to or participation in services, programs, and activities here on campus. In accordance with these statutes, Cedar Crest College provides reasonable accommodations for students with disabilities. Students may contact Academic Services for details about accommodations.

The school is authorized under federal law to enroll nonimmigrant alien students.

Allen House: The former president’s home now houses offices of the student affairs division, which includes the dean of student affairs, student activities, director of residence life, community service and career planning.

Alumnae Hall and Lees Memorial Chapel (ALH): Alumnae Hall contains classrooms, an auditorium, a small 75 seat theatre, faculty offices, a color television studio (used in the communication program) and Lees Memorial Chapel. A notable feature of the Chapel is the group of stained glass windows portraying ten women who made lasting impressions upon civilization. The departments of art and performing arts have studios, faculty offices, practice rooms and workshops in Alumnae Hall.

Art Galleries: Art at Cedar Crest is an integral part of daily life. A multiple gallery system allows the opportunity to showcase a wide variety of exhibitions at locations throughout the campus. Major spaces include Lachaise Gallery in the Miller Family Building and the gallery in the Cressman Library. Additionally, there are student spaces including the Capstone Gallery in Alumnae Hall the Basement Gallery in Butz Hall, and throughout Tompkins College Center. The campus, a nationally registered arboretum, is a site for outdoor sculpture exhibits, as well as historically significant pieces on permanent loan. The activities of the galleries are intimately woven into the program of the art department, bringing in the work of artists with national and international reputations.

Blaney Hall (BHA): The central structure on the campus Blaney Hall, re-named in honor of President Dorothy Gulbenkian Blaney in May 2006, houses administrative offices of the president, provost, executive vice president for finance & administration, executive vice president for enrollment management, vice president for institutional
advancement, admissions, finance, human resources, registrar, college relations, center for lifelong learning, financial aid, alumnae affairs and student accounts. Classrooms, four multimedia classrooms, and a computer lab also are located in this building.

Butz Hall: Butz Hall contains space for student and academic activities, including a student lounge, student organization meeting and storage space, offices of The Crestiad, the student newspaper, and the college radio station (WCCC).

Campus Technology: The campus technology environment includes 11 computer labs and 47 multimedia classrooms. Wireless internet access is available throughout the campus. Wireless internet and wired network connections for personal computers are available in each residence hall room. Campus e-mail and shared resources (such as application software and laser printers) are available to students through their campus network accounts. Scanners with graphics and OCR capabilities are located in each computer lab. Computer classrooms and labs are found in academic departments and the residence halls. The Roland and Doris Sigal Center for Business and Information Technology, which occupies the east wing of Curtis Hall, contains a 14-station lab with multimedia/development capabilities, two computer classrooms and a Networking Lab for computer science projects. The Allen Center for Nutrition, located in the Miller Family Building, has a classroom/lab with 24 stations. The Psychology labs are located in Curtis Hall. A Macintosh lab in the Dorothy Rider Pool Science Center serves students in the biological sciences. Funded by a grant from the Keck Foundation, a lab for computational biology and bioinformatics is located in the Miller Family Building. The campus also maintains a distance learning facility for local and international video conferences located in Curtis Hall. Each residence hall houses a computer lab, available 24 hours a day. Designated computer labs are staffed by trained student consultants, who gain valuable work experience, while working alongside Information Technology staff to provide computer support for the campus community. Online services include web-based email, the MyCedarCrest portal and online and web-enhanced courses.

Cable Communications: The College maintains a text-based College information channel, which is accessible from every cabled television on campus. The audio portion of the channel includes the student-run radio station. Additional channels are available for in-house programming. These are used for centralized audio/visual distribution (e.g., of taped lectures and events), and are linked to the College’s distance learning facility. A campus satellite dish receives a broad range of educational transmissions (both national and international) and can be received from any cable television on campus.

College Bookstore: The College Bookstore is located on Level I of the Tompkins College Center. It offers an excellent selection of imprinted clothing and gifts, textbooks and a wide variety of selected reading material with the capability of special ordering, as well as art and school supplies, gifts, snacks and sundries.

Cressman Library: Rising in three levels from the Cedar Crest hillside, the Cressman Library houses collections and services supporting the College’s commitment to a liberal arts education. The library is equipped for wireless Internet access. An outstanding feature of the building is the view from the reading area. The library terrace is accessible from steps on the east side of the building. The main level includes the reference and journal collections, microforms, an exhibition space that features changing art exhibits, and an information commons of 14 workstations. From these workstations, students have access to the online catalog, the Internet and CD-ROM and full-text resources. Once each semester, a five-part library workshop is given. Students are encouraged to attend in order to learn how to use the library’s resources to their optimum advantage. The SIRSI integrated library system supports the on-line catalog, circulation and acquisition services. The majority of staff offices are on the main level as are the lending and information services desks, enabling students to have immediate access to assistance. The Marjorie Wright Miller Poet’s Corner houses the library’s collection of poetry by American women. The intermediate level houses the majority of the book collection, study carrels and tables, as well as the curriculum library, which contains a collection of juvenile fiction, non-fiction and K-12 textbooks. The terrace level houses the rest of the book collection, study carrels and tables, older print journals and the record and score/libretto collections. The media services office is also on this level. Its collections include laser discs, videos, DVDs, audio tapes and music CDs that can be circulated or played in the audio/visual listening area.

The library webpage is accessible at http://library.cedarcrest.edu. Registered students have off-
campus access to indexes, abstracts and full-text resources through a proxy-server.

Through the Lehigh Valley Association of Independent Colleges, the Library is affiliated with the libraries of DeSales and Lehigh Universities and Lafayette, Muhlenberg and Moravian colleges. A weekday delivery service makes it possible for our students to have access to over two million volumes in the combined collections of these institutions.

Curtis Hall (CUR): Faculty offices for management, information systems, computer science, mathematics, economics, education, psychology and social sciences (anthropology, criminal justice, religious studies and social work) are located in Curtis Hall. The Roland and Doris Sigal Center For Business and Technology, the multimedia development and networking (including two multimedia computer classrooms and a micro computer lab), a distance learning facility and Academic Services are also located in Curtis Hall. The second floor contains The Ethics Institute, Alumnae Museum and classrooms. The third floor houses students and two multimedia classrooms. Curtis also houses the health and counseling services center and the specially equipped Inez Cantrell Donley Education Demonstration Classroom on the ground level.

Hamilton Boulevard Building (HBB): Acquired in 2007, this former professional building is now a state-of-the-art, high-tech learning center that benefits the entire campus community and serves as the home to the College’s nursing program. At 33,000 square feet it incorporates eco-friendly technology and includes six state-of-the-art classrooms, several nursing labs that simulate various healthcare environments, a seminar room, a computer lab and the College’s Office of Human Resources.

Hartzel Hall (HHL): Hartzel Hall contains faculty offices for the humanities department (communication, philosophy, English, Hispanic and Latino studies), the history, law and politics department, a language laboratory, the honors program center, a multi-media room, a ceramics studio and a paper making studio.

Lees Hall (LEE): Seating capacity for athletic activities is more than 300; for other events, 750. Other facilities in Lees Hall include a fitness center, athletic training room and offices for the athletic department staff. Fitness Center - hours of operation are 6:00 a.m. – 1:00 a.m.

Donald P. Miller Family Building (MIL): The College’s Miller Family Building for art, science and peace, includes a genetic engineering lab, physics lab, bioinformatics and computational biology computer lab, The Allen Center for Nutrition, a state-of-the-art food laboratory and the Lachaise Gallery.

Harold and Miriam Oberkotter Center for Health and Wellness (OBC): The Harold and Miriam Oberkotter Center for Health and Wellness (OBC) features a forensics and biological science lab, a biochemistry lab, a 110-seat state-of-the-art multi-media classroom, faculty offices, and a student lounge.

Dorothy Rider Pool Science Center (SCI): The Pool Science Center is a modern classroom and laboratory building arranged around a central landscaped court. It houses instructional and research facilities for biology, chemistry and physics, with laboratories for course-related and independent work in all fields. The biological sciences department includes fully-equipped radiation and genetic engineering laboratories, darkroom and greenhouse. It has instruments for electrophoresis, electrophysiology, tissue culture, high-speed centrifugation, liquid scintillation counting, thin sectioning, photomicrography and phase, fluorescent, and confocal microscopy. Additional equipment includes a DNA sequencer and thermocyclers. The chemical and physical sciences department contains most modern instrumentation methods, including gas and liquid chromatography, electrochemistry, UV-visible, infrared, atomic absorption and fluorescence spectrophotometry and computer techniques. The science center also is equipped with nuclear magnetic resonance instrumentation.

Playing Fields: Large areas of the campus have been arranged to provide for various outdoor sports. Tennis, basketball and volleyball courts are usable most of the year. Regulation fields for field hockey, lacrosse, soccer and softball are located behind Lees Hall. The cross country course extends throughout the campus and adjacent parks.
President’s Home: The president’s home faces the campus on College Drive across from Moore Hall.

Rodale Aquatic Center For Civic Health: The Rodale Aquatic Center offers swimming, fitness and wellness classes to the College and adds a major health resource to the Lehigh Valley community. The facility includes a 25’ x 40’ warm-water exercise pool, a 25-yard x 8-lane fitness/competitive pool, locker rooms, meeting spaces, and parking areas all accessible for physically disabled visitors.

Steinbright Dance Studio (STE): The facility includes sprung dance floors, extensive barres, two studios equipped with full studio-length mirrored walls, faculty offices and changing facilities.

Tompkins College Center (TCC): The Tompkins College Center’s floor-to-ceiling windows frame the magnificent park-like views of the Cedar Crest campus. This newly renovated building is a popular place for many campus activities and provides facilities for student organizations, meetings, lectures, cultural events, receptions, movies, banquets and social gatherings. It houses dining services, as well as the bookstore, post office, Samuels Theatre, information desk and art gallery. An activities lounge with electronic games, a pool table, wide-screen TV and kitchen facilities are on the ground floor. Performing arts offices, including scene and costume shops, also are located in the Center. Meeting rooms are available for use by College organizations and outside groups. Senior art majors have the opportunity to exhibit their work in the art gallery, which also hosts exhibitions by artists with national and international exhibition records. Students are encouraged to become involved with gallery exhibitions and activities and are an important presence at gallery opening receptions.
Safety and Security

Cedar Crest College’s excellent Safety & Security record is attributable to the College’s location in a low crime area, its efforts to ensure the safety of students, faculty and staff and through the cooperation of the entire campus community. An annual security report is available to all students, faculty and staff online at http://www2.cedarcrest.edu/security/SecurityBooklet2011-06-low.pdf. The annual security report is a comprehensive look at campus safety detailing three years of statistics, listing all reported crimes on campus, in certain off-campus buildings or property owned/controlled by Cedar Crest College, as well as on public property immediately adjacent to and accessible from the campus. The report also provides information on institutional policies concerning campus security. All information contained within the annual security report has been prepared in accordance with the federal Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act.

The campus safety and security staff consists of a Chief, Assistant Chief and seventeen full- and part-time officers along with one Administrative Assistant. All but two officers are commissioned and the majority is trained in basic first aid, use of an AED, emergency oxygen and CPR. Safety & Security Officers monitor the campus twenty-four hours a day, seven days a week, patrolling on foot, bicycle and in three marked patrol vehicles. Recently, the Board of Trustees approved the carrying of firearms by members of Cedar Crest Safety & Security. Safety & Security is currently testing, training and developing policies and protocols as a prerequisite to arming. The Office of Safety & Security is located in the Physical Plant Building and is open twenty-four hours a day, seven days a week to serve the needs of the campus community.
Student Financial Services

Introduction

The Student Financial Service office is located in Room 212, Blaney Hall. Students can contact the office in person during regular office hours, by phone (800)360-1222 or (610)606-4602 or by email to financialservices@cedarcrest.edu.

Students are expected to use the Student Financial Services link on the my.Cedarcrest.edu portal to view financial aid information, current invoices, account history, make on-line payments or enroll in installment payment plan options. Students can use the portal to set up access for users that they have authorized to view their account information and/or make payments on their behalf.

Cost Information

Full-time and part-time students admitted to the College through the traditional admissions office (Traditional Students) are subject to policies, fees and refund policies/regulations that refer to Traditional Students. Full-time and part-time students admitted to the College through the Center for Lifelong Learning (Lifelong Learning Students) are subject to policies, fees and refund policies/regulations that refer to Lifelong Learning Students. Students admitted to the College as Traditional students who are determined to be independent for federal financial aid purposes by the Free Application for Federal Student Aid and enroll part time will be charged the published Lifelong Learning per credit tuition and fees. Traditional independent students enrolling part time must complete an appeal process with the Director of Student Financial Services and provide all requested documentation demonstrating financial independence due to marriage, or providing for legal dependents, including but not limited to copies of federal tax returns and proof of income source(s).

Traditional Student Cost Information for 2009-2010

The fees for full-time traditional students are based on per semester enrollment of 12-19 credits. Traditional students enrolled in more than 19 credits will be charged $730 for each additional credit. Students who incur an overload charge for credits taken to satisfy College departmental scholarships requirements, or other co-curricular credits approved for waiver by the Provost, will not be charged for the approved overload credits. Traditional students enrolled for less than 12 credits in the Fall and Spring semesters will be charged a per credit tuition rate of $925. Any traditional student enrolled in the Winter, May, Summer I or Summer II sessions will be charged the per credit fee for courses. Students enrolling for these sessions should contact Student Financial Services for information about financing options.

<table>
<thead>
<tr>
<th></th>
<th>All New and Returning Students</th>
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<tbody>
<tr>
<td></td>
<td>Per Semester</td>
<td>Full year</td>
</tr>
<tr>
<td>Full-time Traditional</td>
<td>$13,868</td>
<td>$27,735</td>
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<tr>
<td>Tuition</td>
<td>925 per credit</td>
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<tr>
<td>Full-time Traditional</td>
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<tr>
<td>Overload per credit</td>
<td>$730</td>
<td></td>
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<tr>
<td>(over 19 credits/semester)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room and Board</td>
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<td></td>
</tr>
<tr>
<td>Single Room</td>
<td>$2,808</td>
<td>$5,616</td>
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<tr>
<td>Double Room</td>
<td>2,456</td>
<td>4,912</td>
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<tr>
<td>Triple Room</td>
<td>2,198</td>
<td>4,396</td>
</tr>
<tr>
<td>19-Meals-per-Week Plan*</td>
<td>2,205**</td>
<td>4,409**</td>
</tr>
<tr>
<td>190-Block Meal Plan</td>
<td>2,059**</td>
<td>4,118**</td>
</tr>
<tr>
<td>150-Block Meal Plan</td>
<td>1,835**</td>
<td>3,669**</td>
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</tbody>
</table>

*Mandatory for all new students for entire first year
**Includes $50.00-per-semester flex plan
Lifelong Learning Students, Visiting Students, and Graduate Students Enrolled in Undergraduate Programs Cost Information for 2009-2010*  

The following per credit tuition applies to students admitted to the College through the Center for Lifelong Learning as well as graduate students enrolled in undergraduate courses, and students not matriculated or visiting or otherwise not accepted to the College. Separate per credit tuition and fees apply to students enrolled in nursing (NUR) courses. Lifelong Learning students pursuing business administration, accounting, marketing, criminal justice, RN to BS in Nursing, elementary education and secondary co-majors are eligible to apply to enroll for day classes at the current evening credit rate. Students pursuing a business certificate or elementary education/secondary education post baccalaureate certification may only apply the one-rate tuition for courses that are needed to fulfill the business certificate or post-baccalaureate elementary/secondary education certification. Since Cedar Crest College is a women’s college by day, only women are eligible to apply for one-rate tuition. Students must complete an application each semester and meet other admissions/eligibility requirements. Applications and guidelines for eligibility can be obtained through the Center for Lifelong Learning.  

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Day Course Tuition per Credit</td>
<td>$772</td>
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<tr>
<td>Evening, Weekend, Winter, May/Summer Course Tuition per Credit</td>
<td>$414</td>
</tr>
<tr>
<td>Nursing Course (NUR) Tuition per Credit</td>
<td>$698</td>
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<tr>
<td>On-line Course per Credit</td>
<td>$414</td>
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<tr>
<td>Independent Study Tuition per Credit</td>
<td>$772</td>
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<tr>
<td>Internship Tuition Per Credit (during Fall and Spring semesters)</td>
<td>$772</td>
</tr>
<tr>
<td>Internship Tuition Per Credit (during Summer session)</td>
<td>$414</td>
</tr>
</tbody>
</table>

*See Fee Assessments. Other Fees May Apply.

Fee Assessments  

Academic Fee Assessments  

*All Fees are non-refundable, unless otherwise designated  

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Applied Music Fee (MUS 191-192) – per credit</td>
<td>$205</td>
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<tr>
<td>Applied Music Private Lesson Fee</td>
<td>$400(10 one-hour/week term) or $200 (per ½-hour/week term)</td>
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<tr>
<td>Student Teaching Fee (EDU-372 or EDU-373):</td>
<td>$300</td>
</tr>
<tr>
<td>Experiential Learning Application Fee</td>
<td>$50</td>
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<tr>
<td>Experiential Learning Fee – per credit awarded</td>
<td>$414</td>
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<tr>
<td>Proficiency Exam Fee – per credit attempted</td>
<td>$30</td>
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<tr>
<td>Clinical Nursing Fee (NUR 309, 311, 313, 320, 321, 330, 331, 333, 334, 341, 342 per course):</td>
<td>$250</td>
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<tr>
<td>School Nurse Preceptor Fee</td>
<td>$170</td>
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<tr>
<td>Nursing ATI Comprehensive Testing Fee</td>
<td>$35</td>
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<td>Hawk Mountain Site Fee per credit</td>
<td>$35</td>
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<tr>
<td>Nutrition Lab Fee (NTR 220, 320)</td>
<td>$100</td>
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<tr>
<td>Course Audit Fee (per credit)</td>
<td>$138</td>
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</table>

Other Fee Assessments  

<table>
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<tr>
<th>Fee Description</th>
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<tbody>
<tr>
<td>Application/Matriculation Fee</td>
<td>$30</td>
</tr>
<tr>
<td>Enrollment Deposit (New Traditional or Transfer Resident Students):</td>
<td>$200</td>
</tr>
<tr>
<td>Enrollment Deposit (New Traditional or Transfer Commuters):</td>
<td>$100</td>
</tr>
<tr>
<td>Orientation Fee (New Full-time Traditional Students):</td>
<td>$100</td>
</tr>
<tr>
<td>Orientation Fee (New Full-time Traditional Transfer Students):</td>
<td>$5</td>
</tr>
<tr>
<td>Activity Fee Full-time Traditional Students (per semester)</td>
<td>$100</td>
</tr>
<tr>
<td>Activity Fee Part-time Traditional Students (per semester)</td>
<td>$50</td>
</tr>
<tr>
<td>Activity Fee Full-time Lifelong Learning Students (per semester):</td>
<td>$50</td>
</tr>
<tr>
<td>Activity Fee/Part-time Lifelong Learning Student (per semester):</td>
<td>$25</td>
</tr>
<tr>
<td>Technology Fee (all students part-time and full-time):</td>
<td>$100</td>
</tr>
</tbody>
</table>
Room and board charges do not include semester breaks.

**Deposits**

All accepted traditional resident students must make an enrollment deposit of $200. Accepted commuter students must make an enrollment deposit of $100. Deposits are refundable (written request must be submitted to the Admissions Office prior to May 1 for students seeking admission in the Fall semester and prior to December 1 for students seeking admission in the Spring semester. The deposit is applied to the charges of the first term of enrollment. The entire deposit is forfeited if the student fails to enter the College or withdraws from the College before the close of each term. Other deposits, unless specified, are non-refundable.

**Payment Due Dates and Late Fee Policy**

All student account charges must be paid in full by the invoice due date before the start of each enrollment period. Students are not permitted to attend classes, occupy residence halls or use meal plans to eat in the dining hall unless full payment has been remitted or payment arrangements have been approved through Student Financial Services. Students who are not in good financial standing with the College will not be eligible to receive diplomas, transcripts or register/remain registered for future semesters. Information about and assistance with financial aid, financing resources, and payment plans are available through Student Financial Services.

**Student Health Insurance**

All Full-time traditional students are required to have medical insurance providing coverage for accidents or illness. If students do not have their own plan, the College provides an annual plan at a reasonable cost. Students who enroll in January are charged for a partial year’s coverage. The insurance fee is included on the student’s bill, unless the student submits a waiver/election form showing proof of other coverage. All waiver/election forms must be submitted prior to the first day of classes. Information about specific coverage provided by the plan is available at the Health Services Office. This basic plan may not cover all expenses incurred for the medical treatment of a student. It is strongly recommended that parents review the coverage provided to be sure it meets the student’s needs.
**Employer Tuition Reimbursement**

If a student’s employer provides tuition reimbursement after the student completes course(s), the student may apply to defer his/her payment to the College until payment is provided by the employer. Students are responsible for requesting grade reports or transcripts from the Registrar’s Office to submit for employer payment. Deferred tuition must be submitted to Student Financial Services no later than four weeks after grades are available. To be eligible for tuition deferment, the student must complete an Employer Tuition Benefit Application. In addition, each semester the student must submit a Tuition Deferment Form prior to the semester due date. It is the student’s responsibility to notify the College of any change in employment or benefits. Students are responsible for payment in full of all tuition, whether or not reimbursement is ever received from the employer. If payment is not received by the tuition deferment due date, students will be charged a $200 late fee per month. All forms are available through Student Financial Services, via email request to financialservices@cedarcrest.edu or through the College’s website.

**Financial Refund Policies for Withdrawal/Separation from the College or Courses**

It is a student’s responsibility to notify the College when it is necessary to withdraw from course enrollment (from individual courses or from all courses) for any reason. Withdrawal or Leave of Absence Notification can be made through the Registrar’s link at My.CedarCrest.edu on the College’s student web information system. Students must have a valid User ID and password to access this function. For additional information regarding Withdrawal or Leave of Absence procedures, please refer to the Academic Policies and Services section of the Catalog.

All students who withdraw from all courses during a semester or session, either by official notification to the College, or by failing to remain enrolled in courses as expected without any notification to the College are considered to have Withdrawn/Separated from the College and are subject to the Financial Refund Policy for Students Withdrawing/Separating from the College.

If a student is withdrawing from individual courses during a semester, but will continue to be enrolled in remaining courses, or receives a letter grade for any course that session, they are not considered to have withdrawn or separated from the College and may be subject to a refund of individual course charges under the Financial Refund Policy for Students Withdrawing from Course(s).

Assistance with the withdrawal process can be obtained through Academic Advising, the Registrar’s Office or Student Financial Services. Resident students must notify the Director of Residence Life whenever they plan to vacate a residence hall prior to the end of their contract period. Students who are withdrawn from the College or from housing for disciplinary reasons are not eligible for any refund, except pro-rated board, unless required by federal, state, or other regulations.

**Financial Refund Policy for Students Withdrawing/Separating from the College**

Students withdrawing from the College (or from all classes) after the first day of the semester, but prior to the 60% point of the semester, will have all tuition, fees designated as refundable, and financial aid (federal Title IV funds, state funds and institutional aid) pro-rated based on the number of calendar days remaining in the semester. Calendar days are calculated as the number of calendar days completed out of the total number of calendar days in a semester, excluding scheduled semester breaks of five days or more. After the 60% point of the semester, no adjustment to tuition, fees or financial aid will be made.

Resident students will receive a 90% refund if terminating their housing contract within the drop/add period (first week of the semester). After the close of the drop/add period, no refund of room charges will be made. Board charges (meal-plans) will be pro-rated to the 60% point of the semester and a pro-rata refund will be issued to the student.

There is no refund of the Resident Communication Fee after the semester begins. Title IV financial aid recipients will have the unearned portion of financial aid (grants and/or loans) returned to the Title IV funding source, in accordance with the federal Return of Funds policy governing Title IV assistance.

Recipients of Title IV financial aid who are subject to a calculation of eligibility after withdrawal will have funds returned to Title IV programs in the following order, as applicable: Unsubsidized FFEL/Direct Stafford Loan, Subsidized FFEL/Direct Stafford Loan, Perkins Loan, FFEL/Direct PLUS (Graduate Student), FFEL/Direct PLUS (Parent), Pell Grant, Academic Competitiveness Grant (ACG), National SMART Grant, FSEOG, TEACH Grant,
other Title IV assistance. Detailed Title IV policy regarding the adjustment of federal financial aid funds is available by request through Student Financial Services.

**Financial Refund Policy for Students Withdrawing from Course(s)**

Full-time traditional students who drop below 12 credits after the end of the drop/add period, based on enrollment in a course or in an accelerated course and failure to attend, will receive no adjustment to the full-time tuition charge and may be subject to an adjustment to financial aid and other charges.

Lifelong Learning or part-time traditional students who drop during the drop/add period without replacing an equal number of credits in the same period, or who withdraw from courses after the end of the drop/add period, will receive an adjustment of tuition, fees (if applicable), and financial aid as required, based on the date of withdrawal, according to the following schedule:

**Course Withdrawal Financial Refund Schedule:**

Students must use the College’s published requirement for notification of withdrawal in order to be subject to the College’s refund policy regarding tuition/fees/other charges. Information about withdrawal procedures can be found in the Academic Policies and Services section of the Catalog or by contacting the Registrar’s office or Student Financial Services.

**For Non-accelerated Courses:**

- Prior to first class meeting ..........................................................100% Tuition Refund
- Prior to End of Drop/Add 1st Week of Semester ..........90% Tuition Refund (if not replacing credits)
- Prior to the End of the 2nd Week of Semester .....................75% Tuition Refund
- Prior to the End of the 3rd Week of Semester .....................50% Tuition Refund
- During and After the 4th Week of Semester ...................................................No Refund

**For Accelerated Courses:**

**6-9 Class Meetings**

- Semester Schedule of Course Withdrawals ..............................................................% Refund
- Prior to the First Class Meeting ..............................................................................100%
- After First Class Meeting ......................................................................................75%
- After 2nd Class Meeting ......................................................................................50%
- After 3rd Class Meeting ....................................................................................... None

**4-5 Class Meetings**

- Semester Schedule of Course Withdrawals ..............................................................% Refund
- Prior to the First Class Meeting ..............................................................................100%
- After First Class Meeting ......................................................................................25%
- After 2nd Class Meeting ....................................................................................... None

**2-3 Class Meetings**

- Semester Schedule of Course Withdrawals ..............................................................% Refund
- Prior to the First Class Meeting ..............................................................................100%
- After 1st Class Meeting ....................................................................................... None
Financial Aid

Cedar Crest College provides and administers need based and merit-based assistance to enable students to finance the costs of higher education. Each student’s situation is evaluated individually. Students must be accepted, matriculated (or enrolled in a program determined eligible for financial aid), remain in good academic standing and meet individual requirements to qualify for federal, state and institutionally funded financial aid.

All students are encouraged to meet with Student Financial Services upon entering the College and throughout their enrollment at the College. It is a student’s responsibility to notify Student Financial Services of any change in degree program, semester enrollment or other circumstances which may change their eligibility for financial aid programs.

Financial Aid Academic Year

The academic year for all tuition, room and board as well as institutional, federal and state financial aid is defined as two fifteen-week Fall and Spring semesters followed by an optional trailing fifteen-week Summer semester which includes a May/Summer I and Summer II session. The Spring semester includes an optional 2-3 week Winter session.

This same academic year applies to students enrolled in programs which require attendance in the Winter and Summer sessions; however, depending upon sequence of entrance and/or semester course enrollment, a trimester policy for federal and state financial aid may be required. Students must contact Student Financial Services to determine which federal and state requirements apply to their program of study.

A traditional student must be enrolled full time (minimum 12 credits) during the regular Fall and Spring semesters to qualify for institutional grant or scholarship assistance. Winter and Summer courses do not count toward the full time requirement for Fall and Spring and traditional students are assessed a separate per credit tuition charge for courses taken in Winter and/or Summer session.

All Students Applying for Financial Aid

All new Traditional and Traditional Transfer students can receive an early estimated financial aid award by completing a Financial Aid Planner (available from the Admissions office or the Admissions section of the College’s website.) Estimated awards will be provided after acceptance to the College. These estimated awards are finalized after completion of the FAFSA, submission of tax information, and submission of additional documentation as requested by Student Financial Services. All Traditional and Lifelong Learning students applying for financial aid must complete the FAFSA (Free Application for Federal Student Aid) between January 1st and May 1st for the following academic year. Student can complete the FAFSA application on-line at www.fafsa.ed.gov. APIN number (available through a link from the FAFSA website) is required for students and parent(s), if applicable, to file and sign the FAFSA application on-line. Filers should obtain a PIN number prior to completing the FAFSA application, as the PIN serves as an electronic signature. Paper applications and assistance with the FAFSA filing process are available through Student Financial Services.

Additional Documentation Required for Financial Aid

The results of your FAFSA Application may indicate that the Department of Education has selected a FAFSA for verification. Student Financial Services will notify students in writing and/or email to their College email account who are selected for verification and are required to submit additional documentation upon review of a processed FAFSA application.

Applicants selected for federal FAFSA verification are required to submit:

- A signed copy of 2008 Federal 1040/1040A/1040EZ income tax returns for the student, spouse (if student is married) and parents (if student is dependent);
- A copy of all 2008 W-2 forms for student, spouse (if student is married) and parents (if student is dependent)
- A Non-Tax Filer Statement if no tax return is to be filed (this form is available from the Student Financial Services Office or form bank on the my.cedarcrest.edu portal)
- Department of Education Verification Worksheet (this form is available from the Student Financial Services Office or form bank on the my.cedarcrest.edu portal)

If your tax return has not been filed, or if an extension to file has been submitted, contact Student Financial Services for further instructions.

If the College finds discrepancies between information on the tax returns and your FAFSA, we will report the corrections to the federal processor and you will receive a corrected Student Aid Report. The corrected FAFSA will be used to process or finalize your financial aid and you will be notified in writing of
required adjustments to the financial aid award.

Students must submit requested verification items within 15 days of the College’s notice of the requirement. No financial aid will be awarded and/or disbursed prior to completion of the verification process.

The College will report to the Department of Education and National Student Loan Database any overpayment of federal funds resulting from a student who has received a disbursement of funds and is subsequently selected for verification. It is the student’s responsibility to repay any funds received if determined to be ineligible upon completion of the verification process.

**Traditional Student Merit Scholarships and Awards:**

Since financial need is not a requirement for scholarships and awards, all entering traditional students applying to the College are considered for this assistance. A separate application is not required. Students must be enrolled full-time (at least 12 credits per semester) to be eligible. 

- **Presidential Scholarships:** Presidential Scholarships of one-half of tuition are awarded to entering freshmen who rank in the top 10 percent of their class and score 1150 or higher on the SAT Verbal/Critical Reading and Math, or a 25 or higher composite score on the ACT. The amount of the freshman year award is renewable each year provided a 3.000 grade-point average is maintained.

- **1867 Scholarship:** 1867 Scholarships of one-third tuition are awarded to entering full-time freshmen who rank in the top 25% of their class and score a combined 1100 or higher on the SAT Verbal/Critical Reading and Math or a 24 or higher composite score on the ACT. The amount of the freshman year award is renewable each year.

- **Allen Scholarships:** Allen Scholarships, up to $5,000 per year, are awarded to full-time traditional students on the basis of merit, leadership and evidence of outstanding service to school and community. These scholarships are made possible through the generosity of William Allen, former trustee, and Roberta Ritter Allen, former trustee and graduate.

- **Departmental Scholarships:** Departmental scholarships of $1,500 are awarded to new traditional full-time freshmen in the following areas: Art, Communications, English, Marketing, Performing Arts – Dance and Performing Arts – Theatre Scholarship (Performance or Technical). Students may receive a departmental scholarship in addition to other Cedar Crest College merit scholarships. Art Scholarships of $1,500 per year are awarded to freshmen with a strong commitment to the creative process both in making art and in looking at historical and contemporary works of art. A portfolio review is required. To maintain their scholarships, recipients are required to take a minimum of 6-8 credits in studio or art history courses each year.

- **Communications Scholarships** of $1,500 per year are awarded to new, full-time freshmen with an interest in any area in the field of Communication. Portfolio review required.

- **English Scholarships** of $1,500 per year are awarded to new, full-time freshmen with an interest in literature and/or creative writing. A writing portfolio is required. To maintain their scholarships, recipients must enroll in one English literature or writing course each semester.

- **Marketing Scholarships** of $1,500 per year are awarded to new, full-time freshmen with an interest in marketing. An essay and presentation are required.

- **Performing Arts Scholarships** (Dance, Theatre, & Technical Theatre) of $1,500 per year are awarded to freshmen who plan to participate in Cedar Crest Stage Company performances, serve in technical production areas, or perform with the college Dance Company. A performance audition is required. Dance Scholarship recipients must complete a minimum of one course in dance or one technical crew for a dance production or be a member of at least one of the Cedar Crest Dance Company’s dance ensembles per semester. A minimum of one performance in Dance Company or one technical crew for dance must be included each year. Theatre Scholarship recipients must participate each semester in a faculty-supervised production or a theater/speech class. A minimum of one faculty-supervised production must be included each year. Students must audition for a faculty-directed play or sign up for a technical crew with the technical director in order to receive credit. Contact the department chair for details.

- **HOBY Award:** New traditional full-time freshmen who are HOBY (Hugh O’Brian Youth) alumnae receive $1,000 per year.
**Girl Scout Gold Award:** New traditional full-time freshmen who are recipients of the Girl Scout Gold Award receive $1,000 per year.

**Governor’s School of Excellence Award:** New traditional full-time freshmen who are graduates of a Governor’s School of Excellence Summer Scholarship program receive $1,000 per year.

**Phi Theta Kappa Scholarships:** Traditional transfer students who are members of Phi Theta Kappa, the honor society for two-year college students, are eligible to receive a $4,000 scholarship. Students must have a 3.500 GPA, have completed 24 transferable credit hours and plan to enroll as full-time students at Cedar Crest. Students must enroll immediately following the two-year college. The Phi Theta Kappa Scholarship is renewable for two years provided a 3.000 GPA is maintained and the member completes 24 credits a year.

**Transfer Scholarships:** Transfer Scholarships of $5,000 are awarded to new, full-time traditional students who ranked in the top 20% of their high school class and scored a combined 1150 or higher on the verbal/critical reading and math SAT, if transferring to Cedar Crest after the completion of one semester from another college or university; or, have attained a 3.000 or higher cumulative college GPA after completing at least 24 credits at another institution before transferring to Cedar Crest. The scholarship is renewable each year, provided a 3.000 cumulative GPA is maintained.

**Study Abroad Scholarships:** Full-time traditional Cedar Crest College students may apply for a Study Abroad Scholarship, ranging from $500 to $2500, for full semester study abroad during a fall or spring semester. To apply, students must meet with the Director of Career Planning and Director of Student Financial Services and complete an application available through Career Planning. The deadline to apply is April 15th for the following fall semester, or by November 15th for the following spring semester. Recipients are selected on the basis of academic merit and recommendations from faculty or staff. Financial need may also be considered, as funds are limited. Students are notified in writing if they are awarded a Study Abroad Scholarship.

**Sibling Grant:** Cedar Crest awards a $1,000 annual grant per student to siblings who are concurrently attending Cedar Crest as full-time traditional students.

**Heritage Grants:** Heritage Grants of $2,000 per year are reserved for children and grandchildren of Cedar Crest degree program graduates, provided the children/grandchildren are full-time traditional students.

**Merit-Based Scholarships for Lifelong Learning Students**

**Lifelong Learning Transfer Scholarships:** Lifelong Learning transfer students who enroll at Cedar Crest within one year following attendance at a two-year college, and have completed 24 transferable credits with a 3.500 or higher cumulative grade-point average receive a scholarship equivalent to 25% of tuition, if taking at least 12 credits per semester. They receive a scholarship of 10% of tuition, if taking 6-11 credits per semester. The scholarship cannot exceed $2,000 per semester, and is renewable if a GPA of 3.000 or higher is maintained. The scholarship may be renewed for four full-time semesters or eight part-time semesters. This scholarship is only available for the fall and spring semesters.

**Kappa Beta Delta:** Members of Kappa Beta Delta who enroll at Cedar Crest within one year of the completion of an associate’s degree in business or accounting with an overall GPA of at least 3.250 are eligible to receive an award of 10% of tuition each semester. Student must matriculate as a degree-seeking Lifelong Learning student and must take a minimum of six credits per semester to be eligible for the scholarship. The scholarship is renewable if a cumulative GPA of 3.250 is maintained.

**The Lifelong Learning Prize for Honor:** The Lifelong Learning Prize for Honor is awarded to the Lifelong Learning student who can best express what the Honor Philosophy at Cedar Crest College means to them. The Honor and Judicial Board, which is a student board, sponsors this annual prize in an effort to promote the Honor Code at Cedar Crest College as a living code. The Lifelong Learning Prize for Honor consists of a cash award which is applied toward the purchase of textbooks in the College bookstore. The prize will be awarded at the beginning of the fall semester, and the winning student shall be recognized during Convocation in August. Interested students should contact the Center for Lifelong Learning for more information.
Traditional Student Need-Based Grant and Loans

Cedar Crest Grants: As with many of our scholarships, these grants are made possible through the generosity of friends and alumnae of the College and vary according to need. Students must complete the FAFSA to be considered for a Cedar Crest College grant.

Wilson and Matilda More Memorial Loans: These are interest-free loans offered to full-time traditional students on the basis of need and availability of funds. By completing the FAFSA, students are applying for More Memorial Loan consideration.

Need-Based Grants and Scholarships for Lifelong Learning Students

Lifelong Learning Nursing Scholar Award: Student who have demonstrated academic excellence, financial need and are currently enrolled in nursing courses (NUR) or are scheduled to begin nursing courses in the fall, winter or spring of the 2009-2010 academic year may apply for the Lifelong Learning Nursing Scholar Award. A maximum of ten $1,000.00 scholarships are awarded each year. Application deadline is June 1, 2009 and applications are provided through the Center for Lifelong Learning.

AAUW for Lifelong Learning Students: The Easton, Allentown and Bethlehem branches of the Allentown Association of University Women provide scholarships for women whose education has been interrupted at the bachelor's degree level. Awards range in size from $500 per year. For more information contact Student Financial Services. Application for these local scholarships must be made before March 1.

Newcombe Scholarships for Lifelong Learning Students: Provided by the Newcombe Foundation, these scholarships are specifically designed to assist the mature/second career woman. To be eligible, students must apply for financial aid, be matriculated, have junior status (55 credits or more) and be at least 25 years of age. Life circumstances other than those normally reviewed in the financial aid process are considered. Funds are limited. Students who meet the criteria will be invited through the Center of Lifelong Learning to submit an application.

Traditional and Lifelong Learning Need-Based Grants and Awards

Federal Pell Grants: The Pell Grant is a federal grant awarded on the basis of need and the cost of the individual college. The maximum annual full time award for 2009/2010 is $5,550. Federal Pell Grants are available to eligible students enrolled for at least three credits per semester and are automatically awarded to qualifying students who have completed the FAFSA and submitted all subsequently requested documentation.

Federal ACG Grants: The Academic Competitiveness Grant (ACG) is awarded to students who are determined to be eligible for the federal Pell Grant, are U.S. citizens or eligible non-citizens and have completed a rigorous secondary school program of study. Beginning in 2009-2010 ACG Grants are available to students enrolled in a minimum of six credits per semester.

Federal National SMART Grant: The National SMART Grant of $4,000 is awarded to students who are determined to be eligible for the federal Pell Grant, U.S. citizens or eligible non-citizens and who are enrolled in the third or fourth year of study with a minimum grade point average of 3.000. Students must be enrolled an eligible major (physical, life or computer science, engineering, mathematics, technology, or a critical foreign language). Beginning in 2009-2010 students must be enrolled for at least six credits and meet other eligibility requirements to qualify.

Federal Supplemental Education Opportunity Grants (SEOG): These federal grants are awarded in varying amounts to federal Pell Grant-eligible students with exceptional financial need from low-income families. Since SEOG is a federal allocation, funds are limited. Application is made by completing the FAFSA.

Pennsylvania State Grants (administered by PHEAA): Available to eligible Pennsylvania residents taking at least six credits per semester, PA State Grants are awarded according to demonstrated financial need. Students must complete the FAFSA by the PHEAA State Grant Deadline of May 1 to be considered for this grant.

Other State Grants: Students who live outside of Pennsylvania, should contact their state’s higher education agency for information on grants available in their state. The following states permit transfer of their educational grants to students attending out-of-state colleges: Connecticut, Delaware, Massachusetts, Ohio, Rhode Island, Vermont, West Virginia and the District of Columbia.
Traditional and Lifelong Learning
Loan and Other Resources

**Federal Perkins Loans:** Federal Perkins Loans are federally funded need-based loans made by Cedar Crest, and funding is limited. The interest rate is fixed at five percent. Students make no payments and no interest accrues while enrolled in college. Students must complete the FAFSA to be considered and awards are made through the College’s office of Student Financial Services.

**Federal Nursing Loans:** Federal Nursing Loans are need-based and limited to nursing students enrolled in NUR courses. The interest rate is five percent. Students must complete the FAFSA to be considered and awards are made through the College’s office of Student Financial Services.

**Federal Subsidized Stafford Loans:** These are federally subsidized and guaranteed loans through the federal government. For students who qualify based on demonstrated financial need, no interest accrues while the student is enrolled in school. Standard repayment term is ten years and begins six months after a student ceases to be enrolled at least half-time. The annual loan limit is $3,500 per year for freshmen; $4,500 per year for sophomores; and $5,500 per year for juniors and seniors. To apply, students must complete the FAFSA. Determination of eligibility is made by Student Financial Services upon review of the processed FAFSA and all requested documentation.

**Federal Unsubsidized Stafford Loans:** These loans are available to students regardless of need, however interest accrues while the student is enrolled in school. Principal is deferred while the student is enrolled at least half-time and options are available to pay interest monthly, quarterly or to allow capitalization upon repayment. To apply, students must complete the FAFSA.

**Federal Parent PLUS Loans:** These are federal loans made to parents of dependent undergraduate students. The parent is the Borrower and may apply to borrow an amount up to the student’s cost of education minus financial aid for each academic year. Borrowers must be credit-qualified. The interest rate is fixed at 7.9%, and for loans after July 1, 2008, repayment can be made while the student is enrolled, or deferred until six months after the student ceases to be enrolled half-time. The College requires a student whose parent is applying for the federal Parent PLUS Loan to complete the FAFSA application.

**Federal Graduate PLUS Loans:** Graduate students may apply for a federal Graduate PLUS Loan up to the cost of attendance for an academic year, less all other grant, scholarship and loan resources. The student is the Borrower and must be credit-qualified to obtain a federal Graduate PLUS Loan. Students should be certain they have exhausted all other Stafford Loan resources prior to applying for a Graduate PLUS Loan.

**Federal Work Study:** Federal Work Study jobs are awarded based on financial need as determined by the FAFSA application. Students work an average of eight hours per week and are eligible to earn up to a maximum of $2,200 per academic year. Students who qualify for federal work study will be notified as part of their financial aid award and all employment payroll requirements are administered through Student Financial Services. Federal Work Study students are paid bi-weekly by check or direct deposit. Federal Work Study earnings are treated separately from other student income when applying for federal financial aid.

**Campus Employment:** Currently enrolled students are eligible to apply for positions through the campus employment program. Campus employment is not part of a student’s financial aid. Current employment opportunities are maintained by the Student Financial Services offices. Earnings through this program are considered regular income for students and are reportable as earned income for tax and financial aid purposes.

**Outside Scholarships**

Students are encouraged to investigate outside scholarship opportunities from hometown civic clubs, high schools, parents’ employers, churches and other organizations. Students are required to notify Student Financial Services and provide written documentation if they receive any outside scholarships, as federal regulations required these to be considered a resource in determining aid eligibility. If adjustments to the aid package are necessary due to outside scholarships, Cedar Crest reduces self-help aid first (student loans) and adjusts grants only if necessary to prevent an over-award.

**Tuition Payment Plans:** The College offers the option to pay semester bills through the EZ Payment Plan installment payment plan option which allows the semester balance due to be paid in five monthly
installments. Students enrolled in nursing clinical rotations can enroll for a four month payment plan by semester. A $25 enrollment fee is charged per semester plan. Students can self-enroll for an installment payment plan through the Student Financial Services link on my.cedarcrest.edu or contact Student Financial Services for assistance.

**Tuition Exchange Program:** Cedar Crest College participates in the Council of Independent Colleges Tuition Exchange Program and the Tuition Exchange Program, which enable dependent students from employee families to attend one of many participating colleges on a tuition-free basis. Information is available through Student Financial Services.

**Medical Disability Benefits:** Students with a medical disability may be eligible for financial assistance from their local Office of Vocational Rehabilitation or Bureau of Visual Services.

**Veterans Benefits:** Veterans and children of deceased or disabled veterans may be eligible for educational benefits from the Veterans Administration. Contact the local Veterans Administration Office. Veteran educational benefits are handled through the Registrar’s office.
Financial Aid Policy for Academic Progress and Good Standing Policy

To remain eligible for financial aid, a student must maintain satisfactory academic progress and be in good academic standing. Federal and state regulations, as well as institutional policy, require that a student maintain satisfactory academic progress in order to receive financial aid. In order to comply with these regulations, Cedar Crest College has established the following Academic Progress Policy:

Academic Progress - Quantitative Standards: At the end of each academic year full-time students (those attempting at least 12 credits per semester) must have successfully completed a minimum of 24 credits. At the end of each academic year part-time students (those attempting 9 to 11 credits per semester) must complete a minimum of 18 credits; half-time students (those attempting 6 to 8 credits per semester) must complete a minimum of 12 credits; and less-than-half-time students (those attempting 3 to 5 credits) must complete a minimum of 6 credits.

Note: Grades of a “D” or higher are counted towards successfully completed credits. Repeat courses are not eligible to be counted as credits earned towards academic progress. Repeat courses are defined as any course for which a student has already received academic credit.

Good Standing - Qualitative Standards: To remain eligible to continue receiving federal and institutional financial aid, students must have a cumulative GPA of 2.00 at the end of the first academic year and maintain a cumulative GPA minimum of 2.00 thereafter. Academic scholarships require a cumulative GPA of 3.00.

Evaluation Procedure: A student’s eligibility for financial aid will be reviewed after the end of each academic year. Student Financial Services will notify the student in writing of the decision to deny eligibility for aid as soon as the information needed to measure academic progress is available. Full or part-time students are not required to maintain continuous enrollment to remain eligible for financial aid; however, students returning after a period of time will be reviewed for eligibility before financial aid is granted.

Options

A student who does not complete the required number of credits within the academic year, or does not attain the required cumulative GPA, has the following options:

- Complete the required number of credits and/or achieve the minimum GPA during a regular semester without receiving additional financial aid;
- Submit in writing an appeal to the Academic Progress and Good Standing requirement. Appeals must be submitted in writing to the Director of Student Financial Services and will be reviewed on a case-by-case basis. Appeal forms will be provided by Student Financial Services. Students may be required to meet with a Student Financial Services Counselor as part of the appeal process. The Director of Student Financial Services may require a signed academic plan developed by the student in conjunction with the Center for Academic Advising and other supporting documentation of a student’s circumstances, as appropriate.

*Please note that any appeal granted by Cedar Crest College to its Academic Progress and Good Standing Policy is not applicable to the Pennsylvania State Grant program. A separate appeal process must be completed directly with the Pennsylvania Higher Education Assistance Agency State Grant Division.

Academic Progress and Withdrawal: Students who withdraw and are subject to a Title IV aid refund calculation and received overpayment are subject to the aforementioned progress requirements.

Maximum Time Frame: A student may receive aid for the equivalent of a maximum of eight full-time semesters while attending Cedar Crest College. Special circumstances may be reviewed on a case-by-case basis in the event of extended study beyond the eighth semester. The maximum time frame for receipt of federal Title IV funds is the equivalent of twelve semesters. The Pennsylvania State Grant program has a maximum time frame of the equivalent of eight full-time semesters.
ACADEMIC POLICIES*

Honor Code

Cedar Crest College students should uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Upholding community standards is a matter of personal integrity and honor. Individuals who accept the honor of membership in the Cedar Crest College community pledge to accept responsibility for their actions in all academic and social situations and the effect their actions may have on other members of the College community.

Academic Standard of Integrity

Incumbent from the Honor Code, academic integrity and ethical behavior provide the foundations of the Cedar Crest scholarly community and the basis for our learning environment. Cedar Crest College expects students to set a high standard for themselves to be personally and intellectually honest and to ensure that other students do the same. This standard applies to all academic work (oral, written, or visual) completed as part of a Cedar Crest education.

a. Academic Misconduct

Cedar Crest College considers the following acts, but not only the following acts, to be breaches of its Academic Standard of Integrity. Cedar Crest College reserves the right to alter the definitions of academic misconduct herein.

i) Cheating. During the completion of an academic assignment (e.g. quizzes, tests, examinations, artistic works, presentations, or papers), it is dishonest to use, have access to, or attempt to gain access to any and all sources or assistance not authorized by the instructor.

ii) Plagiarism. Plagiarism is the act, intentional or not, of misrepresenting the work, research, language, or ideas of another person (published or unpublished) as one’s own. An assignment, or part of an assignment, that fails to acknowledge source material through an appropriate academic discipline’s citation conventions for quotation, paraphrase, and summary also constitutes plagiarism.

iii) Collusion. Collusion is the collaboration of two or more individuals in either giving or receiving assistance not authorized by the instructor for the completion of an academic assignment.

iv) Falsification. Falsification is the misrepresentation of academic work or records. Falsification includes, but is not limited to: the fabrication of research, scientific data, or an experiment’s results; providing false information regarding an academic assignment, including reasons for absence, deadline extension, or tardiness; the tampering with grade or attendance records; the forging or misuse of college documents or records; or the forging of faculty or administrator signatures. An assignment, or part of an assignment, submitted for academic credit in one course and resubmitted by the student for academic credit in another course without both instructors’ permission also constitutes falsification.

v) Sabotage. Sabotage is the act of hindering another student’s (or students’) ability to complete an academic assignment. Destruction of college property (e.g. library holdings, laboratory materials, or computer hardware or software) may constitute sabotage.

vi) Other Forms of Academic Misconduct. The forms of academic misconduct defined above are not exhaustive, and other acts in violation of the Cedar Crest Honor Code or Academic Standard of Integrity may be deemed academic misconduct by an instructor or by the college.

b. Response to Academic Misconduct

Students who breach the Academic Standard of Integrity—as set forth in the types of academic misconduct specified above -- are subject to sanctions imposed by an instructor, a department chair, the provost, or the Board of Trustees. Such sanctions can range from, but are not limited to, the expectation to redo an assignment, the reduction in grade for an assignment or course, or the failure of an assignment or course. Extreme cases of academic misconduct, as determined by the provost or the Board of Trustees, may result in suspension or expulsion from the college, or the withholding, denial, or rescinding of academic degrees.

The initial response to academic misconduct rests with the individual instructor, who is entitled to take into account the student’s degree of academic experience and any prior instances of academic misconduct in the student’s time at the College when determining the penalty for the offense.

If a student withdraws from a course and the
instructor discovers academic misconduct either before or after the withdrawal, an instructor’s grade of “F” for the course supersedes the “W.”

All instructors who determine that a student has breached the Academic Standard of Integrity must report the incident to the Provost’s Office using the “Report of Academic Misconduct” and attach relevant evidentiary documentation as appropriate. Instructors encountering a case of academic misconduct may consult with the Provost’s Office to determine if the student has committed acts of academic misconduct on other occasions.

All instructors are required to include the College’s Academic Standard of Integrity on their course syllabi, as well as information about the response to evidence of academic misconduct and potential sanctions incurred.

Upon receiving a “Report of Academic Misconduct,” the Provost’s Office will notify the student of the misconduct charge and of her rights and the procedure to appeal the charge and its sanctions. Appeals to charges of academic misconduct or their sanctions follow the process for appealing academic decisions outlined below.

All reported incidents of academic misconduct will be held on record by the Provost’s Office. The Provost’s Office is to make an annual report to the faculty and to the Honor and Judicial Board, on the number and nature of academic misconduct cases that occurred during the year.

**Student Appeals of Academic Decisions**

A student who has a disagreement with a faculty member about an academic matter should first attempt to resolve the matter through discussion with the instructor. If the issue is not resolved satisfactorily between the student and the instructor, and the student wishes to appeal further, the student must specify in writing the basis for the disagreement and request a review by the Department Chair. If the issue is an appeal of the final grade received in a course, this request must be submitted within three months of the date that term grades are issued by the Registrar.

A student who wishes to appeal the decision of the Department Chair must write to the Provost within a month of the date of the Chair’s decision, enclosing copies of the written documents and requesting a review. The Provost, in consultation with the Chair and the faculty member, will arrive at a final decision in the matter.

The Chair and the Provost will each act within one month during the academic year of receiving the matter.

If the instructor is no longer employed by the College, the Chair is empowered to act in his or her stead.

*Additional and more detailed academic policies can be found on the Registrar’s website.

**Departmental Review for Field Placement**

Students majoring in Education, Nuclear Medicine, Nursing, Nutrition or Social Work are required to complete a field practicum or clinical experience. Because this requirement necessitates working with the public in a professional setting, it is important that the student has advanced interpersonal skills, mature judgment, and appropriate professional demeanor. Thus faculty in these programs will review students prior to the practicum and make appropriate recommendations up to and including removal from placement. The granting of a degree from Cedar Crest College is no guarantee that you will be licensed, certified, or accepted for practice by professional licensing agencies.

**Matriculation**

Matriculation is a student’s formal acceptance as a degree candidate at Cedar Crest. Matriculation is required for any student who plans to receive financial aid and/or declare an academic major. Students intending to complete a degree are encouraged to matriculate upon entry.

The date of matriculation determines the liberal arts curriculum requirements under which students will graduate unless they choose to graduate according to provisions enacted by the faculty and stipulated in the current catalog. A student who does not matriculate upon entry is required to do so before the student completes the final 30 credits.

In the event that a course section reaches its enrollment maximum, matriculated students are given preference over non-matriculated students.

The date of the acceptance letter as a degree candidate is the date of matriculation. This date of matriculation is important if a student finds it necessary to interrupt her studies at Cedar Crest. If a matriculated student requests and is granted an official leave of absence of up to three calendar years, she is not required to re-apply for matriculation when she re-enrolls at Cedar Crest. See page 44 for information about an official leave of absence.

**Academic Advising**

Students meet with their faculty advisors to discuss academic goals and interests as well as to make course selections each semester.
Assignment to advisor

Incoming Freshmen: Incoming freshmen are assigned a faculty advisor. When possible the assigned advisor is from the area of interest expressed by the student at the time of application.

Transfer Students: A faculty advisor is matched with a transferring student prior to her first semester of study. A student’s faculty advisor may change when the student officially declares a major.

New lifelong learning students: Non-traditional students are advised by an admissions representative in the Center for Lifelong Learning until they formally declare an academic major. At the time a student declares an academic major, a faculty advisor is assigned by the Chair of the department in which the student plans to major.

Double Majors and Co-Majors: These students should consult with advisors from both academic disciplines prior to registration.
Academic Services

Academic Services is located in Curtis Hall. The primary goal of Academic Services is the academic support of all students. To achieve this goal, Academic Services provides two professional tutors, instructional assistants (IAs) in selected courses, peer tutors in most 100- and 200-level subjects, and computer tutorials in an on-site computer lab. For more detailed information, visit the academic services website at www.cedarcrest.edu/academicadvising/

Professional Tutors: Professional tutors serve the tutorial needs of students in the humanities, mathematics, and sciences. Staff members are available to work with students individually by appointment. Call 610-606-4628 to make appointments.

Instructional Assistants: An instructional assistant (IA) is a student, recommended by her faculty, who works with other students individually or in small groups to provide academic support and remediation in an assigned area. If there is an IA assigned to a specific course and/or department, she will be introduced to the class at the beginning of the semester. Instructional assistants hold group review sessions weekly and are available at posted times for anyone to walk-in and ask questions. As exam dates near, most IAs hold review sessions to help students prepare for exam.

Peer Tutors: Academic Services is committed to providing tutors in all subject areas. Peer tutors are students who have taken the course and have been recommended by the professor to help other students with the course material. Tutors meet with a student individually for one hour per week to discuss course content, review note-taking, and prepare for exams and projects. To be tutored in any subject area, students must obtain a request for peer tutoring form from the advising center and return it signed by her professor(s). Most students are matched with a peer tutor within a few days. The tutor contacts the student either by phone or via e-mail to set up the tutoring sessions.

English as a Second Language (ESL): We offer credit ESL classes to international students or American students attending Cedar Crest College for whom English is a second language. Classes are designed to be supplemental and to aid in the progress of the students’ English proficiency. Two classes are offered per semester or based upon need. The proficiency levels of the classes are determined by the proficiency of the students who register, and written and spoken tests may be required for students who did not take the TOEFL. The curriculum also includes American culture topics to help students become more comfortable in their new environment. Classes are open to any ESL student at Cedar Crest College.

Services to Students with Disabilities: Academic Services works with students with disabilities, staff, and faculty to ensure that Section 504 and ADA regulations are fulfilled in a reasonable and timely manner. Academic Services is responsible for coordinating specific services and resources for disabled students at Cedar Crest College. Academic accommodations may not necessarily be the same as those received in high school or at another college or university. Academic Services does not provide any testing to determine learning disabilities. Upon request, the center provides students with a list of local test providers.

Disabilities must be documented in accord with state and federal laws. All documentation and information pertaining to a student’s disability are confidential and will not be released without the express written consent of the student unless required by law. For more information, please visit the Academic Services website at http://www2.cedarcrest.edu/academicadvising/ada_file.html.

Advising Services: The director of Academic Services is available weekdays from 8:30 a.m. to 4:30 p.m. and by appointment to assist students with any area of concern. The phone number is 610-606-4628.
Prizes and Awards

**Alumnae Prize:** Given by the Alumnae Association to the member of the graduating class who throughout her college life has shown outstanding qualities of cooperation and responsibility and has contributed unselfish service to the College.

**Ruth Rebecca Ayres Junior Award:** Given in memory of Dr. Reuben J. Butz, for many years a member of the Board of Trustees, by his daughters, Mary Butz Leister ‘26 and Ruth Butz Dent ‘37, to the student in the senior class who has exerted the best influence in her college life and association.

**Reuben J. Butz Prize:** Given in memory of Dr. Reuben J. Butz, for many years a member of the Board of Trustees, by his daughters, Mary Butz Leister ‘26 and Ruth Butz Dent ‘37, to the student in the senior class who has exerted the best influence in her college life and association.

**Frank M. Cressman Prize:** Given by Dr. Frank M. Cressman, Life Trustee, to the senior who, having begun her college work at Cedar Crest and having done most of it here, has attained the highest average during the four years, including credits and grades earned at other institutions under such programs as the Washington Semester and Junior Year Abroad.

**Mary L. Romig Prize:** Given to the student whose personal characteristics best exemplify those that were the hallmark of Mary L. Romig: cheerfulness, concern for others and initiative.

**Freshman Valedictory Award:** Given by the Alumnae Association to the freshman, returning as a sophomore, who has earned the highest academic average during her freshman year.

**Howard Agar Memorial Prize:** Howard Agar Memorial Prize: Given to a senior in any discipline who has demonstrated significant ability in the studio arts.

**Beta Beta Beta Award:** Given by the Theta Psi Chapter of Beta Beta Beta to the senior concentrating in biology who has achieved academic excellence and has made substantial contributions to Tri Beta and the department of biological sciences.

**Donald E. Morel Award in Nuclear Medicine Technology:** Given to the student who has achieved academic excellence in the clinical year.

**Noble/Baird Scientific Award:** Given to the senior who demonstrates outstanding accomplishment and shows promise for a career in medicine.

**J. Robert Halma Prize:** Given in memory of J. Robert (“Bob”) Halma, Professor in the Department of Biological Sciences for 37 years. Professor Halma was a noted and respected expert on the natural history and geology of the Lehigh Valley and the Pocono Mountains, as well as an accomplished artist and illustrator. This award is given to the senior whose academic work and community engagement best reflect Professor Halma’s ideals of scientific scholarship and stewardship of the environment.

**Business Administration**

**Institute of Internal Auditors Award:** Given by the Institute of Internal Auditors to the senior who has shown outstanding achievement in accounting and auditing.

**Institute of Management Accountants Award:** Given by the Lehigh Valley Chapter of the National Association of Accountants to a senior who has achieved excellence in accounting.

**Pennsylvania Institute of Certified Public Accountants Award:** Given by the Pennsylvania Institute of Certified Public Accountants to the senior who has achieved excellence in accounting.

**Sally Turner Weigel Award:** Given by her family in memory of Sally Turner Weigel, Class of 1954, to the senior business administration major who has the highest grade-point average and who has done most of her work at Cedar Crest College.

**Christina M. Snopek Prize:** Given in memory of Christina M. Snopek, Class of 1995, by family and friends, to two senior members of the continuing education program who have done most of their work at Cedar Crest College and who are business administration majors with an interest in banking or finance or who are interested in pursuing a master’s degree in business.
CHEMISTRY
American Chemical Society Award: Given by the Lehigh Valley Section of the American Chemical Society to the senior who has attained the highest average in chemistry.

American Institute of Chemists Award: Given by the Philadelphia Chapter of the American Institute of Chemists to the student showing the most promise in chemical research.

COMMUNICATION
Communication Award: Given by the Communication Program to the senior who has achieved distinction in Communication.

The Crestiad Award: Given by the Communication Program to the senior who has made the greatest contribution to advancing The Crestiad by dedicating her time and energy to improving and maintaining the integrity of the student run campus newspaper.

EDUCATION
Edward B. Deery Award: Given by colleagues and friends in memory of Dr. Edward B. Deery, professor of education and chairman of the education department 1958-1970, to the senior in elementary education who has indicated the greatest promise of success as an elementary school teacher.

Delta Kappa Gamma: Given by the Delta Chapter of Delta Kappa Gamma Society International to the senior who has done outstanding work in the field of education.

Anne Biddle Pullinger Award: Given in memory of Anne Biddle Pullinger, Class of 1929, by her nephew, E. Ellsworth McMeen III, to the senior in secondary education who has indicated the greatest promise of success as a secondary school teacher.

ETHICS
The Samuels Ethics Award: Given to a sophomore student who best personifies the characteristics of honor and integrity, character, moral responsibility, innate goodness and kindness.

Forensic Science
The Outstanding Forensic Science Senior Award: The award is presented to the outstanding senior in the Forensic Science program. The award is based on excellence in academics, active participation in the Forensic Science Student Organization and professional involvement.

HISTORY
The Holstrom Scholarship: Awarded by the history department to the senior who has shown outstanding ability, interest and enthusiasm in the study of history.

Helen S. Weinberger Prize: Given in memory of Helen S. Weinberger, Class of 1924, to the senior history major who has received the highest academic average in the junior and senior years.

HUMANITIES
Margaret M. Bryant Prize: Given by the Humanities Department to the senior going on to graduate school in the field of humanities who has achieved distinction in scholarship and shows great promise.

The Humanities Prize: Given by the Humanities Department to the senior who has demonstrated outstanding and imaginative performance in the humanities.

The Senior Essay Prize in English: Given by the English Program to the senior English major who submits the best essay written for a class in the major.

MATHEMATICAL AND INFORMATION SCIENCES
Paul V. Kunkel Award: Given in memory of Paul V. Kunkel, member and chairman of the mathematics department from 1935 to 1967, to an outstanding senior.

NURSING
Lillian S. Brunner Award: Given by the Department of Nursing, through the Lillian S. Brunner Endowment Fund, to the senior nursing major who has demonstrated general excellence in nursing.

Haff Award: Given by the Haff Hospital Nurses Association in memory of Dr. Donald Haff and in honor of Dorothea Wilker Haff, Class of 1934 to the member of the junior class with the highest academic average in nursing.

The Nightingale Award: Established to recognize the graduating nursing senior who demonstrates scholarship, outstanding clinical performance and commitment to the nursing profession.

Olga Ripic Award: Given in memory of Olga Ripic (a graduate of Allentown School of Nursing), by her husband, to the graduating senior nursing student who has demonstrated both scholarship and leadership over the two years of nursing education at Cedar Crest.
Cecilia C. Ryan Memorial Award: Given by family, colleagues and friends in memory of Cecilia C. Ryan, Class of 1926, a member of the Cedar Crest faculty for 45 years, to the senior R.N. student in the nursing program with the highest cumulative average.

Theta Rho Award: Given by the Theta Rho Chapter of Sigma Theta Tau International, Honor Society of Nursing, to the graduating senior who has demonstrated exceptional abilities in the areas of nursing scholarship, leadership and research.

Anne O. Winkler Award: Given by colleagues and friends in honor of Dr. Anne O. Winkler, Professor of nursing and first chairman of the nursing department (1974-1986), to the senior who has demonstrated outstanding achievement in nursing theory and practice and has displayed leadership potential while in the nursing program.

NUTRITION
Allen Center for Nutrition Award: Given to a graduating senior who has achieved academic excellence and is a highly motivated self-starter.

PERFORMING ARTS
Alice Mansur Award: Given in memory of Alice Mansur Packard, founder of the Greek Play at Cedar Crest, by friends and family to the winner of the annual Prose/Poetry Oral Interpretation Contest.

Alpha Psi Omega Award: The Alpha Psi Omega Award is given by Alpha Psi Omega, the national theatre honorary chapter Iota Gamma, the performing arts department and The Friends of Cedar Crest Theatre to a member of the graduating senior class who has demonstrated excellence in the performing arts.

Buskin Award: The Buskin Award is given by The Buskin Society, the performing arts department and The Friends of Cedar Crest Theatre to the graduating member of the senior class who has done the most outstanding work in technical theatre or stage managing.

Beverly S. Logan Prize: Given by family and friends in memory of Beverly S. Logan, Class of 1981, who died of breast cancer, to the senior music major or minor preparing for graduation in the coming year, who has made the greatest contribution to advancing the cause of music at Cedar Crest College by example, performance or initiative, and who, most importantly, is a multidimensional achiever.

Linda Fechnay Baas Award: The Linda Fechnay Baas Award is given in memory of Linda Fechnay Baas, founding director of the Forensics Speech Team. The award is given to a forensic speech student who best exemplifies Linda's spirit of good will, optimism and unconditional support for the forensics team and its members through participation, peer coaching and dedication to excellence in speech.

The Carol Welton Kelly Dance Award for Movement Studies: Given in memory of Carol Welton Kelly, the first director of the dance program at Cedar Crest College, to an outstanding senior dance student who during her first three years exhibited promise in human movement exploration from mastering the physical technique to scholarly research in dance and is committed to human movement possibilities though theory and practice.

PSYCHOLOGY
Dr. Florence L. Denmark Award: Given to the graduating senior psychology major who has distinguished herself in campus and departmental extracurricular activities and who has made outstanding contributions to the psychology department and to the College.

Virginia Staudt Sexton Award: Given by Dr. Virginia Staudt Sexton, professor of psychology at St. John's University, to the senior psychology major who has done outstanding work.

RELIGION
Fogel Prize: Established by Miss Minnie G. Fogel, Class of 1891, in memory of her parents, the Reverend Dr. Edwin J. and Jennie E. Fogel, to be given to the member of the senior class who in her entire college curriculum has been outstanding in study and religious influence.

Prize in Religion: Given by the Penn Northeast Conference of the United Church of Christ to the student who has received the highest grades in the study of religion.

SOCIAL WORK
Lecie G. Machell Prize in Social Work: Given to the senior social work major who has demonstrated outstanding achievement both in the classroom and in field work experience.
Bachelor’s Degree Requirements and Procedures

To earn a bachelor’s degree from Cedar Crest College, each student must:

• Successfully complete a specific group of courses in the liberal arts curriculum (see page 42.)
• Satisfy the requirements of a major course of study.
• Successfully complete a minimum of 120 credits. Some majors may require additional credits.
• Maintain a 2.000 cumulative grade-point average or higher. Some programs require higher minimums.
• Students are required to complete their last 30 credits at Cedar Crest. LVAIC courses may be taken in the last 30 credits.

(Please note that some majors require a cumulative GPA higher than 2.000. Check department requirements for details.)

Liberal Arts Curriculum Requirements

Students continuing uninterrupted work will graduate according to the liberal arts curriculum requirements in effect at the time of matriculation unless students choose to graduate according to provisions enacted by the faculty and stipulated in subsequent catalogs.

Students re-entering the College after an official leave of absence greater than three calendar years, a withdrawal or unapproved absence will graduate according to the liberal arts curriculum in effect at the time of re-enrollment unless students choose to graduate according to provisions enacted by the faculty and stipulated in subsequent catalogs.

An explanation of all liberal arts curriculum requirements is found on page 45.

Declaration of Major

Students should declare their major any time after the completion of their first semester of study or 12–15 earned credits. Students are required to declare their major once they have completed 45 credits. Transfer students are encouraged to declare their major after the completion of 24 credits at Cedar Crest. An education major or co-major may be declared only after three semesters of full-time study or 45 credits, and successful completion of the Praxis I.

The official declaration of a major is initiated with a form available from the Registrar’s Office. Students declaring a major that may lead to either the B.S. or B.A. degree shall specify at the time of declaration which program they are entering and which degree they are seeking. A student must satisfy a minimum of 18 credits of major requirements through Cedar Crest College coursework. Individual departments may specify higher residency requirements for major coursework or establish further restrictions on the types of transfer credits accepted toward major requirements. Students will graduate according to the major requirements listed in the College catalog and in effect at the time they enter the College, provided the students declare their major within four years of matriculation. After four years, the student will graduate under the requirements in effect at the time of declaration.

If the requirements for the major change after a student has declared a major, students may choose to graduate according to curricular changes enacted by the Faculty and stipulated in subsequent catalogs. Co-majors must be completed in conjunction with a regular academic major. Details of such programs may be found in departmental descriptions found in the College Catalog or may be discussed with appropriate departments.

Any change in major, including change of B.S. or B.A. program within the same department, shall be processed through the Registrar’s Office and have departmental approval. Students declaring a major must have a cumulative GPA of at least 2.000; some majors require a higher GPA for declaration. Students should consult with academic departments.

Declaration of a self-designed major: Matriculated students may design their own major and seek its approval from the Curriculum and Academic Policy Committee. Such proposals will only be considered if the courses required are available at Cedar Crest or within the LVAIC and meet the standards for an academic major at Cedar Crest. A formal petition shall be made indicating her expected degree and be approved by the relevant Department Chairperson before submission to CAPC. For information, see the Registrar. Students are required to declare a self-designed major by the time they have completed 90 credits.

Declaration of more than one major: Students may complete requirements for more than one major. Students declaring additional majors shall indicate one as their primary major. The primary major shall determine the degree to be awarded, i.e., B.S. or B.A.

Declaration of an academic minor: Some departments offer minors. Completion of a minor is optional if it is not required for graduation. A student initiates declaration of a minor with the completion of a form available from the Registrar’s Office. A minor must be a minimum of 18 credits with one-half taken at Cedar Crest.
Crest College. No course with a grade of less than C- may be counted to satisfy a minor requirement. Some departments have higher requirements. A course taken Pass/Fail will not satisfy a minor requirement unless it is a course offered on a Pass/Fail basis only. The minimum cumulative grade-point average for a minor is 2.000.

Matriculated students may design their own minor and seek its approval from the Curriculum and Academic Policy Committee. A formal petition shall be made, including required documentation as set forth by the Registrar, and be approved by the relevant Department Chairperson before submission to CAPC. Students are required to declare a self-designed minor by the time they have completed 90 credits. A minor must include a minimum of 18 credits with half the credits taken at Cedar Crest College. No more than 3 credits may be completed in independent study. All policies pertaining to a minor apply to the self-designed minor.

Declaration of concentration/certification: Some departments offer concentrations or certifications. A student declares a concentration/certification by completing the appropriate form available from the Registrar’s Office.

Academic major course requirements: A course with a grade of C- or better may be counted to satisfy a major requirement. Some departments have higher requirements. Students should consult with individual departments for exact requirements. A course taken Pass/Fail will not satisfy a major requirement unless it is a course offered by the department on a Pass/Fail basis only. The minimum cumulative grade-point average for coursework in the major is 2.000. Some departments require a higher cumulative GPA in the major.

If a student re-enters the College to continue a major after an official leave of absence greater than one academic year, the student will graduate according to major requirements in effect at the time of re-enrollment. A student may complete more than one major within one degree.

Declaration of Dual Degrees: A Cedar Crest graduate may be awarded a second bachelor's degree, either B.A. or B.S., if the student completes a minimum of 30 additional approved credits at Cedar Crest with a cumulative grade-point average of at least 2.0 and satisfies the requirements for an additional major. A student may pursue a second bachelor's degree to be awarded either at the same time as the first degree or at a time subsequent to the awarding of the first degree, provided that the pursuit of the second degree reflects a second distinct and comprehensive program of study. The option for the second bachelor’s degree is limited to the departmental majors and programs listed in the catalog.

Study Leading to a Second Degree: A student who has earned a baccalaureate or associate’s degree at an accredited institution may pursue a program of study leading to a second degree at Cedar Crest College. Credits earned as part of the first degree will be evaluated for applicability toward major requirements and liberal arts curriculum requirements. The student must satisfy all graduation requirements and adhere to all other academic policies.

Graduation Degree Audit: Before registering for the senior year, a degree audit will be generated by the Registrar’s Office for each student with a copy sent to the student and the faculty advisor listing total academic credit requirements for graduation which have been fulfilled. However, graduation audits may be requested at any time throughout a student’s career. All students, once they have declared a major, should consult with their faculty advisor to monitor progress toward fulfillment of all academic major requirements. All students are responsible for knowing the requirements for the degree they propose to earn and for arranging the program of study accordingly.

Declaration of Intent to Graduate: One year before a student’s intended date of graduation, the student must complete a graduation application, which is available in the Registrar’s Office or on MyCedarCrest.

Registration, Credit and Grades

During each term all students register for the following term, indicating all courses in which they plan to enroll. Refer to page 31 for academic advising information.

Academic Credit Totals: The standard program of study is five courses or 15 academic credits per semester. For determining full-time or part-time status and assessing fees, however, 12 credit hours constitute a full-time load. No student is permitted to schedule an academic credit overload (over 21 credits) without permission of the Director of Academic Services or Registrar. Students registering for over 19 credit hours will be assessed an overload fee. Exceptions to this policy are applied music courses, study abroad courses with a travel component paid for by the student, Performing
Arts productions and practicum, Dance Company, Forensic Speech Team, Crestiad, independent research credits, and athletics. In addition, credits of courses taken to fulfill scholarship requirements in Dance, Performing Arts, English, Communication, Business and Marketing will not be counted.

**Drop/Add Period:** Students may add a course only during the first week of the course, space permitting. Students may drop a class during the drop/add period, or prior to the start of the class without the drop appearing on students' transcript. Dropping one or more classes may affect a student's satisfactory academic progress requirement for receipt of financial aid; Students should visit the financial aid office for information.

**Course Withdrawal:** The deadline for course withdrawal occurs in the twelfth (12th) week of classes. Deadlines for accelerated, winter term, May, and summer sessions differ. Individual courses may have different withdrawal dates; students should consult the registration materials for more information. When a student withdraws from a course after the drop/add period, but before the official withdrawal deadline, a grade of “W” will be recorded on the student’s permanent record and a processing fee will be assessed for each course. The grade will not be computed into the cumulative average. Withdrawing from one or more classes may affect a student’s satisfactory academic progress requirement for receipt of financial aid; the student should visit the Financial Aid Office for information. An instructor may assign a grade of “F” for academic dishonesty or clinical failure at any time. This grade supersedes a “W.”

**Administrative Withdrawal:** After the withdrawal deadline, students who experience extenuating non-academic circumstances beyond their control may petition the Provost for an administrative withdrawal. Students may be able to withdraw from one or more courses with a grade of “W.” A “W” will appear on the student’s transcript and will not affect the student’s cumulative average. Students are expected to initiate an academic withdrawal before the last day of classes. A decision must be rendered by the date grades are due for the problematic term. Administrative withdrawal from one or more classes may affect a student’s satisfactory academic progress requirement for receipt of financial aid; the student should visit the Financial Aid office for information.

**Auditing:** A full-time traditional Cedar Crest student may, with the permission of the instructor, audit a course without added tuition charge on a space-available basis. All others, with the permission of the instructor, may enroll as auditors for a tuition charge as noted in the Academic Fee Assessments section of the catalog. In such courses as studio arts, laboratory sciences, computer sciences and applied music, appropriate fees may be charged to all students as applicable. Registration for audits is through the registrar's office. A grade of "S" (satisfactory) or "U" (unsatisfactory) is recorded for auditing. An auditor is not required to take examinations and is accorded only such class participation as the instructor may offer. A student may, with the permission of the instructor, change from audit to credit until the end of the second (2nd) week of classes (deadlines for accelerated, winter terms, and summer sessions differ).

It is the student’s responsibility to make up any assignments the student may have been exempt from as an auditor. Adjustment of fees to the level of full course cost will be made where applicable. A student may, with the permission of the instructor, change from credit to audit up until the deadline for withdrawing from courses. No refund will be given in the case of a registration change from credit to audit.

**Independent Studies:** The purpose of an independent study is generally to enable a student to investigate topics not covered in depth in regularly scheduled classes. It is generally assumed that the student has taken some necessary background courses and that she will focus on a topic in some depth. The role of the instructor in such a course is primarily for consultation, advisement and possible collaboration. A student proposing an independent study should be of at least a junior standing with a declared major at the time the independent study will occur. Before proposing an independent study, the student should have explored other avenues for receiving instruction or course credit, including course offerings at other LVAC institutions, course substitutions chosen in consultation with the student’s advisor and/or the involved department chair, or a proficiency exam or CLEP test if applicable. If an independent study is deemed appropriate by the sponsoring department, the student proposing an independent study must complete and sign the independent study form available from the registrar’s office or at their website, and receive approvals from the sponsoring faculty member, sponsoring department
chair, and the Provost. Independent studies are charged 
at the current day per credit rate. Foundation courses are 
not available through Independent Study. No more than 
9 credits taken through independent study may be 
counted towards a student’s total graduation credits. A 
student may petition the Curriculum and Academic 
Policy Committee for exceptions to this policy.

Cross-registration within LVAIC: Full-time 
traditional students, other than first-year students, who 
are in good academic standing may register for courses at 
other institutions of the Lehigh Valley Association of 
Independent Colleges (LVAIC), provided those courses 
are not available to them at Cedar Crest. (Other LVAIC 
participating institutions are DeSales University, 
Lafayette College, Lehigh University, Moravian College 
and Muhlenberg College.) Traditional students will pay 
the comprehensive tuition to their home institution, but 
may be required to pay applicable fees to the host 
institution. Transportation is the student’s responsibility. 
Details and forms for cross-registration are available in 
the Registrar’s Office.

Matriculated degree-seeking Lifelong Learning 
students also are eligible for LVAIC cross-registration 
privileges. Lifelong Learning students will be billed by the 
host institution at their per credit rate, plus applicable 
fees.

For summer sessions, all students must pay the host 
institution’s tuition and fees.

All credits and grades earned at an LVAIC institution 
will be computed into the student’s cumulative average.

If students want to use an LVAIC course to satisfy 
either a major or a Liberal Arts Curriculum requirement, 
they must receive approval in advance from the 
appropriate Department Chair at Cedar Crest.

Student teaching is not available through the LVAIC 
cross-registration policy. For more information regarding 
the LVAIC policy, contact the Registrar.

Maximum Credit Transfer to the 
College and Final 30-Credit 
Residency Requirement

After matriculation, a student may transfer a 
maximum of 18 credits to Cedar Crest, provided the 
student has not transferred the maximum number of 
credits allowed (see below). Courses completed at LVAIC 
institutions (DeSales University, Lafayette College, 
Lehigh University, Moravian College, or Muhlenberg 
College) do not count as transfer credits. A student may 
not transfer any credit to Cedar Crest if within 30 credits 
of completing the required credit total for graduation. 
The Registrar can review transfer petitions from students 
who matriculated at Cedar Crest as freshmen, have 
completed more than the required credit total for 
graduation, and have transferred in fewer than 18 credits.

Students transferring from two-year institutions may 
transfer up to 60 credits prior to matriculation. Students 
with an A.S. or an A.A. degree from a regionally 
accredited institution may transfer up to 68 credits. 
Once credit has been awarded, it may not be removed 
from the transcript. Students transferring from four-year 
institutions may transfer up to 90 credits prior to 
matriculation. They may not transfer any additional 
credits once they have begun their final 30 credits at 
Cedar Crest. CLEP credits are considered transfer 
credits.

Application for transfer of academic 
credit after matriculation

Study at non-LVAIC institutions: Matriculated 
students interested in studying at another institution 
shall consult first with their faculty advisor and/or major 
Department Chair. The student shall complete the 
Permission for Transfer of Credit form that is available in 
the Registrar’s Office. A faculty advisor, Department 
Chair, and the Registrar must sign the Permission for 
Transfer of Credit form prior to the student taking the 
course. Credit is transferable if the grade is “C” or better. 
Quality points are not transferred, and the grade is not 
computed into the cumulative average. The student is 
responsible to request an official transcript be sent to 
Cedar Crest Registrar’s Office upon completion of the 
course.

Study abroad at approved institutions: Matriculated 
students interested in study abroad at 
approved institutions shall consult first with their faculty 
advisor and/or major Department Chair. The student 
shall complete the International Programs Approval 
form with all appropriate signatures, prior to attending 
the semester abroad. Forms are available in the Office of 
International Programs, located in Allen House, or the 
Registrar’s Office.

Credit is transferable if the grade is “C” or better. 
Quality points are not transferred and the grade is not 
computed into the cumulative average. The student is 
responsible to request an official transcript be sent to the 
Cedar Crest Registrar’s Office upon completion of the 
program.
Credit for Prior Learning: Cedar Crest College offers matriculated students several avenues through which to identify and evaluate learning that has taken place in private study and other out-of-classroom experiences, with the possibility of receiving academic credit for it. These avenues include College Entrance Examination Board Advanced Placement Tests (see details in admissions section of this catalog), proficiency examinations, College Level Examination Program (CLEP) testing, PONSI (National Program on Non-Collegiate Sponsored Instruction), DANTES (Defense Activity for Non-Traditional Education Support), and credit for experiential learning. All credits awarded through these avenues are regarded as transfer credits. The student awarded such credit is subject to the rule that she must take her last 30 credits at Cedar Crest.

Proficiency Examinations: Information about the availability of proficiency examinations for specific Cedar Crest courses is available in the Registrar’s Office, along with application forms. Students must be enrolled and matriculated at Cedar Crest to apply for proficiency exams. A nonrefundable fee of $30 per credit attempted is charged for each proficiency examination. For courses that require a laboratory or clinical assessment, there may be an additional fee, payable with application. Students cannot receive credit for the writing two, technology, and information literacy college wide requirements by taking a proficiency examination. If a student fails a proficiency examination, it may not be repeated.

College Level Examination Program Testing: CLEP General Examinations: For each of the five general examinations in which a student receives a score of 50 or higher, Cedar Crest will award three credits. General Examinations credits are not applicable either to general education or major requirements. CLEP credits may not be transferred within the student’s final 30 credits.

The following general examinations have been approved by departments for transfer credit:
- American History I
- Business Law
- American History II
- Introduction to Educational Psychology
- American Literature
- Introduction to Sociology
- Analysis and Interpretation of Literature
- Introduction to Psychology
- Calculus with Elementary Functions
- Principles of Accounting
- English Literature
- Principles of Macroeconomics
- Freshman College Composition (essay required)
- Principles of Microeconomics
- Spanish (Level 1 and 2)
- General Biology
- Western Civilization I
- General Chemistry
- Western Civilization II
- Human Growth Development

CLEP information booklets are available in Academic Services, Curtis Hall. Please see the CLEP administrator for current CLEP guidelines.

Credit for Experiential Learning: Cedar Crest awards up to 12 credits for experiential learning. Experiential learning is knowledge acquired outside of the formal classroom. To apply, a student must be matriculated and have at least nine earned Cedar Crest credits. Interested students should contact the center for lifelong learning for further information on credit for experiential learning. Credit for experiential learning is available only when all other methods of awarding credit are not applicable. There is a non-refundable $50.00 application fee. The per credit rate is computed at 50% of the current evening/weekend rate.

PONSI and DANTES: Cedar Crest will award credit to matriculated students applying for PONSI or DANTES credit. Each request will be reviewed individually. Contact the registrar’s office for more details.
Grades and Quality Points

Letter grades are used to designate academic achievement, with accompanying quality points:

- A = 4.0 quality points
- A- = 3.7 quality points
- B+ = 3.3 quality points
- B = 3.0 quality points
- B- = 2.7 quality points
- C+ = 2.3 quality points
- C = 2.0 quality points
- C- = 1.7 quality points
- D+ = 1.3 quality points
- D = 1.0 quality points
- F = 0 quality points

The following grades have no accompanying quality points and are not computed in the grade-point average:

- P = Pass, a course taken as Pass/Fail
- S = Satisfactory (Audit)
- PN = Pass, no grade
- U = Unsatisfactory (Audit)
- W = Withdrawn before official deadline
- CR/NC = Credit/No Credit

The grade-point average is computed at the completion of each academic semester and summer session for those courses taken at Cedar Crest College.

For example, a student who has registered for 15 credits in a given semester would calculate his/her GPA in the following manner:

Total credits: 15  Total quality points: 40.8

\[
\begin{align*}
3 \text{ credits of A} & : \quad 3 \times 4 \quad = \quad 12.0 \\
3 \text{ credits of B+} & : \quad 3 \times 3.3 \quad = \quad 9.9 \\
3 \text{ credits of B} & : \quad 3 \times 3 \quad = \quad 9.0 \\
3 \text{ credits of C} & : \quad 3 \times 2 \quad = \quad 6.0 \\
3 \text{ credits of D+} & : \quad 3 \times 1.3 \quad = \quad 3.9
\end{align*}
\]

\[
\frac{40.8}{15} = 2.72 \quad \text{GPA} = 2.720
\]

Total quality points for each course are calculated by multiplying the number of course credits by the quality points for the grade earned. The average is calculated by dividing the total credits attempted into the total quality points earned.

Students may repeat a course. Third-time repeats require Registrar’s approval. Some departments have their own policies regarding repeating a course.

Once the course is repeated, the higher grade earned is computed into the student’s grade point average. Both grades appear on the permanent record.

Repeating one or more classes may affect a student’s satisfactory academic progress requirement for receipt of financial aid; the student should visit the financial aid office for information.

Incompletes: A temporary grade of incomplete (I) is given only to a student who is doing passing work in a course but who, for reasons beyond the student’s control, is not able to complete a major assignment or examination by the deadline for submitting grades. At least 75% of the assigned work for the class must have been completed before a grade of “I” can be requested.

An incomplete must be requested by the student and approved by the instructor, the student’s advisor and by the Department Chair. “Request for incomplete” forms are available in the Registrar’s Office. The deadline for requesting an incomplete grade is the last day of class. In cases involving unusual circumstances, such as sickness or injury, a member of Academic Services or the instructor may request an incomplete on the student’s behalf.

A grade of “incomplete” is not entered on the permanent record. Work must be completed within the first six weeks after the end of the examination period, or by a date specified by the instructor.

Pass/Fail option: A student may not use a course taken on a pass/fail basis to satisfy either major, minor, or liberal education requirements unless the course is offered only on a pass/fail basis. Students may enroll for courses on a pass/fail basis up to 25 percent of the total of their Cedar Crest work applicable for graduation, in addition to courses offered only as pass/fail.

A first-year student may enroll in no more than two pass/fail courses per term.

Instructors are not informed that a student is enrolled as pass/fail. Letter grades are submitted and are recorded as pass/fail in the registrar’s office. In order to receive a “Pass,” the student must receive a grade of D or higher.

Pass (P) is not computed in the grade-point average; the student receives credit only. Fail (F) is computed as an F in the grade-point average; the student receives no credit.
Changing course registration from graded credit to Pass/Fail: A student who wishes to change his/her registration from graded credit to pass/fail must complete this change in registration by the end of the twelfth (12th) week of the fall or spring semester. (Deadlines for accelerated, winter term, and summer sessions differ and will be announced to students and advisors.) This change is permanent and may not be reversed. Students may not change from Pass/Fail to graded credit.

Academic Status

Class Standing: A student’s class standing is determined by the student’s number of earned credits as certified in the registrar’s office at the beginning of each term.

- Freshman: 0-23.9 earned credits
- Sophomore: 24-54.9 earned credits
- Junior: 55-85.9 earned credits
- Senior: 86 or more earned credits

Dean’s List: Dean’s List is awarded each fall and spring to any full-time matriculated student who receives a semester average of at least 3.650 on the basis of at least 12 credits for which the student receives letter grades and quality points. A student who has an incomplete grade during a semester will not be eligible for the inclusion on the Dean’s List.

Students enrolled for fewer than 12 credits each semester are considered part-time students for the purposes of Dean’s List recognition. Appointment to the Dean’s List is made when

- A minimum total of 12 credits are completed within one academic year (Fall, Winter, Spring); and
- Grades in the courses across these combined semesters result in a grade point average of 3.650 or higher.

Dean’s List status for part-time students is recorded on the most recently completed semester during which all cumulative criteria were met. Once awarded, the calculation for additional recognition begins anew.

Delphi: Delphi is the College honor society for undergraduate students. A student, who at the end of her junior year or at the end of either term of her senior year, has a cumulative grade-point average of 3.800 will be recognized as a member of Delphi in the following semester. To be eligible, a transfer student must have earned at least 60 credits of academic work at Cedar Crest.

Honor Societies: Cedar Crest sponsors chapters of the following national or international honor societies: Alpha Kappa Delta (international – sociology), Alpha Psi Omega (national – theatre), Alpha Sigma Lambda (national – lifelong learning students), Beta Beta Beta (national – biology), Kappa Delta Pi (national – education), Kappa Mu Epsilon (national – mathematics), Lambda Pi Eta (national – communication), Phi Alpha (national – social work), Phi Alpha Theta (international – history), Phi Kappa Delta (national – forensic speech), Psi Chi (national – psychology), Sigma Beta Delta (national – business, management and administration), Sigma Tau Delta (national – English), Sigma Theta Tau (international – nursing), Theta Alpha Kappa (national – religion and theology) and Nu Delta Alpha (dance).

Graduation with Honors: A student is considered for graduation honors if the student’s cumulative average at Cedar Crest is 3.550 or better and includes at least 60 graded Cedar Crest credits. The awarding of honors is based on all graded work done at Cedar Crest (including dual degree programs) and graded work completed at other LVAIC institutions as a matriculated Cedar Crest student and is for undergraduate students only.

Students with a cumulative average of 3.550 or above at the end of four years graduate cum laude; those with an average of 3.650 or above graduate magna cum laude; those with an average of 3.800 or above graduate summa cum laude. Students should consult the registrar’s office to determine their status.

Conditional Standing: The faculty at Cedar Crest College has adopted the following policy concerning conditional standing and separation from the College:

- Matriculated students who fail to achieve a cumulative grade-point average of 1.800 as first-semester freshmen will be placed on conditional standing for the subsequent term. Students who fail to achieve a cumulative grade-point average of 2.000 for any term after their first-semester term will be placed on conditional standing. Part-time matriculated students will be reviewed for possible conditional standing for every accumulation of 15 credits they complete. Part-time students who fail to achieve a cumulative grade-point average of 2.000 for every 15 credits will be placed on conditional standing for their subsequent 15 credits.
- Matriculated students who fail to achieve a cumulative grade-point average of 2.000 after three terms on conditional standing will be subject to dismissal procedure.
- Matriculated students who fail to achieve a cumulative grade-point average of 1.000 may be subject to dismissal procedure.
The dismissal procedure includes the opportunity to petition the Admissions, Enrollment and Retention Committee for continuation and requires the student to prepare a personal plan for academic progress. A student dismissed for unsatisfactory academic achievement may petition the Admissions, Enrollment and Retention Committee for re-admission; this petition must include official documentation of specific academic work or equivalent experience during the interval between dismissal and re-admission. Once re-admitted to the College, the student must achieve a grade-point average of 2.000 or better every semester to remain. If a student is dismissed a second time, there is no appeal.

Off-Campus Study

Internships
The Career Planning Office offers more than 300 internships for sophomores, juniors and seniors. The main focus of the internship program is to integrate real-world experiences with academic work. Students may even be able to earn college credit. Internship experiences increase the student’s personal and career growth through interpersonal and intellectual challenges, acquisition of practical skills and exposure to related work fields. Under the supervision of a faculty member, the organization’s representative, and the Career Planning Office, internships supplement classroom education. For more information on internship procedures and requirements, refer to “Internship Guidelines,” a publication available in the Career Planning Office in the Allen House and on the Career Planning home page on the Cedar Crest College website or on My CedarCrest. All Students planning to participate in the internship program are encouraged to attend an internship seminar and must complete Internship Contract forms, also available in the Career Planning Office.

Alumnae Museum
Paid internship positions are also available on campus through the College’s Alumnae Museum. Located in Curtis Hall, the Cedar Crest Alumnae Museum preserves the history of Cedar Crest College and fosters an appreciation of the history of women. Opened in conjunction with the College’s 125th anniversary, the museum collects and preserves memorabilia and other items of importance to the College. Students work as paid interns (and sometimes as paid museum associates) to plan exhibitions using fashions and memorabilia collected since the College’s founding in 1867. Students gain a sense of history of the College as well curatorial techniques that are applicable in the larger museum community. For more information on internships with the Alumnae Museum, contact the Cedar Crest Alumnae Office at 610-606-4609.

LVAIC Cross Registration
Through the Lehigh Valley Association of Independent Colleges (LVAIC), the course offerings and library holdings of five other area private colleges are available to Cedar Crest students. Degree-seeking matriculated upper-class women and non-freshmen in good academic standing may register at other LVAIC institutions for courses not available to them on their home campus. Cross-registration for full-time traditional students is at no additional cost in the Fall and Spring semesters. All Cedar Crest students may use any of the LVAIC libraries at no extra charge. Participating institutions in addition to Cedar Crest include DeSales University, Lafayette College, Lehigh University, Moravian College and Muhlenberg College. For information on cross-registration, see page 36.

Reserve Officer Training Corps (ROTC)
Cedar Crest students are eligible to participate in ROTC courses of study leading, upon graduation, to commissions in the U.S. Army. Course work is offered through the ROTC program at Lehigh University within the terms of the existing cross-registration agreement between member schools of the Lehigh Valley Association of Independent Colleges. All ROTC courses are recorded on the Cedar Crest transcript and entered into the quality-point average; thus, they are counted as a part of each semester’s hours in determining full-time status. However, only the final six credits earned by successfully completing Military Science 113 – 114 count as electives toward graduation. Cedar Crest students enjoy all the benefits accorded ROTC students at the host institution including eligibility to compete for scholarships covering all tuition, books, and a monthly subsistence allowance. Emphasis in the program is on development of leadership and management skills required of a commissioned officer. No military obligation is incurred by students participating during their freshman year. Further information about Army ROTC is available in the admissions and registrar’s offices at Cedar Crest College or from the chairperson of military science at Lehigh University.
Hawk Mountain

Courses are offered at the 2,000-acre Hawk Mountain Sanctuary through an affiliation between Hawk Mountain and the Cedar Crest College biological sciences department.

Students planning to earn academic credit should register through Cedar Crest College. Other interested students should call Hawk Mountain directly at 610-756-6961.

Study Abroad

Students are encouraged to take advantage of the many exciting opportunities available to study abroad. Cedar Crest students may participate in study abroad programs offered through the Lehigh Valley Association of Independent Colleges (LVAIC) and other institutions. The College will also assist students in making the necessary arrangements with institutions overseas. In the past few years, Cedar Crest students have enrolled in programs in Australia, England, France, Italy, Ireland, Japan, Mexico and Spain. Students interested in study abroad should contact the Career Planning office, located in the Allen House, and consult the resources available in the study abroad library. Full-time traditional Cedar Crest College students may apply for study abroad scholarships, ranging from $500 to $2,500 for study abroad during a fall or spring semester. For information on study abroad see page 37.

Voluntary Separation From The College

Official Leave of Absence: Degree-seekers (matriculated) students who find it necessary to interrupt their college studies for a term or more must apply for an official leave of absence if they wish to return under the same liberal-arts education requirements. Within 3 years of the student’s official date of separation, the student must have accomplished one of the following steps: return to classes, submit a letter of intent to register for the upcoming term, register for the upcoming term, or request an extension of the leave of absence. Leave of Absence Requests are processed on MyCedarCrest via the Withdrawal Application; the Registrar approves requests for leaves of absence. Withdrawals from individual courses are not considered official leaves of absence.

The first day of class attendance, in the case of traditional students, or the date of the acceptance letter as a degree candidate, in the case of Lifelong Learning students, is the date of matriculation. This date is important if a student finds it necessary to interrupt her studies at Cedar Crest.

Official leaves of absence of less than three years permit students to graduate according to the general education requirements in effect at the time they matriculated. With approval from the department in which they are majoring, students may be permitted to graduate according to major requirements listed in the College Catalog and in effect at the time they matriculated at the College. Students may also choose to graduate according to policies and curricular changes enacted by the faculty and found in the most current catalog.

If matriculated students request and are granted an official leave of absence of up to three calendar years, they are not required to reapply for matriculation when they re-enroll at Cedar Crest. Students who re-enter the College after a leave of absence greater than three years, an unofficial withdrawal, or any absence not formally approved, as described above, must meet the general liberal arts requirements and major requirements in effect at the time of their re-enrollment in order to graduate.

Official Withdrawal from Cedar Crest: In order to withdraw officially from Cedar Crest College, all withdrawing students must complete an exit interview, which begins the withdrawal application on My Cedar Crest. Official withdrawal prior to the official deadline for course withdrawal will result in all coursework in progress being graded W (not computed into average). Withdrawal after the official deadline for course withdrawal requires completion of the process for administrative withdrawal. Unofficial withdrawal from the College at any time may result in all coursework in progress being graded F. If the student re-enters the College to continue the major after a withdrawal, the student will graduate according to general education requirements and major requirements in effect at the time of re-enrollment.

Re-admission Policy: Students who apply for readmission to Cedar Crest College after a separation of at least five years may elect, upon readmission, to retain all of their prior grades or to begin their academic career anew, retaining none of their prior grades.

Students who have been dismissed previously from the College must petition for readmission. Students who have been dismissed for poor academic performance must remain separated from the College for at least one calendar year before reapplying for admission.
The Cedar Crest College Liberal Arts Curriculum

The Liberal Arts Curriculum serves as the intellectual foundation for the completion of academic majors and the pursuit of lifelong learning by ensuring that students receive a comprehensive liberal arts education rooted in the Arts, Humanities, and Sciences. A fundamental purpose of the curriculum is to hone the critical thinking skills of students as reflected in their ability to reason—scientifically, qualitatively, quantitatively, and morally. Another goal of the curriculum is to develop the communications skills of students as reflected in their ability to express ideas via the written and spoken word and through the use of technology. Ultimately, the Liberal Arts Curriculum intends to help students to acquire knowledge and skills that will foster their thoughtful participation in the various communities to which they belong, personal and professional, local and global.

The Liberal Arts Curriculum requires students to complete a minimum of 40 general education credits distributed across eight areas of knowledge and application. These requirements apply to all students, regardless of academic major or transfer status. To complete the program, a student must earn a grade of “C” or better in all required coursework. In doing so, students will have demonstrated an acceptable level of academic performance (i.e. proficiency or better) relative to the following general educational outcomes:

1. An understanding of the Arts, Humanities, and Social and Natural Sciences as distinctive areas of scholarly inquiry and human achievement.
2. An understanding of how scientific reasoning can be utilized to investigate the natural and physical world.
3. An understanding of how qualitative and quantitative approaches can be utilized to understand social systems, human culture, and human behavior.
4. An understanding of how qualitative reasoning can be utilized to interpret the aesthetic qualities and social significance of historical and cultural artifacts, including works of art, literature, and film.
5. An understanding of how quantitative and logical reasoning skills can be utilized to formulate, interpret, and solve problems.
6. An understanding of how the Western tradition of ethics can serve as a guide to personal conduct, engaged citizenship, and community service.
7. An understanding of the complexities and challenges of cross-cultural perspectives within a global context that is shaped by technological interconnectivity and the rapid movement of people, goods, and ideas across national borders.
8. An understanding of how writing techniques can be utilized to develop and communicate ideas and information to an audience.
9. An understanding of how public speaking techniques can be utilized to develop and communicate ideas and information to an audience.
10. An understanding of how technology can be utilized for purposes of data acquisition, analysis, evaluation and presentation.
11. An understanding of how information can be acquired, analyzed, evaluated and effectively used.
A Cedar Crest College student must complete the following course work to earn a degree.

Requirements for the Liberal Arts Program

<table>
<thead>
<tr>
<th>Category</th>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>2 courses, one of which must be a 3-credit course</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>2 courses</td>
<td>6</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>2 courses, one of which must be a lab-based course</td>
<td>7</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>2 courses</td>
<td>6</td>
</tr>
<tr>
<td>Ethics</td>
<td>1 course</td>
<td>3</td>
</tr>
<tr>
<td>Global Studies</td>
<td>1 course</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics &amp; Logic</td>
<td>2 courses, one of which must be a mathematics course</td>
<td>6</td>
</tr>
<tr>
<td>Writing</td>
<td>2 courses: WRJ 100 or HON 122 and one WRJ-2 course</td>
<td>6</td>
</tr>
</tbody>
</table>

Transferred courses may be used to satisfy Liberal Arts Curriculum requirements, consistent with the College's transfer policy.

Areas of Knowledge and Application

A. Courses that address areas of scholarly inquiry and human achievement:

**Arts:** The courses that comprise this category are designed to help students develop an understanding and appreciation for the fine arts, including the visual and performing arts and creative writing. Creating, performing and appreciating works of art define the basis for an aesthetic education. Studio and/or performance experiences help students to develop creative and critical thinking skills whereas appreciation experiences help students to understand the value systems that have developed over the centuries, underpinning the rationale for determining the great works and their creators. While tools and process may differ, the concepts that define the arts are common to all disciplines in this category. The key disciplines in this category are the Fine Arts: Dance, Theater, Music, Creative Writing, and the Visual Arts. Students may select two courses from the same discipline to satisfy the Arts requirement. Disciplines selected in fulfillment of the Arts requirement may not also satisfy requirements in Humanities and Social Sciences.

**Humanities:** The courses that comprise this category examine the texts produced by human culture in order to understand how these texts have, in the past, reflected and shaped – and continue to reflect and shape – human thought, including human aspirations and fears. The texts studied by humanistic disciplines include literature and film, philosophical and religious treatises, and historical documents. The method of inquiry employed by humanities disciplines requires a textual analysis that arrives at its understanding by considering the text from multiple perspectives, ranging from the study of the text’s language and its implications, to a consideration of historical and cultural contexts, to the situation of a text within a tradition of thought. The key disciplines in this category are Communication, English, History, International Languages, and Philosophy. Students must choose two different disciplines within this requirement. Disciplines selected in fulfillment of the Humanities requirement may not also satisfy requirements in Arts and Social Sciences.

**Mathematics and Logic:** The courses that comprise this category are designed to engage students in activities that develop analytical skills relating to the formulation, interpretation and solution of quantitatively-based problems or activities which develop logical reasoning skills, including the ability to analyze and critically evaluate arguments from a logical point of view. The key discipline in this category is Mathematics.

**Natural Sciences:** The courses that comprise this category share a common methodology, in that they explore and study the natural world through the application of the scientific method. This method of inquiry involves critical and objective observation, the formulation and testing of hypotheses, and the critical analysis and interpretation of empirical data. The key disciplines in this category are Biology, Chemistry, Physics, and General Science.
Social Sciences: The courses that comprise this category study human culture and behavior and the institutions within which individuals and groups live, work, learn and act. The mode of inquiry associated with the investigation of the cognitive, political, religious, social, expressive, and economic dimensions of human life is informed by the scientific method, signifying an appreciation of the value and significance of using empirical evidence, hypothesis testing, quantitative analysis and qualitative studies to think critically about the nature of human behavior, institutions and individual development. The key disciplines in this category are Anthropology, Economics, Political Science, Psychology, Religion, and Sociology. Students must choose two different disciplines within this requirement. Disciplines selected in fulfillment of the Social Sciences requirement may not also satisfy requirements in Arts and Humanities.

B. Courses that promote reflection on and engagement with the demands of citizenship within a complex and changing society:

Ethics: The courses that comprise this category are designed to help students develop a working knowledge of the theories and principles underlying the Western tradition of ethics while also engaging students in activities that encourage individuals to reflect systematically on their personal moral beliefs and values. Courses should be interdisciplinary in nature and should focus upon the application of ethical theory to practice, both in the classroom and in experiences beyond the classroom.

Global Studies: The courses that comprise this category introduce students to art, literature, religion, or historical perspectives beyond the American mainstream; diverse cultural practices and beliefs, including health practices and new cultures arising from new technologies and the development of a quasi-borderless world; or the study of economic, political, legal and/or scientific systems or interactions within the context of varied social backgrounds or cultural frameworks.

C. Courses that promote the ability to use writing as a tool for expression and understanding:

Writing: The courses that comprise this category are designed to help students develop the ability to approach a topic for writing in light of the demands of purpose, audience, and the specific requirements of an assignment. Such requirements include skills in these categories: insightful and developed ideas, a supported thesis, awareness of audience and discourse conventions, coherence and logical organization, a sophisticated and professional style, and an attention to the revision process and manuscript preparation.

Students should consult the Registrar’s Page on MyCedarCrest for a full list of courses approved for each Liberal Arts designation.

College-wide Requirements Satisfied Within the Departmental Major

The following requirements will be satisfied by students within the context of individual academic majors. For all requirements, the necessary coursework may be offered directly within the academic major or, alternatively, the academic major may require that students complete an appropriate course or courses offered in a different department.

Technology Requirement: The technology requirement is satisfied through the completion of coursework required within the context of individual academic majors. This approach recognizes that the definition of “technological competence” differs across academic disciplines and fields of specialization; thus each department is responsible for documenting that students enrolled in their programs as majors have demonstrated an acceptable level of academic performance in regard to their ability to: (1) engage in data searches and data organization, (2) engage in data analysis, and (3) engage in data presentation and communication.

Oral Presentation: The oral presentation requirement is satisfied through coursework required within the context of individual academic majors or through the completion of a course designated by the department as satisfying this requirement. Each department is responsible for documenting that students enrolled in their programs as majors have demonstrated an acceptable level of academic performance in regard to their ability to: (1) employ basic skills of good
public speaking, (2) conduct an audience analysis, (3) use logic, and (4) demonstrate credibility through the presentation of evidence and the use of proper delivery techniques, including the use of audio-visual materials and appropriate technologies.

**Information Literacy Requirement:** The information literacy requirement is satisfied through the completion of coursework required within the context of individual academic majors. Each department is responsible for documenting that students enrolled in their programs as majors have demonstrated an acceptable level of academic performance in regard to their ability to: (1) frame a research question, (2) access and evaluate sources, (3) evaluate content, (4) use information effectively to accomplish a specific purpose, and (5) understand the economic, legal and social issues of information use.
The accounting major is offered by the Department of Business, Management, and Economics. It is multidisciplinary and asks students to develop analytical, mathematical, financial, legal, and managerial skills to prepare them for careers in public, managerial, governmental, or tax accounting, as well as internal auditing.

The accounting program can be used by students in working toward the 150-semester hour education requirement promoted by the American Institute of Certified Public Accountants (AICPA). Although 150 semester hours of education is optional in Pennsylvania, surrounding states are requiring these credits in order to sit for the CPA exam. Students should seek advice from an accounting advisor to plan course work adequately. Accounting students may not double-major in accounting and business, nor may they minor in business. Accounting students are encouraged to minor in Economics if they are seeking to pursue a minor.

Requirements for the Accounting Major

To be admitted to the major, the student must have a minimum cumulative grade-point average of 2.250. All courses within the major must be passed with a grade of C or better; however, a minimum cumulative grade-point average of 2.25 and a minimum average in the major of 2.250 must be achieved.

Department Core Courses

Students majoring in the Department of Business, Management, and Economics are required to take the following courses, in addition to courses required for their specific major:

- ACC 101 Financial Accounting 3 credits
- ACC 102 Managerial Accounting 3 credits
- BUA 110 Principles of Management 3 credits
- BUA 221 Business Law 3 credits
- BUA 250 Principles of Finance 3 credits
- BUA 281 Business Ethics 4 credits
- BUA 300 Writing for Management 3 credits
- BUA 345 Operations and Supply Chain Management 3 credits
- BUA 351 Applied Strategic Management I 3 credits
- BUA 352 Applied Strategic Management II 3 credits
- CIS 215 Advanced Business Computing 3 credits
- ECO 101 Principles of Economics: Macro 3 credits
- ECO 102 Principles of Economics: Micro 3 credits
- MAT 105 Mathematics for Business or MAT 141 Calculus I 3 credits
- MAT 110 Probability & Statistics 3 credits
- MRK 230 Principles of Marketing 3 credits

Accounting Requirements

- ACC 203 Cost Accounting 3 credits
- ACC 205 Accounting Information Systems 3 credits
- ACC 208 Intermediate Accounting I 3 credits
- ACC 209 Intermediate Accounting II 3 credits
- ACC 217 Corporate Taxation 3 credits
- ACC 218 Personal Income Tax Accounting 3 credits
ACC 308  Advanced Financial Accounting  3 credits
ACC 312  Auditing  3 credits
BUA 329  Organizational Behavior  3 credits
BUA 350  Leadership  3 credits
Internship  3-9 credits

**Requirements for the Accounting Minor**

All Cedar Crest College students are eligible to take this minor. Business Administration majors cannot apply any accounting electives to their major if they choose this minor.

ACC 101  Financial Accounting  3 credits
ACC 102  Managerial Accounting  3 credits
ACC 203  Cost Accounting  3 credits
ACC 205  Accounting Information Systems  3 credits
ACC 208  Intermediate Accounting I  3 credits
ACC 209  Intermediate Accounting II  3 credits

**Post-Baccalaureate CPA Certificate**

According to the Pennsylvania Institute of Certified Public Accountants (PICPA), a person who is interested in sitting for the CPA exam must have a baccalaureate or master’s degree and have completed at least a total of 24 semester credits in accounting and auditing, business law, finance or tax subjects. This specialized certificate is for those individuals who possess a bachelor’s degree in a field other than accounting. By completing the 30-credit certificate, students will be able to meet the educational requirements mandated by the State Board of Accountancy and will be qualified to sit for the CPA exam in Pennsylvania, as well as gain exposure to all areas of examination testing. When combined with a previously earned Baccalaureate degree, this program will fulfill the 150 semester hour requirement promoted by the American Institute of Certified Public Accountants, and required by many states in the nation.

All 30 credits of this certificate must be completed at Cedar Crest College.

ACC 101  Financial Accounting  3 credits
ACC 102  Managerial Accounting  3 credits
ACC 203  Cost Accounting  3 credits
ACC 205  Accounting Information Systems  3 credits
ACC 208  Intermediate Accounting I  3 credits
ACC 209  Intermediate Accounting II  3 credits
ACC 217  Corporate Taxation  3 credits
ACC 218  Personal Income Tax Accounting  3 credits
ACC 312  Auditing  3 credits
BUA 221  Business Law  3 credits
Anthropology – Minor

Anthropology is the study of humankind, in the broadest sense, from prehistory to the present, and in a variety of global settings. At Cedar Crest, emphasis is given to cultural anthropology, the field that deals with the description and analysis of contemporary cultures, both familiar and exotic. However, through cognate and LVAIC courses, students can study archeology and prehistory, too. Courses cover a broad array of topics such as family systems, political arrangements, religious belief systems and ritual, expressive culture, as well as issues that pertain to race, gender roles and relations and cultural dislocation.

The program offers students the opportunity to do supervised fieldwork in the local community, internships at historical and cultural agencies, as well as abroad. The program is useful for those who wish to work in any field of community studies, social services, heritage management and museum studies, law and government, or education.

Requirements for the Anthropology Minor (18 credits)
The minor requires ANT 100 and five additional courses.

ANT 100 Cultural Anthropology 3 credits
ANT 210 Introduction to Archeology 3 credits
ANT 215 World Music 3 credits
ANT 219 Human Evolution and Prehistory 3 credits
ANT 225 Tourism and Pilgrimage 3 credits
ANT 230 Cultures of the Caribbean 3 credits
ANT 235 Field Experience/ Study Abroad (old Field School in Caribbean anthropology) 3 credits
ANT 250 American Communities in Transition 3 credits
ANT 310 Women in the Developing World 3 credits
ANT 360 Special Topics/ Sr. Thesis
ANT 390 Independent Study 3 credits

Self-Designing an Anthropology Major

A number of students over the years have self-designed an anthropology major using the existing Cedar Crest anthropology courses, along with cognate course (such as Religious Studies and/or courses at other LVAIC colleges in the Lehigh Valley). The Faculty mentor will guide students’ proposals (with course listings, LAC courses, timetable for completion, and number of credits). The credit load can vary from 36-40 up to 60, depending on interest and the addition of minors. The thrust of the major can be in the cultural or archeological direction. The proposal must be approved by the Curricular and Academic Policy Committee. Students should refer to the Self-Designed Major policy for more information.
Applied and Professional Ethics – Minor

For information, contact Dr. Elizabeth Meade.

Increasingly, many professions require on-going education and training in ethics. The minor in Applied and Professional Ethics is designed to give our students a competitive advantage in their fields by laying the groundwork in theoretical ethics, professional ethics, and the application of ethical theory to a variety of practices and professions. It is designed to fulfill the needs of two types of students: those who wish to treat the minor as a course of study in theory and application of ethics, and those who choose to tailor it more directly to the issues proceeding from their majors.

Requirements for the Minor in Applied and Professional Ethics Minor

(18 credits)

The following two courses are required for all:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 200</td>
<td>Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>PHI 250</td>
<td>Introduction to Professional Ethics</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Four electives (12 credits) must be chosen from a range of courses across the curriculum or any selected special topics courses on an individual area of professional or applied ethics. Consult the adviser for the minor for final approval of electives not on the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 320</td>
<td>Biomedical Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHE 349</td>
<td>Professional Issues in Forensic Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>CST 234</td>
<td>Media, Law and Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>NMT 452</td>
<td>Patient Ethics</td>
<td>1 credit</td>
</tr>
<tr>
<td>SOC 313</td>
<td>Minorities and Human Relations</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Art - Major

For information, contact Jill Odegaard.

Mission Statement

To provide arts based opportunities that support the artistic culture of the College and surrounding community. To provide those who choose the arts as a primary focus with the means to reach a high level of excellence in their creative areas. To provide all students enrolled in the arts with a quality and challenging experience in the methods and history of art. To provide courses and experiences that encourage an understanding of the connected nature of learning in a liberal art environment while encouraging our students, as women, to understand the social context and explore humanistic values and social awareness. Cedar Crest College demonstrates a profound commitment to the arts, both in the quality and breadth of its Art Department facilities and faculty, and in the sponsorship of the Tompkins Gallery, the Cressman Gallery and the Capstone Gallery. The Gallery exhibits bring artists with national and international exhibition records to campus to discuss their work and present workshops to students and the greater community. The Capstone gallery exhibits work by our students. Cedar Crest’s location near New York City, Philadelphia and Washington, DC, affords students in the Art Department access to a broader art world, thus enriching their experience.

The art major offers a wide range of options for those who wish to pursue painting, sculpture, printmaking, book arts, ceramics, metalsmithing, jewelry-making or work in art therapy or a gallery/museum setting.

Students select one focus area from the three studio concentrations:

- **Studio Art**
  Studio art focus is for the student who wants a traditional art major. The student will choose a specific medium to develop and pursue at a higher level. See Studio Art below.

- **Integrated Art**
  The Integrated Art focus offers the student the opportunity to make connections with other disciplines in the college. The student may self-design by choosing an area of integration and taking 12 credits in that discipline. See Integrated Art below.

- **Art Therapy**
  The Art Therapy is a form of psychotherapy that engages the client in the creation of artwork. The Art Therapy concentration at the undergraduate level both introduces the student to issues in psychology and develops the student’s facilities in multiple studio areas. See Art Therapy below.

- **Art History Minor**
  The Art History Minor is for students interested in studying the history of art and is an excellent supplement to a History major.

Students transferring into the art major from another institution may not transfer more than 18 credits toward the Cedar Crest art major.

Field trips may be required for art courses.

Portfolio Reviews are held once each semester, in the fall and spring, for students with a studio or integrated art focus. Students present a portfolio of current work created in studio their courses. The purpose of the portfolio review is to provide the student with feedback on the progress of her work and to suggest potential directions the work may take as well as to serve as an assessment tool for the Art Department. At the time of graduation each student will have a minimum of two reviews on file and will need three reviews if participating in the Senior Art Exhibition.
**Studio Art focus**

Requirements for the Major:

- ART 101: Beginning Drawing 3 credits
- ART 110: Principles of Visual Organization 3 credits
- ART 105: Art History 3 credits
- ART 106: Art History 3 credits
- ART 000: Anatomy for the Artist 3 credits
- ART 138: Elements of Design (Digital Studio) (spring of even years) 3 credits
- ART 000: Computer Software Series 2 credits (choose 2 out of 3: In Design, Photoshop, Web Design)

Art History Electives (choose 2) 6 credits

- ART 200: Modern Art: 1880-1945 (fall)
- ART 210: Contemporary Art: 1945-present (spring)
- ART 220: Women Artists (spring)

Theory and Criticism 3 credits

- Studio Critique and Criticism (fall of Junior year)

Three studio electives 9 credits

- Ceramics
- Painting
- Printed Image
- Sculpture
- Jewelry & Metalsmithing
- Illustration
- Papermaking
- Book Arts

Three upper level studio in your chosen studio area: 9 credits

- Ceramics
- Painting
- Printed Image
- Sculpture
- Jewelry & Metalsmithing
- Illustration
- Papermaking
- Book Arts

Senior Year

- ART 470 Senior Studio Seminar (fall only) 3 credits
- ART 472 Senior Art Exhibition (spring only) 3 credits

Total credits: 53 credits
College Wide Requirements

Students fulfill the embedded requirements for the Art Major as follows:

- Oral Presentation is met by the satisfactory completion of ART 200, ART 210 or ART 220
- The Technology requirement is met by the satisfactory completion of ART 138, and two of the Computer Software Series classes.

All other college-wide requirements can be satisfied by the student’s choice with the final approval of the Registrar’s office through a graduation audit. Courses are identified in the catalog with their college-wide designations. In regard to the ML requirement the Art department recommends Math 102.

Portfolio Review: Portfolio Reviews are held once each semester, in the fall and spring, for students with a Studio or Integrated Art focus. Students present a portfolio of current work created in their studio courses. The purpose of the portfolio review is to provide the student with feedback on the progress of her work and to suggest potential directions the work may take as well as to serve as an assessment tool for the Art Department. At the time of graduation each student will have a minimum of two reviews on file and will need 3 reviews if participating in the Senior Art Exhibition.

Integrated Art focus

Requirements for the Major:

- ART 101: Beginning Drawing 3 credits
- ART 110: Principles of Visual Organization 3 credits
- ART 105: Art History 3 credits
- ART 106: Art History 3 credits
- ART 138: Elements of Design (Digital Studio) (spring of even years) 3 credits
- ART 000: Computer Software Series 2 credits
  (choose 2 out of 3: In Design, Photoshop, Web Design)

Art History Electives (choose 2) 6 credits

- ART 200: Modern Art: 1880-1945 (fall)
- ART 210: Contemporary Art: 1945-present (spring)
- ART 220: Women Artists (spring)

Theory and Criticism 3 credits

- Studio Critique and Criticism (fall of Junior year)

Two studio electives (suggest one 2D and one 3D) 6 credits

- Ceramics
- Painting
- Printed Image
- Sculpture
- Jewelry & Metalsmithing
- Illustration
- Papermaking
- Book Arts
Two upper level in a single focus area: 6 credits
Ceramics        ___ ___
Painting         ___ ___
Printed Image   ___ ___
Sculpture       ___ ___
Jewelry & Metalsmithing ___ ___
Illustration    ___ ___
Papermaking     ___ ___
Book Arts       ___ ___

Senior Year
___ ART 470: Senior Studio Seminar (fall only) 3 credits
___ ART 472: Senior Art Exhibition with permission 3 credits
from portfolio review committee (spring only)

AND 12 credits from another department. 12 credits min

Consult with your advisor to create a self designed integration based on another discipline of study.
Four courses are required:
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

Total credits: 53 credits
(if participating in ART 472) 56 credits

College Wide Requirements
Students fulfill the embedded requirements for the Art Major as follows:
• Oral Presentation is met by the satisfactory completion of ART 200, ART 210 or ART 220
• World Views is met by the satisfactory completion of ART105 and ART 106
• The Technology requirement is met by the satisfactory completion of ART 138, and two of the Computer Software Series classes.

All other college-wide requirements can be satisfied by the student’s choice with the final approval of the Registrar’s office through a graduation audit. Courses are identified in the catalog with their college-wide designations. In regard to the ML requirement the Art department recommends Math 102.

Portfolio Review: Portfolio Reviews are held once each semester, in the fall and spring, for students with a Studio or Integrated Art focus. Students present a portfolio of current work created in their studio courses. The purpose of the portfolio review is to provide the student with feedback on the progress of her work and to suggest potential directions the work may take as well as to serve as an assessment tool for the Art Department. At the time of graduation each student will have a minimum of two reviews on file and will need 3 reviews if participating in the Senior Art Exhibition.
Art Therapy focus

Requirements for the Major:

______ART 101: Beginning Drawing  3 credits
______ART 110: Principles of Visual Organization  3 credits
______ART 105: Art History  3 credits
______ART 106: Art History  3 credits
______ART 138: Elements of Design (Digital Studio) (spring of even years)  3 credits
______ART 000: Computer Software Series  2 credits
  (choose 2 out of 3: In Design, Photoshop, Web Design)

Art History Electives (choose 1)  3 credits
______ART 200: Modern Art: 1880-1945 (fall)
______ART 210: Contemporary Art: 1945-present (spring)
______ART 220: Women Artists (spring)

Five studio courses, each exploring a different medium  15 credits
  __ Ceramics
  __ Painting
  __ Printed Image
  __ Sculpture
  __ Jewelry & Metalsmithing
  __ Illustration
  __ Papermaking
  __ Book Arts

Art Therapy Courses:
______ART 208: Introduction to Art Therapy  3 credits
______ART 209: Applications in Art Therapy  3 credits
______ART 270: Art Therapy Practicum/Internship (Sr. year spring only)  3 credits

Psychology Courses:
______PSY 100 General Psychology  3 credits
______PSY 250 Life Span  3 credits
______PSY 309 Abnormal Psychology  3 credits
______PSY 351 Personality  3 credits

Total credits:  56 credits

College Wide Requirements

Students fulfill the embedded requirements for the Art Major as follows:

- Oral Presentation is met by the satisfactory completion of ART 200, ART 210 or ART 220
- World Views is met by the satisfactory completion of ART105 and ART 106
- The Technology requirement is met by the satisfactory completion of ART 138, and two of the Computer Software Series classes.

All other college-wide requirements can be satisfied by the student's choice with the final approval of the Registrar's office through a graduation audit. Courses are identified in the catalog with their college-wide designations. In regard to the ML requirement the Art department recommends Math 102.
Art History Minor

___ ART 105 Survey of Art History I 3 credits
___ ART 106 Survey of Art History II 3 credits

Three art history electives 9 credits
___ ART 200 – Modern Art
___ ART 210 – Contemporary ART
___ ART 220 – Women Artists
___ ART 215 - Selected Movements in Art and Architecture

One of the following: 3 credits
___ ART 110 Principles of Visual Organization
or
___ ART 101 Beginning Drawing

History 107 and 108 are strongly suggested.

Total credits: 18 credits
Biochemistry – Major

For information, contact Dr. Marianne Staretz.

The biochemistry major combines course work in chemistry and biology, with considerable emphasis on the laboratory experience. It is designed to prepare students for a number of emerging career options involving the chemistry of living systems, including medicine, pharmacology, pharmaceutical research, environmental chemistry and toxicology. Upon graduation, students generally enter into industry, graduate study, education or the medical professions.

Because this is a highly structured program, it is recommended that students interested in the biochemistry Major consult the program advisor early in their academic sequence. As a capstone experience, juniors and seniors complete either a departmental research project or a corporate internship, which is summarized in a seminar presentation.

Grade Requirements

An overall 2.000 grade-point average in chemistry, biology and cognate courses is required for the major in biochemistry. A grade of C or better is required for all chemistry courses at the 100 and 200 level that fulfill major requirements. A grade of C or better is also required for CHE 307. Only two grades of C- will be allowed for all Biology courses and chemistry courses at the 300 level that fulfill major requirements. A student must have a 2.000 average in chemistry courses to declare the biochemistry major. A grade of C- or better is required for all cognate courses that satisfy major requirements. Courses that satisfy a major requirement may not be repeated more than once. At least 24 of the credits in chemistry required for the biochemistry major must be completed on the Cedar Crest campus. The biochemistry major may not be combined with either a chemistry or biology minor. Students are required to complete a series of comprehensive examinations in all the relevant sub-disciplines which is administered as part of the Chemistry seminar.

Requirements for the Biochemistry Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 111</td>
<td>Chemical Principles</td>
<td>4</td>
</tr>
<tr>
<td>CHE 112</td>
<td>Chemical Equilibrium and Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHE 205</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 206</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 230</td>
<td>Analytical Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHE 300</td>
<td>Technical Information</td>
<td>3</td>
</tr>
<tr>
<td>CHE 302</td>
<td>Instrumental Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHE 307</td>
<td>Biochemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 308</td>
<td>Biochemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 331</td>
<td>Inorganic Chemistry</td>
<td>3 or 4</td>
</tr>
<tr>
<td>CHE 335</td>
<td>Physical Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHE 352</td>
<td>Seminar</td>
<td>1</td>
</tr>
<tr>
<td>CHE 391</td>
<td>Advanced Laboratory and Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CHE 393</td>
<td>Internship</td>
<td></td>
</tr>
</tbody>
</table>

Plus choose one course from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 306</td>
<td>Advanced Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHE 314</td>
<td>Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>CHE 320</td>
<td>Environmental Chemistry</td>
<td>3 or 4</td>
</tr>
<tr>
<td>CHE 344</td>
<td>Heterocyclic Compounds</td>
<td>3</td>
</tr>
<tr>
<td>CHE 336</td>
<td>Physical Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>BIO 227</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 313</td>
<td>Advanced Mendelian and Population Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 336</td>
<td>Molecular Genetics II</td>
<td>4</td>
</tr>
</tbody>
</table>
**Plus the following biology courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 121</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 122</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 236</td>
<td>Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 248</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 335</td>
<td>Molecular Genetics I</td>
<td>4</td>
</tr>
</tbody>
</table>

**Plus the following cognate courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 141</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 142</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>PHY 101</td>
<td>Introductory College Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 102</td>
<td>Introductory College Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

Students considering graduate study should have additional calculus.
Biodiversity and Conservation Biology – Major

For information, contact Dr. Amy Faivre.

The biodiversity and conservation biology major is a field-based major that provides the student with an understanding of the origin and maintenance of biological diversity (biodiversity), the factors that are causing a decline in biodiversity and ways to stop this decline. Students will also gain an understanding of multicultural and global political perspectives. Science must be integrated into policy so that conservation plans can be put into practice and it is necessary to understand the cultural context to implement conservation management strategies. Upon graduation, students will be able to pursue graduate study in conservation biology, ecology, evolutionary biology, and environmental policy, or careers in environmental and conservation governmental and nongovernmental agencies and organizations, conservation education, policy and advocacy jobs, environmental consulting firms, law and publishing firms, and zoos and aquariums.

The core components of the major include:

Research: to provide experience in developing and conducting research in biodiversity and conservation biology. All freshmen conduct research with a faculty mentor in the spring semester. Sophomores, juniors and seniors can elect to conduct research with one of the Biology faculty, which may culminate in a Senior Thesis (please refer to the Biology Major for additional information on the Thesis Option).

Traditional classroom/laboratory and fieldwork: to teach and to develop fundamental concepts and research skills.

Field studies (short and semester long courses): to provide opportunities to study concepts/issues in a global context and to further develop research skills for use in the field and laboratory. Students may choose courses that will allow them to explore habitats not available on campus.

Interdisciplinary approach: conservation biology is fundamentally an interdisciplinary discipline. It combines elements of ecology, evolution, genetics, and public policy. Students are also required to take at least one anthropology course and political science course.

Internships/collaborations: these are encouraged to provide students with marketable experience, to help them make connections to the wider conservation and academic communities, and to cultivate funding opportunities.

Biological Sciences Grade Requirements
A minimum cumulative grade-point average of 2.000 and a minimum average in the major of 2.000 are required for the major in Biodiversity and Conservation Biology. A grade of C- or better is needed for all courses that fulfill the departmental requirements. Courses transferred in for all majors must be taken less than ten years ago. Students may not declare multiple majors in any combination of: Biology, Biodiversity and Conservation Biology, Genetic Engineering, or Neuroscience. Students must earn a grade of C- or better in prerequisite courses before proceeding to subsequent courses.
## Requirements for the Biodiversity and Conservation Biology Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO121</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO122</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO235</td>
<td>Ecology, Evolution and Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO236</td>
<td>Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO248</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>BIO300</td>
<td>Evolution</td>
<td>4</td>
</tr>
<tr>
<td>BIO307</td>
<td>Biodiversity and Conservation Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO312</td>
<td>GIS and Spatial Modeling</td>
<td>4</td>
</tr>
<tr>
<td>BIO315</td>
<td>Case Studies in Biodiversity and Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO350</td>
<td>Junior Colloquium</td>
<td>2</td>
</tr>
<tr>
<td>BIO355</td>
<td>Science, Ethics, and Society</td>
<td>2</td>
</tr>
<tr>
<td>CHE 111</td>
<td>Chemical Principles</td>
<td>4</td>
</tr>
<tr>
<td>CHE 112</td>
<td>Chemical Equilibrium&amp; Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHE 205</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 320</td>
<td>Environmental Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>PHY 101</td>
<td>Introductory College Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 102</td>
<td>Introductory College Physics II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 141</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>ANT 100</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>PSC</td>
<td>One appropriate Political Science course (PSC)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>in consultation with your advisor</td>
<td></td>
</tr>
</tbody>
</table>

**Plus ONE course from each of the following categories:**

- **Biodiversity and Systematics**
  - BIO 207 Botany                                      4 credits
  - BIO 227 Microbiology                                4 credits
  - Hawk Mountain courses (at least 2 courses, totaling at least 3 credits)* 3-4 credits

- **Ecology, Genetics and Evolution**
  - BIO328 Marine Ecology & Conservation (can be taken without lab)* 3 or 4 credits
  - BIO224 Animal Behavior                              3 credits

- **Field Experience**
  - BIO 328 Marine Ecology & Conservation (must take with lab)* 4 credits
  - BIO 301 Ecology & Natural History of the American Southwest 4 credits
  - School for Field Studies (see below) Variable
  - Hawk Mountain courses (at least 2 courses, totaling at least 3 credits) 3-4 credits

*can count towards only one required category.

**Transfer students must take the following courses at Cedar Crest:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO307</td>
<td>Biodiversity and Conservation Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO312</td>
<td>GIS and Spatial Modeling</td>
<td>4</td>
</tr>
<tr>
<td>BIO315</td>
<td>Case Studies in Biodiversity and Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO350</td>
<td>Junior Colloquium</td>
<td>2</td>
</tr>
<tr>
<td>BIO355</td>
<td>Science, Ethics, and Society</td>
<td>2</td>
</tr>
</tbody>
</table>
School for Field Studies
Cedar Crest College is an affiliate member of the School for Field Studies (SFS). Through this affiliation, Cedar Crest students are able to conduct hands-on, community-focused environmental field work in SFS programs around the world, including sites in Australia, Turks & Caicos Islands (British West Indies), Costa Rica, Baja (Mexico), and Kenya. These are month-long and semester-long programs and are in addition to the field opportunities provided directly by Cedar Crest College.

The benefits of the affiliation with SFS to Cedar Crest students include

• receiving credit for the program directly from Cedar Crest (i.e., not transfer credit)
• waiver of the $150 registration fee
• preferential consideration for SFS financial aid
• access to specially designated spaces held for Affiliates until March 15th and October 15th for the following Fall and Spring semesters, respectively.

For more information about the programs at SFS, visit www.fieldstudies.
Biology – Major/Minor

For information, contact Dr. John Cigliano.

The biology major is offered within a challenging, comprehensive liberal arts education, with state-of-the-art laboratories and facilities and a very active program of undergraduate research. The same is true for all other majors within the department of biological sciences: biodiversity and conservation biology, genetic engineering, neuroscience, nuclear medicine technology and biology/secondary education, as well as the department's minor in biology. The department also provides pre-professional education for medicine, dentistry, veterinary medicine and other allied health fields. All coursework and laboratories emphasize the development of skills in reading, questioning, analyzing, and evaluating assumptions along with development in technical writing and oral presentations. In terms of research, all first-year students actively participate in a professor's ongoing research program, as do all interested seniors. Highly motivated students commonly participate in research during their sophomore and junior years at Cedar Crest College. Graduates with biology majors go on to advanced study, to professional programs, and to research positions in universities and pharmaceutical firms. Biologists work in agriculture and medical professions, in schools, hospitals, clinics, the government and zoos, and as naturalists, science writers, medical illustrators, and forensic scientists.

Thesis Option

All students, particularly those who are interested in attending graduate school or obtaining a research-based job following graduation, are highly encouraged to participate in independent research, which may culminate in a thesis. The thesis option begins during the student’s junior year as part of Junior Colloquium (BIO350). As part of their capstone project, all students who select a major from the Department of Biological Sciences are required to develop a research proposal to investigate an original research question. This experience allows the students to go beyond the basic course information, select a problem that interests them, and apply what they have learned in their coursework to a novel situation. As part of the thesis option, students will spend a minimum of two semesters working with a faculty member to conduct the research outlined in their proposal. They will then develop a written thesis detailing their project and present their final project to the department in the form of a seminar talk or poster. The title of a student's thesis will appear on her transcript if she completes two semesters (4 credits) of Independent Research (BIO353) and one semester (1 credit) of Senior Thesis and Presentation (BIO354) with grades of C- or better.

Grade Requirements

For the most recent and complete and departmental policies, refer to the Biological Sciences website. A minimum cumulative grade-point average of 2.000 and a minimum average in the major of 2.000 is required for the major and minor in Biology. A grade of C- or better is needed for all courses that fulfill the departmental requirements. Courses transferred in for all majors must be taken less than ten years ago. Students may not declare multiple majors in any combination of: Biology, Biodiversity and Conservation Biology, Genetic Engineering, or Neuroscience. Students majoring in the Biological Sciences may not minor in Biology. Students must earn a grade of C- or better in prerequisite courses before proceeding to subsequent courses.

Requirements for the Biology Major (B.S. / B.A.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 121 Principles of Biology I</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 122 Principles of Biology II</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO235 Ecology, Evolution and Genetics</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO236 Cell and Molecular Biology</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

*Students who have previously taken BIO 222, 231, or 234 should consult their advisors or the department website to determine the courses needed to complete the major.
BIO 350  Junior Colloquium                          2 credits
BIO355  Science, Ethics, and Society              2 credits
CHE 111  Chemical Principles                      4 credits
CHE 112  Chemical Equilibrium and Analysis       4 credits
CHE 205  Organic Chemistry I                      4 credits
CHE 206  Organic Chemistry II                     4 credits
PHY 101  Introductory College Physics I           4 credits
PHY 102  Introductory College Physics II          4 credits
One year of mathematics at the appropriate level 6 credits

Plus choose one organismal course from the following:
BIO 207  Botany                                    4 credits
BIO227  Microbiology                              4 credits
BIO251, 252, 253, 256 or 259
Hawk Mountain Courses (totaling at least 4 credits) 4 credits
BIO 328 Marine Ecology & Conservation (must take with lab) 4 credits

Plus four 200- or 300- level BIO or BIO cross-listed elective courses:
Two electives must be 4-credit lab courses (a 3-credit course plus a mini-lab, or 4 credits of Hawk Mountain Courses, or a 3-credit course plus a 1 or 2 credit Hawk Mountain Course, may count as a 4-credit elective). The other two electives may be 3-credit non-lab courses. CHE 307, CHE 308 and CHE 348 are allowable electives.

Transfer Students
Transfer students must complete at least the following at Cedar Crest College:
BIO 350  Junior Colloquium                          2 credits
BIO355  Science, Ethics and Society              2 credits
Two four-credit upper level biology electives 8 credits

*The B.A. Biology major requires only two electives, both of which must be 4-credit lab courses, as described above. PHY 101 and 102 are not required for the B.A. in Biology.

Requirements for the Biology Minor
BIO 121  BIO121 Principles of Biology I            4 credits
BIO122  Principles of Biology II                   4 credits
(Students with Advanced Placement credit for BIO121 and/or 122 are required to take the BIO121 and 122 Labs.)
BIO235  Ecology, Evolution and Genetics           4 credits
BIO236  Cell and Molecular Biology                 4 credits
Students who have previously taken BIO 231 or 234 should consult their advisors or the department web page to determine the courses needed to complete the minor.
BIO    Elective upper level BIO courses            4 credits
       (CHE 307, 308 and 348 are allowable electives)

For transfer students planning to minor in Biology, 12 of these credits must be from Cedar Crest College.
Requirements for the Biology/Secondary Education Co-Major

Any student who meets the College admission requirements for biology and education will be accepted into the program. In order to be admitted to the professional term, the student must have a cumulative grade-point average of 3.00. A cumulative GPA of 3.00 is required for certification. In addition, the student must fulfill all requirements of the education and biology programs.

1) BIO 307 (Biodiversity and Conservation Biology) must be taken as one of the four electives required for the Biology major.
2) GSC 103 [Earth Science III: Astronomy] or GSC 104 [Earth Science IV: Historical Geology] is required for the co-major.

Biopsychology – Concentration in Psychology Major

Please refer to the information found on in this catalog in the Psychology section.
The mission of the major is to provide an educational experience that allows the graduate to engage the world with passion and skill as a business leader and strong human being, and the focus to discover where her talents meet the needs of the community. This program is a unique blend of a liberal arts education and professional training that incorporates modern thinking in creativity, communication, leadership, relationships, and analysis, with the fundamental rigor of functional skills necessary to lead and grow organizations. To maximize their professional development, students are encouraged to study other fields. They may minor in Economics, or may study a field complimentary to business such as Psychology, Communications, the Sciences, the Arts or Computer Technology. Whether students envision themselves in an entrepreneurial enterprise, a multinational corporation, or a non-profit organization, our education prepares students with the knowledge and passion to connect with success in the business world.

Requirements for the Business Administration Major

To be certified for graduation, a student majoring in business administration must take a minimum of 30 credits of course work in the Department of Business, Management, and Economics at Cedar Crest College. To be admitted to the major, the student must have a minimum cumulative grade-point average of 2.250. All courses within the major must be passed with a grade of C or better. A minimum cumulative grade-point average of 2.250 and a minimum average in the major of 2.250 must be achieved. All students must complete the Department Core Courses, the Business Administration Requirements, and the requirements of at least one concentration.

Department Core Courses

Students majoring in the Department of Business, Management, and Economics are required to take the following courses, in addition to courses required for their specific major:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 102</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUA 110</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUA 221</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUA 250</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUA 281</td>
<td>Business Ethics</td>
<td>4</td>
</tr>
<tr>
<td>BUA 300</td>
<td>Writing for Management</td>
<td>3</td>
</tr>
<tr>
<td>BUA 345</td>
<td>Operations and Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>BUA 351</td>
<td>Applied Strategic Management I</td>
<td>3</td>
</tr>
<tr>
<td>BUA 352</td>
<td>Applied Strategic Management II</td>
<td>3</td>
</tr>
<tr>
<td>CIS 215</td>
<td>Advanced Business Computing</td>
<td>3</td>
</tr>
<tr>
<td>ECO 101</td>
<td>Principles of Economics: Macro</td>
<td>3</td>
</tr>
<tr>
<td>ECO 102</td>
<td>Principles of Economics: Micro</td>
<td>3</td>
</tr>
<tr>
<td>MAT 105</td>
<td>Mathematics for Business or MAT 141 Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Probability &amp; Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MRK 230</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUA 240</td>
<td>International Business or ECO 315 International Economics</td>
<td>3</td>
</tr>
<tr>
<td>MRK 336</td>
<td>Global Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUA 329</td>
<td>Organizational Behavior or PSY 301 Psychology of Work</td>
<td>3</td>
</tr>
</tbody>
</table>

Business Administration Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUA 240</td>
<td>International Business or ECO 315 International Economics</td>
<td>3</td>
</tr>
<tr>
<td>MRK 336</td>
<td>Global Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUA 329</td>
<td>Organizational Behavior or PSY 301 Psychology of Work</td>
<td>3</td>
</tr>
</tbody>
</table>
Economics Concentration
A student may not declare both a minor and a concentration in Economics.

Choose four of the following:
ECO 201  Government, Business, and Society 3 Credits
ECO 222  Economic Geography 3 Credits
ECO 302  Labor Economics 3 Credits
ECO 304  Money and Banking 3 Credits
ECO 315  International Economics 3 Credits
PSC 211  The World Economy & Globalization 3 Credits

Healthcare Management Concentration
BUA 211  Introduction to Healthcare Systems 3 Credits
BUA 258  Healthcare Management 3 Credits
BUA 340  Healthcare Finance 3 Credits

Plus one of the following:
MRK 331  Service Marketing 3 Credits
or
MRK 240  Public Relations 3 Credits

Human Resources Concentration
BUA 220  Human Resources Management 3 credits
BUA 239  Employment Law 3 credits
BUA 320  Attracting, Selecting, and Retaining Talent 3 credits
BUA 325  Compensation Management 3 credits

Plus one of the following:
BUA 328  Power, Influence, and Negotiation 3 Credits
ECO 302  Labor Economics 3 credits
PSY 227  Principles of Helping Relationships 3 credits
PSY 230  Team Building and Group Dynamics 3 credits

Management Concentration
Choose four of the following (two courses must have a BUA designation):
ACC 203  Cost Accounting 3 credits
ACC 205  Accounting Information Systems 3 credits
BUA 216  Investments 3 credits
BUA 220  Human Resources Management 3 credits
BUA 239  Employment Law 3 credits
BUA 320  Attracting, Selecting, and Retaining Talent 3 credits
BUA 325  Compensation Management 3 credits
BUA 328  Power, Influence, and Negotiation 3 credits
BUA 335  Retail Management 3 credits
BUA 350  Leadership 3 credits
ECO 201  Government, Business, and Society 3 credits
ECO 302  Labor Economics 3 credits
ECO 304  Money and Banking 3 credits
MRK 332  Sales Management 3 credits
MRK 335  B-to-B Marketing 3 credits
PSY 224 Women in the Workplace 3 credits
PSY 227 Principles of Helping Relationships 3 credits
PSY 230 Team Building and Group Dynamics 3 credits

Marketing Concentration
Choose four of the following, two of which must have a MRK prefix:
BUA 328 Power, Influence, and Negotiation 3 credits
BUA 335 Retail Management 3 credits
MRK 240 Applied Public Relations 3 credits
MRK 250 Consumer Behavior 3 credits
MRK 320 Marketing Research 3 credits
MRK 330 Branding 3 credits
MRK 331 Service Marketing 3 credits
MRK 332 Sales Management 3 credits
MRK 334 Applied Advertising 3 credits
MRK 335 B-to-B Marketing 3 credits
MRK 336 Global Marketing 3 credits
CST 170 Introduction to Mass Communications or
CST 216 The Crestiad: Staff 3 credits

Requirements for the Business Administration Minor
Students throughout the college are encouraged to minor in business administration to maximize professional opportunities after graduation. This minor introduces the basics of running an organization, and helps to highlight career choices that are available within the student’s major program. Students may not major in accounting and minor in business administration.

ACC 101 Financial Accounting 3 credits
BUA 110 Principles of Management 3 credits
BUA 300 Writing for Management 3 credits
MRK 230 Principles of Marketing 3 credits
ECO 101 Principles of Economics: Macro or
ECO 102 Principles of Economics: Micro 3 credits

Plus one of the following:
ACC 102 Managerial Accounting 3 credits
BUA 220 Human Resource Management 3 credits
BUA 250 Principles of Finance 3 credits
BUA 329 Organizational Behavior 3 credits
The chemistry major is one of science’s most versatile degrees. The chemistry program prepares students for entry into industry, graduate study, education, or the medical professions. It also provides a background for those entering the allied biological and environmental fields in which chemical knowledge and laboratory skills are required. Majors are offered in chemistry, biochemistry, and chemistry/secondary education. A concentration in forensic science is also available for chemistry, biochemistry, biology and genetic engineering majors, providing exposure to analytical laboratory methods commonly used in criminal investigations. As a capstone experience, upper class students complete either a departmental research project or a corporate internship, summarized in a seminar presentation.

**Grade Requirements**

An overall grade-point average of at least 2.000 in chemistry and cognate courses is required for the major and minor in chemistry. A grade of C or better is required for all chemistry courses at the 100 and 200 level that fulfill major or minor requirements. No grades of D and only two grades of C- will be allowed for Chemistry courses at the 300 level that fulfill major and minor requirements. A student must have at least a 2.000 average in chemistry courses to declare a chemistry major. A grade of C- or better is required for all cognate courses that satisfy major or minor requirements. Courses that satisfy a major requirement may not be repeated more than once. At least 24 of the credits in chemistry required for the chemistry major or at least 12 of the credits in chemistry required for the chemistry minor must be completed on the Cedar Crest campus. Students are required to complete a series of comprehensive examinations in all the relevant sub-disciplines which is administered as part of the Chemistry seminar.

**Requirements for the Chemistry Major (51 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 111</td>
<td>Chemical Principles</td>
<td>4</td>
</tr>
<tr>
<td>CHE 112</td>
<td>Chemical Equilibrium and Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHE 205</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 206</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 230</td>
<td>Analytical Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHE 300</td>
<td>Technical Information</td>
<td>3</td>
</tr>
<tr>
<td>CHE 302</td>
<td>Instrumental Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHE 306</td>
<td>Advanced Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHE 307</td>
<td>Biochemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 331</td>
<td>Inorganic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHE 335</td>
<td>Physical Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 336</td>
<td>Physical Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHE 352</td>
<td>Seminar 1 credit</td>
<td></td>
</tr>
<tr>
<td>CHE 391</td>
<td>Advanced Laboratory and Research</td>
<td>3 or 6</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
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<tr>
<td>CHE 393</td>
<td>Internship</td>
<td></td>
</tr>
</tbody>
</table>

**Plus choose two courses from the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 308</td>
<td>Biochemistry II</td>
<td>3 or 4</td>
</tr>
<tr>
<td>CHE 314</td>
<td>Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>CHE 320</td>
<td>Environmental Chemistry</td>
<td>3 or 4</td>
</tr>
<tr>
<td>CHE 341</td>
<td>Polymer Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHE 344</td>
<td>Heterocyclic Compounds</td>
<td>3</td>
</tr>
<tr>
<td>CHE 347</td>
<td>Trace Evidence and Microscopy</td>
<td>4</td>
</tr>
</tbody>
</table>

**Note:** To obtain an ACS certified degree, 6 credits of laboratory research will be required.
Plus the following cognate courses:

BIO 248  Biostatistics (for Forensics Concentration)  3 credits

or

MAT 110  Probability and Statistics

and

MAT 141  Calculus I  3 credits
MAT 142  Calculus II  3 credits
PHY 101  Introductory College Physics I  4 credits
PHY 102  Introductory College Physics II  4 credits

Students considering graduate study should have additional calculus.

Requirements for the Chemistry Minor (23 credits)

CHE 111  Chemical Principles  4 credits
CHE 112  Chemical Equilibrium and Analysis  4 credits
CHE 205  Organic Chemistry I  4 credits
CHE 206  Organic Chemistry II  4 credits
CHE 331  Inorganic Chemistry  3 or 4 credits

or

CHE 335  Physical Chemistry  3 or 4 credits

Plus at least one additional course in Chemistry at the 300-level

Plus the following cognate courses:

MAT 141  Calculus I  3 credits
MAT 142  Calculus II  3 credits
PHY 101  Introductory College Physics I  4 credits
PHY 102  Introductory College Physics II  4 credits

Chemistry/Secondary Education

This program leads to the chemistry degree with certification to teach at the secondary level, although students completing the program are also qualified to enter industry or graduate school.

Because this is a highly structured program, it is recommended that students consult advisors in both the chemistry and education departments early in their academic sequence.

Grade Requirements:

An overall grade-point average of at least 2.000 in chemistry and cognate courses is required for the major in chemistry. A grade of C or better is required for all chemistry courses at the 100 and 200 level that fulfill major requirements. No grades of D and only two grades of C- will be allowed for all other courses that fulfill the major requirements. A student must have at least a 2.000 average in chemistry courses to declare a chemistry major. However, a student must have a minimum cumulative grade-point average of 2.800 to be admitted to the Professional Term. At least 20 of the credits in chemistry must be completed on the Cedar Crest campus.

Required Courses for the Chemistry/Secondary Education Co- Major (40 credits)

CHE 111  Chemical Principles  4 credits
CHE 112  Chemical Equilibrium and Analysis  4 credits
CHE 205  Organic Chemistry I  4 credits
CHE 206  Organic Chemistry II  4 credits
CHE 300  Technical Information  3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 302</td>
<td>Instrumental Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHE 307</td>
<td>Biochemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 320</td>
<td>Environmental Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHE 331</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHE 335</td>
<td>Physical Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHE 360</td>
<td>Chemistry Safety/Nuclear Chemistry</td>
<td>2</td>
</tr>
</tbody>
</table>

**Plus the following cognate courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 121</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 122</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 141</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 142</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 210</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 101</td>
<td>Introductory College Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 102</td>
<td>Introductory College Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

In addition, the student must meet all course requirements of the education department.
Communication – Major/Minor

For information, contact Dr. James Brancato.

A major in Communication enables a graduating student to find entry-level positions in any field where the activity, implementation, processing or study of communication is a primary focus. Students majoring in Cedar Crest College’s communication program pursue careers in many fields, including journalism, public relations, development, marketing, personnel, advertising, video production and broadcasting. Many students also go on to graduate study in a variety of disciplines. The program opens up opportunities in research, teaching, corporate communication, government, public information, international relations, human services and media and book publishing.

Additionally, the communication program plays a crucial role in student life and campus culture through the sponsorship of the student newspaper, “The Crestiad,” the campus radio station (WCCC) and the video studio. It plays a central role on campus in the study of the liberal arts and social sciences and contributes to the arts and performing arts through the development of aesthetic appreciation and practical skills using media technologies.

Through the communication program, students have the opportunity to focus on either a pre-graduate or professional approach. Both orientations are grounded in a scholarly, theoretical understanding of the role of media in society. Students work personally with their communication advisor to shape their course of study around their areas of interest. The communication program also emphasizes the need to create a portfolio that represents a student’s best work during their time at Cedar Crest, and can be used to her advantage when applying for communication jobs upon graduation.

Both the design of the program and the design of the individual courses reflect an interdisciplinary perspective, grounded in the liberal arts curriculum. At the end of her course of study, the student is expected to be able to talk and write about communication, its forms, media, content and activities. She is also expected to develop the capacity for critical thinking and insight needed both for professional excellence and as an educated citizen in a world dominated by media information and persuasion.

Grade Requirements

A grade of C- or better is needed for courses that fulfill major and minor requirements. Courses transferred from other colleges may count towards the major only with the approval of the department.

Capstone Requirement

The program provides students with the opportunity to choose between writing a senior research thesis and conducting a senior professional project in order to fulfill their capstone requirement. This latter option may be done in conjunction with an internship.

Students conducting a senior project are required to submit for pre-approval a proposal outlining their project, the project’s connection to a field of literature in communication, a schedule for the submission of progress reports, their internship responsibilities (if applicable), and a final analysis of their project. Students may work with an outside co-advisor in a related field for their senior capstone requirement. For instance, a student in public relations may want to work with a co-advisor in marketing, etc.

Internships

Students are not required to complete an internship for the major. However, it is highly recommended that students who do not plan on immediately continuing on to graduate school complete at least one, if not more, internships. Internships may fulfill up to 6 credits towards completion of the major (the completion of two internships of three credits each is specifically recommended).

“The Crestiad” and Cedar Crest Campus Radio Club

Students have opportunities through these campus organizations to report, write, edit, announce and develop advertising and promotion campaigns, oversee finances, etc.; these skills are crucial to many careers in communication. Credit earned for participation in “The Crestiad” can be applied to the major. The department encourages students at all levels, including freshmen, to participate in these organizations.
Requirements for the Communication Major (39 credits)

A major in Communication requires 39 credits of coursework. All students are required to complete courses in four categories: Core (12 credits), Exploration (12 credits), Applications (6 credits), Advanced Study (3 credits), Communication Electives (6 credits)

Core Curriculum (12 credits)

The goal of the core curriculum is to introduce all students in Communication to the history of the major research and theory in their field of study and to provide students with a general understanding of how research in communication is conducted.

CST 110 Introduction to Communication 3 credits
CST 170 Intro to Mass Media 3 credits
CST 210 Research in Communication 3 credits
CST 352 Senior Capstone Seminar 3 credits

Exploration (4 courses required, 12 credits)

This category of courses provides students with the opportunity to explore the range of Communication as an academic discipline.

CST 130 Introduction to Film 3 credits
CST 180 Introduction to Journalism 3 credits
CST 201 History of Cinema 3 credits
CST 222 Race and Gender in the Media 3 credits
CST 230 Public Relations 3 credits
CST 234 Media Law and Ethics 3 credits
CST 238 Organizational Communication 3 credits
CST 240 Topics in Film 3 credits
CST 245 Topics in Popular Culture 3 credits
CST 260 ST: Advertising 3 credits
CST 280 Interpersonal Communication 3 credits

*From time to time, the Program offers 200 level special topics in areas such as “Advertising and Society” and “Public Relations and Society.” These courses typically count toward the Exploration category in the major. Please consult your advisor for more information.

Applications

(2 courses required; 6 credits. Only 3 credits may be satisfied through an internship)

The courses in this category provide students with practical experience in various applications connected with Communication.

CST 216 “The Crestiad”: Staff 1-3 credits
CST 224 Video Production I 3 credits
CST 225 Digital Photography 3 credits
CST 270 Debate and Argumentation 3 credits
CST 290 Internship
Advanced Study (1 course required, 3 credits)
The courses in this category provide students with the opportunity for further instruction and/or advanced study in the various areas associated with Communication as a discipline.

CST 300  Readings in Communication and Culture  3 credits
CST 310  News Media in America  3 credits
CST 324  Video Production II  3 credits
CST 330  New Communication Technologies  3 credits

*From time to time, the Program offers advanced coursework in areas such as “Advanced Photography” and “Advanced Journalism”. These courses can be either 200 or 300 level courses, and typically count toward the Advanced Study category in the major. Please consult your advisor for more information.

Students should consider courses in other disciplines to supplement specific areas of interest.

For students interested in Journalism:
Students are strongly encouraged to take courses and/or select an additional major or minor in related fields such as history, political science, English, writing, or Hispanic and Latino studies. Students should make these selections after consultation with their major advisor. The following courses are particularly recommended for journalism students:

HIS 121/122  Survey of United States History  3 credits
PSC 210  American Public Policy  3 credits
PSC 251  American Political Thought  3 credits
SOC 218  Social Problems in American Communities  3 credits

For students interested in Public Relations:
Students are strongly recommended also to take courses in related fields, including marketing, international business, and economics. Students should make this selection after consultation with their major advisor.

Requirements for the Communication Minor (18 credits)
The Communication minor consists of 6 courses (18 credits). The following courses are required:

CST 110  Introduction to Communication  3 credits
CST 170  Introduction to Mass Communication  3 credits

Students will select four additional CST courses. An internship may not count towards the minor. Students are required to meet with a Communication faculty member in order to structure the course of study for the minor to the student’s interests and best advantage.
Computer Information Systems – Major/Minor/Certificate

For information, contact Norman Lippincott.

The computer information systems curriculum is designed to provide graduates with the theoretical and practical foundations to pursue a rewarding career in computing and information systems with a basis for continued career growth and/or graduate study in computer science, information systems or information technology. The program strives to develop in students a theoretical understanding of computer science as well as expertise in applying software engineering, system and network skills, and analysis and design techniques to use computer resources for the betterment of humanity.

Program Objectives

- To help students to acquire those communication skills vital to success in the computer and information systems field
- To explore the synergy of hardware and software components, examining how they work together to serve the needs of individuals and organizations
- To involve the student in the analysis and synthesis required to develop algorithms and evolve them into computer solutions
- To develop problem-solving skills, investigate the broad range of complex real-world problems which can be resolved using the computer, and create programs to implement these solutions
- To enhance the student’s knowledge of the areas of specialization within the computer and information systems discipline and enable the student to determine her place in the field
- To provide the student with the skills necessary to pursue the future self-directed learning which is essential to maintaining currency in this rapidly changing field and a theoretical framework in which he/she can easily assimilate new computer technologies
- To guide the student in the examination of the professional and ethical issues which confront the computer and information systems field and in the development of a foundation from which to make good decisions
- To help the student to develop an understanding of the social, business, technical, and human context in which her CIS contributions will be utilized

Grade Requirements

A student must achieve a grade of C or better in all computer information systems courses and cognate courses to be qualified for the degree in Computer Information Systems. At least 21 credits of CIS courses must be taken at Cedar Crest.

College-wide Requirements

Students must fulfill the Oral Presentation requirement with the satisfactory completion (C or better) of CST 110 or THS 105.

Students fulfill the Information Literacy requirement through satisfactory completion of CIS 351.

Students fulfill the Technology requirement through the satisfactory completion of CIS 117, CIS 135 and CIS 136.
### Requirements for the Computer Information Systems Major (42 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUA 110</td>
<td>Principles of Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 117</td>
<td>Foundations of Computing and Information Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 135</td>
<td>Introduction to Computer Programming</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 136</td>
<td>Advanced Computer Programming</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 220</td>
<td>User Interface Programming</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 243</td>
<td>Computer and Communications Networks</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 302</td>
<td>Relational Database Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 328</td>
<td>System Software and Hardware</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 351</td>
<td>Systems Analysis and Design (capstone)</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Probability and Statistics</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Plus choose 4 courses from the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101</td>
<td>Financial Accounting</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 215</td>
<td>Advanced Business Computing</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 224</td>
<td>Discrete Mathematics for Computer Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 255</td>
<td>Programming the World Wide Web</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 260</td>
<td>Special Topics</td>
<td>1-3 credits</td>
</tr>
<tr>
<td>CIS 319</td>
<td>Decision Support Technology</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 340</td>
<td>Algorithms and Applications</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 141</td>
<td>Calculus I</td>
<td>3 credits</td>
</tr>
<tr>
<td>MGT 300</td>
<td>Writing for Management</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Requirements for optional concentration in Computer Science:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 224</td>
<td>Discrete Mathematics for Computer Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 255</td>
<td>Programming the World Wide Web</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 260</td>
<td>Special Topics</td>
<td>1-3 credits</td>
</tr>
<tr>
<td>CIS 340</td>
<td>Algorithms and Applications</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 141</td>
<td>Calculus I</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Requirements for optional concentration in Information Systems:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101</td>
<td>Financial Accounting</td>
<td>3 credits</td>
</tr>
<tr>
<td>BUA 300</td>
<td>Writing for Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 215</td>
<td>Advanced Business Computing</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 260</td>
<td>Special Topics</td>
<td>1-3 credits</td>
</tr>
<tr>
<td>CIS 319</td>
<td>Decision Support Technology</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Requirements for the Computer Information Systems Minor: (18 credits)

CIS 117 and any 5 additional CIS courses above CIS 117 (not including CIS 190).

### Requirements for the Computer Information Systems Certificate: (18 credits)

Any 6 CIS courses at or above CIS 117 (not including CIS 190).
Criminal Justice – Major/Minor

For information, contact Scott Hoke.

Criminal justice is the study of the social factors, social conditions and environmental influences that affect the development of human behavior that is contrary to commonly accepted norms. It is a field of study that attempts to scientifically examine the causes, personal and societal consequences, and effective preventative/rehabilitative responses to socially dysfunctional behavior such as crime, drug abuse, violence, prejudice and human exploitation.

Housed in the Social Sciences Department, the criminal justice major at Cedar Crest College is designed to provide an academically challenging program of studies that will promote educational excellence in the preparation of women to assume leadership positions in the various professional arenas associated with criminal justice.

Primarily, the coursework has been designed to continually encourage the student to examine the critical issues faced by today’s professional. These issues are introduced early in the curriculum and are continually built upon with each advanced course. In addition, courses from other fields of study have been specifically chosen for their ability to further examine these critical issues from a non-criminal justice perspective. This provides the student with an understanding of the key issues not seen in other area curriculums.

Additionally, the emphasis on research methods, evaluation and presentation allows the student to develop leadership skills through the practical application of problem solving strategies. Combined with a sound field experience, the student is allowed to apply material presented throughout the curriculum to the professional setting, further enhancing their ability to understand, process, and evaluate the critical issues facing the profession.

Field Experience

The field experience enables the student to apply knowledge acquired in the major in a criminal justice agency of the student’s choice. This application of knowledge is vital to the career placement of the graduate. Students are required to engage in a 225-hour experience, 16 hours per week in a community setting developed by the criminal justice faculty.

In addition, a field experience seminar has been designed to be taken concurrent with the field experience. The seminar provides an opportunity for students to critically assess learning in the field with theoretical concepts associated with the major in criminal justice.

Academic Requirements

In order to participate in, or maintain one’s status in the Criminal Justice Program students must have achieved a GPA of at least 2.000; must receive no less than a C in any of the professional courses; and must complete the required field experience.

Additionally, students must complete a criminal history check. Students will not be permitted into the program if they possess either a felony conviction, or a misdemeanor involving the possession or use of a controlled substance; fraud; violence; or child neglect or abuse.

Requirements for the Criminal Justice Major

(Please note: Transfer students should consult with Assistant Professor Scott Hoke, as to specific requirements as contained in articulation agreements with their current college.)

The major in criminal justice consists of the following foundation courses:

- ANT 100 Cultural Anthropology 3 credits
- BIO 111 The Human Agenda: Environment (SR) 4 credits
- BIO 112 The Human Agenda: Health Issues 4 credits
- CST 110 Introduction to Communication 3 credits
- FSC 101 The Scientific Investigation of Crime 3 credits
- HIS 122 Survey of United States History 3 credits
- MAT 102 College Mathematics 3 credits
- PSC 202 Law and Justice 3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 218</td>
<td>Criminal Procedure</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 100</td>
<td>General Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 309</td>
<td>Abnormal Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Forensic Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>REL 227</td>
<td>Islam in America</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 100</td>
<td>Introduction to Culture and Society</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 324</td>
<td>Social Science Statistics</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 303</td>
<td>Human Behavior and Social Environment</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 313</td>
<td>Minorities and Human Relations</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 325</td>
<td>Research Methods and Design</td>
<td>4 credits</td>
</tr>
<tr>
<td>SWK 326</td>
<td>Evaluating Social Work Research</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

**Required Professional Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 101</td>
<td>The Legal System</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJ 106</td>
<td>Criminology</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJ 201</td>
<td>Addiction, Psychopathology and Crime</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJ 206</td>
<td>Class, Race, Gender, and Crime</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJ 211</td>
<td>Criminal Justice Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJ 301</td>
<td>Juvenile Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJ 306</td>
<td>Corrections: Crisis in America</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJ 311</td>
<td>Crime and Place</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJ 316</td>
<td>Crime and Public Policy</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJ 321</td>
<td>Criminal Justice Field Experience</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJ 326</td>
<td>Criminal Justice Field Experience Seminar</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJ 331</td>
<td>Leadership for Women in Criminal Justice</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Requirements for the Criminal Justice Minor**

The minor in criminal justice would be 18 credits and comprise the following arrangement:

**Required courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 101</td>
<td>The Legal System</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJ 106</td>
<td>Criminology</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Plus the student’s choice of four electives from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 201</td>
<td>Addiction, Psychopathology and Crime</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJ 206</td>
<td>Class, Race, Gender, and Crime</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJ 211</td>
<td>Criminal Justice Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJ 301</td>
<td>Juvenile Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJ 306</td>
<td>Corrections</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJ 311</td>
<td>Crime and Place</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJ 316</td>
<td>Crime and Public Policy</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Dance – Major/Minor

For information, contact Robin Gerchman.

The dance program at Cedar Crest provides multiple perspectives and experiences for understanding dance as a discipline. The basis for dance is movement as universal language and symbol system for acquiring knowledge. Emphasis is placed on how dance connects with other disciplines within the liberal arts. Students majoring in dance choose electives in psychology, business or theatre which help them focus their curriculum and prepare them for graduate study or careers after graduation. Three departmental concerns and numerous student concerts are produced annually featuring students, faculty and alumnae. Steinbright Dance Studio hosts most of the dance technique classes with concerns held in the Abram Samuels Theatre. The Cedar Crest Dance Company features dancers at the college who are studying ballet, jazz, tap and modern, many from diverse majors across the campus. The dance program is open to all students regardless of major. A grade of C or better is required in all courses taken for application toward all major requirements in the performing arts.

Competencies and Assessment in Dance
1. An initial assessment of each student’s prior skills and experience is done upon declaring the major in dance. A written assessment is placed in their file.
2. Attendance at the First Friday Performing Arts Noon Series is required each term for declared majors. Presentations are required once each year. All presentations are expected to be works in progress and can be drawn from class work or independent work. Additionally, all performing arts majors are required for graduation to attend a minimum of eight cultural events at Cedar Crest (2 in each area: art gallery openings or talks, music concerts, dance concerts, and theatre productions). Advisors keep a written record of students’ attendance.
3. Junior and senior dance majors are required to register for advanced technique classes.
4. Students are expected to be familiar by graduation with the major choreographers, styles and periods.
5. Mid-year reviews are conducted for all dance majors. Reviews take place during FNA 100. All majors are expected to meet with the departmental faculty to review their progress from class work to performance. Failure to comply will require the student to submit a five page analysis of her work to date. Mid-year reviews are required for certification.
6. By spring of the junior year, students submit project proposals for approval. All majors are expected to make an oral presentation on a designated First Friday briefly presenting the progress and plans for their project in spring of the junior year.

Senior Project: All majors must produce a major creative project in order to graduate. Students present a project proposal for departmental approval and seek an advisor for the project by May 1. No projects proceed without departmental approval. This project is included in Fine Arts 353.

7. Graduating seniors will participate in exit interviews with departmental faculty. This major requires the completion of the performing arts core courses plus the completion of the major requirements.

Requirements for the Dance Major

Performing Arts Core Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 102</td>
<td>Experiencing Movement I</td>
<td>3</td>
</tr>
<tr>
<td>FNA 100</td>
<td>First Friday (4 x .5)</td>
<td>2</td>
</tr>
<tr>
<td>FNA 252</td>
<td>Fine Arts Seminar</td>
<td>3</td>
</tr>
<tr>
<td>FNA 353</td>
<td>Senior Project (2 x 3)</td>
<td>6</td>
</tr>
<tr>
<td>MUS 101</td>
<td>Experiencing Music</td>
<td>3</td>
</tr>
<tr>
<td>THS 100</td>
<td>Experiencing Theatre</td>
<td>3</td>
</tr>
<tr>
<td>plus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THS 105</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THS 106</td>
<td>Forensic Speech Team</td>
<td>1</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THS 109</td>
<td>Prose &amp; Poetry: Oral Interpretation</td>
<td>3</td>
</tr>
</tbody>
</table>

84
Students complete the performing arts core plus the following requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 104</td>
<td>Experiencing Movement II</td>
<td>3</td>
</tr>
<tr>
<td>DNC 226</td>
<td>Dance Improvisation</td>
<td>3</td>
</tr>
<tr>
<td>DNC 321</td>
<td>Dance Composition II</td>
<td>3</td>
</tr>
<tr>
<td>DNC 235</td>
<td>History of Dance</td>
<td>3</td>
</tr>
<tr>
<td>DNC 236</td>
<td>Cultural Dynamics of Movement</td>
<td>3</td>
</tr>
<tr>
<td>DNC 237</td>
<td>History of Dance II</td>
<td>3</td>
</tr>
<tr>
<td>DNC 280</td>
<td>Dance Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>DNC 320</td>
<td>Dance Composition</td>
<td>3</td>
</tr>
<tr>
<td>NTR</td>
<td>Any Nutrition Course</td>
<td>1-3</td>
</tr>
<tr>
<td>DNC</td>
<td>Technique Classes*</td>
<td>(18 credits total)</td>
</tr>
<tr>
<td>plus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 117</td>
<td>Human Anatomy &amp; Physiology</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 260</td>
<td>Kinesiology</td>
<td>4</td>
</tr>
</tbody>
</table>

*Students must complete 3 credits of ballet dance technique at intermediate and advanced levels and 3 credits of intermediate and advanced levels in modern technique. Additional courses in tap and jazz may also be completed at the intermediate or advanced levels to fulfill technique requirements. Total technique credits required: 18.

Plus Choose three of the following classes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUA 110</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUA 300</td>
<td>Writing for Management</td>
<td>3</td>
</tr>
<tr>
<td>EDU 100</td>
<td>American Education</td>
<td>3</td>
</tr>
<tr>
<td>PSY 201</td>
<td>Optimal Wellness</td>
<td>3</td>
</tr>
<tr>
<td>PSY 224</td>
<td>Women in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>PSY 250</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 309</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 351</td>
<td>Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td>THS 150</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THS 201</td>
<td>Beginning Acting</td>
<td>3</td>
</tr>
<tr>
<td>THS 202</td>
<td>Acting II</td>
<td>3</td>
</tr>
<tr>
<td>THS 251</td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td>THS 335</td>
<td>Creative Drama in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirements for the Dance Minor (22 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 102</td>
<td>Experiencing Movement I</td>
<td>3</td>
</tr>
<tr>
<td>DNC 104</td>
<td>Experiencing Movement II</td>
<td>3</td>
</tr>
<tr>
<td>DNC 115</td>
<td>Human Movement Potential</td>
<td>1</td>
</tr>
<tr>
<td>DNC 235</td>
<td>History of Dance I</td>
<td>3</td>
</tr>
<tr>
<td>DNC 237</td>
<td>History of Dance II</td>
<td>3</td>
</tr>
<tr>
<td>DNC 320</td>
<td>Dance Composition</td>
<td>3</td>
</tr>
<tr>
<td>MUS 101</td>
<td>Experiencing Music</td>
<td>3</td>
</tr>
<tr>
<td>THS 100</td>
<td>Experiencing Theatre</td>
<td>3</td>
</tr>
</tbody>
</table>
Economics – Minor
For information, contact Mr. Chris Duelfer, M.S. Economics.

Studying markets, cultures, and governments from the perspective of economics grounded in liberal arts and social science is a powerful complement to a student’s degree in all disciplines. Educational background in theory and application of economic principles provides entry to positions in business, non-government organizations, public policy, and social advocacy. Students with economics backgrounds, for example, are found on Wall Street, in Washington D.C., and throughout all the state capitals. The Cedar Crest College minor provides an introduction to consumer and producer theory plus closer examination of advanced topics such as labor, financial markets, and economic geography.

Requirements for the Economics Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUA 110</td>
<td>Principles of Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>ECO 101</td>
<td>Principles of Economics: Macro</td>
<td>3 credits</td>
</tr>
<tr>
<td>ECO 102</td>
<td>Principles of Economics: Micro</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Plus choose three from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 201</td>
<td>Government, Business, and Society</td>
<td>3 credits</td>
</tr>
<tr>
<td>ECO 222</td>
<td>Economic Geography</td>
<td>3 credits</td>
</tr>
<tr>
<td>ECO 302</td>
<td>Labor Economics</td>
<td>3 credits</td>
</tr>
<tr>
<td>ECO 304</td>
<td>Money and Banking</td>
<td>3 credits</td>
</tr>
<tr>
<td>ECO 315</td>
<td>International Economics</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSC 211</td>
<td>The World Economy &amp; Globalization</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
The education major prepares professional educators to meet the many challenges of the 21st century classroom. Prospective Early Childhood teacher (PreK-4) should major in Early Childhood Education. Prospective (4-8) middle level teachers should major in Middle Level Education. They will also take required courses in two content areas. Prospective secondary (7-12) teachers should co-major in secondary education while majoring in one of the following content areas: biology, chemistry, history or political science (citizenship), English, general science, mathematics or Spanish.

Prospective teachers may also pursue a dual certification in early childhood education/special education, middle level/special education or secondary/special education. Acceptance into the College does not constitute acceptance as a declared education major or co-major. All certification candidates must meet the Pennsylvania Department of Education Chapter 354 Requirements as well as the liberal arts requirements of Cedar Crest College.

Mission Statement of the Education Program

The Education major is committed to the preparation of education professionals who have the knowledge base, skills and pedagogy that allow them to provide high-quality experiences for PreK-12 students. The Department seeks to prepare teachers to become active participants and to engage in the development of policies to improve the education of our nation’s children and adolescence. Teachers will learn to become advocates for both students and for the profession. Through partnerships with the local school districts, the community and the college, the department fosters the development of teachers who are role models who actively seek to increase their knowledge, expand their abilities and to work with a diverse population.

Admissions Credentials-Teacher Certification

The Pennsylvania Department of Education Chapter 354 regulation requires that all candidates for teacher certification have a cumulative grade-point average of a 3.0 for acceptance into the program. Furthermore, those seeking secondary teacher certification must have a 3.0 GPA in their major course work. Official transcripts from all colleges attended previous to Cedar Crest College must be submitted prior to receiving a statement of advanced standing.

Prospective teachers must also have six credits of college course work in mathematics; three credits in English composition; and three credits in American or British literature with a grade of Cor higher and no grade below a B in education courses prior to declaration (full acceptance) into the teacher certification program. Candidates teaching on emergency certifications issued by a school district must meet with the education department chair or his/her designee prior to registering for courses. (Please note, we are able to accommodate supervision of emergency certified teachers in the following school districts only: Allentown, Bethlehem Area, Catasauqua, East Penn, Nazareth Area, Northampton Area, Parkland, Salisbury, Saucon Valley, Southern Lehigh, and Whitehall-Coplay). Our student teachers also are placed in these districts.
Education Department Outcomes
The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) she/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

- The teacher candidate plans and presents instruction based on knowledge of subject matter, students, the community, national and PDE curriculum standards and district curriculum goals.
- The teacher candidate understands how children learn and develop, and can provide learning experiences that support their intellectual, physical, social and personal development.
- The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- The teacher candidate uses knowledge of effective verbal, nonverbal and media communications to foster active inquiry, collaboration and supportive interaction in the classroom.
- The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learner needs.
- The teacher candidate understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
- The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- The teacher candidate demonstrates reflection and self-evaluation, appropriate responses to supervision, and self direction in improving in competencies.
- The teacher candidate demonstrates appropriate professionalism to support student well-being and learning through relationships with colleagues, parents, etc.

Elementary Education Major Checklist for Transfer Students
(Transferring at least 15 credits) (For Transfer Students who will student teach before January 2013 only)

Liberal Arts Education Requirements
College-Wide Course Requirements
1. Writing - two credit-bearing classes
   WRI 100 College Writing or HON 122
   Freshman Scholars (WRI-1)
   (WRI-2)
2. Arts (ART) – 6 cr. Total; one must be a 3 cr. course
   ART 110
   MUS 101
3. Math & Logic (ML) – 6 cr. Total; one must be a college level math course
   MAT 202
4. Ethics (ETH) - 3 cr.
5. Natural Science (SCI) – two credit-bearing classes, one must be a lab-based course
6. Humanities (HUM) – 6 cr.
   U.S. History course
   American or British Literature
7. Social Science (SS) – 6 cr.
   Lifespan OR Child Psychology
8. Global Studies (GS)- 3 cr.
   ECO 222
Major Requirements

College-level writing course 3 credits
College-level math courses 6 credits
MAT 202 Mathematics for Elementary Education; [must be taken at Cedar Crest 3 credits
MAT__ College-level math course 3 credits
American or British Literature course 3 credits
U.S. History course 3 credits
Lifespan/child psychology course 3 credits
EDU 100 American Education 3 credits

Students must complete a total of 24 credits including the above courses with a cumulative GPA of 3.0 with no grade below a "C" in liberal arts courses and a grade of "B" or better in education courses to declare the major. The Praxis PPST tests and Fundamental Subjects Content Knowledge Test must be passed in order to apply to student teach.

Other Required Courses for the Elementary Education Major

Two Science Courses, one in biology and one in physical science
(one must include a lab component) 7 credits

Plus:

ART 110 Principles of Visual Organization 3 credits
MUS 101 Experiencing Music or equivalent 3 credits
ECO 222 Economic Geography 3 credits

**Policy on assessment of oral/written communication is located in the student handbook on pages 7 & 8.

Professional Courses

EDU 150 Educational Planning 3 credits; (may be taken with EDU 100)
EDU 151 Field Experience I: Elementary; 1 credits (co-req. EDU 150)
EDU 200 Educational Psychology 3 credits; (may be taken with EDU 100)
EDU 311 Literacy I; 3 credits; (EDU 150, 151)
EDU 312 Literacy II; 3 credits; (EDU 311)
EDU 313 Field Experience II; 1 credit; (Co-requisite EDU 312)
EDU 306 Technology for Educators; 3 credits; (EDU 150; see department chair for exemption by portfolio information)
EDU 308 Integrating the Arts; 3 credits (EDU 311 and 3 credits in the arts)
EDU 317 CALE for Science in the Elementary and Middle School Classroom; 3 credits (EDU 312)
EDU 319 CALE for Social Studies in the Elementary and Middle School; 3 credits (EDU 312)
EDU 321 Field Experience III: Elementary; 1 credit (Co-req. EDU 317 or EDU 319)
EDU 332 CALE for Mathematics in the Elementary and Middle Schools; 3 credits (EDU 150; MAT 202)
EDU 359 Curriculum, Assessment and Instructional Strategies for Culturally and Linguistically Diverse Students in the General Education Classroom; 3 credits (EDU 150, 312)
THS 335 Creative Drama in Education; 3 credits
SPE 243 The Exceptional Child; 3 credits (EDU 150)
SPE 344 Adaptations/Modifications for Exceptional Learner in General Education Classrooms; (EDU 150 and SPE 243) or
SPE 350 Teaching Students with Behavior and Learning Challenges; 3 credits (EDU 150 and SPE 243)
SPE 345 Field Experience IV; 1 credit (co-req. SPE 344 or SPE 350)
SPE 347 Classroom Management; 3 credits (EDU 150 and SPE 243)
EDU 372 Student Teaching: Elementary Schools; 9 credits (Capstone)
EDU 374 Professional Education Seminar; 3 credits (Capstone)
Students who do not pass assessment of oral/written communication proficiencies in the English language appropriate for teaching in the elementary grades as determined by classroom performance and the evaluation of cooperating mentor teachers in field experiences will be asked to take additional courses to meet basic competencies in English communication.

ALL REQUIREMENTS ARE SUBJECT TO CHANGE BY THE COMMONWEALTH OF PENNSYLVANIA. 6/09

Requirements for Special Education Certification as Add-on Certification for Elementary Education Majors (This is for Transfer Students Who Will Student Teach Before January 2013 Only)

Students complete all of the courses for the elementary major plus the following courses:

- EDU314: Adolescent Literacy 3 credits
- EDU315: Field Experience II: Secondary 1 credit
- SPE 243: Exceptional Child 3 credits
- SPE 333: Psycho-Educational Testing for Teachers 3 credits
- SPE 344: Adaptations and Modifications for the Exceptional Child in the General Education Classroom 3 credits
- SPE 346: Collaborative Partnerships in Inclusive Settings 3 credits
- SPE 347: Classroom Management 3 credits
- SPE 348: Teaching Students with Low Incidence Disabilities 3 credits
- EDU359: Curriculum, Assessment and Instructional Strategies for Teaching Exceptional Students Who Are Culturally and Linguistically Diverse 3 credits
- SPE 350: Teaching Children with Learning and Behavior Challenges 3 credits
- SPE 375: Special Education Internship 3 credits

Requirements for the Secondary Education Co-Major

- EDU100: American Education 3 credits
- EDU150: Educational Planning 3 credits
- EDU151: Field Experience I: Secondary 1 credit
- EDU200: Educational Psychology 3 credits
- EDU306: Technology for Educators 3 credits

(Biology, Chemistry and General Science majors are exempted)

- EDU314: Adolescent Literacy 3 credits
- EDU315: Field Experience II: Secondary 1 credit
- THS 335: Creative Drama in Education 3 credits
- EDU346: Curriculum, Assessment and Learning Experiences for Secondary Science and Mathematics 3 credits

or

- EDU347: Curriculum, Assessment and Learning Experiences for Secondary Social Studies 3 credits

or

- EDU348: Curriculum, Assessment and Learning Experiences for Secondary English 3 credits

or

- EDU349: Curriculum, Assessment and Learning Experiences for K-12 World Language 3 credits
- EDU350: Field Experience III: Secondary 1 credit
EDU359  Curriculum, Assessment and Instructional Strategies for Culturally and Linguistically Diverse Students in the General Education ClassroomK-12  3 credits
SPE 243  The Exceptional Child  3 credits
SPE 344  Adaptations/Modifications for the Exceptional Learner In General Education Classrooms  3 credits

or
SPE 350  Teaching Students with Behavioral and Learning Challenges  3 credits
SPE 345  Field Experience IV  1 credit
SPE 347  Classroom Management  3 credits
EDU373  Student Teaching: Secondary Schools  9 credits
EDU374  Professional Education Seminar  3 credits

Elective Course:
EDU308  Integrating the Arts Across the Elementary and Middle School Curriculum  3 credits

Other Required Courses:
MAT-XXX  3 credits
MAT-XXX  3 credits
WRI-100  3 credits
ENG-XXX [ Any American or British Literature course]  3 credits

For students seeking certification in Spanish
ENG302  Linguistics  3 credits

Requirements for Secondary/Special Education Certification
(This list is for transfer student who will student teach before January 2013 ONLY.)
Students complete all of the Courses for the Secondary Co-Major plus the following courses:
EDU311  Literacy I  3 credits
EDU312  Literacy II  3 credits
EDU313  Field Experience II: Elementary  1 credit
EDU332  Curriculum, Assessment and Learning Experiences for Mathematics in the Elementary and Middle School  3 credits
EDU359  Curriculum, Assessment and Instructional Strategies for Teaching Exceptional Students Who Are Culturally and Linguistically Diverse  3 credits
SPE 243  Exceptional Child  3 credits
SPE 333  Psycho-Educational Testing for Teachers  3 credits
SPE 344  Adaptations and Modifications for the Exceptional Child in the General Education Classroom  3 credits
SPE 346  Collaborative Partnerships in Inclusive Settings  3 credits
SPE 347  Classroom Management  3 credits
SPE 348  Teaching Students with Low Incidence Disabilities  3 credits
SPE 350  Teaching Children with Learning and Behavior Challenges  3 credits
SPE 375  Special Education Practicum 3  credits
## Major in Early Childhood Education

**Courses Required for the Early Childhood Education Major**
*(This is for Freshman entering in Fall 2009 or later)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRI-100</td>
<td>Basic Composition (WRI-1)</td>
<td>3</td>
</tr>
<tr>
<td>ENG-201</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>220</td>
<td>American or British Literature (HUM)</td>
<td>3</td>
</tr>
<tr>
<td>ENG-303</td>
<td>Linguistics and the Development of Human Language (HUM)</td>
<td>3</td>
</tr>
<tr>
<td>MAT-202</td>
<td>Mathematics for the Elementary Teacher-Grades 1-4 (ML)</td>
<td>3</td>
</tr>
<tr>
<td>MAT-110</td>
<td>Probability and Statistics (ML)</td>
<td>3</td>
</tr>
<tr>
<td>HIS-121</td>
<td>Survey of U.S. History I (HUM)</td>
<td>3</td>
</tr>
<tr>
<td>HIS-122</td>
<td>Survey of U.S. History II (HUM)</td>
<td>3</td>
</tr>
<tr>
<td>PSC-211</td>
<td>The World Economy and Globalization (WRII) and (GS)</td>
<td>3</td>
</tr>
<tr>
<td>ETL-235</td>
<td>Ethical Life (community service required)</td>
<td>3</td>
</tr>
<tr>
<td>PSY-100</td>
<td>General Psychology (SS)</td>
<td>3</td>
</tr>
<tr>
<td>PSY-250</td>
<td>Lifespan Development (prerequisite PSY-100)</td>
<td>3</td>
</tr>
<tr>
<td>SOC-100</td>
<td>Introduction to Culture and Society (SS)</td>
<td>3</td>
</tr>
<tr>
<td>MUS-101</td>
<td>Experiencing Music: An Introduction (ART)</td>
<td>3</td>
</tr>
<tr>
<td>DNC-102</td>
<td>Experiencing Movement (ART)</td>
<td>3</td>
</tr>
<tr>
<td>ART-110</td>
<td>Principles of Visual Organization (ART)</td>
<td>3</td>
</tr>
<tr>
<td>BIO-111</td>
<td>Concepts in Ecology &amp;Environmental Issues (SCI)</td>
<td>3</td>
</tr>
</tbody>
</table>

Select from one of the following Earth Science courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSC-101</td>
<td>Earth Science I: Physical Geology (SCI)</td>
</tr>
<tr>
<td>GSC-103</td>
<td>Earth Science III: Astronomy (SCI)</td>
</tr>
<tr>
<td>GSC-104</td>
<td>Earth Science IV: Historical Geology (SCI)</td>
</tr>
<tr>
<td>GSC-110</td>
<td>Geology of the National Parks (SCI)</td>
</tr>
</tbody>
</table>

Total credits for LAC and PDE major requirements: 52 or 53 credits

***PENDING APPROVAL BY THE PENNSYLVANIA DEPARTMENT OF EDUCATION***

*Students must complete a total of 44 credits including the above courses with a cumulative GPA of 3.0 including no grade below a “C” in LAC courses and no grade below a B on Education courses, as well as meet all other requirements as outlined in the handbook. Students may declare their major after the completion of 24 credits. Students who do not pass the PPST tests may be required to take additional courses in order to pass these required tests.*

### Professional Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE-101</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE-301</td>
<td>Assessment in ECE I (prerequisite ECE-101, EDU-200, and EDU-150)</td>
<td>3 credits</td>
</tr>
<tr>
<td>ECE-302</td>
<td>Assessment in ECE II (prerequisite ECC-301)</td>
<td>3</td>
</tr>
<tr>
<td>ECE-305</td>
<td>Current Issues and Trends in ECE</td>
<td>3</td>
</tr>
<tr>
<td>ECE-307</td>
<td>Emergent Literacy (Pre-K-Grade 1) (prerequisite EDU-150)</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU-141</td>
<td>Nutrition, Health and Safety</td>
<td>3</td>
</tr>
<tr>
<td>EDU-150</td>
<td>Educational Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDU-200</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU-151</td>
<td>Field Experience I (co-req. EDU-150)</td>
<td>1</td>
</tr>
<tr>
<td>EDU-311</td>
<td>Literacy I-Grades 2-4 (prerequisite EDU-150)</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>EDU-313</td>
<td>Field Experience II (co-req. EDU-311)</td>
<td>1</td>
</tr>
<tr>
<td>EDU-306</td>
<td>Technology for Educators (prerequisite EDU-150)</td>
<td>3</td>
</tr>
<tr>
<td>EDU-308</td>
<td>Integrating the Arts Across the Curriculum (prerequisite EDU-150)</td>
<td>3</td>
</tr>
<tr>
<td>EDU-317</td>
<td>CALE for Science for Early Childhood Educators</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(prerequisite EDU-311)</td>
<td></td>
</tr>
<tr>
<td>EDU-319</td>
<td>CALE for Social Studies for Early Childhood Educators</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(prerequisite EDU-311)</td>
<td></td>
</tr>
<tr>
<td>EDU-321</td>
<td>Field Experience III (prerequisite - completion of EDU-317 or 319)</td>
<td>1</td>
</tr>
<tr>
<td>EDU-332</td>
<td>CALE for Mathematics for Early Childhood Educators PK-4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(prerequisite EDU-150 and MAT-202)</td>
<td></td>
</tr>
<tr>
<td>EDU-335</td>
<td>Creative Drama in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU-340</td>
<td>Differentiated Reading Instruction for the Primary Grades</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(prerequisite EDU-150 and ECE 307 and EDU311)</td>
<td></td>
</tr>
<tr>
<td>EDU-359</td>
<td>CAIS for CLD Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDU-372</td>
<td>Student Teaching: Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(prerequisite See Student Teaching Checklist)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CAPSTONE EXPERIENCE</strong></td>
<td>9</td>
</tr>
<tr>
<td>EDU-374</td>
<td>Professional Seminar (CAPSTONE Experience)</td>
<td>3</td>
</tr>
<tr>
<td>SPE-243</td>
<td>The Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Prerequisite EDU-150)</td>
<td></td>
</tr>
<tr>
<td>SPE-344</td>
<td>Adaptations, Modifications and Assistive Technology for the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Prerequisite EDU-150 and SPE-243)</td>
<td></td>
</tr>
<tr>
<td>SPE-310</td>
<td>Intensive Reading, Writing, and Mathematics Intervention Approaches</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>[Prerequisites EDU-150 and SPE-243]</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>73</td>
</tr>
</tbody>
</table>

Total Credits for Early Childhood Major and Teacher Certification = 125 or 126 credits

***PENDING APPROVAL BY THE PENNSYLVANIA DEPARTMENT OF EDUCATION***

***Please note that students who do not pass assessment of oral/written communication proficiencies in the English language appropriate for teaching in the elementary grades as determined by classroom performance and the evaluation of cooperating mentor teachers in field experiences will be asked to take additional courses to meet basic competencies in English communication.

Courses Required for Level I Certification in Special Education: CBPH/D (PK-8)
(This list is for Freshman entering in Fall 2009 or later)

Requirements for Students who are Early Childhood Major or who are working on or hold Level I or II Elementary or ECE Certification (Special Education Certification as an Undergraduate Requires Dual Certification with Early Education)

Pre-requisites:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE-243</td>
<td>The Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Prerequisite EDU-150)</td>
<td></td>
</tr>
<tr>
<td>SPE-344</td>
<td>Adaptations, Modifications and Assistive Technology for the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Prerequisite EDU-150 and SPE-243)</td>
<td></td>
</tr>
<tr>
<td>SPE-310</td>
<td>Intensive Reading, Writing, and Mathematics Intervention Approaches</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>[Prerequisites EDU-150 and SPE-243]</td>
<td></td>
</tr>
</tbody>
</table>

Certification Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE-333</td>
<td>Screening, Assessment, and IEP Development for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>SPE-346</td>
<td>Collaborative Partnerships in Inclusive Settings (PK-8)</td>
<td>3</td>
</tr>
<tr>
<td>SPE-347</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>SPE-348</td>
<td>Teaching Students with Low Incidence Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE-315</td>
<td>Teaching Students with Pervasive Developmental Disorders</td>
<td>3</td>
</tr>
</tbody>
</table>
SPE-320 Teaching Students with Learning Disabilities 3 credits
SPE-350 Teaching Students with Behavior Challenges 3 credits
EDU-359 Curriculum and Instructional Strategies for Culturally and Linguistically Diverse Students in PK-12 Classrooms 3 credits
SPE-375 Practicum in Special Education 3 credits

***PENDING APPROVAL BY THE PENNSYLVANIA DEPARTMENT OF EDUCATION

Please note that students must complete the certification requirements for elementary certification (PK-4) to be eligible for special education (PK-8) certification. Students seeking certification in special education (CBPH/D) will be required to take a second specialty test of the Praxis II.

Courses Required for Level I Certification in Special Education:
CBPH/D (7-12) For those seeking or holding Secondary Certification
(This list is for Freshman entering in Fall 2009 and later.)

Pre-requisites:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE-243</td>
<td>The Exceptional Child (Prerequisite EDU-150)</td>
<td>3</td>
</tr>
<tr>
<td>SPE-344</td>
<td>Adaptations, Modifications and Assistive Technology for the Exceptional Child (Prerequisite EDU-150 and SPE 243)</td>
<td>3</td>
</tr>
<tr>
<td>SPE-310</td>
<td>Intensive Reading, Writing, and Mathematics Intervention Approaches [Prerequisites EDU-150 and SPE-243]</td>
<td>3</td>
</tr>
</tbody>
</table>

Certification Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE-333</td>
<td>Screening, Assessment, and IEP Development for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>SPE-346</td>
<td>Collaborative Partnerships in Inclusive Settings (7-12)</td>
<td>3</td>
</tr>
<tr>
<td>SPE-347</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>SPE-348</td>
<td>Teaching Students with Low Incidence Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE-315</td>
<td>Teaching Students with Pervasive Developmental Disorders [Prerequisite SPE 243]</td>
<td>3</td>
</tr>
<tr>
<td>SPE-320</td>
<td>Teaching Students with Learning Disabilities [Prerequisite SPE 243]</td>
<td>3</td>
</tr>
<tr>
<td>SPE-350</td>
<td>Teaching Students Behavior Challenges</td>
<td>3</td>
</tr>
<tr>
<td>EDU 359</td>
<td>Curriculum and instructional Strategies for Culturally and Linguistically Diverse Students in PK-12 Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>SPE-375</td>
<td>Practicum in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Please note that students must complete the certification requirements for secondary certification (7-12) to be eligible for Special Education (CBPH/D) (7-12) certification. Students seeking certification in teaching the physically and mentally handicapped will be required to take a second specialty test of the Praxis II. Please be aware that an additional Praxis Test is required for this certification.

ALL REQUIREMENTS ARE SUBJECT TO CHANGE BY THE COMMONWEALTH OF PENNSYLVANIA.

**PENDING APPROVAL OF THE PENNSYLVANIA DEPARTMENT OF EDUCATION**

Major in Middle Level Education (grades 4-8)
(This curriculum is for Freshman entering in Fall 2009 or later)
Required Education Courses to be taken in the following order:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-100</td>
<td>American Education (prerequisite for all other education courses)</td>
<td>3</td>
</tr>
<tr>
<td>EDU-150</td>
<td>Educational Planning</td>
<td>3</td>
</tr>
<tr>
<td>plus</td>
<td>EDU 152</td>
<td>Middle Level Field Experience I (co-requisite. EDU-150)</td>
</tr>
<tr>
<td>EDU-200</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
EDU-306 Technology for Educators 3 credits
(prerequisite: EDU-150)
EDU-312 Literacy II 3 credits
(prerequisite EDU150)
plus
EDU-318 Middle Level Field Experience II 1 credit
(coreq. EDU-312)
EDU-308 Integrating the Arts Across the Curriculum 3 credits
(prerequisite: EDU150)

OR
EDU-335 Creative Drama in Education 3 credits
EDU-303 Curriculum, Assessment and Learning Experiences in the Middle Level Classroom 3 credits
(prerequisite EDU-312) plus
EDU-322 Middle Level Field Experience III 1 credit
(co-requisite EDU-303)
EDU351 Middle Level Assessment I 3 credits
(prerequisite EDU-150 and EDU-200)
EDU352 Middle Level Assessment II 3 credits
(prerequisite EDU-150 and EDU-200)
EDU-359 Curriculum and Instructional Strategies for Culturally and Linguistically Diverse Students in the PK-12 Classrooms 3 credits
SPE-243 The Exceptional Child 3 credits
(prerequisite: EDU-150)
SPE-344 Adaptations and Modifications and Assistive Technology for the Exceptional Child 3 credits
plus
SPE-342 Middle Level Field Experience IV 1 credit
(co-requisite: SPE-344)
SPE-347 Classroom Management 3 credits
(prerequisite SPE 243)

** In addition students must complete the required courses in two content areas. Please contact the Education Department for details.

Capstone Experience:
EDU-371 Student Teaching Middle Level Grades 4-8 9 credits
(prerequisite complete all required education courses with a grade of B or higher and content area/major courses with a cumulative GPA of 3.0 or higher) plus
EDU-374 Professional Seminar 3 credits
(must be taken with EDU-371)

Other Required Courses
PSY 250 Lifespan Development 3 credits
(prerequisite PSY-100)
Mathematics (6 credits, courses appropriate to major)
MAT
MAT
English (6 credits)
WRI-100
Any American or British Literature course
Science (6 or 7 credits, appropriate to major)
one course must have a lab
U.S. History 3 credits
Ethical Life (3cr. Course + community service)
AND any other LAC requirements not fulfilled by program requirements
***PENDING APPROVAL BY THE PENNSYLVANIA DEPARTMENT OF EDUCATION

Masters Degree in Education/5 Year Program
The B.S./M.Ed. program allows students to complete a baccalaureate degree and a Master of Education in Learning and Teaching degree in five years. Contact the Education Department for more information.

Student Teaching Honorarium Fees:
There is an honorarium fee for student teaching (EDU-371, EDU-372 or SPE-375). Please refer to the Academic Fees section for current rate. This fee is non-refundable once placements have been officially assigned.

Departmental Review for Field Placement
Students majoring in Education, Nuclear Medicine, Nursing, Nutrition or Social Work are required to complete a field practicum or clinical experience. Because this requirement necessitates working with the public in a professional setting, it is important that the student has advanced interpersonal skills, mature judgment, and appropriate professional demeanor. Thus faculty in these programs will review students prior to the practicum and make appropriate recommendations up to and including removal from placement.

Education requirements are aligned with the PDE and therefore subject to change.

Student Teaching Candidates Deadlines/Required Meetings
2008-2011 CALENDAR

<table>
<thead>
<tr>
<th>Semester</th>
<th>Applications Due</th>
<th>Candidates Meeting</th>
<th>Student Teaching Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester 2009</td>
<td>February 6, 2009</td>
<td>Second Day of Class January 2009 4:30 p.m.</td>
<td>First Day of Class August 2009 1:30-3:30 p.m. &amp; *TBA</td>
</tr>
<tr>
<td>Spring Semester 2010</td>
<td>April 30, 2009</td>
<td>Second Day of Class January 2009 4:30 p.m.</td>
<td>First Day of Class January 2010 1:30-3:30 p.m. 4:15-5:30 p.m.</td>
</tr>
<tr>
<td>Fall Semester 2010</td>
<td>January 29, 2010</td>
<td>Second Day of Class January 2010 4:30 p.m.</td>
<td>First Day of Class August 2010 1:30-3:30 p.m. &amp; *TBA</td>
</tr>
<tr>
<td>Spring Semester 2011</td>
<td>April 30, 2010</td>
<td>Second Day of Class January 2010 4:30 p.m.</td>
<td>First Day of Class January 2011 1:30-3:30 p.m. &amp; 4:15-5:30 p.m.</td>
</tr>
<tr>
<td>Fall Semester 2011</td>
<td>February 4, 2011</td>
<td>Second Day of Class January 2011 4:30 p.m.</td>
<td>First Day of Class August 2011 1:30-3:30 p.m. &amp; *TBA</td>
</tr>
<tr>
<td>Spring Semester 2012</td>
<td>April 29, 2011</td>
<td>Second Day of Class January 2011 4:30 p.m.</td>
<td>First Day of Class January 2012 1:30-3:30 p.m. 4:15-5:30 p.m.</td>
</tr>
<tr>
<td>Fall Semester 2012</td>
<td>February 3, 2012</td>
<td>Second Day of Class January 2012 4:30 p.m.</td>
<td>First Day of Class August 2012 1:30-3:30 p.m. &amp; *TBA</td>
</tr>
</tbody>
</table>

*Check for announcements on the bulletin board outside of the Education Office and on your e-mail. Rev. 5/09
English – Major/Minor

For information, contact Dr. LuAnn McCracken Fletcher.

The English major offers students a solid, fundamental background in American, British, and World literature; allows students to develop strengths in creative, scholarly, and professional writing; and invites students to explore more specialized areas such as linguistics and critical theory. The major is designed to prepare students for graduate study and for careers in teaching, publishing, business, government, journalism, advertising, and other language-related fields. Students may choose to concentrate their studies in either literature or writing.

Grade Requirements

All courses within the English major and minor must be passed with a grade of C or better. A minimum cumulative grade-point average of 2.0 and a minimum average in the major or minor of 2.0 must be achieved. WRI 100 is a general college requirement and does not count toward the English major or minor or the Writing minor; credits in composition earned at other institutions also do not apply to English majors or minors.

Transfer students who wish to major or minor in English must complete successfully a minimum of 18 credits in English taken in residence, which includes a minimum of 12 credits of coursework in English at the 300-level. Post-baccalaureate and master’s students seeking secondary certification in English who attained less than a 3.0 GPA in their undergraduate English major are ordinarily required to take a minimum of 18 credits in English at Cedar Crest and attain a minimum 3.0 GPA in these courses in order to receive departmental approval for student teaching.

Advanced Placement Credit

The student who presents an AP course with a test score of “5” receives an exemption from WRI 100 and three credits equivalent to WRI 100. Students who present an AP course with a test score of “4” receive three credits but no exemption.

College-wide Requirements

Students fulfill the Oral Presentation requirement with the satisfactory completion (C or better) of CST 110, CST 270, or THS 105. Students fulfill the Technology requirement by satisfactorily completing CIS 101 or EDU 306 (if the student is completing a Secondary Education co-major); they meet the Information Literacy requirement through satisfactory completion of ENG 200 and ENG 352.

Students will meet the WR2 requirement through satisfactory completion of ENG 200. With regard to the ML requirement, the student may fulfill half of the requirement with MAT 102 or MAT 110, or—if the student intends to go to graduate school—MAT 141. PHI 131 is recommended for the second required ML course.

Portfolio of Writing

Students should retain all graded papers and essay exams related to their English course work. Within the first two weeks of their final semester, students will be asked to present a portfolio for review. Information about the required content for the portfolio may be found in the Guide for English Majors, available from the English Program Director.

English Major Categories

The English program offers three categories of majors:

- English major with either a literature or a writing concentration
- English major with secondary education co-major
- LVAIC evening English major
### Requirements for the English Major with Literature or Writing Concentration (45 credits)

The **English major with literature concentration** requires a core of the following English courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 200</td>
<td>Literary Analysis</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 203</td>
<td>Literary Research Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 201</td>
<td>Survey of British Literature</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 220</td>
<td>Survey of American Literature</td>
<td>3 credits</td>
</tr>
<tr>
<td>A world literature course (ENG 205 or ENG 345)</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>ENG 311</td>
<td>Shakespeare</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 352</td>
<td>English Seminar (capstone)</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Plus choose one from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 110</td>
<td>Introduction to Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>CST 270</td>
<td>Debate and Argumentation</td>
<td>3 credits</td>
</tr>
<tr>
<td>THS 105</td>
<td>Public Speaking</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Plus take CIS 101: Technology for the Information Age (3 credits).

In addition, the student chooses six more English courses, at least four of which must be at the 300-level. English Majors must take the surveys either before or concurrently with the corresponding 300-level courses. Students must take at least one 300-level British literature course and one 300-level American literature course; they are, however, encouraged to take more than this minimum number. Two of the required electives may be writing courses. Students are strongly recommended to take ENG 382: Literary Theory and Criticism, particularly if they are considering graduate study in English.

The **English major with writing concentration** requires a core of the following English courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 200</td>
<td>Literary Analysis</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 203</td>
<td>Literary Research Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 201</td>
<td>Survey of British Literature</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 220</td>
<td>Survey of American Literature</td>
<td>3 credits</td>
</tr>
<tr>
<td>A world literature course (ENG 205 or ENG 345)</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>ENG 235</td>
<td>Topics in Nonfiction Writing</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Plus choose one from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 110</td>
<td>Introduction to Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>CST 270</td>
<td>Debate and Argumentation</td>
<td>3 credits</td>
</tr>
<tr>
<td>THS 105</td>
<td>Public Speaking</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Plus take CIS 101: Technology for the Information Age (3 credits).

In addition, students take two additional literature courses at the 300-level and five additional writing courses, including at least one sequence. Two of these writing courses must be taken at the 300-level. Students are encouraged to complete a writing internship as part of their major. The final requirement for the major is met with the preparation of a professional portfolio suitable for submission to a graduate program in writing or to a prospective employer. This portfolio is the one required of all majors and is submitted during the first two weeks of a student’s final semester, as indicated above under “Portfolio of Writing.”

Courses for the writing concentration may be selected from among the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 180</td>
<td>Intro to Journalism</td>
<td></td>
</tr>
<tr>
<td>CST 216</td>
<td>“The Crestiad” Staff</td>
<td></td>
</tr>
<tr>
<td>ENG 233</td>
<td>Creative Writing: Fiction</td>
<td></td>
</tr>
<tr>
<td>ENG 234</td>
<td>Creative Writing: Poetry</td>
<td></td>
</tr>
<tr>
<td>ENG 333</td>
<td>Advanced Creative Writing: Fiction</td>
<td></td>
</tr>
</tbody>
</table>
ENG 334  Advanced Creative Writing: Poetry
ENG 335  Advanced Nonfiction Writing
ENG 390  Internship
FNA 103  Introduction to the Fine Arts
HON 194  Honors Creative Writing
BUA 300  Writing for Management
ENG 235:  Topics in Nonfiction Writing may be repeated as the topic changes. Other special topics courses in writing may be offered from time to time. On occasion, students may count other WRI2 courses for the major; permission to do so will be required, however, from either the Director of Writing or the Advisor for the Writing Minor.

For both the English major with literature and writing concentrations, the English faculty also strongly recommend that, beyond courses counting for the major, students take at least two American and/or European history courses. The English faculty further recommend that, beyond courses counting for the major, students take two sequential language classes.

Requirements for the English Major with Secondary Education (45 credits)

This major requires a core of the following English courses:
ENG 200  Literary Analysis 3 credits
ENG 203  Literary Research Methods 3 credits
ENG 201  Survey of British Literature 3 credits
ENG 220  Survey of American Literature 3 credits
A world literature course (ENG 205 or ENG 345) 3 credits
ENG 311  Shakespeare 3 credits
ENG 303  Linguistics and the Development of the English Language 3 credits
ENG 352  English Seminar (capstone) 3 credits

Plus choose one from the following courses:
ENG 233  Creative Writing: Fiction 3 credits
ENG 234  Creative Writing: Poetry 3 credits
ENG 235  Topics in Nonfiction Writing 3 credits

Plus choose one from the following courses:
CST 130  Introduction to Film 3 credits
CST 240  Topics in Film 3 credits
ENG 280  Women Go to the Movies: From Book to Film 3 credits
HIS 220/HON 220  Film and History: Visions and Revisions of the Past 3 credits

Plus choose one from the following courses:
CST 110  Introduction to Communication 3 credits
CST 270  Debate and Argumentation 3 credits
THS 105  Public Speaking 3 credits

Plus choose one from the following courses:
CIS 101  Technology for the Information Age 3 credits
EDU 306  Technology for Educators 3 credits

In addition, students must take three more English courses, at least two of which must be literature courses at the 300-level.

English and secondary education co-majors are strongly advised to complete their English major before student teaching.
Students majoring in Elementary Education should consult with the Education department for requirements associated with the completion of the Education program. Elementary Education students must take ENG 303.

**LVAIC Evening English Major (42 credits)**
This major requires a core of the following English courses:
- ENG 200 Literary Analysis 3 credits
- ENG 203 Literary Research Methods 3 credits
- ENG 201 Survey of British Literature 3 credits
- ENG 220 Survey of American Literature 3 credits
- A world literature course (ENG 205 or ENG 345) 3 credits
- ENG 311 Shakespeare 3 credits
- ENG 352 English Seminar (capstone) 3 credits

Plus choose one from the following courses:
- CST 110 Introduction to Communication 3 credits
- CST 270 Debate and Argumentation 3 credits
- THS 105 Public Speaking 3 credits

Plus take CIS 101: Technology for the Information Age (3 credits).

In addition, students choose five more English courses, at least three of which must be at the 300-level.

The English faculty strongly recommend that, beyond courses counting for the major, students take one or more American and/or European history courses.

**English Minor (18 credits)**
A minor in English requires ENG 200, ENG 201, ENG 220, and three additional courses with the designation ENG; at least two courses must be at the 300 level.

Students interested in pursuing a writing emphasis may wish to declare a Writing minor. See the separate listing for this minor in the academic program section of the catalog.
Film Studies – Minor
For information, contact Dr. James Brancato.

Cedar Crest offers a minor in film studies, which is the interdisciplinary study of film as an art and medium of communication. The minor is a collaboration between faculty and programs who have courses at Cedar Crest College that focus on one or more of the following aspects of film: film history; film genre study; film and persuasion; film analysis and critique; film as cultural and socio-historical artifact. Film studies is rooted in a commitment to the liberal arts, and especially to the development of critical thinking skills. Courses in film studies illuminate both the medium of film and also the specific topic under exploration, and can promote understanding of both historical and contemporary social and political issues. It can also promote technological and cultural literacy, as students learn the techniques of film and video as communicative and persuasive media that help to shape cultural values.

Courses and Requirements (18 credits total)*
Required Courses:  
CST 130 Introduction to Film
CST 201 History of Cinema

Four Other Courses, Chosen Among the Following Existing Courses:
CST 222 Race and Gender in the Media
CST 224 Video Production
CST 240 Topics in Film. Can be taken more than once after consultation with an advisor to the minor.
CST 324 Video Production II
ENG 280 Women Go to the Movies, or How to Read a Film
HIS 220 Film and History

*No more than two courses from a student’s major may be used to satisfy the requirements for the Film Studies minor. Communication credits in the Film Studies minor can count toward a Communication minor, with the following restrictions: approval of advisor; no more than 6 credits total can count toward both minors.
Fine Arts – Major

For information, contact Roxanne Amico.

The interdisciplinary fine arts major is for those students interested in career possibilities such as but not limited to criticism, museum work, radio-television programming, fine arts librarianship education, consulting, newspaper or periodical writing, teaching, and editing. The integrated approach to an, theatre, speech, dance, music and creative writing provides in-depth specialization in combination with general knowledge in related arts areas. Each student is expected to reflect coherence in her course selection. Continual advising and evaluating is essential to success in this program. The course work will reflect a balance of creative and historical/critical experiences.

All fine arts majors are obliged to abide by the written Performing Arts Departmental Policies.

A grade of C or better is required in all courses taken for application toward all major requirements in the performing arts.

Competencies and Assessment in the Performing Arts

1. Attendance at the First Friday Performing Arts Noon Series is required each term for declared majors. Presentations are required once each year. All presentations are expected to be works in progress and can be drawn from class work or independent work. Additionally, all performing arts majors are required for graduation to attend a minimum of eight cultural events at Cedar Crest (2 in each area: art gallery openings or talks, music concerts, dance concerts, and theatre productions). Advisors keep a written record of students’ attendance.

2. Mid-year reviews are conducted for all fine arts majors. Reviews take place during FNA 100. All majors are expected to meet with the departmental faculty to review their progress from class work to performance. Failure to comply will require the student to submit a five page analysis of her work to date. Mid-year reviews are required for certification.

3. By spring of the junior year, students submit project proposals for approval. All majors are expected to make an oral presentation on a designated First Friday briefly presenting the progress and plans for their project in spring of the junior year.

Senior Project: All majors must produce a major creative project in order to graduate. Students present a project proposal for departmental approval and seek an advisor for the project by May 1. No projects will proceed without departmental approval. This project is included in Fine Arts 353.

4. Graduating seniors participate in exit interviews with departmental faculty.

Performing Arts Core Curriculum:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 102</td>
<td>Experiencing Movement I</td>
<td>3</td>
</tr>
<tr>
<td>FNA 100</td>
<td>First Friday (4 x .5)</td>
<td>2</td>
</tr>
<tr>
<td>FNA 103</td>
<td>Introduction to the Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>FNA 252</td>
<td>Fine Arts Seminar</td>
<td>3</td>
</tr>
<tr>
<td>FNA 353</td>
<td>Senior Project (2x3)</td>
<td>6</td>
</tr>
<tr>
<td>MUS 101</td>
<td>Experiencing Music</td>
<td>3</td>
</tr>
<tr>
<td>THS 100</td>
<td>Experiencing Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THS 105</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>THS 109 Poetry &amp; Prose: Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>THS 106 Forensic Speech Team</td>
<td>1</td>
</tr>
</tbody>
</table>

Plus at least 33 credits comprising a coherent schedule of courses reflecting an interdisciplinary approach to a specific arts area- dance, music, theatre, creative writing, or art. The curriculum must be approved by the Fine Arts advisor and reflect courses which address both theory/history and experiential elements in the focus area.

Plus 18 credits in areas of secondary emphasis in three other fine arts areas, including a history and studio course in each area.
Requirements for the Arts Criticism Concentration

This concentration within the interdisciplinary fine arts major prepares students for a career in arts criticism with an 6-credit internship in public information journalism. Students must complete the performing art core curriculum. In addition, students must choose two from the following courses:

- ART 105 Introduction to Art History I 3 credits
- ART 106 Introduction to Art History I 3 credits
- ART 200 Art of the 20th Century: 1880-1945 3 credits
- or ART 210 Art of the 20th Century: 1945-present 3 credits
- DNC 235 History of Dance 3 credits
- ENG 200 Literary Analysis 3 credits
- ENG 233 Creating Writing: Fiction 3 credits
- ENG 245 Topics in World Literature 9 credits
- THS 201 Beginning Acting 3 credits
- THS 231 History of Theatre: Ancients to 17th Century 3 credits

Plus 9 credits of studio art (ex. ceramics, painting, printed image, sculpture, jewelry & metalsmithing).

**Plus two semesters of the following courses:**

- MUS 120 Historical Epochs in Music: Contemporary 6 credits plus an additional MUS 120 topic
- HIS 107-108 European Civilizations: Ideas and Experiences 6 credits
Forensic Science – Concentration

The forensic science concentration at Cedar Crest College is unique in that it combines many of the most exciting educational features into one package. The concentration is integrated, multi-disciplinary and highly applied and offers a foundation from which to launch a career in forensic science. Students in the program have opportunities to interact with forensic professionals, work on forensic research projects, and apply for internships.

The liberal arts component provides exposure to disciplines and develops skills that will be important when students are called upon to act as expert witnesses, communicate with law enforcement personnel, and present their work to the public.

Students must apply to the concentration in their sophomore year to the director of the forensic science program. Students will be admitted unconditionally to the forensic science program if they did not receive a grade of C- or below in BIO 121, BIO 122, CHE 111, CHE 112 and MAT 141. If a student receives a C- or below in any of these courses, she will be conditionally accepted into the program. During the conditional acceptance period, students can begin to take coursework in the forensic science concentration. However, students with conditional acceptance status must repeat the deficient course(s) within one academic year and receive the requisite grade. Students who do not will be dropped from the program.

Students who are not in the forensic science concentration, may register for CHE 241, 347, and 348 to fulfill degree requirements for a particular major. Only students in the forensic science concentration will be allowed to register for CHE 349.

Requirements for the Forensic Science Concentration

In addition to the core requirements of the major in chemistry, biochemistry, biology, or genetic engineering, the following courses are required for the concentration in forensic science:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 111</td>
<td>Chemical Principles</td>
<td>4</td>
</tr>
<tr>
<td>CHE 112</td>
<td>Chemical Equilibrium and Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHE 205</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 206</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 241</td>
<td>Crime Scene Reconstruction and Pattern Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHE 302</td>
<td>Instrumental Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHE 307</td>
<td>Biochemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 347</td>
<td>Trace Evidence and Microscopy</td>
<td>4</td>
</tr>
<tr>
<td>CHE 348</td>
<td>Forensic Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>CHE 349</td>
<td>Professional Issues in Forensic Science</td>
<td>3</td>
</tr>
<tr>
<td>BIO 121</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 122</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 236</td>
<td>Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 248</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 313</td>
<td>Advanced Mendelian and Population Genetics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 141</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 142</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>PHI 200</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 101</td>
<td>Introductory College Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 102</td>
<td>Introductory College Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

Students are also required to register for 2 semesters of research

CHE 391 & 392 Chemistry Research or BIO 353 Biology Research (2 semesters) 6 or 4 credits
Gender Studies – Minor

For information, contact Dr. Elizabeth Meade.

Cedar Crest offers a minor in gender studies, an interdisciplinary field of study that looks at the influence on human thinking, behaviors and, consequently, institutions of cultural understandings of masculinity and femininity, class, race, ethnicity, age and physical ability. Students contemplating careers in counseling, teaching, human resources, law, or medicine will find that a sensitivity to and an ability to analyze and respond to gender dynamics will strengthen their appeal to potential employers as well as contribute to their success on the job.

Requirements for the Gender Studies Minor (18 credit minimum)*

The minor requires a core of the following courses:

GND 100 Introduction to Gender Studies 3 credits
PHI 141 Philosophy of Woman 3 credits
GND 350 Research in Gender Studies 1 credit

Plus choose four courses (11-12 credits) from the following:

ANT 100 Cultural Anthropology 3 credits
ANT 310 Women in the Developing World 3 credits
ART 220 Women Artists 3 credits
CST 222/GND 222 Race and Gender in the Media 3 credits
CST 240 Topics in Film (as appropriate topic is offered) 3 credits
ENG 280 Women Go to the Movies, or How to Read a Film 3 credits
ENG 380 Women Writers 3 credits
(ENG 200 recommended as a prerequisite, but not required)
NTR 114 Nutrition and the Elderly 3 credits
NTR 212 Nutrition for Women and Children 3 credits
(NTR 210 is a prerequisite, or permission of instructor)
PSY/HON244 Women in the Workplace 3 credits
PSY 209 Family Dynamics 3 credits
PSY 250 Life-Span Development (PSY 100 prerequisite) 3 credits
SOC/SWK246 Social and Psychological Aspects of Aging 4 credits
SOC 304 Inequality and Power in American Society 3 credits
SOC/SWK318 Minorities and Human Relations 3 credits
SOC/SWK321 The Family as a Social Institution 3 credits
SOC 329 Practices, Policies and Politics of Aging 3 credits
SPA 310 Hispanic Women Writers 3 credits
SWK 254 Violence in the Family 3 credits
SWK 328 Poverty and Income Redistribution 3 credits
(SWK 201 and 202 are prerequisites, or permission of instructor)

These courses taught across the curriculum focus specifically on gender issues. One of the courses chosen must examine a category other than, or in addition to, “woman” (e.g. masculinity, age, race, ethnicity, class or physical ability). Other courses, such as special topic courses, may count for the minor as they are offered. See department chair for details.

*No more than two courses from a student’s major may be used to satisfy the requirements for the Gender Studies minor.
General Science – Major

For information, contact Mr. Brian Exton.

This major is designed to allow science-oriented students to gain a broadly-based science background for use with a variety of associated vocations, including teaching, business, writing, communications and the legal professions. Defined programs are the General Science Major with Secondary Teacher Certification (co-major with Education), and General Science without teacher certification. The secondary education program permits teaching general or physical science in grades 7-12. Teacher certification candidates must have at least a 3.000 cumulative grade-point average to be admitted to the student-teaching term, as well as a 3.000 cumulative grade-point average in the major.

Requirements for the General Science Major with Secondary Education Co-major

BIO 121  Principles of Biology I  4 credits
BIO 122  Principles of Biology II  4 credits
BIO 235  Ecology, Evolution, and Genetics  4 credits
CHE 111  Chemical Principles  4 credits
CHE 112  Chemical Equilibrium and Analysis  4 credits
PHY 101  Introductory College Physics I  4 credits
PHY 102  Introductory College Physics II  4 credits

Plus 1 or 2 credits of Hawk Mountain course offerings (see listing under Biology).

Plus choose three from the following courses:

GSC 101  Physical Geology  4 credits
GSC 103  Astronomy  4 credits
GSC 104  Historical Geology  3 credits
GSC 105  Energy Resources  3 credits
GSC 106  Weather and Climate  4 credits
GSC 110  Geology of the National Parks  3 credits

Plus choose one from the following courses:

BIO 207  Botany  4 credits
BIO 221  Marine Biology  4 credits
BIO 227  Microbiology  4 credits
CHE 203  Survey of Organic Chemistry  4 credits
CHE 205  Organic Chemistry I  4 credits

Plus 6 credits in mathematics from the following courses:

MAT 102  College Mathematics  3 credits
MAT 110  Probability and Statistics  3 credits
MAT 140  Precalculus  3 credits

(or any higher level mathematics course)

Plus one course in computer science (CIS 101 or EDU 306 or equivalent)

In addition, the student must meet all course requirements established by the education department for the secondary education co-major. The student must also maintain a complete portfolio of all laboratory experiments encountered throughout the science program courses. This portfolio must be submitted for examination at the
end of each year.

The capstone experience requirement is satisfied during the student teaching semester, EDU 373 and 374.

Requirements for the General Science Major Without Teacher Certification

An overall grade-point average of at least 2.000 in the science and cognate courses is required for the general science major without teacher certification and at least 24 of the credits in science courses must be completed on the Cedar Crest campus. Students majoring in general science without teacher certification are urged to pursue a co-major or minor in a peripheral field that will utilize the science background provided by this program.

BIO 121  Principles of Biology I  4 credits
BIO 122  Principles of Biology II  4 credits
CHE 111  Chemical Principles  4 credits
CHE 112  Chemical Equilibrium and Analysis  4 credits
PHY 101  Introductory College Physics I  4 credits
PHY 102  Introductory College Physics II  4 credits
GSC 351  General Science Seminar  3 credits
(or an approved internship or seminar)

Plus choose three from the following courses:

GSC 101  Physical Geology  4 credits
GSC 103  Astronomy  4 credits
GSC 104  Historical Geology  3 credits
GSC 105  Energy Resources  3 credits
GSC 106  Weather and Climate  4 credits
GSC 110  Geology of the National Parks  3 credits

Plus choose one (3 credits) from the following mathematics courses:

MAT 102  College Mathematics  3 credits
MAT 105  Finite Mathematics  3 credits
MAT 140  Precalculus  3 credits
(or any higher level mathematics course)

Plus one course in computer science (CIS 101 or equivalent)
Genetic Engineering – Major

The genetic engineering major is offered through the Department of Biological Sciences where state-of-the-art laboratories allow students to experience biotechnology first-hand. Genetic engineering students develop a basic understanding of molecular genetics as they explore the technology that has led us to recent advances in the field and discover how molecular biology impacts various other fields such as oncology, gene therapy, immunology, medical genetics, etc. All coursework and laboratories emphasize reading, questioning, analyzing, and evaluating assumptions along with development in technical writing and oral presentation skills. Students are exposed to original research during their freshman year as they work as members of research teams in a professor’s ongoing research program. The capstone experience is the development of a proposal to conduct an independent research project in a professor’s lab. As part of the thesis option for the degree, students may choose to carry out this project during their senior year (see below). Graduates from the genetic engineering program are prepared for (1) immediate employment as a research technician in an industrial or academic setting, (2) admission to graduate school, or (3) admission to a professional school.

The Coursework Component

Training the students in the basics of molecular genetics involves lecture, laboratory, and techniques courses that strive to accomplish the following:

• Expose students to primary literature so they can gain an understanding of current research in the field of molecular genetics
• Develop the students’ ability to give scientific presentations and clearly communicate with other scientists
• Give students experience with high-tech equipment including confocal microscopes and automated sequencers.
• Challenge students to think about the impact that current research in the field of molecular genetics has on society health issues and world politics.

The Research Training Component

Training students in the skills of independent research is accomplished by three mechanisms:

• Independent work outside the scheduled course time in upper-level laboratory courses
• An on-campus, year-long research project that fulfills the thesis option for the major
• An off-campus research internship in a university or industrial laboratory for eligible* students.

*Successful placement is dependent upon the student's academic performance and the selection criteria of the university or biotechnology company. Final decisions are made by the university or company to which the student applies. Cedar Crest College cannot guarantee a position.

Grade Requirements

In addition to a minimum 2.0 cumulative grade-point average, genetic engineering students must have a minimum average of 2.0 in the major. A grade of C- or better is needed for all courses that fulfill major requirements. Students must earn a grade of C- or better in prerequisite courses before proceeding to subsequent courses. Courses transferred in for all majors must be taken less than ten years ago.

Thesis Option

All students, particularly those who are interested in attending graduate school or obtaining a research-based job following graduation, are highly encouraged to participate in independent research, which may culminate in a thesis. The thesis option begins during the student’s junior year, as part of Junior Colloquium (BIO 350). As part of their capstone project, all students who select a major from the Department of Biological Sciences are required to develop a research proposal to investigate an original research question. This experience allows the students to go beyond the basic course information, select a problem that interests them, and apply what they have learned in their coursework to a novel situation. As part of the thesis option, students will spend a minimum of two semesters working with a faculty member to conduct the research outlined in their proposal. They will then develop a written thesis detailing their project, and present their final project to the department in the form of a seminar talk or poster. The title of a student’s thesis will appear on her transcript if she completes two semesters (4 credits) of Independent Research (BIO 353) and one semester (1 credit) of Senior Thesis and
Presentation (BIO 354) with grades of C- or better

**Required Courses for the Genetic Engineering Major:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 121</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 122</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 235</td>
<td>Ecology, Evolution and Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 236</td>
<td>Cell and Molecular Biology</td>
<td>4</td>
</tr>
</tbody>
</table>

Students who have previously taken BIO 222 or 231 should consult their advisors or the department website to determine the courses needed to complete the major.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 335</td>
<td>Molecular Genetics I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 336</td>
<td>Molecular Genetics II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 345</td>
<td>Advanced Recombinant DNA</td>
<td>3</td>
</tr>
<tr>
<td>BIO 350</td>
<td>Junior Colloquium</td>
<td>2</td>
</tr>
<tr>
<td>BIO 355</td>
<td>Biological Sciences Seminar</td>
<td>2</td>
</tr>
<tr>
<td>CHE 111</td>
<td>Chemical Principles</td>
<td>4</td>
</tr>
<tr>
<td>CHE 112</td>
<td>Chemical Equilibrium and Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHE 205</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 206</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 307</td>
<td>Biochemistry I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 101</td>
<td>Introductory College Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 102</td>
<td>Introductory College Physics II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 141</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 142</td>
<td>Calculus II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective Courses (three courses, two must contain a lab):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 227</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 332</td>
<td>Developmental Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 333</td>
<td>Advanced Bioinformatics</td>
<td>3</td>
</tr>
<tr>
<td>NEU 348</td>
<td>Diseases of the Nervous System</td>
<td>4</td>
</tr>
<tr>
<td>BIO 327</td>
<td>Microbial Pathogenesis</td>
<td>4</td>
</tr>
<tr>
<td>BIO 36x</td>
<td>Biology of Cancer</td>
<td>4</td>
</tr>
<tr>
<td>CHE 308</td>
<td>Biochemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHE 348</td>
<td>Forensic Molecular Biology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Techniques Courses (two courses):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 343</td>
<td>Polymerase Chain Reaction (PCR)</td>
<td>1.5</td>
</tr>
<tr>
<td>BIO 344</td>
<td>DNA Sequencing</td>
<td>1.5</td>
</tr>
<tr>
<td>BIO 347</td>
<td>Microscopy and Image Analysis</td>
<td>1.5</td>
</tr>
<tr>
<td>BIO 349</td>
<td>Protein Purification and Analysis</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Transfer students must take the following courses at Cedar Crest College:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 335</td>
<td>Molecular Genetics I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 336</td>
<td>Molecular Genetics II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 345</td>
<td>Advanced Recombinant DNA</td>
<td>3</td>
</tr>
<tr>
<td>BIO 350</td>
<td>Junior Colloquium</td>
<td>2</td>
</tr>
<tr>
<td>BIO 351</td>
<td>Biological Sciences Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

**Two Techniques Courses (see list above)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
Other Minors and Majors

A concentration in Forensic Science is an option for Genetic Engineering majors. All students in the Forensic Science concentration must take the four core forensic courses (CHE 241, CHE 347, CHE 348, and CHE 361). Additional courses that are not already required for the Genetic Engineering major are Biostatistics (BIO 248) and Instrumental Analysis (CHE 302), Advanced Mendelian and Population Genetics (BIO 313), and Ethics (PHI 200). In addition, there is a research requirement for the Forensic Science concentration. By completing the Thesis Option, as described above, Genetic Engineering students will satisfy this requirement. Please refer to the Forensic Science section of the catalog for details.

Genetic Engineering majors commonly minor in chemistry. This requires one additional chemistry course (CHE 331). By fulfilling all of the other requirements for a major in Genetic Engineering (i.e.: C- or better in all courses), students will meet the remaining requirements for the chemistry minor. Please refer to the Chemistry section of the catalog for details.

A Genetic Engineering major is not allowed to complete a second major in Biology, nor may she minor in Biology.
Gerontology – Certificate

For information, contact Suzanne Weaver.

Cedar Crest offers an interdisciplinary certificate in gerontology to provide the necessary knowledge and practical skills to those who wish to serve the needs of the elderly. The gerontology program focuses on understanding the aging process and the relationship between the aged and society and on improving the quality of life within the elderly population.

Students presently pursuing a bachelor’s degree and those holding an undergraduate degree who wish to undertake post baccalaureate studies in gerontology are eligible for admission to the certificate program. Persons in the community who have not matriculated at Cedar Crest, but who have an interest in pursuing gerontological studies, can also apply for admission to the certificate program.

Requirements for the Gerontology Certificate

The gerontology certificate program combines classroom learning with practical experience. Students take six courses. They then apply their knowledge in supervised field practice in agencies and facilities providing services to the elderly and integrate theory with practice in a seminar in applied gerontology.

Core courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT 100</td>
<td>Biology and Healthy Aging</td>
<td>3</td>
</tr>
<tr>
<td>NTR 114</td>
<td>Nutrition and the Elderly</td>
<td>1</td>
</tr>
<tr>
<td>SOC 243</td>
<td>Social and Psychological Aspects of Aging</td>
<td>4</td>
</tr>
<tr>
<td>SOC 329</td>
<td>Practices, Policies and Politics of Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 331</td>
<td>Applied Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 332</td>
<td>Field Practice in Gerontology</td>
<td>3</td>
</tr>
</tbody>
</table>

To earn a gerontology certificate, a student must maintain a cumulative grade-point average of 2.000.
The Health and Wellness Minor

For information, contact Dr. Micah Sadigh.

Requirements - 18 credits to fulfill the minor

All students must complete the core course, PSY 201 Mind-Body Medicine; at least three credits from each of the four categories (Biological, Psychological, Social, and Spirituality) plus an additional three credits from one of the above listed four categories. In addition, students must demonstrate two experiences in the physical area as defined below. Credits in the physical component do not count towards the 18 credits required for the minor.

Core Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 201</td>
<td>Mind-Body Medicine</td>
<td>3</td>
</tr>
</tbody>
</table>

I. Biological

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 112</td>
<td>Concepts in Human Biology and Health Issues</td>
<td>4</td>
</tr>
<tr>
<td>BIO 117</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 118</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 217</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 218</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>MUS 130</td>
<td>Healing With Music</td>
<td>3</td>
</tr>
<tr>
<td>NEU 200</td>
<td>Introduction to Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>NTR 113</td>
<td>Nutrition and Fitness</td>
<td>1</td>
</tr>
<tr>
<td>NTR 114</td>
<td>Nutrition and the Elderly</td>
<td>1</td>
</tr>
<tr>
<td>NTR 115</td>
<td>Eating Disorders and Weight Management</td>
<td>1</td>
</tr>
<tr>
<td>NTR 160</td>
<td>Food and Nutrition for Healthy Living</td>
<td>4</td>
</tr>
<tr>
<td>NTR 210</td>
<td>Principles of Nutrition</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Psychological

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 202</td>
<td>Stress, Disease and Psychophysiological Interventions</td>
<td>3</td>
</tr>
<tr>
<td>PSY 227</td>
<td>Principles of Helping Relationships</td>
<td>3</td>
</tr>
<tr>
<td>PSY 229</td>
<td>Introduction to Biological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 251</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 231</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 309</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

III. Social

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 243</td>
<td>Social and Psychological Aspects of Aging</td>
<td>4</td>
</tr>
<tr>
<td>SOC 270</td>
<td>Contemporary Environmental Issues</td>
<td>3</td>
</tr>
<tr>
<td>SOC 309</td>
<td>Sociology of Health, Illness and Death</td>
<td>3</td>
</tr>
<tr>
<td>SWK 303</td>
<td>Human Behavior and the Social Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

IV. Spirituality

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 113</td>
<td>Relaxation</td>
<td>1</td>
</tr>
<tr>
<td>DNC 115</td>
<td>Human Movement Potential</td>
<td>1</td>
</tr>
<tr>
<td>HON 133</td>
<td>Changing the World from the Inside Out</td>
<td>3</td>
</tr>
<tr>
<td>PSY 339</td>
<td>Existential Psychology and the Search for Meaning</td>
<td>3</td>
</tr>
<tr>
<td>REL/PSY 204</td>
<td>Psychology of Religion</td>
<td>3</td>
</tr>
<tr>
<td>REL 220</td>
<td>Death and Dying</td>
<td>3</td>
</tr>
<tr>
<td>REL 233</td>
<td>Spirituality and Wellness</td>
<td>3</td>
</tr>
</tbody>
</table>
Physical Requirements

Students must demonstrate participation in physical activities, which maintain or improve cardiovascular functions, endurance, or flexibility. These activities may be credit bearing or non-credit bearing. If credit bearing, the course does not count towards the 18 credits required for the minor. If non-credit bearing, the activity must be approved by a health and wellness minor advisor. Students must complete two physical activities, each of which must consist of at least 2.5 hours of physical activity per week, for the duration of a semester.

Examples of credit bearing courses which fulfill 2.5 hours of physical activity per week, for the duration of a semester are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 211</td>
<td>Beginner Ballet</td>
<td>1.5</td>
</tr>
<tr>
<td>DNC 213</td>
<td>Intermediate Ballet</td>
<td>1.5</td>
</tr>
<tr>
<td>DNC 311</td>
<td>Advanced Ballet</td>
<td>1.5</td>
</tr>
<tr>
<td>DNC 216</td>
<td>Beginner Jazz</td>
<td>1.5</td>
</tr>
<tr>
<td>DNC 218</td>
<td>Intermediate Jazz</td>
<td>1.5</td>
</tr>
<tr>
<td>DNC 314</td>
<td>Advanced Jazz</td>
<td>1.5</td>
</tr>
<tr>
<td>DNC 220</td>
<td>Beginner Modern</td>
<td>1.5</td>
</tr>
<tr>
<td>DNC 230</td>
<td>Intermediate Modern</td>
<td>1.5</td>
</tr>
<tr>
<td>DNC 330</td>
<td>Advanced Modern</td>
<td>1.5</td>
</tr>
<tr>
<td>DNC 223</td>
<td>Beginner Tap</td>
<td>1.5</td>
</tr>
<tr>
<td>DNC 225</td>
<td>Intermediate Tap</td>
<td>1.5</td>
</tr>
<tr>
<td>DNC 318</td>
<td>Advanced Tap</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Varsity Sport</td>
<td></td>
</tr>
</tbody>
</table>
Healthcare Management – Certificate

For information, contact Alice J. Wilson, M.H.S.A.

Program Goals
Students who complete the certificate in Healthcare Management will be able to:
• Apply important skills of organizational management and marketing to the healthcare industry
• Describe and work to solve administrative or leadership problems that involve healthcare institutions
• Contribute to the development of operating and capital budgets that affect healthcare institutions
• Interpret and explain processes and procedures that govern reimbursement, revenue management and cost containment in healthcare organizations.

Description
Healthcare organizations and businesses supporting the delivery of care represent a growing area for employment and career advancement. The Healthcare Management Certificate builds industry specific skills in processes, management, marketing, and finance. Individuals working in the healthcare industry may use this learning to better understand their management role or to advance into supervisory or management positions. Others may use learning from this certificate program to enter or transition into the healthcare field, with a differentiating knowledge base and the ability to communicate using terminology from the healthcare field.

Requirements for the Healthcare Management Certificate

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUA 110</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUA 211</td>
<td>Introduction to Healthcare Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUA 258</td>
<td>Healthcare Management</td>
<td>3</td>
</tr>
<tr>
<td>BUA 340</td>
<td>Healthcare Finance</td>
<td>3</td>
</tr>
<tr>
<td>MRK 230</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MRK 331</td>
<td>Service Marketing or MRK 240</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Applied Public Relations</td>
<td></td>
</tr>
</tbody>
</table>
Health Professions Program

For information, contact Dr. Amy Reese.

Pre-Dental, Pre-Medical, Pre-Veterinary

The Health Professions Program is designed to assist students in preparing and applying for postgraduate education in medicine, dentistry, veterinary medicine, and other health professions careers. Students should be aware that admission to schools in these areas is highly competitive, and participation in the Health Professions Program does not imply or guarantee acceptance.

Students considering health professions careers should inform their academic advisors, and contact the Health Professions Advisor as early as possible. An orientation session for new students and other workshops of health professions interest are held every year. While health professions schools require certain undergraduate courses as prerequisites (see below), they do not require or prefer a particular major. Therefore, each student should choose her major based on her interests and abilities.

Courses Required:

Students should become familiar with the requirements of the particular professional school in which they are interested. The Cedar Crest courses that fulfill undergraduate requirements for most health professions schools are:

- BIO 121 Principles of Biology I 4 credits
- BIO 122 Principles of Biology II 4 credits
- CHE 111 Chemical Principles 4 credits
- CHE 112 Chemical Equilibrium and Analysis 4 credits
- CHE 205 Organic Chemistry I 4 credits
- CHE 206 Organic Chemistry II 4 credits
- PHY101 Introductory College Physics I 4 credits
- PHY102 Introductory College Physics II 4 credits
- MAT 141 Calculus I 3 credits
- MAT 142 Calculus II 3 credits

It is usually preferable for these courses to be taken at Cedar Crest, as part of a regular academic schedule. The Health Professions advisor can answer questions regarding the suitability of AP or transfer credit, and part-time or summer study. An additional year of upper-level Biology (BIO 235 and 236) and/or a course in Biochemistry are strongly recommended. Some schools have additional course or minimum grade requirements.

Students who wish to graduate with Health Professions Program certification from Cedar Crest must meet the required prerequisite courses listed above, fulfill an additional year of Biology coursework, and maintain a science and overall GPA of 3.300 or above.

Health professions education is extremely rigorous, and therefore schools expect a very strong record of undergraduate academic achievement, both in science courses and overall. Information is available on individual schools’ admissions standards.

Standardized Tests

Health professions schools require the Medical College Admissions Test (MCAT), Dental Admission Test (DAT) or Graduate Record Exam (GRE). The appropriate test should usually be taken in the spring semester of the junior year. Qualified students who take the required prerequisite courses (including an additional year of Biology) and maintain a science and overall GPA of 3.300 or above may apply to take a college-sponsored test preparation course.
Additional Preparation

In addition to their academic preparation, students should have a record of experience and service demonstrating an interest in, and commitment to, their field of choice, as well as clearly articulated reasons for choosing a career in their field. A sustained commitment to a meaningful volunteer activity, exposure to professional practice, participation in Health Professions Advisor-sponsored events, and involvement in the student chapter of Health Occupations Students of America (HOSA) are recommended.

Application Process

The application process for health professions schools begins the year prior to the intended start date (i.e., typically in the spring of the Junior year). Students should consult with the Health Profession advisor initially and throughout the process. Most medical schools expect a confidential letter of recommendation from the Health Profession Committee, and it is inadvisable for students to apply without requesting a letter.
History – Major/Minor

For information, contact Dr. James Ward, Dr. Barton Shaw or Dr. Kim Spiezio.

The history program at Cedar Crest emphasizes the acquisition of knowledge and skills applicable across a broad spectrum of careers and professions and an engagement with values, ethics, and choices that will prepare students for responsible democratic citizenship and fulfilling lives. Many of the skills acquired in history courses are shared with other disciplines, among them critical thinking, problem solving, effective communication, and mastery of an ever-widening range of sources of information. Particular to history, however, are other skills essential for engaged citizenship and for participation in a global society. History teaches the importance of understanding change over time and of knowing how to place events, individuals, and experiences in the context of time and place. These objectives are highlighted in the 2008 report of the National History Center Working Group entitled “The History Major and Undergraduate Liberal Education.” To quote from the report, “History as a discipline contributes to civic engagement by focusing on citizenship and how shared civic ideals have developed over time. History provides important knowledge of the development of public policy, the institutions of civic society, and how individuals constitute societies and relate to one another.”

A student’s progress in studying history is measured by the grades she earns in individual history courses, her grade point average in the major, and her grade in the senior research seminar. As the final measure of how well a student has mastered advanced levels of knowledge and skill, the research seminar is designed to demonstrate the ability to conduct research, to interpret primary and secondary sources, to draw conclusions, and to produce an original, independent, and literate piece of scholarship. Each student is also required to present a portfolio of evidence that documents her progress through the major. Students should begin assembling their portfolio as soon as they have declared their history major and in no case later than the beginning of the junior year. Portfolio components can include tests and exams, reports and papers, and any other materials the student believes demonstrate her increasing proficiency in the study of history. The portfolio will not be graded and will have no impact on a student’s grade point average. However, it will provide the student with tangible evidence of her learning progress and will give her a substantive record of her mastery of the discipline of history.

Requirements for the History Major—All Majors (15 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS107</td>
<td>European Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 108</td>
<td>European Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 121</td>
<td>Survey of US History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 122</td>
<td>Survey of US History II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 350</td>
<td>Research Seminar (Capstone)</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirements for the History Major—Concentration in American History (21 credits)

Choose four from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 221</td>
<td>The Revolution and the Early Republic</td>
<td>3</td>
</tr>
<tr>
<td>HIS 223</td>
<td>The Civil War and Reconstruction</td>
<td>3</td>
</tr>
<tr>
<td>HIS 224</td>
<td>America as a World Power</td>
<td>3</td>
</tr>
<tr>
<td>HIS 230</td>
<td>The American South since the Civil War</td>
<td>3</td>
</tr>
<tr>
<td>HIS 231</td>
<td>American Cultural Traditions</td>
<td>3</td>
</tr>
<tr>
<td>HIS 232</td>
<td>The African-American Liberation Struggle</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus the following two courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 210</td>
<td>Liberal Democracy and Capitalism</td>
<td>3</td>
</tr>
<tr>
<td>HIS 211</td>
<td>20th-Century Dictatorships</td>
<td>3</td>
</tr>
</tbody>
</table>
Plus one other history course

Requirements for the History Major—
Concentration in European and World History (21 credits)

Choose four from the following courses:

HIS 210 Liberal Democracy and Capitalism 3 credits
HIS 211 20th-Century Dictatorships 3 credits
HIS 218 The City as History 3 credits
HIS 250 Germany and the Path to European Union 3 credits
HIS 251 Soviet and Post-Soviet Russia 3 credits
HIS 278 Terror: The History of an Idea 3 credits

Plus the following two courses:

HIS 224 America as a World Power 3 credits
HIS 270 China and Japan in the Modern Age 3 credits

Plus one other history course

3 credits

While it is anticipated that most majors will choose to concentrate in American or European and world history, it is possible for a student to design an individual concentration that combines elements of the two, based on her future academic or career aspirations. To do so, she must present a persuasive rationale together with a coherent sequence of courses to accomplish her educational purposes. In every case, she is expected to work closely with her faculty advisor and she must obtain approval by the department. The base requirements (100-level courses and 350) and the total number of credits required for the major (36) remain the same.

Cognate Courses

All majors are encouraged to take one or more of the following cognate courses, which would complement her study in history. Taking any of these courses is optional on the student’s part and is not required to complete the major.

ECO 222 Economic Geography 3 credits
PSC 202 Law and Justice 3 credits
PSC 207 Law and Women's Rights 3 credits
PSC 211 Globalization and Governance 3 credits
PSC 251 Modern Political Thought 3 credits

Requirements for the History Minor (18 credits)

Two history courses at the 100-level and at least four courses at the 200-level. In selecting the courses that will constitute her minor, the student should develop a well-thought-out combination that reflects her intellectual interest in the discipline of history, the skills she wants to master, and how the history minor will add strength to her overall undergraduate education.

The evening history major, offered through LVAIC, is especially designed to meet the scheduling needs of adult students.
The Honors Program

For information, contact Dr. Brian Misanko or Dr. James Ward.

For almost twenty years, the Cedar Crest Honors Program has been a stimulating and enriching accompaniment to the college experience for traditional students and lifelong learners. It is a way for the academically superior student to challenge and reward herself as she expands her horizons through a unique set of non-traditional learning opportunities as well as special cultural, intellectual and social activities. Honors courses are cross-disciplinary in nature, at times team-taught, with an emphasis on developing the talents of unusually gifted students and promoting understanding of diverse approaches to the questions and problems inherent in the human condition. Individual or group projects as alternatives to traditional exams, off-campus learning excursions, informal discussion sessions and guest lecturers enhance the honors classroom experience. Students who participate in this prestigious program and graduate with an Honors Diploma find it a valuable addition to their résumés, for application to graduate or professional school and pursuit of a career.

Honors Program Guidelines

Freshmen are admitted to the Honors Program if they have attained an 1150 or better on their SAT exams and are in the top 10 percent of their high school graduating class. In extraordinary circumstances the directors, in consultation with the Honors faculty, may make an exception to the prerequisites upon appeal by the student. Students who were not admitted into the Honors Program as freshmen are eligible for admission to the program if they achieve a 3.5 cumulative grade-point average with 12 or more completed credits.

Transfer students are eligible for admission to the program if they achieved a 3.500 cumulative average at their previous host institution. Those who were not admitted into the program when they began their studies at Cedar Crest are eligible for admission if they achieve a 3.500 cumulative GPA with 12 or more completed credits.

Lifelong Learning students are eligible if they achieve a 3.500 cumulative after completing 12 or more Cedar Crest credits.

A student in the Honors Program whose cumulative average falls below 3.500 for more than one semester is suspended from the program. She may participate in the program in the future if she regains the 3.500 cumulative average.

A student in the Honors Program may take as many of the program course offerings as her schedule permits. Those students who choose to graduate with an Honors Diploma must complete the requirements of either the conventional or the concentrated research/creativity track. These requirements are as follows:

Conventional Honors Track: A student choosing this tract will complete a minimum of 12 credits of Honors coursework, 6 credits of HON 350/351 and an Honors Thesis/Project. In order to remain active in the Honors Program, a student must complete a minimum of 3 credits of Honors coursework each year. Lifelong Learning students must complete a minimum of 3 credits of Honors coursework in every 15 credits. In order to graduate with an Honors Diploma, a student must complete a minimum of 12 credits of Honors coursework and must complete 6 credits of HON 350/351 (Honors Thesis/Project). Before registration of HON 350, a student must select an advisor for their Honors Project and must submit an Honors Thesis/Project Proposal for approval by the advisor and directors of the Honors Program. At the end of the second semester of her senior year she will submit either a paper or electronic copy of her thesis/project and give a formal presentation of her work to the College community and invited guests.

Concentrated Research/Creativity Track: A student may choose actively to work on her Honors thesis/project over a period of two or more years and may start as early as the first semester sophomore year. The primary focus of the Honors thesis/project will most likely be in her major field of study. However, the thesis/project must include a cross-disciplinary component. If this track is chosen, she must select an advisor and must submit an Honors Thesis/Project Proposal for approval by the advisor and directors of the Honors Program at the beginning of her project but no later than the completion of her sophomore year. In order to remain active in the Honors program, a student choosing this track must complete a minimum of 2 credits of HON 360 (independent study) each semester and must demonstrate consistent progress and accumulating mastery in the subject of her project. In order to graduate with an Honors Diploma, a student must complete 6 credits of Honors coursework and must complete a minimum of 12 credits of...
independent Honors research (including HON 350/351). At the end of the second semester of her senior year, she will submit either a paper or electronic copy of her thesis/project and give a formal presentation of her work to the College community and invited guests.

**Honors Research or Creative Project:** In both the Conventional Honors Track and the Concentrated Research/Creativity Track, students may use part or all of their capstone research toward fulfilling the Honors research/creative project requirement. Students who choose this option or who wish to apply research completed for any other course to fulfill the Honors thesis/project requirement will receive academic credit for only one experience only. If a research or creative project is deemed worthy of more than 3 academic credits, the student must submit a letter requesting more than 3 credits, with approval by all faculty members involved in the project, to the directors of the Honors Program.

The Honors thesis/project is very flexible, but must have a cross-disciplinary dimension. It may be a research paper, a play, a portfolio of paintings, or another kind of creative work. All thesis/project topics must be approved by the directors of the Honors Program. Students may count their capstone experience in their academic major toward their Honors research or creative project requirement. If they choose to do so, they must include a cross-disciplinary component in their capstone experience, to be developed with their Honors faculty mentor. Because the number of credits awarded by the capstone experience varies in the different academic majors, Honors students must be sure that they complete a total of 6 credits counting toward their Honors research or creative project. A copy of each student's honors thesis or creative project is kept in the College archives in the Cressman Library.

A mentor, in most cases, is a member of the Cedar Crest faculty. However, a student is free to choose an expert from outside the College community, subject to approval by the directors of the Honors Program. Such individuals must have a professional standing appropriate to the academic purposes of the student’s research/creative project. In some cases, students will wish to work with more than one mentor, particularly to insure the inclusion of a cross-disciplinary dimension in their project. Whether a student works with a single mentor or multiple mentors, it is important to contact faculty members as early as possible, to explain fully the nature of the proposed project, and to make sure of their availability through the time frame needed to complete it.

**Honors Program Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 122</td>
<td>Freshmen Scholars, Writing: Diversity</td>
<td>3</td>
</tr>
<tr>
<td>HON 133</td>
<td>Changing the World from the Inside Out</td>
<td>3</td>
</tr>
<tr>
<td>HON 160</td>
<td>Life and Literature in Medieval Europe</td>
<td>3</td>
</tr>
<tr>
<td>HON 192</td>
<td>Irish and Celtic Literature</td>
<td>3</td>
</tr>
<tr>
<td>HON 194</td>
<td>Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>HON 200</td>
<td>The Quest</td>
<td>3</td>
</tr>
<tr>
<td>HON 202</td>
<td>Asian Religions</td>
<td>3</td>
</tr>
<tr>
<td>HON 203</td>
<td>The Middle Ages: Myth, Magic, and Mystery</td>
<td>3</td>
</tr>
<tr>
<td>HON 206</td>
<td>Webs and Virtual Spaces: Victorian Lit and Hyperlit</td>
<td>3</td>
</tr>
<tr>
<td>HON 212</td>
<td>Case Studies in the Forensic Sciences</td>
<td>3</td>
</tr>
<tr>
<td>HON 214</td>
<td>Bioterrorism and Emerging Infectious Diseases</td>
<td>3</td>
</tr>
<tr>
<td>HON 218</td>
<td>The City as History</td>
<td>3</td>
</tr>
<tr>
<td>HON 220</td>
<td>Film and History: Visions and Revisions of the Past</td>
<td>3</td>
</tr>
<tr>
<td>HON 222</td>
<td>Art on the Edge: Ethical Transgression/Artistic Expression</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>HON 224</td>
<td>Women in the Workplace</td>
<td>3 credits</td>
</tr>
<tr>
<td>HON 231</td>
<td>Social Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>HON 244</td>
<td>Psychology and Dramatic Literature</td>
<td>3 credits</td>
</tr>
<tr>
<td>HON 251</td>
<td>Health Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>HON 260</td>
<td>Special Topics</td>
<td>3 credits</td>
</tr>
<tr>
<td>HON 278</td>
<td>Terror: The History of an Idea</td>
<td>3 credits</td>
</tr>
<tr>
<td>HON 350/351</td>
<td>Honors Thesis/Project</td>
<td>3 credits each term</td>
</tr>
</tbody>
</table>

**Honors Program Grade Requirements**

Honors courses, including HON 350/351, will be graded in the following way: A, A-, B+, B, B-, C+, C, C-, F. Students will be given Honors credit if they attain a grade of B or higher in a given Honors course. A grade of B-, C+, C, or C- will result in elective credit, but not Honors credit and therefore will not count toward the fulfillment of the Honors Diploma requirement.
Human Resources Management – Certificate

For information, contact Gaetan T. Giannini, MBA

Program goals
Upon complete of this program, students will be able to:
- Evaluate market, legal and social conditions that may affect the organization
- Demonstrate a working knowledge of how employee compensation and benefits influence an organization
- Understand how management decisions affect the recruitment, selection, and retention of employees
- Interpret and describe individual and group behavior characteristics as they affect organizations
- Execute various practices and procedures associated with human resource management
- Make use of political, legal, and economic tools to help make decisions within the field of human resource management

Description
This certificate is tailored to meet the needs of those who require a broad understanding of the expanding area of human resource management in public or private organizations. This certificate is intended for those who wish to pursue professional opportunities within human resource management or to make a career change into the human resources area. Students must complete 60% of the course work for this certificate at Cedar Crest College. Students who choose this certificate cannot use its elective courses to satisfy requirements for credentials earned elsewhere in the Department of Business, Management, and Economics.

Requirements for the Human Resources Certificate

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUA 110</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUA 220</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUA 300</td>
<td>Writing for Management</td>
<td>3</td>
</tr>
<tr>
<td>BUA 329</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Plus choose four from the following courses:</td>
<td></td>
</tr>
<tr>
<td>BUA 239</td>
<td>Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>BUA 320</td>
<td>Attracting, Selecting, and Retaining Talent</td>
<td>3</td>
</tr>
<tr>
<td>BUA 325</td>
<td>Compensation Management</td>
<td>3</td>
</tr>
<tr>
<td>BUA 328</td>
<td>Power, Influence, and Negotiation</td>
<td>3</td>
</tr>
<tr>
<td>BUA 350</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ECO 302</td>
<td>Labor Economics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Team Building and Group Dynamics</td>
<td>3</td>
</tr>
</tbody>
</table>

Industrial/Organizational Psychology
Please refer to the information found in the psychology section.
Marketing - Major/Minor

For information, contact Gaetan T. Giannini, MBA.

The mission of the marketing degree program at Cedar Crest College is to prepare students for a career as a leader of marketing departments and organizations through well rounded exposure to rigorous study of marketing theory and hands-on, practical experience in the combined areas of creativity, public relations, promotions, direct marketing, branding, advertising, sales management, international commerce, marketing planning, and effective implementation.

The program will provide the student with a solid, core business education that includes accounting, finance, economics, business writing, law, and management curriculum. A graduate of the program will understand the workings of any business entity, and understand the complexities of the greater economic environment. A critical component of this program is the student’s strong foundation in the liberal arts. Marketing is the science and practice of creating personal or mass relationships that influence people and organizations to change or maintain certain behaviors. This program requires students have a broad base of knowledge of the human experience, critical thinking skills, and the ability to interact with others on a meaningful and ethical level.

Requirements for the Marketing Major

To be certified for graduation, a student majoring in marketing must take a minimum of 30 credits of course work in the Department of Business, Management, and Economics at Cedar Crest College. To be admitted to the major, the student must have a minimum cumulative grade-point average of 2.250. All courses within the major must be passed with a grade of C or better. A minimum cumulative grade-point average of 2.250 and a minimum average in the major of 2.250 must be achieved. All students must complete the department core courses, the marketing requirements, and four upper level electives.

Department Core Courses

Students majoring in the Department of Business, Management, and Economics are required to take the following courses, in addition to courses required for their specific major:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 102</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUA 110</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUA 221</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUA 250</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUA 281</td>
<td>Business Ethics</td>
<td>4</td>
</tr>
<tr>
<td>BUA 300</td>
<td>Writing for Management</td>
<td>3</td>
</tr>
<tr>
<td>BUA 345</td>
<td>Operations and Supply Chain Management</td>
<td></td>
</tr>
<tr>
<td>BUA 351</td>
<td>Applied Strategic Management I</td>
<td>3</td>
</tr>
<tr>
<td>CIS 215</td>
<td>Advanced Business Computing</td>
<td>3</td>
</tr>
<tr>
<td>ECO 101</td>
<td>Principles of Economics: Macro</td>
<td>3</td>
</tr>
<tr>
<td>ECO 102</td>
<td>Principles of Economics: Micro</td>
<td>3</td>
</tr>
<tr>
<td>MAT 105</td>
<td>Mathematics for Business or MAT 141 Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Probability &amp; Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MRK 230</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MRK 352</td>
<td>Applied Strategic Management II</td>
<td>3</td>
</tr>
</tbody>
</table>

Marketing Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRK 240</td>
<td>Applied Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>MRK 250</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MRK 320</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Marketing Electives
Choose four of the following:

- BUA 328 Power, Influence, and Negotiation 3 credits
- BUA 335 Retail Management 3 credits
- CST 170 Introduction to Mass Communications or CST 216 The Crestiad: Staff 3 credits
- MRK 330 Branding 3 credits
- MRK 331 Service Marketing 3 credits
- MRK 332 Sales Management 3 credits
- MRK 334 Applied Advertising 3 credits
- MRK 335 B-to-B Marketing 3 credits
- MRK 336 Global Marketing 3 credits
- MRK 390 Independent Study 3 credits
- SPS 270 Internship 3 credits

Marketing Minor

Description

The marketing minor is designed to introduce students to the marketing profession and provide some insight on the intersection of marketing and other academic and professional fields of study.

Requirements for the Marketing minor

- BUA 110 Principles of Management 3 credits
- MRK 230 Principles of Marketing 3 credits
- MRK 240 Applied Public Relations 3 credits

Plus choose three of the following:

- BUA 328 Power, Influence, and Negotiation 3 credits
- BUA 335 Retail Management 3 credits
- MRK 250 Consumer Behavior 3 credits
- MRK 330 Branding 3 credits
- MRK 331 Service Marketing 3 credits
- MRK 332 Sales Management 3 credits
- MRK 334 Applied Advertising and Promotion 3 credits
- MRK 335 Business-to-Business Marketing 3 credits
- MRK 336 Global Marketing 3 credits
Mathematics – Major/Minor

For information, contact Dr. Patrick Ratchford.

The mathematics major/minor programs train the student in analytical and logical reasoning skills, based on classical mathematical thought. The curriculum emphasizes an understanding of the nature and structure of mathematics, its processes and applications, and is designed to develop in the student critical thinking skills and the ability to apply them to problems in various disciplines. The Department is strongly committed to giving its majors a solid and broad-based mathematical foundation that helps prepare them for a variety of careers as well as graduate study in mathematics.

Program Objectives

- To explore the range, beauty and power of mathematical ideas
- To develop quantitative problem-solving skills which transfer to other academic contexts
- To gain facility in the language and techniques of mathematics
- To develop the ability to critically interpret the increasing amounts of numerical and symbolic information to which we are exposed
- To read, verify and construct mathematical proofs and participate in the mathematical discovery process
- To construct, analyze, and solve elementary mathematical models in applied mathematics
- To use appropriate technology applicable to mathematics to enhance learning and enrich the intellectual environment
- To prepare for mathematical careers in education, government, business, and industry, or advanced academic training in mathematics or related fields

Grade Requirements

A student must achieve a grade of C or better in all mathematics courses and cognate courses to be qualified for the degree in Mathematics. At least 18 credits of Mathematics courses must be taken at Cedar Crest.

Requirements for the Mathematics Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 141</td>
<td>Calculus I</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 142</td>
<td>Calculus II</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 210</td>
<td>Mathematical Statistics and Probability</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 211</td>
<td>Calculus III</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 212</td>
<td>Calculus IV</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Linear Algebra</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 316</td>
<td>Modern Algebra</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Plus choose 3 courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 224</td>
<td>Discrete Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 313</td>
<td>Differential Equations</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 321</td>
<td>Numerical Analysis</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 324</td>
<td>Modern Geometry</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 335</td>
<td>Introduction to Topology</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 338</td>
<td>Number Theory</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 339</td>
<td>Complex Variables</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 350</td>
<td>Advanced Calculus I</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 351</td>
<td>Advanced Calculus II</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 390</td>
<td>Independent Study in Mathematics</td>
<td>1-3 credits</td>
</tr>
</tbody>
</table>

Plus the following courses:
PHY 101/102 Introductory College Physics 4 credits each term
CIS 135 Introduction to Computer Programming 3 credits

**College-wide Requirements**
Students fulfill the Information Literacy requirement through satisfactory completion of MAT 316 and MAT 350.

Students fulfill the Technology requirement through the satisfactory completion of MAT 141, MAT 142, MAT 210, MAT 211, MAT 212, and CIS 135.

Students who complete a co-major in secondary education will fulfill the Oral Presentation requirement through the satisfactory completion (C or better) of EDU 346 and EDU 373. Students who are not completing a co-major in secondary education must fulfill the Oral Presentation requirement with the satisfactory completion (C or better) of CST 110 or THS 105.

**Secondary Certification in Mathematics**
Students preparing for a secondary teaching certificate must include the following courses in their program of study:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 224</td>
<td></td>
</tr>
<tr>
<td>Discrete Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 324</td>
<td></td>
</tr>
<tr>
<td>Modern Geometry</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Requirements for the Mathematics Minor**

**Choose six from the following courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 141</td>
<td></td>
</tr>
<tr>
<td>Calculus I</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 142</td>
<td></td>
</tr>
<tr>
<td>Calculus II</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 210</td>
<td></td>
</tr>
<tr>
<td>Probability and Statistics</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 211</td>
<td></td>
</tr>
<tr>
<td>Calculus III</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 212</td>
<td></td>
</tr>
<tr>
<td>Calculus IV</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 224</td>
<td></td>
</tr>
<tr>
<td>Discrete Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 311</td>
<td></td>
</tr>
<tr>
<td>Linear Algebra</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 313</td>
<td></td>
</tr>
<tr>
<td>Differential Equations</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 316</td>
<td></td>
</tr>
<tr>
<td>Modern Algebra</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 321</td>
<td></td>
</tr>
<tr>
<td>Numerical Analysis</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 324</td>
<td></td>
</tr>
<tr>
<td>Modern Geometry</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 335</td>
<td></td>
</tr>
<tr>
<td>Introduction to Topology</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 338</td>
<td></td>
</tr>
<tr>
<td>Number Theory</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 339</td>
<td></td>
</tr>
<tr>
<td>Complex Variables</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 350</td>
<td></td>
</tr>
<tr>
<td>Advanced Calculus I</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 351</td>
<td></td>
</tr>
<tr>
<td>Advanced Calculus II</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 360</td>
<td></td>
</tr>
<tr>
<td>Special Topics in Mathematics</td>
<td>1-3 credits</td>
</tr>
<tr>
<td>MAT 390</td>
<td></td>
</tr>
<tr>
<td>Independent Study in Mathematics</td>
<td>1-3 credits</td>
</tr>
</tbody>
</table>

Students also seeking a co-major in education must consult that department and plan a program before registering for the sophomore year.
Music – Major/Minor

For information, contact Kevin Gallagher.

The music program at Cedar Crest is designed to provide a well-rounded interdisciplinary understanding of music practice, theory and history with an emphasis on vocal performances. Numerous opportunities to perform in vocal ensembles are available - the All College Chorus, open to all students without an audition, the small, select Madrigal Singers and the mixed chorus, the Camerata Singers. Applied music lessons are also offered to all students who wish to continue with voice or an instrument or begin study for the first time regardless of major.

Students majoring in music are required to complete a core of courses and select a concentration from vocal performance, business or music therapy. Career-oriented programs such as preparation for graduate work, church music, private teaching in applied music and combining music with elementary education or fine arts are encouraged.

All departmental majors are obliged to abide by the written Departmental Policies.

A grade of C or better is required in all courses taken for application toward all major requirements in the performing arts.

Competencies and Assessment in the Performing Arts

1. An initial assessment of each student's prior skills and experience is done upon declaring the major in music. A written assessment is placed in their file.

2. Attendance at the First Friday Performing Arts Noon Series is required each term for declared majors. Presentations are required once each year. All presentations are expected to be works in progress and can be drawn from class work or independent work. Additionally, all performing arts majors are required for graduation to attend a minimum of eight cultural events at Cedar Crest (2 in each area: art gallery openings or talks, music concerts, dance concerts, and theatre productions). Advisors keep a written record of students' attendance.

3. Students are expected to be familiar by graduation with the major composers, styles and periods on the lists appropriate to their discipline.

4. Mid-year reviews are conducted for all music majors. Reviews take place during FNA 100. All majors are expected to meet with the departmental faculty to review their progress from class work to performance. Failure to comply will require the student to submit a five page analysis of her work to date. Mid-year reviews are required for certification.

5. By spring of the junior year, students submit project proposals for approval. All majors are expected to make an oral presentation on a designated First Friday briefly presenting the progress and plans for their project in spring of the junior year.

Senior Project: All majors must produce a major creative project in order to graduate. Students present a project proposal for departmental approval and seek an advisor for the project by May 1. No projects proceed without departmental approval. This project is included in Fine Arts 353.

6. Graduating seniors participate in exit interviews with departmental faculty.

Students are required to select a concentration in vocal performance, business, or music therapy. Career-oriented programs such as preparation for graduate work, church music, private teaching in applied music and combining music with elementary education or fine arts are encouraged.

Requirements for the Music Major

Performing Arts Core

The major in music requires the completion of the performing arts core of courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 102</td>
<td>Experiencing Movement I</td>
<td>3</td>
</tr>
<tr>
<td>FNA 100</td>
<td>First Friday (4 x .5)</td>
<td>2</td>
</tr>
<tr>
<td>FNA 252</td>
<td>Fine Arts Seminar</td>
<td>3</td>
</tr>
<tr>
<td>FNA 353</td>
<td>Senior Project (2 x 3)</td>
<td>6</td>
</tr>
<tr>
<td>MUS 101</td>
<td>Experiencing Music</td>
<td>3</td>
</tr>
<tr>
<td>THS 100</td>
<td>Experiencing Theatre</td>
<td>3</td>
</tr>
</tbody>
</table>
THS 105 Public Speaking 3 credits
or
THS 109 Poetry and Prose: Oral Interpretation 3 credits
or
THS 106 Forensics Speech Team 1 credit

Requirements for the Vocal Performance Concentration
Students complete performing arts core plus
DNC 113 Body Listening 1 credit
DNC 115 Human Movement Potential 1 credit
MUS 191 Applied Music (8 x 1) 8 credits
MUS 120 Historical Epochs in Music (3 x 3) 9 credits
MUS 210 Theory I 3 credits
MUS 215 Theory II 3 credits
MUS 221 Musical Styles (3 x 3) 9 credits
MUS 230 Great Composers (3 x 3) 9 credits
MUS 316 Conducting 2 credits
THS 201 Beginning Acting 3 credits

Plus three semesters of an ensemble (1 credit each semester)
Plus students must pass a piano proficiency test

Requirements for the Business Concentration
Students complete performing arts core plus
ACC 101 Financial Accounting 3 credits
CIS 215 Advanced Business Computing 3 credits
BUA 221 Business Law I 3 credits
BUA 110 Principles of Management 3 credits
BUA 220 Human Resource Management 3 credits
MRK 230 Marketing 3 credits
MUS 120 Historical Epochs in Music (2 x 3) 6 credits
MUS 191 Applied Music (4 x 1) 4 credits
MUS 210 Theory I 3 credits
MUS 215 Theory II 3 credits
MUS 221 Musical Styles (2 x 3) 6 credits
MUS 230 Great Composers (2 x 3) 6 credits
MUS 316 Conducting 2 credits

Plus three semesters of an ensemble (1 credit each semester).
Plus students must pass a piano proficiency test.

Requirements for the Music Therapy Concentration
Students complete performing arts core plus
BIO 117 Human Anatomy & Physiology I 4 credits
MUS 191 Applied Music (4 x 1) 4 credits
MUS 120 Historical Epochs in Music (2 x 3) 6 credits
MUS 221 Musical Styles (2 x 3) 6 credits
MUS 230 Great Composers (2 x 3) 6 credits
MUS 210 Theory I 3 credits
MUS 215 Theory II 3 credits
MUS 316 Conducting 2 credits
PSY 100  General Psychology  3 credits
PSY 201  Optimal Wellness  3 credits
PSY 227  Principles of Helping Relationships  3 credits
PSY 250  Lifespan Development  3 credits
PSY 309  Abnormal Psychology  3 credits
or
PSY 351  Theories of Personality  3 credits

Plus three semesters of an ensemble (1 credit each semester)
Plus students must pass a piano proficiency test

Requirements for the Music Minor

MUS 101  Experiencing Music  3 credits
MUS 120  Historical Epochs in Music  3 credits
MUS 191  Applied Music (8 x 1)  8 credits
MUS 210  Theory I  3 credits
MUS 221  Musical Styles  3 credits
MUS 230  Great Composers  3 credits

Plus three semesters of an ensemble (audit or credit – 3x1)

Certification to Teach Music

Students who wish to fulfill requirements for certification to teach music in the public schools of Pennsylvania may do so by combining course work at Cedar Crest with the required music education and music methods courses at nearby Moravian College. Students seeking this program should consult with the music department in the freshman year.
The goal of neuroscience is to gain an understanding of basic brain function and its relationship to complex processes of behavior and cognition, as well as to the mechanisms of neurological and mental illness. The neuroscience program at Cedar Crest College reflects the multidisciplinary nature of this exciting and growing field and provides a multilevel approach, from molecular mechanisms to the study of the mind. The neuroscience major is appropriate for students with a strong interest in the biological sciences with an interest in the workings of the nervous system and its relationship to behavior. It prepares students for admission to graduate and professional programs in neuroscience, medicine and related fields as well as for immediate employment in research laboratories. A student completing this course of study will earn a BS degree in Neuroscience. Neuroscience majors are subject to all policies of the Department of Biological Sciences. Students may not declare multiple majors in any combination of: Biology, Biodiversity and Conservation Biology, Genetic Engineering, or Neuroscience.

Participation in independent research is encouraged. Students wishing to complete the thesis option should refer to the thesis requirements listed under the Biology Major.

### Program Admission and Retention

Admission and retention in the neuroscience program requires a minimum cumulative grade-point average of 2.250, and no less than a C- in required courses. Students must earn a grade of C- or better in prerequisite courses before proceeding to subsequent courses. Attendance at all laboratory sessions is mandatory. An internship in the student’s area of interest is strongly recommended.

### Requirements for the Neuroscience Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 121</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 122</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 235</td>
<td>Ecology, Evolution and Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 236</td>
<td>Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 248</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 350</td>
<td>Junior Colloquium</td>
<td>2</td>
</tr>
<tr>
<td>BIO 355</td>
<td>Science, Ethics and Society</td>
<td>2</td>
</tr>
<tr>
<td>CHE 111</td>
<td>Chemical Principles</td>
<td>4</td>
</tr>
<tr>
<td>CHE 112</td>
<td>Chemical Equilibrium and Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHE 205</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 206</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 141</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 142</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 317</td>
<td>Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 336</td>
<td>Cognitive Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PHY 101</td>
<td>Introductory College Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 102</td>
<td>Introductory College Physics II</td>
<td>4</td>
</tr>
<tr>
<td>NEU 200</td>
<td>Introduction to Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>NEU 220</td>
<td>Sensation and Perception</td>
<td>4</td>
</tr>
<tr>
<td>NEU 330</td>
<td>Neuropharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NEU 340</td>
<td>Neuroscience Methods</td>
<td>4</td>
</tr>
</tbody>
</table>
**Plus choose two additional courses from the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 307</td>
<td>Biochemistry I</td>
<td>3 or 4</td>
</tr>
<tr>
<td>BIO 217</td>
<td>Anatomy and Physiology I</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 224</td>
<td>Animal Behavior</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 332</td>
<td>Developmental Biology</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 335</td>
<td>Molecular Genetics I</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 336</td>
<td>Molecular Genetics II</td>
<td>4 credits</td>
</tr>
<tr>
<td>NEU 348</td>
<td>Diseases of the Nervous System</td>
<td>4 credits</td>
</tr>
<tr>
<td>PSY 250</td>
<td>Life-Span Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 309</td>
<td>Abnormal Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 317</td>
<td>Learning</td>
<td>4 credits</td>
</tr>
<tr>
<td>PSY 336</td>
<td>Cognitive Processes</td>
<td>4 credits</td>
</tr>
<tr>
<td>CIS 135</td>
<td>Introductory Programming in C++</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 136</td>
<td>Advanced Programming using C++</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Transfer Students**

Transfer students majoring in neuroscience must take the following courses at Cedar Crest College:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEU 200</td>
<td>Introduction to Neuroscience</td>
<td>3 credits</td>
</tr>
<tr>
<td>NEU 220</td>
<td>Sensation and Perception (lab only)</td>
<td>1 credit</td>
</tr>
<tr>
<td>NEU 330</td>
<td>Neuropharmacology</td>
<td>3 credits</td>
</tr>
<tr>
<td>NEU 340</td>
<td>Neuroscience Methods</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 350</td>
<td>Junior Colloquium</td>
<td>2 credits</td>
</tr>
<tr>
<td>BIO 355</td>
<td>Science, Ethics and Society</td>
<td>2 credits</td>
</tr>
</tbody>
</table>
Nuclear Medicine – Certificate

This certificate is beneficial to those who currently hold a bachelor’s degree and wish to receive the scientific and clinical expertise needed to acquire positions as nuclear medicine technologists. Cedar Crest College’s program is approved by the Joint Review Committee on educational Programs in Nuclear Medicine Technology.

The clinical year consists of 30 credits of daytime courses at the affiliated hospitals. To earn the nuclear medicine post-baccalaureate certificate, a student must maintain a cumulative grade-point average of 2.750.

Admission to the Program

A student may declare a post-baccalaureate certificate in Nuclear Medicine Technology if the following criteria have been met:

1. They must possess a bachelor’s degree from an accredited four-year college or university and be admitted to the College.
2. They have completed and received a grade of C or above in the following courses:
   A. Anatomy and Physiology I and II
   B. Bio 236 (Cell and Molecular Biology)
   C. Physics I and II
   D. Chemistry – one course
3. They have a minimum cumulative GPA of 2.750

Health Requirements

Dental and eye examinations, immunizations and an annual complete physical examination are required, as well as freedom from any physical, mental, or drug impairment that would prohibit the candidate from practicing as a professional nuclear medicine technologist.

Clinical Training in Nuclear Medicine Technology

The nuclear medicine clinical training begins early June and ends in April of the following year. Students in the clinical year of this program will earn Cedar Crest College credit and will pay one-half of the comprehensive nonresident student tuition fee. Resident students will also pay the full room and board fee.

The training is performed in nuclear medicine departments of the program’s affiliated hospitals. Teaching and clinical instructors are physicians, physicists and technologists on the hospital staffs. Student’s progress and performance are monitored by the program director, who makes periodic visits to the hospital departments. Readings, problem assignments and project work are an integral part of the student’s clinical training.

The hospital training includes the following areas: radionuclide imaging and external monitoring; radiation safety and protection; patient positioning and nursing procedures; and nuclear medicine administrative procedures. Students are required to learn and perform venipuncture and to inject radiopharmaceuticals. The training also includes: nuclear oncology, nuclear cardiology, molecular imaging (PET, and PET/CT), single photon emission tomography, immunology and cross-sectional anatomy. Thirty-one credits are awarded for the satisfactory completion of the clinical year.

Travel Policies

Travel to, from and within the affiliated hospitals is the responsibility of the student.

Course Requirements for admission to the clinical year

Courses required for the certificate must have been taken within the past ten years.

The following courses must be completed with a grade of C or above before admission to the clinical year. (Essentials and Guidelines for an Accredited Educational Program for the Nuclear Medicine Technologist. Revised 2003)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 117/217</td>
<td>Anatomy and Physiology I</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 118/218</td>
<td>Anatomy and Physiology II</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 236</td>
<td>Cell and Molecular Biology</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 320</td>
<td>Biomedical Ethics</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Admission to the Clinical Year

No student will be allowed to begin the clinical year without documentation that she/he meets all of the following requirements:

1. Have a minimum cumulative GPA of 2.750
2. Have completed a Nuclear Medicine Technology Program application and letter of intent form.
3. Have successfully completed an interview with the NMT program director and clinical coordinators.
4. Have a completed Health Certification Form.
5. Have proof of vaccinations.
6. Have completed a Hepatitis B Vaccine series.
7. Have a negative two-step TB skin test within three months prior to start date.
8. Have completed a CPR Certification (Health Care Professional Level)
9. Have completed one of the following:
   - If the student is a Pennsylvania state resident and has been for the preceding two years:
     (a) PA State Police Criminal Record Clearance and
     (b) Nine-panel urine drug screen
   - If the student is not a Pennsylvania state resident or has not been a state resident for the preceding two years:
     (a) PA State Police Criminal Record Clearance and
     (b) Nine-panel urine drug screen and
     (c) FBI Identification Record Request – Federal Criminal History Check
10. Have completed and submitted a Child Abuse Check.
11. Have proof of health insurance. CCC health insurance is acceptable
12. Have completed all other documents required by the affiliated teaching hospitals.
13. Application and letter of intent forms are to be submitted to the NMT Program Director no later than 5:00 p.m.
    (Eastern Standard Time) on the last day of classes, fall semester.
14. Incomplete and/or late application and letters of intent forms will not be considered

Nuclear Medicine Technology students are responsible for any fees involved when obtaining the required health insurance, physical exam, background checks, immunizations, CPR training and other requirements.

Clinical Year

The clinical year begins in early June and is generally completed by the end of April of the following year. Students in the clinical year are required to receive a grade of C or above in all required courses and must maintain a minimum cumulative GPA of 2.750 to remain in the clinical year and the program.

Academic instruction for the professional nuclear medicine technology curriculum will include the following courses:

- **NMT 411** Nuclear Imaging and Instrumentation 6 credits
- **NMT 413** Clinical Practicum 2 credits
- **NMT 415** Cross-sectional Anatomy 2 credits
- **NMT 421** Nuclear Physics and Radiation Safety 2 credits
- **NMT 425** Patient Care 1 credit
- **NMT 430** Radiopharmaceuticals 1 credit
- **NMT 461** Introduction to CT 1 credit
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMT 412</td>
<td>Nuclear Imaging and Instrumentation</td>
<td>6</td>
</tr>
<tr>
<td>NMT 414</td>
<td>Clinical Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NMT 424</td>
<td>Statistics</td>
<td>1</td>
</tr>
<tr>
<td>NMT 426</td>
<td>Quality Assurance</td>
<td>1</td>
</tr>
<tr>
<td>NMT 428</td>
<td>Computers in Medical Imaging</td>
<td>1</td>
</tr>
<tr>
<td>NMT 432</td>
<td>Non-Imaging Procedures</td>
<td>1</td>
</tr>
<tr>
<td>NMT 441</td>
<td>Nuclear Oncology</td>
<td>1</td>
</tr>
<tr>
<td>NMT 451</td>
<td>Clinical Seminar/Research</td>
<td>2</td>
</tr>
<tr>
<td>NMT 452</td>
<td>Patient Ethics</td>
<td>1</td>
</tr>
</tbody>
</table>

Acceptance into the clinical year is competitive and not guaranteed by satisfaction of the minimum requirements. It is based on academic performance (minimum cumulative GPA of 2.750), the available number of positions in the clinical program and student interviews conducted by the educational and clinical program coordinators.

Departmental Review for Clinical Year Placement

Students majoring in Nuclear Medicine Technology are required to complete a clinical experience. Because this requirement necessitates working with the public in a professional setting, it is important that the student has advanced interpersonal skills, mature judgment and appropriate professional demeanor. Thus faculty will review students prior to the clinical experience and make recommendations up to and including removal from placement.
Nuclear Medicine Technology – Major

For information, contact Dr. Brian Misanko.

Nuclear medicine is the scientific and clinical discipline concerned with diagnostic, therapeutic and investigative use of radionuclides. The program leading to the BS degree in nuclear medicine spans four years, the first three of which are spent on campus. The fourth year consists of clinical training at our approved affiliated hospitals: Lehigh Valley Hospital in Allentown, and St. Luke’s Hospital in Bethlehem. The program at Cedar Crest College is approved by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology.

Admission Requirements

Prior to declaring a major in Nuclear Medicine Technology the following requirements must be met:

1. Completed with a grade of C or above in the following courses:
   A. BIO 121 and 122
   B. CHEM 111 and 112
   C. BIO 217 and 218 (Anatomy and Physiology)
   D. BIO 236 (Cell and Molecular Biology)
   E. MAT 110 and 140 (or College Algebra)

2. A minimum cumulative GPA of 2.750

Traditional students may declare the major at the end of their sophomore year. Students are required to have earned a grade of C or better in all required courses for the major and must maintain a cumulative GPA of 2.750 to remain in the major.

Transfer students may declare the major after completion of the above criteria and achieving a cumulative (past and present) GPA of 2.750. Students are required to have earned a grade of C or better in all required courses for the major and must maintain a cumulative GPA of 2.750 to remain in the major.

Health Requirements

Dental and eye examinations, immunizations and an annual complete physical examination are required, as well as freedom from any physical, mental, medical or drug impairment that would prohibit the candidate from practicing as a professional nuclear medicine technologist.

Clinical Training in Nuclear Medicine Technology

The nuclear medicine clinical training begins early June and ends in April of the following year. Students in the clinical year of this program will earn Cedar Crest College credit and will pay one-half of the comprehensive nonresident student tuition fees. Resident students will also pay the full room and board fee.

The training is performed in nuclear medicine departments of the program’s affiliated hospitals. Teaching and clinical instructors are physicians, physicists and technologists on the hospital staffs. Student’s progress and performance are monitored by the program director, who makes periodic visits to the hospital departments. Readings, problem assignments and project work are an integral part of the student’s clinical training.

The hospital training includes the following areas: radionuclide imaging and external monitoring; radiation safety and protection; patient positioning and nursing procedures; and nuclear medicine administrative procedures. Students are required to learn and perform venipuncture and to inject radiopharmaceuticals. The training also includes: nuclear oncology, nuclear cardiology, molecular imaging (PET, and PET/CT), single photon emission tomography, immunology and cross-sectional anatomy. Thirty-one credits are awarded for the satisfactory completion of the clinical year.
Travel Policies
Travel to, from and within the affiliated hospitals is the responsibility of the student.

Admission to the Clinical Year
No student will be allowed to begin the clinical year without documentation that she/he meets all of the following requirements:
1. Have a minimum cumulative GPA of 2.750
2. Have completed a Nuclear Medicine Technology Program application and letter of intent form.
3. Have successfully completed an interview with the NMT program director and clinical coordinators.
4. Have a completed Health Certification Form.
5. Have proof of vaccinations.
6. Have completed a Hepatitis B Vaccine series.
7. Have a negative two-step TB skin test within three months prior to start date.
8. Have completed a CPR Certification (Health Care Professional Level)
9. Have completed one of the following:
   - If the student is a Pennsylvania state resident and has been for the preceding two years:
     (a) PA State Police Criminal Record Clearance and
     (b) Nine-panel urine drug screen
   - If the student is not a Pennsylvania state resident or has not been a state resident for the preceding two years:
     (a) PA State Police Criminal Record Clearance and
     (b) Nine-panel urine drug screen and
     (c) FBI Identification Record Request – Federal Criminal History Check
10. Have completed and submitted a Child Abuse Check.
11. Have proof of health insurance. CCC health insurance is acceptable
12. Have completed all other documents required by the affiliated teaching hospitals.
13. Application and letter of intent forms are to be submitted to the NMT Program Director no later than 5:00p.m. (Eastern Standard Time) on the last day of classes, fall semester.
14. Incomplete and/or late application and letters of intent forms will not be considered.

Nuclear Medicine Technology students are responsible for any fees involved when obtaining the required health insurance, physical exam, background checks, immunizations, CPR training and other requirements.

Course Requirements
A grade of C or above is required for all courses that fulfill major requirements. A minimum GPA of 2.750 must be maintained in NMT courses during the clinical year.

Acceptance into the clinical year is competitive and not guaranteed by satisfaction of the minimum requirements. It is based on academic performance (minimum cumulative GPA of 2.750), the available number of positions in the clinical program and student interviews conducted by the educational and clinical program coordinators.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BIO 121</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 122</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 217</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 218</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 236</td>
<td>Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 304</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 320</td>
<td>Biomedical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 342</td>
<td>Radiation Biology</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>CHE 111</td>
<td>Chemical Principles</td>
<td>4</td>
</tr>
<tr>
<td>CHE 112</td>
<td>Chemical Equilibrium and Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 100</td>
<td>Algebra or above</td>
<td>3</td>
</tr>
<tr>
<td>BUA 110</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUA 220</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>PHY 101</td>
<td>Introductory College Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 102</td>
<td>Introductory College Physics II</td>
<td>4</td>
</tr>
<tr>
<td>NMT 411</td>
<td>Nuclear Imaging and Instrumentation I</td>
<td>6</td>
</tr>
<tr>
<td>NMT 412</td>
<td>Nuclear Imaging and Instrumentation II</td>
<td>6</td>
</tr>
<tr>
<td>NMT 413</td>
<td>Clinical Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>NMT 414</td>
<td>Clinical Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>NMT 421</td>
<td>Nuclear Physics and Radiation Safety</td>
<td>3</td>
</tr>
<tr>
<td>NMT 424</td>
<td>Applied Technical Mathematics/Statistics</td>
<td>1</td>
</tr>
<tr>
<td>NMY 425</td>
<td>Patient Care</td>
<td>1</td>
</tr>
<tr>
<td>NMT 426</td>
<td>Quality Assurance</td>
<td>1</td>
</tr>
<tr>
<td>NMY 427</td>
<td>Immunology</td>
<td>1</td>
</tr>
<tr>
<td>NMT 428</td>
<td>Computers in Medical Imaging</td>
<td>1</td>
</tr>
<tr>
<td>NMT 430</td>
<td>Radiopharmaceuticals (PET)</td>
<td>1</td>
</tr>
<tr>
<td>NMT 432</td>
<td>Non-Imaging Procedures</td>
<td>1</td>
</tr>
<tr>
<td>NMT 441</td>
<td>Nuclear Oncology</td>
<td>1</td>
</tr>
<tr>
<td>NMT 450</td>
<td>Cardiovascular Nuclear Medicine</td>
<td>1</td>
</tr>
<tr>
<td>NMT 451</td>
<td>Clinical Seminar/Research</td>
<td>1</td>
</tr>
<tr>
<td>NMT 452</td>
<td>Patient Ethics</td>
<td>1</td>
</tr>
<tr>
<td>NMT 460</td>
<td>Sectional Anatomy</td>
<td>1</td>
</tr>
<tr>
<td>NMT 461</td>
<td>Introduction to CT</td>
<td>1</td>
</tr>
</tbody>
</table>

Traditional students may declare the major at the end of their sophomore year. Students are required to receive a grade of C or above in all required courses for the major and must maintain a cumulative GPA of 2.750 to remain in the program.

**Transfer students must complete the following courses at Cedar Crest College:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 320</td>
<td>Biomedical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Bio 342</td>
<td>Radiation Biology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>One three/four-credit upper level biology elective (excluding NMT courses)</td>
<td>3-4 credits</td>
</tr>
</tbody>
</table>

**Course Requirements**

A grade of C or above is required for all courses that fulfill major requirements. Students must earn a grade of C or above in prerequisite courses before proceeding to subsequent courses.

**Departmental Review for Field Placement**

Students majoring in Nuclear Medicine Technology are required to complete a clinical experience. Because this requirement necessitates working with the public in a professional setting, it is important that the student has advanced interpersonal skills, mature judgment and appropriate professional demeanor. Thus faculty will review students prior to the clinical experience and make recommendations up to and including removal from placement.
Nursing – Major

For information contact Nancy Dalpezzo.

The nursing program at Cedar Crest prepares students to function as professional nurse generalists committed to lifelong learning. It provides the foundation for future graduate study in nursing and serves as the basis for a variety of careers in health care. Successful completion of the National Council Licensure Examination leads to licensure as a registered nurse. The use of the nursing process in caring for individuals, families and communities in diverse multicultural settings is emphasized. This includes participation with colleagues on the interdisciplinary health-care team as well as acceptance of responsibility and accountability for nursing actions in a changing society. The program is approved by the Pennsylvania State Board of Nursing and is accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, NY 10006, 212-363-5555, ext. 153.

Grade Requirements

Assessment tests, for which each student is charged, are required prior to entering NUR courses and graduation. A minimum overall grade point average of 2.500 is required to begin junior-level nursing courses, as well as a 2.700 grade point average in these nursing prerequisite courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO117</td>
<td>Fundamentals of Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO118</td>
<td>Fundamentals of Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO127</td>
<td>Clinical Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CHE 103</td>
<td>Concepts in Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>NTR 210</td>
<td>Principles of Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 250</td>
<td>Life-Span Development</td>
<td>3</td>
</tr>
<tr>
<td>SOC 100</td>
<td>Introduction to Culture and Society</td>
<td>3</td>
</tr>
</tbody>
</table>

Both a 2.5 GPA within nursing courses and a 2.5 overall GPA are required to progress in the nursing program every semester thereafter until graduation. A minimum of 120 credits is required for graduation.

- A minimum grade of C is required in all courses listed above.
- A minimum grade of C+ is required in NUR 309 and NUR 311. All other NUR courses require a minimum grade of C. A minimum GPA of 2.500 must be maintained in the NUR courses.
- Only one NUR science course can be repeated (BIO117, BIO118, BIO127, CHE 103, NTR 210). That course may be repeated only one time.
- NOTE: Transfer students must meet all requirements for admission to and retention in the major.

In addition to meeting the above requirements, acceptance into the program is based on nursing pre-requisite course GPA, Basic English Composition grade, Test of Essential Academic Skill (TEAS) English score, TEAS total score, number of credits taken at Cedar Crest College, and the available number of positions in the program. Students should contact the Nursing Department for a copy of the admissions rubric.

If a student's score is 60.9 or less for the English component of the TEAS, the student will have the opportunity to re-take the TEAS one time after taking the required remediation course offered by Cedar Crest College. If the student retakes the TEAS and scores 60.9 or less on the English component, the student will be denied admission to the nursing program. If the student re-takes the TEAS and scores 61 or greater on the English component of the TEAS, the student will be reconsidered for admission to the nursing program.

For calculation of pre-requisite GPA, students must have completed a minimum of 24 of the 32 nursing pre-requisite course credits. Twelve of the 24 credits must be in the required sciences (BIO 117, BIO 118, BIO 127, CHE 103, NTR 210). If more than 24 credits of the nursing pre-requisite courses are completed, then all credits are used to calculate the GPA. Please visit the Nursing Department website for more information: http://www2.cedarcrest.edu/academic2/nur/bsn_admissreq.shtm
Liberal Arts Curriculum Requirements

In addition to meeting the general admission requirements of the College, students must have completed two years of laboratory science (biology and chemistry). High school anatomy and physiology and microbiology are highly recommended.

Prior to admission to the nursing major, all the requirements of the liberal arts curriculum and the following courses must be met:

- BIO 117 Human Anatomy and Physiology I 4 credits
- BIO 118 Human Anatomy and Physiology II 4 credits
- BIO 127 Fundamentals of Microbiology 4 credits
- CHE 103 Concepts in Chemistry 5 credits
- MAT 110 Probability and Statistics 3 credits
- NTR 210 Principles of Human Nutrition 3 credits
- PSY 100 General Psychology 3 credits
- PSY 250 Life-Span Development 3 credits
- SOC 100 Introduction to Culture and Society 3 credits

Requirements for the Nursing Major

Students majoring in nursing must be accepted, matriculated and complete at least six credits at Cedar Crest College the semester prior to her/his intended clinical start. In order to declare Nursing as a major, the student must meet the current overall and nursing pre-req GPA requirements, as well as submit a clear FBI Criminal Background Check and a clear Child Abuse History Clearance.

Priority of placement for clinical start date is based on the date of matriculation. Students must complete the following requirements for the Nursing major:

- Clearance from Health Services
- FBI criminal background check
- Child abuse history clearance
- CPR certification – American Red Cross CPR/AED for the Professional Rescuer OR American Heart Association Basic Life Support of Healthcare Providers
- Proof of health insurance

Due dates for these clinical requirements are determined by clinical start times as follows:

- Fall clinical course(s): required documentation due by March 15.
- Spring clinical course(s): required documentation due by September 15.
- Summer clinical course(s): required documentation due by January 15.

Those who do not complete the clinical requirements by the due dates will not be permitted to enroll in clinical courses. It is the student’s responsibility to make sure all requirements are properly completed.

Students who remain in their program sequence are given priority placement in clinical courses. Those who need to take a course out of their program’s sequence will be placed as space is available.

NUR 309* Health Promotion I 5 credits
NUR 311* Health Assessment 3 credits
NUR 313 Mental Health Promotion 4 credits
NUR 314 Pharmacology 3 credits
NUR 320 Family Health Promotion I 4 credits
NUR 321 Health Promotion II 4 credits
NUR 322 Research I 2 credits
NUR 323 Concepts in Professional Nursing 2 credits
NUR 330 Family Health Promotion II 4 credits
NUR 331 Health Promotion III 5 credits
NUR 332 Research II 3 credits
NUR 333 Health Promotion of the Community 5 credits
NUR 335 Leadership in Nursing 5 credits
NUR 341 Complex Health Problems 4 credits
NUR 342 Independent Practicum 4 credits

*Students must achieve a grade of C+ or better.

**Expenses (in addition to comprehensive and special fees)**
Nursing students are responsible for any fees involved when obtaining the required health insurance, physical exam, personal background checks, immunizations, CPR training, ID badges, clinical laboratory supplies, textbooks, the academic readiness exam (Test of Essential Academic Skill (TEAS)), references, conferences, travel, professional and scholarly activities.

**Clinical Nursing Fee**
A student will be charged a clinical fee for each clinical course (please refer to the Academic Fees section for the current rate). The fee is used for required conferences, seminars both on and off campus, trips, lab supplies, and related clinical expenses. The fee applies to the following courses: NUR309, 311, 313, 320, 321, 330, 331, 333, 335, 341, 342, and is non-refundable after the drop-add period.

**Travel Policies**
Transportation to, from and within clinical agencies is the responsibility of the student.

**Clinical Agencies**
A variety of clinical agencies, including but not limited to, Good Shepherd Hospital and Rehabilitation Center, KidsPeace, Lehigh Valley Hospitals, St. Luke’s Hospitals, and Sacred Heart Hospital are utilized.

**RN Students**
Registered Nurses must meet all the curriculum requirements for the nursing major. An RN may be awarded academic credit for previous non-nursing studies. In accordance with the Pennsylvania Articulation Model, 32 nursing credits may be awarded upon completion of the Professional Nursing Seminar (NUR 324), which facilitates progress toward degree completion.

Cedar Crest will accept RNs directly into the nursing program without testing, provided the applicant has graduated from an NLNAC accredited and state approved program; is licensed to practice as an RN; obtained a 2.5 GPA in their previous course of study; and graduated within three years of application to the school or worked 1,000 hours within the last three years. (See the Nursing Department for specific criteria)

All RNs must have RN licensure from the state of Pennsylvania. RNs must also submit the following requirements prior to entering NUR 333 Health Promotion of the Community or NUR 335 Leadership in Nursing:
- Clearance from Health Services
- FBI criminal background check
- Child abuse history clearance
- CPR certification – American Red Cross CPR/AED for the Professional Rescuer OR American Heart Association Basic Life Support of Healthcare Providers
- Proof of health insurance

**LPN Students**
The LPN has the option of either taking NUR 309 Health Promotion I or auditing it. Additionally, NUR 314, Pharmacology, for three credits is awarded to the LPN who has successfully demonstrated competency by passing the National Association for Practical Nurse Education and Service (NAPNES) exam. (See the Nursing Department for specific criteria)
Admission Credentials—Registered Nurses

Graduates of NLNAC-accredited diploma or associate degree programs in nursing may apply to Cedar Crest to continue their education toward a bachelor of science degree with a major in nursing. Candidates must submit an application along with official transcripts from secondary schools, nursing school and any other post-secondary institutions to the center for lifelong learning. Applicants for the bachelor of science degree with a major in nursing are required to have an interview with the academic coordinator located in the Nursing Department.

Accepted students may be awarded advanced standing in nursing, depending on prior educational experiences.

Registered Nurses are required to take six nursing courses as part of their degree requirements, including NUR 324, a Professional Nursing Seminar, facilitating entry into the nursing program. The credentials of registered nurses who have graduated from a nursing program other than an NLNAC-accredited program will be evaluated on an individual basis.

Departmental Review for Field Placement

Students majoring in Education, Nuclear Medicine, Nursing, Nutrition or Social Work are required to complete a field practicum or clinical experience. Because this requirement necessitates working with the public in a professional setting, it is important that the student has advanced interpersonal skills, mature judgment, and appropriate professional demeanor. Thus faculty in these programs will review students prior to the practicum and make appropriate recommendations up to and including removal from placement.

School Nurse Certification

Please refer to the information found in the School Nurse Certification Program section.
Nutrition – Major/Minor

For information contact Dr. Martine Scannavino.

The Cedar Crest College Didactic Program in Nutrition is fully accredited by the Commission on Accreditation for Dietetics Education (CADE) of The American Dietetic Association (ADA), 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312-899-0040, ext. 5400. Graduates of the nutrition program will receive a bachelor of science in nutrition, and a verification statement showing that they have attained the foundation knowledge and skills found in the Standards of Education of the ADA.

The nutrition program is designed to prepare students for application to an accredited internship, graduate school, or the job market. Students considering entrance to the profession of dietetics as a registered dietitian (RD) must complete these three components:

- A bachelor’s degree (it does not have to be in nutrition) and successful completion of academic coursework at a CADE-approved/accredited institution;
- Admission and successful completion of a CADE-accredited dietetic internship; and
- A passing grade on the National Registration Examination for Dietitians.

Completion of the bachelor’s degree and didactic program (Step 1) may lead to, but does not guarantee, admission into a dietetic internship.

Mission of the Nutrition Program

In concert with the philosophy of Cedar Crest College and the Standards of Practice (ADA), the nutrition program is committed to developing competent dietetic professionals who serve the public through the promotion of optimal nutrition and act with integrity and respect for differences.

Admission to the Program

In addition to meeting the general admission requirements of Cedar Crest College, it is recommended that high school students take two years of high school laboratory science. A departmental visit and interview with department faculty is strongly recommended for all applicants.

Lifelong learning students are encouraged to apply. A meeting with the nutrition program director is required to determine if prior coursework can be used to meet some of the Nutrition major requirements. At the time of admission, prior science coursework cannot be more than ten years old, and prior nutrition coursework cannot be more than five years old. In order to receive a verification statement, you must complete at least 20 credits of nutrition courses at Cedar Crest College.

Requirements

The following clinical requirements are mandatory in order to participate in the following courses: NTR 217, 327 & 328, 330 and 340. The clinical requirements must be complete prior to the registration of these courses and must be updated every year.

- Child abuse check
- Criminal check
- Physical and immunization record
- Current PPD

Declaration of the Major

According to College policy, to declare nutrition as your major you must complete 12 to 15 credits. You must also complete your first chemistry course with a grade of “C” or better. Once the declaration of major form has been approved, you will be assigned an advisor from the nutrition program. At this time, you must meet with your nutrition advisor to plan the remaining coursework needed according to the approved curriculum in place at that time.
Allen Center for Nutrition

In 1992, the Allen Center for Nutrition at Cedar Crest College launched a new era of nutrition education in the Lehigh Valley. The state-of-the-art nutrition food laboratory in the Miller Family Building is the centerpiece of a cutting-edge nutrition degree program. Cedar Crest has the only Commission on Accreditation for Dietetics Education (the American Dietetic Associations’ accrediting agency for education programs) accredited four-year, nutrition degree program in the region. The Allen Center for Nutrition is recognized as a quality nutrition resource in the northeast. Its community outreach programs have touched thousands of people of all ages and have brought national figures in the world of health to campus including Jane Brody and Dr. Dean Ornish. Certain courses listed under nutrition are open to students of all majors through the Allen Center for Nutrition. They may be of special interest to students majoring in education, nursing, gerontology, psychology, social work or those with a personal interest in nutrition and fitness. These courses have no prerequisites and are not a part of the nutrition major.

Grade Requirements

A minimum cumulative grade-point average of 2.500 is needed to begin junior-level nutrition courses and is required every semester thereafter until graduation. A minimum grade of C is required in MAT 110 and all biology, chemistry and nutrition courses. Courses must be taken in the sequence recommended by the nutrition faculty. Part-time students are advised to complete the program within six years.

Requirements for the Major in Nutrition

Prior to taking nutrition courses in the junior year, students must complete the following nutrition major requirements:

- BIO 117 Human Anatomy and Physiology I 4 credits
- BIO 118 Human Anatomy and Physiology II 4 credits
- BIO 127 Clinical Microbiology 4 credits
- CHE 111 Chemical Principles 4 credits
- CHE 112 Chemical Equilibrium and Analysis 4 credits
- CHE 203 Survey of Organic Chemistry 4 credits
- CHE 217 Nutritional Biochemistry 3 credits
- MAT 110 Probability and Statistics 3 credits
- PSY 100 General Psychology 3 credits
- SOC 100 Introduction to Culture and Society 3 credits
- WRI 100 College Writing 3 credits

Required Nutrition Courses

- NTR 130 Food and Culture 3 credits
- NTR 210 Principles of Human Nutrition 3 credits
- NTR 212 Nutrition for Women and Children 3 credits
- NTR 217 Nutrition Education in the Community 3 credits
- NTR 220 Principles of Foods 3 credits
- NTR 301 Management in Dietetics 3 credits
- NTR 300 Advanced Nutrition and Metabolism I 3 credits
- NTR 305 Advanced Nutrition and Metabolism II 3 credits
- NTR 320 Experimental Foods 3 credits
- NTR 327 Medical Nutrition Therapy I 4 credits
- NTR 328 Medical Nutrition Therapy II 4 credits
- NTR 330 Food Systems Operations 4 credits
- NTR 340 Nutrition Counseling 3 credits
- NTR 350 Seminar in Nutrition 3 credits
Requirements for the Nutrition Minor (18 credits)

All students in the nutrition minor must complete a core of 12 credits to be chosen from the following courses:

- NTR 130 Food and Culture 3 credits
- NTR 210 Principles of Human Nutrition 3 credits
- NTR 212 Nutrition for Women and Children 3 credits
- NTR 220 Principles of Foods 3 credits

Then select six additional credits in nutrition from the following:

- NTR 113 Nutrition and Fitness 1 credit
- NTR 114 Nutrition and the Elderly 1 credit
- NTR 115 Eating Disorders and Weight Management 1 credit
- NTR 160 Special Topics: Food and Nutrition for Healthy Living 4 credits
- NTR 217 Nutrition Education in the Community 3 credits
- NTR 240 Sports Nutrition 3 credits
- NTR 250 Pediatric Nutrition 3 credits
- NTR 300 Advanced Nutrition and Metabolism I 3 credits
- NTR 305 Advanced Nutrition and Metabolism II 3 credits

Expenses (in addition to comprehensive, special fees and transportation)

There will be a fee of $100 per course for NTR 220 and 320. Transportation to and from field experiences is the responsibility of the student.

Departmental Review for Field Placement

Students majoring in Education, Nuclear Medicine, Nursing, Nutrition or Social Work are required to complete a field practicum or clinical experience. Because this requirement necessitates working with the public in a professional setting, it is important that the student has advanced interpersonal skills, mature judgment, and appropriate professional demeanor. Thus faculty in these programs will review students prior to the practicum and make appropriate recommendations up to and including removal from placement.
Philosophy – Minor

For information, contact Dr. Elizabeth Meade.

The minor in philosophy allows students to explore the fundamental questions of human existence and to engage in a variety of cross-disciplinary dialogues. A perfect complement to majors in many of the traditional liberal arts disciplines, the philosophy minor is excellent preparation for students considering graduate school or law school.

Requirements for the Minor in Philosophy (18 credits)

The minor requires the following courses:

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<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHI 100</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 105</td>
<td>World Philosophy</td>
<td>3</td>
</tr>
</tbody>
</table>

Four electives (12 credits) must be chosen from the following list:

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>PHI 131</td>
<td>Introduction to Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHI 141</td>
<td>Philosophy of Woman</td>
<td>3</td>
</tr>
<tr>
<td>PHI 200</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHI 201</td>
<td>Ancient Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 217</td>
<td>Aesthetics</td>
<td>3</td>
</tr>
<tr>
<td>PHI 320</td>
<td>Biomedical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHI 360</td>
<td>Special Topics</td>
<td>3</td>
</tr>
</tbody>
</table>
Political Science – Major/Minor

For information, contact Dr. Kim Spiezio.

LAW FOR WOMEN, JUSTICE FOR ALL

The Political Science program is designed to prepare women for successful careers in law and public affairs. Substantively, the program will immerse you in the key political, economic, legal, and global issues facing contemporary American society—while also helping you to develop the critical thinking, problem-solving and communications skills which increasingly are in demand in an era of globalization. In short, a major or minor in Political Science will help to prepare you for a wide variety of career opportunities in both the public and private sectors of the new global economy.

The Political Science program is dedicated to exploring the relationship between law and justice in the 21st century. Both the major and the minor adhere to the American Bar Association's recommendations on undergraduate education by offering students a multidisciplinary program of study that will expose you to a diverse array of academic perspectives, including sociology, economics, history, philosophy, politics, criminal justice, forensics and international affairs. Students who are planning to go to law school also are strongly encouraged to participate in the college’s Pre-law Advising program which provides individualized assistance in regard to all phases of the law school admissions process.

Given our emphasis on law and justice, you will be strongly encouraged to supplement your coursework with community-based field experiences and internships – either locally through government and nonprofit agencies in the Lehigh Valley or in conjunction with the Washington Semester program sponsored by the American University in Washington D.C. Students also are eligible to participate in the Public Leadership Education Network – an association of professional women dedicated to promoting career and internship opportunities for women in the fields of law and public policy.

The Political Science program also offers students an opportunity to participate in a number of other extracurricular activities including mock trials, state and local election campaigns, pre-law forums, workshops dedicated to the law school admissions process, and a variety of student clubs and organizations.

Further information about the program may be obtained from Dr. Kim Spiezio who serves as the Chair of the Department of History, Law and Politics as well as Director of the College’s Pre-Law Program. Please feel free to contact us at kspiezio@cedarcrest.edu or 610-606-4666, ext. 3414.

The Political Science Major (39 credits):

**Foundational Courses – Complete all of the following (15 credits)**

- PHI 200 Ethics
- PSC 202 Law and Justice
- PSC 207 Law and Women’s Rights
- PSC 218 Criminal Procedure & Constitutional Rights
- PSC 250 Modern Political Thought

**Diversity & Justice – Select 2 from the following (6 credits)**

- HIS 232 The African-American Freedom Struggle
- PSY 224 Women in the Workplace
- REL 227 Islam in America
- SWK 300 Community Organizing

**Global Perspectives on Justice – Select 2 from the following (6 credits)**

- ANT 310 Women in the Developing World
- ECO 222 Economic Geography
- PSC 211 Globalization and International Law
- SOC 222 Social Justice: A Global Perspective

**Law & Order – Select 2 from the following (6 credits)**
CRJ 206  Class, Race, Gender and Crime
CRJ 316  Crime and Public Policy
PSC 300  Topics in Law and Public Policy
PSY 309  Forensic Psychology

**Law & Society – Select 2 from the following (6 credits)**
CST 234  Media, Law and Ethics
ECO 201  Government, Business & Society
PHI 320  Biomedical Ethics
PSC 210  American Public Policy

Notes:
Students can fulfill the college’s Technology and Information Literacy requirements by successfully completing the major’s foundational courses.

To satisfy the college’s Mathematics and Logic Requirement, students are strongly recommended to take MAT 110 Probability & Statistics and PHI 131 Introduction to Logic.

To satisfy the college’s Oral Presentation requirements, students are strongly recommended to take Either CST 270 Debate and Argumentation or THS 105 Public Speaking.

To apply transfer credits toward the completion of major requirements, students must have earned a grade of “C” or better in each course to be transferred. Courses completed more than ten years ago will not be accepted for purposes of completing the requirements of the major.
The Political Science Minor (18 credits):

**Foundational Courses – Complete both (6 credits)**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>PHI 200</td>
<td>Ethics</td>
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<tr>
<td>PSC 202</td>
<td>Law and Justice</td>
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</tbody>
</table>

**Diversity & Justice – Select 1 from the following (3 credits)**

<table>
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<tbody>
<tr>
<td>HIS 232</td>
<td>The African-American Freedom Struggle</td>
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<tr>
<td>PSY 224</td>
<td>Women in the Workplace</td>
</tr>
<tr>
<td>REL 227</td>
<td>Islam in America</td>
</tr>
<tr>
<td>SWK 300</td>
<td>Community Organizing</td>
</tr>
</tbody>
</table>

**Globalization & Justice – Select 1 from the following (3 credits)**

<table>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ANT 310</td>
<td>Women in the Developing World</td>
</tr>
<tr>
<td>ECO 222</td>
<td>Economic Geography</td>
</tr>
<tr>
<td>PSC 211</td>
<td>Globalization and International Law</td>
</tr>
<tr>
<td>SOC 222</td>
<td>Social Justice: A Global Perspective</td>
</tr>
</tbody>
</table>

**Law & Order – Select 1 from the following (3 credits)**

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<tr>
<td>CRJ 206</td>
<td>Class, Race, Gender and Crime</td>
</tr>
<tr>
<td>CRJ 316</td>
<td>Crime and Public Policy</td>
</tr>
<tr>
<td>PSC 300</td>
<td>Topics in Law and Public Policy</td>
</tr>
<tr>
<td>PSY 309</td>
<td>Forensic Psychology</td>
</tr>
</tbody>
</table>

**Law & Society – Select 1 from the following (3 credits)**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 234</td>
<td>Media, Law and Ethics</td>
</tr>
<tr>
<td>ECO 201</td>
<td>Government, Business &amp; Society</td>
</tr>
<tr>
<td>PHI 320</td>
<td>Biomedical Ethics</td>
</tr>
<tr>
<td>PSC 210</td>
<td>American Public Policy</td>
</tr>
</tbody>
</table>

To apply transfer credits toward the completion of minor requirements, students must have earned a grade of “C” or better in each course to be transferred. Courses completed more than ten years ago will not be accepted for purposes of completing the requirements of the minor.
Pre-Law – Program

For information, contact Dr. Kim Spiezio.

The pre-law advising program is designed to provide students with individualized assistance in regard to all phases of the law school admission process while also ensuring that students contemplating a career in law are exposed to the seminal ideas and fundamental values that have informed the pursuit of justice within the context of the Western tradition.

Substantively, the pre-law program adheres to American Bar Association guidelines on undergraduate education -- a multidisciplinary course of study intended to provide students with an intellectual foundation for the study of the relationship between law and civil society. Faculty advising and support services for students enrolled in the program include course scheduling, completion of the law school application process, and preparation for the law school admissions test.

Upon successful completion of all required coursework, a student will have an opportunity to enroll in a Law School Admissions Test (LSAT) prep course to be made available by the college at no charge to the student. To qualify, a student must have earned a grade of “C” or better in each course comprising the pre-law program and a student must have compiled a cumulative undergraduate grade point average of at least 3.30. Students wishing to enroll in the LSAT prep course must submit a request in writing to the Director of the pre-law program. Final approval is made by the Director of the Pre-law Program in consultation with the Provost.

Successful completion of this program also satisfies the requirements for a minor in Political Science.

Requirements for the Pre-Law Program (18 credits)

Foundational Courses – Complete both (6 credits)

PHI 200 Ethics
PSC 202 Law and Justice

Diversity & Justice – Select 1 from the following (3 credits)

HIS 232 The African-American Freedom Struggle
PSY 224 Women in the Workplace
REL 227 Islam in America
SWK 300 Community Organizing

Globalization & Justice – Select 1 from the following (3 credits)

ANT 310 Women in the Developing World
ECO 222 Economic Geography
PSC 211 Globalization and International Law
SOC 222 Social Justice: A Global Perspective

Law & Order – Select 1 from the following (3 credits)

CRJ 206 Class, Race, Gender and Crime
CRJ 316 Crime and Public Policy
PSC 300 Topics in Law and Public Policy
PSY 309 Forensic Psychology

Law & Society – Select 1 from the following (3 credits)

CST 234 Media, Law and Ethics
ECO 201 Government, Business & Society
PHI 320 Biomedical Ethics
PSC 210 American Public Policy

To apply transfer credits toward the completion of these requirements, students must have earned a grade of “C” or
better in each course to be transferred. Courses completed more than ten years ago will not be accepted for purposes of completing the requirements of the program.

Pre-Medical
Please refer to the information found in the health professions program section.

Pre-Veterinary Medicine
Please refer to the information found in the health professions program section.
Psychology – Major/Minor

For information, contact Dr. James Scepansky.

The goal of psychology is to understand the complex nature of human behavior. Contemporary psychology is both a science and a profession. As a science, it pursues knowledge in a variety of methods through experiments, observations and theories. As a profession, psychology applies this knowledge to a range of practical problems.

At Cedar Crest College, students participate in both the scientific and applied aspects of psychology. A small student-faculty ratio allows for close personal instruction. Students also have the opportunity to do research, and complete concentrations in special areas of psychology such as Forensic Psychology, Health Psychology, and Industrial/Organizational Psychology. Students may choose to earn their degree through daytime, evening, weekend and accelerated classes. A grade of C or better must be obtained in each course to satisfy requirements for both the psychology major and minor. This includes all Liberal Arts requirements. PSY 100 is a prerequisite to all other psychology courses.

PSY 100/200 level courses are for 1st/2nd Year Students
PSY 300 level courses are for 3rd/4th Year Students

Requirements for the Psychology Major (BA)
A minimum of 18 psychology credits for the major must be taken at Cedar Crest College.

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<td>General Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 211</td>
<td>Experimental Methods</td>
<td>4 credits</td>
</tr>
<tr>
<td>PSY 212</td>
<td>Statistical Methods</td>
<td>4 credits</td>
</tr>
<tr>
<td>PSY 229</td>
<td>Introduction to Biological Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>or</td>
<td>NEU 200 Introduction to Neuroscience</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 250</td>
<td>Life-Span Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 309</td>
<td>Abnormal Psychology</td>
<td>3 credits</td>
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<tr>
<td>or</td>
<td>PSY 351 Theories of Personality</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 317</td>
<td>Learning</td>
<td>4 credits</td>
</tr>
<tr>
<td>or</td>
<td>PSY 336 Cognitive Psychology</td>
<td>4 credits</td>
</tr>
<tr>
<td>THS 105</td>
<td>Public Speaking</td>
<td>3 credits</td>
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</tbody>
</table>

Plus 15 additional psychology elective credits.

Requirements for a Minor In Psychology (18 credits)
A minimum of 9 psychology credits for the minor must be taken at Cedar Crest College.

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<td>Abnormal Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>or</td>
<td>PSY 351 Theories of Personality</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Plus 9 additional elective credits in psychology.
Concentrations
Cedar Crest College offers three concentrations within the psychology major:
• Biopsychology
• Forensic Psychology
• Industrial/Organizational Psychology

Biopsychology
The Biopsychology concentration gives students an understanding of basic brain functions and their relationship to behavior and cognition, as well as the mechanisms of neuropathology and mental illness. Biopsychology is appropriate for students interested in psychology with a biological emphasis who wish to pursue graduate studies or professional careers in psychology, biopsychology, or related fields. Students completing the psychology major with the biopsychology concentration will be awarded a BS upon completion. A grade of C or better must be obtained in each course to satisfy the concentration requirements. Day attendance is required for NEU 200, NEU 220, NEU 330, BIO 121 and BIO 122.

Requirements for the Concentration in Biopsychology (BS)

<table>
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<tr>
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<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 317</td>
<td>Learning</td>
<td>4</td>
</tr>
<tr>
<td>BIO 121</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 122</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>NEU 200</td>
<td>Introduction to Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>NEU 220</td>
<td>Sensation &amp; Perception</td>
<td>3</td>
</tr>
<tr>
<td>NEU 330</td>
<td>Neuropharmacology</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus 9 additional elective credits in psychology.

Industrial/Organizational Psychology
The goal of the Industrial/Organizational (I/O) Psychology concentration is to thoroughly examine psychological behaviors as they apply to the workplace. The education of I/O psychologists is founded on the scientist/practitioner model, which trains students in both scientific inquiry and practical application. I/O psychology is appropriate for students interested in psychology with a business emphasis who wish to pursue graduate studies or professional careers in psychology, business or related subspecialties including: selection and placement, training and development, performance management, organization development, quality of worklife, and ergonomics or engineering psychology. Across these subspecialties, I/O psychologists are employed in a number of work settings including consulting firms, research firms, universities, industry and government. Students completing the psychology major with the I/O concentration will be awarded a BS upon completion. A grade of C or better must be obtained in all courses satisfying the concentration requirements.

Requirements for the Concentration in Industrial/Organizational Psychology (BS)

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<td>or</td>
<td>NEU 200</td>
<td>Introduction to Neuroscience</td>
</tr>
<tr>
<td>PSY 250</td>
<td>Life-Span Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 301</td>
<td>Psychology at Work</td>
<td>3</td>
</tr>
</tbody>
</table>
PSY 317  Learning  4 credits
or
PSY 336  Cognitive Psychology  4 credits
PSY 351  Theories of Personality  3 credits

Plus 3 additional elective credits in Psychology

**Plus a minimum of 12 credits from the following courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 224</td>
<td>Women in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Team Building and Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 231</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 312</td>
<td>Psychological Testing (or whatever the name is)</td>
<td>3</td>
</tr>
<tr>
<td>BUA</td>
<td>(any business course except BUA 329)</td>
<td>3</td>
</tr>
<tr>
<td>MRK</td>
<td>(any marketing course)</td>
<td>3</td>
</tr>
<tr>
<td>ACC</td>
<td>(any accounting course)</td>
<td>3</td>
</tr>
<tr>
<td>ECO</td>
<td>(any economics course)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Forensic Psychology Concentration**

The Forensic Psychology concentration is built on a strong foundation of psychology courses as well as a variety of disciplines outside psychology, including criminal justice, history, and political science. Students completing the concentration will be awarded a BA upon completion. A grade of “C” or better is required for all courses in order to graduate.

**Requirements:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 250</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 211</td>
<td>Experimental Methods</td>
<td>4</td>
</tr>
<tr>
<td>PSY 212</td>
<td>Statistical Methods</td>
<td>4</td>
</tr>
<tr>
<td>PSY 229</td>
<td>Introduction to Biological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>NEU 200</td>
<td>Introduction to Neuroscience</td>
</tr>
<tr>
<td>PSY 309</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Forensic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 311</td>
<td>Criminal Behavior and Profiling</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>PSY ST:360</td>
<td>Special Topics in Forensic Psychology</td>
</tr>
<tr>
<td>PSY 336</td>
<td>Cognitive Psychology</td>
<td>4</td>
</tr>
<tr>
<td>CRJ 106</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 206</td>
<td>Class, Race, Gender and Crime</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose 2 of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 231</td>
<td>Social Psychology for Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 301</td>
<td>Psychology at Work</td>
<td>3</td>
</tr>
<tr>
<td>PSY 312</td>
<td>Psychological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 351</td>
<td>Theories of Personality</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose 1 of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 201</td>
<td>Addictions, Psychopathology and Crime</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 301</td>
<td>Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 306</td>
<td>Corrections: Crisis in America</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 316</td>
<td>Crime and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>HIS 260</td>
<td>Terror: History of An Idea</td>
<td>3</td>
</tr>
<tr>
<td>SOC 218</td>
<td>Social Problems in American Communities</td>
<td>3</td>
</tr>
</tbody>
</table>
Religious Studies – Minor
For information, contact Dr. Allen Richardson.

The study of religion provides opportunities for exploring the deepest level of meaning of the human experience. Accordingly, this field of study is highly interdisciplinary and frequently is associated with cognate disciplines providing ways of exploring religious meaning in culture, text and thought. The religious studies program at Cedar Crest works in cooperation with the minor in anthropology. Courses in the minor include explorations of transplanted communities of mainstream Asian religions in the United States, world religions, community studies and religion and wellness.

The religious studies minor offers a wide range of courses that expose students to the disciplines associated with religious studies including the history of religions; sociology and anthropology of religion; and psychology of religion and historical, biblical criticism. Some courses in the minor also offers students the opportunity to do supervised field work and may lead to internships or paid assistantships in the summer. Students are also encouraged to take additional courses in religious studies or anthropology at other LVAIC institutions.

Requirements for the Religious Studies Minor (18 credits)
REL 100 Introduction to Religion and Culture 3 credits

Plus choose five from the following courses:
REL 101 Ancient Egyptian Religion 3 credits
REL 120 Religions of South and East Asia 3 credits
REL 204 Psychology and Religion 3 credits
REL 220 Death and Dying 3 credits
REL 233 Spirituality and Wellness 3 credits
REL 225 Buddhism in America 3 credits
REL 226 Hinduism in America 3 credits
REL 227 Islam in America 3 credits
An applicant to the school nurse certification program must be an RN licensed to practice with one year of professional experience and a baccalaureate degree in nursing. A GPA of 2.500 is required for admission and progression in the program.

**Requirements for the School Nurse Certification Program**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 100</td>
<td>American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 150</td>
<td>Educational Planning</td>
<td>3</td>
</tr>
<tr>
<td>SPE 243</td>
<td>The Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>PSY 250</td>
<td>Life-Span Development</td>
<td>3</td>
</tr>
<tr>
<td>SNC 380</td>
<td>Methodology in School Health Services</td>
<td>3</td>
</tr>
<tr>
<td>SNC 381</td>
<td>School Nurse Practicum</td>
<td>5</td>
</tr>
</tbody>
</table>

All candidates for the school nurse certificate, both in state and out of state, must take SNC 380 and 381 in sequential order and within one academic year. Candidates for certification in Pennsylvania must have proof of successful completion of the following college level courses; 1 in American or British Literature, 1 in Writing, and 2 in Math.

**Clinical Requirements**

All students must provide proof of RN licensure from the state of Pennsylvania. Students must also submit the following requirements November 1:

- Clearance from Health Services
- FBI criminal background check
- Child abuse history clearance
- CPR certification – level C
- Proof of health insurance

**CPR Requirement**

Proof of current Level-C-CPR certification is required prior to all nursing clinical courses. CPR certification is the responsibility of the student and must be maintained through graduation. Expenses (in addition to comprehensive and special fees)

Nursing students are responsible for any fees involved when obtaining the required physical exam, health insurance, liability insurance, personal background checks, immunizations, CPR training, ID badges, clinical laboratory supplies, textbooks and references, travel, professional and scholarly activities.
Social Work – Major

Requirements for the Major in Social Work

For information, contact Maynard Cressman.

The major in social work consists of the following foundation courses:

ANT 100 Cultural Anthropology 3 credits
SOC 100 Introduction to Culture and Society 3 credits
SOC 321 The Family as a Social Institution 3 credits
PSY 100 General Psychology 3 credits
PSY 250 Life-Span Development 3 credits

Plus the following required professional courses:

SWK 201 Introduction to Social Work 4 credits
SPS 170/171 Understanding and Using APA Editorial Style for Social Work Majors* 1 credit
SWK 202 The Social Welfare Institution 3 credits
SWK 243 Social and Psychological Aspects of Aging 4 credits
SWK 300 Community Organizing and Social Planning 3 credits
SWK 303 Human Behavior and the Social Environment 3 credits
SOC/SWK 313 Minorities and Human Relations 3 credits
SWK 324 Social Sciences Statistics 3 credits
SWK 325 Social Work Research methods and Design 4 credits
SWK 326 Evaluating Social Work Research 4 credits
SWK 327 Social Work Processes: Individuals, Families, Groups 4 credits
SWK 328 Poverty and Income Redistribution 3 credits
SWK 329 Generalist Social Work Practice 3 credits
SWK 339 Field Education in Social Work I (Capstone Experience) 9 credits
SWK 345 Field Education Seminar I (Capstone Experience) 3 credits
SWK 346 Field Education Seminar II (Capstone Experience) 3 credits

Additional Requirements

Social work students are required to demonstrate proficiency in Math 102, College Mathematics, and take Sociology 324. Students who are not computer literate must take CIS 101. To fulfill their scientific reasoning requirement, social work students must take Biology 111, The Human Agenda: Environment, and BIO 112, The Human Agenda: Health Issues, in their freshman or sophomore year. Students transferring from other programs who have completed upper level biology courses may be exempted from this requirement with the approval of the faculty.

Departmental Review for Field Placement

Students majoring in Education, Nuclear Medicine, Nursing, Nutrition or Social Work are required to complete a field practicum or clinical experience. Because this requirement necessitates working with the public in a professional setting, it is important that the student has advanced interpersonal skills, mature judgment, and appropriate professional demeanor. Thus faculty in these programs will review students prior to the practicum and make appropriate recommendations up to and including removal from placement.

*To be taken concurrent with SWK 201.
Sociology – Minor

For information, contact Maynard Cressman.

Sociology is a social science that began studying the relationship between human social organization and human behavioral processes in the mid-19th Century. Today, it is both a member of the liberal arts and a professional career. Sociology gives students the ability and knowledge to understand social systems and their influence on individuals. It gives students the tools and knowledge they need to do social research, to identify and devise solutions to social problems, to identify group influences, and to understand group dynamics. Above all, it gives students the ability and knowledge they need to understand the complexities of modern life in an ever-changing swirl of economic, political, and cultural dynamics, and to take positive action on behalf of their employer, community, or interests.

The sociology minor provides preparation for a variety of career paths. As the sociology minor emphasizes the development of analytical thinking and social research skills, it provides excellent preparation for those anticipating graduate study in sociology, law, social welfare, community development, education, public administration, political science, history, business, journalism, nursing, and many technical and natural science fields. Students often enjoy the benefits of major-minor combinations between sociology and their major field of interest. Many graduates continue their education in graduate or professional school in a variety of fields, while others use their analytic, research, and organizational skills to find immediate employment in a variety of settings. Students considering a minor in sociology should meet with the sociology advisor to plan appropriate course sequencing and to discuss career and/or educational plans.

Requirements for the Applied Sociology Minor (18 credits)

Students are required to take SOC 100 (Introduction to Culture and Society) and any five courses from the following seven courses:

- SOC/SWK 243: Social and Psychological Aspects of Aging 4 credit
- SOC 245: Introduction to Peace Studies 3 credits
- SOC 252/PSY 252: Social Psychology 3 credits
- SOC 270: Contemporary Environmental Issues 3 credits
- SOC/SWK 313: Minorities and Human Relations 3 credits
- SOC 321: Family as a Social Institution 3 credits
- SOC 329: Policies, Practices, and Politics of Aging 3 credits
Spanish Major/Minor
For information, contact Professor Amelia Moreno.

The Spanish program at Cedar Crest College offers students the opportunity to acquire a solid foundation of communication skills in Spanish: reading, writing, speaking and listening. In addition, students encounter the literature and cultures of Spanish speaking people around the world.

Requirements for the Spanish Major: (30 credits)
Required courses:
SPA 301 Conversation and Composition
SPA 302 Advanced Conversation and Composition

Elective Courses: Students must choose 8 additional electives, of which a minimum of 5 must be at the 300 level. All electives must be above SPA 202. All courses must be completed with a grade of C or higher. A minimum of 18 credits must be completed at Cedar Crest College.

Requirements for the Spanish minor: (18 credits)
Required Courses:
SPA 301 Conversation and Composition
SPA 302 Advanced Conversation and Composition
Elective Courses: Students must choose 12 additional credits at any level.

Requirements for the Spanish Major with Secondary Education:
Students intending to pursue the Spanish major in combination with education must take the following 300-level courses in the process of satisfying the requirements for the Spanish major:
SPA 300 Linguistics and Translation

Plus one of the following:
SPA 311 Hispanic Culture and Civilization
SPA 312 Hispanic Popular Culture in the United States
SPA 313 Caribbean Literature
Education majors and/or Spanish certification candidates who are scheduled to student teach must take SPA 302 and be formally evaluated in oral proficiency BEFORE their student teaching semester.

Placement Guidelines:
Students who have had four years of successful language study in Spanish in high school should be placed at the 300 level. Students who have had three years of successfully Spanish language study should be placed at the 200 level. Students with two years should be placed in SPA 102. Students with one year or less should begin with SPA 101. A placement test is available for anyone seeking an exemption to this policy.

AP Credit
Students who have earned an AP Exam grade of 4 or 5 are exempt from SPA 301 and will receive three credits toward the major or minor.

College Wide Requirements
Math: Students may take any two courses fulfilling the Math and Logic requirement
Oral Presentation: Students may take THS 105 or any class fulfilling this requirement
Technology: Students may take CIS 105 or any course fulfilling this requirement
Information Literacy: Fulfilled in the process of the major
Theatre – Major/Minor

The theatre program is heavily grounded in production work and practical experience. An intensely interdisciplinary focus is cultivated with particular emphasis placed on elevating the role of women through play selection and meaningful theatrical material which can be shared with a wide audience on and off campus. Fully equipped scene and costume shops support four major productions annually as well as numerous senior productions. Major productions are staged in the 250 seat Abram Samuels Theatre with smaller shows mounted in the 75 seat Little Theatre.

Students majoring in theatre are expected to participate in all productions each term in some capacity either on stage crew, cast, box office, scene shop, and costume construction crews or stage management. Students may select from concentrations in performance, design and technical theatre, management or directing. A core of courses is required of all theatre majors.

Campus work-study jobs nicely complement the work in the department as students can receive hands-on training in theatre as part of their work-study requirements. Auditions or applications are required for all production responsibilities. Majors are required to abide by written departmental policies. A grade of C or better is required in all courses taken for application toward all major requirements in the performing arts.

Competencies and Assessment in the Performing Arts

1. An initial assessment of each student’s prior skills and experience is done upon declaring the major in theatre. A written assessment is placed in their file.

2. Attendance at the First Friday Performing Arts Noon Series is required each term for declared majors. Presentations are required once each year. All presentations are expected to be works in progress and can be drawn from class work or independent work. Additionally, all performing arts majors are required for graduation to attend a minimum of eight cultural events at Cedar Crest (2 in each area: art gallery openings or talks, music concerts, dance concerts, and theatre productions). Advisors keep a written record of students’ attendance.

3. All majors are given appropriate literature or reading lists to guide them in rounding out their studies. Students are expected to be familiar by graduation with the major authors, styles or periods on the lists appropriate to their discipline.

4. Mid-year reviews are conducted for all theatre majors. Reviews take place during FNA 100. All majors are expected to meet with the departmental faculty to review their progress from class work to performance. Failure to comply will require the student to submit a five page analysis of her work to date. Mid-year reviews are required for certification.

5. By spring of the junior year, students submit project proposals for approval. All majors are expected to make an oral presentation on a designated First Friday briefly presenting the progress and plans for their project in spring of the junior year.

Senior Project: All majors must produce a major creative project in order to graduate. Students present a project proposal for departmental approval and seek an advisor for the project by May 1. No projects will proceed without departmental approval. This project is included in Fine Arts 353.

6. Graduating seniors participate in exit interviews with departmental faculty.

Requirements for the Theatre Major

The major in theatre requires the completion of the performing arts core of courses plus one concentration Performing Arts Core Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 102</td>
<td>Experiencing Movement I</td>
<td>3 credits</td>
</tr>
<tr>
<td>FNA 100</td>
<td>First Friday (4 x .5)</td>
<td>2 credits</td>
</tr>
<tr>
<td>FNA 252</td>
<td>Fine Arts Seminar</td>
<td>3 credits</td>
</tr>
<tr>
<td>FNA 353</td>
<td>Senior Project (2 x 3)</td>
<td>6 credits</td>
</tr>
<tr>
<td>MUS 101</td>
<td>Experiencing Music</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Requirements for the Performance Concentration

Students complete core plus

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 104</td>
<td>Experiencing Movement</td>
<td>3</td>
</tr>
<tr>
<td>DNC 115</td>
<td>Human Movement Potential</td>
<td>1</td>
</tr>
<tr>
<td>DNC 211</td>
<td>Beginner Ballet</td>
<td>1.5</td>
</tr>
<tr>
<td>DNC 216</td>
<td>Beginner Jazz</td>
<td>1.5</td>
</tr>
<tr>
<td>DNC 221</td>
<td>Modern Dance</td>
<td>1.5</td>
</tr>
<tr>
<td>DNC 223</td>
<td>Tap</td>
<td>1.5</td>
</tr>
<tr>
<td>ENG 311</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>THS 150</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THS 201</td>
<td>Beginning Acting</td>
<td>3</td>
</tr>
<tr>
<td>THS 202</td>
<td>Acting Techniques II</td>
<td>3</td>
</tr>
<tr>
<td>THS 303</td>
<td>Acting Methods</td>
<td>3</td>
</tr>
<tr>
<td>THS 231</td>
<td>History of Theatre I</td>
<td>3</td>
</tr>
<tr>
<td>THS 232</td>
<td>History of Theatre II</td>
<td>3</td>
</tr>
<tr>
<td>THS 233</td>
<td>Reading Roundtable</td>
<td>4</td>
</tr>
<tr>
<td>THS 250</td>
<td>Production</td>
<td>1</td>
</tr>
<tr>
<td>THS 251</td>
<td>Practicum</td>
<td>1</td>
</tr>
<tr>
<td>THS 310</td>
<td>Directing</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirements for the Design and Technical Theatre Concentration

Students complete core plus

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 105</td>
<td>Intro to Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ART 106</td>
<td>Intro to Art History II</td>
<td>3</td>
</tr>
<tr>
<td>ART 110</td>
<td>Principles of Visual Organization</td>
<td>3</td>
</tr>
<tr>
<td>ART 200</td>
<td>Art of the 20th Century</td>
<td>3</td>
</tr>
<tr>
<td>ART 210</td>
<td>Art of the 20th Century</td>
<td>3</td>
</tr>
<tr>
<td>CIS 106</td>
<td>Computer Graphics and Design</td>
<td>3</td>
</tr>
<tr>
<td>ENG 311</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>FNA 255</td>
<td>Portfolio Preparation</td>
<td>1</td>
</tr>
<tr>
<td>THS 150</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THS 201</td>
<td>Beginning Acting</td>
<td>3</td>
</tr>
<tr>
<td>THS 231</td>
<td>History of Theatre I</td>
<td>3</td>
</tr>
<tr>
<td>THS 232</td>
<td>History of Theatre II</td>
<td>3</td>
</tr>
<tr>
<td>THS 233</td>
<td>Reading Roundtable</td>
<td>4</td>
</tr>
<tr>
<td>THS 250</td>
<td>Production</td>
<td>1</td>
</tr>
<tr>
<td>THS 251</td>
<td>Practicum</td>
<td>1</td>
</tr>
<tr>
<td>THS 240</td>
<td>Design for the Stage</td>
<td>3</td>
</tr>
<tr>
<td>THS 270</td>
<td>History of Fashion</td>
<td>3</td>
</tr>
<tr>
<td>THS 310</td>
<td>Directing</td>
<td>3</td>
</tr>
<tr>
<td>THS 340</td>
<td>Design Tutorial</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirements for the Business & Stage Management Concentration

Students complete core plus

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUA 221</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUA 110</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUA 220</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>CIS 215</td>
<td>Advanced Business Computing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 311</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>FNA 255</td>
<td>Portfolio Preparation</td>
<td>1</td>
</tr>
<tr>
<td>MRK 230</td>
<td>Marketing</td>
<td>3</td>
</tr>
<tr>
<td>THS 150</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THS 201</td>
<td>Beginning Acting</td>
<td>3</td>
</tr>
<tr>
<td>THS 231</td>
<td>History of Theatre I</td>
<td>3</td>
</tr>
<tr>
<td>THS 232</td>
<td>History of Theatre II</td>
<td>3</td>
</tr>
<tr>
<td>THS 233</td>
<td>Reading Roundtable</td>
<td>4</td>
</tr>
<tr>
<td>THS 240</td>
<td>Design for the Stage</td>
<td>3</td>
</tr>
</tbody>
</table>

**Requirements for the Directing Concentration**

Students complete core plus 45 credits as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 224</td>
<td>Video Production</td>
<td>3</td>
</tr>
<tr>
<td>DNC 115</td>
<td>Human Movement Potential</td>
<td>1</td>
</tr>
<tr>
<td>ENG 311</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>FNA 255</td>
<td>Portfolio Preparation</td>
<td>1</td>
</tr>
<tr>
<td>PSY 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 227</td>
<td>Principles of Helping Relationships</td>
<td>3</td>
</tr>
<tr>
<td>PSY 351</td>
<td>Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td>THS 150</td>
<td>Stagecraft</td>
<td>3</td>
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<tr>
<td>THS 201</td>
<td>Beginning Acting</td>
<td>3</td>
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<tr>
<td>THS 202</td>
<td>Acting Techniques II</td>
<td>3</td>
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<tr>
<td>THS 231</td>
<td>History of Theatre I</td>
<td>3</td>
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<td>THS 232</td>
<td>History of Theatre II</td>
<td>3</td>
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<tr>
<td>THS 233</td>
<td>Reading Roundtable</td>
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<tr>
<td>THS 250</td>
<td>Production (2 x 1)</td>
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<tr>
<td>THS 251</td>
<td>Practicum (2 x 1)</td>
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<td>THS 270</td>
<td>History of Fashion</td>
<td>3</td>
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<td>THS 301</td>
<td>Directing I</td>
<td>3</td>
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<tr>
<td>THS 302</td>
<td>Directing Tutorial</td>
<td>3</td>
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<tr>
<td>THS 303</td>
<td>Acting Methods</td>
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**Requirements for the Theatre Minor (21 credits)**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>THS 100</td>
<td>Experiencing Theatre</td>
<td>3</td>
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<tr>
<td>THS 150</td>
<td>Stagecraft</td>
<td>3</td>
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<tr>
<td>THS 201</td>
<td>Beginning Acting</td>
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<tr>
<td>THS 202</td>
<td>Acting Techniques II</td>
<td>3</td>
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<tr>
<td>THS 231</td>
<td>History of the Theatre I</td>
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<tr>
<td>THS 232</td>
<td>History of the Theatre II</td>
<td>3</td>
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<tr>
<td>THS 240</td>
<td>Design for the Stage</td>
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**Requirements for the Speech Minor (18 credits)**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CST 100</td>
<td>Intro to Mass Communications</td>
<td>3</td>
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<tr>
<td>CST 215</td>
<td>Debate &amp; Argumentation</td>
<td>3</td>
</tr>
<tr>
<td>CST 238</td>
<td>Organizational Communications</td>
<td>3</td>
</tr>
<tr>
<td>THS 105</td>
<td>Public Speaking</td>
<td>3</td>
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<tr>
<td>THS 109</td>
<td>Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>THS 227</td>
<td>Advanced Public Speaking</td>
<td>3</td>
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<tr>
<td>or</td>
<td>THS 106 Forensic Speech Team (3 semesters)(3 x 1 credit)</td>
<td>3</td>
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</tbody>
</table>
Writing – Minor

For information, contact Dr. Carolyn Segal.

Effective communication has become increasingly important to employers and to all educated people in today's world. The ability to write well adds to students' confidence that they will be able to perform well in their chosen careers. The purpose of this minor is twofold: to allow students who have an interest in writing to develop their abilities further; and to give students in all majors the chance to develop and improve their writing abilities as an enhancement of their field of study. The minor also offers students the opportunity to gain valuable practical experience through the internship option.

Requirements for the Writing Minor

The minor consists of 18 credits of coursework. ENG 235: Topics in Nonfiction Writing is required for the minor. In addition to ENG 235, students choose 15 credits from among the following courses:

- BUA 300 Writing for Management 3 credits
- CST 180 Introduction to Journalism 3 credits
- CST 216 “The Crestiad”: Staff 1-3 credits
- ENG 200 Literary Analysis 3 credits
- ENG 233 Creative Writing: Fiction 3 credits
- ENG 234 Creative Writing: Poetry 3 credits
- ENG 333 Advanced Creative Writing: Fiction 3 credits
- ENG 334 Advanced Creative Writing: Poetry 3 credits
- ENG 335 Advanced Nonfiction Writing 3 credits
- FNA 103 Introduction to the Fine Arts 3 credits
- HON 194 HONORS: Creative Writing 3 credits
  (enrollment in the Honors Program is required)

In addition to the permanent selections listed above, appropriate courses offered under special topics or other courses with the WRI-2 designation may count for the minor. Students may also choose to complete a three-credit internship (department approval is required). Students must also receive departmental approval to have a course count for the minor if the same course is also being used to fulfill another major or another minor. No more than two courses from a student's major may be used to satisfy the requirements for the Writing minor.
COURSES BY DEPARTMENT

ACCOUNTING COURSES

ACC 101 Financial Accounting  3 credits
An introduction and development of the overall accounting function from analysis of business transactions and their systematic recording to the interpretation of the resulting financial statements. Students also develop decision-making skills based on a set of ethical accounting principles.

ACC 102 Managerial Accounting  3 credits
Building on fundamentals learned in Financial Accounting, students are introduced to several important analytical tools found in business. Topics include the time value of money, the concept of risk, budgeting, costing of products, capital budgeting, debt management, and working capital management. Students will use computers extensively in order to become comfortable with these tools. Pre-requisite: ACC 101.

ACC 203 Cost Accounting  3 credits
A study of the principles and practices of job and process cost systems, as well as variable and absorption costing. Emphasis is also placed on standard cost systems as they relate to the accounting system as a whole. Additional topics include an understanding of accounting information system design, variance analysis and flexible and static budgeting. Prerequisites: ACC 102, MAT 105.

ACC 205 Accounting Information Systems  3 credits
Manual accounting systems are quickly disappearing, and in their place are computers and the complexity of automated databases. This course introduces students to a major computerized accounting package, and provides a framework for establishing and controlling financial information systems through the use of journals, ledgers, trial balances, and financial statements. Using simple flowcharting techniques, students will appreciate how transactions affect an organization, and recognize when management or ethical issues surface. All major business processes are considered including sales, purchases, asset management, inventory, and payroll. Prerequisite: ACC 102.

ACC 208 Intermediate Accounting I  3 credits
A study of the accounting standards applicable to all corporate balance sheet accounts and their related counterparts. Included in this study is a complete analysis and review of cash and receivables, inventories and cost of goods sold, plant and depreciation, intangibles and amortization, current and long-term liabilities and stockholders equity. Each category reviewed includes conceptual considerations, technical accounting procedures, and the necessary and appropriate disclosure within the body of the financial statements and the related accounting schedules and footnotes. Prerequisites: ACC 102, CIS 215, MAT 105, BUA 250.

ACC 209 Intermediate Accounting II  3 credits
A study of the application of generally accepted accounting principles to various technical reporting areas within financial statements. Emphasis is placed on technical standards and the necessary disclosure requirements for these reporting areas. Course topics include dilutive and anti-dilutive securities, executive compensation plans, basic and fully diluted earnings per share, corporate investments and accounting for income taxes, employee pensions plans, employee postretirement benefits, leases and accounting changes. The course concludes with a comprehensive review of financial statement preparation, financial statement analysis and interpretation, full disclosure in financial reporting, and the appropriateness of accounting principles being applied in accounting practice today. Prerequisites: ACC 208.

ACC 217 Corporate Taxation 3 credits
A study of tax accounting for corporations, partnerships and fiduciaries, including corporate organization, reorganization, distributions and liquidation. Topics include preparation of federal corporate, partnership, and fiduciary returns. Prerequisites: ACC 102, ACC 218.

ACC 218 Personal Income Tax Accounting  3 credits
A study of the preparation of federal income tax returns for individuals and small businesses based on current law, regulations and current decisions. Students are required to research applicable tax law, regulations, and current decisions, using various tax reference services and computer data-base access. Prerequisite ACC 102.
ACC 308 Advanced Financial Accounting  
3 credits
A comprehensive analysis and review of the issues relating to various levels of inter-company corporate investments. Students study acquisitions, mergers and consolidations and the applicable financial reporting required for both domestic and international corporations. Additional topics include partnership formation and dissolution and accounting for governmental entities. Prerequisites: ACC 209.

ACC 312 Auditing  
3 credits
An analysis and appraisal of current auditing principles and procedures involving staff organization, professional ethics and legal responsibility, internal control, audit programs and working papers and original record examination. Students are required to complete a comprehensive audit case study. Prerequisites: ACC 209.

ANTHROPOLOGY COURSES

ANT 100 Cultural Anthropology  
3 credits
A cross-cultural examination of contemporary cultures, especially traditional and developing examples, in a descriptive and comparative framework. Topics covered include the methods and ethics of fieldwork, marriage and kinship systems, production and reproduction, gender roles and relations, forms of conflict resolution and the varieties of religious beliefs and rituals. Generally, two case studies are used in addition to a text. These cases demonstrate through example the varieties of human arrangements across groups.

ANT 210 Introduction to Archaeology  
3 credits
Buried treasure, lost civilizations, Indiana Jones. Archaeology is very exciting but perhaps in different ways than many people believe. This course offers a fundamental introduction to the field of archaeology. Explore the history, theory, and methods of the field of archaeology and the analysis used to reconstruct our human past. Of particular focus is archaeology as a science and the impact of archaeological discourse and research in contemporary society. Content will be addressed through lectures, discussions, multi-media presentations, and field experiences.

ANT 215 World Music  
3 credits
A review of a broad sample of music from around the world and an investigation of how organized sound reflects and reinforces its cultural source. The many topics include the varying contexts for functions of music, types of instruments and their symbolism, the training of music makers, the meaning of song texts and some of the reasons for musical change. Many regional styles are examined, for example, Native North America, the Caribbean, Africa, the Middle East, South and East Asia. Special attention is given to musical syncretism – the mutual influence of contemporary musical cultures on one another that has produced many new popular forms of music variously called World Beat or Global Pop. Background in music theory is not required.

ANT 219 Human Evolution and Prehistory  
3 credits
A course in physical anthropology and archeology that covers the evolution of nonhuman and human primates over the past five million years. The chronological organization of the course includes the development of evolutionary theory in the 19th century, genetic theory in the 20th century, the fascinating story of how small, primitive hominids became upright and brainy tool users, and how eventually cultural evolution began to outstrip biological evolution in human development. Special attention is also given to one species of non-Human ape (as Bonobo). The course ends at 20,000 years ago with the emergence of modern Homo sapiens.

ANT 225 Tourism and Pilgrimage  
3 credits
Tourism and pilgrimage are generally regarded as travel for two very different purposes: one for fun and relaxation, the other for spiritual edification through contact with the sacred. But, are they necessarily so far apart? Can a tourist ever be a pilgrim, a pilgrim a tourist? The answer seems to be “yes” in the sense that travelers sometimes do find deeper meaning in a secular journey and end up as “accidental pilgrims.” The course reviews the parallel literature on tourism and pilgrimage on theories of sacred and secular travel. The topical issues of the course are explored in selected case studies of tourism and pilgrimage to sacred sites such as Mecca, Jerusalem, and the many in India, as well as secular sites such as battlefields and holocaust museums, celebrity estates (Graceland), and icons of popular culture (Disneyworld). The tourism part of the course considers the impact of tourism (good and bad) in various locals. Field trips are planned to nearby historic sites and a Hindu pilgrimage center.
Ant 235 Field Experience/ Study Abroad (to be submitted as Global Studies in LAC) (old Field School in Caribbean Anthropology)

3 - 12 credits

This course allows several different kinds of field experiences: an internship with an agency Turks and Caicos, as with the Dept of Environment & Coastal Resources, The Dept. of Culture & Heritage; Tourism Board; National Trust; or other quasi- or government agencies. The anthropology faculty person would set it up. Another possibility is a Study Abroad experience, as a university abroad (such as the new Asian Women's University in Bangladesh). (Ant 100 is required and Ant 230 – Caribbean or Ant 310 – women in the Developing World is highly recommended)

ANT 230 Cultures of the Caribbean

3 credits

A survey of the English, Spanish and French speaking regions of the Caribbean and review of the ethnohistory of the area from pre-colonial times to the present. The first part of the course examines the social and economic impact of colonial rule and the independence movements that arose in response to the plantation system and foreign exploitation of the colonies. The second part focuses on the contemporary cultures of the Caribbean with an examination of domestic arrangements, patterns of work and migration, political conflicts, and vibrant expressive forms such as music and carnival that have made the region such a popular destination for visitors from North America and Europe. Special consideration is given to the impact of tourism and tourism work on the cultures and ecologies of the islands. Case studies of particular islands are used, along with videos

ANT 250 American Communities in Transition

3 credits

This course uses the classroom and a nearby community to examine changes of an economic and social nature taking places in American society over the recent time. We begin with theory and case studies of community from the late 19th and early 20th century. We read a case study of a parallel community in transition (as Lowell, Massachusetts), then focus on Bethlehem and the Lehigh Valley: its history as an industrial area, its transitions away from heavy industry, and the use of colonial and industrial industry to create museums and historic sites. Throughout the course, there are several field trips that allow students the opportunity to see and study community dynamics first hand. Students write a research paper based on fieldwork/ or secondary sources with choice of topic.

ANT 310 Women in the Developing World

3 credits

A survey of different aspects of women's lives in the developing world with particular attention given to those from the urban underclass and rural peasantry. The assumption is that economic development in the form of foreign aid, technology transfer and industrialization has not benefited women to the same extent as men. The course examines how global restructuring has affected women and their families with respect to employment, education and health. Special focus is given to two issues: how women reconcile their productive and reproductive roles and women's own attempts to improve the conditions in which they live through mutual cooperation and activism. Case studies are drawn from Latin America, Africa, the Middle East, India and other parts of Asia.

ANT 360 Special Topics/Thesis

3 Credits

Course designation for research and thesis writing for self-designed majors in the senior year.

ANT 390 Independent Study/Thesis

3 credits

Individual research projects, and directed readings carried out under faculty supervision. Generally, it is done in the spring of the senior year, but preparation often begins in the previous fall.

ART COURSES

ART 101, 201, 301, 401 Beginning Drawing

3 credits

Introduction to the problems and methods of basic drawing, with attention to line, tone, space and composition. Students work from the human figure, still life and landscape using various media. Emphasis is placed on learning to see and on understanding the process of transforming what is seen into art. Students also spend time looking at and talking about the drawings of various artists, both historical and contemporary, to supplement and enrich studio time spent drawing.

ART 105 Introduction to Art History I

3 credits

An introduction to art history, surveying important works with attention to their historical and cultural contexts, this course covers the Paleolithic period through the end of the Medieval period.
ART 106 Introduction to Art History II 3 credits
An introduction to art history, surveying important works with attention to their historical and cultural contexts, this course covers the early Renaissance through the 19th century.

ART 107, 207, 307, 407: Structures in Book Arts 3 credits
This is an introductory course for students to explore aspects of structure through the exploration of bookbinding. Slide presentations, technique demonstrations, handouts, project assignments and critiques allow for exploration and understanding of decorative and functional designs in bookbinding.

ART 110 Principles of Visual Organization 3 credits
An introduction to the basic terminology and phenomena of visual organization studied through a series of lectures, assigned problems and critiques. The course is intended as a cognate course for students in education and communications as well as for students concentrating in studio art or art history.

ART 111, 211, 311, 411 The Printed Image 3 credits each term
An investigation of the various techniques of printmaking, specifically monotype, dry point and intaglio techniques. The technique of bookmaking is introduced in relation to a developed series of images and as an art form with its own history and expressive potential. Projects and class discussions focus on how visual images convey meaning in works of art; how series of images react and respond to one another; and how the book itself as a container of meaning can be visually and conceptually linked to printed images in works of art.

ART 113, 213, 313, 413 Illustration and Drawing 3 credits each term
The techniques, objectives and qualities of drawing are explored through a series of critical sessions based on out-of-class drawing assignments.

ART 123, 223, 323, 423 Painting Studio 3 credits each term
A focus on the development of a painterly vocabulary. The problems of direct observation, memory and abstraction are addressed. Students are encouraged to experiment with the painting medium and materials and expected to become familiar with contemporary concerns and relate them to their historical precedents. Field trips and visiting artists offer insight into contemporary themes and issues.

ART 125, 225, 325, 425 Jewelry, Metalsmithing & Small Sculpture 3 credits each term
A deep exploration of the historical and contemporary concepts and processes of jewelry-making and body adornment. Emphasis is placed upon the creation of jewelry as objects of personal language and expression. The basic jewelry and metalsmithing techniques of construction and casting are demonstrated, learned and utilized in the creation of jewelry-based objects of art.

ART 124, 224, 324, 424 Structures through Papermaking 3 credits
The focus of this course is designed to introduce students to the process of making paper with applications in sheet forming, bookbinding and 3D structures. Investigations into the history of papermaking and contemporary applications will supplement the hands on studio environment of this course.

ART 127, 227, 327, 427 Sculpture Studio 3 credits each term
An introduction to the process, principles and practice of sculpture. The course exposes the student to art and ideas through field trips, visiting artists, reading and presentation together with the creation of sculpture. Emphasis is placed on the development of a personal expression through a thorough understanding of the form.

ART 131, 231, 331, 431 Ceramics Studio 3 credits each term
An examination of the processes and history of ceramic art in the context of human societal development. Students utilize the various skills and techniques of wheel-throwing, slab-building, glazing and firing to produce ceramic objects as vehicles of personal expression.

ART 138, 238, 338, 438 Elements of Design 3 credits
An introduction to the visual and conceptual issues of graphic design with an emphasis on creative problem solving. Exploration of design, visual communications, and graphic theory through applied problems will be addressed. Hands on use of painting, illustration and pagination software.
ART 139, 239, 339, 439 The Book as Art
3 credits
The focus of this course will be on the investigation into the process of bookmaking from simple zines to unique artist books. We will learn several different structures and produce books with and without text. Students will work individually and collectively to explore different ways of creating. Ideas of narrative, found language, concrete poetry and illustration will be addressed.

ART 200 Modern Art 1880-1945
3 credits
A study of selected works of art and texts from the period. Primary source documents such as artists' statements, manifestos and important works of criticism and poetry are studied alongside the painting, sculpture and performance that they address. Postimpressionism, symbolism, fauvism, expressionism, cubism, futurism and surrealism are some of the movements to be considered.

ART 208 Introduction to Art Therapy
3 credits
This course will present an introductory experience to the field of art therapy. The course will include principles and practices of art therapy and the use of art making as a healing modality. Students will be introduced to art therapy theory and practice, art therapy history and its pioneers as well as the present day art therapy community and the American Art Therapy Association. Students will explore, through discussion and experiential work, the curative aspects of image and art making.

ART 210 Contemporary Art
3 credits
A study of selected artists and works from the period 1945-present. Emphasis is on work exhibited in the United States, regardless of the place of origin, and on theoretical and critical thought that accompanied the development of abstract expressionism, pop art, minimal art and other recent movements.

ART 220 Women Artists
3 credits
A redefinition of well-established assumptions about the history of art and heightened awareness of the work of the many women artists who have participated in the history but whose work has been overlooked or undervalued. Students look closely at the historical circumstances that resulted in some women artists' reputations, influence and work being virtually lost to subsequent generations. Questions are raised that challenge and explore the criteria used to determine what constitutes "great" art, including the varied points of view raised within feminist art criticism itself.

ART 260 Special Topics in Studio Art
3 credits
Media or form problems of special interest to students and faculty that are within the scope of existing facilities are studied in these courses.

ART 261 Special Topics in Art History
3 credits

ART 270 Art Therapy Practicum
3 credits
This course is designed to give senior students who have already completed the pre-requisite course, Introduction to Art Therapy, an opportunity to clarify and focus their professional intentions and to obtain experience that will be useful in pursuing further educational opportunities. It is appropriate for students who plan to do graduate work in the field of art therapy. The central focus of the course is the practicum. The student is expected to complete 80 hours of observation time in an approved facility during the 15 week semester, approximately 5-7 hours each week. The observations must be performed under the supervision of a master's level art therapist who will be available to supply feedback and discussion of art therapy concepts and approaches.

ART 335 and 336 Advanced Problems
3 credits each term
This course is for advanced students working in different areas of concentration.

ART 390 Independent Study in Studio Art
3 credits

ART 470 Senior Studio Seminar
3 credits (fall only)
This course is offered every fall semester as a requirement for the art major. Students will focus on the creation of their own art work determined by their area of interest be it painting, sculpture, printmaking, ceramics, jewelry/metal smith. Expectations of this course involve research, written work such as artist statements, resumes and other marketing material, and the creation of new works of art. Through in-progress and group critiques the student will present their investigations and articulate their own interests and vision through visual work.

ART 472 Senior Art Exhibition
3 credit (spring only)
This course is the required for all students planning to exhibit their work in the senior art exhibition. The senior
art exhibition is mandatory for art majors with a studio art focus, and optional (with permission from the portfolio review committee) for those with an integrated art focus. ART 370 is a prerequisite. This course is to be taken Pass/Fail and must be taken with an upper level (400) 3-credit studio. The primary focus of this course is the preparation for the senior art exhibition. Students will be involved in all aspects of preparing and installing an art exhibition, from critiquing and documenting their work, writing press releases, designing exhibition postcards, and the hanging of art work.

**BIOLOGY COURSES**

**BIO 111 Concepts in Ecology and Environmental Issues** 4 credits
Contemporary environmental concerns on global, national and local levels are examined to increase awareness and scientific literacy and to promote stewardship in the understanding of their impact and application to human existence. In order to understand these environmental concerns it is important to study the nature of our environment, biodiversity, biogeochemical cycles, populations, and our renewable and non-renewable resources. The laboratory is an integral part of the course and will reinforce lecture material. (Not accepted as credit toward a Biological Sciences major.)

**BIO 112 Concepts in Human Biology and Health Issues** 4 credits
The application of biological principles to contemporary health issues are examined in this course to provide awareness and scientific literacy about their potential impact and importance to our well-being and the choices we make. Students will gain an appreciation of the design of the human body through a study of its organization, the interrelationships among the many organ systems, patterns of chromosome and genetic inheritance and cancer. (Not accepted as credit toward a Biological Sciences major.)

**BIO 117 Human Anatomy and Physiology I** 4 credits
A study of the unity of structure and function with clinical applications, this course will provide the foundation for understanding the design of the human body from the cell to the system level under the unifying theme of homeostasis. Topics include anatomical terminology, chemistry, cells, tissues, and the integumentary, skeletal, muscular, nervous and sensory systems. The laboratory component will focus on anatomical principles and complement lecture through microscopic and macroscopic observations. Lecture three hours, laboratory three hours. (Not accepted as credit toward a Biological Sciences major.)

**BIO 118 Human Anatomy and Physiology II** 4 credits
A continuation of the study of structure and function with clinical applications important to understanding the human body under the unifying theme of homeostasis, this course will continue using physiological principles to study the endocrine, cardiovascular, immune, respiratory, digestive, urinary, reproductive systems, metabolism and development. The laboratory component will focus on anatomical principles and complement lecture with microscopic and macroscopic observations enhanced with dissections. Lecture 3 hours, Laboratory 3 hours. (Not accepted as credit toward a Biological Sciences major). Prerequisite: BIO117 or permission of the instructor.

**BIO 121 Principles of Biology I** 4 credits
An introduction to the basic, unifying principles of biological systems, this course emphasizes the building blocks of life, cellular metabolism and processes, patterns of inheritance and human genetics and molecular mechanisms of heredity and gene function. The laboratory consists of investigative research and emphasizes skills and techniques. This course is designed for science majors, allied health and pre-professional students. Lecture three hours, laboratory three hours. BIO121 and 122 may be taken in either order.

**BIO 122 Principles of Biology II** 4 credits
An introduction to evolutionary theory and principles, this course emphasizes plant diversity, structure and function, animal diversity, vertebrate animal structure and function, human structure and function, and an overview of ecology and animal behavior. The laboratory includes student/faculty research and emphasizes skills and techniques. Three hours lecture, three hours laboratory. BIO121 and 122 may be taken in either order.

**BIO 127 Clinical Microbiology** 4 credits
The general characteristics of bacteria, protozoa, yeasts, molds and viruses are used to understand the role of microorganisms in human health and disease. The interactions between the host and the microorganisms are emphasized as well as the physical and chemical methods
of control. Infectious disease agents are covered by body system. Lecture three hours, laboratory three hours. Prerequisites: college-level chemistry course appropriate for intended major. (Not accepted as credit toward a Biological Sciences major.)

**BIO/NEU 200 Introduction to Neuroscience 3 credits**

This introductory course covers many aspects of neuroscience including synaptic transmission, psychopharmacology, sensory systems, cognition, learning and basis of neurological disease. Prerequisites: BIO 121, 122 and PSY 100 or permission of the instructor.

**BIO 201 Research Directorship 1 credit**

Research Directors (RD’s) lead a team of 3-6 Principles of Biology II lab students through the many steps of scientific research. Developing a research plan and schedule, teaching laboratory and/or field techniques, critiquing oral presentations and a written abstract are the primary responsibilities of an RD. Prerequisite: BIO 122 and permission of the instructor.

**BIO 207 Botany (Alternate years) 4 credits**

A study of plants from the green algae through the angiosperms. Plant structure, function, physiology, ecology, and conservation will be addressed. The laboratory portion of the course will focus on the evolutionary relationships among different plant families and the learning of key characteristics to aid in plant identification. The lecture and laboratory sections of the course must be taken together. Lecture three hours, laboratory three hours. Prerequisite: BIO111 or BIO122 or permission of the instructor.

**BIO/HON 214 Bioterrorism & Emerging Infectious Diseases 3 credits**

Ebola, anthrax, Lyme disease, SARS, polio, smallpox, the Plague, mad cow disease and the avian flu continue to attract the attention of the human species. These are either emerging infectious diseases (EIDs) or the agents responsible for the diseases that plague our kind. In some cases, EIDs and bioterrorism go hand in hand. This course will cover the biological mechanisms of a diversity of diseases, the ecology of disease agents and vectors, the impact of globalization on the spread of EIDs, agencies (e.g., CDC) involved in fighting the spread of diseases, bioterrorism in the past, present and future, and the socioeconomic impact of EIDs and bioterrorism. Lectures, debates, book discussions, films, and projects will be integral parts of this course. Prerequisite: An enthusiastic interest in learning more about bioterrorism and emerging infectious diseases.

**BIO 217 Anatomy and Physiology I 4 credits**

A comprehensive course integrating the structure and function of the human body with a problem- based approach, this course is a study of the organizational design of the body, homeostasis, the chemical basis of life, the structure and function of the cell, systemic histology and systemic physiology with an emphasis on the integumentary, skeletal, muscular, nervous and sensory systems. Dissections, including cat dissections, are an integral part of the laboratory experience. The laboratory component complements lecture through its focus on analysis and anatomy through both microscopic and macroscopic observations to understand the complexity of the human body. Lecture three hours, laboratory three hours. Prerequisite: BIO122 or permission of instructor.

**BIO 218 Anatomy and Physiology II 4 credits**

A continuation of the comprehensive, problem-based approach to the study of structure, function and homeostasis in the human body, this course involves a study of the endocrine, cardiovascular, immune, lymphatic, respiratory, digestive, urinary and reproductive systems. Studies also include metabolism, nutrition, fluid and electrolyte balance, and growth and development. Dissections, including cat dissections, are an integral part of the laboratory experience. The laboratory component complements lecture through a continued microscopic and macroscopic analysis and comparison of organ systems. Lecture three hours, laboratory three hours. Prerequisite: BIO 217 or permission of instructor.

**BIO/NEU/PSY 220 Sensation and Perception (Alternate years) 3 or 4 credits**

An in-depth study of sensory systems including vision, taste, olfaction, audition and somatic senses. Lab is required for Neuroscience majors. This course fulfills only the 3 credit SCI requirement. Prerequisite: PSY 100 or BIO 121.

**BIO 224 Animal Behavior: An Evolutionary Approach (Alternate years) 3 credits**

A study of the underlying (proximate) mechanisms an evolutionary (ultimate) causes of animal behavior. Topics
will include how genes and the environment affect the development of behavior, the neurological control of behavior, and the evolution of behavioral adaptations (habitat selection, territoriality, migration, communication, predator avoidance, foraging strategies, reproductive strategies, and social behavior). The evolution of human behavior will also be discussed. Concepts will be introduced and discussed using a hypothetico-deductive approach. Prerequisites: BIO 111 or BIO 122 or PSY 100.

**BIO 227 Microbiology 4 credits**
A survey of microbial life including bacteria, fungi, protozoa, and viruses (with an emphasis on bacteria). Topics covered include microbial characteristics, physical and chemical control, metabolism, enzymes, regulation of enzyme activity, bacterial genetics, bacterial diversity, host-microbe interactions, and applications of microbiology. The laboratory includes aseptic technique, staining procedures, culture methods, cultural and physical characteristics, microbial control, microbiology of food, water, and soil, microbiology of the body, and identification of unknowns. Lecture three hours, laboratory three hours. Prerequisites: BIO 121, 122, 236 CHE 111, 112.

**BIO 235 Ecology, Evolution, and Genetics 4 credits**
This course covers material beyond the introductory level in the areas of ecology, evolution, and classical genetics. Topics include population, community, and ecosystem ecology; extensions of Mendelian genetics; microevolution and evolutionary genetics; speciation; and macroevolution. The associated lab includes a field component. Lecture, three hours, laboratory, three hours. Prerequisites (lecture and lab, C- or better): BIO 121 and 122 required, CHE 111 and 112 recommended.

**BIO 236 Cell and Molecular Biology 4 credits**
This course expands on fundamental concepts in the areas of cell and molecular biology with special emphasis on the molecular reactions and cellular structures found inside of eukaryotic cells. Topics will include microscopy; cell structure and function; cell cycle and reproduction; gene expression and its control; molecular mechanisms of inheritance, inter- and intracellular signaling and interactions. In conjunction with the lecture course, the laboratory sections will provide the students with firsthand experience in commonly used experimental techniques in cell and molecular biology. Lecture three hours, laboratory three hours. Prerequisites (lecture and lab, C- or better): BIO 121 and 122 required, CHE 111 and 112 recommended.

**BIO 243 Biology Independent Research 1-2 credits**
This course is designed for students who are interested in conducting independent research under the guidance of a faculty member from the Department of Biological Sciences, but have not developed a research proposal for their independent project. This course may be repeated; 2 credits per semester is the standard load. This course may not be applied to the Thesis Option for any major. Prerequisites: permission of the faculty supervising the research.

**BIO 248 Biostatistics 3 credits**
An introduction to parametric and nonparametric statistical methods commonly used to analyze biological data, students learn and apply these methods to their own research and/or to ecological, molecular and health related data found in the primary literature. Prerequisite: BIO 121, 122; junior or senior standing recommended.

**BIO 300 Evolution (Alternate years) 3 or 4 credits**
This course involves in-depth study of mechanisms of evolution and how they relate to the complexity of the world and its organisms. Evolutionary change will be studied as it occurs at the genetic level, within populations, between species, and as it relates to physical changes in the environment. The use of fossil, morphological, and molecular data to tease apart evolutionary relationships among taxa will be discussed and examined further in the lab. Students may take only the lecture portion of the course (3 credits) or the lecture and laboratory portion of the course (4 credits). Prerequisites: BIO 121, 122; 235, 236.

**BIO 304 Pathophysiology 3 credits**
A study of the underlying changes in human physiology at the tissue and organ level that result from disease and injury. Prerequisite: Bio 117 and 118 or 217 and 218 or permission of the instructor.

**BIO 307 Biodiversity and Conservation Biology 4 credits**
An overview of the science of conservation covering 1) the nature of conservation biology and the definition, origin,
and global patterns of biodiversity, 2) the threats to biodiversity including habitat destruction and fragmentation, exotic species introductions, overexploitation, and disease, 3) how these threats affect the genetics and demographic processes of small populations, and 4) an introduction to the methods used to stop the loss of biodiversity including establishing new populations, ex situ conservation strategies, the design, establishment, and management of protected areas, and restoration ecology. Prerequisite: BIO 235 or permission of instructor.

**BIO 312 GIS and Spatial Modeling** *(Alternate years)* 4 credits

Students in this course will gain both field and lab experience in the uses of GPS (Geographical Positioning Systems) and GIS (Geographic Information System). The relationship of these new technologies to the fields of conservation biology, land management, business, criminal investigation, and city planning will be discussed through readings in the primary literature and experienced through class projects. Projects include mapping and data basing the Cedar Crest College Buildings and Arboretum, assessing habitat use by animals in a local park, and a study of changes in land use over time. Students must take both the lecture and lab portions of this course. Prerequisites: BIO121, 122; BIO 235 is recommended.

**BIO 313 Advanced Mendelian and Population Genetics** 3 credits

This course deals with advanced concepts in the inheritance of genes and traits. Extensions of Mendelian genetics include gene interaction, recombination, and quantitative genetics. Topics in population genetics include Hardy-Weinberg equilibrium and its extensions, Wright-Fisher populations, the coalescent, linkage disequilibrium, and molecular population genetics. The course emphasizes theory and applications, the latter including conservation, biomedical, and forensic genetics. Prerequisite: BIO 236.

**BIO 315 Case Studies in Conservation Biology** 2-3 Credits

This course will be taught in a seminar style and involve a review and discussion of readings, issues and examples in biodiversity and conservation biology. Students will work independently and in small groups to critique Federally endangered species recovery plans, create materials that would be informative to the public regarding conservation issues, and debate the design of a park/preserve. Students taking the course for 3, rather than 2 credits, will also participate in service-learning projects involving environmental issues in the local community. Prerequisites: BIO121, 122, 235; BIO 307 is recommended.

**BIO/PHI 320 Biomedical Ethics** 3 credits

Offers an investigation of ethical issues, using philosophical models and biomedical case studies, in areas of death and dying, human experimentation, reproductive manipulation, genetic engineering, behavioral control and health-care delivery. Prerequisite: Junior standing. BIO 323 Bioinformatics (Alternate years) 4 credits This course is a study of central concepts in bioinformatics. Topics will include DNA and protein sequence alignment, database searches and phylogenetic reconstruction; genomics and related disciplines; and perl programming. Emphasis will be placed on the current primary literature. Lecture three hours, laboratory three hours. Prerequisites: BIO 235 and BIO 236, or permission of the instructor.

**BIO 327 Microbial Pathogenesis and Human Immunology** *(Alternate years)* 3 or 4 credits

This course will introduce the microorganisms responsible for many common diseases and the ways in which the human body can protect itself against these disease agents. Topics include immunology, bacteriology, virology, mycology, parasitology, and microbial pathogenesis. Lectures, case studies, current events, literature research, and projects will be integral parts of this course. Lecture three hours, laboratory three hours. Students may take only the lecture portion of the course (3 credits) or the lecture and lab (4 credits). Prerequisites: BIO227, or permission of the instructor.

**BIO 328 Marine Ecology and Conservation** *(Alternate years)* 3 or 4 credits

This course is an introduction to the organisms, habitats, and ecosystems that make up the marine realm and the conservation issues that affect them. Special emphasis is given to neo-tropical marine ecosystems. Topics include physical oceanography, marine biodiversity, the ecology of marine organisms and communities, and marine conservation ecology. The optional field experience is taught at the Oceanic Society- Blackbird Caye field site in Belize. While at the field site, students will: (1) learn basic research methods that are utilized during marine field studies, (2) conduct a comparative biodiversity study of neo-tropical ecosystems, including coral reefs, sea grass beds, and mangroves, (3) conduct marine conservation research projects, and (4) be introduced to the culture of
Belize. Snorkeling is required. Students are responsible for all travel and lodging expenses. While this is a Fall semester course, the field portion will be held in early January. Lecture; 3 cr.; Field experience: 1cr. Prerequisites: BIO235.

**BIO/NEU 330 Neuropharmacology**  3 credits
An in-depth study of the pharmacological aspects of neuroscience with an emphasis on clinical applications. Prerequisite: NEU 200.

**BIO 332 Developmental Biology**  (Alternate years)  3 or 4 credits
From the DNA blueprint to an organism’s final structure, this course is a morphological and molecular study of growth and differentiation. Lecture may be taken without the laboratory. Prerequisites: BIO235 and 236.

**BIO 335 Molecular Genetics I**  4 credits
Part one of a two-part course in molecular genetics, this semester emphasizes molecular mechanisms as they apply to prokaryotic organisms. Lectures will begin with a general review of genetics and cell biology, cover basic techniques used in molecular biology research, and then detail the processes of DNA replication and transcription in prokaryotes. In the laboratory portion of this course, students will use restriction endonucleases to clone specific genes from bacterial DNA. They will demonstrate their success through restriction mapping, gene-specific PCR, and gene expression. Prerequisites: BIO235, 236.

**BIO 336 Molecular Genetics II**  4 credits
Part two of a two-part course in molecular genetics, this semester emphasizes molecular mechanisms as they apply to eukaryotic organisms. Lectures explore basic techniques used in molecular biology research as the processes of transcription and translation in eukaryotes are examined. The impact that current research in the field of molecular genetics has on society health issues and world politics is also examined. In the laboratory portion of this course, students will construct a cDNA library which they will probe using primers that they designed. Prerequisite: BIO335.

**BIO/NEU 340 Neuroscience Methods**  (Alternate years)  4 credits
This laboratory course introduces students to several of the methods currently used by neuroscientists including electrophysiological, histological and molecular techniques. The lecture component explores both classical and current literature in Neuroscience. Prerequisites: BIO 236, NEU 200 (NEU 200 can be taken concurrently).

**BIO 342 Radiation Biology**  4 credits
A study of the properties of radiation, its detection and measurement and its pathological and therapeutic effect upon the living system. Lecture three hours, laboratory three hours.

**BIO 343 Polymerase Chain Reaction - PCR**  1.5 credits
A 7-week laboratory-intensive course on polymerase chain reaction (PCR), one of the most important tools of molecular biology. Prerequisites: BIO 236 and junior or senior standing.

**BIO 344 DNA Sequencing**  1.5 credits
This lab-intensive course will help students to better understand both the Sanger and Maxam-Gilbert Methods of sequencing. Students will experience Sanger sequencing through both manual and automated sequencing methods. They will also learn how to interpret data as they use biotechnology to identify sequences and build basic sequence comparisons. Prerequisites: BIO236 and junior or senior status.

**BIO 345 Advanced Recombinant DNA Techniques**  3 credits
An introduction to advanced recombinant DNA techniques with an emphasis on theory and applications. Prerequisites: BIO335, 336.

**BIO 346 Antibody Production and Characterization**  4 credits
An introduction to antibody production and immunoassays. Basic aspects of immunology are discussed along with polyclonal, monoclonal and recombinant antibodies. Lecture three hours, laboratory three hours. Prerequisites: BIO 227; CHE 205, 206.

**BIO 347 Microscopy and Image Analysis**  1.5 credits
Theory and application of advanced techniques in microscopy, including fluorescence and laser scanning confocal microscopy. Introduction to digital image processing and analysis. This 7-week laboratory-intensive course meets for the second half of the Spring semester.
BIO/NEU 348 Diseases of the Nervous System
3 or 4 credits
Our brains control everything that makes us human, including how we think, feel, learn, and how we perceive the outside world. When the brain is damaged by disease or injury or fails to form correctly during development, the results can be catastrophic. This course will examine selected diseases of the nervous system at both the clinical and the molecular level and assess current treatments. Diseases to be discussed may include Alzheimer, schizophrenia, neural tube defects, autism, and spinal cord injuries. Readings from the primary literature and laboratory activities will complement the lecture material. Lecture three hours, laboratory three hours. Lecture may be taken without the laboratory. Prerequisites: BIO 235, 236.

BIO 349 Protein Purification and Analysis
1.5 credits
A 7-week, laboratory-intensive course covering the methodologies of protein purification such as column chromatography and ammonium sulfate precipitation, quantification of protein concentration through colorimetric methods, and protein analysis through both denaturing and non-denaturing PAGE. Various methods of detection are used including coomassie blue stain, an enzymatic assay, and western blot. Prerequisites: BIO236 and junior or senior status.

BIO 350 Junior Colloquium
2 credits
This course fulfills two goals: (1) development of career plans and skills, including interviews, resumes, and oral, written, and computer communication. (2) development of critical thinking skills through the selection of a research topic and preparation of a research proposal. Should a student select the thesis option for her major, this proposal will be the foundation for her thesis research. This course is part of the capstone requirement for all majors in the Department of Biological Sciences, and is normally taken in the fall of the junior year. Prerequisite: BIO121, 122.

BIO 353 Biology Independent Research
1-2 credits
This course is designed for students who wish to complete the Thesis Option for their major by conducting independent research under the guidance of a faculty member from the Department of Biological Sciences. Students who choose to conduct thesis research should have developed a proposal that outlines their research plan prior to registering for this course. This course may be repeated; 2 credits per semester is the standard load. The Thesis Option requires a minimum of 4 credits earned by working in a coherent research project. Prerequisites: permission of the faculty supervising the research and successful completion of BIO350.

BIO 354 Thesis and Presentation
1 credit
This course serves as the capstone course for the Thesis Option for all majors in the Department of Biological Sciences. Completion of this course requires (1) submission of a written thesis to the faculty supervising the student’s thesis research and (2) oral or poster presentation of the student’s research project to the college community at the Biological Sciences Research Symposium. Prerequisites: Declared major within the Department of Biological Sciences; permission of the faculty supervising the research; 4 credits of BIO 353, CHE 391/392 (2 credits of BIO 353 - CHE391/392 may be taken concurrently).

BIO 355 Science, Ethics and Society
2 credits
This course provides science majors with an opportunity to form connections between their scientific background and society as a whole. Students will gain an understanding of the role of science in society and the importance of ethics within science. This course is part of the capstone requirement for all majors in the Department of Biological Sciences and is normally taken in the fall of the senior year. Prerequisite: BIO350.

BIO 360 Special Topics in Biology
1-4 credits
A consideration of a selected topic in contemporary or classical biology. Permission of the instructor is required.

BIO 390 Independent Study
1-4 credits
Prerequisite: Permission of faculty.

Biology Courses Offered in Affiliation with Hawk Mountain Sanctuary
All Hawk Mountain courses are held regardless of weather conditions and require outdoor fieldwork and hiking on rugged terrain. Appropriate clothing and footwear are recommended. Students must provide their own transportation to the Hawk Mountain Sanctuary in Kempton, PA. The raptor biology courses (253, 256, 259) are recommended as a sequence for Biology majors desiring to earn a 3-credit elective. Any of the Hawk Mountain courses can be combined to fulfill 3- or 4-credit elective biology major requirements, providing the
student has completed a full year of introductory biology. These courses may also be used with a 3-credit biology elective to fulfill a 4-credit elective for Biology majors. Students without the full year of introductory biology prerequisite may take the courses but not for credit toward their major. There is a $35 site fee charged for 1-credit courses; $50 for 2-credit courses; $75 for 3 or 4 credit courses.

**BIO 251 Neotropical Migrant Birds** 1 credit
A focus on neotropical migrant birds with consideration of their natural history, identification and migratory patterns. Students learn orientation and theory in the classroom. Location, identification and discussion of species are studied in the field (Hawk Mountain Sanctuary and surrounding area). The course meets one weekend in late April or early May.

**BIO 252 Field Ornithology** 3 credits
A field course oriented to identification, adaptations, habitat associations and sociobiology of birds at Hawk Mountain. The course meets for two weekends (one in September and October).

**BIO 253 Dynamics of Raptor Migration** 1 credit
An introduction to hawk migration, including the effects of weather and geography, hawk identification, migration research and a small independent project. The course meets for two Saturdays in the fall.

**BIO 256 Birds of Prey in Winter: A Study in Adaptation (Alternate years)** 1 credit
An introduction to the winter ecology of Pennsylvania’s hawks, eagles and falcons, with emphasis on hunting strategies and tactics, prey selection, competition for food and aggressive interactions. The course meets for one weekend in late January.

**BIO 259 Nesting Birds of Prey (Alternate years)** 1 credit
An introduction to the breeding ecology of Pennsylvania’s hawks, eagles, falcons and owls, with emphasis on territorial behavior, parent-offspring interactions, nesting growth and development and conservation ecology. The course meets for one weekend in March.

**BUSINESS COURSES**

**BUA 110 Principles of Management** 3 credits
An introduction to the functions and responsibilities of business management. This course examines the fundamentals of management and explores why management is needed in today’s complex business world. It explores the traditional functions of planning, controlling and organizing and pays special attention to organizational structures, leadership, and motivation. An excellent course for both business and non-business majors, it requires no prerequisites.

**BUA 211 Introduction to Healthcare Systems** 3 credits
An in-depth overview and analysis of American healthcare and medical delivery systems. Cultural, political, economic and environmental factors that affect health care delivery will be explored from historic and contemporary perspectives. Specific forces influencing health care delivery including reimbursement, labor shortages, the impact of health maintenance organizations, aging population and access to healthcare will be discussed. Emphasis is placed on the way healthcare is reimbursed in the U.S. and the history of for-profit, not-for-profit and entitlement programs. A look at structure, access, organization and functions will provide the student with an introduction to the complexity and unique elements of health care systems.

**BUA 216 Personal Finance** 3 credits
Designed to acquaint the student with the concepts of portfolio analysis in the general area of investment management. The course discusses principles for managing financial assets. Many of these principles apply to both personal and institutional investment strategies. In addition to an introduction to the major investment vehicles available in developed nations, students will learn how to establish appropriate investment objectives, develop optimal portfolio strategies, estimate risk-return tradeoffs, and evaluate investment performance.

**BUA 220 Human Resource Management** 3 credits
A course in Human Resource Management, specific attention is placed on the day-to-day administrative and management procedures necessary to support the workforce. Included are matters of recruiting, selecting and hiring personnel, compensation and benefits, legal requirements that govern records and interactions with employees, rules and regulations covering termination, task definition, and training. Prerequisites: BUA 110.

**BUA 221 Business Law** 3 credits
Business relationships are largely based upon contractual agreements. This course provides an introduction to the
legal system as it effects business, the nature and meaning of law, sources of law, legal process and institutions. Students examine the legal environment of business, along with the individual's rights and responsibilities in a free society. Particular emphasis is placed on contracts, at common law and under the Uniform Commercial Code, and the exploration of how these principles apply to modern life both in and out of the business setting.

BUA 239 Employment Law 3 credits
Managing within the law requires students to understand the interrelationships between the various federal and state laws and regulations affecting employment relationships and management’s human resource policies and practices. This course provides students with the foundations necessary to foster a healthy, productive and lawful work environment. Experiential exercises reinforce an understanding of the application of law to employment situations and advocacy issues in employment discrimination cases. Prerequisites: BUA 221 or BUA 110.

BUA 240 International Business 3 credits
A course in international business that examines the global business structure with a focus on cultural differences, the theories of international trade and investment, the functions of foreign exchange and monetary systems, and the process of strategic and operational decisions. Students are asked to broaden their perspective on obtaining news and information to assess international issues intelligently. Prerequisites: ECO 101, BUA 110, MRK 230.

BUA 250 Principles of Finance 3 credits
An examination of the modern theories that explain financial decision-making. This course considers decisions made by managers to obtain, manage, and invest funds for the operation of the organization. Topics include the time value of money, financial markets and institutions, financial instruments, financial planning, ratio analysis, working capital management and capital budgeting. Prerequisite(s): ACC 102, ECO 101, ECO 102, MAT 105.

BUA 258 Healthcare Management 3 credits
An in-depth look at healthcare delivery systems with emphasis on administrative functions, terminology, accreditation, human resources management, medical staff relationships and the many legal aspects of health care management. Special emphasis is given to the topics of the uninsured population, access to care, world health, financing health care in other countries, quality improvement, marketing and corporate compliance. Prerequisites: BUA 110, BUA 211.

BUA 281 Business Ethics 4 credits
An examination of how ethical and moral considerations interact with the role of business and its search for legitimacy within our society. Business must identify various organization stakeholders, recognize the conflicting demands that emanate from each, and develop management behaviors, policies and practices that are acceptable to as many as possible. Students engage in understanding the societal, organizational, and institutional pressures on businesses and their employees when making decisions. Changing ethical and moral standards as businesses transcend political and cultural boundaries in the global marketplace merit attention. Real-life and hypothetical case study situations are used to enhance the classroom experience. Prerequisites: BUA 110, or SOC 100 or PHI 100 or PSC 201.

BUA 300 Writing for Management 3 credits
A focus on the close connection between all levels of management communication and the written document. Special emphasis is placed on the creation and development of all forms of written management communications, including email, memos, reports and proposals, and close attention is paid to the amenities of good English syntax as it impacts effective communication. Includes oral and written presentations of management information. Prerequisite: ENG 100 or HON 122, BUA 110, Sophomore standing.

BUA 320 Attracting, Selecting and Retaining Talent 3 credits
Any organization’s most important asset is the people. This course presents theory, research and application on the recruitment, selection and retention of individuals in the workplace. This course is organized into three parts: a) recruitment processes from the organizational and applicant perspective; b) the logistics and legal issues of employee selection; and c) various issues related to the retention of productive and satisfied workers. Case studies are used to demonstrate concepts. Prerequisite: BUA 220.

BUA 325 Compensation Management 3 credits
The study of establishing pay and employee benefit programs that are consistent with organizational
objectives and focus employee efforts to organizational goals. Students also explore the design of rewards and incentive programs that impact job satisfaction and retention. This applied examination of financial reward systems is in the context of relevant theoretical and legal perspectives. Topics include compensation structures, job evaluation, pay surveys, incentives, pay equity, benefits, executive compensation and compensation strategy. Prerequisite: BUA 220.

BUA 328 Power, Influence, and Negotiation 3 credits
An examination of how influence, power and organizational politics are related to effective negotiation and development of leadership style. Experiential exercises facilitate learned application of strategy. This course is intended for those who want to challenge themselves to explore their potential to stimulate innovation and creativity in others. Prerequisites: BUA 110 and PSY 100.

BUA 329 Organizational Behavior 3 credits
A study of the relationship between enlightened, effective management and individual, group and organizational performance. Particular focus is directed to organizational climate, intergroup behavior, reward processes, performance evaluation, leadership and communications. Prerequisite: BUA 110 and Junior standing.

BUA 335 Retail Management 3 credits
Students will examine the retail business process and understand the components of developing and maintaining a retail operation. The course includes the fundamentals needed to analyze the daily business practices of a retail establishment and apply solutions based on sound management theory and practical experience. Prerequisite: MRK 230.

BUA 340 Healthcare Finance 3 credits
Introduces the student to current performance measurement, budgeting and reimbursement processes in health care facilities. Topics include financial statements, the prospective payment system, managed care, utilization management and other sources of health care revenue and cost management. The course discusses cost/benefit analysis, capital financing, risk management and performance indicators pertinent to the health care industry. Prerequisite: BUA 258.

BUA 345 Operations and Supply Chain Management 3 credits
A survey course of the analysis, decisions, and actions necessary to operate efficient and effective organizations. Considered are topics in forecasting, capacity planning, scheduling, dispatching, projects, process design, facility design, and quality control. Students are asked to integrate the functions of marketing, finance, and organizational behavior to understand how products or services move from conception to delivery. Prerequisites: BUA 250, BUA 329 or PSY 301, MRK 230.

BUA 350 Leadership 3 credits
Encouraging and achieving change in organizations and communities is the focus of this course. On a foundation of theoretical and applied concepts in leadership, students will undertake projects that develop the ability to create authentic visions and sustainable, cooperative responses to issues and opportunities. Simultaneously, students are asked to confront the challenge of moral leadership through an assessment of examples where individuals must make choices with significant ethical implications. Prerequisite: BUA 110 or PSY 100.

BUA 351 Applied Strategic Management I 3 credits
This course is the first of two required courses that consider the development and the execution of business strategy. Starting from the premise that business strategy is a holistic process that combines all business functions, as well as the internal and external environment of an organization, students will learn the process of strategy, its underlying theory, and the key decisions that must be made to integrate an organization’s capabilities and gain competitive advantage. Students will use representative case studies to analyze, discuss, and recommend strategic behavior. The course prepares students for Applied Strategic Management II, which requires the development and defense of a formal business plan. Prerequisites: BUA 345, ECO 101, MAT 110.

BUA 352 Applied Strategic Management II 3 credits
This capstone course for business and accounting majors integrates the collective knowledge students have acquired from the various functional areas of business to include accounting, finance, management, marketing, human resources, business ethics, and law. Specific emphasis is on entrepreneurship and teamwork. Students are organized into management teams for the purpose of analyzing a business from a strategic perspective and developing a business plan. Each team will be assigned a real company to work with and be assigned a Board of Directors consisting of a Cedar Crest Professor, one or two outside business professionals and a
member of the client business’s management team (when appropriate). Each team will meet with their Board three times during the semester. The Board will act as advisors and mentors to the teams, and participate in their evaluation.

Business topics of strategic management and current business events will also be discussed throughout the semester. The students will gain a practical experience in business that encompasses a wide variety of business issues while learning directly from the region’s best business people. The client companies get new and fresh insights into their organization from some of the brightest young minds in the area, under supervision of the some of the region’s most respected professionals.

Prerequisite: BUA 351.

BUA 160, 260, or 360 Special Topics
1-3 credits
This course is an exploration of specialized topics not among the traditional course offerings. This course may be repeated for credit as topics change.

CHEMISTRY COURSES

CHE 103 Concepts in Chemistry 5 credits
A study of descriptive chemistry as it relates to allied health fields. Fundamentals of reactions in solution, acid-base theory, and gas laws are presented in relation to physiological systems. This course also covers basic organic chemistry and biochemistry from organic structure and functional groups to carbohydrates, lipids, proteins and enzymes. Four hours integrated lecture and recitation and 2.5 hours laboratory per week. Prerequisites: Basic Arithmetic and Algebra Skills.

CHE 111 Chemical Principles 4 credits
A detailed study of principles and methods in theoretical and descriptive chemistry. Stoichiometry, periodic behavior, gases, solutions, and simple equilibria are covered. Laboratory emphasis is on basic chemical principles and qualitative analysis. Lecture three hours, laboratory three hours. Prerequisite: High school chemistry.

CHE 112 Chemical Equilibrium and Analysis 4 credits
A study of the analytical chemistry of the more common elements. Acid-base theory, solubility and redox equilibria are treated in lecture and applied in lab. Statistical evaluation of volumetric, optical, and potentiometric data are also covered. Lecture three hours, laboratory three hours. Prerequisite: completion of CHE 111 lecture with a grade of C- or better and completion of CHE 111 laboratory with a grade of D or better.

CHE 203 Survey of Organic Chemistry 3 or 4 credits
An overview of the chemistry of carbon compounds: naming, structure, functional groups, and reactions, with continual reference to substances of biological activity and importance. Topics discussed build from basic hydrocarbons and concepts to polyfunctional and complex systems. Lecture three hours, laboratory three hours. The 3-credit option does not include laboratory. Prerequisite: One year of college chemistry.

CHE 205 Organic Chemistry I 4 credits
A study of the chemistry of carbon compounds: structure, naming, reactions and synthesis involving major functional groups. Laboratory emphasis is on synthesis, separations and purification of organic compounds. Lecture three hours, laboratory three hours. Prerequisite: One year of college chemistry.

CHE 206 Organic Chemistry II 4 credits
A continuation of CHE 205 with focus on aromatic compounds and oxygenated functional groups. The laboratory stresses compound identifications through wet chemical and various spectral methods. Lecture three hours, laboratory three hours. Prerequisite: CHE 205 or its equivalent.

CHE 217 Nutritional Biochemistry 3 credits
A study of the basic concepts of biochemistry applied to metabolism: carbohydrates, lipids, amino acids, enzymes and metabolic control; vitamins and co-factors. Emphasis is placed on metabolic pathways, the interrelationships of major nutrients and the relation of metabolic processes to the overall nutritional health of an individual. Prerequisite: CHE 203.

CHE 230 Analytical Chemistry 4 credits
A study of the fundamentals of analytical chemistry. An emphasis is placed on statistics, solubility equilibria, acid-base equilibria, electrochemistry, and chromatography. The essential skills of quantitative analysis will be emphasized in the laboratory. Prerequisite: CHE 112.
CHE 241 Crime Scene Reconstruction and Pattern Analysis 4 credits
Students will be introduced to basic concepts in criminalistics such as identification and individualization. Among the topics for lecture and laboratory instruction are photography and other methods of crime scene documentation, imprint and impression recovery and analysis, firearms identification, and questioned document examination. Students are introduced to physical patterns such as blood spatter, bullet trajectory, and glass fracture typically found at crime scenes. Emphasis is also placed on the proper handling, packaging, and transport of physical evidence from crime scenes. Lecture three hours, laboratory three hours. Prerequisite: CHE 111.

CHE 300 Technical Information 3 credits
An introduction to the chemical literature and methods for literature searching using hardcopy and computer-assisted techniques. Major reference works, domestic and foreign research and review journals, and patents are discussed. Students gain experience in searching the literature, abstracting information in written form, and writing research papers for publication. Prerequisite: CHE 205 and 206.

CHE 302 Instrumental Analysis 4 credits
Principles, applications and theories of modern instrumental methods including chromatographic, spectrophotometric and electrochemical techniques are studied. Forensic Science students will receive separate laboratory instruction that emphasizes forensic application. Lecture three hours, laboratory three hours. Prerequisites: CHE 206 and PHY 102, or departmental approval.

CHE 306 Advanced Organic Chemistry 3 credits
A continuation of organic chemistry with emphasis on synthetic methods, condensations and cycloadDITIONS, organometallic reagents, aliphatic and aromatic substitutions, and reaction site selectivity. Also, molecular rearrangements and multi-step synthesis pathways. Frequent reference to the current chemical literature. Prerequisite: One year of organic chemistry.

CHE 307 Biochemistry I 3 or 4 credits
A study of the structure, properties and functions of proteins, carbohydrates, lipids, and nucleic acids. Enzyme kinetics is introduced and selected enzyme mechanisms are discussed. Lecture three hours, laboratory three hours. The 3-credit option does not include laboratory. Prerequisite: one year of organic chemistry.

CHE 308 Biochemistry II 3 or 4 credits
Metabolic pathways are surveyed in terms of bioenergetics, mechanisms of selected enzyme mediated processes, and key metabolic controls. The molecular and clinical aspects of various diseases are discussed. Lecture three hours, laboratory three hours. The 3-credit option does not include laboratory. Prerequisite: CHE 307 or departmental approval.

CHE 314 Toxicology 3 credits
An overview of toxicology principles including absorption, distribution, metabolic pathways and the effect of toxicants on various body systems, toxic effects of both organic and inorganic substances are discussed. Methods to measure toxicity and quantify toxicants in the environment are also studied. Prerequisite: CHE 205 or its equivalent.

CHE 320 Environmental Chemistry 4 credits
Chemical species in the water, soil and air environments are studied with respect to their sources, transport, reactions, effect and fates. The laboratory option stresses analytical methods. Additionally, the influence of human activity upon these processes is discussed. Lecture three hours, laboratory three hours. The 3-credit option does not include laboratory. Prerequisite: Chemistry 205.

CHE 331 Inorganic Chemistry 3 credits
A detailed study of the periodic properties, modern bonding theories, molecular geometries and coordination complexes of the transition elements and lanthanides, chemical reactions of representative and transition elements and their compounds are surveyed. Prerequisite: One year of organic chemistry, MAT 141, and MAT 142 (which may be concurrent).

CHE 335 Physical Chemistry I 4 credits
A study of the laws of thermodynamics and their application to solutions and phase equilibria, and chemical kinetics. Laboratory emphasis on applications of thermodynamic and kinetic principles and writing laboratory reports in journal format. Prerequisite: MAT 141, MAT 142 and PHY 101 (which may be concurrent). Lecture three hours, laboratory three hours.
CHE 336 Physical Chemistry II 3 credits
The study of quantum mechanics and its application to atomic and molecular structure. Methods for exact solution of the Schrodinger equation. Approximate methods such as the variational theorem. Introduction to Valence Bond (VB) and Molecular Orbital (MO) theories. Prerequisite: CHE 335

CHE 341 Polymer Chemistry 3 credits
A survey of the reactions leading to macromolecules: step and chain processes; kinetics, mechanisms and catalysts; the relation of reaction composition and molecular structure to polymer properties. Prerequisite: One year of organic chemistry.

CHE 344 Heterocyclic Compounds 3 credits
A study of the chemistry of nonbenzenoid aromatics containing ring hetero atoms, ranging from simple heterocycles to polycyclic systems and the nucleic acid bases. Emphasis is placed on synthesis, reactions and compounds of natural origin and pharmaceutical interest. Prerequisite: One year of organic chemistry.

CHE 347 Trace Evidence and Microscopy 4 credits
Lecture and laboratory instruction are given in the analysis of trace evidence typically found in forensic investigation such as hair, fibers, soil, glass and paint. The course focuses on the use of the light microscope, polarized light microscope, and the micro-FTIR as analytical tools. Students will also receive instruction in instrumental and wet chemical methods for the analysis of trace evidence, arson debris, and drugs. Lecture three hours, laboratory three hours. Prerequisites: CHE 111 and CHE 112. Juniors and Seniors only.

CHE 349 Professional Issues in Forensic Science 3 credits
Students are introduced to professional issues specific for forensic science practitioners. Topics include the courtroom admissibility of physical evidence, courtroom testimony and report writing. Students are also presented with ethical dilemmas typically encountered by practitioners and discussion centers on their resolution. Standards of ethics codified by professional forensic organizations is also presented. Prerequisite: Seniors in the Forensic Science concentration only.

CHE 352 Chemistry Seminar (Capstone) 2 credits
Student presentations (oral and written) of their research conducted in either CHE 391 or 392, or in an internship. The course represents the integration of all the student's learning and experience in chemistry or biochemistry, and the demonstration of that learning and experience in a formal setting as a requirement for degree completion. As part of this process, the student completes a series of comprehensive examinations in all the relevant sub-disciplines.

CHE 360 Special Topics 1-3 credits each term
A discussion of selected chemistry topics of interest to faculty and students.

CHE 391 or 392 Advanced Laboratory and Research (Capstone) 3 credits each term
Investigations using modern instrumentation and research under the direction of a faculty member and student presentations of results (in Chemistry 352). There is a three-credit minimum for chemistry and biochemistry majors. Research opportunities related to forensic science are available. Approved off-campus research experiences may meet this requirement.

CHE 393 Internship (Capstone) 3-6 credits
Application of chemistry or forensic science in a corporate or public sector setting.
COMMUNICATION COURSES

CST 110 Introduction to Communication  
3 credits

Introduction to Communication aims to introduce students to the field of Communication and to strengthen students’ communication skills for a variety of situations. The course accomplishes this through study and training in the basic principles and theories of communication and through practice in intrapersonal, interpersonal, small-group, and public communication. The ability to communicate effectively has become increasingly important in helping to determine a person’s success as a responsible citizen, a productive professional, and an understanding human being. Everyone can improve and develop more confidence in the ability to communicate effectively by understanding the communicative process, training in basic communication principles, and experiencing varied communication situations.

CST 130 Introduction to Film  
3 credits

An introduction to the study of film forms and film contents. It provides an historical overview of the development of film from its international premiere in 1906 by the Lumiere Brothers to the diversity of today’s cinema.

CST 170 Introduction to Mass Communication  
3 credits

Introduction to a range of approaches and theories that address the concept, character, organization, history and content of mass communication. Students have the opportunity to analyze the practices and products of mass communication in class and to explore the relation between media, reality and knowledge.

CST 180 Introduction to Journalism (WRI-2)  
3 credits

An introduction to the theory and practice of journalism. Students analyze, critique and write stories for print and electronic journalism. Contemporary issues in journalism are discussed and debated. Students also learn techniques of newsgathering within a socially responsible and ethical framework.

CST 210 Research in Communication  
3 credits

Introduces students to ways to think about and research issues in communication. It provides students with foundational tools to do research in the field, focusing heavily on qualitative approaches. Methods include semiotics, content analysis, narrative and genre analysis, ideological and feminist analysis, among others. Basic quantitative approaches such as surveys and focus groups are also covered. The course helps students to do improve their research skills for all communication classes, and also prepares them for more in-depth projects later in their course of study, such as the Senior Capstone project. Prerequisite: CST 110.

CST 216 “The Crestiad”: Staff  
1-3 credits

Includes all staffing positions on “The Crestiad”: editor-in-chief, managing editor, layout/copy editors, reporters, photographers and columnists. Previous experience on school newspapers or CST 150 recommended.

CST 222 Race And Gender in the Media  
3 credits

As consumers and producers of media, it is important that communication majors and non-communication majors critically examine the role of media in forming our beliefs about race, ethnicity, and gender in society. Media have the ability to shape, challenge, and uphold our beliefs about others and ourselves. Through this course, students will explore the social construction of race and gender through readings, discussion, and research. Specifically, the class will focus on critically viewing race and gender in film, television, and print media. Cross-listed as GND 222.

CST 224 Video Production I  
3 credits

An introduction to the multiple elements of video production especially as performed in a studio setting, students gain experience in the operation and coordination of these elements for communication and aesthetic purposes.

CST 225 Digital Photography  
3 credits

Intended to teach the basic principles of digital photography to students with little or no background in photography. These principles will be illustrated through lecture, lab work with software, and also field work with a digital camera. Principles and techniques for using digital cameras will be emphasized, along with the ability to use Photoshop Elements, with the intention of providing students the fundamental skills to produce quality digital photographic projects. The course also focuses on both the aesthetics and criticism of photography as a communication medium and art form.
CST 230 Public Relations 3 credits
An exploration of the field of public relations from a variety of perspectives and an outline of the history and development of the field and its growing influence in national and international economies. The fundamentals of public relations writing and ethical issues of public relations practitioners and their audiences are also discussed.

CST 234 Media, Law, and Ethics 3 credits
A study of the historical and philosophical positions that underlie contemporary thinking on issues of press freedom, free speech, privacy, libel, obscenity and social control. These issues derive from our understanding of the nature of our society, of the appropriate role of the media, and of the boundaries between public and private. Plato, Milton, Mill and others provide the background material. In addition to the philosophical and historical material, course content covers current legal thinking as exemplified in court decisions and briefs.

CST 238 Organizational Communications 3 credits
An exploration of both the structural and interpersonal determinants of communication within organizations. Topics cover the role of organizations in the social order, myth and ritual within organizations, communication patterns and roles, communication network and the use of persuasion and identification in organizational socialization.

CST 240 Topics in Film 3 credits
Acquaints students with the critical and analytic tools and language used in the analysis and criticism of film. Various films from different national traditions and time periods are viewed. Topics may include a historical study of film practices and theory as they evolved over time. Selected themes within film criticism, such as Women in Film or Alternative Cinema; or a consideration of the cultural impact of film and media. Course may be repeated once as topics change.

CST 245 Topics in Popular Culture 3 credits
Invites students to explore the phenomena of and to apply the skills of critical analysis to modern popular culture forms such as music, film, television, advertising, sports, fashion, toys, magazines and comic books, and cyberculture. Sample course topics include The Beatles and Bob Dylan in the Sixties, The Sixties: The Second American Revolution, and Modern American Popular Culture. SPA 312: Hispanic Popular Culture in the United States is cross-listed with CST 245 when that course is offered.

CST 260 – 265 Special Topics in Communication 3 credits
Teaches the fundamentals of debate preparation and presentation, as well as the process of creating a sound argument and making informed, critical decisions. Students debate current issues through the use of appropriate claims, warrants and evidence. Students also study the types of arguments people make, how those arguments are defended and how to recognize false or misleading claims and propositions.

CST 270 Debate and Argumentation 3 credits
Provides an introduction to the study of interpersonal communication. Students are able to combine theory and application of communication principles involved in initiating, developing, and maintaining relationships in both personal and small group settings. The course teaches students to observe and analyze everyday communication (verbal and non-verbal) and to understand the ways language use creates and presupposes moral orders for participants. Aspects of one-on-one and small group communication are explored, including perception, self-concept, identity, listening, intercultural and gender communication, and conflict management. Interpersonal communication is defined as face-to-face, dyadic, purposeful, relationship-centered, and meaning-exchanging dialogues.

CST 300 Readings in Communications and Culture 3 credits
Offers students selected debates and issues in contemporary communications theory. Topics studied may include post-structuralism, feminist theory, cultural studies and postmodern critics. Prerequisite: Junior standing or consent of instructor.

CST 324 Video Production II 3 credits
Students are encouraged to develop "personal styles" as well as their knowledge of various codes and genres used in communicating within that medium. Prerequisite: Communications 224.
CST 330 New Communication Technologies 3 credits
Issues bearing on the relationship between technology and communication are covered. Students examine the rise of printing and the evolution of literacy and explore the influence of radio, film, television and computer technologies on contemporary society and culture. Students are encouraged to identify probable changes arising from the evolution of technology, as well as explore the impact of technology on their daily lives.

CST 352 Senior Capstone Seminar 3 credits
Students conduct research for a chosen thesis topic. They are expected to present their work-in-progress in class and to engage in the critique and assessment of each other’s work. Offered in the spring only. Prerequisite: CST 210.

CST 390 Independent Study 1-3 credits

COMPUTER INFORMATION SYSTEMS COURSES

CIS 101 Technology for the Information Age 3 credits
A study of computers and their impact on our personal and professional lives. Course content is divided into two major areas: general computer knowledge and use of application software. Topics include hardware and software, internal representation of data, history and classifications of computers, user interfaces, networks, societal issues, and use of spreadsheet, word processing, database, presentation, and communication software packages. Prerequisite: Familiarity with the basic operation of the personal computer.

CIS 106 Computer Graphics and Design 3 credits
The use of graphics and/or computer-aided design software for drawing and design in a wide variety of application areas. The course will cover fundamental commands, graphics primitives, editing, enhancing drawings, output, and dimensioning. Prerequisite: CIS 101 or permission of the instructor.

CIS 117 Foundations of Computing and Information Systems 3 credits
The student will explore the fundamental principles of computer-based information systems and the informed utilization of those systems to increase the efficiency and effectiveness of the business entity. The course provides a conceptual framework for understanding the information needs of business and other organizations, and introduces current and emerging IS strategies and techniques in the management of computer systems. Prerequisite: CIS 101 or equivalent computer experience.

CIS 135 Introduction to Computer Programming 3 credits
An introduction to computer programming with emphasis on a complete problem solving approach. Students learn basic programming constructs including sequential program flow, selection, and iteration. Interactive and file input/output processing is used. Modular program development techniques are stressed. Array processing is presented. Prerequisites: none, but general computer literacy and an understanding of high-school algebra is assumed.

CIS 136 Advanced Computer Programming 3 credits
A continuation of CIS 135, this course examines programming techniques and programming language features used to solve larger, more complex problems. Topics include advanced string processing, object-oriented programming, templates, and an introduction to data structures. Prerequisite: CIS 135

CIS 190 Programming Team 1 credit
Offers the student the opportunity to further refine C++ programming skills in a competitive environment. Students work in teams to solve problems within predefined time limits. Students will encounter advanced programming techniques not otherwise offered in other courses. Selected students will represent Cedar Crest College at an outside programming competition. Pass/Fail. May be taken multiple times. Prerequisite: CSC 136.

CIS 215 Advanced Business Computing 3 credits
The application of advanced features of spreadsheet software and database management software to solve business problems through computer modeling and other techniques. Emphasis is placed on large application development and user-interface design. Computer techniques using other business software and the role of the computer in shaping business are also considered. Prerequisite: CIS 101 or prior experience with spreadsheet and database software.
CIS 220 User Interface Programming  
3 credits
An examination of various graphical user interfaces and standards. The student then applies these principles to several projects in prototype design in Visual Basic. Prerequisites: CIS 117 and CIS 135.

CIS 224 Discrete Mathematics for Computer Science  
3 credits
Teaches students to think mathematically, including an understanding of important mathematical concepts as well as a sense of why these concepts are important for applications. Emphasis will be placed on mathematical reasoning, combinatorial analysis, discrete structures, algorithmic thinking, and applications and modeling. Prerequisite: CIS 117.

CIS 243 Computer and Communications Networks  
3 credits
An exploration of fundamentals of data communications and modern computer networks. Topics include information representation, basic data communications, transmission media, flow control, the OSI (Open Systems Interconnect) model, TCP/IP, and Local Area Networks. Prerequisite: CIS 117.

CIS 255 Programming the World Wide Web  
3 credits
An exploration of techniques and technologies used in the development of web server-based applications. Topics include the Common Gateway Interface (CGI), form processing, cookies, and session management. Programming languages commonly used for web server programming, such as Perl and PHP, are presented. Client-side support for web applications, including JavaScript and the Document Object Model, are also discussed. Prerequisite: CIS 135.

CIS 302 Relational Database Systems  
3 credits
An introduction to relation database management systems. Topics covered include data models (ER and relational model), data storage and access methods (files, indices), query languages (SQL, QBE), query evaluation, query optimization, transaction management, concurrency control, crash recovery, and some advanced topics (distributed databases, object-relational databases). A large component of the course is a project that involves implementing and testing components of a relation database management system. Prerequisite: CIS 117.

CIS 319 Decision Support Technology  
3 credits
An introduction to techniques and technologies that use computer resources to improve human decision-making effectiveness. Theories of the human decision-making process, methodologies to develop decision support systems to assist these processes, knowledge-based systems augmenting human knowledge and expertise to increase productivity and enhance outcomes, and current developments in decision support systems, artificial intelligence, and expert systems are discussed. Prerequisite: CIS 117.

CIS 328 Systems Software and Hardware  
3 credits
A study of the major features of hardware and software components of a computer system. Computer architecture topics include processor and memory organization, address and instruction formats, computer arithmetic, and interrupts. Operating systems topics include process and memory management, device and resource management, virtual memory, interprocess communication, deadlock, and security. Prerequisites: CIS 117 and CIS 135.

CIS 340 Algorithms and Applications  
3 credits
An exploration of classic algorithms and their application in the real world using advanced features of the C++ programming language. Algorithm run-time complexity is examined with respect to the impact on applications. Advanced sorting and searching techniques are examined. Common file organizations and file processing techniques are presented. Prerequisite: CIS 135.

CIS 351 Systems Analysis and Design (capstone)  
3 credits
An in-depth exploration of the processes involved in building large-scale software systems. This course follows through the various stages of the software life cycle from requirements planning through implementation. Analysis will involve system input and output, database specifications, user interface, and file organization. Prerequisites: CIS 220 and CIS 302 or permission of the instructor.
CRIMINAL JUSTICE COURSES

CRJ 101 – The Legal System 3 credits
The Legal System introduces the student to the concept of crime; explaining and defining the legal system from the point when a crime is committed through to the disposition, or sentencing. It examines how the individual components of the system; law enforcement; the courts; and corrections, influence society’s overall response to crime. An understanding of the legal process is one of the building blocks of developing an understanding of the social causes, consequences, and responses to dysfunctional behavior.

CRJ 106 – Criminology 3 credits
This course is designed to introduce the student to the systematic study of crime and the criminal justice system, including the police, courts and prisons. This course will examine ideas such as social control, the social causes and social definitions of crime as well as society’s reaction to crime and criminal behavior. It also focuses on the impact issues such as race, gender, ethnicity and social class have on crime. Policy decisions regarding the police and law enforcement, the courts, juvenile offenders, crime victims, and the various functions of punishment including retribution, social protection, rehabilitation and deterrence are also examined.

The course is designed to be taught in three distinct units. The first unit will examine what is crime; how is it defined; why is it measured; and how is it measured. The second unit will deal with the study of crime theory. We will discuss the origins of crime theory, and evaluate the major biological, psychological, sociological and environmental theories. The third and final stage will examine crime typologies and the profiling of criminal offenders.

CRJ 201 Addictions, Psychopathology and Crime 3 credits
The primary objective of this course is to focus on the linkages between substance addiction, the psychopathology of addictive behaviors and its impact on crime. Specific content areas will highlight current trends in substance abuse; the influence substance use/abuse has had on behavior; on the criminal justice system and on trends in law enforcement.

CRJ 206 Class, Race, Gender and Crime 3 credits
This course explores the social relationship between class, race, gender and crime. It attempts to account for differences in crime social boundaries, social make-up and social status. It further examines the behavior of law itself and how the making of laws is influenced by class, race, and gender.

CRJ 211 Criminal Justice Ethics 3 credits
There is perhaps no more appropriate place for the study of ethics than in the criminal justice profession. In order for a society to have a system of enforcement of social rules and norms, it must first establish a standard measure of ethical behavior. This course will examine how a society establishes moral and ethical behavior; the challenges faced by the establishment of a system of enforcement; and the dilemmas faced by those charged with enforcement. It will examine the ethical issues raised by things such as Megan’s Law; hate crimes; gun control; legalization of drugs; DNA testing; and racial profiling. It will also examine the individual ethical dilemmas faced by the people who are considered criminal justice professionals.

CRJ 301 Juvenile Justice 3 credits
Mass media coverage of some of America’s most violent episodes, perpetrated by the youth of our society, has renewed the debate over the adequacy of the juvenile justice system. This course will examine the juvenile justice system at great length, focusing on; the major differences between the adult and juvenile systems; the rehabilitative nature of juvenile justice; the balance of treatment versus punishment; the legal framework for the juvenile justice system; evaluating juvenile misbehavior; and the effectiveness of court intervention and punishment. Students will be exposed to concepts and issues most often debated by criminal justice advocates and opponents and analyze the appropriateness of both ends of the debate.

CRJ 306 Corrections: Crisis in America 3 credits
The American corrections system is in crisis facing an unprecedented incarceration rate and high numbers of repeat offenders. This course, taught by a prison warden, is designed to examine the effectiveness of the often conflicting four justifications for punishment: retribution; deterrence; rehabilitation; and social protection. Progressive approaches to incarceration will
be explored as well as current trends in alternatives to incarceration. The inmate subculture will be examined together with a critical look at the overcrowding epidemic facing today’s prison administrators.

**CRJ 311 Crime and Place 3 credits**
This course focuses on the social ecology of crime in that it examines the relationship between crime, victimization and the environment. Ecological theory examines spatial and temporal patterns of criminal conduct and victimization. This course also examines community and environmental strategies which have been developed to reduce the likelihood of criminal behavior.

**CRJ 316 Crime and Public Policy 3 credits**
This course explains how crime; the public perception of crime; and the political reaction to crime influence public policy in the United States. Each component of the criminal justice system will be examined, including; the courts; police; the prosecutor; and corrections; evaluating how public policy effects each component.

**CRJ 321 Criminal Justice Field Experience 3 credits**
The field experience is designed to provide the student an opportunity to integrate and reconcile theoretical concepts and principles learned in other social science and criminal justice courses and apply them in work environments within the criminal justice profession. The field experience initiates the beginning of the lifelong professional learning process through which the student must learn to navigate.

**CRJ 326 Criminal Justice Field Experience Seminar 3 credits**
The Field Experience Seminar is designed to assist the student in processing the experiences one has at the field experience assignment. The seminar is taken concurrently with the field experience and provides an opportunity to integrate and reconcile theoretical concepts and principles learned in other social science and criminal justice courses and apply them in working within the criminal justice profession.

As students enter the field as interns their concerns will be more on practical issues. As a result, the course is designed as an open discussion forum allowing the professor and students to examine practical issues and discuss their integration with classroom concepts. The integration of these concepts is the central purpose of the course.

Students will be asked to link professional events to theoretical concepts and will be asked to examine these events within the context of professional and personal ethics.

**CRJ 331 Leadership for Women in Criminal Justice 3 credits**
The Cedar Crest curriculum has been carefully designed to produce female graduates who are well prepared to assume leadership roles in the criminal justice profession. This capstone course for the criminal justice major is the culmination of that experience and is intended to allow each student to develop a greater understanding of the challenges faced by the women who choose to pursue these positions.

During the course of the curriculum, careful attention is given to developing the student’s critical thinking and problem solving skills in an attempt to better prepare them for a role in criminal justice management. A student’s preparation would be incomplete, however, without an understanding of the challenges and barriers faced by women in this profession.

To accomplish this goal, students will be required to produce a research paper examining the unique challenges faced by women who attempt to pursue management positions in any given sector of the profession. Each student will be asked to choose a specific occupation of interest and conduct a literature review examining the role women assume in that profession and the obstacles they must overcome to excel. Additionally, each student must perform field research designed to validate the literature review by discussing with professionals the challenges they have faced in their pursuit of managerial responsibility.

By requiring such a project, Cedar Crest strives to produce professionals that understand the challenges posed by such a demanding profession, and by doing so, will better prepare them to assume higher levels of responsibility.
DANCE COURSES

DNC 102 Experiencing Movement I 3 credits
An experiential survey of dance to identify and explore the theoretical, analytical and creative aspects of dance as art. This course is also a stylistic investigation of dance that introduces the elements of style, their physical causes and usages as explored through the medium of dance.

DNC 104 Experiencing Movement II 3 credits
A continuing survey of dance as art. Prerequisite: DNC 102.

DNC 113 Body Listening 1 credit
An introduction to techniques used to release stress and tensions in the body and to assist the individual to develop an efficient use of body energy.

DNC 115 Human Movement Potential 1 credit
A movement class implementing the conceptual and anatomical approaches to dance. This somatic (mind/body) approach can be used by dancers, actors, musicians and singers to initiate improvements in technique and performance. For the non-movement-or performance-oriented student, this course is a way to explore and effectively use the mind/body connection.

DNC 211 Beginner Ballet 1.5 credits
A sequence of physical experiences designed to introduce the student to classical ballet technique. Attention is given to alignment, musicality and ballet vocabulary. May be repeated.

DNC 213/313 Intermediate Ballet 1.5 credits
A continuation of beginning ballet with an increase in the level of technical difficulty. Attention is given to alignment, musicality and a broader knowledge of ballet terminology. May be repeated.

DNC 216 Beginner Jazz 1.5 credits
A sequence of physical experiences designed to introduce the student to jazz dance technique. Attention is given to alignment, musicality and jazz dance vocabulary. May be repeated.

DNC 218 Intermediate Jazz 1.5 credits
A continuation of jazz dance skills learned at the beginner level with an increase in the level of difficulty. Attention is given to alignment, musicality and jazz dance vocabulary. May be repeated.

DNC 220 Beginning Modern 1.5 credits
Using the expressive nature of movement as a guide to listen, explore and integrate body knowledge, modern dance helps facilitate self-knowledge and individual creativity through implementation of factual information, imagery, guided movement exploration and dialogue. No previous dance experience is required. May be repeated.

DNC 223 Beginning Tap 1.5 credits
An introduction to the fundamentals of tap dancing; may be repeated.

DNC 225 Intermediate Tap 1.5 credits

DNC 226 – Dance Improvisation
A form of dance that provides an explorative environment to investigate the creation of movement. Students will explore their own bodies, their relationship to other bodies, and how these relationships are affected by gravity, weight, momentum, and inertia. This class will incorporate solo, duet, and group experiences. Guided exercises will provide a basis for rolling, falling, balance/counterbalance, and weight sharing. The guided exercises will lead into time for free improvisation.

DNC 230/330 Intermediate Modern 1.5 credits
Creative challenges and problem solving are implemented through movement to stimulate, discover and create linkages with ourselves, others and our world. May be repeated.

DNC 235 History of Dance I 3 credits
An exploration of the history of dance from ancient civilizations to the 19th century. It approaches dance as an art form and a social matrix through which humans express and maintain their cultural values, societal relationships and history.

DNC 236 Cultural Dynamics of Movement 3 credits
This course uses dance as a medium to communicate, explore and understand cultural diversity.
DNC 237 History of Dance II 3 credits
A continuation of Dance History I with an emphasis on dance in the 19th and 20th centuries. Prerequisite for Dance majors: DNC 235.

DNC 252 Student Dance Concert 1 credit
Student choreographers under the supervision of the student dance concert director may receive one credit for developing and presenting original choreographed works accepted into the Student Dance Concert. Student choreographers are expected to present their original choreography for adjudication in the November the preceding the concert. May be repeated each year. Students must register for audit or credit.

DNC 253 Dance Company .5 per company per term
The Cedar Crest College Dance Company is the performing dance ensemble of the College. Performances may include participation in the productions presented by the Stage Company, the fall and spring dance concerts and informal presentations throughout the year. Works in ballet, jazz, tap and modern dance presented in the concerts are choreographed by faculty and professional choreographers. Pieces selected for excellence from previous student performances may be included in the spring concert. Membership is by audition only; auditions are held each fall. To maintain membership, company members are required to register for one dance technique course per year. Membership in the dance company is a two-semester commitment. Students may be selected for one or more companies: ballet, tap, modern or jazz for .5 credits each term for each company. Check with instructor for last day to withdraw.

DNC 260 – Special Topics: African Dance (offered during spring semester)
This course explores the movement traditions of Africa and the connection to African beliefs, values, rituals and practices.

DNC 260 – Special Topics: Dance Therapy (offered during fall semester)
This course is an introduction to the therapeutic use of movement to improve the mental and physical well being of a person. It focuses on the connection between the mind and body to promote health and healing.

DNC 280 Dance Pedagogy 3 credits
A study of the values of experimental inquiry. It will integrate studio experiences with classroom experiences, class discussions, observations, reading, writing, teaching practice, and reflection to illuminate and advance the professional practice of dance teachers. The course is grounded in values of critical pedagogy and reflective practice. Prerequisites: DNC 102, DNC 104.

DNC 320 Dance Composition 3 credits
An introduction to the movement tools used to create and structure dance. Students must have the movement technique and vocabulary to physically implement these concepts and be creative through movement problem solving. Prerequisite: DNC 102, 104 and 211 or 221 or 216 or 223.

DNC 331 Advanced Ballet 1.5 credits
A sequence of classical ballet technique classes with emphasis placed on combining ballet vocabulary to achieve fluid movement phrases. Attention is given to the artistry of dance. May be repeated.

DNC 332 Advanced Jazz 1.5 credits
Provides an awareness of the broader theories of jazz dance. They expand vocabulary and challenge technical abilities by creating designs in space through body positions and movements. Attention is given to the artistry of dance and combining jazz dance vocabulary to achieve fluid movement phrases. May be repeated.

DNC 333 Advanced Modern Dance 1.5 credits
May be repeated.

DNC 334 Advanced Tap 1.5 credits
May be repeated.

DNC 390 Independent Study in Dance 1-3 credits
Must have a declared major in dance and junior status.
EARLY CHILDHOOD EDUCATION COURSES

ECE 101 Introduction to Early Childhood Education 3 credits
An analysis of the early childhood education field with focus on historical, social and philosophical background as well as on current and future critical issues in the field. Discussion of developmentally appropriate practice, current teaching trends and best practices are included. The role of the family in early childhood education is highlighted.

ECE 301 Assessment in Early Childhood Education I 3 credits
This course prepares the Early Childhood Educator to develop appropriate assessment tools for grades Pre-K to 4. This course is the first of two assessment courses for the Early Childhood pre-service educator. This course emphasizes the bases for classroom assessments and the use and interpretation of standardized tests. (Prerequisites: ECE 101, EDU 200, and EDU 150)

ECE 302 Early Childhood Education Assessment II 3 credits
This course prepares the Early Childhood Educator to develop appropriate assessment tools for grades Pre-K to 4. This course is the second of two assessment courses for the Early Childhood pre-service educator. This course emphasizes the creation and use of classroom assessments and grading options. (Prerequisite: ECE 301)

ECE 305 Current Issues and Trends in Early Childhood Education 3 credits
Prospective early childhood educators will study and reflect on the ethical and professional responsibilities of the early childhood profession. This course provides an overview of critical issues facing the field today as well as the expertise necessary to become a reflective decision maker and advocate. Focus will be on current issues and trends that influence curriculum development in early childhood education. (Prerequisite: ECE 101)

ECE 307 Emergent Literacy (PreK-Grade 1) 3 credits
Provides prospective PreK-Grade 1 teachers with an understanding of early pre-literacy abilities and a conceptual understanding of the components of reading in the areas of phonological awareness, phonemic awareness, phonics, word study, and word awareness. Prospective teachers will develop competencies in planning and implementing learning experiences for emergent and developmental literacy using Pennsylvania learning standards PreK-Grade 1 for language arts including speaking, listening, reading, and writing. (Prerequisites: ECE 101)

ECONOMICS COURSES

ECO 101 Principles of Economics: Macro 3 credits
An overview of basic economic concepts and principles and an analysis of how markets allocate resources in a capitalist economy, followed by an examination of the factors that determine inflation, interest rates, employment and total output in terms of several models of aggregate economic activity, and a study of the monetary and fiscal institutions involved in formulating economic policy.

ECO 102 Principles of Economics: Micro 3 credits
First, an overview of basic economic concepts and principles and an analysis of how resources are allocated in capitalist economies and in alternative economic systems, then a focus on the role of government in a market economy and the efficiency of market structures ranging from pure competition to monopoly. The course concludes with a brief survey of international economics.

ECO 201 Government, Business & Society 3 credits
Provides a framework for understanding the interrelationships among business, government and society as they affect management decisions. The course examines the roles and responsibilities of business in a market economy; the political, social and economic forces that determine the legal and regulatory environment of business; and ethical issues related to business decisions. Prerequisite: ECO 102 or permission of instructor.

ECO 222 Economic Geography 3 credits
Uses an international perspective to examine how history and location interact with global economic forces to influence economic, social and political development. Among the topics covered are the effects of the end of colonialism and the end of the Cold War; the causes of poverty in underdeveloped countries; theories of economic development; population growth; pollution and resource depletion; and patterns and policies of international trade and investment.
ECO 260 Special Topics 1-3 credits
This course is a mini-course of topical interest.

ECO 302 Labor Economics 3 credits
A micro and macro labor-market analysis, including such topics as: wage determination; wage differentials; labor mobility; relationships among wages, prices and employment; labor productivity; and labor’s share of national income. Prerequisite: ECO 102, or permission of the instructor.

ECO 304 Money and Banking 3 credits
An analysis of the markets for financial assets and the institutions that provide them. The course covers topics such as the nature and functions of money, depository and non-depository intermediaries, the determinants of asset prices and interest rates and the role of financial markets and instruments in risk management. Prerequisite: Economics 101, 102.

ECO 315 International Economics 3 credits
An exploration of the theory, policies and markets of international trade and finance. The following topics are covered: international specialization and exchange, exchange rate determination, balance of payments disturbances and adjustments, the effects of tariffs and quotas, international agencies and agreements, and foreign exchange markets. Prerequisite: ECO 101, 102.

EDU 100 American Education 3 credits
A problem-centered approach to the history, philosophy, sociology of education and the organization of the American education system including crucial issues/challenges faced by school systems and teachers of the present day. This course is a prerequisite to all other education courses.

EDU 141 Nutrition Health and Safety 3 credits
This class will provide an overview of the philosophy, principles and assessment of nutrition, health and safety for young children. Emphasis on the importance of nutrition, fitness, health and safety to an individual’s overall performance and behavior will be addressed.

EDU 150 Educational Planning 3 credits
This course will prepare prospective teachers to design a cohesive unit plan so that they will be able to demonstrate the application and implementation of lesson planning based upon effective teaching methods grounded in research. The course will also provide prospective teachers with an understanding of principles of curriculum, instructional strategies, assessment, and classroom management as they relate to teaching and learning. May be taken with EDU 100 or equivalent. Corequisite: EDU 151 Field Experience I.

EDU 151 Field Experience I 1 credit
This experience consists of field observations and other activities in early childhood, middle school or secondary classrooms that focus on practical application of theory and research learned in EDU-100 and EDU-200. Activities are designed to focus the student on developmental theory, planning skills, instructional skills, evaluation of knowledge, as well as classroom management and organization. Reflection sessions provide the opportunity for processing these real world experiences and relating them to theory and research, professionalism and ethics, and best practices in the field of education. It is required that EDU-151: Field Experience I be taken concurrently with EDU-150.

EDU 152 Middle Level Field Experience I 1 credit
The prospective teacher will spend a minimum of three hours per week (for a total of 40 documented observation hours) in the classroom. The prospective teacher will process elements such as school environment, behavior management strategies and teacher decision making procedure among others. By reflection and journal activities, the students will record and respond to their experiences and observations. Co-requisite: EDU 150.

EDU 200 Educational Psychology 3 credits
This course is a foundational review of the impact and utilization of psychology in the classroom. The course examines the basic requirements for teachers to work effectively with concepts of learning and behavior across the school age developmental spectrum. Special attention is noted with the inclusion of multicultural and special education concerns as it relates to learning and behavior. Students will be introduced to the process of identifying best practices to address the needs of students, including those students with exceptionalities who may or may not need special education services.

EDU 303 Curriculum, Assessment and Learning Experiences in the Middle Level Classroom 3 credits
This course is designed to help prospective middle school
teachers develop the skills necessary for planning, implementing and assessing effective learning experiences. Included are skills in planning from national and PDE curriculum standards including field-based experiences and performance-based assessment, dealing with classroom management issues and problems, integrating technology, and adapting/modifying learning experiences to meet the needs of exceptional and culturally and linguistically diverse students. Prerequisite: EDU 312.

**EDU 306 Technology for Educators 3 credits**
Provides prospective teachers with informational technology competencies necessary for high quality instruction of elementary, middle school and secondary students. Prospective teachers gain skills in 1) developing their students’ IT competencies; 2) using technology as a teaching tool; and 3) using technology for instructional organization including record keeping. Prerequisite: EDU 150.

**EDU 308 Integrating the Arts Across the Curriculum 3 credits**
Prepares elementary and middle school teachers to integrate music, visual arts, and movement/dance across the academic content areas. Emphasis is placed on fostering creativity and adapting learning experiences in the arts for the exceptional student and culturally and linguistically diverse students. Prerequisite: EDU 150.

**EDU 311 Literacy I: Grades 2-4 3 credits**
Provides prospective elementary teachers with an understanding of the major theoretical models of speaking, listening, reading, and writing instruction in Grades K-3. Prospective teachers develop competencies in planning, implementing, and assessing learning experiences for emergent and developmental literacy using a balanced literacy model, including the use of authentic children’s literature. Prerequisite: EDU 150.

**EDU 312 Literacy II 3 credits**
Provides prospective elementary and middle school teachers with the knowledge and skills to plan, implement, and assess literacy experiences grounded in NCTE/IRA and PDE Standards for speaking, listening, reading, and writing. Prospective teachers acquire an understanding of the use of various genres of literature as the basis for the developmental literacy curriculum in grades 4-8 with particular focus on the use of authentic children’s literature for fostering reading comprehension, critical thinking, process writing, language arts skills, and remediation of literacy difficulties. Strategies for accommodating the needs of exceptional and culturally and linguistically diverse students are included. Prerequisite: EDU 150. Co-requisite: EDU 318: Field Experience.

**EDU 313 Field Experience II: Elementary 1 credit**
A structured field experience that consists of observations and participation in the teaching of reading and language arts in the elementary school. Students plan, implement, and assess instruction and gain feedback from a cooperating mentor teacher. The course focuses on helping students process the theory-praxis relationship as it relates to the balanced reading program approach. Students spend three hours each week in a field placement and participate in four required class sessions for processing their field experiences. Co-requisite: EDU 318.

**EDU 314 Adolescent Literacy 3 credits**
Designed for students preparing to teach in the secondary schools (grades 7-12). This course will examine the skills needed for reading in the secondary academic content classroom, and strategies for improving the reading and study skills of secondary students. Students will become aware of strategies for integrating authentic literature into their academic content areas. Prerequisite: EDU 150.

**EDU 315 Field Experience II: Secondary 1 credit**
This field experience focuses on helping the prospective teachers process the theory-praxis relationship as it relates to the role of reading comprehension and processing in a specific content area. Prospective teachers spend three hours each week in a middle school or secondary classroom in their content area and participate in four class sessions for processing their field experiences. Co-requisite: EDU 314.
EDU 317 CALE in Science for Early Childhood Educators 3 credits
Students are exposed to the various methodologies to successfully teach science to elementary students, integrating hands on activities, challenging extensions to standard lessons/activities, and an extensive introduction to TI73 and TI84 calculators, CBL2, and Vernier sensors to collect real data for the above activities. The classes are modeled by the instructor on the constructivist approach to science education. This course requires an extensive review of science concepts that relate to the many misconceptions held by elementary students. National and PDE standards are used extensively for curriculum and assessment development. Prerequisite: EDU 311.

EDU 318 Middle Level Field Experience II 1 credit
A structured field experience that consists of observations and participation in the teaching of reading and language arts in the middle school. Students plan, implement and assess instruction and gain feedback from a cooperating mentor teacher. The course focuses on helping students process the theory-praxis relationship as it relates to the balanced reading program approach. Students spend 3 hours each week in a field placement and participate in four class sessions for processing their field experiences. Co-requisite: EDU 312.

EDU 319 CALE in Social Studies for Early Childhood Educators 3 credits
Prospective elementary school teachers explore a variety of strategies for providing students with standards based learning experiences in history, geography, economics and political science including current events. A strong emphasis is placed on students' ability to plan, model, and reflect upon their teaching. Prerequisite: EDU 311.

EDU 321 Field Experience III: Elementary 1 credit
A structured field experience that involves participation in teaching science, social studies and mathematics in an elementary classroom. Students plan, implement and assess standards based instruction, analyze their own competencies in classroom management and receive feedback from a cooperating mentor teacher. Students spend an average of three hours each week in an elementary classroom and participate in four class sessions to process their field experiences. This course must be taken with the last of the following courses: EDU 312, 317, 319 or 332.

EDU 322 Middle Level Field Experience III 1 credit
This course is a structured field experience that involves participation in teaching middle school. Students plan, implement, and evaluate learning experiences in their content area, analyze their competencies in classroom management, and gain feedback from a cooperating mentor teacher. Students are required to spend 30 hours in the classroom setting and are required to participate in four class sessions to process their experiences. Co-requisite: EDU 303.

EDU 332 CALE in Mathematics for Early Childhood Educators PK-4 3 credits
This course focuses on the methods, materials, and content necessary for teaching (K – 6) Mathematics. One purpose is to acquaint pre-service teachers with the Pennsylvania Department of Education (PDE) Math standards and the National Council of Teachers of Mathematics (NCTM) standards. The second purpose is to provide the math content, methodology, and pedagogy necessary for the pre-service teachers to become confident in their ability to provide these services to their students. This course will present a range of developmental activities, which will prepare the pre-service teacher to work effectively in a contemporary classroom, and to help children construct mathematical knowledge. Prerequisite: EDU 150 and MAT 202.

EDU 335 Creative Drama in Education 3 credits
This three-credit course is designed to demonstrate through theory, practical applications and experimental projects the uses and implementation of creative drama strategies in any early childhood, middle level or secondary school curriculum. Classes will consist of mini-lectures, discussions and active participation in a variety of creative drama activities. The theories of Nellie McCaslin and other Theatre-In-Education specialists in the forefront of creative drama will be discussed, analyzed, and put to practical use.
EDU 340 Differentiated Reading Instruction for the Primary Grades 3 Credits
This course prepares the Early Childhood Educator to differentiate their instruction for the Pre-k through grade 4 classroom setting. A primary focus is on current intervention strategies that meet the needs of all students in the areas of reading and writing. The underlying premise of this course is research based best teaching practices. Note: Students completing Special Education certification should enroll in SPE 310 in lieu of EDU 340. (Prerequisites: EDU 150, ECE 307 and EDU 311)

EDU 346 Curriculum, Assessment and Learning Experiences for Secondary Science and Mathematics 3 credits
Students are exposed to the various methodologies to successfully teach mathematics and science to secondary students, integrating hands on activities with various manipulatives, challenging extensions to standard lessons/activities, and an extensive introduction to TI family of graphing calculators, CBL2, and Vernier sensors to collect real data for the above activities. The classes are modeled by the instructor on the constructivist approach to science and mathematics education. National and PDE standards are used extensively for curriculum and assessment development.

A membership in the National Council of Teachers of Mathematics or National Science Teachers Association is required and online discussions are related to articles from the NCTM or NSTA journals for the secondary teacher and recent mathematics and science education research. This course is enhanced with on-line educational experiences utilizing College. Prerequisite: EDU 314. Co-requisite: EDU 350.

EDU 348 Curriculum, Assessment and Learning Experiences for Secondary English 3 credits
Prepares prospective secondary and middle school teachers to design, implement, and assess learning experiences that foster the development of competencies outlined in state and national standards that guide the discipline. A strong emphasis is placed on students’ ability to plan, model, and reflect upon their teaching. Co-requisite: EDU 350. Prerequisite: EDU 314

EDU 349 Curriculum, Assessment and Learning Experiences for K-12 World Language 3 credits
Prepares prospective secondary and middle school teachers to design, implement, and assess learning experiences that foster the development of competencies outlined in state and national standards that guide the discipline. A strong emphasis is placed on students’ ability to plan, model, and reflect upon their teaching. Co-requisite: EDU 350. Prerequisite: EDU 314

EDU 350 Field Experience III: Secondary 1 credit
A structured field experience that consists of 3 hours of weekly observations and participation in teaching middle school or secondary biology, chemistry, general science, French, Spanish, mathematics or social studies. Students plan, implement and evaluate learning experiences in their content area, analyze their competencies in classroom management and gain feedback from a cooperating mentor teacher. Students are also required to participate in four class sessions to process their field experiences. Co-requisite: Education 346 or 347 or 348 or 349.

EDU 351 Middle Level Assessment I 3 credits
This course provides the Middle Level Educator with substantive opportunities to understand the theory behind assessments appropriate for grades 4 to 8. This course is the first of two assessment courses for the Middle Level pre-service educator. This course emphasizes how to develop effective summative, formative, diagnostic, and benchmark assessments, as well as to thoroughly understand the theoretical and pedagogical underpinnings of each. (Prerequisites: EDU 150 and EDU 200)
EDU 352 Middle Level Assessment II 3 credits
This course provides the Middle Level Educator with substantive opportunities to develop and evaluate assessments appropriate for grades 4 to 8. This course is the second of two assessment courses for the Middle Level pre-service educator. This course emphasizes how to develop and utilize effective summative, formative, diagnostic, and benchmark assessments, as well as how to adjust lessons to incorporate strategies after analyzing assessment data. (Prerequisites: EDU 150 and EDU 200)

EDU 359 Curriculum and Instructional Strategies for Culturally and Linguistically Diverse Students PK-12 Classrooms 3 credits
This course prepares the elementary and secondary teacher to meet the special needs of culturally and linguistically diverse students in the K-12 general education classroom. Students in this class will develop an understanding of the impact of being a non-native English speaker on the learning process and socialization in the classroom. Intercultural communication skills and a variety of instructional strategies will be acquired. An emphasis is also placed on the prospective teachers' respect and appreciation for culture and language. Prerequisite: EDU 150.

EDU-371 Student Teaching Middle Level 9 credits
A semester of full-time (15 weeks) classroom experiences in two 4-8 placements. The placements will be in an urban and suburban district. Students are partnered with a cooperating mentor teacher. Weekly observations by a college supervisor are followed by individual conferences designed to help the student teacher analyze her strengths and weaknesses and to provide support for further development of the competencies. The student will receive a rubric and written summary for each observation. (Capstone Experience) Co-requisite: EDU-374.

EDU 372 Student Teaching: Elementary Schools* 9 credits (Capstone Experience)
The student will spend the entire semester in a full-time experience in K-6 classrooms partnering elementary and middle schools under the guidance of a mentor teacher and a supervisor from the college. Prospective teachers receive daily feedback on the mastery of professional education competencies from the cooperating mentor teacher and weekly feedback from observation by the college supervisor.

EDU 373 Student Teaching: Secondary Schools 9 credits
The student will spend the entire semester in a full-time partnering middle and high schools under the guidance of a mentor teacher and a supervisor from the college. Prospective teachers receive daily feedback on the mastery of professional education competencies from the cooperating mentor teacher and weekly feedback from observation by the college supervisor.

EDU 374 Professional Education Seminar 3 credits
A seminar that is taken with EDU 372 or EDU 373 and is designed to cover topics of importance related to the student teaching experience and the issues related to professionalism of the new professional educator. Major topics include: professional portfolio development, interviewing techniques, professionalism and ethics; topics related to teacher professional competencies; as well as other topics of current interest and value.

*The Director of Student Teaching and Field Experiences arranges student teaching assignments well in advance of the student teaching semester. Due date for student teaching applications can be found in the undergraduate education student handbook and page 85 of this catalog. The student teacher is responsible for transportation arrangements and expenses to the assigned student teaching site. Please note that during the spring term, the student teacher will be expected to teach during the College spring break. If a student is a resident student, she may remain in the resident hall but will be responsible for her own meals.
ENGLISH COURSES

WRI 100 or HON 122 is a prerequisite for all English courses with the exception of ENG 201, 205, 220, 223, ENG 225, and ENG 280.

ENG 200 Literary Analysis  3 credits
An introduction to genre, basic terminology and theory, emphasizing analytical strategies for reading and writing about literary texts. Class discussions and papers approach the different genres – poetry, fiction, essay and drama – from various critical perspectives and provide practice in interpretation and evaluation. This class is strongly recommended, although not required, before taking 300-level literature courses. Students intending to major in English should take this course first.

ENG 201 Survey of British Literature  3 credits
British literature from the Old English period to the present. Offered every year in the spring semester. Satisfaction of the WRI-1 requirement is not a prerequisite for this course.

ENG 203 Literary Research Methods  3 credits
Literary Research Methods, in building upon the skills taught in ENG 200: Literary Analysis, teaches the process of scholarly textual inquiry and research. We’ll explore the richness of literary texts and how they establish meaning—from their straightforward declarations to their suggestive ambiguities—by learning the craft of the close analysis of language and examining the ways in which our theoretical points of view affect the process of that interpretation. We’ll also examine strategies for how to read, evaluate, and apply scholarship in forming our literary interpretations. Along the way, we’ll make use of the tools of the literary scholar (e.g., digital archives and specialized reference books and databases) and consider the politics of the profession: how did literary studies come to be, and why do we read the texts that we do? By mastering the essentials of textual analysis and research, students will emerge prepared for advanced coursework in English.

ENG 205 Survey of World Literature I: The Ancient World to the 17th Century  3 credits
Beginning with the Mesopotamian tales of Inanna and Gilgamesh, this survey of world literature in English translation introduces students to significant works of prose, verse, and drama from ancient times through the Renaissance. Writing assignments and discussion apply the tools of literary analysis (i.e., literary devices, modes, and genres) in exploring thematic and intellectual connections within and between diverse literary traditions, including those of ancient Greece and Rome, Asia, Africa, India, and Europe.

ENG 220 Survey of American Literature  3 credits
American literature from the colonial period to the present. Offered every year in the fall semester. Satisfaction of the WRI-1 requirement is not a prerequisite for this course.

ENG 223 Topics in American Literature  3 credits
Traces developments in significant thematic areas of American literature and film. Previous topics include nature, the city, Native American literature, and horror. Satisfaction of the WRI-1 requirement is not a prerequisite for this course.

ENG 225 Topics in British Literature  3 credits
A study of a theme or genre within British literature, often but not necessarily transcending historical periods. Typical course subjects may include British fantasy, Victorian pop fiction, British Gothic literature, and landscape in British literature. Satisfaction of the WRI-1 requirement is not a prerequisite for this course.

ENG 223 Creative Writing: Fiction  3 credits
An introductory workshop in the craft of fiction. Students will analyze the work of established authors and learn strategies for developing their own material. Students will analyze the work of established authors and learn strategies for developing their own material. Emphasis is on the process of writing. Offered each year in the fall semester.

ENG 224 Creative Writing: Poetry  3 credits
An introductory workshop in the craft of poetry. Students will analyze the work of established authors and learn strategies for developing their own material. Emphasis is on the process of writing. Offered every year in the spring semester.
ENG 235 Topics in Nonfiction Writing 3 credits
A workshop offering practice in strategies for writing the essay, the focus of this course changes from year to year and may be repeated for credit with permission of instructor.

ENG 241 Topics in the Novel 3 credits
An introduction to the novel as a genre and an exploration of its cultural and literary significance. Course content and approach varies from semester to semester.

ENG 242 Topics in the Short Story 3 credits
An introduction, through close readings and analysis, to characteristic examples of the short story in the English language. Course content and approach varies from semester to semester.

ENG 243 Topics in Poetry 3 credits
An introduction to the various forms, modes, and schools of poetry, and an exploration of the activity of reading poetry. Course content and approach varies from semester to semester.

ENG 244 Topics in Dramatic Literature 3 credits
An introduction, through close readings and analysis, to characteristic examples of drama in the English language. Course content and approach varies from semester to semester.

ENG 260 Special Topics 3 credits
Highlights special topics that supplement the department’s regular rotation of courses.

ENG 280 Women Go to the Movies, or How to Read a Film 3 credits
Images of women in film, from the 1930s “Golden Age” to the present. This course will focus on the ways in which films and their portrayals of women mirror their times, the ways in which film adaptations transform the original prose sources, the use of various techniques and conventions of film and prose, and archetypes as keys to “reading” both literature and film. Satisfaction of the WRI-I requirement is not necessary prior to enrollment in this course.

ENG 303: Linguistics and the Development of the English Language 3 credits
The study of structural linguistics: phonemics, morphology, and syntax of basic descriptive linguistics, as well as a systematic study of the changes in sound and syntax from the beginning of English to the present, including etymological developments. The course also introduces semantics, bilingualism and American speech communities, gender differences, and language development in children.

ENG 306 Chaucer 3 credits
The study of “The Canterbury Tales” and “Troilus and Criseyde,” including the cultural history of 14th century England and major issues in Chaucerian scholarship.

ENG 311 Shakespeare 3 credits
A study of Shakespeare’s major plays and other poetry. The course pays special attention to Shakespeare’s world, Renaissance England, and its influence on the playwright, as well as to our contemporary responses to Shakespeare’s insights about the human condition. Emphasis is placed on aspects of performance as well as close study of the language, structure, and themes of his plays.

ENG 312 Medieval and Renaissance Literature 3 credits
Focused study of the literature of the Middle Ages and the longer English Renaissance, including the 17th century. The course may concentrate on a single author or group of authors, a specific genre, or a literary theme. Possible emphases include women in medieval literature, medieval romances, Arthurian literature of the Middle Ages, Jacobean drama (excluding Shakespeare), seventeenth-century poetry, and Renaissance women writers.

ENG 317 Restoration and Eighteenth-Century British Literature 3 credits
Focused study of the literature of the longer eighteenth century, from the Restoration to the French Revolution. The course may concentrate on a single author or group of authors, a specific genre, or a literary theme. Possible emphases include Jane Austen and eighteenth-century culture, Restoration and eighteenth-century drama, and the uses of satire in the period.

ENG 318 Nineteenth-Century British Literature 3 credits
Focused study of the literature written in the period spanning the French Revolution through the reign of Queen Victoria, with occasional forays into the Edwardian era. The course may concentrate on a single
author or group of authors, a specific genre, or a literary
theme. Sample emphases may include Romantic women
writers, rebellion in Romantic literature, the Brontës,
work and desire in Victorian literature, Victorian Empire
writing.

ENG 319 Modern and Contemporary British
Literature 3 credits
Focused study of British literature written in the twentieth-
and twenty-first centuries. The course may concentrate on
a single author or group of authors, a specific genre, or a
literary theme.

ENG 321 Early Nineteenth-Century American
Literature 3 credits
American literature from 1820 to 1865, including the
birth of Romanticism, the slave narrative, and the
abolitionist and woman’s suffrage movements. Representative writers include Hawthorne, Poe,
Emerson, Thoreau, Fuller, Melville, Douglass, Jacobs,
Whitman, and Dickinson.

ENG 322 Late Nineteenth-Century American
Literature 3 credits
American literature from 1865 to 1914: an investigation
of the ways in which mainstream and marginalized
writers responded to post-Civil-W ar changes and
conditions, including the literary movements of realism,
naturalism, regionalism, and “local color.” Representative authors include Twain, James, Norris, Chesnutt, Dunbar,
Chopin, Jewett, Far, and Zitkala-Sa.

ENG 323 Modern American Literature
3 credits
Focuses on American literature of the modern period
(1914-1945): poetry and prose that range from the
experimentalism of elitist art to immigrant stories to
hardboiled detective fiction.

ENG 326 Contemporary American Literature
3 credits
Focuses on developments in North American literature
from the nineteen-fifties to the present. Includes not only
established authors such as Morrison and Atwood but
new voices as well.

ENG 333 Advanced Creative Writing: Fiction
3 credits
An advanced workshop for those who have successfully
completed a lower-level fiction writing course and who
wish additional practice. The class includes weekly
reading and/or writing assignments. Students complete a
semester-long project – the creation of a portfolio of new
works. Prerequisites: Satisfaction of the WRI- I
requirement and one of the following: ENG 233 or
permission of instructor.

ENG 334 Advanced Creative Writing: Poetry
3 credits
An advanced workshop for those who have successfully
completed a lower level creative writing course in poetry
and who wish additional practice. The class includes
weekly reading and writing assignments. Students
complete a semester-long project—the creation of a
portfolio of new works. Permission of instructor is
required to take this course. Prerequisites: Satisfaction of
the WRI-1 requirement or HON 122 and ENG 234 or
HON 194.

ENG 335 Advanced Nonfiction Writing
3 credits
An advanced workshop for those who have successfully
completed a lower-level nonfiction writing course and
who wish additional practice in writing the essay. The
class includes weekly reading and writing assignments.
Students complete a semester-long project—the creation
of a portfolio of new works. Prerequisites: Satisfaction of
the WRI-1 requirement or HON 122 and one of the
following: ENG 235 or permission of instructor.

ENG 345 Topics in World Literature
3 credits
World literature in English translation. Course content
varies from semester to semester.

ENG 352 English Seminar 3 credits
Semi-independent research and small-group discussion on
a common literary concern. In addition, readings and
discussion of professional and social issues related to the
study of literature. Approval of the instructor required
prior to registration for this course.

ENG 360 Special Topics 3 credits
Highlights special topics that supplement the
department’s regular rotation of courses.

ENG 370 Intern Program 3 credits
Outstanding seniors assist in conducting upper-level
English courses that they have had previously, while
pursuing an advanced reading course in the subject.
Interns are supervised by the instructors in the courses
and by the department chairperson and are selected by
the department. This course is offered at the discretion of
the department.
ENG 380 Women Writers 3 credits
A study of the works of major British and American women authors and the nature of women’s creativity in the context of feminist criticism.

ENG 382 Literary Theory and Criticism 3 credits
A study of the ideas and theories that inform the study of literature, this course investigates the acts of reading, writing, and interpretation and the philosophical ideas that inform them. Students will study schools of theory and criticism to gain a keener awareness of the ways in which they already interpret words and the world and practice new ways of determining meaning.

ENG 390 Independent Study 1-3 credits each term
Encompasses individual reading, creative or research projects carried out under the supervision of a member of the department. Departmental approval is required to take this course.

ENVIRONMENTAL SCIENCE COURSES
ENS 101 3 credits
Designed for non-science majors who seek to develop sufficient knowledge and vocabulary to fully understand the current environmental issues. This course presents a balanced, multi-disciplined approach to understanding environmental issues and focuses on how chemical principles impact the ethical, political, and economic implications of these issues.

ETHICS COURSES
ETL 235: The Ethical Life: Moral and Social Responsibility 3 credits
A sophomore level course providing students with the opportunity to study the major theories of ethics and social justice and explore their own values and beliefs, in context of an individual’s responsibility to the community. Designed to enhance the process of learning and self-exploration by enabling the students to put into immediate practice the ideas they discuss in the classroom. Composed of two interdependent elements: a once a week class that meets for one hour to discuss the theories of ethics, community and social justice and a 28-hour community partnership placement where students provide a needed service that benefits the community directly.

ENGLISH-AS-A-SECOND-LANGUAGE (ESL) COURSES
ESL 101 Listening and Speaking Skills 3 credits
Advances the oral communication skills necessary for non-native speakers to succeed at the college level. Special attention is given to clear expression of ideas, conversations and discussions, understanding classroom lectures and cultural proprieties and expectations. In addition, American English pronunciation for clear communication is refined and practiced.

ESL 102 Academic Writing 3 credits
Addresses the discourse of academic writing appropriate at an American college. Topics covered in this course include the process of writing, paragraph development and organization, thesis development, various composition types, clear expression of ideas and overall essay coherence. In addition, form, meaning and usage of American English structure and syntax are reviewed.

ESL 160 Special Topics 1-3 credits
One or more special topics courses are offered each semester. The topics include but are not limited to the following: Academic Reading Skills and Vocabulary Development, Advanced Pronunciation of American English, Note-Taking Skills for Lectures and Discussions and American English Grammar Review.
FINE ARTS COURSES

FNA 100  First Friday  1 credit
Required for graduation with any performing arts major, all Performing Arts majors must complete no less than four semesters of attendance and participation in First Friday which meets at noon for one hour the First Friday of each month from September to December and February to May. Students must begin attending First Friday once they have declared their major. Students must attend all First Friday sessions and present a work in progress at least once at year at a First Friday. In addition, students are expected to participate in an on-line college discussion group on selected topics related to the performing arts.

FNA 103 Introduction to the Fine Arts: One’s Search for Expression  3 credits
Offers a cross-cultural examination of human creative works, expressed in the fine arts through selected historic periods to the present.

FNA 252 Senior Seminar  3 credits
A seminar in contemporary art, dance music and theatre and is required of all performing arts majors.

FNA 255  Portfolio Preparation  1 credit
Designed for junior and senior performing arts majors to assemble and organize production material into a professional, presentational format. Students will create professional quality cover letters, resumes and portfolios based on performing arts standards.

FNA 260 Special Topics  1-3 credits

FNA 353 Senior Project  3 credits
This course consists of maintaining a journal and attending weekly sessions. Students also complete a final senior project. A project prospectus, complete with budget, timetable and project focus, must be submitted in writing to all members of the department for approval. Proposals for all projects are due by May 1 of the previous academic year. Once approved, the student completes a project that demonstrates her expertise in one or more aspects of the performing or fine arts. The project is graded by a committee of faculty from the department.

FORENSIC SCIENCE COURSES

FSC 101 Forensic Science in Criminal Investigations  4 credits
The role of Forensic Science continues to grow in criminal investigations. As this dynamic continues to change, it becomes increasingly important for investigators to fully understand and appreciate the strengths and weaknesses of physical evidence. This science for non-science majors course will provide students with an overview of what happens from the crime scene to the laboratory, and then finally in the court room. Through lecture and hands-on exercises in the laboratory students will develop a fundamental appreciation for Biology, Chemistry, and Physics and how Forensic Science applies these natural sciences to address legal issues.

FRENCH COURSES

FRE 101 Introduction to French I  3 credits
Offers students the essentials of French grammar with emphasis on all language skills: listening, reading, writing, speaking, and the facets of French culture.

FRE 102 Introduction to French II  3 credits
A continuation of French 101. Prerequisite is either French 101 or its equivalent (see instructor for details).

GENDER STUDIES COURSES

GND 100 Introduction to Gender Studies  3 credits
Focuses on the experiences of women, the significance of gender in society, and interdisciplinary approaches to the study of gender. The course investigates 1) the social construction of gender, and 2) the interdependent relationships of gender, race, ethnicity, class, sexual identities, age, and physical ability. Particular attention is paid to the role of gender in the media and popular culture.

GND 222 Race and Gender in the Media  3 credits
As consumers and producers of media, it is important that communication majors and non-communication majors critically examine the role of media in forming our beliefs about race, ethnicity, and gender in society. Media have the ability to shape, challenge, and uphold our beliefs about others and ourselves. Through this course, students will explore the social construction of race and gender through readings, discussion, and research. Specifically, the class will focus on critically
viewing race and gender in film, television, and print media. Cross-listed as CST 222.

GND 260/360 Special Topics in Gender Studies 1-3 credits
Highlights special topics that supplement regular offerings for the gender studies minor. Frequently cross-listed as offering in another academic discipline, this course may fulfill one or more theme categories.

GND 350 Research in Gender Studies 1 credit
Students roster this course along with their capstone experience in their major or their Honors senior project. They work with a gender studies faculty member to explore gender theory appropriate to their project in their major and to produce a researched product that dovetails with their capstone work and that focuses on gender issues.

GENERAL SCIENCE COURSES

GSC 101 Physical Geology 4 credits
A study of the Earth’s dynamic tectonic and hydrologic systems, seismicity, volcanism, crustal deformation, rivers, glaciers and erosion. Also covered are the origin, classification and properties of rocks and minerals. Lecture three hours, laboratory three hours, including field trip.

GSC 103 Astronomy 4 credits
A study of what is known about our place in the observable universe. The sun and the solar system, the nature of stars, stellar life cycles, galaxies and the structure of the universe are discussed. Information concerning how to view the heavens, phases of the moon, eclipses, etc. as amateur astronomers do each night is also covered. Laboratories consist of observations through a telescope, using a planisphere, comparative planetology, the Messier list, constellations, extra solar planets, and life on other worlds. Lecture three hours, laboratory three hours.

GSC 104 Historical Geology 3 credits
A study of the evolution of the earth’s environment including changes in the land, seas and mountains; and the succession of life, including human, through time. Lecture three hours, including field trip.

GSC 105 A Guide to Earth’s Energy Resources: Wise Use and Future Prospects 3 credits
Energy is a fundamental physical concept and plays an increasingly important role in society. This course will focus on describing what energy is and how the various forms of energy interrelate and can be converted to other forms. The properties of energy sources in current use will be examined with respect to supply and environmental impact. The entire range of alternative sources of energy will be discussed and critically examined, with a view towards determining the practicality of increasing societal use of one or more of them. Lecture three hours.

GSC 106 Weather and Climate 4 credits
A study of the atmosphere and oceans and their role in the Earth’s life-supporting environment; solar radiation and the energy transfers between air, land and sea; elements of weather and climate; atmospheric and ocean pollution, especially as they relate to climate change; chemical and physical oceanography. Lecture three hours, laboratory three hours.

GSC 110 Geology of the National Parks 3 credits
Encompassing over 84 million acres, America’s National Park System preserves some of our most cherished natural, cultural and historic places. While the general public may see them primarily as recreational spaces, many parks also serve as focal points for studying a variety of classic and unique geologic settings, as well as their associated ecosystems. Students will explore the history of the park system from its initial inception to the present, and analyze and interpret data from scientific research conducted within park boundaries.

GSC 351 General Science Seminar 3 credits
Student self-conducted research on a selected topic of interest, finalized with a submitted paper and formal presentation with critique. The use of modern information retrieval techniques is emphasized.

HEALTH COURSES

HLT 100 Biology and Healthy Aging 3 credits
This course focuses on the physical changes of aging and the relationship of health promoting behaviors to positive aging processes. The course provides an overview of the impact of the normal aging process on the human body and health conditions associated with aging. Health concepts and lifestyle changes that impact
the aging process are explored. Wellness and health promotion strategies for the elderly are reviewed as keys to healthy aging.

**HISTORY COURSES**

**HIS 107 and 108 European Civilization: Ideas and Experiences**  3 credits (each term)

An introduction to the historical and cultural legacy of western civilization through the study of a series of exemplary works, from classical antiquity to the present. Several critically important works of philosophy, history and literature are studied in the context of the cultural epochs which produced them and whose essential character they express or embody.

**HIS 121 and 122 Survey of United States History**  3 credits each term

A study of American history from the first Afro-European contact with North America to the present. The principal focus of the course is political, economic and social, but attention is also paid to architecture, literature, and popular culture where appropriate. Students are encouraged to explore these areas in their independent research.

**HIS 210 Liberal Democracy and Capitalism**  3 credits

A study of the development of liberal and democratic systems of government and free market economies from the end of the 18th century to the present. The political revolutions in America and France are studied, as is the emergence of industrial capitalism in England and America. Substantial attention is given to the philosophic principles that support liberal democracy and private enterprise, including those articulated by the writers of the Enlightenment, by the English classical economists, and by such 19th-century thinkers as Alexis de Tocqueville and John Stuart Mill. The course concludes with a consideration of the thesis that "history has ended," i.e., that liberal democracy and capitalism have triumphed and face no further fundamental challenges. This last consideration acquires particular urgency in the light of September 11th, 2001, and the conflicts that have followed.

**HIS 211 Twentieth Century Dictatorships**  3 credits

A study of the causes, character, and consequences of dictatorial rule in the twentieth century, this course uses Fascist Italy, Nazi Germany, Soviet Russia, and Communist China as the major examples. Both the similarities that link these dictatorships and the differences that separate them are studied in detail. Particular attention is paid to the ideas on which dictatorial rule has been based, including those of Marx Nietzsche, Sorl and Lenin. The course examines the popular appeal of revolutionary and counterrevolutionary ideologies as alternatives to parliamentary democracy and the social and economic programs these regimes put into practice. Propaganda, coercion, and forms of resistance are also considered.

**HIS/ART 215 Selected Movements in Art and Architecture 1750-1900**  3 credits

A study of the major artistic styles of the late 18th and 19th centuries, a period characterized by revolution and the birth of the modern era. Topics include neoclassicism, romanticism, realism, impressionism, the academic style and symbolism. These movements are studied against a background of dramatic political and social change and in the context of a continually evolving market for artistic production. Careful analysis of individual works, together with readings from primary source material, structure this investigation.

**HIS 218 The City as History**  3 credits (cross-listed as Honors 218)

An examination of several European capitals as built environments and as public stages for the enactment of a variety of social and cultural roles. The design of urban space through art, architecture and engineering is studied, as is the reflection of changes in urban life that can be found in literature, criticism and film. Historical events, as they were witnessed and experienced in these cities, provide continuity and context for explorations in art and culture. Cities studied include Rome, Paris, London, Vienna, Budapest, and Berlin. For non-Honors students, permission of instructor required.

**HIS/HON 220 Film and History: Visions and Revisions of the Past**  3 credits

From "Schindler’s List" to “Valkyrie,” historically based films have been attracting big box office receipts. This course introduces students to the historical fiction film as a work of creative art and to the techniques filmmakers use to construct their “vision” of past events. Through critical analysis of several dramatic films that take historical events as their subjects, students learn that what they see on screen is not necessarily what happened, but rather what might have happened. Films studied include “The Leopard,” “Burnt by the Sun,” “Rosenstrasse,” “1900,” and “Sunshine.” For non-Honors students, permission of instructor required.
HIS 221 The American Revolution and the Early Republic 3 credits
An examination of the American struggle for independence, the ratification of the Constitution, and the early years of the Republic. Particular attention is paid to the transformation of American cultural, economic, and political institutions during this period. The rising power of the Supreme Court is treated in detail.

HIS 222 The Civil War and Reconstruction 3 credits
An examination of the events that led to the American Civil War. Particular attention is devoted to slavery. In addition, the political, economic, military, and cultural implications of the Civil War, as well as its aftermath during Reconstruction, are treated in detail.

HIS 224 America as a World Power 3 credits
An examination of the rise of the United States as a world power in the late nineteenth and early twentieth centuries, the growth of American interest in East Asia and the Caribbean region, the American participation in World War I and World War II, and the U.S. role as a super power in the Cold War and post Cold War era. The course also explores how certain domestic events – the Red Scare, the Great Depression, and the civil rights movement – influenced or were influenced by America’s role in international affairs.

HIS 230 The American South since the Civil War 3 credits
An examination of the South from the end of the Civil War to the present. Special attention is devoted to the social, economic, political, and artistic contours of the Southern past. Topics include the Ku Klux Klan, the Populists, the demagogues, the Southern literary renaissance, the modern civil rights movement, and the rise of the so-called New South.

HIS 231 American Cultural Traditions 3 credits
An examination of the cultural lives of ordinary Americans from the colonial period to the present. In particular, the course will look at the evolution of popular painting and illustration, and the transformation of American domestic architecture from the post-Medieval house to the rancher. In addition, the course will study such literary forms as the dime novel and the mass market magazine; stage entertainment like burlesque, vaudeville, and minstrelsy; and the advent and evolution of radio and television.

HIS 232 The African-American Freedom Struggle 3 credits
An examination of the history of the African-American struggle for freedom, equality, identity, and economic success. Particular attention is paid to the Jim Crow and post-World War II eras. The work of such leaders as Booker T. Washington, W.E.B. Du Bois, Martin Luther King, and Malcolm X is studied in detail. In addition, the course explores the activities of the National Association for the Advancement of Colored People (NAACP), the Southern Christian Leadership Conference, the Student Nonviolent Coordinating Committee, the Black Panthers, and the Nation of Islam. The Harlem Renaissance and the development of blues and jazz are also studied. Finally, the course looks at the African-American freedom struggle in an international context, comparing and contrasting it with similar movements in Africa and elsewhere.

HIS 250 Germany and the Path to the European Union 3 credits
Provides students with a critical understanding of German history from the middle of the 19th century to the present and of Germany’s impact on the European Continent. A central focus is whether or not Germany’s historical development followed a divergent path from that of England, France and America and, if so, for what reasons and with what consequences. Since the Cold War and with reunification, Germany’s efforts to fashion a new leadership role in Europe and in other international political and economic contexts are examined. Substantial attention is directed to problems of history, memory and responsibility that continue to occupy Germans today.

HIS 251 Soviet and Post-Soviet Russia 3 credits
An exploration of the historical development of Russia and the Soviet Union from the eve of the 1917 Revolution to the present. Students are encouraged to study the Russian Empire and the Soviet Union as global powers, well before the more familiar role the USSR played as America’s principal adversary during the Cold War. With post-Soviet Russia seeking to define its place in world affairs, students will learn how this task is complicated by the enormous historical deficits
accumulated through the years of Communist rule. Students have opportunities to research subjects of special interest, including the use of comparative perspectives on politics, economics, social relations, and culture.

**HIS 260 Special Topics 1-3 credits**

**HIS 270 China and Japan in the Modern Age 3 credits**

A comparative look at the political, social, and cultural histories of modern China and Japan, this course begins with the first Opium War (1839 to 1842) and continues to the present.

**HIS 278 Terror: The History of an Idea 3 credits**

This course seeks to provide a historical, sociological, and cultural context to the phenomenon of terrorism as it is understood in today's world. The course will explore the different meanings, over the last two or three centuries, that the words “terror," “terrorism," and “terrorist” have all carried. Students will explore the historical origins of terror as an idea or ideology, the different forms terrorism has taken, and representations of terrorists in literature, social thought, art, and film. This course does not provide a comprehensive history of terrorism. It does provide a historical and cultural context that may help us to understand what terrorism is, who terrorists are, and why the idea of terror dominates contemporary politics.

**HIS 350 Research Seminar (CAP) 3 credits**

Advanced study of the important research techniques used by historians. In addition, it requires students to employ such techniques to develop, pursue and complete a lengthy research paper (based, in part, on the substantial use of primary sources) appropriate to their program and interests. Particular attention is paid to the use of indices, databases and on-line services; the pursuit and critical evaluation of evidence; and a mastery of the essay form of scholarly writing. With its emphasis on logical thinking, quantitative analysis, clear writing, and other college-wide goals, this class serves as the history major's capstone experience.

**HIS 390 Independent Study 1-3 credits**

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**HONORS COURSES**

**HON 122 Freshman Scholars, Writing: Diversity 3 credits**

An interdisciplinary seminar designed for entering freshmen as an initial college experience. The seminar's topic is issue-oriented, international in scope and academically explored across various disciplines of the College. Writing and oral presentation skills are stressed as well as differing learning styles necessary for a successful college experience. Successful completion of the seminar with a grade of C or better satisfies the WRI 100, College Writing, requirement.

**HON 133 Changing the World from the Inside Out 3 credits**

An introduction to holistic approaches to various global problems. As social change agents, students are challenged to translate their self-awareness into envisioning, formulating and analyzing creative, practical approaches to shaping the world to best meet human needs in the new millennium.

**HON 194 Creative Writing 3 credits**

A workshop offering practice in writing poetry and fiction. Students will participate in peer-critiquing sessions and discussions of established authors' works. Each student will produce a portfolio of written work. Prerequisite: HON 122 or permission of the instructor.

**HON 202 Asian Religions 3 credits**

An in-depth examination of Hinduism and Buddhism in south, southeast and East Asia. The course examines the origins of these classical religions of India as well as the smaller, more regionalized faiths in the Indian subcontinent: Jainism and Sikhism. Students participate in a number of field experiences to study the adaptation of the faiths to the United States.

**HON 206: Webs and Virtual Spaces: Victorian Lit and Hyperlit 3 credits**

Have you ever wondered whether you think or read differently, depending upon whether you grew up on books or the Internet? In this course, we'll consider what's different about a story told on the page versus on a computer screen, with possibilities for multimedia interactions. To help us answer this question we begin with a consideration of fairy tales and their many variations, then move to an examination of 19th-century fiction and contemporary hypertext “re-visions.” Along
the way, you’ll have the chance to craft your own hypertext fairy tale and collaborate on a group hypertext project.

HON 212 Case Studies in the Forensic Sciences: The Application of Science and Technology to the Investigation of Crime 3 credits

This course is designed to teach the student how science and technology are used in the investigation of crime through the examination of case studies that utilized science and technology in their adjudication. The cases presented will illustrate the use of forensic evidence from a variety of disciplines (for instance, pathology, anthropology, and chemical and biological based evidence) and each student is expected to lead a group discussion on one particular case. No science background is required to take this course.

HON/BIO 214 Bioterrorism & Emerging Infectious Diseases 3 credits

Ebola, anthrax, Lyme disease, SARS, polio, smallpox, the Plague, mad cow disease and West Nile virus continue to attract the attention of the human species. These are either emerging infectious diseases (EIDs) or the agents responsible for the diseases that plague our kind. In some cases, EIDs and bioterrorism go hand in hand. This course will cover the biological mechanisms of a diversity of diseases, the ecology of disease agents and vectors, the impact of globalization on the spread of EIDs, agencies (e.g., CDC) involved in fighting the spread of diseases, bioterrorism in the past, present and future, and the socioeconomic impact of EIDs and bioterrorism. Lectures, debates, book discussions, films, and projects will be integral parts of this course. Prerequisites: Either BIO 112, BIO 118, BIO 122 or permission of the instructor.

HON/HIS 218 The City as History 3 credits

Examines several European cities as built environments and as public stages for the enactment of a variety of social and cultural roles. The design of urban space through art, architecture and engineering is studied, as is the reflection of changes in urban life that can be found in literature, criticism and film. Historical events, as they were witnessed and experienced in these cities, provide continuity and context for explorations in art and culture. Cities studied include Rome, Paris, London, Vienna, Budapest, and Berlin.

HON/HIS 220 Film and History: Visions and Revisions of the Past 3 credits

From “Schindler’s List” to “Valkyrie,” historically based films have been attracting big box office dollars in the last several years. This course introduces students to the historical fiction film as a creative work and to the techniques film makers use to construct their “vision” of past events. Through critical analysis of several dramatic films that take historical events as their subjects, students learn that what they see on the screen is not necessarily what happened, but rather what might have happened. Films include “The Leopard,” “1900,” “Burnt by the Sun,” “Rosenstrasse,” and “Sunshine.”

HON 222 Art on the Edge: Ethical Transgression/Artistic Expression 3 credits

A focus on exploring and questioning the imagery and themes used in controversial art, historically and in our contemporary world. Students are exposed to some art that rattles mainstream taste, that pushes beyond accepted standards of decency and that attempts to express itself through shocking means. Through a variety of assignments, students are asked to consider whether the artists who make this work are using shock as an end in itself, or are trying to get the viewer’s attention in order to express something more serious, something that challenges our preconceived or unexamined notions. Freedom of expression and personal responsibility, on the part of artists who make the work and the public that views and/or supports the work, are central concepts in class discussions and critiques.

HON/PSY 224 Women in the Workplace 3 credits

Examines the theory, research and practice of various issues involving women in the workplace. Topics include the history of women at work, non-traditional occupations and roles, gender differences in communication, leadership, and work styles, management and associated psychological paradigms, relevant legal and political issues, work-life dilemmas, and personal planning and growth strategies. Active participation is required. For Honors credit, permission of instructor required.

HON/PSY 231 Social Psychology for Psychology 3 credits

This course will examine theoretical perspectives as well as laboratory and field research demonstrating the importance of situational influences on behavior. Topics
include: self-concept and presentation of self, attitude formation and persuasion, conformity and obedience, as well as factors influencing interpersonal attraction, interpersonal aggression, and pro-social behavior. Offered alternate years.

**HON 244 Psychology and Dramatic Literature**

3 credits

Since the time of Aristotle, drama and psychology have been inseparably linked. Plot, character and dialogue are all shaped by the workings of the mind and the psyche. The emergence of psychotherapy in the 20th century has led playwrights to focus on behavior and create unique and fascinating characters. This course exposes students to several important works of 19th and 20th century drama, in a discussion-style format. Using major psychological theories, students are able to develop their own interpretations of stage characters and the motivations for their actions.

**HON/PSY 251 Health Psychology**

3 credits

Health Psychology is a rapidly growing field within the discipline of psychology. It is devoted to understanding psychological factors that affect health and disease. Health Psychology emphasizes health promotion while at the same time explores how traditional medical interventions may be fortified through the application of behavioral and psychological principles. The past decade has witnessed a significant increase in employment opportunity for health psychologists, especially in clinical and academic settings. For Honors credit, permission of instructor required.

**HON 260 Special Topics**

3 credits

Offers subjects of special interest to students.

**HON/HIS 278 Terror: The History of an Idea**

3 credits

This course seeks to provide a historical, sociological, and cultural context to the phenomenon of terrorism as it is understood in today’s world. The course will explore the different meanings, over the last two or three centuries, that the words “terror,” “terrorism,” and “terrorist” have all carried. Students will explore the historical origins of terror as an idea or ideology, the different forms terrorism has taken, and representations of terrorists in literature, social thought, art, and film. This course does not provide a comprehensive history of terrorism. It does provide a historical and cultural context that may help us to understand what terrorism is, who terrorists are, and why the idea of terror dominates contemporary politics.

**HON/PSC 300 Law and Counterterrorism**

3 credits

An analysis of the due process rights guaranteed by the Bill of Rights as viewed from the perspective of U.S. counterterrorism laws and policies. Primary attention is devoted to an analysis of the Fourth, Fifth, and Sixth Amendments as these due process rights relate to the federal government’s ability to gather intelligence pertaining to international terrorism, investigate individuals suspected of involvement in terrorist activities and prosecute individuals charged with the commission or facilitation of terrorist acts in the United States.

**HON 350 and 351 Honors Thesis/Project**

3 credits each term

The culmination of a student’s work in the honors program is a senior-year two-semester, six-credit thesis/project under the supervision of a mentor who is expert in the field of inquiry (in most instances, a faculty member). This thesis/project is completed in April of the senior year, and can take the form of a scholarly work, a creative project or a combination of the two. The thesis/project must have a cross-disciplinary dimension. If the student chooses, it may be an extended version of a senior thesis or creative project completed to satisfy the capstone requirement in the student’s major field.

**HON 390 Independent Study**

1-3 credits

**ITALIAN COURSES**

**ITL 101 Introduction to Italian I**

3 credits

Covers the essentials of Italian language and culture, with an emphasis on learning to speak and to understand practical, conversational Italian. The course is offered in alternate years.

**ITL 102 Introduction to Italian II**

3 credits

A continuation of Italian 101. Prerequisite: Italian 101 or the equivalent.
MARKETING COURSES

MGT 230  Principles of Marketing  3 credits
Merges activities used to market a product or service into a logical framework. Students learn about building relationships with customers according to the customer’s needs. Skills developed and used are segmenting the market, defining buyer behavior, positioning a product to satisfy customer needs, and developing a strategy for the product, price, and marketing communication. Areas of focus include modern distribution systems such as direct marketing, tele-marketing, and E-commerce via the Internet. Prerequisites: BUA 110 (required for department majors), or CST 170, or PSY 100.

MRK 240 Applied Public Relations 3 credits
Applied Public Relations will introduce the student to the PR function within an organization and give them a solid understanding of PR as a process and its place in a company's overall marketing mix. The student will learn how to identify PR opportunities; conduct the appropriate research; identify audiences and media; plan and create a PR campaign; work with the media; and evaluate a campaign's results. Prerequisites: MRK 230.

MRK 250 Consumer Behavior 3 credits
This course gives students a fundamental understanding of the human psychological core encompassing the topics of motivation, ability, and opportunity; exposure attention and perception; knowledge and understanding; attitudes; and memory. It further surveys the consumer culture to include regional, ethnic and religious influences; social class; age, gender and social influences; and values, personality and lifestyle. The knowledge of the psychological core and consumer culture are then employed to study the process of consumer decision making and applying these principles to business and marketing situations. Prerequisites: MRK 230, PSY 100.

MRK 290 Marketing Practicum 1 credit
A 1-credit interdisciplinary approach highlighting the importance of integrating education with experience. The student will develop an understanding of marketing and marketing strategy. Marketing Practicum will enhance critical thinking and leadership skills, creative abilities, social awareness and technological literacy. The course puts the student in the shoes of the marketing manager or consultant, thereby allowing broad, objective thinking. The student will clearly see the outcome of her effort. In addition, the student will benefit by having a portfolio piece and rich experience to present to future employers. Prerequisites: MRK 230 and permission from the instructor.

MRK 320 Marketing Research 3 credits
This course is an introduction to marketing research and explores the theory and technique used in both qualitative and quantitative market research. The qualitative portion of the course will delve into consumer observation techniques, field experimentation, interviewing and focus groups, while the quantitative portion will cover survey design, sampling methods and theory, and data analysis. Both sections will include "real-world" examples of planning and implementation, along with an emphasis on effective reporting. Prerequisites: MRK 230, MAT 110.

MRK 330 Branding 3 credits
Considers brands – why they are important, what they represent to consumers, and what should be done by firms to manage them properly. Although products and services can be duplicated, strongly held beliefs and attitudes established in the minds of buyers cannot be so easily reproduced. Emphasis is placed on how a brand is created, measured, and used to expand opportunities. Prerequisites: MRK 230.

MRK 331 Service Marketing 3 credits
Considers the marketing of intangible products and the use of intangibles in the marketing of tangible products. It explores the dimensions of successful service firms. It prepares students for enlightened management and suggests creative entrepreneurial opportunities. Outstanding service organizations are managed differently than their "merely good" competitors. Actions are based on totally different assumptions about the way success is achieved. The results show not only in terms of conventional measures of performance but also in the enthusiasm of the employees and quality of customer satisfaction. Beginning with the service encounter, service managers must blend marketing, technology, people, and information to achieve a distinctive competitive advantage. Prerequisites: MRK 230

MRK 332 Sales Management 3 credits
This course will provide an understanding of how selling is critical to the success of a marketing program. The student will gain knowledge of the sales process, the relationship between sales and marketing, sales force structure, customer relationship management (CRM), and issues in recruiting, selecting, training,
motivating, compensating, and retaining salespeople. The course will include lecture, cases studies, and "real-world" examples to ensure a well rounded learning experience. MRK 230.

MRK 334 Applied Advertising 3 credits Designed to give the student a broad understanding of advertising and promotion principles in today's business climate, this course emphasizes the planning, implementation and control of various advertising and promotional principles. Its primary focus is directed towards the marketing manager with a specific process to utilize in developing effective communication programs. Specific topics include media strategy, target markets, creation of advertising and promotional programs, and the use of different types of media. Prerequisite: MRK 230.

MRK 335 B-to-B Marketing 3 credits This course provides a practical foundation for successful business marketers. By addressing real issues that face business-to-business (B2B) and industrial marketers as well as the newest developments and insights into this rapidly changing field. The course will focus on analysis of the B2B marketing environment, marketing techniques and tactics, and planning and implementation. Prerequisites: MRK 230.

MRK 336 Global Marketing 3 credits Examines the challenge of entering and operating effectively in foreign markets. Decisions are considered regarding international marketing objectives, strategies and policies, foreign market selection, adaptation of products, distribution channels of communications to fit each foreign market, and systems of international marketing organization, information gathering, planning and control. These topics, along with exploration of cultural issues, are examined through reading, case discussion, class presentations and a term project. Marketing reports for major countries will be prepared to offer valuable insights, as well as tips and techniques for marketing products and services in a specific country. Prerequisites: MRK 230.

MRK 352 Applied Marketing Management 3 credits The students will work in teams to create an integrated marketing plan for a real or fictitious company. The lecture will concentrate on the elements of marketing strategy and planning, and guest speakers will frequently address the class in order to offer a “real-world” perspective on these elements. Each team will be assigned to a “Board of Advisors” consisting of 2-3 marketing professionals from the local business community and one faculty member (not the instructor). The Board will act as advisors to the student teams during the creation of their plans, and will meet formally every 3-4 weeks. The Board will also be evaluating the performance of the students as individuals and as a group. The course will conclude with formal presentations of each group's marketing plan. Prerequisites: BUA 351, MRK 250, MRK 320, and ECO 101.

MRK 360 Special Topics 1-3 credits This course is an exploration of specialized topics not among the traditional course offerings. This course may be repeated for credit as topics change.

MATHEMATICS COURSES

MAT 102 College Mathematics 3 credits A nontechnical presentation of mathematical topics essential to the student of the arts, humanities or social sciences. The following are studied: elementary set theory, logic, number systems, probability and statistics and measurement and applications of mathematics to various disciplines. A scientific calculator is required. This course is appropriate for secondary education students (not math majors); some content is based on the Pre-Professional Skills Test in Mathematics (PRAXIS).

MAT 105 Mathematics for Business 3 credits Designed to meet the needs of the student pursuing a career in business. The course includes the following topics: linear equations and inequalities, systems of equations, matrices, simple and compound interest, annuities, amortization and an introduction to calculus. A scientific calculator is required. Prerequisite: Skill equivalent to Algebra II at the secondary level.

MAT 107 Mathematics for Health Care Professionals 3 credits An exploration of a wide range of mathematical applications to nursing and other health sciences. Topics include ratio and proportion, dimensional analysis, systems of measurement, calculations involving solutions and dilutions, medication and dosages. Medical applications in other areas of mathematics will also be explored; these may include set theory, arithmetic and geometric sequences, graphing, functions and formulas, exponential growth, logic and analogies, angle
measurement applications, and mathematical analysis in medical journal publications. Critical thinking skills for solving problems that arise in the health care professions will be emphasized. While there is no prerequisite, a working knowledge of arithmetic operations using whole numbers, fractions, decimals, and percents is expected.

**MAT 110 Probability and Statistics**  
3 credits  
An examination of the collection, organization, analysis and interpretation of data in the context of applications from such fields as business, education, political science, economics, psychology, sociology, nutrition and medicine. The importance of experimental design and sampling techniques are studied and stressed throughout the course. Elementary probability theory is introduced as well as the following theoretical distributions: binomial, normal, Student's t, and chi-square. Linear regression techniques and correlation analysis are used to study bivariate populations. An algebra background is required as well as a scientific or statistical calculator. This course does not count for the mathematics major or minor.

**MAT 140 Pre-Calculus**  
3 credits  
A basic algebra review of exponents, complex fractions, factoring, linear and quadratic equations, and inequalities. Functions are examined in depth both from a definitional and graphical perspective. Exponential and logarithmic functions, their graphs, and applications are reviewed/introduced. Basic trigonometric functions and identities are covered as well as their applications. The course is designed as a preparation for calculus. A TI-83 or higher graphing calculator is required.

**MAT 141 Calculus I**  
3 credits  
Differential calculus: A brief review of precalculus topics, limits, continuity and the derivative with applications. A TI-83 or higher graphing calculator is required.

**MAT 142 Calculus II**  
3 credits  
Integral calculus: A study of the definite and indefinite integral with applications; inverse functions with emphasis on exponential and logarithmic functions and applications; antiderivation techniques; approximate integration; and improper integrals. A TI-83 or higher graphing calculator required. Prerequisite: MAT 141.

**MAT 202 Mathematics for Elementary Education**  
3 credits  
Provides elementary education majors with experiences in becoming independent problem solvers while providing a solid foundation for teaching early mathematics. Topics include set theory, systems of numeration, number theory, properties of whole numbers, rational numbers, and real numbers, estimation, beginning geometry and measurement. Collaborative learning, discovery and refinement of presentation skills are stressed through in-class experiences. Traditional mathematical content is covered in the context of developing student competence with respect to the abilities outlined in the five process standards found in Principles and Standards for School Mathematics (National Council of Teachers of Mathematics, 2000): problem solving, reasoning and proof, communication, connections and representation. A student must be a declared elementary education major or have permission of the instructor to take this course.

**MAT 210 Mathematical Statistics and Probability**  
3 credits  
A calculus based examination of the collection, organization, analysis and interpretation of data in the context of applications from such fields as business, education, political science, economics, psychology, sociology, nutrition and medicine. The importance of experimental design and sampling techniques are studied and stressed throughout the course. Elementary probability theory and combinatorics are introduced as well as the following theoretical distributions: binomial, normal, Student’s t, and chi-square. Linear regression techniques and analysis of variance are also discussed. A TI-83 calculator or higher is required. Prerequisite: MAT 142.

**MAT 211 Calculus III**  
3 credits  
Further applications of the integral are studied including parametric and polar coordinates; infinite sequences and series; and an introduction to three-dimensional analytic geometry and vectors. Prerequisite: MAT 142.

**MAT 212 Calculus IV**  
3 credits  
A study of partial derivatives and multiple integrals with applications. Vector calculus. Prerequisite: MAT 211.
MAT 224 Discrete Mathematics 3 credits
(Cross-listed as Computer Information Systems 224)
Provides work at the advanced level in number systems for computer arithmetic, sets and logic, combinatorics, probability, relations and functions and Boolean Algebra. Offered in alternate years. Prerequisites: MAT 142, CIS135.

MAT 311 Linear Algebra 3 credits
A study of Euclidean spaces, general linear spaces and inner product spaces. Topics include linear independence and dependence; bases and linear transformations; matrices and determinants with application to linear systems; change of basis; and representation of linear transformation and inner products. Prerequisite: MAT 142.

MAT 313 Differential Equations 3 credits
A study of differential equations. Topics included Fourier series and boundary value problems. Prerequisite: MAT 212. Offered in alternate years.

MAT 316 Modern Algebra 3 credits
An introduction to the basic concepts, including groups, rings and fields. Prerequisite: MAT 142 or permission of the instructor. Offered in alternate years.

MAT 321 Numerical Analysis 3 credits
Numerical methods in solving equations, interpolation and numerical differentiation, approximation of integrals, systems of linear equations, approximation by spline functions, Monte Carlo methods, simulation and error analysis are studied. Topics include programmed solutions and computer methods. Prerequisite: MAT 142, CIS 135.

MAT 324 Modern Geometry 3 credits
An introduction to some areas of geometry, including cross ratio, inversion, poles and polars, dissection theory, projective and non-Euclidean geometry. Prerequisite: MAT 142 or permission of the instructor. Offered in alternate years.

MAT 335 Introduction to Topology 3 credits
A study of basic topological concepts: mapping, continuity, connectivity, compactness, separation axioms and metric spaces. Prerequisite: MAT 212.

MAT 338 Number Theory 3 credits
A study of divisibility, congruences, quadratic reciprocity, number-theoretic functions and elementary Diophantine equations. Prerequisite: Permission of the instructor.

MAT 339 Complex Variables 3 credits
Functions of a complex variable are studied. Topics include Laurent and Taylor series, residue theory, contour integration and conformal mapping. Prerequisite: MAT 212 or permission of the instructor.

MAT 350 Advanced Calculus I 3 credits
Topics covered include basic theorems of the field of real numbers, inequalities, sequential limits, function limits and the derivative. The student submits a comprehensive journal reflecting the material covered in this course. The journal should include the major definitions and theorems studied during the term with proofs of the theorems. Also included is all graded work from the course, solutions to assigned problems and interesting results discovered in outside readings or relevant computer work. Students are also required to conduct independent research on a level appropriate to a senior mathematics major and make an oral presentation on their topic. Prerequisite: MAT 212.

MAT 351 Advanced Calculus II 3 credits
A study of the Riemann integral, Laplace transforms, series of numbers and functions. Prerequisite: MAT 350.

MAT 260/360 Special Topics in Mathematics 1-3 credits
An opportunity for more advanced courses than the usual offerings in number theory, modern geometry, complex variables, real analysis, algebra, differential equations or topology, this course is given when student interest and faculty time permit. May be repeated for credit with a different topic.

MAT 390 Independent Study 1-3 credits
An individual study project, usually of one term's duration, under the direction of one or more members of the department faculty. An outline of the proposed study plan must be submitted before the beginning of the term in which the work is to be done. Prerequisite: A sufficient background in college mathematics related to the proposal.
MUSIC COURSES

MUS 100 Fundamentals of Music 3 credits
A beginning class in music reading and sight singing. Emphasis is placed on rhythmic and melodic drills as well as the understanding of basic music materials.

MUS 101 Experiencing Music: An Introduction 3 credits
A study of the basics of listening to various periods and styles of music. Course content includes listening to both recording and live concerts emphasizing the elements needed to create the artistic product.

MUS 120 Historical Epochs in Music 3 credits
A rotating topics course focusing on major musical periods and their contributing composers and trends including Baroque, Romantic, Contemporary, Viennese Classical and Medieval/Renaissance. This course may be repeated for credit under different topics.

MUS 130 Healing With Music 3 credits
Offered in an accelerated two weekend format, students will learn the history of the harp as a healing instrument and gain elementary skills playing an actual instrument. Harp rental fee required.

MUS 191 or 192 Applied Music 1 or 2 credits
Any student may take applied music courses. Two credits are offered for ten one-hour weekly lessons per term, or one credit for ten half-hour weekly lessons per term. Students taking ten one-hour weekly lessons per term are expected to practice a minimum of eight hours per week while studying. Students taking ten half-hour weekly lessons are expected to practice a minimum of four hours per week while studying. Students may select from the offerings noted below.

Fees: All students taking Applied Music 191 or 192 are charged at the current day per credit rate for each credit taken. Additionally, students are charged a Private Lesson Fee for a 10-week term of private lessons. Please refer to the Academic Fees section for the current rates. Declared music majors and declared music minors will be assessed this fee for any lessons taken after their respective applied music requirements (16 hours for the major; eight hours for the minor) are met.

Piano: Performance, teaching techniques and styling are emphasized in the study of compositions of the Classic, Romantic and Modern composers. A thorough technical foundation is stressed.

Voice: Tone production, breath control and diction are taught in a course of study ranging from simple Italian and English songs to operatic arias, oratorioarias and recitatives and modern song repertoire. Prerequisites: Music 195 or permission of applied music coordinator.

Organ: Prerequisite to the study of organ is the ability to play fluently selections from Bach’s Two-Part Inventions or the equivalent. Hymn-playing and conducting from the organ stressed with a view to preparing the student for a church position.

Woodwinds and Brass: Chamber music ensembles will be developed when possible.

Violin and Viola: Development of playing skills with emphasis on accomplishment prerequisite to participation in chamber music and performance on the solo literature is covered.

Flute: Fundamental techniques are studied with the goal of development of sufficient skill to perform the solo literature and to participate in chamber music ensembles.

Classical and Folk Guitar: Fundamental methods of finger-style playing are studied with emphasis on position, tone and repertoire. Solo, duo and accompaniment techniques are included. The course of study ranges from simple folk tunes to the works of Bach, Villa-Lobos and Sor.

Percussion: Rudiments of percussion-playing are stressed, including classical and jazz styles.
MUS 193 Instrumental Ensemble  1 credit
Selected musical ensembles are formed each fall for flute and clarinet.

MUS 194 Ensemble: The Camerata Singers  1 credit
This community chorus is the vocal ensemble that performs major works for chorus and orchestra. It is an SATB mixed chorus and an audition is required. The group performs twice a year. Meets off campus.

MUS 196 Ensemble: All College Chorus  1 credit
This group performs twice a year. No audition is required.

MUS 198 Musical Theatre Workshop  1 credit
Once-a-week group instruction in musical voice training for the theatre with emphasis on the individual strengths of the singer, selection of appropriate music and preparing vocal selections for audition and performance. No audition is required.

MUS 199 Ensemble: Madrigal Singers  1 credit
This ensemble learns and performs small, mostly classical works. The group performs both on and off campus. An audition is required. Commitment is for one year. Consult instructor for last day to drop.

MUS 210 Theory I  3 credits
The basic principles of tonal harmony and melodic structure are studied. The course includes written exercises, keyboard drills and analysis of tonal music. Emphasis is placed on aural perception of basic materials. Prerequisite: Music 100 and permission of instructor.

MUS 215 Theory II  3 credits
An analysis and aural perception of tonal music. Studies are made of 19th century chromaticism, modulation and the emergence of impressionism and atonality. Prerequisite: Music 210 and permission of the instructor.

MUS 216 Theory III: Style Analysis of the 20th Century  3 credits
Major compositional devices of the 20th century are studied. Coursework includes an analysis of representative works with regard to form, harmony, rhythm, contrapuntal devices and special sonorities and textures. Prerequisite: Music 215 and permission of the instructor.

MUS 221 Musical Styles  3 credits
This is a rotating topics course focusing on a specific musical style each term. Topics include jazz, opera, musical theatre, chamber music, piano literature and voice, symphonic music, electronic music and popular music. This course may be repeated for credit under different topics.

MUS 230 Great Composers  3 credits
This is a rotating topics course covering the works and lives of great composers including Beethoven, Mozart and Bach. The course examines the external influences of the era such as technological developments, social and cultural life and political circumstances on a specific composer each term. This course may be repeated under different topics.

MUS 260 Special Topics  1-3 credits
MUS 316 Conducting  2 credits
A study of the principles of choral-conducting; score-reading; the application of musicianship to conducting problems; and the conducting of recordings and live vocal ensembles. Prerequisite: Music 101 and permission of the instructor.

MUS 390 Independent Study  1-3 credits
Student-initiated study or special projects, including off-campus experience carried out under faculty supervision. Prerequisite: Junior standing and a declared major in music.

NEUROSCIENCE COURSES

NEU/BIO 200 Introduction to Neuroscience  3 credits
This introductory course covers many aspects of neuroscience including synaptic transmission, psychopharmacology, sensory systems, cognition, learning and basis of neurological disease. Prerequisites: BIO 121, 122 and PSY 100 or permission of the instructor.

NEU/PSY/BIO 220 Sensation and Perception (Alternate years)  3 or 4 credits
An in-depth study of sensory systems including vision, taste, olfaction, audition and somatic senses. Lab is required for Neuroscience majors. This course fulfills only the 3 credit SCI requirement. Prerequisite: PSY 100 or BIO 121.
NEU/BIO 330 Neuropharmacology 3 credits
An in-depth study of the pharmacological aspects of neuroscience with an emphasis on clinical applications. Prerequisite: NEU 200.

NEU/BIO 340 Neuroscience Methods (Alternate years) 4 credits
This laboratory course introduces students to several of the methods currently used by neuroscientists including electrophysiological, histological and molecular techniques. The lecture component explores both classical and current literature in Neuroscience. Prerequisites: BIO 222 or 236, NEU 200 (NEU 200 can be taken concurrently).

NEU/BIO 348 Diseases of the Nervous System (Alternate years) 4 credits
Our brains control everything that makes us human, including how we think, feel, learn, and how we perceive the outside world. When the brain is damaged by disease or injury or fails to form correctly during development, the results can be catastrophic. This course will examine selected diseases of the nervous system at both the clinical and the molecular level and assess current treatments. Diseases to be discussed may include Alzheimer, schizophrenia, neural tube defects, autism, and spinal cord injuries. Readings from the primary literature and laboratory activities will complement the lecture material. Prerequisite: BIO 222, 236, or permission of the instructor.

NUCLEAR MEDICINE CLINICAL COURSES

NMT 411 and 412 Nuclear Imaging and Instrumentation 6 credits each term
These courses offer an in-depth view of the clinical imaging and instrumentation commonly used in nuclear medicine.

NMT 413 and 414 Clinical Practicum 2 credits each term
These courses offer a practical experience observing and applying health-care principles in nuclear medicine. Students accept responsibility for a wide variety of procedures and must demonstrate competency in performance of these procedures.

NMT 415 Cross-sectional Anatomy 2 credits
Human anatomy in the transverse, longitudinal and coronal planes with application to nuclear medicine images.

NMT 421 Nuclear Physics and Radiation Safety 2 credits
A study of atomic and nuclear physics, radioactivity and properties of nuclear radiation. Included are pertinent radiation safety methodologies, federal and state regulations and internal dosimetry.

NMT 424 Applied Technical Mathematics/Statistics 1 credit
Derivation, manipulation and application of appropriate equations, including descriptive and inductive statistics and graphing are studied.

NMT 425 Patient Care 1 credit
Prepares students for practical experience in the clinical setting. Topics include medical terminology, patient-care procedures, resuscitation techniques, patient safety and body mechanics, sterile techniques and special-patient procedures. Hands-on experience under supervision is included.

NMT 426 Quality Assurance 1 credit
An introduction to concepts of quality and quality evaluation by reliable and reproducible methods.

NMT 428 Computers in Medical Imaging 1 credit
A review of basic computer science concepts and application of computer technology to generation and processing medical images.

NMT 430 Radiopharmaceuticals 1 credit
A study of pharmacologically prepared radioactive agents, including structure, quality control and use.

NMT 432 Non-Imaging Procedures 1 credit
A review of therapeutic and in-vitro procedures performed in nuclear medicine with an understanding of the physiology and pathophysiology associated with these procedures.

NMT 441 Nuclear Oncology 1 credit
The role of nuclear medicine relevant to the diagnosis, management, therapy and evaluation of therapeutic responses in patients with oncologic disorders.

NMT 451 Clinical Seminar/Research 2 credits
Considers important research topics in nuclear medicine in a format of informal discussion and provides the student with an opportunity to initiate and complete a research project.
NMT 452 Patient Ethics 1 credit
Designed to make students aware of complex situations in medicine that require moral reflection, judgment or decision.

NMT 461 Introduction to CT
An introduction to the concepts of CT including essential physical principles, hardware and system operations, CT safety and clinical imaging strategies.

NURSING COURSES
NUR 309 Health Promotion I 5 credits
Focuses on the role of the professional nurse in promoting the optimal health for the individual, theory and psychomotor skills essential to the practice of nursing are emphasized. A minimum grade of C+ is required.*

NUR 311 Health Assessment 3 credits
Provides the student with the techniques for carrying out a biopsychosocial, spiritual and cultural assessment of the individual. Developmental variations and cultural differences are addressed throughout the course. A minimum grade of C+ is required.*

NUR 313 Mental Health Promotion 4 credits
Focuses on the role of the professional nurse in promotion of optimal mental health. Theories of human behavior, biochemistry and the nursing process are used in caring for individuals experiencing alteration in mental health.*

NUR 314 Pharmacology 3 credits
Focuses on the role of the professional nurse in assessing/planning, implementing and evaluating the effects of pharmacologic agents used as therapeutic intervention for the client.

NUR 320 Family Health Promotion I 4 credits
Focuses on the role of the professional nurse in promoting optimal health of the family from pregnancy through infancy and adolescence. Family theory, theories of growth and development and the nursing process are used in providing family-centered care. Prerequisite: Successful completion of NUR 309, 311 and 314.*

NUR 321 Health Promotion II 4 credits
Focuses on the role of the professional nurse in promoting optimal health for the aging adult. Risk factors for illness and injury are identified and strategies for health promotion are explored in the areas of management of problems with mobility, management of altered genitourinary functioning, management of altered sensory perception, management of metabolic dysfunction, and management of altered breathing problems. Prerequisites: Successful completion of NUR 309, 311, and 314.*

NUR 322 Research I 2 credits
Focuses on understanding the research process and the role of the professional nurse in designing and conducting research. Quantitative and qualitative design are studied with emphasis on the use of research to improve nursing care. Co-requisite or pre-requisite NUR 309.

NUR 323 Concepts in Professional Nursing 2 credits
This course focuses on current issues and trends in nursing and health care for individuals from diverse cultural populations. The course provides an overview of professional issues in nursing, nursing education, the history of nursing and health care delivery. The course will also introduce legal, ethical and cultural issues that impact nursing practice. Co-requisite or prerequisite SPS 171.

NUR 324 Professional Nursing Seminar 3 credits
The student is introduced to the conceptual basis of professional nursing. The philosophy, purpose, objectives and organizing framework of the Cedar Crest nursing program are examined in relation to the theories and conceptual models of the discipline. Nursing process, legal and ethical issues, client systems, cultural diversity, research, communication and the nurse as an advocate are explored. This course is reserved for and required of all registered nurses. Prerequisite: RN to BS in Nursing students.

NUR 328 Nursing in the Global Community 2 credits
This course provides a unique opportunity for students to be a part of an international general medical and public health multidisciplinary team. While experiencing clinical work first hand, students will examine the socio-cultural and economic dimensions of health and illness and systems for delivering health care in a selected country. Emphasis will be placed on enhancing cultural awareness and sensitivity as well as developing cultural competence in nursing. Students will examine cultural
differences and similarities through observation and interaction with patients, community members, and health care professionals. The class will begin on campus for discussion of reading materials and preparation for travel. The course will end with an on-campus class to reflect on lessons learned. Prerequisites: NUR 309 and 311

NUR 330 Family Health Promotion II 4 credits
Focuses on the role of the professional nurse in promoting optimal health of the family experiencing alterations in health, including perinatal complications and care of the child with acute, chronic and disabling conditions. The course emphasizes the integration of family theory and nursing theory in caring for the family’s varied physical and psychosocial needs. Prerequisite: Successful completion of all junior-level nursing courses.*

NUR 331 Health Promotion III 5 credits
Focuses on the role of the professional nurse in promoting optimal health for the young and middle-aged adult. Risk factors for illness and injury will be identified and strategies for health promotion are explored in the areas of perioperative care, management of fluid/electrolyte imbalance, altered tissue perfusion, gastrointestinal dysfunction and neurological impairment. Prerequisite: Successful completion of all junior-level nursing courses.*

NUR 332 Research II (Capstone Experience) 3 credits
Focuses on the role of the professional nurse in the research process. Students synthesize knowledge from prior college course work and life experiences in order to demonstrate an understanding and incorporation of nursing research as an integral aspect of nursing practice. The practicum offers an area to apply information from the seminars in a real-world setting. Prerequisite: Successful completion of all junior-level courses. RN students - NUR 322.

NUR 333 Health Promotion of the Community 5 credits
Focuses on the professional role of the professional nurse in promoting optimal health of individuals, families and groups in home and community settings. The class emphasizes epidemiological theories as they relate to the health of the community. Prerequisite: Successful completion of all junior-level nursing courses. RN students - NUR 311, 322, and 324. Co-requisite or prerequisite NUR 330 and 331.*

NUR 335 Leadership in Nursing 5 credits
Focuses on the leadership and management roles of the professional nurse. This course emphasizes the management process in the delivery of health care. Prerequisite: Successful completion of all junior-level nursing courses. RN students – NUR 311, 322, and 324.*

NUR 341 Complex Health Problems 4 credits
Focuses on the role of the professional nurse in promoting optimal health for multicultural individuals across the life span, who are experiencing complex health problems. Risk factors for illness and injury will be identified and strategies for health promotion will be explored for the care of clients with emergencies, trauma and burns, as well as those with neurologic, cardiac, oncologic, immune, and liver disorders. Prerequisite: Successful completion of all junior-level nursing courses and NUR 330, 331, and 332. Co-requisite or prerequisite NUR 333 and 335.*

NUR 342 Independent Practicum 4 credits
The focus of this course is to allow the student to gain increased clinical experience in an area of choice. Experience is dependent upon nursing faculty approval, availability of clinical sites and preceptors. Prerequisite: Successful completion of ALL nursing courses.*

*See Nursing Office for clinical hour requirements.

SCHOOL NURSE CERTIFICATION COURSES

SNC 380 Methodology in School Health Services 3 credits
Focuses on the role of the professional nurse within the school setting. The epidemiological prevention process model is used to explore health services, health education and the school environment. Emphasis is placed on the use of the nursing process to promote the health of members of the school community. Prerequisite: successful completion of Education 100, 200, Special Education 243, and Psychology 250.

SNC 381 School Nurse Practicum 5 credits
Focusing on the practice of school nursing, this course provides students with the opportunity for clinical practice within the school setting under the direct supervision of a school nurse preceptor. Students meet
weekly to explore the philosophy, goals, and practice of the school health system. Prerequisite: successful completion of Education 100, 200, Special Education 243, Psychology 250, and School Nurse Cert 380.

**NUTRITION COURSES**

**NTR 130 Food and Culture 3 credits**
The roles of culture, religion, history, economics, and geography on food customs and attitudes of various cultural/ethnic groups are explored. A social awareness of selected food patterns and customs are illustrated. This course is open to all students.

**NTR 210 Principles of Human Nutrition 3 credits**
The basic principles of human nutrition are investigated, emphasizing the nutrients, food sources, and their utilization in the body for growth and health throughout life. This course also assesses contemporary nutrition issues.

**NTR 212 Nutrition for Women and Children 3 credits**
A study of the changing nutritional needs that men, women and children encounter throughout the lifespan. Physiological, societal and economic factors and the availability of nutrition services are considered in meeting the nutritional demands of men, women and children from gestation through older adulthood. Prerequisite: NTR 210 or instructor permission.

**NTR 217 Nutrition Education in the Community 3 credits**
An in-depth examination of community nutrition and nutrition education including policy making; national nutrition agenda and nutrition programs; food security; program planning, implementation, and evaluation; learning theory, teaching methods, lesson plans, and development of client education materials. Students present a public policy statement, observe and carry out nutrition education programs. Prerequisites: NTR 210 and 212.

**NTR 220 Principles of Foods 3 credits**
A study of the selection, preparation and storage of food. Techniques in food preparation are developed. Food components and their specific nature and behavior during preparation are introduced, along with the recognition and evaluation of quality in food products. Basic kitchen utensils and equipment will be covered. Lecture: 2 hours; laboratory: 3 hours.

**NTR 240 Sports Nutrition 3 credits**
To provide a sound knowledge base related to the role that nutrition, complemented by exercise, may play in the enhancement of both health and sport performance. Prerequisite: NTR 210.

**NTR 250 Pediatric Nutrition 3 credits**
Principles of pediatric nutrition are investigated, emphasizing the nutrients, food sources and their utilization in the body for growth and development throughout infancy and childhood. This course also assesses normal nutrition and growth as well as clinical nutrition needs in pediatrics. Prerequisite: NTR 210.

**NTR 300 Advanced Nutrition and Metabolism I 3 credits**
An intensive study of functions, digestion/absorption, interrelationships, cellular metabolism of the macronutrients; determination of nutrient requirements, assessment of nutritional status, fluid balance and acid base balance during health, disease and exercise. NTR 300 must be taken before NTR 305. Prerequisites: BIO 117, 118, CHE 217.

**NTR 301 Management in Dietetics 3 credits**
An in-depth treatment of management theories, human resources management, financial management, information management and other management topics related to food systems and clinical management. This course offers the application of management principles in simulations and case studies. Prerequisite: Junior standing.

**NTR 305 Advanced Nutrition and Metabolism II 3 credits**
An intensive study of functions, digestion/absorption, interrelationships, cellular metabolism of the micronutrients; determination of nutrient requirements, and assessment of nutritional status in health, disease and exercise. Prerequisites: BIO 117, 118, NTR 300, CHE 217.

**NTR 320 Experimental Foods 3 credits**
Controlled experimentation and evaluation of methods of preparation of foods. Students complete a research project based on an area of individual interest. Lecture: 2 hours, laboratory: 3 hours. Prerequisites: NTR 220, CHE 203

**NTR 327 Medical Nutrition Therapy I 4 credits**
A comparative view of nutrition as it relates to the treatment of disease, this course emphasizes the evaluation of assessment data, the nutrition care process, methods of nutrition support, food and drug...
interactions, herbal remedies, weight management and applications of nutrition interventions for cardiovascular disease, hypertension and diabetes. Lecture 3.5 hours, laboratory field experience: 2 hours. Prerequisite: NTR 305.

NTR 328 Medical Nutrition Therapy II 4 credits
A comparative view of nutrition as it relates to the treatment of disease, this course emphasizes the evaluation of assessment data, the nutrition care process, methods of nutrition support, food and drug interactions and applications of nutrition interventions for diseases of the gastrointestinal tract, liver and biliary tract, pancreas, metabolic stress, anemias, heart failure and transplant, pulmonary disorders, cancer, HIV infections, renal disease and metabolic disorders. Lecture 3.5 hours, laboratory field experience: 2 hours. Prerequisite: NTR 327.

NTR 330 Food Systems Operations 4 credits
An in-depth treatment of foodservice operations, including sanitation; foodservice planning, design, and equipment; facility management; menu planning; food purchasing, receiving, and storage; production management; assembly, distribution, and service; and marketing. This course includes one hands-on quantity food project and weekly field experiences (2 hours) in an area of food service. Lecture: 3.5 hours, Field Experience: 2 hours. Prerequisites: NTR 210 and 220.

NTR 340 Nutrition Counseling 3 credits
An in-depth examination of communication and counseling skills for the nutrition counselor. Application of interviewing and counseling skills in prevention and treatment of obesity, coronary heart disease, diabetes, renal disease, hypertension, cancer, and other diseases are studied. This course includes field experiences in area health care facilities. Prerequisites: NTR 217 and 327 or permission of the instructor.

NTR 350 Seminar in Nutrition Capstone 3 credits
A comprehensive review of methodological approaches to qualitative and quantitative research. It is designed to assist students in judging worth and utility of research as a knowledgeable consumer and applying this knowledge in the generation of a research study. The course is designed to include formal and informal writing assignments. Current issues in dietetics as well as career options are also discussed. Prerequisite: Senior Nutrition Student standing.

OTHER COURSES OFFERED BY THE ALLEN CENTER

The following courses are open to students of all majors. They may be of special interest to students majoring in education, nursing, gerontology, psychology, or social work; or those with a personal interest in nutrition and fitness. These courses have no prerequisites and are not a part of the nutrition major.

NTR 110 Essential of Personal Nutrition 3 credits
The basic principles of nutrition, the role of nutrition through the lifespan, and contemporary issues in food and nutrition are explored. This course provides an overview for individuals with a personal interest in nutrition and health.

NTR 113 Nutrition and Fitness 1 credit
Body energy sources and metabolism, nutrient requirements for fitness and diets for building and maintaining a healthy body throughout life are surveyed along with the benefits of exercise.

NTR 114 Nutrition and the Elderly 1 credit
An overview of nutrition as it relates to aging. Emphasis is placed on using and developing tools and skills that can be used with the elderly to assess their nutritional status and methods to meet their nutritional needs.

NTR 115 Eating Disorders and Weight Management 1 credit
Characteristics of health and nutrition problems, emphasizing the prevention, early detection and treatment of eating disorders such as anorexia and bulimia are investigated. The course also looks at fad diets, weight management concerns, and sound weight loss plans.

NTR 160 ST: Food and Nutrition for Healthy Living 4 credits
Basic concepts are presented by combining the science of nutrition with the art and science of healthy food preparation. Emphasis is given to use of the scientific method in the hands-on laboratory environment and its connection to human wellness and health promotion.

PHILOSOPHY COURSES

PHI 100 Introduction to Philosophy 3 credits
Examines the genesis and treatment of the major problems of Western philosophy. These problems include: what it means to be a human being; how
knowledge is possible; and how human beings ought to act (ethics). Students read philosophers such as Plato, Aristotle, Descartes, Locke, Mill, Kant and Sartre to understand the solutions they offered to these perennial questions.

**PHI 105 World Philosophies 3 credits**
An examination of the major themes of philosophy in many different cultures and traditions. Themes include: What is reality? What is god? And what is freedom?

**PHI 131 Introduction to Logic 3 credits**
Investigates the problems of ordinary language, fallacies and the assumptions underlying deductive systems.

**PHI 141 Philosophy of Woman 3 credits**
A critical investigation of some of the major texts of Western philosophy, as well as some feminist texts, with regard to how they describe and define “woman.” At the same time, the present condition of women’s lives is explored to see how women have been and continue to be affected by the definition of “woman” provided by philosophers, theologians, advertisers and the media.

**PHI 200 Ethics 3 credits**
Analyzes the major texts of moral philosophy, with particular attention to applying the theories of ethics to contemporary ethical issues.

**PHI 201 Ancient Philosophy 3 credits**
An investigation of the historical, cultural and intellectual sources of philosophy in the ancient world. Readings include Homer, the Pre-Socratics, Plato, and Aristotle.

**PHI 217 Aesthetics 3 credits**
A discussion of major aesthetic theories, readings in original sources, and the discussion method.

**PHI 250 Introduction to Professional Ethics 3 credits**
An introduction to the fundamental principles of ethical theory and their application to the professions. While individual professions will be discussed, the emphasis will be on the ethical principles and issues which apply to all professions.

**PHI/BIO 320 Biomedical Ethics 3 credits**
Offers an investigation of ethical issues, using philosophical models and biomedical case studies, in areas of death and dying, human experimentation, reproductive manipulation, genetic engineering, behavioral control and health-care delivery. Prerequisite: Junior standing.

**PHI 360 Special Topics 1-3 credits**
Students examine a selected topic for intensive study. Emphasis may be on certain philosophers, schools of philosophic thought, or a philosophic issue of concern to students.

**PHI 390 Independent Study 1-3 credits**
Individual projects of one-term length under the guidance of the department.

**PHYSICS COURSES**

**PHY 101 Introductory College Physics I 4 credits**
A study of the basic principles and laws of classical mechanics. Specific topics include Newton’s laws of motion and gravitation and their application to the concepts of energy, momentum and angular momentum, circular motion, and wave motion. The goal is a basic understanding of the nature of physical reality and its application to other sciences. Problem-solving and laboratory experience are essential means towards this end. Lecture three hours, laboratory three hours.

**PHY 102 Introductory College Physics II 4 credits**
A continuation of the study of classical physics started in Physics 101. Major topics include fluid mechanics, electricity, magnetism, electromagnetic waves, and optics. In addition, there is an introduction to the concepts of quantum physics. In addition to the goals of the prerequisite course, the connections between physics and modern technology are frequently explored. Lecture three hours, laboratory three hours. Prerequisite: PHY 101.

**POLITICAL SCIENCE COURSES**

**PSC 202 Law & Justice 3 credits**
A historically-based examination of the American legal system as seen from the perspective of the institutional practices and decision making processes whereby justice is administered in the United States. Particular attention is devoted to the subject of legal reasoning as this applies to the task of interpreting constitutions, statutes, and
common law principles. The course also addresses the institutional characteristics of the American judicial system, the nature of legal education in the United States and the distinctive role that lawyers and judges play in regard to both the formulation and administration of law.

**PSC 207 Law and Women’s Rights 3 credits**
An analysis of the most pressing legal issues confronting women in contemporary American society. Topics include sex discrimination, family law, reproductive rights, sexual harassment, and pay equity. Particular attention is devoted to landmark federal and state court decisions relating to the meaning of women’s rights and competing judicial philosophies as to how these rights should be understood within the context of contemporary American society.

**PSC 210 American Public Policy 3 credits**
An examination of the most pressing domestic issues confronting American society in the 21st century as seen from the perspective of the analytical and rhetorical techniques most commonly used by advocates to represent public policy issues and evaluate public policy choices. Topics include health care, education, criminal justice, social welfare policies, immigration, and environmental issues. Particular attention is devoted to the role that symbolic representation plays in regard to the process of defining public policy problems and identifying solutions.

**PSC 211 Globalization & International Law 3 credits**
A topically-based analysis of the most pressing international legal issues raised by the process of globalization. Particular attention is devoted to the subject of transnational and international crime. Topics include drug trafficking, genocide, sex trafficking, terrorism, intellectual property theft, and war crimes. The course also provides students with an introduction to the fundamentals of international law and the key institutions that comprise the international criminal justice system.

**PSC 218 Criminal Procedure & Constitutional Rights 3 credits**
A legal analysis of the due process rights guaranteed by the U.S. Constitution as seen from the perspective of the institutional procedures and law enforcement techniques employed by federal and state governments. Primary attention is devoted to the Fourth, Fifth, Sixth and Eighth Amendments as they relate to government’s ability to investigate and prosecute individuals suspected of engaging in criminal activities.

**PSC 250 Modern Political Thought 3 credits**
A comparative analysis of contemporary political ideologies as seen from the perspective of their philosophical assumptions, normative values, substantive political principles, and public policy agendas. Particular attention is devoted to Liberal and Conservative thought, although the course also systematically examines ideologies such as Christian and Islamic fundamentalism, Marxism, Democratic Socialism, Feminism, Fascism, and Environmentalism.

**PSC 260 Special Topics 1-3 credits**

**PSC 300 Topics in Law and Public Policy 3 credits**
A topically-based seminar featuring an in-depth analysis of a particular public policy issue as seen from the perspective of the legal factors and considerations associated with that issue-area. The content of the seminar varies and students may repeat the class for credit as the topic of the course changes. (Cross-listed as Honors 300).

**PSC 390 Independent Study 1-3 credits**

**PSYCHOLOGY COURSES**

**PSY 100 General Psychology 3 credits**
A survey of basic concepts, issues and areas of psychology. It introduces students to a scientific approach to understanding behavior. It is a prerequisite for all other psychology courses.

**PSY 201 Mind-Body Medicine 3 credits**
This course follows the biological, psychological, social and spiritual model of health and wellness. While disease prevention, health-related research and rehabilitation issues are discussed, the main focus of the course is on exploring the mind-body-spirit connections. Special attention is placed upon the importance of interpersonal relationships and how they contribute to a sense of well-being.

**PSY 202 Stress, Disease and Psychophysiological Interventions 3 credits**
It has been estimated that 70 to 90% of medical and
psychological office visits are due to stress-related conditions. The purpose of this course is twofold. During the first half of the course, the psychobiology of stress and the effects of exposure to prolonged stress are discussed. The second half of the course focuses on specific stress-related conditions and their psychophysiological treatments.

PSY 204 Psychology of Religion  3 credits
An exploration of the historic connections between Psychology and Religion which are understood as foundational to both disciplines in Western thought. Students explore the work of William James, Carl Jung and other theorists and apply their understanding of religious phenomena and experience to both patterns of praxis and thought. The class probes the role of mysticism, prayer and meditation as manifestations of religion that can be best understood through the application of psychology.

PSY 206 - Positive Psychology  3 credits
Positive Psychology examines empirically informed perspectives on what makes life worth living. It addresses aspects of the human condition that lead to happiness and a purposeful life. This course will provide an overview of the research and applications in the field of Positive Psychology. Topics will include happiness, resiliency, optimism, relationships, self-efficacy, goals and optimal performance, well-being, gratitude, character strengths, motivation and flow, positive coping, and mindfulness.

PSY 209 Family Dynamics  3 credits
This course is designed to help students acquire an understanding of a variety of issues affecting family functioning. Issues discussed will range from couples issues, stages of relationships, codependency in relationships, communication skills and how they affect the family dynamic, work and families, blended/stepfamilies, parenting styles, and different theories of family therapy.

PSY 211 Experimental Methods  4 credits
An introduction to the scientific field of research and data analysis that is required for working in any area of psychology. Topics include qualitative and quantitative experimental methods, selection of subjects, validity and ethical considerations, literature searches, and composing APA-style documents. The SPSS computer package will be introduced along with descriptive statistics, and mini-field experiments will be conducted. This course MUST be taken the semester immediately before PSY 212. Students must receive a passing grade in PSY 211 before going on to PSY 212. This course is for declared psychology majors only.

PSY 217 - Careers in Psychology  1 credit
This course will provide you with information and skills that will help you develop a portfolio, and select and pursue a career in psychology or a related field. This course should be taken in your sophomore or junior year.

PSY 212 Statistical Methods  4 credits
A continuation of the exploration of the scientific field of psychology research and data analysis. Topics include theory, computation, and application of various descriptive and inferential (nonparametric and parametric) statistics. The SPSS computer package will be used for each data analysis method, and data analyses will be tied to specific research designs and mini-field experiments. This course MUST be taken immediately after PSY 211. Students must receive a passing grade in PSY 211 before going on to PSY 212. This course is for declared psychology majors only.

PSY 220 Sensation and Perception  3 or 4 credits
(Cross-listed as Neuroscience/Biology 220; Alternate years)
An in-depth study of sensory systems including vision, taste, olfaction, audition and somatic senses. Lab is required for Neuroscience majors. This course fulfills only the 3 credit SCI requirement.

PSY 222 Psychology in Current Events  1 credit
The media and press play an enormous role in providing information and stories to the public; many are related to the field of psychology. This course will explore current news events and bridge the gap between psychological principles and theories and application in the real world. Discussion, dialogue, and debate will be used to stimulate critical thinking on controversial psychological issues.

PSY/HON 224 Women in the Workplace  3 credits
An examination of the theory, research, and practice of various issues involving women in the workplace. Topics include: the history of women at work; nontraditional occupations and roles; gender differences in communication, leadership, and work styles; management and associated psychological
paradigms; relevant legal and political issues; work-life dilemmas and personal planning and growth strategies. Active participation is required.

**PSY 227 Principles of Helping Relationships** 3 credits
The goal of this course is to enhance student’s ability to establish and maintain effective interpersonal relationships. This course focuses on the dynamics found in virtually all interpersonal relationships. Through numerous experiential exercises and examples, students will learn the important skills necessary for successful relationships such as effective communication skills, building trust, and conflict resolution.

**PSY 229 Introduction to Biological Psychology** 3 credits
Physiological Psychology is the study of physiological mechanisms of behavior. In this course, students gain knowledge about the various neurohormonal and biopsychological processes that are involved in behaviors. The course moves from an overview of how the brain works, how it regulates the various functions of the body, to how the biology of the brain influences individuality and behavior.

**PSY 230 Team Building and Group Dynamics** 3 credits
An overview of teams and groups in a social and work context. Discussion will include: the evolution and development of teams, the emergence of member roles and leaders, decision-making and problem-solving techniques, communication processes, power and conflict issues, management of diversity, and teambuilding strategies. Experiential exercises will be emphasized.

**PSY/HON 231 Social Psychology for Psychology** 3 credits
This course will examine theoretical perspectives as well as laboratory and field research demonstrating the importance of situational influences on behavior. Topics include: self-concept and presentation of self, attitude formation and persuasion, conformity and obedience, as well as factors influencing interpersonal attraction, interpersonal aggression, and pro-social behavior.

**PSY 235 Psychology of Adjustment** 3 credits
A study of the universal search by individuals for happiness, security and a healthy, meaningful life. Topics covered will include, but are not limited to: self-discovery in adolescence and adulthood, sickness, health and coping, and intimate relationships. The course will cover the adjustments to natural changes and tasks that accompany growth and development.

**PSY 241 Child Development** 3 credits
A study of human development through infancy and the childhood years with emphasis on the psychological processes that are involved.

**PSY 250 LifeSpan Development** 3 credits
A theoretical and empirical exploration of human development from conception through the later years and death. Course content covers bio-social, cognitive and psychosocial development during each stage of life.

**PSY/HON 251 Health Psychology** 3 credits
Health Psychology is a rapidly growing field within the discipline of psychology. It is devoted to the understanding of psychological factors that affect health and disease. The course emphasizes theoretical developments and empirical findings in Health Psychology.

**PSY 301 Psychology at Work** 3 credits
A study of psychological concepts and methods applied to the workplace. Topics include: personnel selection and legal issues, training, evaluation, worker motivation and satisfaction, organizational culture and behavior, workflow design, man-machine interaction and consumer psychology. Assignments provide hands-on experience. Prerequisite: Junior standing.

**PSY 303 - The Psychology of Anxiety** 1 credit
Anxiety is a complex construct that has played a key role in the development of several theories and systems of psychology. This course explores the many dimensions of this construct through the lens of theoretical perspectives such as psychoanalysis, behaviorism, existentialism, humanism, psychophysiology, and cognitive psychology. The course will make a deliberate distinction between healthy and pathological states of anxiety. Additionally, students will gain knowledge about the differences and similarities between the experience of fear and anxiety with emphasis on the ontological nature of the latter.

**PSY 309 Abnormal Psychology** 3 credits
This course introduces students to the multidimensional approach to psychopathology, as well as clinical assessment and diagnoses of mental disorders. Attention is given to the disorders listed in the Diagnostic and
Statistical Manual of Mental Disorders. Prerequisite: Junior Standing

PSY 310 Forensic Psychology 3 credits
A study of psychology and the law including the court system and legal process, psychological assessment applied to legal issues of child custody, mens rea defenses, developmental problems, problems faced by psychologists as expert witnesses, and criminal profiling. Prerequisites: Junior standing (or permission of the instructor), PSY 309 recommended.

PSY 311 Criminal Behavior and Profiling 3 credits
This course examines criminal behavior as it is manifest in violent crimes, including psychopathic behavior, and serial killers. Students will learn to profile criminal behavior by using three methodologies to guide profile generation. For upper level students (junior and senior status) only. PSY 100 and PSY 309 are required.

PSY 312 Psychological Assessment 3 credits
The goal of this course is to expose students to the theories and techniques of psychological testing. Students will learn the basic psychometric principles that apply to all types of tests, learn how to administer, score, and interpret some widely used tests, and will learn about the applications of tests in various settings such as health, industry, clinical and forensic settings. Prerequisite: A grade of C or better in PSY 211 and PSY 212.

PSY 315 Counseling Children 3 credits
This course is designed to provide students with specialized knowledge and skills necessary when counseling children. The course will address current theories related to the identification and treatment of childhood disorders, as well as introduce some of the common individual and group techniques used in treatment such as play therapy, the use of art, puppets, games, etc. The course will demonstrate how these techniques can be used to help children who are experiencing a range of problems including anxiety, depression, low self-esteem, oppositional behaviors, and family conflicts. Students will also gain an understanding of the parent's role and family dynamics when working with children.

PSY 316 Systems of Psychotherapy 3 credits
An in depth examination of the current major approaches to counseling and psychotherapy. The course explains psychoanalytic psychotherapy, client centered therapy, feminist therapy, cognitive therapy, existential therapy, rational-emotive therapy, behavior therapy and multi-model therapy. Prerequisite: Psychology 309 or 351.

PSY 317 Learning 4 credits
An introduction to basic principles of learning, including such aspects as operant, classical conditioning and social learning theories. Lecture three hours, laboratory. Prerequisites: A passing grade in PSY 211 and junior standing.

PSY 335 Cross-cultural Psychology 3 credits
An introduction to the field of cross-cultural psychology. Readings will be selected to demonstrate how psychologists are examining the many ways in which behavior, thoughts and feelings are influenced by an individual's culture. Emphasis will be placed on the methods by which psychologists study cultural differences. This course may include a study-abroad component.

PSY 336 Cognitive Psychology 4 credits
An overview of the scientific field of cognitive psychology. Students become familiar with the different areas studied in the field, including attention, perception, memory, decision-making, language and problem solving. Students critically read key research articles at the core of the field. Laboratory experiments provide an opportunity to experience the application of various principles and concepts discussed in class. Lecture three hours, laboratory. Prerequisites: A passing grade in PSY 211 and junior standing.

PSY 339 Existential Psychology and the Search for Meaning 3 credits
Explores the contributions of existentialism to the field of clinical psychology. Central to existentialism are concepts such as freedom, responsibility, anxiety, suffering and search for meaning. These and other existential concepts will be explored through close examination of the works of authors such as Kierkegaard, Kafka, Tolstoy, Nietzsche, Frankl, Yalom and May. Prerequisites: PSY 100 & 351.

PSY 350 History and Systems of Psychology 3 credits
A study of major schools and systems of psychology, their historical and philosophical foundations and the people associated with the evolution of the field of psychology. This course is intended to provide an understanding of the issues that have been important to psychology and an understanding of the discipline as it exists today.
PSY 351 Theories of Personality 3 credits
Introduces the works of selected personality theories exploring human behavior and personality development. It includes representatives of the psychodynamic, behavioral and humanistic/existential orientations. Prerequisite: Junior Standing

PSY 360 Seminar: Special Topics 3 credits
Depending upon student interest, this seminar course covers topics, problems and/or methods not ordinarily included in regularly scheduled courses.

PSY 364 Psychology Literature Review 3 credits
A study of the steps involved in preparing literature reviews in the behavioral sciences. The primary focus is on collecting original research published in academic journals, selecting appropriate pieces, and writing and presenting a sound and comprehensive research review. Prerequisites: A passing grade in PSY 211 and junior standing.

PSY 365 - 366 Advanced Psychology Research I & II 6 credits
Provides the student with an opportunity to initiate and complete a research project and to discuss current research relevant to the interest of class members. Students will present their research results at an undergraduate psychology conference at the end of the second semester. Students must take both semesters to receive credit. Prerequisites: A grade of B- or better in PSY 211 and 212 and senior standing.

RELIGIOUS STUDIES COURSES

REL 100 Introduction to Religion and Culture 3 credits
An introduction to the nature of religious belief and its relationship to culture. Students explore myth, ritual and, using a variety of disciplines including anthropology, sociology of religion and the history of religions. Attitudes toward religion in American popular culture and expressions of the sacred in art, music and the media are examined.

REL 101 Ancient Egyptian Religion 3 credits
An exploration of ancient Egyptian religion including the role of belief, mythology, cosmology, ritual and art. The course provides students with an understanding of the function of religion as a comprehensive system of culture that exerted a formative influence on ancient Egyptian society throughout its 3000-year history. Students are exposed to the study of ancient Egyptian religion through a variety of interdependent approaches including archaeology, textual analysis, history, anthropology and the history of religions. The role of Egypt in the Ancient Near East is also explored with attention to its formative influence on the biblical tradition. Participants are also exposed to biblical criticism and learn how scripture evolves in inter-cultural contexts. REL 101 may also be used as preparation for group trips to Egypt which are offered in alternative years.

REL 120 Religions of South and East Asia 3 credits
An exploration of a variety of global world religious traditions including Hinduism, Buddhism, Sikhism, Jainism, Taoism and Islam. Students study ritual, art, the relationship between religion and culture, as well as the philosophical foundations of each faith. Visits to regional religious institutions are included.

REL/PSY 204 Psychology and Religion 3 credits
An exploration of the relationship between religion and psychology, drawing on both classical and modern theorists. Students explore religious experience, mysticism and ritual and their influence on the role of the individual in society.

REL 220 Death and Dying 3 credits
A critical examination of major theological, philosophical, ethical and psychological themes surrounding death. The course emphasizes cross-cultural awareness, providing students with analytical skills to understand the interpretation of death globally and in American culture.

REL 225 Buddhism in America 3 credits
In this writing intensive course, students explore the growth of Buddhism in the United States through immigrant communities and converts. Participants study ritual, art and other facets of Buddhist cultures, exploring patterns of retention and adaptation of the tradition in the United States. Participants will also have the opportunity to meet Buddhist teachers and monks both in field settings and in the class. As part of the course students will be required to participate in a day long session of meditation training at a Zen Buddhist monastery on a Saturday early in the semester.
REL 226 Hinduism in America 3 credits
As the dominant religion of India, Hinduism has had a continuing influence on patterns of belief and culture in South Asia. In this course students explore the ways in which these cultural patterns have been brought to the United States by large numbers of devotees since reforms to U.S. immigration policy in 1965. Through visits to Hindu temples within our region participants come to understand the globalization of a tradition once thought to be entirely confined to the Indian subcontinent. This course may be offered in conjunction with short term study abroad experiences in India.

REL 227 Islam in America 3 credits
A study of the recent rapid growth of Islam among immigrants and converts in the United States. Participants explore Islam both as a belief system and as a civilization, examining patterns of Islamic art, mysticism and law. They study the global resurgence of Islam as a complex cross-cultural framework within which the growth of U.S. Muslim communities has taken place. Field visits to mosques and Islamic centers within the region are part of the course.

REL 233 Spirituality and Wellness 3 credits
An exploration of the relationships between religious belief, practice and health. Students analyze an expanding genre of literature that bridges the disciplines of psychology and religious studies, gaining critical awareness of the writings of Carl Jung, Viktor Frankl, Paul Tillich, Carl Rogers and others. Exploring a variety of common themes in this literature including the search for meaning, identity and transcendence they analyze cross-cultural connections between spirituality and health, students explore the relationship of the themes with practices of meditation, prayer and ritual.

REL 390 Independent Study 3 credits
Individual research projects, and directed readings carried out under faculty supervision.

SOCIAL WORK COURSES

SWK 201 Introduction to Social Work 4 credits
The field of social work, its values, methods and settings are studied as well as the organization and role of the social work profession. The course includes an introduction to the generic aspects of social work methods in assisting individuals and groups and the use of community resources. Includes on-site observations with social work professionals.

SWK/SOC 202 The Social Welfare Institution 3 credits
The social welfare organization as the institutional response to the social problems resulting from changes in society and culture; historical development; philosophical, humanitarian and religious foundations; trends in social welfare, including concern for poverty and the poor; the delivery of social welfare services and their extension to areas of need other than economic.

SWK/SOC 243 Social and Psychological Aspects of Aging 4 credits
An introduction to the field of aging and elderly. Three primary areas of inquiry are studied: the biological, psychological and sociological aspects of aging; exploration of specific problem areas for the aging and elderly; and death and dying.

SWK/SOC 245 Introduction to Peace Studies 3 credits

SWK 254 Violence in the Family 3 credits
Examines violence in the family from a sociological and psychological perspective. The student will develop a knowledge and understanding of the recent research and theory of various forms of familial violence. The student will gain a familiarity with the forms violence takes in the family as well as an understanding of the past and current societal response to familial violence. The course makes use of lectures, discussion and films.

SWK 260 Special Topics in Human Services 1-3 credits
Special topics are offered to provide more in-depth knowledge about current areas of practice or issues in human services. These courses are intended to meet the needs of students in social work, psychology, nursing, and education.

SWK 300 Community Organizing 3 credits
Includes strategies for organization and development of local communities to meet human needs and to enhance the social environment. Special emphasis is placed on the role of the community organizer in working with established community structures, identifying and encouraging leadership, and facilitating planned community change.
SWK 303 Human Behavior and the Social Environment 3 credits
Builds on a strong theory foundation for social work practice with specific content in social, behavioral and biological sciences. A bio-psycho-socio-cultural-spiritual framework for students to view human growth and development through the life-span will be examined. The “person in environment” focus is approached from an ecological perspective of individual in the context of family, groups and the community. The social systems model will help students focus on the dynamic interplay and reciprocal nature of the person and the environment. Prerequisites: Psychology 100; Sociology 100; Anthropology 100; Biology 111 and 112; or permission of the instructor.

SWK/SOC 313 Minorities and Human Relations 3 credits
An overview of the issues associated with prejudice and discrimination directed against minority populations based on gender, race, sexual orientation, religion, ethnicity and physical/mental ability. The impact of these issues in the U.S. as well as globally will be examined. Special emphasis is placed on understanding the social and psychological roots of prejudice.

SWK/SOC 321 The Family as a Social Institution 3 credits

SWK/SOC 324 Social Science Statistics 3 credits

SWK 325 Social Work Research Methods and Design 4 credits
Provides practitioners with the understanding of a scientific, analytical approach to knowledge building. Examines the concepts of theory development, conceptualization and hypothesis formulation across social work practice. The content includes research design, sampling, instrumentation, methods of data collection and analysis as well as descriptive inferential statistics and critical analysis of empirical research. The student will develop an original research project to be carried out in Social Work 326. Prerequisites: Social Work 201, 202, Mathematics 102 and Sociology 324.

SWK 326 Evaluating Social Work Research 4 credits
This is the second of two methods courses (Social Work 325 and 326) in applied research. Students will apply the scientific and analytic approaches to building knowledge for practice and evaluation of social work practice. The goal of the course is to provide students with the opportunity to carry out an original research study developed by the students in Social Work 325 that evaluates services delivery in all areas of practice. The student will be able to critically evaluate the research findings and learn to use empirical data appropriately in practice. Prerequisite: Social Work 325.

SWK 327 Social Work Processes: Individuals, Families, Groups 4 credits
Problem-solving processes relevant to social work practice considered within a social systems frame of reference. Methods common to all fields of social work are stressed, including communication and interpersonal interaction processes, assessment procedures, intervention strategies and the sequential phases of the helping process. Content will examine human diversity, life-span development, and the life model. Applied experience involving videotaping interviewing techniques. Prerequisites: Social Work 201, 202, 300 and 303.

SWK 328 Poverty and Income Redistribution 3 credits
An examination of the systems of resource allocation in the United States, the economic foundations upon which these systems are based, their inefficiencies and inequalities, and the means of redistributing resources to eliminate/reduce conditions of poverty. Specific reference will be made to those social welfare programs and policies known as income maintenance, including their financing and political development, and their critical analysis through the application of key socioeconomic criteria. Prerequisite: Social Work 201 and 202 or permission of instructor.

SWK 329 Generalist Social Work Practice 3 credits
An examination of generalist social work practice including values, knowledge and skills needed to work with individuals, groups, communities and organizations. Attention will be paid to the links between micro, mezzo, and macro levels of practice reflecting the holistic systems approach central to the social work profession. The course intends to integrate numerous case examples and practice applications to further clarify key social work practice principles and demonstrate how skills are applied in generalist social work practice settings. Key topics such as managed care, empowerment in practice, family assessment issues, human diversity and ethical dilemmas will be highlighted to challenge students to think critically.
SWK 339 Field Education in Social Work I (Capstone Experience)  9 credits
A required field education experience applying theoretical knowledge gained in previous courses. Student chooses placement in a cooperating community service agency under professional supervision. Equal attention is given to cognitive and attitudinal aspects of learning to deal with people who have a range of backgrounds and problems. To be taken concurrently with Social Work 345. Four-hundred and fifty hours in the field required with one-hour weekly seminar on campus. No credit will be given for previous field education or job experience. Taken in the fall and spring semesters of the student’s senior year. Prerequisites: Social Work 201, 202, 303, 327 and 328.

SWK 342 Field Education in Social Work II  1-9 credits
An elective field education experience available to students who have completed Social Work 339. Students may choose to continue with the same agency used for Social Work 339 or choose another agency setting. Prerequisites: Social Work 339 and 345.

SWK 345 Field Education Seminar I (Capstone Experience)  3 credits
Taken concurrently with Social Work 339 and provides the opportunity to integrate and reconcile theoretical concepts learned in foundation and professional social work courses and apply them to the field education experience. The integration of theory and practice is the keynote of this seminar.

SWK 346 Field Education Seminar II (Capstone Experience)  3 credits
An advanced course in social work principles, methods and values, in practice. Emphasis is on the continued development of practice theory. A capstone course in social work practice in which special consideration is given to critical issues in contemporary social work practice. Guest lecturers who are professionals in the field and audiovisual aids will be used to exemplify current social work theory and alternative modes of practice. Prerequisites: Social Work 339 and 345

SWK 360 Special Topics in Social Work  1-3 credits
Special topics courses are occasionally offered in subjects of special interest to social work students.

SWK 390 Independent Study  1-3 credits

SOCIOLOGY COURSES

SOC 100 Introduction to Culture and Society  3 credits
An introduction to sociology, the scientific study of the relationship between social organization and human behavioral processes. The focus is on concepts central to the discipline and the illustration and application of theoretical perspectives to aspects of social reality such as gender, age, race and ethnicity, inequality and social change, as well as social institutions including the family, polity, education, medicine, economy and religion. The course equips students to be informed participants in social processes and institutions, both from an appreciative and change agent stance.

SOC/SWK 202 The Social Welfare Institution  3 credits

SOC 222 Social Justice: A Global Perspective  3 credits
This course teaches global awareness of human rights violations and a basic understanding of programs and resources existing to combat human suffering. Global inequalities will be viewed through the Universal Declaration of Human Rights. Topics examined are: AIDS pandemic, child soldiers, human trafficking, genocide, feminization of poverty and violence, war refugees, post-apartheid South Africa and global child exploitation.

SOC/SWK 243 Social and Psychological Aspects of Aging  4 credits
An introduction to the field of aging and elderly. Three primary areas of inquiry are studied: the biological, psychological and sociological aspects of aging; exploration of specific problem areas for the aging and elderly; and death and dying.

SOC/SWK 245 Introduction to Peace Studies  3 credits
An overview of the history, philosophy and ideas encompassing the evolving field of peace studies. Topics include the causes of war, the nature of power, approaches to building peace, nonviolent conflict resolution, community mediation techniques and consensus decision-making.
SOC 252 Social Psychology 3 credits
This subfield in sociology and psychology examines how the thought, feelings and actions of individuals are linked to the behavior of others and to larger processes of human social organization. The focus is on concepts and frameworks central to the field and the illustration and application of these frameworks to aspects of everyday life. Topics include: aggression, conformity, interpersonal attraction, attitude formation and change, group dynamics, status-roles, personality and self and mental illness. The course equips students to be informed participants in social process and the impact societal institutions have on such processes.

SOC/SWK 270 Contemporary Environmental Issues 3 credits
An examination of the environment health of the world focusing on specific global problems in urgent need of resolution. Primary emphasis is on the social, economic and political issues that surround each environmental problem.

SOC/SWK 313 Minorities and Human Relations 3 credits
A comparative study of racial and ethnic contacts with emphasis on such social processes as acculturation, conflict, competition, anticipatory socialization and marginality, nationalistic movements and prejudice.

SOC/SWK 321 The Family as a Social Institution 3 credits
A consideration of family and marriage as basic institutions in human societies with emphasis upon the variety of forms they assume in different cultures and subcultures, including ethnic, regional and class variations in American society. Special attention is paid to modifications in family and marriage patterns, structure and customs in response to social and cultural change, particularly the rapid changes occurring in the 21st century.

SOC/SWK 324 Social Science Statistics 3 credits
Designed to provide social and behavioral science majors with a fundamental understanding of what statistics are and how and why they are used in social scientific research. The focus is on gaining a working knowledge of “the big picture” associated with being a consumer of empirical research in an information age. In this context, this course emphasizes both theoretical and applied statistical analysis. Students explore the theory-research paradigm connected with all sciences, current issues in social science measurement, the basics of the normal curve, the role of populations, samples and sampling distributions in hypothesis testing, and key descriptive and inferential statistical techniques often used in both popular and social scientific literature.

SOC 329 Practices, Policies and Politics of Aging 3 credits
A focus on social, economic and health care policies associated with the aged in the United States. Students examine how these policies have impacted the relationship between and within the generations and how they will likely affect these generations in America's future. Students also study the increasingly powerful impact the elderly are having as a demographic, economic and political subgroup. Emphasis is placed on consideration of future policies and practices that are necessary to address this growing population's needs.

SOC 331 Applied Gerontology 3 credits
A seminar designed to be taken concurrently with the field practicum in social gerontology (SOC 332). This course applies the student's theoretical knowledge of gerontology gained in previous courses to the actual provision of services to the elderly. The student's experiences in the field are explored and integrated with theory. The course is sufficiently broad-based to address a variety of field placements. NOTE: This course does not count toward the sociology major. Prerequisite: BIO 107 or NUR 215, SOC 243, 329 and NTR 115. Co-requisite: SOC 332.

SOC 332 Field Practice in Gerontology 3 credits
A 90-clock-hour experience in a professional setting in which services to the elderly are provided. Students select their own placements with faculty consultation and supervision of the practicum experience. This course is designed to be taken concurrently with Applied Gerontology (SOC 331) as the concluding course in the certificate program in gerontology. NOTE: This course does not count toward the sociology major. Prerequisite: BIO 107 or NUR 215, and SOC 243, 329 and NTR 115. Co-requisite: SOC 331.
SOC 360 and 361 Special Topics  
2-3 credits each term  
The topic for intensive study in this course is selected by participating faculty members and students.

SOC 390 Independent Study  
1-3 credits  
Consists of individual research, supervised readings, or projects carried out under supervision.

SPANISH COURSES

SPANISH PLACEMENT POLICY
1. Students who have had four years of successful language study in high school should be placed in the 300 level.
2. Students who have had three years of successful language study in high school and who desire to continue the study of the same language should be placed in the 200 level.
3. Students who have had two years of successful language study in high school and who desire to continue the study of the same language should be placed in the 102 section.
4. Students who have had one year of successful language study in high school and who desire to continue the study of the same language should be placed in the 101 section.
5. Students who have had no language study in high school must begin in the 101 section.
6. Students who want an exemption from this policy must take a placement test. Native speakers of Spanish and semi-native speakers of Spanish must also take the placement test.

Students who have earned an AP Exam grade of 4 or 5 are exempt from SPA 301 and will receive three credits toward the major or minor. They should begin study with 302 (and may concurrently take any courses above this number).

SPA 101 Introduction to Spanish I  
3 credits  
Introduces students to the essentials of Spanish with emphasis on learning to speak and to understand practical, conversational Spanish. The class prepares students for basic communication in Spanish.

SPA 102 Introduction to Spanish II  
3 credits  
A continuation of Spanish 101. Prerequisite: Spanish 101 or the equivalent.

SPA 120 Conversational Spanish for Business  
3 credits  
Develops the basic Spanish language skills required to interact in today’s business world. It provides the introduction to the major grammatical features of the Spanish language and the context of business, as well as essential business vocabulary.

SPA 201 Intermediate Spanish I  
3 credits  
Students further their development of skills in reading, writing, speaking and understanding Spanish. This course also introduces students to aspects of Spanish culture.

SPA 202 Intermediate Spanish II  
3 credits  
A continuation of Spanish 201, this course introduces students to Spanish literature. Prerequisite: Spanish 201 or the equivalent.

SPA 203 Spanish in the Workplace  
3 credits  
An intensive course designed to refine the student’s Spanish reading, translation, and communication skills in career/professional situations, and to give the student information on Hispanic business and commercial customs and practices.

SPA 205 Spanish for Health Professionals  
3 credits  
Designed to enrich students’ vocabulary with terms that can be used in the many careers related to health care or health and wellness. Much of the vocabulary is also appropriate for the layperson wishing greater facility with anatomical and other common medical terms in Spanish. The course will develop Spanish writing skills, grammar, and communicative ability in this context within the parameters of the online medium via assignments appropriate to the student’s individual skill level and professional interests (including but not limited to specialized vocabulary, letter and memo writing, interview skills, or interpretation). The course’s thematic focus is health issues as they pertain to Hispanic populations in the United States.

SPA 300 Linguistics and Translation  
3 credits  
Explores how lexicon, structure, and dialect change throughout the Hispanic world. We will study some of the issues inherent in Spanish spoken in the U.S.; issues of language contact and language mixture; facts about language learning and use, especially as they pertain to K-12 teaching of Spanish in the U.S.; linguistic
terminology useful to non-linguists; techniques of literary translation (how to do it) and practicalities of translation (how to use the skill to enhance your career).

**SPA 301 Conversation and Composition** 3 credits

A study of vocabulary and idioms used in spoken Spanish with varied exercises to develop ease in writing. Special emphasis is placed on learning to communicate in situations of everyday life and the usage of specialized vocabulary. The student is introduced to Spanish-language resources available on the Internet.

**SPA 302 Advanced Conversation and Composition** 3 credits

Through individualized and guided conversation, students continue to acquire vocabulary, structures and idioms essential to ease in communication on the advanced level. This course includes intensive in-class practice in speaking through role-playing, debates, simulated interviews and discussions. Students learn to express themselves orally and in writing on a wide range of topics from current events to personal values.

**SPA 303 and 304 Survey of Spanish Literature** 3 credits each term

An overview of the richness and variety of Spanish literature. First semester: We journey from the fragmentary beginnings of Spanish literature in poetic folk songs through hero sagas, expressions of spirituality, comic plays, and parables of the wise, and end with the darkly comic classic novel in dialogue, La Celestina. Second semester: We discuss the impact of the Enlightenment in Spain and experience Galdós’s realism, Bécquer’s romanticism, and the moving poetry of the Generation of 1898, among other delights in the mature Spanish canon. We conclude our journey with the literature chronicling the devastating Spanish Civil War in the twentieth century, and examine the new directions Spanish literature has taken after the end of dictatorship and the restoration of the monarchy.

**SPA 305 Survey of Latin-American Literature** 3 credits

A study of the relationship between Spanish and Latin American Literature, the idea of colonial literature, and Latin-American literary identity. This course addresses how we read literature (especially literature of another culture/linguistic group), the relevance of literary analysis to a larger understanding of a particular person or society, and the applicability of that information in our own lives. Writers to be studied include Christopher Columbus, Simon Bolivar, José Martí, Ruben Darío, Gabriela Mistral, Octavio Paz, Gabriel García Márquez, Juan Rulfo, Julio Cortazar, Carlos Fuentes and Mario Vargas Llosa.

**SPA 306 Seventeenth-Century Spanish Literature: The Golden Age** 3 credits

An introduction to the glitter and the terror of the Spanish Golden Age, with all its artistic splendor, political intrigues and religious persecutions. Main themes of the course include the interconnectedness of literary development and political climate, the Spanish code of honor, and the role of women in Spanish Baroque society and literature. Writers include Cervantes, Calderón, Lope de Vega and Tirso de Molina.

**SPA 310 Hispanic Women Writers** 3 credits

A study of Hispanic women and their world(s) through the media of text, film and cybertext. Students read and write short stories (by, for and about women), hear the biography of Latina writers through the ages, discover and share information on prominent Latina figures available on the Internet, and participate in a classroom literary gathering. Emphasis is placed on living Latina writers and their perspectives, and how they relate to the Cedar Crest students’ experience as women.

**SPA 312 Hispanic Popular Culture in the United States** 3 credits

Explores in-depth the cultural variety of the Hispanic experience in the U.S., both as it exists currently and as it developed over the past five centuries. Students acquaint themselves with Latino history in the United States and better understand their evolving relationships with other ethnic groups. They also reflect upon the presence and portrayal of Hispanics in U.S. film, television and other performing arts, and read literature written by U.S. Latinos and Latinas. We focus our inquiry particularly upon the Latino community of the Lehigh Valley. Taught bilingually.
SPA 313 Caribbean Literature 3 credits
Examines how the history and writings of the peoples of the Dominican Republic, Cuba, and Puerto Rico differ from those of other Latin American cultures (or non-Hispanic Caribbean cultures), and considers the historical, political and cultural factors that have shaped Caribbean literature. We will evaluate how we can characterize Cuban, Puerto Rican or Dominican identity based on the pictures conveyed in their literature, and explore some recurrent themes of Puerto Ricans, Dominican-Americans and Cuban-Americans writing in the U.S.

SPA 315 Topics in Hispanic Literature and Culture 3 credits
A variety of topics chosen by students and faculty for in-depth study. Selected topics include: introduction to literary analysis; the Spanish Civil War; the generation of 1898; contemporary Spanish and Latin-American literature; southern Mediterranean civilization; and literature of the conquistadores.

SPA 260 and 360 Special Topics 1-3 credits
Highlights special topics that are not covered by regular departmental offerings.

SPA 391 and 392 Independent Study 1-3 credits each term
Consists of individual projects. Students electing this course prepare a reading list and outline of the proposed project in consultation with a member of the department. Prerequisite: Permission of the department.

SPECIAL EDUCATION COURSES
SPE 243 The Exceptional Child 3 credits
Provides the prospective teacher with a functional understanding of the various types of exceptional children and legal responsibilities of teachers and school districts in regard to exceptional children. This introductory course will explore both special and regular education practices, and the impact these practices have on exceptional children, families, and educators within today’s society. Prerequisite: EDU 150.

SPE 310 Intensive Reading, Writing and Mathematics Intervention Approaches 3 credits
Students will be provided an overview of research-based practices that offer intensive reading, writing, and math interventions designed for students who do not respond to the core curriculum. This course includes a review of the Response to Intervention (RtI) framework, diagnostic assessment methods, progress monitoring, and research-based instructional strategies that support reading, writing, and math standards. This course will review the neurophysiological causes of dyslexia, dysgraphia, and math disabilities and effective supporting interventions. In addition, the course will address principals and standards of reading and math instruction as identified by the National Reading Panel and the National Council of Teachers of Mathematics (NCTM) respectively. (Prerequisites: EDU-150 and SPE 243)

SPE 315 Teaching Students with Pervasive Developmental Disorders 3 credits
Students will explore the communication and social and relationship issues faced by individuals with Autism Spectrum Disorders (ASD) and investigate the best practices and programs for increasing academic achievement for students on the spectrum. This course will discuss issues of identification, placement, and evidence-based approaches instructional strategies found effective for students with ASD. This course includes the major theoretical perspectives of applied behavior analysis, developmental and social-relational approaches, and the theoretical approach of TEACCH. (Prerequisite SPE 243)

SPE 320 Teaching Students with Learning Disabilities 3 credits
Participants in this course will be provided an overview of the impact of specific learning disabilities (SLD) on school-age children. Children with SLD are average to above average intelligence and exhibit specific learning impairments. This course will explore the diagnostic process to determine SLD and specific research-based remedial techniques to support the SLD learner. (Prerequisite SPE 243)

SPE 342 Middle Level Field Experience IV 1 credit
Students will spend 30 hours per semester in inclusive education classrooms. Emphasis will be placed on application of content learned in SPE –344, including examining content, using effective teaching strategies, and adaptation and modification of instructional plans. A college supervisor will maintain contact with the cooperating teacher. Co-requisite SPE 344
SPE 333 Screening, Assessment, and IEP Development for Teachers 3 credits
Designed to provide a thorough review of theories and techniques of educational and psychological testing as applied to the educational setting, this course offers students the opportunity to understand and interpret basic psychometric principles that apply to psychological, educational, and diagnostic assessments. This course will offer the opportunity for educators to explore the administration, scoring, and interpretation procedures used in a psycho-educational battery; understand the ethical standards for use and administration; and be able to both interpret and contribute to the psycho-educational process. Students will have a functional understanding of “Response to Intervention” practices and be able to identify the reliability and validity constructs as they pertain to student assessments.

SPE 344 Adaptations, Modifications, and Assistive Technology for the Exceptional Child 3 credits
Today's educational world is inclusive and diverse. This course will introduce educators to the range of expectations required to accommodate the special education and Section 504 qualifying students. Historical and legal aspects of special education will be reviewed including the evaluation and individual educational plan process. Research-based practices to support students with high and low incidence disabilities will be explored through journal reviews. Students will design, modify lesson plans, and prepare a research review in an area of linked interest to this course. Prerequisite: SPE 243 and EDU 150.

SPE 345 Field Experience IV 1 credit
Prospective teachers spend three hours per week in an inclusive elementary, middle, or secondary classroom. Emphasis is placed on observation and participation related to the application and content in SPE 344, including examining curricula content, effective teaching strategies, collaboration, adaptations and modifications. Students will observe the implementation of IEPs under the supervision of a cooperating mentor teacher. Students will also participate in four class sessions to process the field experience and discuss related research studies related to inclusion. Students will respond to guided questions through the development of a comprehensive journal related to their Field Experience. Co-requisite: SPE 243.

SPE 346 Collaborative Partnerships in Inclusive Settings (PK-8) 3 credits
This course explores the collaborative practices of teamwork that facilitates inclusive practices in the classroom through hands-on, interactive activities. Students are introduced to best practice strategies. They will build collaborative skills, models of co-teaching structures, communication patterns and strategic planning. Students will also implement models of collaboration that will enhance the participation of special education students within the general education environment. Prerequisite: SPE 344.

SPE 347 Classroom Management 3 credits
Intrinsic to a well-run classroom is a classroom based on the theoretical constructs of a positive behavior support plan. This course focuses on school-wide, classroom, and individual behavioral approaches appropriate for the regular and special education environments. Emphasis will be placed on the participant's understanding of “personal fit” which matches one’s core philosophy to theories of: rules and consequences, confronting and contracting, and relationships and listening. Seminal work of renowned theorists will be explored while participants conclude their study by designing a system that addresses: limit setting, administrative backup systems, incentives, encouragement systems, and management and classroom structures that are supported in research-based practices.

SPE 348 Teaching Students with Low Incidence Disabilities 3 credits
Prospective teachers are provided with an overview of classification, learning characteristics, and research-based strategies relevant to the education of students with moderate to severe disabilities. Emphasis is on assessing, planning instruction, and implementing a functional curriculum for students with significant cognitive delays and multiple disabilities. Students will review and summarize a series of journal articles that highlight peer-reviewed, research-based practices to support students with low incidence disabilities.

SPE 350 Teaching Students with Behavioral Challenges 3 credits
Students will learn about the impact of learning and behavioral exceptionalities and how to plan and adapt instructional strategies to enhance effective learning through constructs of applied behavioral analysis. The
course will focus on historical perspective, legal procedures and responsibilities, and implementing behavioral approaches in a diagnostic-prescriptive format. Case-scenario instruction will offer a problem solving approach so students develop a repository of viable strategies based on research-based designs. Prerequisite: SPE 243.

**SPE 375 Practicum in Special Education**  
3 credits

Students spend half of the semester working with professional in a special education classroom. Weekly observations and conferencing with a college supervisor foster the development of the knowledge base and skills acquired in SPE 346, 347, 348, and 350. There is a $150.00 cooperating mentor teacher honorarium charged for this course.

*The Director of Student Teaching and Field Experiences arranges intern assignments well in advance. The student should, therefore, check with his/her advisor during the junior year to obtain the due date for intern applications [see page 85 of this catalog]. The intern teacher is responsible for transportation arrangements and expenses in getting to the assigned practicum site. During the Spring Term, the intern teacher will be expected to teach during the College Spring Break. If a student is a resident student, she may remain in the residence hall but will be responsible for her own meals.

**SPECIAL STUDIES COURSES**

**SPS 160 Exploring Your Future**  
.5 credit

Designed to help students develop an understanding of the career decision-making process, to assist students with choosing a major and putting their career plan into action. Students learn how to evaluate their goals, interests, values and strengths, how to conduct research on majors and careers, prepare and build a resume, and effectively explore career and internship opportunities. Students are involved in hands-on projects and activities such as taking self-assessment tests, conducting informational interviews, using the Internet, and preparing a resume. This course is designed for freshman or sophomore level students and is offered in the second seven weeks of the fall semester.

**SPS 170/171: Understanding and Using APA Editorial Style**  
1 credit

Students will learn to employ APA for their social science writing. Prerequisite: Successful completion of the WRI-1 requirement; sophomore standing recommended.

**SPS 200 Launching a Career Search**  
1 credit

An introduction to career planning through discussions on topics such as values, skills and interests as they related to resume and cover-letter writing, interviewing techniques, job search strategies and choosing an employer. Mock interviews, self-assessment exercises, and group discussions help students realize what to expect and how to prepare for the job market. Using the Internet in a job search also is addressed. This course is offered in the spring semester.

**SPS 270 Internship Program**  
3-6 credits

Over 300 internships are available in local, national and international companies from accounting to zoology. The internship program is a practical supplement to classroom education under the supervision of a faculty supervisor, on-site supervisor and the director of career planning. Students may receive 3-6 credits for each individual internship and can accumulate up to 12 internship credits during the course of their college career. The program is open to all full-time traditional and lifelong learning students who have completed 60 credits. Transfer students must complete at least one semester at Cedar Crest College to be eligible for an internship. Students must have at least a 2.0 cumulative grade-point average to be eligible for an internship. Additional information regarding the procedures and requirements of the internship program are contained in the “internship guidelines” obtainable at the career planning office as well as on the career planning homepage.

**THEATRE AND SPEECH COURSES**

**THS 100 Experiencing Theatre**  
3 credits

A hands-on course that examines the roles of the actor, director, designer and playwright in the collaborative process of theatre production. Students explore the various skills, talents and perspectives required to stage a play. Examination of specific times in theatrical history are discussed to further the student’s contextual understanding of Theatre. The course culminates in a final production of several one act plays with each student assigned a specific role as well as trips to see Theatre locally and in New York.

**THS 105 Public Speaking**  
3 credits

The handling of various speaking situations through practical speech preparation, from interviews and group discussions to formal platform speaking, is covered. Additional emphasis is placed on voice and diction.
THS 106 Forensic Speech Team 1 credit
Participation in forensics competition including public speaking and oral interpretation events. Students work with instructors and fellow team members to develop speech and oral interpretation skills. Students meet weekly and train for regional competitions throughout the semester. Students are expected to prepare for and compete in at least two tournaments per term.

THS 109 Prose & Poetry: Oral Interpretation 3 credits
Active participation is required in reading works of literature, prose and poetry aloud in class. Students develop their ability to share the rhythm and natural music of selected pieces. This course is an excellent confidence-builder for people who must speak to large groups or for actors working on vocal control and expression.

THS 150 Stagecraft 3 credits
Stagecraft is a course designed to introduce students to the materials and techniques used in the backstage production of a play. It is a lab oriented course which explores production areas such as scenery construction, lighting and sound.

THS 201 Beginning Acting 3 credits
A basic acting course that uses games, improvisations as well as individual and group exercises to introduce the student to the acting process. In a supportive and non-competitive environment, the student explores relationships to character and process and examines the specific elements needed to create a stage life. Scene and monologue work is assigned and is sequential in nature, leading the student to and through a deeper level of work.

THS 202 Acting II 3 credits
Continues the student’s investigation in exercise and scene work. It is progressive. The student moves into more advanced exercise and scene work. The theatrical literature that is explored include Ibsen, Shaw, O’Neill, Chekov, Williams and others as the student’s skill and talent are defined and matured. Prerequisite: THS 201.

THS 227 Advanced Public Speaking 3 credits
Individual speaking styles are developed through major oral presentations. Students examine rhetorical theory and evaluate historical and contemporary speeches. Prerequisite: THS 105.

THS 231 History of Theatre: Ancients to 17th Century 3 credits
A survey of dramatic literature and historical influences. Course content includes extensive play-reading and analyses of periods and style. No pre-requisite.

THS 232 History of Theatre: 18th Century - 1950 3 credits
A survey of dramatic literature and historical influences. Course content includes extensive play reading and analysis of periods and style. No pre-requisite.

THS 233 Reading Roundtable 1 credit
Theatre majors are required to complete four semesters of Reading Roundtable. The purpose of the course is to expose students to contemporary works of dramatic literature each term through a group staged reading format. Class meets weekly for one hour.

THS 240 Design for the Stage 3 credits
The various areas of theatrical design (set design and construction, costuming, lighting history and design) are topics offered in a studio/lecture format. No prerequisite.

THS 250 Production 1 credit
One credit per show toward graduation may be earned by dancing, acting, designing, choreographing or stage-managing for faculty-directed theatre productions. This course may be repeated.

THS 251 Practicum 1 credit
One credit per production toward graduation may be earned by completing practical application projects relevant to faculty-directed or choreographed productions in the area of sets, lights or costumes. Requirements include a minimum of 40 hours of supervised activity in a specific theatre shop, backstage or on a technical production crew or relevant to the production of a dance event. Permission of the instructor is required. This course may be repeated.

THS 260 Special Topics in Theatre 3 credits

THS 270 History of Fashion 3 credits
A survey of the history of fashion from the ancients to the 21st Century.
THS 301 Directing I 3 credits
A beginning course that introduces the student to the role and responsibilities of the director in theatrical collaboration. Exploration of artistic vision, working with actors, play analysis, stage movement, style and interpretive choices are all examined in modern and contemporary plays. Individual scenes are chosen and the course culminates in the student’s direction of a one act play. Prerequisites: THS 100 and THS 201.

THS 302 Directing Tutorial 3 credits
Advanced projects in directing. Prerequisite: THS 301 and permission of instructor.

THS 303 Acting Methods 3 credits
An advanced acting seminar that individualizes the student’s progress. Specific problem areas, such as voice, language, audition techniques, style, as well as group issues, such as resumes, stage make-up, audition material and interviews are addressed and examined. Prerequisites: THS 201-202.

THS 335 Creative Drama in Education 3 credits
Open to all students. The course is designed to demonstrate through theory and experimental projects the uses and implementation of creative drama in any elementary or secondary school curriculum. Practical application to unit planning is stressed. Prerequisites: THS 100 and 201 or declared education major.

THS 340 Design Tutorial 1-3 credits
Advanced study in specific design areas. Prerequisite: Junior standing, THS 240, and permission of instructor.

THS 390 Independent Study 1-3 credits
Junior status and a declared theatre major are required.

WRITING COURSES
WRI 001: College Writing Studio 1 credit
College Writing Studio is a supplemental writing lab taken concurrently with WRI-1 courses, providing extended workshop time and basic instruction in grammar, sentence and paragraph structures, and essay coherence. Students are recommended for placement in the studio based upon college entrance examination scores and WRI-1 writing samples. Graded Pass/Fail.

WRI 100 College Writing 3 credits
Instruction in the college writing process, with intensive practice in writing clear, logical, and persuasive prose, stressing focus, content, organization, style and conventions in argument. Students must pass with a final grade of “C” to fulfill the liberal arts curriculum requirements. Students must complete WRI 100 or HON 122 before taking all 200- and 300-level ENG courses, with the exception of ENG 201, 205, 220, 223, 225, and 280.
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ALUMNAE ASSOCIATION
The Alumnae Association is composed of alumnae of the College. The purpose of this Association is to advocate alumnae engagement with the College; support Cedar Crest College in realizing its mission, programs, and student affairs; promote financial support for the College; assist the Alumnae Office in effectively serving alumnae; and encourage alumnae spirit of service. Officers are elected by active members.

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Provost: Carol A. Pulham, Ph.D.
Associate Provost: Kathleen Boland, Ph.D.
Executive Assistant to the Provost: Margie E. Stauffer
Assistant to the Provost: Robin Schenkel, B.S.
Director of Institutional Research: Marie Wilde, M.Ed., M.S.
Dean of Graduate Programs: Kim Spiezio, Ph.D.

Academic Services
Director: Christine Nowik, M.A.
ESL Specialist/Special Populations Advisor: Kenza Glass, M.S.Ed.
Coordinator of Science and Math Resources: Gary Moll, B.S.
Science Coordinator: Lynn Ritter, A.B.
Writing Center Coordinator: Eileen Brumit, M.A.
Disabilities Specialist: Karen Schoenborn, M.A.

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Senior Executive Vice President Enrollment Management and Student Affairs: Kimberly Owens, Ph.D.
Assistant to the Senior Executive Vice President Enrollment Management and Student Affairs: Margaret Shupp
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Associate Director of Student Financial Services: Jennifer Carpenter, B.S.
Associate Director of Student Financial Services: Gina A. Moore, B.S.
Associate Director of Admissions: Abby P. Moser, B.A.
Associate Director of Admissions: Andrea C. Stewart, B.A.
Admissions Counselor: Courtney Lomax, B.A.
Admissions Counselor: Megan J. Schroeder, B.A.
Admissions Counselor: Katrina Xander, B.S.
Database Manager: Roxana Shupp, B.S.

Allen Center for Nutrition
Director: Martine Scannavino, DHSc,RD,LDN

Alumnae Affairs
Executive Director: Susan Seccombe Cox, B.A.
Assistant Director of Alumnae Affairs: Diane Gehringer, B.A

Center for Lifelong Learning
Director: Nancy Hollinger, M.Ed.
Assistant Director: Kristine Lendvay, M.Ed.
Assistant Director: Michael Yergey, B.A.
Admission Representative: Mary Ellen Hicks, B.A.
Admission Representative: Michele Potts, B.A.
Database Coordinator: Suzanne Pararszcak
College Relations
Media Relations Associate: David Jwanier, B.A.
Internal Communication and Special Events Associate: Elizabeth Brandl, B.A.
Web Design and Electronic Media Associate: Paul N. Pastrone, B.A.
Graphic Design Associate: Kimberly Harrison, B.A.

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Accounting Assistant: Marca Kreger, B.S.
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Printing Coordinator: TBA
Accounts Payable Coordinator: Mary Deutsch

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Director of General Services: Walter J. Baransky, B.A.

Information Technology
Director of Information Technology: Kathleen Cunningham, B.S.
Assistant Director: Julie Hobert, B.S.
Web Programmer/Analyst: Paul Edinger, B.S.
Educational Technology Specialist: Matthew Kile, M.S.
Information Technology Specialist: Shannon Pretko, B.S.
Information Technology Specialist: Scott Koder
Network Administrator: Michael Ortiz, B.S.

Institutional Advancement
Vice President of Institutional Advancement: Patricia Moran, M.B.A.
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Assistant Director of Annual Fund: Katherine Davis Santoro, B.A.
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Head of Information & Instructional Services: Carolyn C. Nippert, M.L.S.
Cataloger: Barbara Bollinger, M.S.L.S.
Systems Librarian & Information Technologist: Sheri Schneider, M.S., M.S.L.S.
Lending Services Supervisor: Susan Phillips, B.S.

Office of the President
President: Carmen Twillie Ambar, M.A., J.D.
Executive Assistant to the President: Cheryl Wenner, B.A.
Assistant to the President: Karen Dorney, A.B.

Registrar’s Office
Registrar: Janet Baker, B.A.
Associate Registrar: Stacey Berger, B.S.
Office Coordinator: Ashley Hall, B.A.
Registration Systems Analyst: Lyn Williams, B.S.

Rodale Aquatic Center for Civic Health
Director: Scott Rowlands, B.A.
Director: Susan Danish
Office Manager: Jennifer Helmut, B.A.
Fitness Coordinator/Head Lifeguard: Seth Rehrig

Safety and Security
Chief of Campus Security: Mark Vitalos
Assistant Chief of Campus Security: Roger Johns, B.A.
Assistant to Security and General Services: Carolyn Mraz

Student Affairs
Senior Executive Vice President Enrollment Management and Student Affairs: Kimberly Owens, Psy.D.
TBA
Acting Dean of Student Affairs: Denise O’Neill, Ph.D.
Director of Athletics: Sheryl Riddlerstoffer
Assistant to the Dean: Kristin Maile, M.B.A.
Assistant Director of Athletics: Dan Donahue, B.S.
Athletic Trainer: Lyn Williams, B.S.
Assistant to the Director: Beth Oudin, B.S., ATC, CSCS
Director of Athletic Communications: TBA
Director of Career Planning: Marci Lippert, M.Ed
Director of Community Services Programs: Melissa Faulkner, M.Ed.
Director of Residence Life: Tammy Bean, M.Ed.
Residence Life Coordinator: Kelly Mycek, B.A.
Residence Life Coordinator: Kiara Brown, B.S.
Residence Life Coordinator: Angela Kramer, B.A.
Health and Wellness Coordinator: Kelly Ann Murray, B.S.
Director of Residence Life: Valerie Donahue, B.S.N.

Tompkins College Center
Director of College Center Services: Allison Valentine, B.A.
Assistant to the Director: Mary Pat Phillip, A.A.S.
FACULTY

The year given indicates date of appointment to Cedar Crest’s faculty.

Carmen Twillie Ambar, President
B.S., Georgetown University; M.P.A., Princeton University; J.D., Columbia School of Law. 2008.

Carol A. Pulham, Provost; Professor of English
B.A., Cedar Crest College; M.A. and Ph.D., Lehigh University. 1986.

Marie E. Wilde, Director of Institutional Research; Associate Professor of Mathematics and Computer Science
B.S., Pennsylvania State University; M.Ed., Kutztown University; M.S., Lehigh University. 1981.

Roxanne T. Amico, Professor of Theatre, Speech, and Dance

Patricia Badt, Professor of Art

Kerrie Quinn Baker, Associate Professor of Psychology
B.S., Pennsylvania State University; M.S. and Ph.D., Old Dominion University. 2001.

Ibolya Balog, Assistant Professor of Accounting
B.A., Lehigh University; M.B.A., Temple University. 2007.

Karen Bensinger, R.N., Instructor of Nursing (half-time)
B.S., Cedar Crest College; M.S.N., Bloomsburg University. 2005.

Jeanne Riley Berk, Assistant Professor of Chemistry
B.S., Miami University; M.S., Seton Hall University; Ph.D., Seton Hall University. 2009.

Allan D. Birney, Professor of Music
B.M., Oberlin College; M. Mus., Yale School of Music; D.M.A., Julliard School of Music. 1970.

Kathleen Boland, Associate Provost; Research Coordinator for the Health & Wellness Program; Associate Professor of Social Work
B.A., Elizabethtown College; M.S.W., Adelphi University; Ph.D., Marywood University. 2000.

James P. Brancato, Director of the Communication Program; Professor of Communication
B.S., Syracuse University; M.A., Purdue University; Ph.D., University of Colorado. 1992.

Thomas A. Brettell, Assistant Professor of Chemistry
B.A., Drew University; M.S., Lehigh University; Ph.D., Villanova University. 2006.

Tim Brown, Assistant Professor of Theatre
B.A., Marquette University; M.F.A., Towson University. 2006.

Catherine M. Cameron, Professor of Anthropology
B.A. and M.A., York University; Ph.D., University of Illinois. 1983.
Barbara Carlson, R.D., C.D.E., Director of the Outreach Program; Instructor of Nutrition
B.S., South Dakota State University; M.A., University of Texas at Austin. 2007.

John A. Cigliano, Chairperson of Biological Sciences; Academic Coordinator of the Hawk Mountain Program; Associate Professor of Biology
B.S., University of Rochester; Ph.D., Boston University. 2000.

Maynard L. Cressman, Chairperson of Social Sciences; Director of the Social Work Program; Social Work Advisor; Associate Professor of Social Work
A.B., Muhlenberg College; M.S.W., Washington University. 1978.

Nancy DalPezzo, R.N., Acting Chairperson of Nursing; Assistant Professor of Nursing
B.S.N., Cedar Crest College; M.S.N., DeSales University. 2005.

Dianne DeLong, MSN, R.N., Instructor of Nursing
BSN, Kutztown University; MSN, Villanova University; Ph.D., Capella University. 2008.

W. Michael Donovan, Associate Professor of Business

Christopher Duelfer, Assistant Professor of Economics
B.A., Muhlenberg College; M.S., Lehigh University. 1983.

Amy Edgar, R.N., Assistant Professor of Nursing
B.S.N., Allentown College of Saint Francis de Sales; M.S.N., University of Pennsylvania. 2004.

Eileen Epsaro, Assistant Professor of Biology (half-time)
B.S., East Stroudsburg State University; M.S., and Ph.D., Lehigh University. 2007.

Audrey J. Ettinger, Director of the Neuroscience Program; Associate Professor of Biology
A.B., Bryn Mawr College; Ph.D., Washington University in St. Louis. 2003.

Brian J. Exton, Program Director of Science in Motion; Assistant Professor of Physical Sciences Program

Amy E. Faivre, Director of the Biodiversity and Conservation Biology Program; Associate Professor of Biology
B.A., Mount Holyoke College; Ph.D., University of Arizona. 2002.

Kent K. Fitzgerald, Associate Professor of Biology
B.A., Haverford College; Ph.D., Yale University. 1999.

LuAnn McCracken Fletcher, Director of the English Program; Professor of English
B.A. and M.A., Lehigh University; Ph.D., University of California, Los Angeles. 1993.

Roseann M. Flyte, R.N., Instructor of Nursing
B.S., Cedar Crest College; M.S.N., University of Phoenix. 2007.

Robert Fournier, M.D., Clinical Professor of Nuclear Medicine
Division of Nuclear Medicine, St. Luke’s Hospital.
Kevin Gallagher, Chairperson of Performing Arts; Assistant Professor of Theatre

Robin M. Gerchman, Director of the Dance Program; Director of the Dance Company; Assistant Professor of Dance

Brian Gestring, Assistant Professor of Forensic Chemistry
B.A. Rutgers University; M.S., John Jay College of Criminal Justice/CUNY. 2007.

Gaetan Giannini, Chairperson of Business, Management, and Economics; Assistant Professor of Marketing
B.S., Temple University; M.B.A., Seton Hall University. 2005.

Meridith L. Gibbons, Assistant Professor of Education
B.S., Shippensburg University; M.S., University of Virginia; Ed.D., Widener University. 2005.

Alan B. Hale, Professor of Biology
B.S., Cornell University; M.S., Pennsylvania State University; Ph.D., Idaho State University. 1984.

Lisa M. Heelan, R.N., Instructor of Nursing
B.S., William Paterson University; M.S.N., Columbia University. 2007.

Sharon Himmanen, Assistant Professor of Psychology
B.A., Washington College; Ph.D., City University of New York. 2009.

Scott Hoke, Assistant Professor of Criminal Justice
B.A., Moravian College; M.P.A., Kutztown University. 2006.

Michelle Jacobs, Director of the Student Dance Concert; Assistant Professor of Dance

Nancy A. Johnston, R.N., Assistant Professor of Nursing

Kathleen A. Jones, Instructor of Nuclear Medicine, Educational Coordinator and Clinical Supervisor of Nuclear Medicine Program
B.S. (C.N.M.T.), Cedar Crest College. Division of Nuclear Medicine, Lehigh Valley Hospital Center.

Marcia Kalista-Richards, R.D., L.D.N., C.N.S.D., Instructor of Nutrition (half-time)

K. Joy Karnas, Director of the Genetic Engineering Program; Associate Professor of Biology

Joan Kern, Instructor of Education
B.S., Kutztown University; M.Ed., Kutztown University, 2009.

Nancy King, Chairperson of Education; Assistant Professor of Education
B.S., Millersville University; M.Ed., Kutztown University; Ed.D, Widener University. 2009.
Pamela D. Kistler, Chairperson of Chemical & Physical Sciences; Director of Environmental Studies Program; Professor of Chemistry  
B.S., Muhlenberg College; M.S. and Ph.D., Pennsylvania State University. 1989.

Richard M. Kliman, Associate Professor of Biology  
A.B., Colby College; Ph.D., Wesleyan University. 2002.

Lisa A. Lacko, R.N., Assistant Professor of Nursing  
B.S., Cedar Crest College; M.S.N., Allentown College of St. Francis de Sales. 2000.

Sandra K. Leh, R.N., Director of the Undergraduate Nursing Program; Assistant Professor of Nursing  
B.S.N., Pennsylvania State University; M.S.N., West Chester University; Ph.D., Widener University School of Nursing. 2000.

Norman Lippincott, Jr., Assistant Professor of Computer Science  
B.S. and M.S., East Stroudsburg University. 1999.

Judith A. Malitsch, Assistant Professor of Biology  

Nelson R. Maniscalco, Professor of Art  

Nadine Mason, R.N., Assistant Professor of Nursing  
B.S.N., West Chester University; M.S.N., DeSales University. 2003.

Marion McCorry, Associate Professor of Performing Arts  

Casey McDonough, Assistant Professor of Ceramics  

Elizabeth M. Meade, Chairperson of Humanities; Director of the Ethical Life Program; Professor of Philosophy  

Sharon Melincavage, R.N., Assistant Professor of Nursing  
B.S.N., Kutztown University; M.S.N., Bloomsburg University; D.Ed., Pennsylvania State University. 2004.

Amy Metteer-Storer, R.N., Assistant Professor of Nursing (half-time)  
B.S.N., San Diego State University; M.S.N., University of Pennsylvania. 2003.

Brian S. Misanko, Director of the Nuclear Medicine Technology Program; Co-Director of the Honors Program; Professor of Biology  
B.S., University of Albuquerque; M.S. and Ph.D., University of New Mexico. 1981.

Amelia Moreno, Instructor of Spanish  
B.S., Universidad del Valle de Atemajac; B.A., Cedar Crest College; M.A., Villanova University. 2009.

Diane M. Moyer, Professor of Psychology  
B.A., LaSalle University; M.S., University of Pennsylvania and University of Massachusetts; Ph.D., Temple University. 1996.
Laurie R. Murray, R.N, Associate Professor of Nursing
B.S.N., Alfred University; M.S., Russell Sage College; D.S.N., University of Alabama. 1997.

Mary Beth O’Connell, Director of Student Teaching and Field Experiences; Assistant Professor of Education

Jill K. Odegaard, Chairperson of Art; Associate Professor of Art

Elizabeth Ortiz, Assistant Professor of Communication
B.A., Cedar Crest College; M.A. Syracuse University. 2003.

Kimberly J. Parsons, R.N, Instructor of Nursing (half-time)
B.S., Wilkes University; M.S.N., University of Pennsylvania. 2007.

Mae Ann Pasquale, R.N, Assistant Professor of Nursing
B.S.N., East Stroudsburg University; M.S.N., Villanova University. 1999.

Arlene Peltola, Assistant Professor of Marketing
B.A., Business University of Massachusetts; M.B.A., Lehigh University. 2006.

Jill Purdy, Director of the Masters Program in Education; Assistant Professor of Education
B.S. and M.S., East Stroudsburg University; Ed.D., Widener University. 2006.

Lawrence Quarino, Director of the Undergraduate Program for Forensic Science, Director of the Graduate Program for Forensic Science; Associate Professor of Forensic Chemistry
B.S., Saint Peter’s College; M.S. and Ph.D., City University of New York. 2002.

David Raker, Assistant Professor of Chemistry
B.S., King’s College; M.A., University of Scranton. 2000.

Patrick M. Ratchford, Chairperson of Mathematics and Information Sciences; Assistant Professor of Mathematics

Amy Reese, Health Professions Advisor; Assistant Professor of Biology

Rachel Reynolds, Instructor of Mathematics

E. Allen Richardson, Chaplain; Professor of Religion
A.B., Syracuse University; M.Div., Union Theological Seminary; Ph.D., University of Arizona. 1992.

Robert Rienzo, M.D, Clinical Professor of Nuclear Medicine
Division of Nuclear Medicine, Lehigh Valley Hospital.

Wendy J. Robb, R.N, Director of the Masters Program in Nursing; Assistant Professor of Nursing
B.S., Gwynedd-Mercy College; M.S.N., Allentown College of St. Francis de Sales; Ph.D., Widener University School of Nursing. 2000.
Micah Sadigh, **Associate Professor of Psychology**  
B.A., Moravian College; M.Ed., and Ph.D., Lehigh University. 2001.

Kathy Sanders, **CNMT, Instructor of Nuclear Medicine**  
Division of Nuclear Medicine, St. Lukes Hospital

Michael Sarver, **Assistant Professor of Mathematics**  

Martine I. Scannavino, R.D., L.D.N., **Department Chairperson; Director of the Allen Center for Nutrition; Associate Professor of Nutrition**  
B.F.A, School of Visual Arts/NY; M.S., Hunter College of NY; DHSc, Nova Southeastern University. 2002.

James A. Scepansky, **Chairperson of Psychology; Associate Professor of Psychology**  
B.A., Shippensburg University; M.A. and Ph.D., Kent State University. 2003.

Carolyn Foster Segal, **Professor of English**  
B.A., Daemen College; M.A. and Ph.D., Lehigh University. 1996.

Lawrence T. Sein, **Assistant Professor of Chemistry**  

Barton C. Shaw, **Professor of History**  
B.A., Elon College; M.A., University of Wisconsin-Milwaukee; Ph.D., Emory University. 1980.

Lisa M. Shustack, R.N., **Instructor of Nursing (half-time)**  
B.S., Cedar Crest College; M.S.N., University of Phoenix. 2007.

Mary Snyder, **Instructor of English**  

Kim Edward Spiezio, **Dean of Graduate Studies and Programs; Chairperson of History, Law and Politics; Professor of Political Science**  

Marianne E. Staretz, **Associate Professor of Chemistry**  
B.S., University of Scranton; Ph.D., State University of New York at Binghamton. 2000.

Joan T. Timalonis, R.N., **Assistant Professor of Nursing**  
B.S.N., College Misericordia; M.S.N., Allentown College of St. Francis DeSales. 1997.

Hyacinth L. Vedage, **Assistant Professor of Chemistry**  
B.S., University of Sri-Lanka; Ph.D., Lehigh University. 2000.

Anthony C. Verbalis, **Assistant Professor of Physics and General Science**  
B.S., Lehigh University; M.S., University of Maryland; Ph.D., Pennsylvania State University. 1989.

Andre Walther, **Assistant Professor of Biology**  
B.A., University of Northern Iowa; Ph.D., University of Iowa. 2006.
James J. Ward, Co-Director of the Honors Program; Professor of History

Jane Tyler Ward, Professor of Psychology

Suzanne Weaver, A.C.S.W., L.S.W., Social Work Advisor; Academic Coordinator for the Health & Wellness Program; Professor of Social Work
B.A.S.W., Kutztown University; M.S.W., Marywood College. 1987.

Robert Wilson, Director of the Writing Program; Assistant Professor of English

Debra J. Woodruff-Capper, R.N., Assistant Professor of Nursing

Wen Young, M.D., Clinical Professor of Nuclear Medicine
Division of Nuclear Medicine, Lehigh Valley Hospital.

EMERITI

Barbara N. Benson, Associate Professor Emerita of Biology
A.B., Knox College; M.S., Pennsylvania State University; Ph.D., Southern Illinois University. 1973.

Regina Baron Brunner, Professor Emerita of Mathematics and Computer Science
B.A. and M.A., Montclair State College; M.S. and Ph.D., Syracuse University. 1983.

Pauline Camarota, R.N., Associate Professor Emerita of Nursing
B.S.N., Cornell University; M.Ed., Columbia University Teachers College. 1976.

Gerard E. Cozzolino, Professor Emeritus of Mathematics and Computer Science
B.A., Middlebury College; Ph.D., Lehigh University. 1964.

John T. Flautz, Professor Emeritus of English
B.S., Ohio State University; M.A. and Ph.D., Western Reserve University. 1961.

Mary Lou Johnson Green, Associate Professor Emerita of Education
A.B., Keuka College, University of Oslo; M.Ed. and Ed.D., Lehigh University. 1976.

John R. Griswold, Coordinator of the General Science Program; Professor Emeritus of Chemistry
B.S., Dickinson College; M.S. and Ph.D., Lehigh University. 1975.

Luba A. Holowaty, Associate Professor Emerita of Political Science and History
B.S., University of Pennsylvania; M.Ed., Temple University; M.A. and Ph.D., University of Pennsylvania.

Donald W. Huffman, Professor Emeritus of Sociology
Marion Kayhart, *Professor Emerita of Biology*
A.B., Drew University; M.A. and Ph.D., University of Pennsylvania.

Dianne V. Kinsey, *R.N., Professor Emerita of Nursing*
B.S.N. and M.S.N., University of Pennsylvania; Ed.D., Lehigh University. 1976.

Richard L. Kolbe, *Professor Emeritus of Politics and Economics*
A.B., Dartmouth College; M.A. and Ph.D., Princeton University.

Joan M. Laffey, *R.N., Dean of Student Affairs Emerita; Assistant Professor of Nursing*
B.A., Trinity College; M.S., New York Medical College/Pace University; M.S.N., Allentown College. 1978.

Eloise R. Lee, *R.N., Professor Emerita of Nursing*
B.S.N., Adelphi University; M.S.N., Gwynedd-Mercy College; M.Ed. and Ed.D., Lehigh University. 1975.

Donald P. LoCicero, *Professor Emeritus of International Languages*
A.B., Brooklyn College; M.A. and Ph.D., Rutgers University. 1966.

Marianna Loosemore, *Professor Emerita of Drama and Speech*
B.F.A., Drake University; M.F.A., Yale University; Actors’ Equity; Screen Actor’s Guild; A.F.T.R.A.

Lecie Machell, *Professor Emerita of Social Work*
A.B., University of Illinois; M.S.P.A., Washington University.

Nellie M. Manges, *Dean of Students Emerita*
A.B., Gettysburg College; M.A., Columbia University.

Charles R. McAnall, *Professor Emeritus of Fine Arts and Performing Arts*
B.M., Oberlin College; M.S.M., Union Theological Seminary. 1966.

Wilma S. Mills, *Associate Professor Emerita of Politics and Economics*
B.S., University of Wisconsin; M.A., University of Chicago.

Patricia Ann Sacks, *Associate Professor Emerita*

Dolores Yaschur Sproule, *Professor Emerita of Biology*
B.S. and M.S., Pennsylvania State University; Ed.D., Nova University. 1975.

Beverly Tisdale, *Associate Professor Emerita of English*

John R. Tisdale, *Professor Emeritus of Psychology*
B.A., Cornell College; M.Div., Boston University of Theology; Ph.D., Boston University. 1967.

Anne O. Winkler, *R.N., Professor Emerita of Nursing*
B.S., Cedar Crest College; M.S.Ed., University of Pennsylvania; Ed.D., Lehigh University.
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