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.

Cedar Crest College is accredited by the Middle States Commission on Higher Education; 3624 W. Market Street, 2nd Floor West; Philadelphia, PA 19104.

Effective August 29, 2016
# Table of Contents

## General Information | 11
- Mission Statement .......................................................... 12
- Academic Calendar 2016-2017 ............................................. 14
- Admission of Students ...................................................... 17
- Costs .............................................................................. 22
- Financial Aid.................................................................... 31

## Traditional Undergraduate Policies | 48
- Liberal Arts Curriculum ..................................................... 49
- Abandoning a Class .......................................................... 55
- Academic Advising .......................................................... 55
- Academic Credit Totals ..................................................... 55
- Attendance Policy ............................................................. 55
- Religious Observation ...................................................... 56
- Auditing Courses ............................................................. 57
- Bachelor’s Degree Requirements ....................................... 57
- Class Standing ................................................................. 58
- Classroom Protocol .......................................................... 58
- Conditional Standing ....................................................... 59
- Cross-Registration within LVAIC ....................................... 60
- Cross-Registration within OCICU ....................................... 61
- Dean’s List and Honors ..................................................... 61
- Declaration of Dual Degrees .............................................. 63
- Declaration of Major/Minor ................................................. 63
- Dropping/Adding a Course ................................................. 66
- Grades and Quality Points ............................................... 66
- Graduation ...................................................................... 68
- Honor Code .................................................................... 69
- Independent Studies ....................................................... 72
Adult Undergraduate Policies | 89

Liberal Arts Curriculum ............................................................. 90
Abandoning a Class ................................................................. 95
Academic Advising ................................................................... 95
Academic Credit Totals ............................................................. 95
Attendance Policy ..................................................................... 95
Auditing Courses ...................................................................... 96
Bachelor’s Degree Requirements ............................................... 97
Class Standing ......................................................................... 97
Classroom Protocol ................................................................... 97
Conditional Standing ............................................................... 99
Cross-Registration within LVAIC .............................................. 100
Cross-Registration within OCICU .............................................. 101
Dean’s List and Honors ........................................................... 101
Declaration of Dual Degrees .................................................... 103
Declaration of Major/Minor ....................................................... 103
Dropping/Adding a Course ...................................................... 105
Grades and Quality Points ....................................................... 106
Graduation ............................................................................. 108
Honor Code ........................................................................... 109
Independent Studies ............................................................... 112
Matriculation .......................................................................... 112
Off-Campus Study ................................................................... 113
Management Concentration ............................................. 183
Marketing Concentration ................................................. 184
Minor ........................................................................... 185
Economics Minor ............................................................... 187
Marketing Minor ............................................................... 188
Health Care Management Certificate .................................. 189
Human Resources Management Certificate ....................... 190
Undergraduate Leadership Certificate .............................. 191
Cooperative Education Work Experience ........................ 192

Chemical and Physical Sciences | 193
Biochemistry Major ........................................................... 193
Chemistry ........................................................................ 197
  B.S. Major ................................................................ 198
  B.A. Major ................................................................ 200
  Minor ....................................................................... 201
Forensic Science Major ................................................... 203

Communication | 207
Communication Minor ....................................................... 207
Film Studies Minor .......................................................... 208
Media Studies Major ......................................................... 209
New Media Major ......................................................... 214

Education | 218
Early Childhood Education Major .................................... 218
Master of Education ......................................................... 222
Secondary Education Major ............................................ 224
  Biology Concentration ................................................. 225
  Chemistry Concentration .......................................... 226
  English Concentration .............................................. 226
  Foreign Language Concentration ............................... 227
  Mathematics Concentration .................................. 227
  Social Studies Concentration .................................. 227
  Level 1 Certification in Special Education 7-12 .......... 229
Educational Studies Major .............................................. 230
First Year Experience Program | 234
Cedar Crest College First Year Experience.................................234

Health Sciences | 236
Public Health .............................................................................236
   Major .....................................................................................237
   Minor ....................................................................................239
Health Science Major ..............................................................240
Health Promotion and Wellness Major .......................................243
Exercise Science ......................................................................246
Genetics and Counseling Psychology Major ...............................249

Department of History, Literature, and Languages | 253
English ......................................................................................253
   Major .....................................................................................255
   Major - Secondary Education ..................................................256
   SAGE Major ..........................................................................257
   Minor ....................................................................................258
History Major ...........................................................................259
   Major - American History Concentration .................................261
   Major - European and World History Concentration .................261
   Major - Social Studies/Secondary Education Concentration .......262
   Minor ....................................................................................264
Philosophy Minor .......................................................................265
Political Science .........................................................................266
   Major .....................................................................................267
   Minor ....................................................................................269
Political Psychology ....................................................................270
Pre-law Minor ...........................................................................271
Spanish ......................................................................................273
   Major .....................................................................................273
   Major with Secondary Education ..............................................274
   Minor ....................................................................................275
Writing .......................................................................................278
   Major .....................................................................................279
   Minor ....................................................................................281
<table>
<thead>
<tr>
<th>Major</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>283</td>
</tr>
<tr>
<td>Nursing</td>
<td>287</td>
</tr>
<tr>
<td>Nutrition</td>
<td>296</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>303</td>
</tr>
<tr>
<td>Psychology</td>
<td>314</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>326</td>
</tr>
</tbody>
</table>

**Mathematics**  | 283
- Mathematics ................................................................. 283
  - Major ........................................................................... 284
  - Secondary Certification ............................................... 285
  - Minor ........................................................................... 286

**Nursing**  | 287
- Nursing Major ............................................................... 287
- School Nurse Certificate Program .................................... 294

**Nutrition**  | 296
- Nutrition ........................................................................... 296
  - Major ........................................................................... 298
  - Minor ........................................................................... 301

**Performing Arts**  | 303
- Dance .................................................................................. 303
  - Major ........................................................................... 304
  - Minor ........................................................................... 305
  - Performing Arts Administration Concentration .................... 307
- Speech Minor ......................................................................... 308
- Theatre ................................................................................ 310
  - Major ........................................................................... 311
  - Minor ........................................................................... 313

**Psychology**  | 314
- Applied Psychology Major .................................................. 314
- Health and Wellness Minor .................................................. 319
  - Psychology......................................................................... 322
    - Major ........................................................................... 326
    - Minor ........................................................................... 325

**Social Sciences**  | 326
- Child Welfare Certificate .................................................. 326
- Criminal Justice .................................................................... 327
Major .......................................................................................... 328
Minor ............................................................................................ 331

Certificate in Crime and Community Mapping ....................... 332

Gerontology Certificate ................................................................. 335
Global Studies Major .................................................................... 337

Religion, Culture, and Society Concentration ......................... 339
International Business and Economics Concentration .......... 339
Global Stewardship Concentration ............................................. 340

Religious Studies Minor ............................................................... 342
Social Work Major ....................................................................... 344

Other | 348

Honors Program ........................................................................... 348
Living Learning Community Program ....................................... 353

Courses | 354

Accounting (ACC) ......................................................................... 355
Anthropology (ANT) ..................................................................... 359
Art (ART) ..................................................................................... 360
Biology (BIO) .............................................................................. 367
Business (BUA) .......................................................................... 384
Chemistry (CHE) ......................................................................... 391
Communication (COM) ............................................................... 398
Criminal Justice (CRJ) ............................................................... 406
Dance (DNC) ............................................................................. 411
Early Childhood Education (ECE) ............................................. 415
Economics (ECO) ....................................................................... 417
Education (EDU) ....................................................................... 420
English (ENG) ........................................................................... 427
Ethics (ETL) ............................................................................. 435
Environmental Science (ENS) ................................................. 436
Exercise Science (EXS) ............................................................. 437
First Year Experience (FYE) ...................................................... 440
Forensic Science (FSC) ........................................................... 448
Gender Studies (GND) ............................................................ 450
Global Studies (GST) .............................................................. 451
Health (HLT) ......................................................................... 452
History (HIS) ......................................................................... 454
Honors Courses (HON) ........................................................... 459
Leadership Courses (LDR) ...................................................... 464
Living Learning Community Courses (LLC) ................................. 465
Marketing (MRK) .................................................................... 469
Math (MAT) ........................................................................... 472
Music (MUS) .......................................................................... 477
Nuclear Medicine Technology (NMT) ......................................... 478
Nursing (NUR) ....................................................................... 481
Nutrition (NTR) ...................................................................... 486
Performing Arts (PER) ............................................................ 491
Philosophy (PHI) ................................................................... 493
Physics (PHY) ........................................................................ 494
Political Science (PSC) ............................................................ 495
Psychology (PSY) ................................................................... 498
Religious Studies (REL) ........................................................... 513
Social Work (SWK) ................................................................. 515
Sociology (SOC) ..................................................................... 519
Spanish (SPA) ........................................................................ 523
Special Education (SPE) .......................................................... 527
Theatre and Speech (THS) ...................................................... 531
Writing (WRI) ........................................................................ 535

Facilities and Services | 536
Academic Services ..................................................................... 537
Campus Facilities ..................................................................... 538
Campus Police ......................................................................... 543
Office of Global Initiatives and International Programs ..........545
Division of Student Affairs ..................................................545
Athletics, Wellness, and Recreation ....................................546
Health and Counseling Services .........................................547
Leadership & Student Development ....................................548
Career Planning ....................................................................549
Lutz Center for Community Service ....................................549
Office of Student Union and Engagement ............................550
Residence Hall Information..................................................551

College Personnel | 554
Board of Trustees ...............................................................555
Board of Associates .............................................................556
Alumnae Association ...........................................................556
Administration ....................................................................557
Faculty .................................................................................562
General Information
Mission Statement

Introduction

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

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.

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.

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.

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. 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. Students with disabilities who wish to request accommodations should contact Academic Services at 610-606-4628. Students with documented disabilities and approved academic accommodations should discuss accommodations plans with their professors during the first two weeks of class.

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Academic Calendar 2016-2017

Fall Semester – 14 Week Term

Begin Classes 8/29/16
Labor Day Holiday 9/5/16 No classes held
Drop/Add Ends 9/6/16 4:00 p.m.
Fall Break 10/10 - 10/11 No classes held
Mid Term Grades Due 10/21/16 4:00 p.m.
Deadline for Course Withdrawal 11/18/16 4:00 p.m.
Thanksgiving Break 11/23 - 11/25 No classes held
Classes End 12/12/16 10:00 p.m.
Reading Days 12/13 - 12/14
Final Exams 12/13 - 12/14 Evening Exams only
12/15 - 12/20 Exams
Grades Due 12/22/16

Winter Semester*

Classes Begin 12/23/16
Classes End 1/15/17
Grades Due 1/27/17 4:00 p.m.

* drop/add and withdraw dates calculated for each class. Contact Registrar.

Spring Semester – 14 Week Term

Martin Luther King Day of Service 1/16/17 No classes
Classes Begin 1/17/17
Drop/Add Ends 1/24/17 4:00 p.m.
Spring Break 3/6 - 3/10 No classes
Mid Term Grades Due 3/17/17 4:00 p.m.
Deadline for Course Withdrawal 4/14/17 4:00 p.m.
April Break 4/14/17 No classes
Classes Resume 4/17/17
Classes End 5/1/17
Senior Research Day 5/2/17
Reading Days 5/3 - 5/4
Final Exams 5/2 - 5/4 Evening Exams Only
5/5 - 5/10 Exams
Commencement 5/13/17
Grades Due 5/15/17 12:00 p.m.
Summer Semester

Summer Session I
Classes Begin 5/15/17
Drop/Add Ends 5/17/17
Memorial Day 5/29/17
Withdraw Ends* 6/16/17*
Classes End 6/26/17
Final Exams 6/27 – 6/28
Grades Due 6/30/17

Summer Session II
Classes Begin 7/5/17
Drop/Add Ends 7/6/17
Withdrawal Ends* 8/4/17*
Classes End 8/15/17
Final Exams 8/16 - 8/17
Grades Due 8/19/17

*withdrawal dates for accelerated and weekend classes are available on MyCedarCrest

Accelerated 7 Week Sessions

Fall Semester

Session I**
Classes Begin 8/29/16
Drop/Add Ends 9/1/16
Labor Day Holiday 9/5/16
Deadline for Course Withdrawal 10/7/16
Classes End 10/17/16
Final Exams Last Day of Class
Grades Due 10/19/16

Accelerated
Classes Begin 8/29/16
Drop/Add Ends 9/1/16
4:00 p.m.
Labor Day Holiday 9/5/16
Deadline for Course Withdrawal 10/7/16
Classes End 10/17/16
Final Exams Last Day of Class
Grades Due 12/00 p.m.

Session II**
Classes Begin 10/19/16
Drop/Add Ends 10/25/16
4:00 p.m.
Thanksgiving Break 11/23 – 11/25 No classes held
Deadline for Course Withdraw 12/2/16
Classes End 12/11/16
Final Exams Last Day of Class
Grades Due 12/13/16

** dates are for seven week sessions. Information for courses following other formats can be found on My Cedar Crest in the course information screen.
Winter Semester*

Classes Begin 12/23/16
Classes End 1/15/17
Grades Due 1/27/17 4:00 p.m.

*drop/add and withdraw dates calculated for each class. Contact Registrar

Spring Semester

Session I**

Classes Begin 1/16/17
Martin Luther King Day of Service 1/16/17
Drop/Add Ends 1/20/17 4:00 p.m.
Deadline for Course Withdrawal 2/24/17 4:00 p.m.
Classes End 3/5/17
Final Exams 3/6 - 3/10
Spring Break 3/8/17 4:00 p.m.

Accelerated

7 Week Accelerated Evening Classes Only
Drop/Add Ends 1/20/17 4:00 p.m.
Deadline for Course Withdrawal 2/24/17 4:00 p.m.
Classes End 3/5/17
Final Exams Last Day of Classes
Spring Break 3/6 - 3/10 No classes
Grades Due 3/8/17 4:00 p.m.

Session II**

Classes Begin 3/13/17
Drop/Add Ends 3/17/17 4:00 p.m.
April Break 4/14/17 No classes
Deadline for Course Withdrawal 4/21/17 9:00 p.m.
Classes End 4/30/17
Final Exams Last Day of Classes
Grades Due 5/3/17 12:00 p.m.

** dates are for seven week sessions. Information for courses following other formats can be found on My Cedar Crest in the course information screen.

Summer Semester

Summer Session I

Classes Begin 5/15/17
Drop/Add Ends 5/17/17
Memorial Day 5/29/17 No classes
Withdraw Ends* 6/16/17* 4:00 p.m.
Classes End 6/26/17
Final Exams 6/27 – 6/28
Grades Due 6/30/17 4:00 p.m.

Summer Session II

Classes Begin 7/5/17
Drop/Add Ends 7/6/17 4:00 p.m.
Withdrawal Ends* 8/4/17* 4:00 p.m.
Classes End 8/15/17
Final Exams 8/16 - 8/17
Grades Due 8/19/17 4:00 p.m.

*withdrawal dates for accelerated and weekend classes are available on MyCedarCrest

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 Admissions
100 College Drive
Allentown, PA 18104-6196
800-360-1222
610-740-3780
FAX: 610-606-4647
E-mail: admissions@cedarcrest.edu

Adult Students:
Cedar Crest
School of Adult and Graduate Education
100 College Drive
Allentown, PA 18104-6196
800-360-1222
610-740-3770
FAX: 610-740-3786
E-mail: sage@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/visit](http://www.cedarcrest.edu/visit).

Students can visit the College online at [www.cedarcrest.edu](http://www.cedarcrest.edu). College Visit Days and Open House programs also are held frequently throughout the academic year.

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 consecutive 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, results from the Scholastic Aptitude Test (SAT) of the College Board or the American College Testing Program (ACT), and one to two teacher recommendations. 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: 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: 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 beginning September 15 each year. 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 a $200 non-refundable enrollment deposit. The deposit is credited toward the bill for the first term.

**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.
Honors Program: By Invitation

The Cedar Crest Honors Program is a stimulating and enriching accompaniment to the college experience for traditional students. 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.

Admissions Credentials: International Students

To apply for admission, an international student should submit the following documents. Application deadlines and more information for international students can be found online at [www.cedarcrest.edu/international](http://www.cedarcrest.edu/international).

- 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, Scholastic Aptitude Test (SAT) or American College Testing Program (ACT).

**Required TOEFL/IELTS Score**

- For regular acceptance:
  - 550 paper-based TOEFL
  - 79 internet-based TOEFL
  - 6.5 IELTS
- Conditional acceptance:
  - 500 paper-based TOEFL
  - 61 internet-based TOEFL
  - 6.0 IELTS
- An English writing sample in the form of a one-page typed essay.
- One to two teacher recommendations.
- Statement of finances.
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 an official transcript of their high school record, a one page typed essay and a recommendation from a college professor or advisor.

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.

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 Adult and Graduate Admissions Office.

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 $290 per credit for undergraduate day, evening, and weekend courses. The Tuition for Early College high school students cannot be applied to online courses or independent studies. The rate includes all fees, books, and supplies. Interested students should contact the Traditional Admissions Office at 610-740-3780.
Student Financial Services: Costs

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 (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 online 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 School of Adult and Graduate Education (SAGE) (Adult Undergraduate Students) are subject to policies, fees and refund policies/regulations that refer to Adult Undergraduate Students. (Click here for Graduate Cost Information.)

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 per credit tuition and fees for traditional students.

Traditional Student Cost Information for 2016-2017

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 $953.00 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. Full-time traditional students who withdraw from credits and add replacement credits will be subject to overload fees if the total number of credits exceeds 19. Traditional students enrolled in less than 12 credits in the Fall and Spring semesters will be charged a per credit tuition rate of $1,167.00. 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.
## All First Year and Returning Students

<table>
<thead>
<tr>
<th></th>
<th>Per Semester</th>
<th>Full Year</th>
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</thead>
<tbody>
<tr>
<td>Full-time Traditional Tuition</td>
<td>$18,112.50</td>
<td>$36,225</td>
</tr>
<tr>
<td>Part-time Traditional Tuition</td>
<td>$1,208 per credit</td>
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<tr>
<td>Full-time Traditional Overload per credit (over 19 credits/semester)</td>
<td>$953</td>
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<tr>
<td>OCICU per Courses (Fall &amp; Spring only)</td>
<td>$1,617</td>
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### Room and Board

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<tr>
<th>Room Type</th>
<th>Per Semester</th>
<th>Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Room</td>
<td>$2,950</td>
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<tr>
<td>Deluxe Single Room</td>
<td>$3,982</td>
<td>$7,964</td>
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<tr>
<td>Suite Single with 1/2 Bath</td>
<td>$4,045</td>
<td>$8,090</td>
</tr>
<tr>
<td>Luxury Suite Single with Full Bath</td>
<td>$4,150</td>
<td>$8,300</td>
</tr>
<tr>
<td>Double Room</td>
<td>$2,580</td>
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<tr>
<td>Suite Double with 1/2 Bath</td>
<td>$3,343.50</td>
<td>$6,687</td>
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<tr>
<td>Luxury Suite Double with Full Bath</td>
<td>$3,449</td>
<td>$6,898</td>
</tr>
<tr>
<td>Tripe Room</td>
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</tr>
<tr>
<td>Unlimited Week Plan*</td>
<td>$2,886.50**</td>
<td>$5,773**</td>
</tr>
<tr>
<td>190-Block Meal Plan</td>
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<td>$5,250**</td>
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<tr>
<td>150-Block Meal Plan</td>
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<td>$4,679**</td>
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<td>Commuter 5 Meal-per-Week plan</td>
<td>$607**</td>
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<tr>
<td>Commuter 25 Block Meal Plan</td>
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<tr>
<td>Commuter 50 BlockMeal Plan</td>
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<tr>
<td>Commuter Traditional 150 Block Meal Plan</td>
<td>$2,339.50**</td>
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</tr>
<tr>
<td>Resident Communications Fee</td>
<td>$175</td>
<td>$350</td>
</tr>
</tbody>
</table>

*Mandatory for all new students for entire first year

**Includes $50.00-per-semester flex plan
School of Adult and Graduate Education (SAGE) and Visiting Students Enrolled in Undergraduate Program Cost Information for 2016-2017*

The following per credit tuition applies to students admitted to the College through SAGE as well as students who are not matriculated or are visiting or otherwise not accepted to the College. Separate per credit tuition and fees apply to students enrolled in nursing (NUR) courses.

SAGE students pursuing Business Administration, Accounting, Criminal Justice, RN to BS in Nursing, Social Work, Nutrition, Health Science, Exercise Science, Health Promotion & Wellness, Public Health, 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 who have declared their major by the first day of class will automatically receive this discount.

Day Course Tuition per credit: $1,007
Evening Weekend, Winter, May/Summer Course Tuition per credit: $539
Nursing Course (NUR) Tuition per credit: $912
Online Course per credit: $539
OCICU Course per credit: $539
Independent Study Tuition per credit: $539
Internship Tuition per credit (during all semesters): $539
*See Fee Assessments. Other Fees May Apply.

Academic Fee Assessments

*All Fees are non-refundable, unless otherwise designated

Course Audit Fee (per credit): $179
Experiential Learning Application Fee: $50
Experiential Learning Fee – per credit awarded: $269.50
Proficiency Exam Fee – per credit attempted: $30
Applied Music Fee (MUS 191-192) – per credit: $235
Art Studio Fee (per course): $20 or $40
Biology Lab Fee (per semester): $50
Chemistry Lab Fee (per semester): $50
First Year Experience Fee (FYS per course): $50
Hawk Mountain Site Fee per credit: $35
Clinical Nursing Fee (NUR 309, 311, 313, 320, 321, 330, 331, 333, 335,
Nutrition Lab Fee (NTR 220, 320) (per course): $100
Nutrition Practicum Fee (NTR 340) (per course): $175
Psychology Fee (PSY 202 per course): $10
Psychology Fee (PSY 317 per course): $20
Psychology Fee (PSY 365 per course): $25
Psychology Fee (PSY 366 per course): $25
School Nurse Preceptor Fee: $170
Student Teaching Fee (EDU-372 or EDU-373): $400

Other Fee Assessments

Application/Matriculation Fee: $35
Enrollment Deposit (New First Year or Transfer Residents): $200
Enrollment Deposit (New First Year or Transfer Commuters): $100
Orientation Fee (New Full-time First Year Students): $125
Orientation Fee (New Part-time First Year Students): $75
Activity Fee Full-time Traditional and Transfer Students (per semester): $200
Activity Fee Part-time Traditional and Transfer Students (per semester): $100
Activity Fee Full-time SAGE Students (per semester): $100
Activity Fee Part-time SAGE Student (per semester): $50
Technology Fee (full-time): $100
Technology Fee (part-time): $50
Resident Communications Fee (per semester): $175 (includes local phone service from community phones, cable TV, internet connection and campus mailbox)
Active Telephone Line in Residence Hall Room (optional): $75 annually
Accident/Health Insurance (per year): $1,578
Broken Housing Contract Fee: $200
Graduation Fee: $100
Transcript Fee (with signed written request per copy): $5
Transcript Fee for fax (with signed written request per copy): $15
Transcript Fee for next day delivery (with signed written request per copy): $40
Key Replacement Fee: $50
Failure to return room key at check-out (minimum): $50
Failure to return mailbox key at check-out (minimum): $50
ID Replacement: $20
Vehicle Registration/Parking Permit: No Charge
Returned Check Fee: $35*
Damage Fines: Assessed by the Director of Residence Life/Facilities
Library Fines: Assessed by Library
Traffic & Safety Violations: Assessed by Campus Security
Late Registration Fee: $30
EZ Payment Plan Enrollment Fee (per semester): $25
EZ Payment Plan Late Fee (per month): $55
Full-Time Student Late Payment Fee (per month): $200
Part-Time Student Late Payment Fee (per month): $100
Tuition Deferral Late Fee (per month): $200
Breakage of laboratory equipment is assessed to the student responsible and must be paid by the close of each term.
Room and board charges do not include semester breaks.

*After 2nd NSF check, we require a certified check, money order, or cash. We can no longer accept personal checks.

**Deposits**

All accepted traditional first-year and transfer students must make an enrollment deposit of $200 if Resident or $100 if Commuter. 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 completion of the originally intended 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, view grades, 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.

Failure to make payments by the due date will result in an assessment of a late fee. Your financial responsibility will remain until full payment is
received. Not receiving a student invoice does not alleviate you from financial obligation to the College.

Reminder that all students can view their ebills online through Cashnet. Ebills can be viewed by logging into my.cedarcrest.edu under quick links; select Student Financial Services, select Cashnet Online System, and then click Go to Cashnet.

**Student Health Insurance**

All full-time traditional students and SAGE resident 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 an online waiver form. All online waiver 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 students and 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 payment 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, on my.cedarcrest.edu portal.

**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 Direct Stafford Loan, Subsidized Direct Stafford Loan, Perkins Loan, Direct PLUS (Graduate Student), Direct PLUS (Parent), Pell 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)**

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 End of Drop/Add Period (usually 1st Week) of Semester - 100% Tuition Refund
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:**

**10 Week Courses:**

Prior to End of Drop/Add Period (usually 1st Week) of Semester - 100% Tuition Refund
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
**7-8 Week Courses**
Semester Schedule of Course Withdrawals - % Refund
Prior to First Class Meeting - 100%
After First Class Meeting - 90%
After 2nd Class Meeting - 75%
After 3rd Class Meeting - 50%
After 4th Class Meeting – No Refund

**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 - No Refund

**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 - No Refund

**2-3 Class Meetings**
Semester Schedule of Course Withdrawals - % Refund
Prior to the First Class Meeting - 100%
After 1st Class Meeting - No Refund

**OCICU Online Courses**
Prior to the term start date of class - 100%
After the term drop deadline (OCICU School) – No Refund
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 (includes Fall 1/Fall 2) and Spring (includes Spring 1/Spring 2) 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.

For payment periods crossing two academic years, federal financial aid funds will be awarded using the leading academic year FAFSA application.
All Students Applying for Financial Aid

Estimated awards will be provided to new traditional and traditional age transfer students after acceptance to the College and receipt of the FAFSA. These estimated awards are finalized after completion of the FAFSA and submission of additional documentation as requested by Student Financial Services. All 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 online at www.fafsa.gov. A FSA ID, which is a username and password, (available through a link from the FAFSA website) is required for students and parents(s), if applicable, to file and sign the FAFSA application online. Filers should obtain a FSA ID prior to completing the FAFSA application, as the FSA ID serves as an electronic signature. Assistance with the FAFSA filing process is 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, or the College may select a student's FAFSA for verification of information. 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:

- An IRS tax return transcript (you may obtain one at www.IRS.gov or call 1-800-908-9946) for the student, spouse (if student is married) and parents (if student is dependent); if you did not use the IRS Data Retrieval tool on your FAFSA.
- A copy of all W-2 forms for student, spouse (if student is married) and parents (if student is dependent) if you are not required to file a federal tax return but did have actual earnings for the tax year indicated.
- Department of Education Verification Worksheet (this form is available from the Student Financial Services page of 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 IRS tax return transcript 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 and transfer students applying to the College are considered for merit scholarships and awards. A separate application is not required. Students must be enrolled full-time (at least 12 credits per semester) to be eligible.

The following merit scholarships and awards are available to full-time first-year traditional students entering the College in Fall 2016. Merit Scholarships are based on academic criteria, including but not limited to high school grade point average (GPA), SAT or ACT scores, and class rank. For merit scholarships and awards and renewal criteria prior to the 2016-2017 academic year, please visit the corresponding college catalog.

**Presidential Scholarships:** Presidential Scholarships of $20,000 per academic year are awarded to full-time first year traditional students. Renewal requires a 2.5 cumulative annual grade point average for each year they receive the award.

**Trustee Scholarship:** Trustee Scholarships of $18,000 per academic year are awarded to full-time first year traditional students. Renewal requires a 2.5 cumulative annual grade point average for each year they receive the award.

**Founders Scholarship:** Founders Scholarships of $16,000 per academic year are awarded to full-time first year traditional students. Renewal requires a 2.5 cumulative annual grade point average for each year they receive the award.
Dean's Scholarship: Dean's Scholarships of $14,000 per academic year are awarded to full-time first year traditional students. Renewal requires a 2.25 cumulative annual grade point average for each year they receive the award.

High School Achievement Scholarship: High School Achievement Scholarships of $12,000 per academic year are awarded to full-time first year traditional students. Renewal requires a 2.25 cumulative annual grade point average for each year they receive the award.

Cedar Crest Scholarship: A full-tuition scholarship awarded to one first-year traditional student who is the winner of our annual Scholarship Competition. Awarded $36,225* per year with a renewal requirement of 3.0 cumulative annual grade point average for each year they receive the award. *Based on annual full-time tuition fee. Scholarship covers full-time tuition minus any additional grants or scholarships.

Talent Scholarships: Talent scholarships of $1,500 per academic year ($6,000 over four years) are awarded to full-time first year traditional students in the following areas: Art, Communications, Literature and Writing, Performing Arts – Dance and Performing Arts – Theatre Scholarship (Performance or Technical), Nursing, Math, Political Science, History, Biology and Forensic Speech. Students may receive one talent scholarship in addition to other Cedar Crest College merit scholarships.

- Art Scholarships of $1,500 per year are awarded to full-time first year traditional students 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 renew the scholarship, recipients must be in good academic standing (Satisfactory Academic Progress) and must declare a major or minor in Art by the end of their first year.

- Biology Scholarships of $1,500 per year are awarded to full-time first year traditional students with an interest in any field of Biology. Two essays and lab experiment required. To renew the scholarship, recipients must be in good academic standing (Satisfactory Academic Progress) and must declare a major or minor in the Biological Sciences by the end of their first year.
Communications Scholarships of $1,500 per year are awarded to full-time first year traditional students with an interest in any area in the field of Communication. To be considered for the scholarship, students submit one or more of the following: a written copy for presentation of an original informative or persuasive speech, three to five minutes in length; original audio or visual recordings including film or video shot and edited by the student; at least three original articles, columns, or editorials written for and published in the student’s school newspaper or other media outlet; an original research paper or critique related to topics in media; or any original multimedia project including website materials. To renew the scholarship, recipients must be in good academic standing (Satisfactory Academic Progress) and must declare a major or minor in Communication by the end of their first year.

Forensic Speech Scholarship of $1,500 per year are awarded to full-time first year traditional students who meet the following criteria:

- Must have previous speech and/or debate experience in middle or high school;
- Must complete an audition for the Director of Forensic Speech;
- Must be willing/able to travel to forensics tournaments a minimum of four weekends per semester; and
- Must be willing/able to compete in a minimum of three individual events per semester.

Those who audition must prepare an 8-10 minute oral interpretation presentation (prose, poetry, or dramatic interpretation), or an 8-10 minute public address presentation (informative or persuasive). Manuscripts in binders are preferable for oral interpretation presentations. Memorization is preferable for public address presentations. Those who audition must also complete a short interview with the Director of Forensic Speech, and may want to be prepared to discuss their past, present and intended future involvement within forensic speech. In addition, they must provide one letter of recommendation from a forensic speech coach, advisor, or teacher. To renew the scholarship, recipients must be in good academic standing (Satisfactory Academic Progress), they must travel to forensics tournaments a minimum of four weekends per semester and must compete in a minimum of three individual events per semester.
• History Scholarships of $1,500 per year are awarded to full-time first year traditional students with an interest in any field of History. Written paper required. To renew the scholarship, recipients must be in good academic standing (Satisfactory Academic Progress) and must declare a major or minor in History by the end of their first year.

• Literature and Writing (English) Scholarships of $1,500 per year are awarded to full-time first year traditional students with an interest in literature and/or creative writing. To be considered for the scholarship, students must submit a portfolio of three works of original writing, to consist of works of creative writing and/or essays about literature. Portfolio submissions must be typewritten. To renew the scholarship, recipients must be in good academic standing (Satisfactory Academic Progress) and must declare a major or minor in Literature or Writing by the end of their first year.

• Marketing Scholarships are $1,500 per year are awarded to full-time first year traditional students with an interest in Marketing. To be considered for the scholarship, students will participate in a two-part selection process. First, the student should submit a 500-word essay explaining “What makes your favorite brand great?” (Hint: students should do research on the key concepts of marketing.) Essay submissions must be typewritten. Second, if a student’s essay is considered scholarship quality, the student will be asked to come to campus and make a 10-minute presentation on the essay to the marketing faculty. To renew the scholarship, recipients must be in good academic standing (Satisfactory Academic Progress) and must declare a major or minor in Marketing by the end of their first year.

• Math Scholarships are $1,500 per year are awarded to full-time first year traditional students with an interest in any field of Math. Puzzle essay required. To renew the scholarship, recipients must be in good academic standing (Satisfactory Academic Progress) and must declare a major or minor in Math by the end of their first year.

• Nursing Scholarships are $1,500 per year are awarded to full-time first year traditional students with an interest in any field of Nursing. Blue Book essay required. To renew the scholarship, recipients must be in good academic standing (Satisfactory Academic Progress) and must declare a major or minor in Nursing by the end of their first year.
• Performing Arts Scholarships (Dance, Theatre, & Technical Theatre) of $1,500 per year are awarded to full-time first year traditional students 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 for Dance and Performing Arts Theatre Department Scholarship. A design/technical portfolio is required for the Performing Arts Technical Scholarship. 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 theatre/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. All three scholarships also require the recipient to be in good academic standing (Satisfactory Academic Progress).

• Political Science Scholarships are $1,500 per year are awarded to full-time first year traditional students with an interest in any field of Political Science. Written paper is required. To renew the scholarship, recipients must be in good academic standing (Satisfactory Academic Progress) and must declare a major or minor in Political Science by the end of their first year.

Sibling Award: Cedar Crest awards a $2,000 annual award (up to four years) per student to siblings who are concurrently attending Cedar Crest as full-time traditional students during the regular academic year. The College must be notified prior to the student’s acceptance in order to be eligible.

Heritage Award: Cedar Crest awards a $2,000 annual award (up to four years) per year to full-time first-year traditional students whose parent, grandparent, aunt, or uncle is a graduate of a Cedar Crest College undergraduate degree program. The College must be notified prior to the student’s acceptance in order to be eligible.

Latina Leadership Partner Scholarship are awarded to traditional, full-time first-year Lehigh Valley Latino students in partnership with the Latino Leadership Alliance of the Lehigh Valley. Two applicants are chosen each year. $5,000 per year for up to four years. Deadline to apply is February 10th.
Girl Scout Scholarships are awarded to traditional, full-time first-year students (cannot be combined with the raise.me program or other community service scholarships offered by Cedar Crest College). Deadline to apply for these scholarships is February 10th.

- **Gold Award Recipient**

$5,000 per year for up to four years. Must remain in good academic standing for renewal. Awarded to one student that has received their Girl Scout Gold Award in the previous four years and has a high school or college GPA of 3.5 or better. Applicants are required to provide documentation of receipt of the Gold Award. Applicants are required to submit a 250 word essay and provide documentation of Girl Scout Membership.

- **Girl Scout Involvement**

$1,000 per year for up to four years. Must remain in good academic standing for renewal. Awarded up to five students that have been an active Girl Scout for at least two years in grades 9-12. Applicants are required to submit a 250 word essay and provide documentation of Girl Scout Membership.

Study Abroad Scholarships: Preference is given to full-time traditional undergraduate students, but part-time students may also apply. Awards may range from $250 to $2,500 (maximum of $2,500 lifetime). Length of program, financial need, minimum GPA of 2.8 and other criteria deemed relevant by the committee are all criteria the scholarship committee uses to award scholarships. To apply, students must meet with the Director of Global Initiatives and International Programs and Associate Director of Student Financial Services and complete the Application for Study Abroad. The deadline to apply is April 15th for the following Fall semester, or by November 15th for the following Spring semester. Students are notified in writing if they are awarded a Study Abroad Scholarship.

**Traditional Transfer Student Merit Scholarships and Awards:**

Traditional Transfer Scholarships: Awarded to full-time traditional transfer students based on their cumulative transfer GPA from all transfer institutions. The Presidential, Trustee, and Founders Scholarships are automatically renewed each year provided the student maintains a 2.5 cumulative GPA and remains at a full-time student status.

- **Presidential Scholarship**
  $14,000, 3.5 - 4.0 cumulative GPA
- **Trustee Scholarship**  
  $11,000, 3.3 – 3.49 cumulative GPA

- **Founders Scholarship**  
  $8,000, 3.0 – 3.29 cumulative GPA

- **Psi Beta Scholarship Award**  
  (Limited to only two eligible students per academic year)  
  $500, Psi Beta members transferring to Cedar Crest College

**Phi Theta Kappa Scholarships (PTK):** Awarded to full-time traditional transfer students who are members of Phi Theta Kappa, the honor society for two-year college students. Proper documentation (induction certificate) must be submitted to Admissions prior to the student’s matriculation at Cedar Crest College. PTK Scholarship cannot be combined with any other merit scholarship. The PTK Scholarship is renewable for two years provided a 3.00 cumulative GPA is maintained and the student remains full-time.

  - $15,000 per year, 3.5 - 4.00 cumulative GPA
  - $13,000 per year, 3.3 - 3.49 cumulative GPA

**Honors Transfer Community College Scholarship**

Students transferring directly from: Lehigh Carbon Community College, Northampton Community College, Bucks County Community College can apply.

**Honors Students:** $18,000 annually

- Must complete an on-campus interview
- Must have 3.5 GPA/24 credits
- Only 15 students from each community college will be selected for this scholarship

Honors Transfer Community College Scholarship is awarded to full-time transfer students and cannot be combined with any other merit scholarship. Honors Transfer Community College Scholarship is automatically renewed each year provided the student maintains a 3.5 cumulative GPA and retains a full-time student status. (Honors students can transfer directly into the Cedar Crest College Honors Program)
Traditional Student Need-Based Grants, Loans and Other Resources

Cedar Crest Grants: Cedar Crest Grants are awarded to full-time traditional and traditional transfer students based on financial need (assessed through the FAFSA application) and are made possible through the generosity of friends and alumnae of the College. Students must complete the FAFSA and provide any additional requested documentation to be considered for a Cedar Crest College grant.

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 2016/2017 is $5,815. 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 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, Maryland, Massachusetts, Ohio, Rhode Island, Vermont, West Virginia and the District of Columbia.

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 5%. Students make no payments and no interest accrues while enrolled in college at least half-time. Students must complete the FAFSA to be considered and awards are made through the CCC Student Financial Services Office.

Federal Nursing Loans: Federal Nursing Loans are need-based and limited to
nursing students enrolled in NUR courses. The interest rate is fixed at 5%. Students must complete the FAFSA to be considered and awards are made through the CCC Student Financial Services Office.

Federal Direct Subsidized Student Loans (Undergraduate): 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 Direct Unsubsidized Student Loans (Undergraduate and Graduate): 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 Direct 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. Repayment can be made while the student is enrolled, or deferred until six months after the student ceases to be enrolled half-time. To apply, students must complete the FAFSA.

Federal Direct 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 Direct Student 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 to ten hours per week and are eligible to earn up to a maximum of $1,500 per academic year. Students who qualify for federal work study will be notified as part of their financial aid award. Federal Work Study students are paid monthly 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 Human Resources Office. 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 federal work study) and adjusts grants only if necessary to prevent an over-award.

Tuition Payment Plans: The College offers the option to pay Fall, Spring and Summer semester bills through the EZ Payment Plan installment payment plan option which allows the semester balance due to be paid online in either two, four or 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.
Standards of Satisfactory Academic Progress

Statement of Policy

Federal and state regulations, as well as institutional policy, require that a student maintain satisfactory academic progress (SAP) towards their degree in order to receive financial aid.

To measure progress, Student Financial Services evaluates a student’s academic record at the completion of each academic year, reviewing both the quantitative (the maximum time frame and completion rate) and the qualitative (cumulative grade point average) as a student pursues her/his degree. Failure to meet these standards will result in the suspension of financial aid eligibility, which may include federal, state and institutional aid.

*Summer Semester: Credit hours attempted during the summer semester will be included in the calculation of SAP standards just as any other period of enrollment.

Quantitative Standards

**Completion Rate:** Students must maintain a minimum course completion percentage for progress each academic year of at least 67%. This is calculated by dividing the number of credits earned by the credits attempted. Credits transferred from another institution count towards attempted and earned credits.

**Maximum Time Frame:** Per federal guidelines, the maximum time frame for program completion for federal Title IV funds is defined as 150% of the credits required to complete the degree or certificate program as defined by Cedar Crest. (For example: Bachelor of Science in Criminal Justice= 120 credits x 150%= 180 credits. 180 credits is the maximum that can be attempted with federal Title IV funds.) The maximum credit standard for graduate degree programs are based upon the minimum program credit requirements published in the Cedar Crest College Graduate Catalog. Cedar Crest College funded aid is limited to a maximum of 10 full-time semesters. The maximum number of credits allowed will be based upon the credit maximums for a single degree, even when a student is pursing more than one major at one time or there is a change of academic major.
• **Repeated Coursework:** Students may repeat a previously passed course one time if a better grade is required for the major/minor and maintain financial eligibility, assuming all other academic progress requirements have been met. Repeated course work counts toward the 150% completion time frame.

• **Transfer Credits:** Credits transferred from another institution count towards attempted and earned credits.

• **Audited Courses:** Students do not earn any academic credit for audited courses. They do not count in the calculation of attempted credits.

• **Pass/Fail Courses:** These courses count in attempted and earned credits.

• **Withdrawals:** These are counted as courses attempted and count toward the maximum time frame.

**Qualitative Standards**

The qualitative requirement establishes a minimum cumulative grade point average for all students to reasonably progress through their program of study. The following chart identifies the minimum standards required for students to achieve and maintain satisfactory academic progress for undergraduate and certificate programs. Graduate programs require a minimum 3.0 GPA.

<table>
<thead>
<tr>
<th>Undergraduate and Certificate Programs</th>
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</thead>
<tbody>
<tr>
<td><strong>Credits Attempted (Including Transfer Credits)</strong></td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
<tr>
<td>1-23</td>
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<tr>
<td>24-54</td>
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<tr>
<td>55+</td>
</tr>
</tbody>
</table>

**Cedar Crest Academic Scholarship Recipients:** Students who are recipients of Cedar Crest College merit scholarships and awards must maintain full-time enrollment and GPA standards of the specific scholarship to maintain award eligibility. Students should refer to the merit scholarship and awards section of the specific Cedar Crest Course Catalog they enrolled
under (year admitted to the College) for more details.

**Failure to Meet the Satisfactory Academic Process Standards**

Students who fail to meet the Satisfactory Academic Progress Standards will lose their financial aid eligibility immediately. They will be notified in writing by Student Financial Services. Students may re-establish eligibility by successfully completing the required number of credits and/or by attaining the overall required grade point average by the end of the next semester without receiving financial aid. If the student fails to meet the maximum time frame standards, the student will not receive any additional financial aid for the remainder of their degree.

**Appeal Process**

A student may appeal her/his failure to maintain SAP standards for financial aid if extenuating or mitigating circumstances exist. Appeals will be considered for circumstances that include but are not limited to, death or illness of an immediate family member, medical condition, hospitalization, documented emotional distress, or any other situation beyond the student’s control. All appeals must be in written format and include the following information:

- Name, student ID and program of study
- Details of the situation resulting in the financial aid suspension
- Documentation supporting the details of the letter (e.g. death certificate, doctor’s note, hospital bill, police report, letter from academic advisor or 3rd party)
- Plans for next term of enrollment (e.g. number of credits, change of major, academic improvement plan details, etc)

As a part of the appeals process, the student must provide information about why she/he failed to maintain SAP standards, and what has changed in the student’s situation that will allow her/him to demonstrate satisfactory academic progress at the next evaluation. Meeting with an academic advisor (Academic Services) to create an academic plan may be required.

Appeals are evaluated by the Financial Aid Appeal Committee. Students should make payment arrangements if necessary while waiting on the Committee’s decision if necessary. The student will be notified of the Committee’s decision in writing. The decision of the Committee is final. There is no secondary or director appeal process. If an appeal is
denied, students can only be reinstated for aid eligibility if they satisfy all deficiencies. If an appeal is approved and the student does not fulfill the conditions of his or her probation or academic plan, the student will not be eligible for aid for any future semesters during their academic career unless the student satisfies all academic deficiencies.

*Please note that any appeal granted by Cedar Crest College to its Satisfactory Academic Progress 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.

**Financial Aid Probation**

Students who have had an appeal approved will be placed on probation for one semester and will have their financial aid reinstated for the probation semester. If the student fails to maintain the SAP standards at the end of the semester, she/he will lose financial aid eligibility until SAP standards are met.

If a student on financial aid probation meets the terms of the probation, the student will be permitted to continue to receive financial aid for a subsequent semester. If a student does not meet the terms of the probation, the student will lose eligibility for financial aid at that time.

**Reinstatement of Eligibility**

Financial aid eligibility may be re-instated after a student meets the SAP standards, quantitative and qualitative, as defined above. Students who retain eligibility by completing required coursework must notify the Student Financial Services in order to have their progress re-evaluated, and financial aid re-instated.
Description of Grades and their effect on SAP Standards:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Attempted Credits</th>
<th>Earned Credits</th>
<th>Grade Point Average</th>
<th>Maximum Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>A-</td>
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<td>AU</td>
<td>N</td>
<td>N</td>
<td>N</td>
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</tbody>
</table>

*It is the student’s responsibility to inform Student Financial Services of all grade changes (ex. From “I” to “B”) to ensure that the SAP status is reviewed.
Traditional Undergraduate Policies
Traditional Undergraduate Policies

Liberal Arts Curriculum Requirements

For a copy of the Liberal Arts Curriculum Checklist please go to:

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.

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 meeting Liberal Arts Curriculum (LAC) and major-embedded general education (MGE) requirements, students will have demonstrated an acceptable level of academic performance (i.e. proficiency or better) relative to the following general educational outcomes:
1. LAC Humanities. The student will use qualitative reasoning to analyze and interpret the aesthetic qualities, social significance, and meaning of historical and/or literary texts and/or other cultural artifacts, including film.

2. LAC Arts. The student will use qualitative reasoning to analyze and interpret the aesthetic qualities, social significance, and meaning of works of art, including the visual arts, performing arts, and/or creative writing.

3. LAC Social Sciences. The student will demonstrate the ability to apply qualitative and quantitative approaches to understand social systems, human culture, and/or human behavior.

4. LAC Natural Sciences. The student will demonstrate the ability to apply scientific reasoning to investigate the natural and physical world.

5. LAC Writing. The student will produce writing that expresses understanding as a series of claims supported by sound reasoning, illustrative examples, pertinent evidence, or relevant authorities.

6. LAC Ethics. The student will demonstrate the ability to use an ethical framework to guide personal conduct and community service.

7. LAC Mathematics and Logic. The student will formulate, interpret, and solve problems using quantitative and logical reasoning skills.

8. LAC Global Studies. The student will demonstrate the ability to apply qualitative and quantitative approaches to engage in cross-cultural analysis and/or identify strategies for participation within a global environment.

9. MGE Technology. The student will demonstrate the ability to use technology for purposes of data acquisition, analysis, and presentation.

10. MGE Information Literacy. The student will demonstrate the ability to use appropriate information gathering strategies for purposes of data acquisition, analysis, and presentation.

11. MGE Oral Presentation. The student will demonstrate the ability to use public speaking techniques to communicate ideas and information to an audience.

A Cedar Crest College student must complete the following course work to earn a degree.

**Requirements for the Liberal Arts Program**

Arts: 2 courses, one of which must be a 3-credit course; 6 credits

Humanities: 2 courses; 6 credits

Natural Sciences: 2 courses, one of which must be a lab-based course; 7 credits

Social Sciences: 2 courses; 6 credits
Ethics: 1 course; 3 credits
Global Studies: 1 course; 3 credits
Mathematics & Logic: 2 courses, one of which must be a mathematics course; 6 credits
Writing: 2 courses: WRI 100 or HON 110, plus one WRI-2 course; 6 credits

40-43 credits total

Students are required to abide by the following rules to ensure that they receive a comprehensive liberal arts education.

- A student must choose courses from two different disciplines to satisfy credit requirements within the categories of Humanities and Social Sciences (e.g. two PSC courses cannot be used to fulfill the Social Sciences requirement).
- A student may not use courses from the same discipline to satisfy credit requirements across the categories of the Arts, Humanities, or Social Sciences (e.g. a student who takes a History course to satisfy a Humanities requirement may not take another History course to satisfy a Social Sciences requirement).
- A student may take a course from the same discipline to satisfy credit requirements across the Global Studies category and other categories.

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.
**Abandoning a Class**

A student who simply stops attending class without completing the paper work to drop or withdraw from the course will receive a grade of “F” for the course and will be financially responsible for all charges associated with the class.

**Academic Advising**

Students meet with their faculty advisors to discuss academic goals and interests as well as to make course selections each semester. Traditional students who have achieved fewer than 54.9 credits are required to meet with an advisor prior to registration.

**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 Student Success and Retention or Registrar. Courses from which a student withdraws impacts student financial aid; students who wish to withdraw from a course should consult with an advisor and a member of Student Financial Services. 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, Literature and Writing, Communication, Business and Forensic Speech will not be counted.

**Attendance Policy**

Regular attendance at classes is expected of all students, regardless of whether attendance is a factor in the student’s grade for a course. If attendance is used to compute the final grades for the course, that fact must be reflected in the course syllabus. For courses requiring a final exam, students are required to attend the exam, on the day and time scheduled by the Registrar’s Office.
When an academic or extracurricular activity is scheduled in conflict with a class, the class takes precedence; however, arrangements with the instructor may be made in advance to enable students to attend the conflicting activity. Student absences due to participation in institutionally approved events such as intercollegiate athletics, theatrical or musical performances, academic conference, or field trips must be verified by the event’s sponsor (e.g. coach or faculty member). Participation in such events does not constitute an automatic excused absence from classes. The instructor may require student attendance if, in the context of the course, this appears to be in the student’s best interest, based on the student’s academic standing and current performance in the course. In any case, the student is responsible to inform the instructor in writing of an anticipated absence at the start of the semester or the official start of each athletic/performance season. A general form for Student Participation in College Sponsored Events is available on the College website, and may be used in the planning of such absences. Students are responsible for making up any classwork missed for a verified absence.

Students who are aware of potential conflicts due to college-sanctioned activities should report and discuss these conflicts as soon as they are known. The College encourages students to participate in sanctioned activities and encourages faculty to make arrangements to facilitate these experiences where possible.

When there is a conflict between two scheduled events and the professors in charge cannot come to an agreement, the student shall be protected by the provost, who shall require the two professors to resolve the matter at a joint meeting with the provost.

A student who is absent from classes for reasons such as illness or a family emergency must contact the Office of the Vice President of Student Affairs and Traditional Enrollment, who will then verify the reason for the absence and notify the student’s instructor. Faculty members who receive such notification should understand that the notification signifies that the information given by the student is creditable; the notification does not, however, serve to exempt students from any of their course requirements. Faculty members should develop policies for excusing students who miss classes or coursework for reasons beyond their control and should inform students about these policies.

**Religious Observation**

Cedar Crest College supports students from a diversity of faith traditions. When a religious observation conflicts with a scheduled class, students should report and discuss the conflict with their faculty at the
beginning of the semester and work with the instructor to make the necessary arrangements to ensure the course requirements are met. This link provides a list of religious holidays permitting absence.  
http://www.state.nj.us/education/genfo/holidays1617.pdf

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. 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.

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.
- Satisfy the requirements of a major course of study.
- Successfully complete a minimum of 120 credits. Some majors may require additional credits.
- Students are required to complete 26 of their last 30 credits at Cedar Crest. LVAIC courses may be taken in the last 30 credits
- Successfully complete the First Year Experience (first-time, traditional students who enter in the fall semester)

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

Classroom Protocol

a. Learning Environment and Appropriate Classroom Behavior

Cedar Crest College maintains a classroom and learning environment dedicated to scholarly, artistic and professional inquiry. The College’s community of learning is founded upon the intellectual freedom of students and faculty in pursuit of knowledge and understanding. Such an environment depends upon the insights of the liberal arts disciplines, as well as a respect for the global diversity of viewpoints and cultural backgrounds.

The College expects students to conduct themselves in a manner that best realizes their own and other students’ education. Appropriate classroom behavior includes, but is not limited to, the expectations for students: to attend and be prepared for all classes, to arrive and leave on time, to treat the faculty members and other students with respect, to refrain from any activities within the classroom that do not directly pertain to the business of the class, to use language that is respectful and non-abusive, and to otherwise refrain from any behavior that disrupts or jeopardizes the learning environment as determined by a reasonable faculty member. Academic programs or individual faculty members may establish additional behavioral policies for their courses, including those which take classroom behavior into account for a student’s academic evaluation.

If a student would like to bring a guest to class, permission must be secured from the instructor prior to that class time.

b. Response to Disruptive Classroom Behavior

Faculty members are entitled to respond to disruptive student behavior. Responses can range from a verbal warning to requiring the student to leave class. Faculty may further choose to treat dismissal from class as an absence for the purposes of attendance policies. If a student refuses to leave when requested, the faculty member is to call campus security and have the student removed. Unless it should be necessary to protect oneself, the faculty member should not make any effort or threat to remove the student physically.
If the faculty member desires that the expulsion extend beyond the class period or that it be permanent, the faculty member must first notify the chair of his or her department, and then make such a request to the provost prior to the beginning of the next meeting of that class. If the provost concurs, the student is to be notified of procedures by which she may appeal. Under some circumstances, some disruptive classroom behavior may warrant dismissal from the College.

c. Notification of Classroom Protocol

Faculty members are expected to make clear expectations for specific classroom decorum and repercussions for non-compliance, including the impact disruptive behavior may have on students’ academic evaluation. Faculty members should be aware of setting boundaries and procedures for exceptions to policies stated in the syllabus.

The following statement (or similar language) should be conveyed to students at the start of each term: “Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students’ access to their Cedar Crest College education.”

Conditional Standing

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

- First-time, fulltime first-year matriculated traditional students who fail to achieve a grade-point average of 1.800 as first-semester freshmen will be placed on conditional standing for the subsequent term.

- All other full-time matriculated students who fail to achieve a cumulative grade-point average of 2.000 after their first semester will be placed on conditional standing.

- Part-time matriculated students will be reviewed for academic progress for every accumulation of 9 credits they complete. Part-time students who fail to achieve a cumulative grade-point average of 2.000 for every 9 credits will be placed on conditional standing for their subsequent 9 credits.

- Conditional standing requires that a student complete an Academic Recovery Plan with Academic Services, in conjunction with their advisor. The Academic Recovery Plan will specify the steps the
student needs to take to remain in good standing at the college: including but not limited to a required grade point average for the following semester, attendance requirements, and requirements to seek tutoring or other academic assistance. Failure to complete an Academic Recovery Plan may lead to the student being placed immediately on academic probation.

- Matriculated students who fail to achieve a 2.000 grade-point average for the semester following being placed on conditional standing may continue on conditional standing for one additional semester, at the discretion of the Director of Student Success and Retention, if they have met the other conditions indicated in their Academic Recovery Plan. Students who do not comply with their Academic Recovery Plan and fail to achieve a 2.000 grade-point average will be placed on academic probation. Students placed on academic probation will be required to meet with the Director of Student Success and Retention to complete an Academic Probation Contract, which will specify the steps the student needs to complete to remain enrolled at the College.

- After two consecutive semesters on conditional standing or one semester on academic probation, students who fail to achieve a cumulative grade-point average of 2.000 will be subject to a dismissal procedure.

- Matriculated students who fail to achieve a cumulative grade-point average of 1.000 in any single semester may be subject to a dismissal procedure.

The dismissal procedure includes the opportunity to petition the Academic Policies and Standards Committee for continuation. A student dismissed for unsatisfactory academic achievement may petition the Academic Policies and Standards Committee for re-admission; this petition must include an explanation of the factors that contributed to the student’s academic performance, official documentation verifying the impact of these factors, and a plan for returning to good academic standing, including any specific academic work or equivalent experience anticipated or completed 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.

**Cross-registration within LVAIC**

Full-time traditional students, other than first-year students in their first
semester, 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.

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

**Cross-Registration with OCICU**

Traditional students, who are in good academic standing may register for online courses offered through the Online Consortium of Independent Colleges and Universities (OCICU), during the summer sessions only, provided that a suitable course that meets the academic needs of a student is not available at Cedar Crest.

Students will pay the applicable Cedar Crest College tuition rate, but may be required to pay additional fees to the host institution. Details and forms for cross-registration are available on My Cedar Crest or in the Registrar’s Office.

All credits and grades earned via OCICU courses will be computed into the student’s cumulative average. Credits earned via OCICU courses will not be treated as transfer credits.

If students want to use an OCICU course to satisfy a degree, certificate, or general education requirement, they must receive approval in advance from their academic advisor and the appropriate Department Chair at Cedar Crest. Student teaching and field experiences may not be satisfied through the OCIUC cross-registration policy.

Individual departments reserve the right to determine how and whether students may use OCIUC courses to satisfy academic requirements for majors, minors, masters and certificate programs.

**Dean's List and Honors**

**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 graded 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 graded 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. Students who, upon completion of 86 or more total credits, 60 of which have to be graded credits of academic work at Cedar Crest, have a cumulative grade-point average of 3.800 will be recognized as members of Delphi.

**Honor Societies:** Cedar Crest sponsors chapters of the following national or international honor societies:

- Alpha Kappa Delta (international – sociology)
- Alpha Psi Omega (national – theatre)
- Beta Beta Beta (national – biology)
- Delta Delta Epsilon (international – forensic science)
- Delta Mu Delta (international – business)
- Gamma Sigma Epsilon (national – chemistry)
- Kappa Delta Pi (national – education)
- Kappa Mu Epsilon (national – mathematics)
- Lambda Pi Eta (national – communication)
- Nu Delta Alpha (national – dance)
- Phi Alpha (national – social work)
- Phi Alpha Theta (international – history)
- Pi Kappa Delta (national – forensic speech)
- Psi Chi (national – psychology)
- Sigma Tau Delta (national – English)
• Sigma Theta Tau (international – nursing)
• Theta Alpha Kappa (national – religion and theology)

**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 (excluding courses taken on a pass/fail basis) 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.

**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.

**Declaration of Major and Minors**

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.

**Students enrolling in the School of Adult and Graduate Education are permitted to declare their major upon matriculation into the College.**

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. Students 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.

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 Committee on Undergraduate Education (CUE). 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 CUE. 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 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 Committee on Undergraduate Education (CUE). 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 CUE. 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: A student declares a concentration or certificate by completing the appropriate form available from the Registrar’s Office.

Concentrations are focused areas of study within an academic major and are contingent upon completion of bachelor degree requirements. Academic departments establish the curriculum for a concentration within a major’s requirement.

Certificates are focused areas of study that provide postsecondary non-degree credentials. A certificate program must include a minimum of 12 credits. At least 12 credits of a certificate must be completed at Cedar Crest College, although departments may require a higher number of residency credits. No course with a grade of less than C- may be counted to satisfy a certificate requirement, and some departments require that a grade higher than C- be achieved per course for the certificate. A course taken Pass/Fail will not satisfy a certificate requirement unless it is a course offered on a Pass/Fail basis only. The minimum cumulative grade-point average for a certificate is 2.000.

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.

**Dropping/Adding a Course**

**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 eligibility for financial aid; students should visit the Student Financial Services office for information.

**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 = Withdrew 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:

3 credits of A: 3 x 4 = 12.0  
3 credits of B+: 3 x 3.3 = 9.9  
3 credits of B: 3 x 3 = 9.0  
3 credits of C: 3 x 2 = 6.0  
3 credits of D+: 3 x 1.3 = 3.9  
Total credits: 15  
Total quality points: 40.8  
40.8 / 15 = 2.72 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.

Grade of Incomplete  
A temporary grade of Incomplete (I) may be requested by a student who, for reasons beyond the student’s control, is not able to complete the course requirements by the deadline for submitting grades. The faculty member will determine if the student is eligible to be granted an incomplete based on attendance, performance, and progress in the course. At any point prior to the date grades are due, the student and instructor should work out the terms of the incomplete and then the instructor may assign a grade of “I” via the grade entry portlet on MyCedarCrest. The student must complete the work within 6 weeks from the date grades were due or a grade of F will automatically be recorded. In extraordinary circumstances, the Provost has the authority to extend the incomplete period.
In cases involving unusual circumstances, such as sickness or injury, a member of Academic Services may request an Incomplete on the student’s behalf. Once the work is complete, the instructor will submit the final grade to the Registrar’s Office via the online procedure no later than 6 weeks after the date grades were due. This grade will be based on the work the student completed during the regular semester and any work submitted between the end of the semester and the six week deadline. Book IV, Section C.8.g details the change of grade procedure.
If the faculty member does not approve the request for an incomplete, the student may follow the grade appeal process given in Book IV, Section C.16.

**Pass/Fail option:** A student may not use a course taken on a pass/fail basis to satisfy 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: Students who wish to change their 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.

**Graduation**

**Declaration of Intent to Graduate:** All students are required to apply for graduation in order to complete a degree or certificate program. Students must complete the online application (located on MyCedarCrest) declaring their intent to graduate before the deadlines indicated below:

**January Graduation:** Apply by August 1 of the previous calendar year
**May Graduation:** Apply by December 1 of the previous calendar year

**August Graduation:** Apply by April 1 of the same calendar year

**After submission of the application to graduate,** 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.

**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.

**Honor Code Principles**

- The following principles stand at the center of the honor philosophy:
- We believe in self-governance.
- We respect the individual ownership of ideas, work and property.
- We recognize and appreciate others’ differences.
- We have responsibility as individuals within a community to uphold community standards.
- We will create a just and caring environment by striving to behave with equity and consideration of others.

**Honor Code Pledge**

“We who accept the honor of membership in the Cedar Crest College community recognize our obligation to act, and encourage others to act, with honor. The honor code exists to promote an atmosphere in which the individual makes her own decisions, develops a regard for the system under which she lives, and achieves a sense of integrity and judgment in all aspects of her life. It is with faith in such a system that I have accepted membership into this community. Representative of such, I hereby pledge to uphold the spirit and the letter of the honor code.”

**Academic Standards of Integrity**
In keeping with 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.

**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 standards of integrity may be deemed academic misconduct by an instructor or by the college.

Response to Academic Misconduct

Students who breach the academic standard of integrity—as set forth in the types of academic misconduct specified in the Faculty Handbook, Book 4.B.2.a. — 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, a 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 in the Faculty Handbook, Book 4.C.16. 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 on the number and nature of academic misconduct cases that occurred during the year.

**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 LVAIC 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. **These approvals must be obtained and the paperwork submitted to the Registrar's office prior to the end of the drop/add period.** 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 Committee on Undergraduate Education (CUE) for exceptions to this policy.
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 students find it necessary to interrupt their studies at Cedar Crest. If matriculated students request and are granted an official leave of absence of up to three calendar years, they are not required to re-apply for matriculation when they re-enroll at Cedar Crest.

Off-Campus Study

Internships: The Career Planning Office offers many internship opportunities for sophomores, juniors, and seniors. The main outcome of the internship program is to have students integrate real-world experiences with their academic work. Students may even be able to earn college credit. Internship experiences increase students’ personal and career growth through interpersonal and intellectual challenges, acquisition of practical skills, and exposure to related career fields. Under the supervision of a faculty member, the organization’s representative, and the Career Planning Office, students gain related experiences which will help them to be more competitive when conducting their job search or when applying for graduate school. 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.

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: The Office of Global Initiatives & International Programs encourages students to take advantage of the many exciting opportunities available for study abroad. Students interested in study abroad should plan to attend a study abroad information session or contact Mary Anne Kucserik at mkucser@cedarcrest.edu to set up an appointment to discuss their options. Students will need to work closely with the Office of Global Initiatives & International Programs to choose programs, get the necessary approval and make provisions for credit transfer. In the past few years, Cedar Crest students have enrolled in programs in Australia, England, France, Italy, Ireland, Japan, Mexico, Poland, South Korea and Spain. Full-time Cedar Crest College students may apply for study abroad scholarships, ranging from $250 to $2,500. The Office of Global Initiatives & International
Programs also assists students with applications to national scholarship competitions like Fulbright, Boren and Gilman for study and/or research abroad.

**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 Global Initiatives & Global Programs, located in Curtis Hall.

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 for requesting an official transcript to be sent to the Cedar Crest Registrar’s Office upon completion of the program.

**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.

**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.

**Ferrara Johnson Leadership Prize:** Given to the graduating senior who has actively participated in leadership activities on and/or off campus, executed her duties as an active participant in a club or organization and in community service with excellence, and has been dedicated to improving the skills of herself and the membership through attendance at leadership and/or professional workshops.

**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.
**Cynthia Fischer Wahl Award:** Given by family, friends, and classmates in memory of Cynthia Fischer Wahl ’57 to a senior who is an honor student and who has shown leadership in school and student activities.

**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.

**Art**

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

Ruth Rebecca Ayres Junior Award: Given in memory of Ruth Rebecca Ayers '39, to the rising senior who, in her three years at Cedar Crest, has made the most significant contributions to the arts.

**Athletics**

Nellie Manges Scholar Athlete Award: This award, named for Dean of Student Emertis Nellie M. Manges, is presented to the student-athlete who graduates with the highest grade-point average and has competed in at least three seasons of competition with one year being her senior year.

**Biology**

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.

Elizabeth Clewell Epp Prize: Given by Ronald Epp in memory of Elizabeth Hausman Clewell Epp ’64, an accomplished clinical microbiologist, scientific researcher and university health sciences educator. This prize supports an off campus junior or senior who best exemplifies Elizabeth’s spirit of scientific inquisitiveness, leadership and wide-ranging competencies in the biological sciences and their respective histories.

Kent Fitzgerald Prize in Neuroscience: Given in honor of Kent Fitzgerald, the second director of Cedar Crest College’s Neuroscience program in the Department of Biological Sciences. This award is given to the senior majoring in Neuroscience whose academic excellence and commitment to campus life, including community service, best reflect Dr. Fitzgerald’s ideals.
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.

Hausman Family Stewardship Prize: Given by Ronald Epp in memory of the Cedar Crest College alumnae who originally resided in the residence now occupied by the College’s president: Mary Frances Hausman Berkemeyer ’30, Dorothy Hausman Clewell ’33, Elizabeth Hausman Watson ’38 and Elizabeth Hausman Epp ’64. This award is given to the senior whose academic achievement, community engagement and conservation advocacy focused student attention on goals historically envisioned by President William F. Curtis and (according to Educating the Next Generation of Leaders) is no less relevant today. That is, “to sustain the natural beauty of the campus and make modest improvements that will enhance physical space for the campus community.

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.

**Business Administration**

Association of Certified Fraud Examiners: Given by Lehigh Valley Chapter of the Association of Certified Fraud Examiners, to the senior who has shown outstanding achievement in accounting and auditing with a focus on forensic accounting and fraud examination.

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.

**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.

Howard Klopp Award: “Shining Apple Award” To be presented each year during American Education Week to an outstanding teacher in Lehigh or Northampton County.

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.

The Forensic Science Graduate Student Award: is awarded to the second year student in the Master of Science in Forensic Science Program who has the highest GPA, completed all course work, and successfully defended his/her master’s thesis.

**Department of History, Literature, and Languages**

Holstrom History Merit Prize: 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.

Margaret M. Bryant Prize: Given by the Department of History, Literature, and Languages 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 Department of History, Literature, and Languages 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

The Gloria Arnold Memorial Prize for Nursing: Given by the family of Gloria Arnold, a long-time resident of Lehigh County, Pennsylvania, to honor young women who wish to pursue a career in the nursing field, The Gloria Arnold Memorial Prize for Nursing shall be awarded to a traditional student entering her third year of college study who has demonstrated commitment and promise to enter the nursing field upon graduation. The recipient shall be selected based on a combination of academic merit and financial need with the intent that this prize offers encouragement and financial assistance during a key year of her experience.

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.

Lillian Brunner Master of Science in Nursing Award: is presented to the graduating student in the Master of Science in Nursing program who has exemplified the highest standards of graduate level scholarship through exceptional writing, scholarly discourse and the translation of current best evidence into nursing practice.

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

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 Performing Arts 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 Performing Arts 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 ‘81, who died at the age of 33 of breast cancer, to a senior 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 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.
Wilbur Hollman Award: Given in memory of Wilbur Hollman, professor of Music 1943 - 1983, to the Senior Cedar Crest Applied Music student in piano or voice who has demonstrated outstanding performing abilities.

**Psychology**

Ellis Honig Memorial Award: Established in honor of the late Dr. Ellis Honig who taught in Cedar Crest College’s Department of Psychology for nearly 30 years. This award is given to a graduating senior in recognition of outstanding service contributions to the department and community, such as: organizing psychology club activities, participating in interdisciplinary campus events or programs, serving in a leadership capacity in on- or off-campus practicum experiences, providing service to a community organization, mentoring others, and/or actively serving as a role model for positive social change.

Senior Academic Excellence Award: This award is given to the graduating psychology major student who has completed at least 60 academic credits at Cedar Crest College, and has an outstanding cumulative grade point average and impressive academic record. Selection for this award is made by the Psychology Department on the basis of GPA and academic related achievements, such as internships, research projects, or other outstanding professional contributions.

**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**

Catherine M. Cameron Anthropology Prize: Presented in the memory of Dr. Cate Cameron, Professor Emeritus of Anthropology at Cedar Crest, this prize is awarded to the graduating senior who in her academic career has best exemplified a commitment to cultural competence through participation in academic and co-curricular endeavors that promote the development of an international community worldview.
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.

**Proficiency Examinations**

**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:** The College-Level Examination Program (CLEP) awards college credit to students demonstrating achievement in a subject by means of a computer-based exam. Students who have not previously transferred in four credits during the final 30 credits may transfer up to four CLEP credits within the final 30 credits.

Cedar Crest awards credit for specific examinations, department-approved, that are applicable to the liberal arts curriculum when students receive the minimum required score. Students should refer to the minimum score requirements located on the Academic Services section of MyCedarCrest.

The following subject examinations have been approved by departments for transfer credit:

- American History I
- American History II
- American Literature
- Analysis and Interpretation of Literature
- Business Law
- Calculus with Elementary Functions
- English Literature
- Freshman College Composition (essay required)
- General Biology
• General Chemistry
• Introduction to Educational Psychology
• Introduction to Psychology
• Introduction to Sociology
• Principles of Accounting
• Principles of Macroeconomics
• Principles of Microeconomics
• Spanish*+ (Level 1) French+ (Level 1) German+ (Level 1)
• Western Civilization I
• Western Civilization II

* Student may petition the Director of International Languages for credit for SPA 201/202 in place of 101/102+CLEP exams in languages do not fulfill the global studies liberal arts curriculum requirement.

**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 Adult and Graduate Admissions Office 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.

**Transfer Policy**

**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 26 of the last 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.
Traditional 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. Once the maximum number of transfer credits has been reached, they may not transfer any additional credits once they have begun their final 30 credits at Cedar Crest. CLEP credits are considered transfer credits.

Students holding a degree from regionally accredited two-year or four-year institutions will be credited with having satisfied the equivalent of the College’s general education requirements; this policy applies to students holding associate of arts, associate of science, bachelor’s, master’s, and doctoral degrees. Students who hold a degree from a four-year non-domestic institution evaluated by a transfer evaluation service recognized by the College (such as World Education Services, Education Credentials Evaluators, or Academic Credentials Evaluation Institute) will be credited with having satisfied the equivalent of the College’s general education requirements; these policies apply to students holding bachelor’s, master’s, or doctoral degrees, or the non-domestic equivalents of such degrees. The Registrar is responsible for verifying student fulfillment of this requirement through a review of each applicant’s official transcript.

**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. In order to verify transfer course equivalency, the student should complete the Permission for Transfer of Credit form that is available both in the Registrar’s Office and online. The Permission for Transfer of Credit form will require signatures of a faculty advisor, Department Chair, and the Registrar. The form should be completed prior to 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 Global Initiatives & Global 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 26 of her last 30 credits at Cedar Crest.

**Voluntary Separation From The College**

Official Leave of Absence: Degree-seeking (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 SAGE 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. Students who have been dismissed for poor academic performance must complete 12 graded Cedar Crest credits with a "C" or better to be eligible for readmission.

**Withdrawal from a Course**

**Course Withdrawal:** The deadline for course withdrawal occurs at 11:59 PM of the established date for a course as indicated below. In courses with significant group participation and when success is dependent on the participation of each student, instructors may set withdrawal dates earlier than the established date for a course. Any exceptions to established course withdrawal deadlines will be explicitly indicated in a course's syllabus. When
a student withdraws from a course after the drop/ad 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 Student Financial Services Office for information. Dates for the withdrawal deadlines will be posted in the college calendar. 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".

Course Withdrawal Deadlines by course schedule format*

- 14 Week - Friday of twelfth week
- 10 Week - Friday of eighth week
- 7 Week - Friday of sixth week
- 6 Week - Friday of fifth week
- 5 Week - Friday of fourth week
- 4 Week - Friday of third week
- Two Weekend - Saturday of second weekend

*In the case of exceptions to the established withdrawal deadlines, and for course schedule formats not listed above, the dates will be established by the Department Chair, in consultation with the course instructor and Registrar.

Withdrawal after the deadline

After the withdrawal deadline, students who experience extenuating non-academic circumstances beyond their control may petition for a late withdrawal by submitting a Late Withdrawal Appeal form to the Director of Student Success and Retention. Submission of the appeal form does not guarantee approval. If the appeal is granted, a "W" will appear on the student's transcript for the requested class(es) and will not affect the student's cumulative grade point average. Late 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 Student Financial Services office for information. It is also the student's responsibility to communicate with their academic advisor to determine any potential effects the withdrawal may have on their academic progress.
Adult
Undergraduate Policies
Adult Undergraduate Policies

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.

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, except for those who are admitted with either an associate’s degree from a regionally-accredited two-year college (excluding applied associates degrees like an A.A.S.) or 90 earned credits from a regionally-accredited four-year college. 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. LAC Humanities. The student will use qualitative reasoning to analyze and interpret the aesthetic qualities, social significance, and meaning of historical and/or literary texts and/or other cultural artifacts, including film.
2. LAC Arts. The student will use qualitative reasoning to analyze and interpret the aesthetic qualities, social significance, and meaning of works of art, including the visual arts, performing arts, and/or creative writing.

3. LAC Social Sciences. The student will demonstrate the ability to apply qualitative and quantitative approaches to understand social systems, human culture, and/or human behavior.

4. LAC Natural Sciences. The student will demonstrate the ability to apply scientific reasoning to investigate the natural and physical world.

5. LAC Writing. The student will produce writing that expresses understanding as a series of claims supported by sound reasoning, illustrative examples, pertinent evidence, or relevant authorities.

6. LAC Ethics. The student will demonstrate the ability to use an ethical framework to guide personal conduct and community service.

7. LAC Mathematics and Logic. The student will formulate, interpret, and solve problems using quantitative and logical reasoning skills.

8. LAC Global Studies. The student will demonstrate the ability to apply qualitative and quantitative approaches to engage in cross-cultural analysis and/or identify strategies for participation within a global environment.

9. MGE Technology. The student will demonstrate the ability to use technology for purposes of data acquisition, analysis, and presentation.

10. MGE Information Literacy. The student will demonstrate the ability to use appropriate information gathering strategies for purposes of data acquisition, analysis, and presentation.

11. MGE Oral Presentation. The student will demonstrate the ability to use public speaking techniques to communicate ideas and information to an audience.

A Cedar Crest College student must complete the following course work to earn a degree.

**Requirements for the Liberal Arts Program**

Arts: 2 courses, one of which must be a 3-credit course; 6 credits

Humanities: 2 courses; 6 credits

Natural Sciences: 2 courses, one of which must be a lab-based course; 7 credits

Social Sciences: 2 courses; 6 credits
Ethics: 1 course: 3 credits

Global Studies: 1 course; 3 credits

Mathematics & Logic: 2 courses, one of which must be a mathematics course; 6 credits

Writing: 2 courses: WRI 100 or HON 110, plus one WRI-2 course; 6 credits

**40-43 credits total**

### 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.

**Abandoning a Class**

A student who simply stops attending class without completing the paper work to drop or withdraw from the course will receive a grade of “F” for the course and will be financially responsible for all charges associated with the class.

**Academic Advising**

A newly accepted student is assigned to a professional academic advisor for the first two registration cycles of the student’s academic career at Cedar Crest College. The professional academic advisor will assist a student with registering for the first semester and outlining academic and career goals.

After the drop/add period of a student’s second semester, he or she will be re-assigned to a faculty advisor in the student’s major area of study.

**Academic Credit Totals**

For determining full-time or part-time status and assessing fees, 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 Student Success and Retention or Registrar. 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, and independent research credits.

**Attendance Policy**

Regular attendance at classes is expected of all students, regardless of
whether attendance is a factor in the student’s grade for a course. If attendance is used to compute the final grades for the course, that fact must be reflected in the course syllabus. When an academic or extracurricular activity is scheduled in conflict with a class, the class takes precedence; however, arrangements with the instructor may be made in advance to enable students to attend the conflicting activity.

Students who are aware of potential conflicts due to college-sanctioned activities should report and discuss these conflicts as soon as they are known. The College encourages students to participate in sanctioned activities and encourages faculty to make arrangements to facilitate these experiences when possible. When there is a conflict between two scheduled events and the professors in charge cannot come to an agreement, the Provost may require the two professors to resolve the matter at a joint meeting with the Provost.

A student who is absent from classes for reasons such as illness or a family emergency must contact Student Affairs, who will then verify the reason for the absence and notify the student’s instructor. Faculty members who receive such notification should understand that the notification signifies that the information given by the student is credible; the notification does not, however, serve to exempt students from any of their course requirements. Faculty members should develop policies for excusing students who miss classes or coursework for reasons beyond their control and should inform students about these policies.

**Religious Observation**

Cedar Crest College supports students from a diversity of faith traditions. When a religious observation conflicts with a scheduled class, students should report and discuss the conflict with their faculty at the beginning of the semester and work with the instructor to make the necessary arrangements to ensure the course requirements are met. This link provides a list of religious holidays permitting absence.  
[http://www.state.nj.us/education/genfo/holidays1617.pdf](http://www.state.nj.us/education/genfo/holidays1617.pdf)

**Auditing**

A student may, with the permission of the instructor, audit a course on a space-available basis for a tuition charge. In such courses as studio arts, laboratory 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.

**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 liberal arts curriculum).
- 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 26 of their last 30 credits at Cedar Crest. LVAIC courses may be taken in the last 30 credits

**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

**Classroom Protocol**

- **Learning Environment and Appropriate Classroom Behavior**

Cedar Crest College maintains a classroom and learning environment dedicated to scholarly, artistic and professional inquiry. The College’s community of learning is founded upon the intellectual freedom of students
and faculty in pursuit of knowledge and understanding. Such an environment depends upon the insights of the liberal arts disciplines, as well as a respect for the global diversity of viewpoints and cultural backgrounds.

The College expects students to conduct themselves in a manner that best realizes their own and other students’ education. Appropriate classroom behavior includes, but is not limited to, the expectations for students: to attend and be prepared for all classes, to arrive and leave on time, to treat the faculty members and other students with respect, to refrain from any activities within the classroom that do not directly pertain to the business of the class, to use language that is respectful and non-abusive, and to otherwise refrain from any behavior that disrupts or jeopardizes the learning environment as determined by a reasonable faculty member. Academic programs or individual faculty members may establish additional behavioral policies for their courses, including those which take classroom behavior into account for a student’s academic evaluation.

If a student would like to bring a guest to class, permission must be secured from the instructor prior to that class time.

b. Response to Disruptive Classroom Behavior

Faculty members are entitled to respond to disruptive student behavior. Responses can range from a verbal warning to requiring the student to leave class. Faculty may further choose to treat dismissal from class as an absence for the purposes of attendance policies. If a student refuses to leave when requested, the faculty member is to call campus security and have the student removed. Unless it should be necessary to protect oneself, the faculty member should not make any effort or threat to remove the student physically.

If the faculty member desires that the expulsion extend beyond the class period or that it be permanent, the faculty member must first notify the chair of his or her department, and then make such a request to the provost prior to the beginning of the next meeting of that class. If the provost concurs, the student is to be notified of procedures by which she may appeal. Under some circumstances, some disruptive classroom behavior may warrant dismissal from the College.

c. Notification of Classroom Protocol

Faculty members are expected to make clear expectations for specific classroom decorum and repercussions for non-compliance, including the impact disruptive behavior may have on students’ academic evaluation.
Faculty members should be aware of setting boundaries and procedures for exceptions to policies stated in the syllabus.

The following statement (or similar language) should be conveyed to students at the start of each term: “Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students’ access to their Cedar Crest College education.”

Conditional Standing

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

- First-time, fulltime first-year matriculated traditional students who fail to achieve a grade-point average of 1.800 as first-semester freshmen will be placed on conditional standing for the subsequent term.
- All other full-time matriculated students who fail to achieve a cumulative grade-point average of 2.000 after their first semester will be placed on conditional standing.
- Part-time matriculated students will be reviewed for academic progress for every accumulation of 9 credits they complete. Part-time students who fail to achieve a cumulative grade-point average of 2.000 for every 9 credits will be placed on conditional standing for their subsequent 9 credits.
- Conditional standing requires that a student complete an Academic Recovery Plan with Academic Services, in conjunction with their advisor. The Academic Recovery Plan will specify the steps the student needs to take to remain in good standing at the college: including but not limited to a required grade point average for the following semester, attendance requirements, and requirements to seek tutoring or other academic assistance. Failure to complete an Academic Recovery Plan may lead to the student being placed immediately on academic probation.
- Matriculated students who fail to achieve a 2.000 grade-point average for the semester following being placed on conditional standing may continue on conditional standing for one additional semester, at the discretion of the Director of Student Success and Retention, if they
have met the other conditions indicated in their Academic Recovery Plan. Students who do not comply with their Academic Recovery Plan and fail to achieve a 2.000 grade-point average will be placed on academic probation. Students placed on academic probation will be required to meet with the Director of Student Success and Retention to complete an Academic Probation Contract, which will specify the steps the student needs to complete to remain enrolled at the College.

- After two consecutive semesters on conditional standing or one semester on academic probation, students who fail to achieve a cumulative grade-point average of 2.000 will be subject to a dismissal procedure.
- Matriculated students who fail to achieve a cumulative grade-point average of 1.000 in any single semester may be subject to a dismissal procedure.

The dismissal procedure includes the opportunity to petition the Academic Policies and Standards Committee for continuation. A student dismissed for unsatisfactory academic achievement may petition the Academic Policies and Standards Committee for re-admission; this petition must include an explanation of the factors that contributed to the student’s academic performance, official documentation verifying the impact of these factors, and a plan for returning to good academic standing, including any specific academic work or equivalent experience anticipated or completed 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.

**Cross-registration within LVAIC**

Matriculated, degree seeking SAGE students with at least sophomore standing 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 being offered at Cedar Crest College. (Other LVAIC participating institutions are DeSales University, Lafayette College, Lehigh University, Moravian College and Muhlenberg College.) SAGE students will pay tuition and 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.

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

SAGE students, who are in good academic standing may register for online courses offered through the Online Consortium of Independent Colleges and Universities (OCICU) provided that a suitable course that meets the academic needs of a student is not available at Cedar Crest.

Students will pay the applicable Cedar Crest College tuition rate, but may be required to pay additional fees to the host institution. Details and forms for cross-registration are available on SAGE portlet on My Cedar Crest or in the Registrar’s Office.

All credits and grades earned via OCICU courses will be computed into the student’s cumulative average. Credits earned via OCICU courses will not be treated as transfer credits.

If students want to use an OCICU course to satisfy a degree, certificate, or general education requirement, they must receive approval in advance from their academic advisor and the appropriate Department Chair at Cedar Crest. Student teaching and field experiences may not be satisfied through the OCIUC cross-registration policy.

Individual departments reserve the right to determine how and whether students may use OCIUC courses to satisfy academic requirements for majors, minors, masters and certificate programs.

Dean's List and Honors

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 graded 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 graded 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. Students, who at the end of their junior year or at the end of either term of their senior year, have a cumulative grade-point average of 3.800 will be recognized as members of Delphi in the following semester. To be eligible, transfer students must have earned at least 60 graded credits (excluding courses taken on a pass/fail basis) 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 – adult learners)
- Beta Beta Beta (national – biology)
- Delta Delta Epsilon (international – forensic science)
- Delta Mu Delta (international – business)
- Gamma Sigma Epsilon (national – chemistry)
- Kappa Delta Pi (national – education)
- Kappa Mu Epsilon (national – mathematics)
- Lambda Pi Eta (national – communication)
- Nu Delta Alpha (national – dance)
- Phi Alpha (national – social work)
- Phi Alpha Theta (international – history)
- Phi Kappa Delta (national – forensic speech)
- Psi Chi (national – psychology)
- Sigma Tau Delta (national – English)
- Sigma Theta Tau (international – nursing)
- Theta Alpha Kappa (national – religion and theology)

**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 (excluding courses taken on a pass/fail basis) 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 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.

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.

Declaration of Major and Minors

Students enrolling in the School of Adult and Graduate Education declare their major during the application process. Students applying to the Education, Nutrition, or Nursing programs are declared as “Intended” in the respective program until department specified entrance requirements are met.

PAPA (Reading, Writing, and Math) exams must be passed prior to the admission to the Teacher Education Program. Students are required to present evidence of passing exam scores to the Education Department to initiate the Declaration of Major process. Graduate and Post Baccalaureate students are not required to take the PAPA exams.

Intended Nursing majors complete their Declaration of Major forms during
the Nursing Orientation Session (April for summer and fall Nursing starts, and October for winter Nursing starts). Once all grades are submitted for the semester prior to the program start date the Nursing Department submits the forms to the Registrar’s Office for processing.

**Major requirements:** Students 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. If the requirements for the major change after a student has declared the major, the student may choose to graduate according to curricular changes enacted by the Faculty and stipulated in subsequent catalogs.

**Change of major:** Any change in major, including change of B.S. or B.A. program within the same department, shall be processed via a Declaration of Major form (found on My Cedar Crest) and through the Registrar’s Office. Any such change requires departmental approval. Students declaring a major must have a cumulative GPA of at least 2.00; 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 Committee on Undergraduate Education (CUE). 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 CUE. 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 which is optional. 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 at least one-half taken at Cedar 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 Committee on Undergraduate Education (CUE). 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 CUE. 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 certificate:** Certificates are focused areas of study that provide non-degree credentials. At least 12 credits of any certificate must be completed at Cedar Crest College, although departments may require a higher number of residency credits. No course with a grade of less than C- may be counted to satisfy a certificate requirement, and some departments require that a grade higher than C- be achieved per course for the certificate. A course taken Pass/Fail will not satisfy a certificate requirement unless it is a course offered on a Pass/Fail basis only. The minimum cumulative grade-point average for a certificate is 2.00.

**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 2.00. 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.

**Dropping/Adding a Course**

**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 eligibility for financial aid; students should visit the Student Financial
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 = Withdrew 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:

3 credits of A: $3 \times 4 = 12.0$
3 credits of B+: $3 \times 3.3 = 9.9$
3 credits of B: $3 \times 3 = 9.0$
3 credits of C: $3 \times 2 = 6.0$
3 credits of D+: $3 \times 1.3 = 3.9$
Total credits: 15
Total quality points: 40.8
$40.8 / 15 = 2.72 \text{ GPA } = 2.720$

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 the 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) may be requested by a student who, for reasons beyond the student’s control, is not able to complete the course requirements by the deadline for submitting grades. The faculty member will determine if the student is eligible to be granted an incomplete based on attendance, performance, and progress in the course. At any point prior to the date grades are due, the student and instructor should work out the terms of the incomplete and then the instructor may assign a grade of “I” via the grade entry portlet on MyCedarCrest. The student must complete the work within 6 weeks from the date grades were due or a grade of F will automatically be recorded. In extraordinary circumstances, the Provost has the authority to extend the incomplete period.

In cases involving unusual circumstances, such as sickness or injury, a member of Academic Services may request an Incomplete on the student’s behalf. Once the work is complete, the instructor will submit the final grade to the Registrar’s Office via the online procedure no later than 6 weeks after the date grades were due. This grade will be based on the work the student completed during the regular semester and any work submitted between the end of the semester and the six week deadline. Book IV, Section C.8.g details the change of grade procedure.

If the faculty member does not approve the request for an incomplete, the student may follow the grade appeal process given in Book IV, Section C.16.

**Pass/Fail option:** A student may not use a course taken on a pass/fail
basis to satisfy major, minor, or Liberal Arts Curriculum 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 semester.

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: Students who wish to change their 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.

**Graduation**

Declaration of Intent to Graduate: All students are required to apply for graduation in order to complete a degree or certificate program. Students must complete the online application (located on MyCedarCrest) declaring their intent to graduate before the deadlines indicated below:

**January Graduation:** Apply by August 1 of the previous calendar year

**May Graduation:** Apply by December 1 of the previous calendar year

**August Graduation:** Apply by April 1 of the same calendar year

After submission of the application to graduate, a degree audit for the applicant will be generated by the Registrar’s Office with a copy sent to the student and the faculty advisor. The degree audit will list total academic credit and Liberal Arts Curriculum requirements for graduation and those which have been fulfilled.
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.

Honor Code Principles

- The following principles stand at the center of the honor philosophy:
- We believe in self-governance.
- We respect the individual ownership of ideas, work and property.
- We recognize and appreciate others’ differences.
- We have responsibility as individuals within a community to uphold community standards.
- We will create a just and caring environment by striving to behave with equity and consideration of others.

Honor Code Pledge

“We who accept the honor of membership in the Cedar Crest College community recognize our obligation to act, and encourage others to act, with honor. The honor code exists to promote an atmosphere in which the individual makes her own decisions, develops a regard for the system under which she lives, and achieves a sense of integrity and judgment in all aspects of her life. It is with faith in such a system that I have accepted membership into this community. Representative of such, I hereby pledge to uphold the spirit and the letter of the honor code.”

Academic Standards of Integrity

In keeping with 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.

**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 standards of integrity may be deemed academic misconduct by an instructor or by the college.

Response to Academic Misconduct

Students who breach the academic standard of integrity—as set forth in the types of academic misconduct specified in the Faculty Handbook, Book 4.B.2.a. — are subject to sanctions imposed by an instructor, a department chair, the Dean of the School of Adult and Graduate Education, the provost or the board of trustees. Such sanctions can range from, but are not limited to, the expectation to redo an assignment, a 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 in the Faculty Handbook, Book 4.C.16. 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 on the number and nature of academic misconduct cases that occurred during the year.

**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 of 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 LVAIC 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. **These approvals must be obtained and the paperwork submitted to the Registrar’s office prior to the end of the drop/add period.** Independent studies are charged at the current day 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.

**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 matriculated upon entry.

The date of the first day of the first semester a student attends class is the date of matriculation. This date of matriculation is important if students find
it necessary to interrupt their studies at Cedar Crest. If matriculated students request and are granted an official leave of absence of up to three calendar years, they are not required to re-apply for matriculation when they re-enroll at Cedar Crest.

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.

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

**Off-Campus Study**

**Internships:** The Career Planning Office offers many internship opportunities for sophomores, juniors, and seniors. The main outcome of the internship program is to have students integrate real-world experiences with their academic work. Students may even be able to earn college credit. Internship experiences increase students’ personal and career growth through interpersonal and intellectual challenges, acquisition of practical skills, and exposure to related career fields. Under the supervision of a faculty member, the organization’s representative, and the Career Planning Office, students gain related experiences which will help them to be more competitive when conducting their job search or when applying for graduate school. 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 degree-seeking Cedar Crest students who have reached sophomore standing and are in good academic standing. Students matching this criteria may register at other LVAIC institutions for courses not available to them on their home campus. 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.

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: The Office of Global Initiatives & International Programs encourages students to take advantage of the many exciting opportunities available for study abroad. Students interested in study abroad should plan to attend a study abroad information session or contact Mary Anne Kucserik at mkucser@cedarcrest.edu to set up an appointment to discuss their options. Students will need to work closely with the Office of Global Initiatives & International Programs to choose programs, get the necessary approval and make provisions for credit transfer. In the past few years, Cedar Crest students have enrolled in programs in Australia, England, France, Italy, Ireland, Japan, Mexico, Poland, South Korea and Spain. Full-time Cedar Crest College students may apply for study abroad scholarships, ranging from $250 to $2,500. The Office of Global Initiatives & International Programs also assists students with applications to national scholarship competitions like Fulbright, Boren and Gilman for study and/or research abroad.

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 Global Initiatives & Global Programs, located in Curtis Hall.

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 for requesting an official transcript to be sent to the Cedar Crest Registrar’s Office upon completion of the program.

**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.

**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.

**Ferrara Johnson Leadership Prize:** Given to the graduating senior who has actively participated in leadership activities on and/or off campus, executed her duties as an active participant in a club or organization and in community service with excellence, and has been dedicated to improving the skills of herself and the membership through attendance at leadership and/or professional workshops.

**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.

**Art**

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

Ruth Rebecca Ayres Junior Award: Given in memory of Ruth Rebecca Ayers ’39, to the rising senior who, in her three years at Cedar Crest, has made the most significant contributions to the arts.

**Athletics**

Nellie Manges Scholar Athlete Award: This award, named for Dean of Student Emertis Nellie M. Manges, is presented to the student-athlete who graduates with the highest grade-point average and has competed in at least three seasons of competition with one year being her senior year.
**Biology**

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.

Elizabeth Clewell Epp Prize: Given by Ronald Epp in memory of Elizabeth Hausman Clewell Epp '64, an accomplished clinical microbiologist, scientific researcher and university health sciences educator. This prize supports an off campus junior or senior who best exemplifies Elizabeth's spirit of scientific inquisitiveness, leadership and wide-ranging competencies in the biological sciences and their respective histories.

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.

Hausman Family Stewardship Prize: Given by Ronald Epp in memory of the Cedar Crest College alumnae who originally resided in the residence now occupied by the College's president: Mary Frances Hausman Berkemeyer '30, Dorothy Hausman Clewell '33, Elizabeth Hausman Watson '38 and Elizabeth Hausman Epp '64. This award is given to the senior whose academic achievement, community engagement and conservation advocacy focused student attention on goals historically envisioned by President William F. Curtis and (according to *Educating the Next Generation of Leaders*) is no less relevant today. That is, "to sustain the natural beauty of the campus and make modest improvements that will enhance physical space for the campus community."

Kent Fitzgerald Prize in Neuroscience: Given in honor of Kent Fitzgerald, the second director of Cedar Crest College's Neuroscience program in the Department of Biological Sciences. This award is given to the senior majoring in Neuroscience whose academic excellence and commitment to campus life, including community service, best reflect Dr. Fitzgerald's ideals.

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.

**Business Administration**

**Association of Certified Fraud Examiners:** Given by Lehigh Valley Chapter of the Association of Certified Fraud Examiners, to the senior who has shown outstanding achievement in accounting and auditing with a focus on forensic accounting and fraud examination.

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.

**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.

Howard Klopp Award: “Shining Apple Award” To be presented each year during American Education Week to an outstanding teacher in Lehigh or Northampton County.

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.

The Forensic Science Graduate Student Award: is awarded to the second year student in the Master of Science in Forensic Science Program who has the highest GPA, completed all course work, and successfully defended his/her master’s thesis.

**History, Literature, and Languages**

Holstrom History Merit Prize: 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.
Margaret M. Bryant Prize: Given by the Department of History, Literature, and Languages 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 Department of History, Literature, and Languages 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**

The Gloria Arnold Memorial Prize for Nursing: Given by the family of Gloria Arnold, a long-time resident of Lehigh County, Pennsylvania, to honor young women who wish to pursue a career in the nursing field, The Gloria Arnold Memorial Prize for Nursing shall be awarded to a traditional student entering her third year of college study who has demonstrated commitment and promise to enter the nursing field upon graduation. The recipient shall be selected based on a combination of academic merit and financial need with the intent that this prize offers encouragement and financial assistance during a key year of her experience.

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.

Lillian S. Brunner Master of Science in Nursing Award: is presented to the graduating student in the Master of Science in Nursing program who has exemplified the highest standards of graduate level scholarship through exceptional writing, scholarly discourse and the translation of current best evidence into nursing practice.

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 ’81, who died at the age of 33 of breast cancer, to a senior 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.

Wilbur Hollman Award: Given in memory of Wilbur Hollman, professor of Music 1943 - 1983, to the Senior Cedar Crest Applied Music student in piano or voice who has demonstrated outstanding performing abilities.

**Psychology**

Ellis Honig Memorial Award: Established in honor of the late Dr. Ellis Honig who taught in Cedar Crest College’s Department of Psychology for nearly 30 years. This award is given to a graduating senior in recognition of outstanding service contributions to the department and community, such as: organizing psychology club activities, participating in interdisciplinary campus events or programs, serving in a leadership capacity in on- or off-campus practicum experiences, providing service to a community organization, mentoring others, and/or actively serving as a role model for positive social change.

Senior Academic Excellence Award: This award is given to the graduating psychology major student who has completed at least 60 academic credits at Cedar Crest College, and has an outstanding cumulative grade point average and impressive academic record. Selection for this award is made by the Psychology Department on the basis of GPA and academic related achievements, such as internships, research projects, or other outstanding professional contributions.
**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**

Catherine M. Cameron Anthropology Prize: Presented in the memory of Dr. Cate Cameron, Professor Emeritus of Anthropology at Cedar Crest, this prize is awarded to the graduating senior who in her academic career has best exemplified a commitment to cultural competence through participation in academic and co-curricular endeavors that promote the development of an international community worldview.

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.

**Proficiency Examinations**

**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. By taking a proficiency exam, students cannot receive credit for the following liberal arts curriculum and college wide requirements: writing two, technology, and information literacy. If a student fails a proficiency examination, it may not be repeated.

**College Level Examination Program Testing:** The College-Level Examination Program (CLEP) awards college credit to students demonstrating achievement in a subject by means of a computer-based exam. Students who have not previously transferred in four credits during the final 30 credits may transfer up to four CLEP credits within the final 30 credits.
Cedar Crest awards credit for specific examinations, department-approved, that are applicable to the liberal arts curriculum when students receive the minimum required score. Students should refer to the minimum score requirements located on the Academic Services section of MyCedarCrest.

The following subject examinations have been approved by departments for transfer credit:

- American History I
- American History II
- American Literature
- Analysis and Interpretation of Literature
- Business Law
- Calculus with Elementary Functions
- English Literature
- Freshman College Composition (essay required)
- General Biology
- General Chemistry
- Introduction to Educational Psychology
- Introduction to Psychology
- Introduction to Sociology
- Principles of Accounting
- Principles of Macroeconomics
- Principles of Microeconomics
- Spanish* (Level 1) Western Civilization I
- Western Civilization II

* Languages do not fulfill the global studies liberal arts curriculum requirement.

**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 **School of Adult and Graduate Education** for further information on earning 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.

**Transfer Policy – SAGE Students**

Adult students holding a degree from a regionally accredited two-year or four-year institution who are admitted to SAGE will be credited with having satisfied the equivalent of the College’s liberal arts curriculum. This policy applies to students holding an A.A., A.S., bachelor’s, master’s, and doctoral degrees. It does not apply to students who have earned an applied associated degree. The Registrar is responsible for verifying student fulfillment of this requirement through a review of each applicant’s official transcript.

Students having earned at least 90 credits from a regionally accredited four-year institution who are admitted to SAGE will be credited with having satisfied the equivalent of the liberal arts curriculum. This policy applies to students with a cumulative grade point average (GPA) of at least 2.0. The Registrar is responsible for verifying student fulfillment of this requirement through a review of each applicant’s official transcript.

Students admitted to SAGE who do not hold a degree from a regionally accredited institution or who have not earned 90 credits from an accredited four-year institution are subject to a full transcript analysis to be performed by the Registrar’s Office per the procedures outlined above. For purposes of this analysis, the two-discipline rule does not apply to SAGE students.

Students who hold a degree from a four-year non-domestic institution evaluated by a transfer evaluation service recognized by the College (such as World Education Services, Education Credentials Evaluators, or Academic Credentials Evaluation Institute) will be credited with having satisfied the equivalent of the College’s general education requirements; these policies apply to students holding bachelor’s, master’s, or doctoral degrees, or the non-domestic equivalents of such degrees. The Registrar is responsible for verifying student fulfillment of this requirement through a review of each applicant’s official transcript.

Adult students transferring from a regionally accredited, two-year institution may transfer up to 68 credits.
Voluntary Separation from the College

Official Leave of Absence: Degree-seeking (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 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. Students who have been dismissed for poor academic performance must complete 12 graded Cedar Crest credits with a "C" or better to be eligible for readmission.

**Withdrawal from a Course**

**Course Withdrawal:** The deadline for course withdrawal occurs on the established date and time for a course as indicated below. In courses with significant group participation and when success is dependent on the participation of each student, instructors may set withdrawal dates earlier than the established date for a course. Any exceptions to established course withdrawal deadlines will be explicitly indicated in a course's syllabus. 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 Student Financial Services Office for information. Dates for the withdrawal deadlines will be posted in the college calendar. 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".

**Course Withdrawal Deadlines by course schedule format***

- 14 Week - Friday of twelfth week
- 10 Week - Friday of eighth week
- 7 Week - Friday of sixth week
- 6 Week - Friday of fifth week
- 5 Week - Friday of fourth week
• 4 Week - Friday of third week
• Two Weekend - Saturday of second weekend

*In the case of exceptions to the established withdrawal deadlines, and for course schedule formats not listed above, the dates will be established by the Department Chair, in consultation with the course instructor and Registrar.

Withdrawal after the deadline

After the withdrawal deadline, students who experience extenuating non-academic circumstances beyond their control may petition for a late withdrawal by submitting a Late Withdrawal Appeal form to the Director of Student Success and Retention. Submission of the appeal form does not guarantee approval. If the appeal is granted, a "W" will appear on the student's transcript for the requested class(es) and will not affect the student's cumulative grade point average. Late 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 Student Financial Services office for information. It is also the student's responsibility to communicate with their academic advisor to determine any potential effects the withdrawal may have on their academic progress.
Academic Programs
Art Programs

Art – Major

For information, contact Jill Odegaard, jkodegaa@cedarcrest.edu 610-606-4666, ext.3347

Program Description

The Art Department at Cedar Crest College demonstrates a dynamic commitment to the arts, both in the quality and breadth of its faculty, program, facilities and in galleries on campus. The art program is rooted in the studio tradition with a strong emphasis on introducing our students to the history of art, practical techniques and contemporary issues. Through the sponsorship of the gallery exhibition programs in the Center for Visual Research and Capstone galleries we introduce and reinforce our commitment to our curriculum and program. Cedar Crest’s location near New York City and Philadelphia affords students in the Art Department access to a broader art world, thus enriching their experience. Field trips are coordinated each semester to provide opportunities for students to visit galleries and museums.

The Art Major offers a wide range of options for those who wish to pursue painting, sculpture, printmaking, book arts, papermaking, ceramics, metalsmithing, jewelry-making or work in a gallery setting. The Art Department offers a minor in Art History.

- The Art Major and Art History minor are available in the day or evening college.
- Students must receive a letter grade of C or higher in courses required for the Art Major.
- Transfer students must have a portfolio review the first semester they matriculate.
- Students transferring into the Art Major from another institution may not transfer more than 18 credits toward the Cedar Crest Art Major.

Mission Statement

The mission of the Art Major is to provide:

- Students with the tools to engage in processes and techniques that prepare them to visually communicate independent ideas that are informed by historical, cultural and artistic references.
- Curriculum that encourages individual expression and prepares innovative leaders to engage in creative thinking and problem solving based upon the interconnectedness of the liberal arts.

- Art experiences that enhance an understanding of the integrated nature of learning in a liberal arts environment and to provide those who choose the visual arts as a primary focus with the means to reach a high level of experience.

- Arts based resources including exhibitions, residencies and student initiated programs for the enrichment of the artistic culture of the college and local community.

**REQUIREMENTS FOR THE ART MAJOR:**

**Foundations:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Basic Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 110</td>
<td>Principles of Visual Organization</td>
<td>3</td>
</tr>
<tr>
<td>ART 105</td>
<td>Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ART 106</td>
<td>Art History II</td>
<td>3</td>
</tr>
<tr>
<td>ART 245</td>
<td>Anatomy for the Artist</td>
<td>3</td>
</tr>
<tr>
<td>OR ART 201</td>
<td>Basic Drawing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Art & Technology (choose 1):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 238</td>
<td>Elements of Design</td>
<td>3</td>
</tr>
</tbody>
</table>

**COMPUTER SOFTWARE SERIES WORKSHOPS:** 3 credits

*Choose 3, one credit each: Art 129 InDesign I, ART 229 InDesign II, ART 134 Photoshop I, ART 133 Illustrator*  

**Art History upper level (choose 1):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 200</td>
<td>Modern Art: 1800-1945 (fall)</td>
<td>3</td>
</tr>
<tr>
<td>ART 210</td>
<td>Contemporary Art: 1945-present (spring)</td>
<td>3</td>
</tr>
<tr>
<td>ART 215</td>
<td>Selected Movements in Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 220</td>
<td>Women Artists (spring)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Two studio electives (one 2D and one 3D):**

**2D Classes:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Printed Image</td>
<td>3</td>
</tr>
<tr>
<td>ART 113</td>
<td>Illustration</td>
<td>3</td>
</tr>
<tr>
<td>ART 123</td>
<td>Painting</td>
<td>3</td>
</tr>
<tr>
<td>ART 124</td>
<td>Papermaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 139</td>
<td>Book Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

**3D Classes:**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 125</td>
<td>Jewelry &amp; Metalsmithing</td>
<td>3</td>
</tr>
<tr>
<td>ART 127</td>
<td>Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ART 131</td>
<td>Ceramics</td>
<td>3</td>
</tr>
</tbody>
</table>

**One second level in a chosen studio area:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 211</td>
<td>Printed Image</td>
<td>3</td>
</tr>
<tr>
<td>ART 213</td>
<td>Illustration</td>
<td>3</td>
</tr>
<tr>
<td>ART 223</td>
<td>Painting</td>
<td>3</td>
</tr>
<tr>
<td>ART 224</td>
<td>Papermaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 225</td>
<td>Jewelry &amp; Metalsmithing</td>
<td>3</td>
</tr>
<tr>
<td>ART 227</td>
<td>Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ART 231</td>
<td>Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>ART 239</td>
<td>Book Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

**Upper Level Studios in your chosen area:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 335</td>
<td>Advanced Studio Problems (3rd level)</td>
<td>3</td>
</tr>
</tbody>
</table>

  *Prerequisite: a 200 level studio*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 435</td>
<td>Advanced Studio Problems (4th level)</td>
<td>3</td>
</tr>
</tbody>
</table>

  *Prerequisite: ART 335*

**Seminar:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 470</td>
<td>Senior Studio Seminar (fall only)</td>
<td>3</td>
</tr>
<tr>
<td>ART 472</td>
<td>Senior Art Exhibition (spring only)</td>
<td>3</td>
</tr>
</tbody>
</table>

(Pre-requisite ART 470) (This course must be taken with ART 435 or an upper level studio course.)

**AND 9 elective credits to support the integrated model**

Consult with your advisor to create a self-designed integration based on interdisciplinary coursework. (May not integrate with another art discipline.)

**TOTAL CREDITS:** 48 credits

**Portfolio Reviews**

In support of the continuing advancement of the art major, full faculty portfolio reviews are held each semester, in the fall and spring, for all department majors. 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.

Art majors must schedule portfolio reviews in their sophomore, junior, and fall of their senior year.
College Wide Requirements

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

- Oral Presentation requirement is met by the satisfactory completion of one upper level art history course, (ART 200, ART 210 or ART 220), upper level studio/seminar courses (ART 335, 435) and portfolio reviews
- Technology requirement is met by the satisfactory completion of three computer software series workshops (ART 129, 229 InDesign I, II; ART 134 Photoshop) or ART 238 Elements of Design
- Information Literacy requirement is met by the satisfactory completion of the art history requirements (ART 105, ART 106, and one upper level art history course ART 200, ART 210, ART 220) and upper level studio courses (ART 335/435)

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.

Student learning Outcomes for the Art Major

1. Illustrate the understanding and application of creativity by recognizing the elements and principles of design as a universal non-verbal language and utilize this non-verbal language to effectively develop problem solving strategies, critical thinking and communication skills that reference the interconnectedness of academic disciplines.
2. Demonstrate confidence that builds innovative leaders by developing a sense of self through unique artistic expression and/or creative problem solving and independent thinking.
3. Interpret historical and contemporary examples of art and theory to broaden perspectives related to cultures and diversity of ideologies.
4. Master specific methods for the manipulation of materials in order to effectively and intentionally communicate concepts and ideas related to the practice of art making.
5. Analyze personal work and the work of others through written and oral communication.
Art History – Minor

For information, contact Jill Odegaard. jkodigaa@cedarcrest.edu 610-606-4666 ext.3347

Art History Minor
The Art History Minor is for students interested in studying the history of art and is an excellent supplement to an Art or History major. See Art History Minor below for course requirements. For students interested in pursuing Museum Studies at the graduate level, the Art History minor is essential.

Art History Foundations (6 credits):
ART 105   Art History I       3 credits
ART 106   Art History II      3 credits

Three Art History electives (9 credits total):
ART 200   Modern Art: 1800-1945 (fall)  3 credits
ART 210   Contemporary Art: 1945-present (spring)  3 credits
ART 215   Selected Movements in Art       3 credits
ART 220   Women Artists (spring)          3 credits

Studio Foundations (6 credits total):
3D Studio Requirement (3 credits):
ART 127   Sculpture                  3 credits
2D Studio Requirement (3 credits):
ART 110   Principles of Visual Organization  3 credits

OR

ART 101   Basic Drawing              3 credits

History 107 and 108 are strongly recommended.

Total Credits: 21 credits
Art Therapy Major
For information, contact Laura Zeisler. 610-606-4666 ext. 3723
Email: lzeisler@cedarcrest.edu

Program Description

Art Therapy is a form of psychotherapy that engages the client in image making. The Art Therapy Major at the undergraduate level introduces the student to theories in art therapy and develops the student’s technical skills in multiple studio mediums. The Art Therapy undergraduate major prepares students to pursue graduate studies in the field of Art Therapy.

- The Art Therapy Major is offered as a day or evening program. Students must receive a C or better on all courses related to the major.
- Students transferring into the Art Therapy Major from another institution may not transfer more than 18 credits toward their degree.
- Transfer students must have a portfolio review the first semester they matriculate.

Mission Statement

The Art Therapy Major at Cedar Crest College provides a supportive and inclusive classroom environment that fosters respect for each person and empowerment of the individual through relationship building, leadership development, civic engagement, global connectivity and health and wellness initiatives. Coursework inspires social awareness, community advocacy, and prepares students to be compassionate leaders using the healing potential of the arts. The Art Therapy Major supports and enhances the Cedar Crest College mission by way of program curriculum and leadership experiences that challenge the student to engage in principles and practice that prepares the student to communicate independent ideas formed by historical, cultural and theoretical concepts

Departmental Review for Field/Practicum Placement

Students majoring in Art Therapy, Education, Nuclear Medicine, Nursing, Nutrition or Social Work are required to complete a field practicum or clinical experience. Because this requirement necessitates working with vulnerable populations in a community setting, it is important that the student has advanced interpersonal skills, mature judgment, and appropriate professional demeanor. Prior to practicum, students will complete a self-evaluation form and formulate learning and personal growth goals. Thus
faculty in these programs will review students prior to the practicum, and make appropriate recommendations up to and including removal from placement.

**REQUIREMENTS FOR THE MAJOR**

**Foundations:**
- ART 101  Basic Drawing  3 credits
- ART 201  Basic Drawing II  3 credits
- OR ART 245  Anatomy for the Artist  3 credits
- ART 110  Principles of Visual Organization  3 credits
- ART 105  Art History I  3 credits
- ART 106  Art History II  3 credits

**Art & Technology (choose 1):**
- ART 238  Elements of Design  3 credits
- COMPUTER SOFTWARE SERIES WORKSHOPS: 3 credits
  *(Choose 3, one credit each: Art 129 InDesign I, ART 229 InDesign II, ART 134 Photoshop I, ART 133 Illustrator)*

**Two studio electives (one 2D and one 3D):**

**2D classes**
- ART 111  Printed Image  3 credits
- ART 113  Illustration  3 credits
- ART 123  Painting  3 credits
- ART 124  Papermaking  3 credits
- ART 139  Book Arts  3 credits
- ART 201  Basic Drawing II  3 credits
- ART 245  Anatomy for the Artist  3 credits

**3D classes**
- ART 127  Sculpture  3 credits
- ART 131  Ceramics  3 credits

ART 125 Jewelry & Metallurgy will not serve the Art Therapy Major requirements but may be taken as studio credit towards the Bachelor’s Degree (120 credits).

**One second level in a chosen studio area:**
- ART 211  Printed Image  3 credits
- ART 213  Illustration  3 credits
- ART 227  Sculpture  3 credits
- ART 223  Painting  3 credits
ART 231  Ceramics         3 credits
ART 224  Papermaking      3 credits
ART 239  Book Art         3 credits

ART 125  Jewelry & Metalsmithing will not serve the Art Therapy
Major requirements but may be taken as studio credit towards the Bachelor’s
Degree (120 credits).

Upper level studios/theory in your chosen studio area     3 credits

ART 335  Advanced Studio Problems (3rd level studio)

**Art Therapy Courses:**
ART 103  Introduction to Art Therapy (pre-requisite: PSY 100)  3 credits
ART 303  Applications in Art Therapy  (pre-requisite: ART 103)  3 credits
   (spring only)
ART 403  Art Therapy Practicum I (Sr. standing, fall only)
   (Pre-requisites: ART 103, 303)  3 credits
ART 404:  Art Therapy Practicum II
   (Sr. standing, spring only,
   pre-requisites: ART 103, 303, 403)  3 credits

**Psychology Courses:**
PSY 100  General Psychology  3 credits
PSY 210  Life Span          3 credits
PSY 309  Abnormal Psychology 3 credits
PSY 351  Personality        3 credits

**TOTAL CREDITS:**  54 credits (change only if it has 48 credits)

The Art Department highly recommends upper level studio courses as
general electives to supplement your portfolio for entrance into a Master’s
program. **The department also recommends the following Art History,
Psychology, English and Writing electives:**

ART 200  Modern Art: 1800-1945 (fall)
ART 201  Contemporary Art: 1945-present (spring)
ART 215  Selected Movements in Art
ART 220  Women Artists (spring)
PSY 316  Systems of Psychotherapy
PSY 230  Team Building and Group Dynamics
PSY 242  Child and Adolescent Psychology
PSY 315  Child Counseling
PSY 227  Principles of Helping Relationships
ENG 234  Creative Writing: Poetry
SPS 171  Understanding and Using APA Editorial Style

Portfolio Reviews

In support of the continuing advancement of the art therapy major, full faculty portfolio reviews are held each semester, in the fall and spring, for all department majors. 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.

Art Therapy majors must schedule their first portfolio review in their sophomore year, the second review is the semester prior to ART 335-Advanced Studio problems and the third review will be completed in ART 403-Practicum 1.

College Wide Requirements:

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

- Oral Presentation requirement is met by the satisfactory completion of ART 103, 303, 403, 404 and portfolio reviews

- Technology requirement is met by the satisfactory completion of three computer software series workshops (ART 129, 229 InDesign I, II; ART 134 Photoshop) OR ART 238 Elements of Design.

- Information Literacy requirement is met by the satisfactory completion of the art history requirements (ART 105, ART 106) and Art Therapy courses (ART 103, 303, 403, 404)

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.
Student Learning Outcomes for the Art Therapy Major

1. Examine art therapy theory and practice to provide historical and contemporary context for the understanding of the profession.
2. Articulate the role of creativity throughout the developmental life span.
3. Demonstrate civic awareness and outreach through art-based practicum and community art projects.
4. Develop creative and academic language related to studio applications that support the holistic health of an individual.
5. Develop confidence that builds innovative leaders by developing a sense of self through unique artistic expression, creative problem solving, and independent thinking.
6. Identify psychological theories as integral components to the field of art therapy.
Biological Science Programs

Biology - Major/Minor

For information, contact Dr. Richard Kliman, rmkliman@cedarcrest.edu, 610-606-4666, ext. 3501

**Program Description**

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: environmental conservation, genetic engineering and biotechnology, neuroscience, nuclear medicine technology, and biology/secondary education, as well as the department’s minors in biology and global diseases. 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. Highly motivated students commonly participate in research during their first year and all students are encouraged to participate in research during their sophomore, junior, and senior years at Cedar Crest College with the option of completing a senior thesis. Graduates with biology majors go on to advanced study, professional programs, and 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.

**Program Mission Statement for Biology Major (B.S.)**

Within the broader mission of the department of biological sciences, the mission of the biology major is to promote an understanding of the structure and function of, and the interrelationships among, biological systems; and to promote a broad understanding of the physical world. To accomplish this mission, students study biological systems at all structural levels of the biological hierarchy: molecules and cells; organisms; and populations, communities, and ecosystems. Students also complete course work in chemistry, physics, and mathematics.

**Program Requirements for the Biology Major (B.S.)**

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, Environmental Conservation (B.S. or B.A.), Genetic Engineering and Biotechnology, Integrated Biology, Neuroscience, or Nuclear Medicine Technology. 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. Any student who withdraws from a course or earns a grade lower than a C- may repeat the course only one time.

**Total number of credits required by program: 65 credits**

**Course Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 123</td>
<td>Foundations in Biology</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 124</td>
<td>Principles of Cell and Molecular Biology</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>(Students with Advanced Placement credit for BIO 123 and/or 124 are required to take the BIO 123 and 124 Labs.)</td>
<td></td>
</tr>
<tr>
<td>BIO 235</td>
<td>Ecology, Evolution and Genetics*</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 236</td>
<td>Cell and Molecular Biology*</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 239</td>
<td>Animal Ecology, Development and Evolution*</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 231</td>
<td>Genetics*</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

*BIO 235 and 236 was offered for the last time in the 2014-2015 academic year. Students who complete BIO 123 and 124 in 2014-2015 should take BIO 239 and BIO 231.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 350</td>
<td>Junior Colloquium</td>
<td>2 credits</td>
</tr>
<tr>
<td>BIO 356</td>
<td>Science, Ethics, and Society</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHE 111</td>
<td>Chemical Principles</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHE 112</td>
<td>Chemical Equilibrium and Analysis</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHE 205</td>
<td>Organic Chemistry I</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHE 206</td>
<td>Organic Chemistry II or CHE 320 Environmental Chemistry</td>
<td>4 credits</td>
</tr>
<tr>
<td>MAT 141</td>
<td>Calculus I</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 142</td>
<td>Calculus II or BIO 248 Biostatistics**</td>
<td>3 credits</td>
</tr>
<tr>
<td>PHY 101</td>
<td>Introductory College Physics I</td>
<td>4 credits</td>
</tr>
<tr>
<td>PHY 102</td>
<td>Introductory College Physics II</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

**Electives 16 credits**
Any 200- or 300-level BIO courses (aside from the Core***), with the exception of BIO 243, BIO 354, and BIO 357. CHE 307, CHE 308, and CHE 348, may be applied. A student may apply up to 2 credits of BIO 353 and up to 1 credit of BIO 201. At least one course must be a 4-credit lecture/lab course (i.e., with the lab explicitly associated with the lecture).

**BIO 248 can be applied to either the math or elective requirement, but not both.

*** The Biology Core is defined as (BIO 121, BIO 122, BIO 235, BIO 236) or (BIO 123, 124, 231, 239), BIO 350, and BIO 356.

(See additional information on Thesis Option, Fulfilling the LAC requirements, and combining with Secondary Education below section on Integrated Biology Major)

**Program Outcomes**

All Majors within the Department of Biological Sciences have the following three outcomes:

- Students can apply the foundation concepts and principles of the Biological Sciences, including cellular structure and function, genetics and molecular biology, evolution and organismal diversity, and ecology.

- Students can discuss the interaction of science and society, including the ethical practice of science, within the local, national, and global community.

- Students can write about and interpret the methodologies of scientific research.

**Biology B.S. Outcomes**

- Students can apply concepts and principles of the Biological Sciences beyond those that comprise the foundation.

- Students can apply the foundation concepts of the Physical Sciences and Mathematics, including chemistry, physics, and calculus.
Integrated Biology Major (B.A.)

Program Mission Statement – Integrated Biology Major B.A.
Within the broader mission of the department of biological sciences, the mission of the integrated biology major is to promote an understanding of the structure and function of, and the interrelationships among, biological systems; and to promote thoughtful reflection on the interrelationship between the biological sciences and another discipline. To accomplish this mission, students study biological systems at all structural levels of the biological hierarchy: molecules and cells; organisms; and populations, communities, and ecosystems. Students also complete course work in a second discipline and demonstrate an awareness of the ways in which the discipline integrates with biology.

Program Requirements for the Integrated Biology Major (B.A.)
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 Integrated 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, Environmental Conservation (B.S. or B.A.) Genetic Engineering and Biotechnology, Integrated Biology, Neuroscience or Nuclear Medicine Technology. 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. Any student who withdraws from a course or earns a grade lower than a C- may repeat the course only one time.

Total number of credits required by program: 56.5 credits

Course Requirements
Core
BIO 123 Foundations in Biology 4 credits
BIO 124 Principles of Cell and Molecular Biology 4 credits
(Students with Advanced Placement credit for BIO 123 and/or 124 are required to take the
BIO 123 and 124 Labs.)

BIO 235 Ecology, Evolution and Genetics 4 credits*
BIO 236 Cell and Molecular Biology 4 credits*

OR

BIO 239 Animal Ecology, Development and Evolution* 4 credits
BIO 231 Genetics* 4 credits

*BIO 235 and 236 was offered for the last time in the 2014-2015 academic year. Students who complete BIO 123 and 124 in 2014-2015 should take BIO 239 and BIO 231.

BIO 350 Junior Colloquium 2 credits
BIO 356 Science, Ethics, and Society 3 credits
BIO 357 Reflection on an Integrated Biology Major 0.5 credit
CHE 111 Chemical Principles 4 credits
CHE 112 Chemical Equilibrium and Analysis 4 credits
Mathematics Two courses 6 credits**

**Two math course appropriate for the student’s career plans, one being MAT 140 or above, to be chosen with advisor approval

Electives (12 Credits)

Any three 200- or 300-level BIO courses (aside from the Core***), with the exception of BIO 243 and BIO 354. CHE 307, CHE 308 or CHE 348, may be applied. A student may apply up to 2 credits of BIO 353 and up to 1 credit of BIO 201. At least one course must be a 4-credit lecture/lab course (i.e., with the lab explicitly associated with the lecture).

*** The Integrated Biology Core is defined as (BIO 121, BIO 122, BIO 235, BIO 236) or (BIO 123, 124, 239, 231), BIO 350, BIO 356, and BIO 357.

Integration Across the Disciplines (12 credits)

The Integrated Biology major offers the student the opportunity to make connections with other disciplines across the College. Students may choose 12 credits from one discipline outside the Biological Sciences, or may self-design a program across multiple disciplines with advisor approval.

Students are encouraged to consult with their academic advisors to choose courses appropriate for their future plans.

Transfer students must complete at least the following at Cedar Crest College for the B.S. in Biology or the B.A. in Integrated Biology:
BIO 350   Junior Colloquium       2 credits
BIO 356   Science, Ethics and Society     3 credits

A 4-credit lecture/lab course and additional Electives, such that a student’s Biology/Integrated Biology Electives taken at Cedar Crest College total 7 credits (see Electives above)

It is a general Cedar Crest College policy that a student must complete a minimum of 18 credits of major requirements through Cedar Crest College course work.

**Additional course requirements for the 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). Most majors from the Department of Biological Sciences require students 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. Requirements towards fulfilling the thesis include: a.) two semesters (4 credits) of Independent Research (BIO 353) or b.) two semesters of Independent Research (BIO 243); and one semester of Independent Research (BIO 353), and one semester (1 credit) of Senior Thesis and Presentation (BIO 354) with grades of C- or better.

**Recommended courses for the B.S. in Biology or the B.A. in Integrated Biology for students also majoring in Secondary**
A student majoring in Secondary Education with a Biology Concentration may elect to also complete the B.S. in Biology or the B.A. in Integrated Biology. Students should note that the Secondary Education major with a Biology concentration has flexible requirements; in some cases, specific options should be selected in order to complete the requirements of both majors. While fulfilling all of the requirements of the B.S. in Biology or the
B.A. in Integrated Biology (see above), taking the following courses will allow for the most efficient completion of the requirements for both majors.

1. BIO 217 (Human Anatomy and Physiology, lecture and lab; toward completion of the Electives requirement)
2. BIO 218 (Human Anatomy and Physiology, lecture and lab; toward completion of the Electives requirement)
3. BIO 309 (Conservation Biology and GIS, lab optional; toward completion of the Electives requirement)
4. MAT 141 (Calculus I; toward completion of the mathematics requirement)

**Fulfillment of the LAC Requirements**

Students fulfill Technology, Oral Presentation, and Information Literacy requirement through successful completion (of the following required courses: (BIO 122, BIO 235, BIO 236) or (BIO 123, 124, 239, 231), BIO 350, and BIO 356. Students also fulfill the Natural Science requirement by completing BIO 121 and BIO 122 or BIO 123 and 124, and the Mathematics and Logic requirement by completing the mathematics requirement of the major*. Students will fulfill the Writing 2 requirement with BIO 356.

* While a grade of C- or better is required for the major, a grade of C or better is required to fulfill LAC requirements.

**Program Outcomes**

All Majors within the Department of Biological Sciences have the following three outcomes:

- Students can apply the foundation concepts and principles of the Biological Sciences, including cellular structure and function, genetics and molecular biology, evolution and organismal diversity, and ecology.
- Students can discuss the interaction of science and society, including the ethical practice of science, within the local, national, and global community.
- Students can write about and interpret the methodologies of scientific research.
Integrated Biology B.A. Outcomes

- Students can apply concepts and principles of the Biological Sciences beyond those that comprise the foundation.
- Students can demonstrate a conceptual understanding of the integration of biology with another academic discipline.

Biology Minor

Course Requirements
The Biology minor requires 18 credits of BIO courses (CHE 307, 308, and 348 are allowable). One of the courses must be a lecture/lab course and at least three credits must be taken at or above the 200-level. Students may not include both BIO 127/227, BIO 117/BIO 217, or BIO 118/218. For transfer students planning to minor in Biology, 12 of these credits must be completed at Cedar Crest College.
Environmental Conservation - Major

For information, contact Dr. John Cigliano, jaciglia@cedarcrest.edu, (610)-606-4666 x3702.

Program Description
The Environmental Conservation major is for students who are concerned about the environment and are interested in helping to protect species, habitats, and ecosystems – the world’s biodiversity. The B.S. in Environmental Conservation is a field-based major that allows students to pursue a scientific study in environment conservation by providing students with a strong foundation and advanced study in the concepts and principles of ecology and conservation biology. The B.A. in Environmental Conservation also provides a strong foundation in conservation biology but is more interdisciplinary and allows students to focus through the integration of environmental conservation with other disciplines. Both majors present environmental conservation within global, sociopolitical, and cultural contexts.

Upon graduation, students of either major will be able to pursue graduate study or careers in environmental conservation and related fields, for example, governmental and non-governmental agencies and organizations; education, policy and advocacy organizations; environmental consulting, law, and publishing firms; sustainability officers/managers; and museums, zoos and aquariums. The B.A. in Environmental Conservation is especially suited for students who want careers outside the typical science career path, for example in journalism, policy, or writing.

Program Mission Statement – Environmental Conservation
B.S.
The mission of the B.S. in Environmental Conservation is to provide women with the knowledge and skills needed to protect biodiversity: species, habitats, and ecosystems. Students majoring in Environmental Conservation study conservation issues within global, sociopolitical, and cultural contexts, become civically engaged, and learn to communicate the importance of preserving biodiversity to a variety of audiences. Students who complete the B.S. degree are prepared to solve the environmental issues that affect biodiversity through scientific study and conservation-related research and to become leaders in the field of environmental conservation.
Program Requirements for the Environmental Conservation Major (B.S.)

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 Environmental Conservation (B.S.). 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, Environmental Conservation (B.S. or B.A.), Genetic Engineering and Biotechnology, Integrated Biology, Neuroscience, or Nuclear Medicine Technology. Students must earn a grade of C- or better in prerequisite courses before proceeding to subsequent courses. Any student who withdraws from a course or earns a grade lower than a C- may repeat the course only one time.

Total Number of Credits: 66

Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 123</td>
<td>Foundations in Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 124</td>
<td>Principles of Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(Students with Advanced Placement credit for BIO123 and/or 124 are required to take the BIO123 and 124 labs.)</td>
<td></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>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 239</td>
<td>Animal Ecology, Development and Evolution*</td>
<td>4</td>
</tr>
<tr>
<td>BIO 231</td>
<td>Genetics*</td>
<td>4</td>
</tr>
</tbody>
</table>

*BIO 235 and 236 was offered for the last time in the 2014-2015 academic year. Students who complete BIO 123 and 124 in 2014-2015 should take BIO 239 and BIO 231.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 248</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 300</td>
<td>Evolution</td>
<td>4</td>
</tr>
<tr>
<td>BIO 360</td>
<td>Advanced Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 309</td>
<td>Conservation Biology and GIS</td>
<td>4</td>
</tr>
<tr>
<td>BIO 315</td>
<td>Case Studies in Biodiversity and Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 350</td>
<td>Junior Colloquium</td>
<td>2</td>
</tr>
<tr>
<td>BIO 356</td>
<td>Science, Ethics, and Society</td>
<td>3</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>
</tbody>
</table>
CHE 320  Environmental Chemistry  4 credits
**OR** CHE 206  Organic Chemistry II  4 credits
MAT 141  Calculus I  3 credits
Field Research Experience  4 credits***

**Electives chosen from the following totaling at least 5 credits:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 207</td>
<td>Botany</td>
<td>3-4 credits</td>
</tr>
<tr>
<td>BIO 224</td>
<td>Animal Behavior</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 227</td>
<td>Microbiology</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 228</td>
<td>Marine Ecology (can be taken without lab)</td>
<td>3-4 credits</td>
</tr>
<tr>
<td>BIO 313</td>
<td>Advanced Mendelian &amp; Population Genetics</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 323</td>
<td>Bioinformatics</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 353</td>
<td>Independent Research†</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

**The following courses are strongly recommended for students planning to go to graduate school:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 101</td>
<td>Introductory College Physics I</td>
</tr>
<tr>
<td>PHY 102</td>
<td>Introductory College Physics II</td>
</tr>
<tr>
<td>MAT 142</td>
<td>Calculus II</td>
</tr>
<tr>
<td>ANT 100</td>
<td>Sociocultural Anthropology</td>
</tr>
</tbody>
</table>

**Transfer students must take these courses at Cedar Crest; all Environmental Conservation majors must take both lecture and lab of BIO 309.**

*****Students can take one of the following to satisfy the Field Research Experience requirement (minimum of 4 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 228</td>
<td>Marine Ecology (must take with lab)</td>
</tr>
<tr>
<td>BIO 261</td>
<td>The Amazon Basin: Natural History, Culture, and Conservation</td>
</tr>
<tr>
<td>BIO 229</td>
<td>Ecology &amp; Natural History of the American Southwest</td>
</tr>
<tr>
<td>BIO 353</td>
<td>Independent Research†</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/New Zealand, Turks & Caicos Islands (British West Indies), Costa Rica, Panama, Bhutan, Vietnam/Cambodia, Peru, and Tanzania. These are month-long summer 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.org

**Fulfillment of LAC Requirements**

Students fulfill the Technology, Oral Presentation, and Information Literacy requirement through successful completion of the following required courses: (BIO 122, BIO 235, BIO 236) or (BIO 123, 124, 239, 231), BIO 350, and BIO 356. Students also fulfill the Natural Sciences (BIO 123 and BIO 124), Mathematics and Logic (MAT 141 and BIO 248), Writing 2 (BIO 309, BIO 356), and Global Studies (BIO 309) requirement upon successful completion of the major.

**Additional course requirements for the Thesis Option (B.S. only):**

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). Most majors from the Department of Biological Sciences require students 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. Requirements towards fulfilling the thesis include: a.) two semesters (4 credits) of Independent Research (BIO 353) or b.) two semesters of Independent Research (BIO 243); and one semester of Independent Research (BIO 353), and one semester (1 credit) of Senior Thesis and Presentation (BIO 354) with grades of C- or better.

**Program Outcomes**

All Majors within the Department of Biological Sciences have the following three outcomes:

- Students can apply the foundation concepts and principles of the Biological Sciences, including cellular structure and function, genetics and molecular biology, evolution and organismal diversity, and ecology.

- Students can discuss the interaction of science and society, including the ethical practice of science, within the local, national, and global community.

- Students can write about and interpret the methodologies of scientific research.

**Environmental Conservation B.S. Outcomes**

- Students can explain the value of biodiversity and why it is important to conserve it, from both an ecosystem and human health and welfare perspective.

- Students can explain the causes of biodiversity loss and design appropriate strategies to maintain and restore biodiversity.

- Students can build and interpret a phylogeny representing evolutionary relationships among organisms to better understand the cause and nature of biodiversity.
Program Mission Statement – Environmental Conservation

B.A.

The mission of the B.A. in Environmental Conservation program is to provide women with the knowledge and skills needed to protect biodiversity: species, habitats, and ecosystems. Students majoring in Environmental Conservation study conservation issues within global, sociopolitical, and cultural contexts, become civically engaged, and learn to communicate the importance of preserving biodiversity to a variety of audiences. Students who complete the B.A. degree are prepared to solve the environmental issues that affect biodiversity through an interdisciplinary approach and to become leaders in the field of environmental conservation.

Program Requirements for the Environmental Conservation Major (B.A.)

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 Environmental Conservation (B.A.). 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, Environmental Conservation (B.S. or B.A.), Genetic Engineering and Biotechnology, Integrated Biology, Neuroscience or Nuclear Medicine Technology. Students must earn a grade of C- or better in prerequisite courses before proceeding to subsequent courses. Any student who withdraws from a course or earns a grade lower than a C- may repeat the course only one time.

Total Number of Credits: 49

Course Requirements

BIO 123   Foundations in Biology       4 credits
BIO 124   Principles of Cell and Molecular Biology  4 credits
(Students with Advanced Placement credit for BIO123 and/or 124 are required to take the BIO123 and 124 labs.)

BIO 235   Ecology, Evolution and Genetics*  4 credits
OR
BIO 239   Animal Ecology, Development and Evolution*  4 credits

*BIO 235 was offered for the last time in the 2014-2015 academic year. Students who complete BIO 123 and 124 in 2014-2015 should take BIO 239.
CHE 111  Chemical Principles  4 credits
CHE 112  Chemical Equilibrium and Analysis  4 credits
MAT 110  Probability & Statistics  3 credits
BIO 309  Conservation Biology and GIS**  4 credits
BIO 315  Case Studies in Biodiversity & Conservation Biology**  3 credits
ANT 100  Cultural Anthropology  3 credits
GST 100  The Globalizing World  3 credits
ECO 222  Economic Geography  3 credits
PHI 200  Ethics  3 credits
COM 150  Introduction to Journalism  3 credits
** OR COM 212  Intercultural Communication  4 credits
Field Experience  4 credits

Students satisfy the Field Experience requirement (minimum of 4 credits) through the following:

BIO 228  Marine Ecology (with lab)  4 credits
BIO 261  The Amazon Basin: Natural History, Culture, and Conservation
BIO 229  Ecological & Natural History of the American Southwest  3 credits
School for Field Studies, Variable (see above for information about School for Field Studies)

Hawk Mountain courses (totaling at least 4 credits)

Other study abroad experience (international or domestic) approved by advisor, Variable credits

**Transfer students must take these courses at Cedar Crest; all Environmental Conservation majors must take both lecture and lab of BIO 309.

Fulfillment of LAC Requirements
Students fulfill the Technology, Oral Presentation, and Information Literacy requirement through successful completion of the following required courses: BIO (122 and BIO 235) or (BIO 123, 124, and 239). Students also fulfill the Natural Sciences (BIO 123 and BIO 124), Writing 2 (BIO 309), and Global Studies (BIO 309) requirements and partially fulfill the Mathematics and Logic (MAT 110), Humanities (PHI 200), and Social Sciences (ANT 100) requirement upon successful completion of the major.
Program Outcomes
All Majors within the Department of Biological Sciences have the following three outcomes:

- Students can apply the foundation concepts and principles of the Biological Sciences, including cellular structure and function, genetics and molecular biology, evolution and organismal diversity, and ecology.
- Students can discuss the interaction of science and society, including the ethical practice of science, within the local, national, and global community.
- Students can write about and interpret the methodologies of scientific research.

Environmental Conservation B.A. Outcomes
- Students can explain the causes of biodiversity loss and design appropriate strategies to maintain and restore biodiversity.
- Students can discuss how sociopolitical and cultural contexts influence environmental conservation strategies and policies.
- Students can effectively communicate to a variety of audiences the value of biodiversity and the need to conserve biodiversity, from an ecosystem and a human health and socioeconomic perspective.
Genetic Engineering and Biotechnology - Major

For information, contact Dr. André Walther, awalther@cedarcrest.edu, 610-606-4666, ext. 3513

Program Description
The Genetic Engineering and Biotechnology major is offered through the Department of Biological Sciences where state-of-the-art laboratories allow students to experience biotechnology first-hand. Genetic Engineering and Biotechnology 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. Research is a key component to the program’s success. Students are continually exposed to research throughout the completion of their coursework as all of the core courses are research-based, illustrating advances in the field through the interpretation of data. In addition, the lab courses include original research projects, some of which are self-designed by the students. Students often supplement their coursework with an independent research experience, often beginning as early as their freshman year, and the majority of the Genetic Engineering and Biotechnology students opt to spend two or more years working with a faculty member conducting original research projects that they then present at scientific conferences. This work can count towards the thesis option for the degree (see further information below). Graduates from the Genetic Engineering and Biotechnology Program, especially those who complete multiple semesters of independent research, 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.

Program Mission Statement
The mission of the Genetic Engineering and Biotechnology Program is to provide undergraduate women with an intensive, progressive, and balanced learning experience in cellular and molecular biology, emphasizing theory and laboratory skills. Students develop technical expertise that allows them to directly enter the workforce as laboratory technicians, supporting current research in fundamental biological phenomena as well as applied science fields. Alternatively, the leadership skills developed through independent and collaborative thinking, when combined with the solid background in molecular genetics, prepare students for graduate work in genetics, molecular biology, biochemistry, and other health-related disciplines. Regardless of their future direction, students are required to express their
views effectively through written and oral communication, and engage in
critical thinking activities that prepare all graduates for a lifetime of learning.

**Program Requirements for the Genetic Engineering and
Biotechnology Major**

In addition to a minimum 2.0 cumulative grade-point average, Genetic
Engineering and Biotechnology 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. Any student
who withdraws from a course or earns a grade lower than a C- may repeat
the course only one time. Courses transferred in for all majors must be
taken less than ten years ago.

**Total number of credits required by program:** 80 credits

**Coursework Requirements for Genetic Engineering and
Biotechnology Major**

**Biology Core Courses (51 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 123</td>
<td>Foundations in Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 124</td>
<td>Principles of Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(Students with Advanced Placement credit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for BIO123 and/or 124 are required to take</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the BIO123 and 124 Labs.)</td>
<td></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><strong>OR</strong> BIO 239</td>
<td>Animal Ecology, Development and Evolution*</td>
<td>4</td>
</tr>
<tr>
<td>BIO 231</td>
<td>Genetics*</td>
<td>4</td>
</tr>
</tbody>
</table>

*BIO 235 and 236 was offered for the last time in the 2014-2015 academic
year. Students who complete BIO 123 and 124 in 2014-2015 should take
BIO 239 and BIO 231.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 350</td>
<td>Junior Colloquium</td>
<td>2</td>
</tr>
<tr>
<td>BIO 356</td>
<td>Science, Ethics &amp; Society</td>
<td>3</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>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>
</tbody>
</table>
Genetic Engineering and Biotechnology Core Courses (15 credits)
BIO 335 Molecular Genetics I      4 credits
BIO 336 Molecular Genetics II      4 credits
BIO 345 Advanced Recombinant DNA   3 credits
CHE 307 Biochemistry I            4 credits

Genetic Engineering and Biotechnology Technique Courses (3 credits) Choose two courses:
BIO 341 Mammalian Cell Culture and Microscopy   1.5 credits
BIO 343 Polymerase Chain Reaction (PCR)         1.5 credits
BIO 344 DNA Sequencing                        1.5 credits
BIO 349 Protein Purification and Analysis      1.5 credits

Genetic Engineering and Biotechnology Elective Courses (11 credit minimum):
Choose three courses; two must include a lab:
BIO 227 Microbiology                   4 credits
BIO 300 Evolution                      3-4 credits
BIO 313 Advanced Mendelian and Population Genetics 3 credits
BIO 323 Bioinformatics                 4 credits
BIO 327 Microbial Pathogenesis         3-4 credits
BIO 332 Developmental Biology          3-4 credits
BIO 339 Biology of Cancer              3 credits
BIO 348 Diseases of the Nervous System  3-4 credits
CHE 308 Biochemistry II                3-4 credits
CHE 348 Forensic Molecular Biology     4 credits

Transfer students must take the following courses at Cedar Crest College:
BIO 335 Molecular Genetics I            4 credits
BIO 336 Molecular Genetics II           4 credits
BIO 345 Advanced Recombinant DNA        3 credits
BIO 350 Junior Colloquium               2 credits
BIO 356 Science, Ethics and Society     3 credits
Two Techniques Courses (see list above) 3 credits

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). Most majors from the Department of Biological Sciences require students 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.

Requirements towards fulfilling the thesis include: a.) two semesters (4 credits) of Independent Research (BIO 353) or b.) two semesters of Independent Research (BIO 243) and one semester of Independent Research (BIO 353); and one semester (1 credit) of Senior Thesis and Presentation (BIO 354) with grades of C- or better.

Other Minors and Majors

A concentration in Forensic Science is an option for Genetic Engineering and Biotechnology majors. All students in the Forensic Science concentration must take the four core forensic courses (CHE 241, CHE 347, CHE 348, and CHE 349). Additional courses that are not already required for the Genetic Engineering and Biotechnology major are Biostatistics (BIO 248), Instrumental Analysis (CHE 302), and Ethics (PHI 200). One of these courses (CHE 348) can be used to fulfill a Genetic Engineering and Biotechnology elective. In addition, there is a research requirement for the Forensic Science concentration. By completing the Thesis Option, as described above, Genetic Engineering and Biotechnology students will satisfy this requirement. Please refer to the Forensic Science section of the catalog for details.

Genetic Engineering and Biotechnology majors commonly minor in chemistry. This requires one additional chemistry course (CHE 331 or CHE 335). By fulfilling all of the other requirements for a major in Genetic Engineering and Biotechnology (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 and Biotechnology major is not allowed to complete a second major in Environmental Conservation (B.S. or B.A.), Biology, Integrated Biology, Neuroscience or Nuclear Medicine Technology, nor may
she minor in Biology.

**Liberal Arts Curriculum Requirements fulfilled within the Major**

Students fulfill the Technology, Oral Presentation, and Information Literacy requirement through successful completion of the following required courses: BIO (122, BIO 235, BIO 236) or (BIO 123, 124, 239, 231), BIO 350, and BIO 356. By successfully completing the Genetic Engineering and Biotechnology major, students will also satisfy the Writing 2 (BIO 356), Natural Sciences (BIO 121/122 or BIO 123/124), and Mathematics and Logic (MAT 141/142) requirements for the Liberal Arts Program.

**Program Outcomes**

All Majors within the Department of Biological Sciences have the following three outcomes:

- Students can apply the foundation concepts and principles of the Biological Sciences, including cellular structure and function, genetics and molecular biology, evolution and organismal diversity, and ecology.
- Students can discuss the interaction of science and society, including the ethical practice of science, within the local, national, and global community.
- Students can write about and interpret the methodologies of scientific research.

**Genetic Engineering Major Outcomes**

- Students will recall molecular pathways and processes in fine detail.
- Students will engage in critical thinking as they develop scientific methodologies and use technological skills to conduct original research.

**Global Diseases – Minor**

For information, contact Dr. Amy E. Faivre, aefaire@cedarcrest.edu, 610-606-4666, ext. 3580

The Global Diseases minor is designed to help address a global problem:
millions of children and adults die each year from AIDS, malaria, tuberculosis, cholera, and from a diversity of other diseases. Solutions to these diseases will be multidisciplinary in nature, and thus, draw upon the talents of those who can communicate across the disciplines. Ultimately, the goal of this minor is to help mitigate or eliminate the impact of these diseases on the health and wellness of individuals around the globe while considering how alterations in the environment can lead to their increase and spread.

Although the Global Diseases minor is based within the Department of Biological Sciences, this minor is designed to serve the interests of students from all disciplines. The impact of diseases permeates all fields, ranging from art, communications, history and literature to economics, psychology, nursing and the natural sciences.

The coursework associated with the minor comes from a diversity of disciplines and culminates in a capstone course during which each student gives a presentation on her cultural experience and designs a project to inform the public about a particular global disease or public health related issue.

**Mission Statement**
The mission of the Global Diseases minor is to provide our society with individuals who have an enhanced awareness of global diseases, a sincere interest in finding solutions to the many problems associated with these diseases, and the skills and initiative required to effect change. Key to the success of the graduates of this minor is an understanding that no discipline stands alone in solving global problems.

**Total Number of Credits**
The total number of credits required for the global diseases minor, excluding the cultural experience, is 19, though it may be higher depending upon the cognate courses chosen. The credit load for the cultural experience will depend on the specific opportunity chosen by the student. The specific cultural experience will be determined in consultation with the Global Diseases Advisor.

**Program Requirements for the Global Diseases Minor**
In order to successfully complete a minor in global diseases, a student must have a 2.0 cumulative grade-point average in the courses used to satisfy the requirements of the minor. A grade of C- or better is needed for all courses that fulfill minor requirements. In addition, students must have completed an approved cultural experience. Participation in the capstone course (BIO 311) should occur when a majority of the coursework for the minor is
completed, ideally in the spring of the student’s senior year. Courses transferred in from another institution must have been completed within ten years from the time the minor in global diseases is declared; BIO 128, BIO 129 and BIO 311 must be completed at Cedar Crest College.

**Course Requirements for the Global Diseases Minor**

**Core Courses of the Minor**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 128</td>
<td>Emerging Infectious Diseases and the Environment (Alternate Years)</td>
<td>3</td>
</tr>
<tr>
<td>BIO 129</td>
<td>Outbreak Investigations: Case Studies in Epidemiology (Alternate Years)</td>
<td>3</td>
</tr>
<tr>
<td>HLT 103</td>
<td>Introduction to Global Health</td>
<td></td>
</tr>
<tr>
<td>OR HLT 102</td>
<td>Introduction to Public Health</td>
<td>3</td>
</tr>
<tr>
<td>BIO 311</td>
<td>Multidisciplinary Solutions for Global Diseases</td>
<td>1</td>
</tr>
</tbody>
</table>

**Cognate Courses**

3 of the following courses from 3 different disciplines (e.g., ANT, BUA, ECO). If a student wishes to use other courses in this category, the student should discuss these options with the Global Diseases Advisor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 100</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 310</td>
<td>Women in the Developing World</td>
<td>3</td>
</tr>
<tr>
<td>BIO 112</td>
<td>Concepts in Human Biology and Health Issues</td>
<td>3-4</td>
</tr>
<tr>
<td>BIO 261</td>
<td>The Amazon Basin: Natural History, Culture, and Conservation</td>
<td>3-4</td>
</tr>
<tr>
<td>BIO 304</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 309</td>
<td>Conservation Biology and GIS</td>
<td>3-4</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Drugs and the Brain: Neuropharmacology of Disease and Addiction</td>
<td>3</td>
</tr>
<tr>
<td>BIO 339</td>
<td>Biology of Cancer</td>
<td>3</td>
</tr>
<tr>
<td>BIO 348</td>
<td>Diseases of the Nervous System</td>
<td>3-4</td>
</tr>
<tr>
<td>BUA 211</td>
<td>Introduction to Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUA 350</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td>COM 212</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>ECO 222</td>
<td>Economic Geography</td>
<td>3</td>
</tr>
<tr>
<td>GST 100</td>
<td>The Globalizing World</td>
<td>3</td>
</tr>
<tr>
<td>HIS 107</td>
<td>European Civilization: Ideas and Experiences</td>
<td>3</td>
</tr>
<tr>
<td>HIS 121</td>
<td>Survey of United States History</td>
<td>3</td>
</tr>
<tr>
<td>LLC 200*</td>
<td>Social Justice: A Global Perspective</td>
<td>3</td>
</tr>
<tr>
<td>NTR 130</td>
<td>Food and Culture</td>
<td>3</td>
</tr>
<tr>
<td>NUR 328</td>
<td>Nursing in the Global Community</td>
<td>3</td>
</tr>
<tr>
<td>PSC 210</td>
<td>American Public Policy</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>PSC 211</td>
<td>The New Global Economy</td>
<td>3</td>
</tr>
<tr>
<td>PSY 201</td>
<td>Mind-Body Medicine</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>
<tr>
<td>SOC 222*</td>
<td>Social Justice: A Global Perspective</td>
<td>3</td>
</tr>
<tr>
<td>SPA 205</td>
<td>Spanish for Health Professionals</td>
<td>3</td>
</tr>
<tr>
<td>SWK/SOC 202</td>
<td>The Social Welfare Institution</td>
<td>3</td>
</tr>
<tr>
<td>SWK 300</td>
<td>Community Organizing</td>
<td>3</td>
</tr>
</tbody>
</table>

*[Either SOC 222 or LLC 200]*

**Liberal Arts Curriculum Requirements fulfilled within the Minor**

Several components of the Liberal Arts Curriculum requirements are fulfilled through successful completion of courses within the Global Diseases minor. BIO 128 (Emerging Infectious Diseases and the Environment) is a Global Studies (GS) course, and BIO 129 (Outbreak Investigations: Case Studies in Epidemiology) and BIO 311 (Multidisciplinary Solutions for Global Diseases) are designated as SCI (Natural Science) courses. Three cognate courses must be completed for the minor; within this set of courses, most, but not all, carry LAC designations. The same is true for the Cultural Experience if taken for credit.
Neuroscience - Major

For information, contact Dr. Audrey Ettinger, ajetting@cedarcrest.edu, 610-606-4666, ext 3512

Program Description
The interdisciplinary field of neuroscience is concerned with 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. Students complete courses offered by the Biological Sciences, Psychology, Chemical and Physical Sciences, and Math Departments.

Housed within the Department of Biological Sciences, the Neuroscience major is appropriate for students interested in the workings of the nervous system and its relationship to behavior, and those with an interest in human health. It prepares students for admission to graduate and professional programs in neuroscience, medicine, and related health professions fields, as well as for immediate employment in research laboratories. A student completing this course of study will earn a BS degree in Neuroscience, and will have completed the set of courses required by most health professions programs.

Participation in independent research at Cedar Crest is strongly encouraged; many students also complete internships off-campus. Students wishing to complete the thesis option should refer to the thesis requirements listed below. In conjunction with the Lehigh Valley Chapter of the Society for Neuroscience, students majoring in Neuroscience have opportunities to present their research in a professional setting and to participate in service learning experiences.

Neuroscience majors are subject to all policies of the Department of Biological Sciences. Students may not declare multiple majors in any combination of: Biology, Environmental Conservation (B.S. or B.A.), Genetic Engineering and Biotechnology, Integrated Biology, or Nuclear Medicine Technology.

Program Mission Statement
The mission of the Neuroscience Program is for women to gain understanding and skills relevant to the broad field of neuroscience,
including current issues, trends, and questions in the field, within the context of the core concepts of biology. The program's interdisciplinary curriculum provides students with content knowledge across the field, training students to become future leaders in the field. Graduates of the program are qualified to work as scientists, to pursue further graduate training in neuroscience or other scientific fields, or to enter training programs for health professionals.

**Total Number of Credits Required by Program**

The Neuroscience Major requires 80-82 total credits, distributed as follows:

- Biology Core Courses: 20 credits
- Neuroscience Core Courses: 14 credits
- Neuroscience Electives: 10-12 credits
- Cognate Courses (Biology, Psychology, Chemistry, Physics, Math): 36 credits

**Program Requirements**

Admission and retention in the neuroscience program requires a minimum cumulative grade-point average of 2.0, 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. Any student who withdraws from a course or earns a grade lower than a C- may repeat the course only one time. Courses transferred in for all majors must be taken less than ten years ago. Attendance at all laboratory sessions is mandatory. An internship in the student’s area of interest is strongly recommended.

**Course Requirements**

**Biology Core Courses (20 credits)**

- BIO 123 Foundations in Biology 4 credits
- BIO 124 Principles of Cell and Molecular Biology 4 credits (Students with Advanced Placement credit for BIO123 and/or 124 are required to take the BIO123 and 124 Labs.)
- BIO 239 Animal Ecology, Development and Evolution 4 credits
- BIO 231 Genetics 4 credits
- BIO 350 Junior Colloquium 2 credits
- BIO 356 Science, Ethics and Society 3 credits

**Neuroscience Core Courses (14 credits)**

- BIO 200 Introduction to Neuroscience: Neurons, Systems, and Brains 3 credits
- BIO 220 Sensation and Perception: Processing Reality 3 credits
- BIO 223 Sensation and Perception Laboratory 1 credit
BIO 330  Drugs and the Brain: Neuropharmacology of Disease and Addiction  3 credits
BIO 340  Advanced Brain Lab: Experimental Approaches to Neuroscience  4 credits

Cognate Courses (36 credits)
BIO 248  Biostatistics  3 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
MAT 141  Calculus I  3 credits
MAT 142  Calculus II  3 credits
PSY 100  General Psychology  3 credits
PHY 101  Introductory College Physics I  4 credits
PHY 102  Introductory College Physics II  4 credits

Neuroscience Elective Courses (10-12 credits)
Choose 3 of the following courses, one of which must include an associated lab.
BIO 217  Anatomy and Physiology I  4 credits
BIO 224  Animal Behavior  3 credits
BIO 332  Developmental Biology  3-4 credits
BIO 348  Diseases of the Nervous System  3-4 credits
CHE 307  Biochemistry I  3-4 credits
PSY 210  Life-Span Development  3 credits
PSY 309  Abnormal Psychology  3 credits
PSY 317  Learning  4 credits
PSY 332  Comparative Animal Behavior  3 credits
PSY 336  Cognitive Psychology  4 credits

While students may choose any of the listed courses for their Neuroscience electives, the following topical lists offer guidance for students with particular interests. **Students interested in Health Professions** are strongly encouraged to complete CHE 307 and SOC 100 as part of their undergraduate coursework.

**Brain Health and Disease**
BIO 348  Diseases of the Nervous System  3-4 credits
BIO 217  Anatomy and Physiology  4 credits
BIO 332  Developmental Biology  3-4 credits
PSY 309  Abnormal Psychology  3 credits
Brain and Behavior
BIO 224 Animal Behavior 3 credits
PSY 317 Learning 4 credits
PSY 332 Comparative Animal Behavior 3 credits
PSY 336 Cognitive Psychology 3 credits

Molecular Approaches to the Brain
BIO 348 Diseases of the Nervous System 3-4 credits
BIO 332 Developmental Biology 3-4 credits
CHE 307 Biochemistry 3-4 credits

Transfer Students
Transfer students majoring in Neuroscience must take the following courses at Cedar Crest College:
BIO 223 Sensation and Perception Laboratory 1 credit
BIO 330 Drugs and the Brain: Neuroparmacology of Disease and Addiction 3 credits
BIO 340 Advanced Brain Lab: Experimental Approaches to Neuroscience 4 credits
BIO 350 Junior Colloquium 2 credits
BIO 356 Science, Ethics and Society 3 credits

It is a general Cedar Crest College policy that a student must complete a minimum of 18 credits of major requirements through Cedar Crest College course work.

Additional course requirements for the 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). Most majors from the Department of Biological Sciences require students 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. Requirements towards fulfilling the thesis include: a.) two semesters (4 credits) of Independent Research (BIO 353) or b.) two semesters of Independent Research (BIO 243); and one semester of Independent Research (BIO 353), and one semester (1 credit) of Senior Thesis and
Presentation (BIO 354) with grades of C- or better.

**Liberal Arts Curriculum Requirements fulfilled within the Major**

Students fulfill the Technology, Oral Presentation, and Information Literacy requirements through successful completion of the following required courses: (BIO 122, BIO 235, BIO 236) or (BIO 123, 124, 239, 231), BIO 350, and BIO 356. Students also fulfill the Natural Sciences requirement (BIO 121, BIO 122 or BIO 123, 124), Mathematics and Logic requirement (MAT 141, MAT 142), Writing-2 requirement (BIO 356) and one Social Sciences course (PSY 100).

**Program Outcomes**

All Majors within the Department of Biological Sciences have the following three outcomes:

- Students can apply the foundation concepts and principles of the Biological Sciences, including cellular structure and function, genetics and molecular biology, evolution and organismal diversity, and ecology.

- Students can discuss the interaction of science and society, including the ethical practice of science, within the local, national, and global community.

- Students can write about and interpret the methodologies of scientific research.

**Neuroscience Major Outcomes**

- Students will demonstrate, through recall, recognition, and application, understanding of core concepts and principles of neuroscience, including basic neuroanatomy, signaling within and across neurons, sensory transduction, neuropharmacology, neural circuits, functional neural systems, cognitive neuroscience, and/or experimental methods.

- Students will engage in critical analysis and scientific reasoning through interpretation of primary literature in neuroscience and related fields.
Nuclear Medicine Technology – Major

For information, contact Prof. Judith Malitsch, jamalits@cedarcrest.edu, 610-606-4666, ext. 3605

Program Description

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 technology spans four years (3+1), the first three of which are spent at Cedar Crest College. The fourth year consists of clinical training at one of the affiliated hospitals* of the Pennsylvania College of Health Sciences (PA College). Admission to Cedar Crest College does not guarantee admission to the hospital clinical year. Students must earn a minimum of 2.0 in each of the required prerequisite courses however, a strong overall GPA is highly recommended for the competitive selection and acceptance into the clinical year at PA College. At the end of the fall semester of the junior year, the student applies for admission to the clinical year through the Coordinator of Nuclear Medicine at Cedar Crest College. The Admissions Committee of the PA College decides which students will be accepted into the clinical year and also designates the hospital assignment. Prior to beginning the clinical year, the student must complete the required number of shadowing hours at the assigned hospital. The clinical year begins in August and is twelve months in duration. The student will spend three days per week in clinical practice at an affiliated hospital and one day per week in classroom instruction at PA College.

Upon successful completion of the Nuclear Medicine Technology program, a Bachelor of Science degree in Nuclear Medicine Technology from Cedar Crest College and a certificate in Nuclear Medicine Technology from the PA College will be awarded. The program at PA College is approved by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology.

*The affiliated hospitals are: Good Samaritan Hospital (Lebanon, PA), Lancaster General Hospital (Lancaster, PA), Lehigh Valley Health Network (Allentown, PA), Memorial Hospital of York (York, PA), Meritus Medical Center (Hagerstown, MD), Peninsula Regional Medical Center (Salisbury, MD), Reading Hospital (Reading, PA), St. Luke’s University and Health Network (Bethlehem, PA), and York Hospital York, PA).

Program Mission Statement

The mission of the program is to provide the health community with intelligent and technically skilled entry-level technologists who are
competent in the performance of nuclear medicine procedures for patient studies and work effectively with members of a health care team.

**Program Outcomes**
All Majors within the Department of Biological Sciences have the following three outcomes:

- Students can apply the foundation concepts and principles of the Biological Sciences, including cellular structure and function, genetics and molecular biology, evolution and organismal diversity, and ecology.
- Students can discuss the interaction of science and society, including the ethical practice of science, within the local, national, and global community.
- Students can write about and interpret the methodologies of scientific research.

**Nuclear Medicine Technology Major Outcomes**
- Students can apply anatomical and physiological concepts of the organization and interrelationships of body organ systems and homeostasis to diagnostic imaging and health care using nuclear medicine protocols.

**Clinical Year Educational Outcomes (PA College)**
- Work effectively with members of the health care team.
- Demonstrate competency in the performance of nuclear medicine procedures.
- Show ability to think critically by applying didactic knowledge to clinical situations.
- Assume responsibility for continuous learning, professional growth and service to the community.
- Respect the ethical, legal, moral and cultural issues that impact the care of patients

**Program Requirements**
A student should declare the major upon matriculation. A student is required to declare a major once completing 45 credits.
Prior to eligibility for completing the Nuclear Medicine Technology academic certificate curriculum at PA College, the following prerequisites must be completed with a grade of C or above:

- Anatomy & Physiology I and II with labs
- Physics – one course with lab
- Chemistry – one course with lab
- College Algebra or above such as Precalculus
- English Composition – one course
- Public Speaking – one course
- Humanities – one course
- Social Science – one course

A minimum cumulative GPA of 2.00 is required to remain in the major.

**Cedar Crest College Major Requirements**

**BIO 123**
Foundations in Biology
4 credits

**BIO 124**
Principles of Cell and Molecular Biology
4 credits
(Students with Advanced Placement credit for BIO123 and/or 124 are required to take the BIO 123 and 124 Labs.)

**BIO 235**
Ecology, Evolution and Genetics*
4 credits

**BIO 236**
Cell and Molecular Biology*
4 credits

OR

**BIO 239**
Animal Ecology, Development and Evolution*
4 credits

**BIO 231**
Genetics*
4 credits

*BIO 235 and 236 were offered for the last time in the 2014-2015 academic year.

**BIO 127**
Clinical Microbiology
4 credits

**BIO 117**
Human Anatomy and Physiology I
4 credits

**BIO 118**
Human Anatomy and Physiology II
4 credits

**BIO 304**
Pathophysiology
3 credits

**CHE 111**
Chemical Principles
4 credits

**CHE 112**
Chemical Equilibrium and Analysis
4 credits

OR **CHE 111**

**CHE 203**
Survey of Organic Chemistry
4 credits

**MAT 110**
Probability and Statistics
3 credits

Precalculus (recommended) or Algebra
3 credits

**PHY 101**
Introductory College Physics I
4 credits

**PHY 102**
Introductory College Physics II
4 credits
THS 105   Public Speaking       3 credits

Health Care Administration (any 9 credits)
Health Care Management Certificate* (12 credits); highly recommended

ACC 101   Financial Accounting      3 credits
BUA 211   Intro to Health Care Systems*    3 credits
BUA 258   Health Care Management*    3 credits
BUA 340   Health Care Finance*       3 credits
BUA 341   Health Care Practice Management*    3 credits
BUA 220   Human Resources Management 3 credits

BUA 258 or BUA 341 must be used as a prerequisite for PHI 210 at PA College

Liberal Arts Curriculum Requirements
Students fulfill the Technology, Oral Presentation, Information Literacy and Public Speaking requirements through successful completion of the following required courses:
BIO 123, 124, 239, 231, THS 105, NMT 201, NMT 202, NMT 203, NMT 211, NMT 212, and NMT 213.

All courses in the major and liberal arts curriculum must be completed before beginning the fourth, clinical year at PA College.

PA College Clinical Year Requirements
No student will be allowed to begin the clinical year unless all of the following requirements have been met:

- Completion of all prerequisite courses with a grade of C or above
- Acceptance to the Nuclear Medicine Technology certificate program at the PA College; **Acceptance into the clinical year is competitive and not guaranteed by satisfaction of the minimum requirements.** It is based on strong academic performance and the available number of positions in the clinical program.
- Completion of all required health history, physical exam, certifications, clearances, and background checks as required by the PA College
- Completion of all other documents required by the affiliated hospitals
• Documentation of health insurance; CCC health insurance is acceptable

_Nuclear Medicine Technology students are responsible for any fees involved in the fulfillment of the above requirements._

The nuclear medicine clinical training begins in August and is 12 months in duration. _This will involve commuting one day per week to the PA College for classroom instruction and commuting to the affiliate hospital three days per week for clinical practice_ that includes the following areas: radionuclide imaging and external monitoring, radiation safety and protection, patient positioning and clinical nursing procedures, and nuclear medicine administrative procedures. Students are required to learn and perform venipuncture and to inject radio pharmaceuticals.

**Clinical Year Coursework at the PA College and Affiliated Hospitals**
(The minimum acceptable grade to make academic progress is a “C” in the theory courses and a “B” in the clinical courses)

**Fall Semester**
- HSC 100 Medical Terminology 1 credit
- HSC 101 Patient Care 1 credit
- NMT 201 Nuclear Medicine Theory 4 credits
- NMT 211 Nuclear Medicine Clinical I 5 credits
- PHI 210 Ethical and Legal Dimensions in the Health Sciences 1 credit

**Spring Semester**
- HSC 195 Cross-Sectional Anatomy 1 credit
- NMT 202 Nuclear Medicine Theory II 6 credits
- NMT 212 Nuclear Medicine Clinical II 5 credits

**Summer Session**
- NMT 203 Nuclear Medicine Theory II 2 credits
- NMT 213 Nuclear Medicine Internship 6 credits

**Total number of credits required for the major and clinical program:** 127

Nuclear Medicine Technology, as any health profession, has some potential risks/hazards related to the occupation; students may be exposed to ionizing radiation, blood and body fluids including urine, feces, vomitus, etc. on a daily basis. Nuclear Medicine Technology students are required to assess patients and provide general nursing care to patients while in nuclear
medicine departments of the affiliated hospitals

An extensive amount of verbal communication and self-motivation is required in the clinical year which necessitates working with patients in a professional setting. Therefore, it is important that the student has advanced interpersonal skills, mature judgment, and appropriate professional demeanor. The clinical year is accelerated and students are required to immediately begin interacting with patients and instructors and perform procedures under the supervision of clinical instructors.

**Travel Policies**

Travel to and from the affiliated hospitals and PA College required in the fourth, clinical year is the responsibility of the student.

**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.

**Program Completion**

Upon completion of the Nuclear Medicine Technology program at PA College of Health Sciences, a Bachelor of Science degree in Nuclear Medicine Technology from Cedar Crest College and a Certificate in Nuclear Medicine Technology from the Pennsylvania College of Health Sciences will be awarded. Since the clinical year is a twelve month curriculum, a graduating student will be allowed to participate in Cedar Crest College’s May Commencement however, the B.S. degree will be issued following completion of all requirements from the clinical year ending in August.

After successful completion of the clinical year, students are then qualified to take one of the national registry examinations (ARRT or NMTCB) in order to become a Certified Nuclear Medicine Technologists (CNMT).

**The granting of a degree from Cedar Crest College and a certificate from the PA College of Health Sciences does not guarantee that a student will be licensed, certified, or accepted for practice by professional licensing agencies.**
Pre-Health Professions Advising Program

For information contact Dr. Audrey J. Ettinger, ajetting@cedarcrest.edu, 610-606-4666, ext. 3512

Program Description
The Pre-Health Professions Advising Program (also referred to as the Health Professions Program or Health Professions Advising Program) is designed to provide students with individualized assistance in preparing and applying for postgraduate education in medicine, dentistry, veterinary medicine, physician assistant, and other health professions careers, while also exposing them to the various health-related fields.

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. Students considering health professions careers should inform their academic advisors, and contact the Health Professions Advisor as early as possible. Faculty advising and support services for students enrolled in the program include course scheduling, pre-medical orientation sessions, personal statement workshops, application assistance, and committee recommendation letters (where appropriate).

Program Mission Statement
The mission of the Pre-Health Professions Advising Program is to help women interested in health professional careers find the field that is the best fit for their interests, talents, and personality. The program provides opportunities for students to explore descriptions, qualifications, and traits of different health professional fields, including: medicine, dentistry, veterinary medicine, physician assistant, podiatry, public health, optometry, and other health-related careers. Students can participate in individual and group advising events, and receive guidance in obtaining exposure to professional practice and gaining meaningful volunteer work. It is the goal that students will enter a health professional program and future career that is an ideal fit for them and their level of preparedness, and that contributes to the overall health of society.

Total number of credits required by program: Minimum of 62

Program Requirements
Students who wish to graduate from the Pre-Health Professions Advising Program at Cedar Crest must meet the required prerequisite courses listed below, fulfill an additional year of Biology coursework, and maintain a
science and overall GPA of 3.300 or above. Students interested in completing the Health Advising Program should use the concentration line of the declaration form.

**Course Requirements**

Students should become familiar with the requirements of the particular professional school in which they are interested; each health profession and each individual school may set particular requirements in addition to those required here. The Cedar Crest courses that fulfill undergraduate requirements for most health professions schools are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 123</td>
<td>Foundations in Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 124</td>
<td>Principles of Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>Two additional courses from Biology</td>
<td>6-8</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>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</td>
<td>3 or 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>MAT 142</td>
<td>Calculus II,</td>
<td>3</td>
</tr>
<tr>
<td>BIO 248</td>
<td>Biostatistics, 3 credits</td>
<td></td>
</tr>
<tr>
<td>OR MAT 110</td>
<td>Probability &amp; Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Introductory course in Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Introductory course in Sociology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Two courses of college-level English or composition</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

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.

Students are encouraged to take HLT 101 Introduction to the Health Professions and HLT 201 Health Professions II. The sophomore biology core sequence of BIO 239 Animal Ecology, Development, and Evolution and BIO 231 Genetics are also recommended and could fulfill the two additional courses in biology. Some medical schools may have additional coursework or minimum grade requirements. Health professional schools other than medical schools may require all or some of these courses and often require other courses. Information is available from the Health Professions Advisor.
about individual schools’ admissions standards.

Health professions education is extremely rigorous, and therefore schools expect a very strong record of undergraduate academic achievement, both in science courses and overall. Students should be aware that admission to schools in these areas is highly competitive, and participation in the Pre-Health Professions Advising Program does not imply or guarantee acceptance.

### Standardized Tests

Health professions schools usually require the Medical College Admissions Test (MCAT), Dental Admission Test (DAT) or Graduate Record Exam (GRE). Examinations for other professional programs can vary. The appropriate test should usually be taken in the spring semester or early summer of the junior year if the student intends to enroll immediately after completing her undergraduate degree.

### 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 active involvement in the student Health Professions Society are highly recommended.

### Application Process

The application process for health professions schools begins in the calendar year prior to the intended start date (i.e., in the spring of the Junior year for students planning to enroll immediately after undergraduate graduation). Students should consult with the Health Professions Advisor early in their college work and throughout the process. Most medical schools expect a confidential composite letter of recommendation from the Health Professions Advisory Committee, and it is inadvisable for students to apply without requesting a letter. The Health Professions Advisory Committee requires a waiver application form for a composite letter and access to standardized test scores before being able to write a composite letter.
Business & Management Programs
Accounting - Major/Minor

For information, contact Professor Ibolya Balog, ibalog@cedarcrest.edu, 610-606-4666, ext. 4453

Program Description

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, critical thinking, and managerial skills to prepare them for careers in public, managerial, governmental, or tax accounting, as well as internal auditing.

The accounting program is designed to provide a broad foundation in accounting and can be used by students working toward the 150-semester hour education required by the American Institute of Certified Public Accountants (AICPA) and most states Board of Accountancy prior to licensure as Certified Public Accountants. Students should seek advice from an accounting advisor to plan course work adequately.

Program Mission Statement

The mission of the accounting degree program at Cedar Crest College is to prepare students for a career as a business leader through well rounded exposure to rigorous study of accounting theory and hands-on, practical experience in the combined areas of financial reporting and analysis, managerial accounting and decision support, taxation and assurance services, and ethical consideration and implication of business decision making and reporting in accordance with applicable standards in the global community.

Total number of credits required by the major: 66
Accounting Major

Program Requirements
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 2.50 must be achieved.

To be certified for graduation, a student majoring in Accounting must take a minimum of 33 credits of course work in the Department of Business, Management, and Economics at Cedar Crest College.

Course Requirements
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 2.50 must be achieved.

To be certified for graduation, a student majoring in Accounting must take a minimum of 33 credits of course work in the Department of Business, Management, and Economics at Cedar Crest College.

Liberal Arts Curriculum Requirements fulfilled within the Major
The student fulfills the Technology, Oral Presentation, and Information Literacy requirements by successfully completing the following courses embedded within the accounting major:

Technology: ACC 205 Business Enterprise Systems
Oral Presentation: BUA 204 Modern Business Communications, BUA 352 Innovation and Entrepreneurship
Information Literacy: BUA 351 Industry Analysis and Strategy

The following Liberal Arts Foundation requirements may be fulfilled by successfully completing the corresponding courses within the major:

WRI-2: BUA 204 Modern Business Communications
Ethics: ACC 281 Professional Ethics – Traditional Students, BUA 282 Professional Ethics – SAGE Students

Math and Logic: BUA 219 Quantitative Methods For Business And Economics

Program Outcomes
Upon completion of the Accounting Major, students will be able to:

- Describe the fundamental functions of an organization's accounting
system and the objectives of the users of financial reports.

- Prepare a set of complete financial statements and analyze the relationships of these statements.
- Consider the role of ethical behavior in financial reporting, accounting decisions and auditing, and evaluate the financial implications of business decision making.
- Design a budget based on forecasted sales and prepare the related forecasted financial statements.
- Apply relevant tax accounting concepts as applicable to personal and business tax returns.
- Analyze various attest functions and assurance services performed by independent accountants.

## Accounting Minor

### Program Requirements
All Cedar Crest College students are eligible to take this minor. All courses within the minor must be passed with a grade of C- or better. Business Administration majors cannot apply any accounting electives to their major if they choose this minor.

### Required Courses

<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 credits</td>
</tr>
<tr>
<td>ACC 102</td>
<td>Managerial Accounting</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACC 205</td>
<td>Business Enterprise Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACC 250</td>
<td>Principles of Finance</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACC 309</td>
<td>Intermediate Accounting I</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACC 310</td>
<td>Intermediate Accounting II</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Post-Baccalaureate CPA Certificate

According to the Pennsylvania State Board of Accountancy, 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 36 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 36-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, 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 required by the American Institute of Certified Public Accountants, and by Pennsylvania and most states in the nation. At least 8 of the 12 required courses must be taken at Cedar Crest College.

**Required Courses**

<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 credits</td>
</tr>
<tr>
<td>ACC 102</td>
<td>Managerial Accounting</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACC 203</td>
<td>Cost Accounting</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACC 205</td>
<td>Business Enterprise Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACC 250</td>
<td>Principles of Finance</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACC 309*</td>
<td>Intermediate Accounting I</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACC 310*</td>
<td>Intermediate Accounting II</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACC 315*</td>
<td>Personal Income Tax Accounting</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACC 316*</td>
<td>Corporation Income Tax Accounting</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACC 321*</td>
<td>Advanced Accounting</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACC 322*</td>
<td>Auditing</td>
<td>3 credits</td>
</tr>
<tr>
<td>BUA 221*</td>
<td>Business Law</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

*Must be taken at Cedar Crest College.
Business Administration - Major/Minor
For information, contact Professor Gaetan Giannini gtgianni@cedarcrest.edu, 610-606-4666, ext. 3427

Program Description
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 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 Mathematics.

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.

Program Mission Statement
The mission of the Business Administration program is to provide students with the knowledge and tools they need to achieve and maintain productive relationships with peers, superiors and subordinates; with appropriate technology, assess and organize information from various sources; interpret information, draw conclusions, and communicate knowledge effectively; link functional business skills together and apply a systems-thinking approach to situations; innovate and orchestrate change; and sustain ethical standards and be aware of the challenges existing in a diverse and complex world.

Total number of credits required by program: 57

Business Administration Major

Program Requirements
To be certified for graduation, a student majoring in business administration must take a minimum of 33 credits of course work in the Department of Business, Management, and Economics at Cedar Crest College.

All courses within the major must be passed with a grade of C- or better. A minimum cumulative grade-point average of 2.25 and a minimum average in the major of 2.50 must be achieved.
All students must complete the Department Core Courses, the Business Administration Requirements, and two electives. As an option, students may elect to take a concentration by combining the first two electives with two additional electives, each in the appropriate area of study.

### Course Requirements

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

#### Core Courses

<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 204</td>
<td>Modern Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUA 205</td>
<td>Business Enterprise Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUA 219</td>
<td>Quantitative Methods for Business and Economics</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>Professional Ethics</td>
<td>4</td>
</tr>
<tr>
<td>BUA 282</td>
<td>Professional Ethics</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>Industry Analysis and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>BUA 352</td>
<td>Innovation and Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>ECO 100</td>
<td>Business As A Social Process</td>
<td></td>
</tr>
<tr>
<td>OR BUA 110</td>
<td>Survey of Business Principles</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>MRK 230</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective 1
Elective 2
Optional Concentration:
Elective 3
Elective 4

#### Business Administration Courses

<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</td>
<td></td>
</tr>
<tr>
<td>OR ECO 315</td>
<td>International Economics</td>
<td></td>
</tr>
<tr>
<td>OR MRK 336</td>
<td>Global Marketing</td>
<td></td>
</tr>
<tr>
<td>BUA 329</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 315</td>
<td>International Economics</td>
<td></td>
</tr>
<tr>
<td>MRK 336</td>
<td>Global Marketing</td>
<td></td>
</tr>
<tr>
<td>BUA 329</td>
<td>Organizational Behavior</td>
<td></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  Financial Markets and Institutions  3 Credits
ECO 315  International Economics  3 Credits
ECO 333  Economic Sociology  3 credits
PSC 211  The New Global Economy  3 Credits

**Health Care Management Concentration**
BUA 211  Introduction to Health Care Systems  3 Credits
BUA 258  Health Care Management Techniques  3 Credits
BUA 340  Health Care Finance  3 Credits
BUA 341  Health Care Practice Management  3 Credits

**Human Resources Concentration**
BUA 220*  Human Resources Management  3 credits

Plus choose three of the following:
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
ECO 302  Labor Economics  3 credits
PSY 227  Principles of Helping Relationships
OR  PSY 230  Team Building and Group Dynamics  3 credits
* Required

**Management Concentration**
Choose four of the following (two courses must have a BUA designation):
ACC 203  Cost Accounting  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   Financial Markets and Institutions     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

*An approved internship within a specified field may count toward concentration requirements.

Liberal Arts Curriculum Requirements fulfilled within the Major
The student fulfills the Technology, Oral Presentation, and Information Literacy requirements by successfully completing the following courses embedded within the business administration major:

Technology: ACC 205 Business Enterprise Systems, BUA 219 Quantitative Methods For Business And Economics
Oral Presentation: BUA 204 Business Communications, BUA 352 Innovation and Entrepreneurship
Information Literacy: BUA 351 Industry Analysis and Strategy

The following Liberal Arts Foundation requirements may be fulfilled by successfully completing the corresponding courses within the major:

WRI-2: BUA 204 Business Communications

Ethics: BUA 281 Professional Ethics - Traditional Students, BUA 282 Professional Ethics – SAGE Students
Global Studies: BUA 240 International Business, ECO 315 International Economics, or MRK 336 Global Marketing

Math and Logic: BUA 219 Quantitative Methods For Business And Economics

Program Outcomes

Upon completion of the Business Major, students will be able to:

- Develop and maintain productive relationships with peers, superiors and subordinates, and evaluate her contribution to a team.
- With appropriate technology, assess and organize information from various sources, and interpret information, draw conclusions, and communicate results effectively.
- Link functional business skills together and apply a systems-thinking approach to situations.
- Identify opportunities for business innovation and design and recommend strategies for orchestrating change in an organization.
- Identify ethical dilemmas that exist in the business environment and analyze challenges existing in a diverse and complex world within a managerial context.
- Analyze financial performance of an organization and forecast future performance based on trend and planned investments.
- Explain and utilize key concepts and models of economics: the market model, market structure, characteristics and causes.
- Analyze a country's commercial strategy, context, and performance and relate to a company's export or investment strategy.

Business Administration Minor

Program Requirements

Students throughout the college are encouraged to minor in business administration to maximize professional opportunities after graduation. This minor introduces the basics of managing 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 unless the total credits taken for the degree equals or exceeds 138. All courses within the minor must be passed with a grade of C- or better. Students must take at least half of the 18 credits of course work in the Department of Business, Management, and Economics at Cedar Crest College.
**Total Credits: 18**

**Course Requirements**

<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 204</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>MRK 230</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ECO 101</td>
<td>Principles of Economics: Macro</td>
<td>3</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td>ECO 102 Principles of Economics: Micro</td>
<td>3</td>
</tr>
<tr>
<td>ACC 102</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUA 220</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUA 250</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUA 329</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUA 350</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>300 Level Marketing Course</strong></td>
<td></td>
</tr>
</tbody>
</table>
Economics – Minor
For information, contact Professor Chris Duelfer, cduelfer@cedarcrest.edu, 610-606-4666, ext. 3410

Program Description
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.

Program Requirements
All courses within the minor must be passed with a grade of C- or better. Students must take at least half of the 18 credits of course work in the Department of Business, Management, and Economics at Cedar Crest College. A student may not declare a minor and concentration in Economics

Total Credits: 18

Course Requirements
ECO 101  Principles of Economics: Macro  3 credits
ECO 102  Principles of Economics: Micro  3 credits

Plus choose four from the following courses:
ECO 201  Government, Business, and Society  3 credits
ECO 222  Economic Geography  3 credits
ECO 302  Labor Economics  3 credits
ECO 304  Financial Markets and Institutions  3 credits
ECO 315  International Economics  3 credits
ECO 333  Economic Sociology  3 credits
PSC 211  The New Global Economy  3 credits
Marketing - Minor
For information, contact Professor Gaetan Giannini gtgianni@cedarcrest.edu, 610-606-4666, ext. 3427

Program Description
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 and organizational experience, critical thinking skills, decision making skills, and the ability to interact with others on a meaningful and ethical level. Students with marketing backgrounds find career opportunities in all types of business and social benefit organizations.

All courses within the minor must be passed with a grade of C- or better. Students must take at least half of the 18 credits of course work in the Department of Business, Management, and Economics at Cedar Crest College. A student may not declare a minor and concentration in Marketing.

Required Courses
18 Credits
MRK 230 Principles of Marketing 3 credits
MRK 240 Applied Public Relations 3 credits

Plus choose four of the following:
BUA 328 Power, Influence, and Negotiation 3 credits
BUA 335 Retail Management 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 and Promotion 3 credits
MRK 335 Business-to-Business Marketing 3 credits
MRK 336 Global Marketing 3 credits
Health Care Management - Certificate
For information, contact Professor Gaetan Giannini gtgianni@cedarcrest.edu, 610-606-4666, ext. 3427

Program Description
Health Care organizations and businesses supporting the delivery of care represent a growing area for employment and career advancement. The Health Care Management Certificate shows industry specific skills in processes analysis, management, marketing, and finance. Individuals working in the health services industry may use this learning to better understand their management role or to advance into supervisory or management positions. Others may use learning from the program to enter or transition into the health care field, with a differentiating knowledge base and the ability to communicate using terminology from the health care industry.

Students who complete the certificate in Health Care Management will be able to:

- Apply important skills of organizational management and marketing to the health care industry
- Describe and work in teams to solve administrative or leadership problems that involve health care providers or suppliers
- Contribute to the development of operating and capital budgets that affect health care services
- Interpret and explain processes and procedures that govern reimbursement, revenue cycle and cost containment in health services organizations

Program Requirements
12 Credits All four courses must be completed at Cedar Crest College

Course Requirements
BUA 211 Introduction to Health Care Systems 3 Credits
BUA 258 Health Care Management Techniques 3 Credits
BUA 340 Health Care Finance 3 Credits
BUA 341 Health Care Practice Management 3 Credits
Human Resources Management - Certificate

For information, contact Professor Gaetan Giannini gtgianni@cedarcrest.edu, 610-606-4666, ext. 3427

Program 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.

Upon completion 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

Program Requirements
12 Credits All four courses must be completed at Cedar Crest College.

Course Requirements
BUA 220   Human Resource Management    3 credits
BUA 239   Employment Law       3 credits
BUA 320   Attracting, Selecting, and Retaining Talent  3 credits

Plus, choose one of the following:
BUA 325   Compensation Management   3 credits
BUA 328   Power, Influence, and Negotiation  3 credits
Undergraduate Leadership Certificate

For information, contact Professor Ibolya Balog, ibalog@cedarcrest.edu, 610-606-4666, ext. 4453

Program Description
This certificate will benefit any major on campus in that it is designed for women who want to prepare themselves for a leadership role in society.

Upon completion of this certificate, students will be able to:

- Master crucial skills in developing and communicating a vision
- Demonstrate working well with high performance teams
- Improve communication style, and build key relationships

Program Requirements
12 Credits

Course Requirements
LDR 200 Foundations of Leadership
LDR 260 Emergent Leadership

Flex course in or out of major such as Power, Influence and Negotiation, Introduction to Gender Studies, Leadership in Nursing, Organizational Communication, Leadership in Business, Women in the Workplace, Law and Women’s Rights and Race and Gender in Media.

LDR 360 Leadership Action Project

LDR 365 Capstone in Leadership
Cooperative Education Work Experience
For information, contact Professor Gaetan Giannini gtgianni@cedarcrest.edu, 610-606-4666, ext. 3427

Program Description
Cooperative education (Co-op) is a well-known educational strategy that integrates classroom studies with learning through hands-on work experiences in a field related to the student’s academic major and career goals. Cooperative education is an experiential learning process with specific education goals that include critical thinking, knowledge, communication, personal and professional growth, and career preparation. The learning model is embedded within the cooperative education course requirements.

The goal of this process is to ensure that students integrate, not simply participate in, the academic and experiential learning processes. Integration will have varying outcomes based upon the individual student, the work assignment, and the Faculty Co-op Advisor’s requirements.

Program Requirements
Students need to complete the application to the Co-op Experience and participate in the Co-op orientation program (mandatory for all those who intend to enroll in the co-op program), and attend scheduled workshops and receive a satisfactory rating in resume writing, interviewing and job searching. Students write a resume that is approved by the faculty Co-op supervisor and identify employment during the second academic year. Students meet with the faculty Co-op supervisor and members of the career development office, who will help develop job leads from the Cedar Crest College database. Students may also develop their own leads. Students are responsible for following all leads, research and interview for positions. If a position is accepted, students enroll in BUA 160, Cooperative Education and Experience I, II, or III and complete the Cooperative Education and Experience Learning Requirements. Admission to and continued participation in the Co-op Experience is contingent on students maintaining at least a 3.20 grade point average.

Students interested in the Co-op Experience should work closely with their academic advisor and co-op supervisor on appropriate scheduling including summers to complete their Bachelor of Science degree and a full year of work experience within a four year period.

In an effort to better couple academics with a student’s cooperative education experience, undergraduate students enrolled in a Co-op education program may register for one course (up to four (4) credits) during each term for which they are on a Co-op assignment without charge beyond the Co-op fee.
Chemical & Physical Science Programs

Biochemistry - Major

For information, contact Professor Marianne Staretz, mestaret@cedarcrest.edu, 610-606-4666, ext. 3608.

Program Description
Biochemistry is the study of the chemistry of life. A biochemistry major will study the chemistry of molecules found in living organisms, particularly proteins, DNA/RNA, lipids, and carbohydrates. 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, toxicology, and forensic science. Students interested in forensic science can choose to double major in biochemistry and forensic science. As a capstone experience students in the program will work one-on-one with a faculty member on a research project which will be summarized in a seminar presentation.

Mission Statement
The mission of the Department of Chemical and Physical Sciences is to develop the theoretical, analytical, and technical skills to allow departmental majors to be leaders in their scientific professions and/or productively pursue graduate or professional studies in science. The Department will also provide a foundational knowledge in the area of chemistry for majors and non-majors that will contribute to the development of scientifically responsible citizens who can have a better understanding of the world and the role of science and scientific thinking in the global community.

Within the guiding mission of the Department of Chemical and Physical Sciences, the Biochemistry major will provide students with a strong foundation in both chemistry and biology. This combination of chemistry and biology within the Biochemistry major promotes an integration of concepts and techniques that will enable students to study and understand the chemistry of living systems. Students majoring in Biochemistry are provided with the background to excel in fields that have a connection to living systems such as medicine, pharmaceuticals, pharmacology & toxicology, agriculture, forensic science, and the environment.

Program 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. Students must attain a grade of C or better in 100 and 200 level courses before proceeding to 300 level courses. No grades of D and only two grades of C- will be allowed for required 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 comprehensive examination encompassing all the relevant sub-disciplines which is administered as part of the Chemistry seminar (CHE 352).

### Course 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 1</td>
<td>credit</td>
</tr>
<tr>
<td>CHE 391</td>
<td>Advanced Laboratory and Research</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong> CHE 393 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 306</td>
<td>Advanced Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHE 314</td>
<td>Toxicology</td>
<td>2</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>
CHE 348  Forensic Molecular Biology  4 credits

Plus the following biology courses:
BIO 123  Foundations of Biology I  4 credits
BIO 124  Principles of Cell and Molecular Biology II  4 credits
BIO 231  Genetics  4 credits
BIO 335  Molecular Genetics I  4 credits

Plus the following cognate courses:
BIO 248  Biostatistics  3 credits
**OR** MAT 210  Mathematical Statistics and Probability  3 credits
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

Total number of credits required: 89-90

The B.S. degree in Biochemistry is approved by the American Chemical Society which means that graduates will be certified by the American Chemical Society.

Fulfillment of LAC Requirements
Students fulfill Technology, Oral Presentation, and Information Literacy requirements through the successful completion of the following major requirements: CHE 300, CHE 302, CHE 335, CHE 307, CHE 352, CHE 391. Students also fulfill the Natural Sciences (CHE 111 and 112), Mathematics and Logic (MAT 141 and 142) and Writing 2 (CHE 300) requirements upon successful completion of the major.

Student Learning Outcomes
- Students will be able to demonstrate an understanding and knowledge of the fundamentals of analytical, organic, inorganic, physical and biological chemistry.
- Students will be able to apply problem-solving skills in both a qualitative and quantitative manner using fundamental chemical/biochemical principles.
- Students will demonstrate laboratory skills and an understanding of theory and techniques to effectively carry out an experiment in a safe and systematic fashion.
- Students will learn to make detailed observations, record data objectively, and maintain an accurate laboratory notebook in a legal
and ethical manner.

- Students will be able to demonstrate an ability to communicate chemical/biochemical information with clarity through writing and speaking and will be able to retrieve, understand and properly cite specific chemical and biochemical information from the scientific literature.

- Students will demonstrate proficiency in applying and interpreting statistical methods for data evaluation.

- Students will be able to demonstrate an understanding of advanced concepts in biochemistry and biochemical techniques.
Chemistry - Major (B.S. and B.A.)/Minor

For information, contact Professor Marianne Staretz, mestaret@cedarcrest.edu, 610-606-4666, ext. 3608.

Program Description
The chemistry major is one of science’s most versatile degrees and is important in today’s global environment. The chemistry program prepares students for entry into a variety of chemistry related industries, graduate study, education, or the medical professions by encouraging critical thinking and leadership skills. It also provides a background for those entering the allied health, biological, environmental, and forensic science fields, in which chemical knowledge and laboratory skills are required. The department offers both a B.S. and a B.A. in chemistry. The B.S. in Chemistry provides more emphasis on the laboratory experience; the B.A. in Chemistry provides a solid foundation in Chemistry but allows flexibility to combine chemistry with other areas of interest such as secondary education, business, or pre-law. Students interested in forensic science can choose to double major in chemistry (B.S.) and forensic science. As a capstone experience, students in the program have the opportunity to work closely with a faculty member on a research project which is summarized in a seminar presentation.

Mission Statement
The mission of the Department of Chemical and Physical Sciences is to develop the theoretical, analytical, and technical skills to allow departmental majors to be leaders in their scientific professions and/or productively pursue graduate or professional studies in science. The Department will also provide a foundational knowledge in the area of chemistry for majors and non-majors that will contribute to the development of scientifically responsible citizens who can have a better understanding of the world and the role of science and scientific thinking in the global community.

Within the guiding mission of the Department of Chemical and Physical sciences, the Bachelor of Science (B.S.) Chemistry major will provide students with a strong foundation in chemistry with both fundamental and advanced coursework. The Department offers hands-on experience in experimental chemistry and with chemical instrumentation to prepare students for careers utilizing technical skills and scientific reasoning. A B.S. in Chemistry is an extremely versatile degree, applicable in such fields as medicine, chemical/pharmaceutical synthesis, energy production, and forensic science.

The Bachelor of Arts (B.A.). Chemistry will provide students with a basic
foundation in chemical principles with less emphasis on laboratory methods than the B.S. in Chemistry allowing students the flexibility to combine the B.A. in Chemistry with other areas of study such as pre-law, pre-health, business or secondary education. The mission of the B.A. in Chemistry is to prepare graduates for careers in fields where knowledge of chemistry and the scientific method are major assets. Such fields include environmental science, regulatory affairs, patent law, secondary education, and scientific writing. Graduates can also pursue professional areas of study such as medicine, dentistry, and veterinary medicine.

**Program Requirements**
An overall grade-point average of at least 2.000 in chemistry and cognate courses is required for the B.S. and B.A. 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. Students must attain a grade of C or better in 100 and 200 level courses before proceeding to 300 level courses. No grades of D and only two grades of C- will be allowed for required courses at the 300 level that fulfill major 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 comprehensive examination encompassing all the relevant sub-disciplines which is administered as part of the Chemistry seminar (CHE 352)

**B.S. in Chemistry**

**Course Requirements for the B.S. in Chemistry**

<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 credits</td>
</tr>
<tr>
<td>CHE 112</td>
<td>Chemical Equilibrium and Analysis</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHE 205</td>
<td>Organic Chemistry I</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHE 206</td>
<td>Organic Chemistry II</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHE 230</td>
<td>Analytical Chemistry</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHE 300</td>
<td>Technical Information</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHE 302</td>
<td>Instrumental Analysis</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHE 306</td>
<td>Advanced Organic Chemistry</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHE 307</td>
<td>Biochemistry I</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHE 331</td>
<td>Inorganic Chemistry</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHE 335</td>
<td>Physical Chemistry I</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHE 336</td>
<td>Physical Chemistry II</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
CHE 352  Seminar  1 credit
CHE 391  Advanced Laboratory and Research  6 credits
in the junior/senior year

OR CHE 393  Internship

Plus choose two courses from the following:
CHE 308  Biochemistry II  3 or 4 credits
CHE 314  Toxicology  2 credits
CHE 320  Environmental Chemistry  3 or 4 credits
CHE 341  Polymer Chemistry  3 credits
CHE 344  Heterocyclic Compounds  3 credits
CHE 347  Trace Evidence and Microscopy  4 credits

Plus the following cognate courses:
BIO 248  Biostatistics  3 credits
OR MAT 210  Mathematical Statistics and Probability  3 credits
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

Total number of credits required: 75-77

The B.S. degree in Chemistry is approved by the American Chemical Society which means that graduates will be certified by the American Chemical Society.

Fulfillment of LAC Requirements
Students fulfill Technology, Oral Presentation, and Information Literacy requirements through the successful completion of the following major requirements: CHE 300, CHE 302, CHE 335, CHE 307, CHE 352, CHE 391. Students also fulfill the Natural Sciences (CHE 111 and 112), Mathematics and Logic (MAT 141 and 142) and Writing 2 (CHE 300) requirements upon successful completion of the major.

Student Learning Outcomes
- Students will be able to demonstrate an understanding and knowledge of the fundamentals of analytical, organic, inorganic, physical and biological chemistry.
- Students will be able to apply problems-solving skills in both a qualitative and quantitative manner using fundamental chemical principles.
• Students will demonstrate laboratory skills and an understanding of theory and techniques to effectively to carry out an experiment in a safe and systematic fashion.

• Students will learn to make detailed observations, record data objectively, and maintain an accurate laboratory notebook in a legal and ethical manner.

• Students will be able to demonstrate an ability to communicate chemical information with clarity and coherence through writing and speaking and will be able to retrieve, understand and properly cite specific chemical information from the scientific literature.

• Students will demonstrate proficiency in applying and interpreting statistical methods for data evaluation.

B.A. in Chemistry

Course Requirements for the B.A. in Chemistry

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 111</td>
<td>Chemical Principles</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHE 112</td>
<td>Chemical Equilibrium and Analysis</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHE 205</td>
<td>Organic Chemistry I</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHE 206</td>
<td>Organic Chemistry II</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHE 300</td>
<td>Technical Information</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHE 307</td>
<td>Biochemistry I</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHE 331</td>
<td>Inorganic Chemistry</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHE 335</td>
<td>Physical Chemistry I</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHE 352</td>
<td>Chemistry Seminar</td>
<td>1 credit</td>
</tr>
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</table>

Plus choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHE 230</td>
<td>Analytical Chemistry</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHE 320</td>
<td>Environmental Chemistry</td>
<td>4 credits</td>
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</tbody>
</table>

Plus the following cognate courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>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>PHY 101</td>
<td>Introductory College Physics I</td>
<td>4 credits</td>
</tr>
<tr>
<td>PHY 102</td>
<td>Introductory College Physics II</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

Total number of credits required: 47

Fulfillment of LAC Requirements
Students fulfill Technology, Oral Presentation, and Information Literacy
requirements through the successful completion of the following major requirements: CHE 300, CHE 335, CHE 307, CHE 352. Students also fulfill the Natural Sciences (CHE 111 and 112), Mathematics and Logic (MAT 141 and 142) and Writing 2 (CHE 300) requirements upon successful completion of the major.

Student Learning Outcomes

• Students will be able to demonstrate an understanding and knowledge of the fundamentals of analytical, organic, inorganic, physical and biological chemistry.

• Students will be able to apply problems-solving skills in both a qualitative and quantitative manner using fundamental chemical principles.

• Students will demonstrate laboratory skills and an understanding of theory and techniques to effectively carry out an experiment in a safe and systematic fashion.

• Students will learn to make detailed observations, record data objectively, and maintain an accurate laboratory notebook in a legal and ethical manner.

• Students will be able to demonstrate an ability to communicate chemical information with clarity and coherence through writing and speaking and will be able to retrieve, understand and properly cite specific chemical information from the scientific literature.

Chemistry Minor

Course Requirements for the Chemistry Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</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 331</td>
<td>Inorganic Chemistry</td>
<td>3 or 4</td>
</tr>
<tr>
<td>OR CHE 335</td>
<td>Physical Chemistry</td>
<td>3 or 4</td>
</tr>
</tbody>
</table>

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

Plus the following cognate courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 141</td>
<td>Calculus I</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>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>

**Total number of credits required:** 37-39
Forensic Science Major
For information, contact Professor Lawrence Quarino, laquarin@cedarcrest.edu, 610-606-4666, ext. 3567

The forensic science major at Cedar Crest College is unique in that it combines many of the most exciting educational features into one package. The major 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.

The forensic science concentration is accredited by the Forensic Science Educational Programs Accreditation Commission.

**Program Requirements**
Students must earn an overall grade-point average of at least 2.000 in all required courses. A grade of C or better is required for all chemistry courses at the 100 and 200 level that fulfill major requirements. All other required major courses at the 100 and 200 level must be completed with at least a C-. No grades of D and only two grades of C- will be allowed for required courses at the 300 level that fulfill major requirements. If a required course is not completed within 2 attempts, the student will be dismissed from the program. A student must have at least a 2.000 average in major courses to declare a forensic science major. Courses that satisfy a major requirement may not be repeated more than once.

**Program Mission Statement**
To provide Cedar Crest students wishing to enter a career in the forensic sciences with a solid foundation in the natural sciences, to emphasize the importance of critical thinking skills in approaching forensic problems, and to educate students in a broad range of forensic analytical techniques from a generalist perspective.

**Requirements for the Forensic Science Major**
The following courses are required for the forensic science major:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 111</td>
<td>Chemical Principles</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 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 241</td>
<td>Crime Scene Pattern Analysis</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 314</td>
<td>Toxicology</td>
<td>2</td>
</tr>
<tr>
<td>CHE 321</td>
<td>Forensic Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>CHE 335</td>
<td>Physical Chemistry</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>CHE 352</td>
<td>Seminar</td>
<td>1</td>
</tr>
<tr>
<td>CHE 391</td>
<td>Research</td>
<td>6</td>
</tr>
<tr>
<td>BIO 123</td>
<td>Foundations of Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 124</td>
<td>Principles of Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 231</td>
<td>Genetics</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>
<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>

*Student who double-major in biology must substitute BIO 350 (Junior Colloquium).

**Students who double-major in forensic science and biology may substitute 4 credits of BIO 353 (2 semesters). Also, students who are forensic science majors, forensic science-biochemistry double majors, or forensic science-chemistry double majors may substitute 4 credits of BIO 353 (2 semesters) but must also register for 1 credit of CHE 391 each semester.

***Students who double-major in biology must substitute BIO 354 (Thesis and Prospectus).

****Student may substitute PHI 250 (Introduction to Professional Ethics)
Double-Major

Students majoring in forensic science are encouraged to double-major in either biochemistry, biology, or chemistry. Students electing to double-major in one of these disciplines have to take the following courses:

**Biochemistry:**
- CHE 308  Biochemistry II 4 credits
- CHE 331  Inorganic Chemistry 3 credits

**Biology:**
- BIO 239  Animal Ecology, Evolution and Development 4 credits
- BIO 356  Science, Ethics, and Society 3 credits

**Chemistry:**
- CHE 306  Advanced Organic Chemistry 3 credits
- CHE 331  Inorganic Chemistry 4 credits
- CHE 336  Physical Chemistry II 3 credits

A forensic science concentration is also available only to Genetic Engineering and Biotechnology majors. In addition to the requirements for the Genetic Engineering major, the following courses must be completed for the concentration:

- BIO 248  Biostatistics 3 credits
- CHE 241  Crime Scene Reconstruction and Pattern Analysis 4 credits
- CHE 347  Trace Evidence and Microscopy 4 credits
- CHE 302  Instrumental Analysis 4 credits
- CHE 348  Forensic Molecular Biology 4 credits
- CHE 349  Professional Issues in Forensic Science 3 credits
- PHI 200  Ethics 3 credits
- CHE 391  Research (2 semesters) 6 credits
- **OR** BIO 353  Research (2 semesters) 4 credits
- BIO 354  Thesis and Presentation 0-1 credit

**Student Learning Outcomes**

Program students will:

- Demonstrate knowledge of topics, techniques, and concepts related to criminalistics,
- Demonstrate the ability to perform qualitative and quantitative critical analysis in conjunction with the development and completion of a
scientific research project,

- Demonstrate the ability to use and conceptually understand instrumentation typically used in forensic analysis,
- Demonstrate the ability to access and understand primary scientific literature from the forensic sciences and other sciences,
- Demonstrate effective writing and speaking skills to communicate scientific concepts and findings to faculty and students,
- Demonstrate an understanding of the importance of the forensic scientist in the criminal justice system,
- Demonstrate an understanding of professional codes of ethics and how they can be used to resolve ethical dilemmas common to forensic science practice,
- Demonstrate an understanding of the application of the scientific method to the management and reconstruction of a crime scene
- To adequately prepare students for graduate and professional school and for employment in the forensic sciences and other scientific disciplines.
Communication Programs

Communication - Minor
For information, contact Steven Weitz, Chair of the Department of Communication, 610-606-4666, ext. 4483

A minor in Communication focuses on the activity, implementation, processing or study of human communication. Students who minor in Communication typically pursue careers in many fields, including marketing, advertising, journalism, public relations, development, video and film production, and broadcasting. Students frequently combine a Communication minor with a variety of disciplines that stress interpersonal and self-presentation skills, including Business, English, Art, performing Arts and many others.

Additionally, the Communication Department plays a crucial role in student life and campus culture through the sponsorship of the student newspaper, “The Crestiad,” the campus radio station (CCC Radio), the Alumnae Hall TV Studio and the New Media/Convergence Lab.

Requirements for the Communication Minor (18 credits minimum)

The Communication minor consists of a minimum of 18 credits. The following course is required:

COM 100 Introduction to Communication 3 credits
Students will select at least five additional COM courses. An internship may not count toward 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.
A grade of C- or better is needed for courses that fulfill minor requirements.
Students taking a major in either New Media or Media Studies cannot declare a minor in Communication.
Film Studies - Minor
For information, contact Steven Weitz, Chair of the Department of Communication, 610-606-4666, ext. 4483

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 Course:
COM 140   Introduction to Film     3 credits

Five Other Courses, Chosen Among the Following Existing Courses:
COM 120   Introduction to New Media    3 credits
COM 224   Video for the Web      3 credits
COM 240   History of Cinema      3 credits
COM 244   Topics in Film       3 credits

(Can be taken twice; can be taken three times only after permission is given after a consultation with an advisor to the minor.)

COM 270   Race and Gender in the Media   3 credits
COM 324   Video for the Web II      3 credits
ENG 180   Women Go to the Movies, or How to Read a Film  3 credits
HIS 220   Film and History       3 credits

*No more than two courses that count toward 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. A grade of C- or better is needed for courses that fulfill minor requirements.
Media Studies - Major

For information, contact Steven Weitz, Chair of the Department of Communication, 610-606-4666, ext. 4483

Program Description
According to media scholar Jean Kilbourne, the average American is exposed to over 3,000 advertisements a day and watches three years' worth of television ads in a lifetime. As we think about the amount of time we spend with all media we quickly see the need for an engaged and critical audience that views themselves as active participants, and not passive consumers, in our media and cultural landscape.

A major in Media Studies focuses on the analysis and criticism of media institutions and media texts, how people experience and understand media content, and the roles of media in producing and transforming culture. This includes the study of communications policy and law; media industries and their history; media criticism and interpretation; the effect of mass media on our society and culture, including cultural studies; visual and media literacy; and the psychological and behavioral aspects of media exposure. Beyond the critical component of the major, students are trained in the creative production techniques. Students will use new technologies, equipment, methodologies, and facilities that will prepare them for a wide array of career and graduate study possibilities.

A major in Media Studies enables a graduating student to find entry-level positions in any field where the activity, implementation, processing or study of communication and media technologies is a primary focus. Students majoring in Cedar Crest College’s Media Studies 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 Department plays a crucial role in student life and campus culture through courses and activities related to journalism and the student newspaper “The Crestiad,” the campus radio station (CCC Radio) and the New Media/Convergence Lab. 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.

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 Media Studies program also emphasizes the need to create a portfolio that represents students’ best work during their time at Cedar Crest, and can be used to their advantage when applying for media and communication jobs upon graduation.

As with all majors in the Communication Department, the design of the Media Studies major 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, students are expected to be able to talk and write about communication, its forms, media, content and activities. They are 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.

**Program Requirements (42 Credits Minimum)**

A grade of C- or better is needed for courses that fulfill major requirements, except for those courses that are used to fulfill college wide requirements (see below); these courses require a minimum of a grade of C. Courses transferred from other colleges may count towards the major only with the approval of the department. Students taking a major in Media Studies cannot declare New Media as an additional major.

**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 (CCC Radio)
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.) The department encourages students at all levels, including freshmen, to participate in these organizations.

Course Requirements for the Media Studies Major
A major in Media Studies requires 42 credits of coursework. All students are required to complete courses in four categories: Communication Core Curriculum (15 credits), Additional Media Studies Requirements (3 credits), Perspectives (9 credits), Applications (6 credits), Advanced Study (3 credits), Communication Electives (6 credits).

Communication Core Curriculum (15 credits)

The Communication Core is required of all majors in the Communication Department. The goal of the core curriculum is to introduce all students to the history, research and theory in Communication and to provide students with a general understanding of how research in Communication is conducted.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 100</td>
<td>Introduction to Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 112</td>
<td>Media Industries</td>
<td>3</td>
</tr>
<tr>
<td>COM 200</td>
<td>Communication Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>COM 350</td>
<td>Senior Seminar I (taken in fall of senior year)</td>
<td>3</td>
</tr>
<tr>
<td>COM 352</td>
<td>Senior Seminar II (taken in spring of senior year)</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Media Studies Major Requirements (3 credits)

COM 102 Media Literacy

Perspectives (3 courses required, 9 credits)

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 140</td>
<td>Introduction to Film</td>
<td>3</td>
</tr>
<tr>
<td>COM 150</td>
<td>Introduction to Journalism</td>
<td>3</td>
</tr>
<tr>
<td>COM 210</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 212</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 215</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 216</td>
<td>Public Relations and Society</td>
<td>3</td>
</tr>
<tr>
<td>COM 217</td>
<td>Advertising and Society</td>
<td>3</td>
</tr>
<tr>
<td>COM 224</td>
<td>Topics in Film</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(can only be taken once in this category, and no more than twice toward the major)</td>
<td></td>
</tr>
<tr>
<td>COM 245</td>
<td>Topics in Popular Culture</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(can only be taken once in this category, and no more than twice toward the major)</td>
<td></td>
</tr>
<tr>
<td>COM 252</td>
<td>Online Journalism</td>
<td>3</td>
</tr>
<tr>
<td>COM 255</td>
<td>Media Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COM 260-265</td>
<td>Special Topics in Media Studies</td>
<td>3</td>
</tr>
<tr>
<td>COM 270</td>
<td>Race and Gender in the Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 272</td>
<td>Children and the Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 275</td>
<td>Persuasion and Propaganda</td>
<td>3</td>
</tr>
</tbody>
</table>

**Applications** (2 courses required; 6 credits minimum. 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 120</td>
<td>Introduction to New Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 152</td>
<td>The Crestiad</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>(no more than 3 credits may be taken toward completion of the Applications requirement)</td>
<td></td>
</tr>
<tr>
<td>COM 224</td>
<td>Video for the Web</td>
<td>3</td>
</tr>
<tr>
<td>COM 225</td>
<td>Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>SPS 390</td>
<td>Internship (up to 6 credits)</td>
<td></td>
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</tbody>
</table>

Other courses in the New Media major (e.g., COM 220, 222, 226) may be taken toward the completion of the Applications requirement, with permission of the student’s advisor.
**Advanced Study** (one course required; 3 credits minimum)

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 300</td>
<td>Readings in Communication and Culture</td>
<td>3 credits</td>
</tr>
<tr>
<td>COM 310</td>
<td>News Media in America</td>
<td>3 credits</td>
</tr>
<tr>
<td>COM 324</td>
<td>Video for the Web II</td>
<td>3 credits</td>
</tr>
<tr>
<td>COM 325</td>
<td>Advanced Digital Photography</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Electives in the Major** (2 courses required; 6 credits minimum)

Two classes (6 credits) to be chosen from the above courses.

**Recommended Courses**

For students interested in Journalism:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 235</td>
<td>Topics in Nonfiction: Writing for Publication</td>
<td></td>
</tr>
</tbody>
</table>

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 Spanish. Students should make these selections after consultation with their major advisor. The following courses are particularly recommended for journalism students:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 121/122</td>
<td>Survey of United States History</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSC 210</td>
<td>American Public Policy</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSC 250</td>
<td>American Political Thought</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

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.

**College-wide Requirements**

Students fulfill the Oral Presentation requirement with the satisfactory completion (C or better) of COM 100.
Students fulfill the Information Literacy requirement with the satisfactory completion (C or better) of COM 200.
Students fulfill the Technology requirement with the satisfactory completion (C or better) of either COM 352 or 353.
New Media - Major
For information, contact Steven Weitz, Chair of the Department of Communication, 610-606-4666, ext. 4483

Program Description
New Media is the convergence of all forms of media---audio, video, and text---as it is delivered digitally through web and mobile technologies. The New Media Major at Cedar Crest College offers an interdisciplinary study that combines both the practical skills it takes to create new media with the historical and theoretical understanding needed to be a successful communicator in the 21st century.

The New Media major comprises the study of the convergence of digital media technologies and the trajectory of their impact on the future of the arts, society and culture. Students will examine new media technologies from an interdisciplinary perspective, with the goal of understanding them from the point of view of design and application, content production, sociological impact and influence, cultural critique, and artistic expression. At Cedar Crest College, a New Media program housed in the Communication Department signifies a commitment to 1) interdisciplinary study, and 2) teaching students not only the skills but the theoretical understanding of how converging digital technologies are used and will be used to influence society and culture. It is this approach to critical thinking and the liberal arts that distinguishes the New Media major at Cedar Crest College.

A major in New Media enables a graduating student to find entry-level positions in any field where the activity, implementation, processing or study of communication in new media environments is a primary focus. Students majoring in Cedar Crest College’s New Media program pursue careers in many fields, including journalism, public relations, development, marketing, personnel, advertising, video production and post-production, film 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 New Media major is part of the Communication Department, which plays a crucial role in student life and campus culture through courses and activities related to journalism and the student newspaper, “The Crestiad,” the campus radio station (CCC Radio) and the New Media Lab. 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. The Communication Department 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.

All majors in the Communication Department, both in 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 their
course of study, students are expected to be able to talk and write about
communication, its forms, media, content and activities. They are also
expected to develop the capacity for critical thinking and insight needed both
for professional excellence and as educated citizens in a world dominated by
media information and persuasion.

**Program Requirements (40 credits minimum)**
A grade of C- or better is needed for courses that fulfill major requirements,
except for those courses that are used to fulfill college wide requirements
(see below); these courses require a minimum of a grade of C. Courses
transferred from other colleges may count towards the major only with the
approval of the department. Students taking a major in New Media cannot
declare Media Studies as an additional major.

**Capstone Requirement**
The New Media major 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 New Media and the field of communication in general. Credit earned for participation in “The Crestiad” can only be applied to the New Media major typically if a student works for the online edition and has approval from her advisor. However, the department encourages students at all levels, including freshmen, to participate in these organizations.

Course Requirements for the New Media Major

A major in New Media requires 40 credits of coursework. All students are required to complete courses in three categories: Communication Core Curriculum (15 credits), Primary Requirements (6 credits), and Electives (19 credits). Below is also a list of recommended courses for New Media majors.

Communication Core Curriculum (15 credits)

The Communication Core is required of all majors in the Communication Department. The goal of the core curriculum is to introduce all students to the history, research and theory in Communication and to provide students with a general understanding of how research in Communication is conducted.

- COM 100   Introduction to Communication                      3 credits
- COM 112   Media Industries                                        3 credits
- COM 200   Communication Theory and Research              3 credits
- COM 350         Senior Seminar I (taken in fall of senior year)      3 credits
- COM 352   Senior Seminar II (taken in spring of senior year) 3 credits

New Media Major Primary Requirements: Concepts (6 credits)

- COM 120   Introduction to New Media      3 credits
- COM 285   Global Issues in New Media       3 credits

New Media Major Electives: Skills

19 credits minimum required; a minimum of 15 must be COM courses.

(Choose from List)

- COM 150   Introduction to Journalism       3 credits
- COM 220   Computer 3-D modeling and animation 3 credits
- COM 222   Audio and Sound Design           3 credits
COM 224  Video for the Web 3 credits
COM 225  Digital Photography 3 credits
COM 226  Time-based and Streaming Media for the Web 3 credits
COM 246  Women in Digital Culture 3 credits
COM 252  Online Journalism 3 credits
COM 255  Media Law and Ethics 3 credits
COM 260-265  Special Topics in New Media 3 credits
COM 280  Social Media 3 credits
COM 282  Advertising Design 3 credits
COM 300  Readings in Communication and Culture 3 credits
COM 320  Motion Graphics and Effects 3 credits
COM 324  Video for the Web II 3 credits
COM 325  Advanced Digital Photography 3 credits
ART 110  Principles of Visual Organization 3 credits
ART 134  Photoshop Computer Software Workshop 1 credit
ART 132, 232  InDesign Computer Software Workshop 1 credit each
ART 238  Elements of Design 3 credits
ENG 235  Topics in Non-Fiction Writing 3 credits

**Recommended Courses**

The Communication Department recommends the following courses to all students interested in New Media:

ART 105/106  Art History 3-6 credits
ART 101  Beginning Drawing 3 credits
ART 113 & 213  Drawing, Illustration, and Graphics I & II 3-6 credits

**College-wide Requirements**

Students fulfill the Oral Presentation requirement with the satisfactory completion (C or better) of COM 100.

Students fulfill the Information Literacy requirement with the satisfactory completion (C or better) of COM 200.

Students fulfill the Technology requirement with the satisfactory completion (C or better) of either COM 350 or 352.
Education Programs
Early Childhood Education - Major

For information, contact Professor Nancy King, nlking@cedarcrest.edu, 610-606-4666, ext. 3616

The Early Childhood Education major prepares professional educators to meet the many challenges of the 21st century PreK-4 classroom. Prospective PreK-4 teachers may also pursue a dual certification in Early Childhood Education/Special Education PreK-8. Acceptance into the College does not constitute acceptance as a declared education major. All teacher 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 Cedar Crest College Education Department is grounded in the premise that education provides the basis for women’s leadership, advocacy, civic engagement, and global connectivity. The Education Department is committed to the preparation of the next generation of teachers who have a strong foundation in research-based pedagogy and content knowledge. Our graduates will be dedicated to the profession and strive to ensure that all children achieve to high academic standards.

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 (GPA) of 3.0 for acceptance into the teacher preparation program. Teacher candidates seeking secondary teacher certification must have a 3.0 GPA in their concentration area course work. In order to be considered for a statement of advanced standing, the teacher candidate must submit official transcripts from all colleges attended previous to Cedar Crest College.

Prospective teachers are required to take six credits of college course work in mathematics; three credits in English composition; and three credits in American or British literature and earn a grade of C or higher in these courses. Prior to full acceptance into the teacher certification program, and declaration of the major, the student must complete 48 credits, earn a grade of B- or higher in all education courses and pass the Basic Skills
Assessments PAPA or PRAXIS Core tests in Reading, Writing and Math.

Courses Required for the Early Childhood Education Major

Grades PreK - 4

WRI 100 College Writing (WRI-1) 3 credits
ENG 101
OR ENG 120 American or British Literature (HUM) 3 credits
ENG 303 Linguistics and the Development of Human Language (HUM) 3 credits
MAT 202 Mathematics for the Early Childhood Teacher Grades PreK - 4 3 credits
MAT 110 Probability and Statistics (ML) 3 credits
HIS 121 Survey of U.S. History I (HUM) 3 credits
OR HIS122 Survey of U.S. History II (HUM) 3 credits
PSC 211 The World Economy and Globalization (WRII) and (GS) 3 credits
OR ECO 222 Economic Geography (GS) 3 credits
ETL 235 Ethical Life (community service required) 3 credits
PSY 100 General Psychology (SS) 3 credits
PSY 210 Life-Span Development (prerequisite PSY-100) 3 credits
SOC 100 Introduction to Culture and Society (SS) 3 credits
DNC 102 Experiencing Movement (ART) 3 credits
ART 110 Principles of Visual Organization (ART) 3 credits
BIO 111 Concepts in Ecology & Environmental Issues (SCI) 4 credits

First Year Experience:
First Year Seminar 3 credits
College Life .5 credits
Exploring Your Future .5 credits
Total credits for LAC and PDE major requirements: 50 or 51 credits

Education Program /Course Requirements

ECE 101 Introduction to Early Childhood Education 3 credits
ECE 207 Emergent Literacy (Pre-K-Grade 1) 3 credits
ECE 301 Assessment in ECE I (prerequisite ECE 101, EDU 102) 3 credits
ECE 302 Assessment in ECE II (prerequisite ECC-301) 3 credits
ECE 305 Issues and Advocacy in Early Childhood Education 3 credits
EDU 102 Educational Psychology 3 credits
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 151</td>
<td>Field Experience I</td>
<td>1</td>
</tr>
<tr>
<td>EDU 207</td>
<td>Technology for Educators</td>
<td>3</td>
</tr>
<tr>
<td>EDU 211</td>
<td>Literacy I-Grades 2-4 (prerequisite ECE 207)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 213</td>
<td>Field Experience II (co-req. EDU 211)</td>
<td>1</td>
</tr>
<tr>
<td>EDU 240</td>
<td>Nutrition, Health and Safety</td>
<td>3</td>
</tr>
<tr>
<td>EDU 308</td>
<td>Integrating the Arts Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDU 317</td>
<td>Curriculum, Assessment, &amp; Learning Experiences for Science for Early Childhood Educators</td>
<td>3</td>
</tr>
<tr>
<td>EDU 319</td>
<td>Curriculum, Assessment, &amp; Learning Experiences for Social Studies for Early Childhood Educators</td>
<td>3</td>
</tr>
<tr>
<td>EDU 321</td>
<td>Field Experience III (Co-requisite-EDU 317, EDU 319, or EDU 332)</td>
<td>1</td>
</tr>
<tr>
<td>EDU 332</td>
<td>Curriculum, Assessment, &amp; Learning Experiences for Mathematics for Early Childhood Educators (prerequisite MAT 202)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 340</td>
<td>Differentiated Reading Instruction for Early Childhood Education (Prerequisite ECE 207, and EDU 211)</td>
<td>3</td>
</tr>
<tr>
<td>SPE 220</td>
<td>Evidence Based Approaches</td>
<td>3</td>
</tr>
<tr>
<td>SPE 242</td>
<td>The Exceptional Child: Special Education Process</td>
<td>3</td>
</tr>
<tr>
<td>SPE 245</td>
<td>Field Experience IV (Co-requisite SPE 242)</td>
<td>1</td>
</tr>
<tr>
<td>SPE 344</td>
<td>Adaptations, Modifications and Assistive Technology (Prerequisites SPE 242)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 359</td>
<td>Teaching the Culturally and Linguistically Diverse Student</td>
<td>3</td>
</tr>
<tr>
<td>EDU 372</td>
<td>Student Teaching: Early Childhood Education (Prerequisites See Student Teaching Checklist)</td>
<td>9</td>
</tr>
<tr>
<td>EDU 374</td>
<td>Professional Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Total = 70 credits

Total Credits for Early Childhood Education Major and Teacher Certification = 120 or 121 credits

Please note:

*Students must complete 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 the Early Childhood Education major after the successful completion
of 48 credits. Students must have passing scores on the Basic Skills tests in Reading, Writing, and Math as required by the Pennsylvania Department of Education (PDE) in order to declare the Education major.

*Students may not be enrolled in any other course(s) during the student teaching semester.

*Students who are not proficient in oral/written communication in the English language as determined by classroom performance and the evaluation of cooperating mentor teachers in Field Experiences may be required to take additional courses to meet basic competencies in English communication.

**Education Department Outcomes**

1. Teacher candidates will demonstrate the knowledge of content and plan effective standards-based instruction that reflects research-based pedagogy and incorporates knowledge of best practices while addressing the needs of all learners.

2. Teacher candidates will create motivating and safe learning environments that are accessible to all learners while encouraging positive social interaction, self-management, and active learning.

3. Teacher candidates will employ a variety of instructional strategies and technologies to promote students' critical thinking and problem solving skills and differentiate instructional delivery to meet the needs of all learners.

4. Teacher candidates will demonstrate a high level of professional conduct and a responsive and collaborative attitude when interacting with peers, professors, students, mentor teachers, and the community.
Master of Education / 5 Year Program

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

Certification in Special Education PreK - 8

Courses Required for Level I Certification in Special Education PreK - 8 Add On Certifications

Special Education Certification as an undergraduate for students who are Early Childhood Education Majors or who are working on or hold Level I or II Early Childhood Education Certification. Special Education Certification as an undergraduate requires dual certification with Early Childhood Education.

Pre-requisites:

SPE 220   Evidence Based Approaches     3 credits
SPE 242   The Exceptional Child: (Prerequisite)   3 credits
SPE 245   Field Experience IV      1 credit
SPE 344   Adaptations, Modifications and Assistive Technology (Prerequisite SPE-242)   3 credits

Certification Courses:

EDU 359   Teaching the Culturally and Linguistically Diverse Students   3 credits
SPE 250   Subject Area Content Access (Prerequisite SPE 242)   3 credits
SPE 310   Intensive Reading, Writing, and Mathematics (Prerequisites and SPE 242)   3 credits
SPE 315   Pervasive Developmental Disorders   3 credits
SPE 333   Screening, Assessment, and IEP Development   3 credits
SPE 346   Collaborative Partnerships   3 credits
SPE 347   Classroom Management   3 credits
SPE 348   Low Incidence Disabilities   3 credits
SPE 375   Student Teaching in Special Education   3 credits

Students must complete the certification requirements for Early Childhood Education certification (PreK-4) certification to be eligible for Special Education PreK-8 certification. Students seeking certification in Special
Education will be required to take the Special Ed (PreK-8) certification tests through PECT, modules 8011 and 8012.

Secondary Education - Major

For information, contact Dr. Nancy King, nlking@cedarcrest.edu, 610-606-4666, ext. 3616

The Secondary Education major prepares professional educators to meet the many challenges of the 21st century grades 7-12 classroom. Prospective secondary teachers should major in Secondary Education while following a concentration in one of the following content areas: Biology, Chemistry, Social Studies, English, Mathematics, or Spanish. Prospective teachers may also pursue a dual certification in Secondary Education and Special Education (7-12).

Acceptance into the College does not constitute acceptance as a declared education major. All teacher 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 Cedar Crest College Education Department is grounded in the premise that education provides the basis for women’s leadership, advocacy, civic engagement, and global connectivity. The Education Department is committed to the preparation of the next generation of teachers who have a strong foundation in research-based pedagogy and content knowledge. Our graduates will be dedicated to the profession and strive to ensure that all children achieve to high academic standards.

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 (GPA) of 3.0 for acceptance into the program. Teacher candidates seeking secondary teacher certification must have a 3.0 GPA in their concentration area course work. In order to be considered for a statement of advanced standing, the teacher candidate must submit official transcripts from all colleges attended previous to Cedar Crest College. Prior to full acceptance into the teacher certification program and declaration of the major, the student must complete 48 credits, earn a grade of B- or higher in all education courses, and pass the Basic Skills Assessments in Reading, Writing and Math.
Prospective teachers are required to take six credits of college course work in mathematics; three credits in English composition; and three credits in American or British literature and earn a grade of C or higher in these courses. Transfer students must consult with a representative of the education department to review program requirements.

**Courses Required for the Secondary Education Major**

**I. Liberal Arts Curriculum (LAC) Requirements** (Some areas are satisfied by the content area requirements.)

- Writing (College Writing WRI 100; Writing II Course) 6 credits
- Mathematics 6 credits
- Social Science 6 credits
- Ethics 3 credits
- Arts 6 credits
- Humanities (Amer. Or Brit Lit. and U.S. History) 6 credits
- Natural Science (one must be lab-based) 7 or 8 credits
- Global Studies 3 credits

First year Experience (Traditional Four Year Students Only)
- ____First Year Seminar (3 credits)
- ____College Life (.5 credit)
- ____Exploring your Future (.5 credit)

**II. Education Program Course Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 100</td>
<td>Perspectives on Secondary Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 102</td>
<td>Educational Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 151</td>
<td>Field Experience I</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 207</td>
<td>Technology for Educators</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 214</td>
<td>Reading in the Content Area</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 215</td>
<td>Field Experience II: Secondary (Co-requisite EDU 214)</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 346</td>
<td>Curriculum, Assessment and Learning Experiences for Secondary Science and Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td>OR EDU 347</td>
<td>Curriculum, Assessment and Learning Experiences for Secondary Social Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>OR EDU 348</td>
<td>Curriculum, Assessment and Learning Experiences for Secondary English</td>
<td>3 credits</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>OR EDU 349</td>
<td>Curriculum, Assessment and Learning Experiences for K-12 World Language</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 350</td>
<td>Field Experience III: Secondary (Co-requisite EDU 346, 357, 348 or 349)</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 351</td>
<td>Assessment (pre-requisite EDU 102)</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 359</td>
<td>Teaching the Culturally and Linguistically Diverse Students</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPE 220</td>
<td>Evidence Based Approaches</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPE 243</td>
<td>The Exceptional Child: Special Education Process and Transition</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPE 245</td>
<td>Field Experience IV (Co-requisite SPE 243)</td>
<td>1 credit</td>
</tr>
<tr>
<td>SPE 344</td>
<td>Adaptations, Modifications, and Assistive Technology</td>
<td>3 credits</td>
</tr>
<tr>
<td>OR SPE 250</td>
<td>Subject Area Content Access</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 373</td>
<td>Student Teaching: Secondary Schools</td>
<td>9 credits</td>
</tr>
<tr>
<td>EDU 374</td>
<td>Professional Education Seminar</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Please note:
*Students may not be enrolled in any other course(s) during the student teaching semester.

### Secondary Education Concentrations Required Courses

#### Biology Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 123</td>
<td>Foundations in Biology</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 124</td>
<td>Principles in Cell and Molecular Biology</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 231</td>
<td>Genetics</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 239</td>
<td>Animal Ecology, Development and Evolution</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 309</td>
<td>Conservation Biology and GIS</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 117/118</td>
<td>Human Anatomy and Physiology I and II</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 356</td>
<td>Science, Ethics and Society</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHE 111</td>
<td>Chemical Principles</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHE 112</td>
<td>Chemical Equilibrium and Analysis</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHE 203</td>
<td>Survey of Organic Chemistry Lecture WITH CHE 205 Organic Chemistry I Lab</td>
<td></td>
</tr>
<tr>
<td>OR CHE 205</td>
<td>Organic Chemistry I Lecture &amp; Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>PHY 101</td>
<td>Introductory College Physics I</td>
<td>4 credits</td>
</tr>
<tr>
<td>MAT 141</td>
<td>Calculus I</td>
<td>3 credits</td>
</tr>
<tr>
<td>OR BIO 248</td>
<td>Biostatistics</td>
<td>3 credits</td>
</tr>
<tr>
<td>OR MAT 110</td>
<td>Probability and Statistics</td>
<td>3 credits</td>
</tr>
<tr>
<td>GSC 103</td>
<td>Earth Science III: Astronomy</td>
<td>3 credits</td>
</tr>
<tr>
<td>OR GSC 104</td>
<td>Earth Science IV: Historical Geology</td>
<td>3-4 credits</td>
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</table>

Total Credits: 52-53
### Chemistry Concentration

<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 307</td>
<td>Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHE 320</td>
<td>Environmental Chemistry</td>
<td>3</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>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>PHY 101</td>
<td>General Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 102</td>
<td>General Physics II</td>
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</tr>
</tbody>
</table>

Total Credits: 40

### English Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 200</td>
<td>Literary Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>Survey of British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>OR ENG 102</td>
<td>Survey of British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 120</td>
<td>Survey of American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 105</td>
<td>Survey of World Literature</td>
<td>3</td>
</tr>
<tr>
<td>OR ENG 145</td>
<td>Topics in World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 203</td>
<td>Literary Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ENG 303</td>
<td>Linguistics and the Development of the English Language</td>
<td>3</td>
</tr>
<tr>
<td>ENG 306</td>
<td>Chaucer</td>
<td>3</td>
</tr>
<tr>
<td>OR ENG 311</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENG 352</td>
<td>English Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3____</td>
<td>English Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3____</td>
<td>English Literature</td>
<td>3</td>
</tr>
<tr>
<td>EDU 214</td>
<td>Reading in the Content Area</td>
<td>3</td>
</tr>
</tbody>
</table>

**One of the following: 3 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 233</td>
<td>Creative Writing: Fiction</td>
</tr>
<tr>
<td>OR ENG 234</td>
<td>Creative Writing: Poetry</td>
</tr>
<tr>
<td>OR ENG 235</td>
<td>Topics in Nonfiction Writing</td>
</tr>
</tbody>
</table>

**One of the following: 3 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 140</td>
<td>Introduction to Film</td>
</tr>
<tr>
<td>OR COM 240</td>
<td>History of Cinema</td>
</tr>
<tr>
<td>OR COM 244</td>
<td>Topics in Film</td>
</tr>
<tr>
<td>OR ENG 180</td>
<td>Women Go to the Movies</td>
</tr>
<tr>
<td>OR HIS 220/HON 220</td>
<td>Film and History</td>
</tr>
</tbody>
</table>
Total Credits: 39

**Foreign Language Concentration**

- SPA 203  Spanish in the Workplace
- SPA 301  Spanish Grammar and Composition 3 credits
- SPA 302  Spanish Conversation 3 credits
- SPA 303 or 304  Survey of Spanish Literature and Culture 3 credits
- SPA 305  Survey of Latin American Literature and Culture 3 credits
- SPA 309  Introduction to Spanish Linguistics 3 credits
- SPA 311  Hispanic Culture and Civilization 3 credits
- **OR** SPA 312  Hispanic Popular Culture in the United States 3 credits
- SPA 315  Topics and Hispanic Literature and Culture 3 credits
- 300-level SPA literature and culture elective 3 credits

Total Credits: 30

**Mathematics Concentration**

- MAT 140  Pre-Calculus 3 credits
- MAT 141  Calculus I 3 credits
- MAT 142  Calculus II 3 credits
- MAT 110  Probability and Statistics 3 credits
- **OR** MAT 210  Mathematical Probability and Statistics 3 credits
- MAT 211  Calculus III 3 credits
- MAT 212  Vector Calculus 3 credits
- MAT 224  Discrete Mathematics 3 credits
- MAT 311  Linear Algebra 3 credits
- MAT 316  Modern Algebra 3 credits
- MAT 324  Modern Geometry 3 credits

Total Credits: 30

**Social Studies Concentration**

- HIS 121  Survey of United States I 3 credits
- HIS 122  Survey of United States II 3 credits
- HIS 107  Survey of European Civilization I 3 credits
- HIS 108  Survey of European Civilization II 3 credits
- PSC 110  American Politics 3 credits
- PSC 120  Introduction to International Relations 3 credits
- PSY 100  General Psychology 3 credits
- ANT 100  Cultural Anthropology 3 credits
### Master of Education/ 5 Year Program

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

### Other Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT XXX</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>MAT XXX</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>WRI 100</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>ENG XXX</td>
<td>[ Any American or British Literature course] 3 credits</td>
<td></td>
</tr>
<tr>
<td>HIS 120</td>
<td>or 122 US History 3 credits</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 42

---

**SOC 100**  
**Introduction to Culture and Society**  
3 credits

**One of the following: 3 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 221</td>
<td>The American Revolution</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 223</td>
<td>Civil War and Reconstruction</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**One of the following: 3 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 211</td>
<td>The New Global Economy</td>
<td>3 credits</td>
</tr>
<tr>
<td>ECO 222</td>
<td>Economic Geography</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**One of the following: 3 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 210</td>
<td>American Public Policy</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSC 312</td>
<td>American Foreign Policy</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 214</td>
<td>Topics in American Politics</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 224</td>
<td>America as a World Power</td>
<td>3 credits</td>
</tr>
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</table>

**One of the following: 3 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 206</td>
<td>Topics in Comparative Politics</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 250</td>
<td>Germany and the Path to the EU</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 251</td>
<td>Soviet and Post-Soviet Russia</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 270</td>
<td>China, Japan and the Pacific World</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**One of the following: 3 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 232</td>
<td>African American Freedom Struggle</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSC 207</td>
<td>Law and Women’s Rights</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 2XX</td>
<td>Native American History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 2XX</td>
<td>History of American Women</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
For students seeking certification in Spanish SPA 300 Linguistics and Translation 3 credits
46 credits plus content area concentration and LAC credits

Courses Required for Level I Certification in Special Education 7 - 12 Add On Certification

Requirements for students who are Secondary Education Majors or who are working on hold Level I or II Secondary Education Certification. Special Education Certification as an undergraduate requires dual certification with Secondary Education.

Secondary Certification Pre-requisites:

SPE 220 Evidence Based Approaches 3 credits
[Prerequisite SPE 243]

SPE 243 The Exceptional Child: Special Education Process and Transition (Prerequisite EDU 150) 3 credits

SPE 245 Field Experience IV 1 credit

SPE 344 Adaptations, Modifications and Assistive Technology (Prerequisite SPE 243) 3 credits

Certification Courses:

EDU 359 Teaching the Culturally and Linguistically Diverse Student 3 credits

SPE 250 Subject Area Content Access 3 credits

SPE 310 Intensive Reading, Writing, and Mathematics (Prerequisites SPE 243) 3 credits

SPE 315 Pervasive Developmental Disorders (Prerequisite SPE 243) 3 credits

SPE 333 Screening, Assessment, and IEP Development 3 credits

SPE 346 Collaborative Partnerships 3 credits

SPE 347 Classroom Management 3 credits

SPE 348 Low Incidence Disabilities 3 credits

SPE 375 Student Teaching in Special Education 3 credits

Students must complete the certification requirements for Secondary Education certification (7-12) to be eligible for Special Education (7-12) certification. Students seeking certification in Special Education will be required to take the Special Education (7-12) tests through PECT, modules 8015 and 8016.
Educational Studies Major
For information, contact Dr. Nancy King, nlking@cedarcrest.edu, 610-606-4666, ext. 3616

The Bachelor of Science in Educational Studies is an interdisciplinary program that is designed to provide students with fundamental knowledge in educational theory and effective practices that relate to teaching and learning in many different fields. This major differs from other majors in the Education Department as degree completion will not lead to teacher certification through the Pennsylvania Department of Education (PDE). This major prepares the graduate to teach or serve as an instructional leader in a career opportunity that is outside of the traditional school setting.

The Educational Studies major combines the study of basic educational theory with courses that provide a background in business principles, relationships, and communications. It is an interdisciplinary major that involves a core of education courses (18 credits) and required interdisciplinary courses (32 credits) offered through six different departments. In addition, the student has the opportunity to explore individual interests and select 17 elective credits in selected areas.

Mission Statement of the Education Program

The Educational Studies program is committed to the preparation of students who desire to make a difference by participating in the workplace in capacities which further the education of others (training, staff development, instructor), advocate for others (non-profits, philanthropy, community outreach), or create a new business opportunity (daycare, children and youth program). This interdisciplinary major provides students with experiences which match the needs of today’s work environments such as working collaboratively, and employing strong communication skills. The major is grounded in the premise that a Cedar Crest College education offers the foundation for women’s leadership, civic engagement, and global connectivity.

Courses Required for the Educational Studies Major

Writing:
WRI 100 College Writing 3 credits
WRI II 3 credits

Mathematics and Logic:
MAT XXX          3 credits
MAT XXX          3 credits

**Natural Science:**

BIO 111 w/lab          4 credits

**Arts:**

3 credits

3 credits

**Humanities:**

3 credits

3 credits

**Social Sciences:**

PSY 100 General Psychology          3 credits
SOC 100 Introduction to Culture & Society          3 credits

**Ethics:**

ETL 235 Ethical Life          3 credits

**Global Studies:**

3 credits

**First Year Experience:**

First Year Seminar Course          3 credits
College Life          .5 credits
Exploring Your Future          .5 credits

Liberal Arts Curriculum: 47 credits

**Education Studies Major Course Requirements**

**Core Education Courses:  18 credits**

<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 credits</td>
</tr>
<tr>
<td><strong>OR</strong> EDU 100</td>
<td>Perspectives on Secondary Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>ECE 305</td>
<td>Issues and Advocacy in Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 240</td>
<td>Nutrition, Health, and Safety</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 359</td>
<td>Teaching the Culturally and Linguistically</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Diverse Students</td>
<td></td>
</tr>
<tr>
<td>SPE 242/243</td>
<td>Special Education Processes and</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>The Exceptional Child</td>
<td></td>
</tr>
</tbody>
</table>
SPE 346  Collaborative Partnerships in Education  3 credits

**Interdisciplinary Major Requirements: 32 credits**

ACC 101  Financial Accounting  3 credits
BUA 220  Human Resources Management  3 credits
COM 100  Introduction to Communication  3 credits
COM 102  Media Literacy
**OR** COM 120  Introduction to New Media  3 credits
COM 210  Interpersonal Communication  3 credits
ENG 230  Introduction to Professional Writing  3 credits
LDR 200  Foundations of Leadership  2 credits
PSY 227  Principles of Helping Relationships  3 credits
PSY 230  Team Building & Group Dynamics  3 credits
SWK 300  Community Organizing  3 credits
THS 105  Public Speaking  3 credits

**Capstone Experience**

EDU 3**  Research and Internship in Educational Studies  6 credits

**Electives**
17 credits

*Note: Several of the Interdisciplinary Major courses have LAC designations. If the courses are used to fulfill LAC requirements, then more electives credits will be needed to complete the 120 credits required for degree completion and graduation.*

Education Studies Major Courses -56 credits (Includes Capstone Experiences)

Total Number of Credits: 120 credits

**Learning Outcomes**

Students completing a Bachelor of Science in Educational Studies will be able to:

1. Research critical public issues and policies, and orally present these topics to a group.
2. Communicate vital information to colleagues and the public in a clear and concise manner using oral, written, and electronic formats.

3. Demonstrate the ability to work collaboratively with a variety of individuals in the workplace and instructional setting.

4. Execute the responsibilities and duties of an internship in a local organization for a minimum 12 week (60 days) time period.

5. Prepare and present a culminating project that includes original research and reflections on the internship experience.

**REQUIRED INTERDISCIPLINARY COURSES:**

ACC 101  Financial Accounting  
BUA 220  Human Resource Management  
COM 100  Introduction to Communications  
COM 102  Media Literacy  
COM 120  Interpersonal Communication  
**OR** COM 120  Introduction to New Media  
ENG 230  Introduction to Professional Writing  
LDR 200  Foundations of Leadership  
PSY 227  Principles of Helping Relationships  
PSY 230  Team Building & Group Dynamics  
SWK 300  Community Organizing  
THS 105  Public Speaking
First Year Experience Program
Cedar Crest College First Year Experience (FYE)

The First Year Experience is an academic program designed to introduce first-year students to the academic, cultural, and social life of the college. Students will participate in a series of events that will allow them to become more aware of their strengths, promote academic success and foster meaningful relationships with peers, faculty, and staff. The components of the (4) credit Freshman Year Experience are as follows: First-Year Seminar (FYS), that includes a shared reading, College Life course (CCC-101), and Exploring Your Future course (CCC-102). The First-Year Seminar (FYS) is taken in the Fall semester, concurrently with College Life, with its focus on understanding the connection between social engagement and academic success. Exploring Your Future is taken in the Spring semester, which focuses on planning for success in college and in careers. Tying the year together are “First-Year Fridays,” which is a set of events that take place on Fridays throughout the academic year, designed to enhance students’ academic success, personal growth, and social engagement.

Components of the First Year Experience Program

First-Year Seminar (Fall, 3 credits)
A First-Year Seminar (FYS) is an academic course that explores special topics that challenge students to think about current issues, while introducing them to the liberal arts, writing at the college level and academic course work. These seminars are diverse in topics, but share a set of goals and outcomes designed to assist students with their academic success during their first year.

The Cedar Crest Shared Read (part of the FYS)
The First Year Seminar shares a common read and a writing component that serves as a writing sample compared with a writing sample completed during her senior year. The 2016 Shared Read - The Boston Girl by Anita Diamant, is a story of one woman’s life in twentieth century America, who shares with her granddaughter the events that have shaped her life as a young women growing up in Boston. The book portrays a fascinating look at a generation of women finding their places in a changing world.

First Year Fridays (required for College Life and Exploring Your Future)
First Year Fridays, is a set of events that take place on Fridays throughout the academic year.

Students will experience special activities and engaging presentations that bring world-class speakers and local favorites to the stage to extend learning beyond the classroom.

**CCC 101 - College Life (Fall, .5 credits)**

College Life is an orientation course, taught by a faculty advisor, a member of the Student Affairs staff, and a current student (First Year Experience Mentor). In this course, students discuss issues of importance to them in making a successful transition to College. Topics may include how to succeed at college, choosing the right courses or major, enhancing study skills, time management, stress management, and interpersonal relationships. A grade of “P” (Passing) is required to meet the College Life portion of the FYE requirement. Students who do not successfully complete CCC 101 with a grade of P will be required to complete an additional 3-credit Writing 2 or Global Studies course with a grade of C or better to meet the graduation requirements.

**CCC 102 - Exploring Your Future (Spring, .5 credits)**

Exploring Your Future is 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 pertaining to their 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 and conducting informational interviews.

**First-Year Adviser** - Each first-year student works closely with an academic adviser to plan her course of study and ensure successful progression in academic endeavors.
Health Sciences Programs

Public Health – Major/Minor

For information, contact Dr. Dianne Babbitt, dianne.babbitt@cedarcrest.edu, 610-606-4666, ext. 3609 or Nichelle Hunt, ndhunt@cedarcrest.edu, 610-606-4666, ext. 3481.

Program Description – Public Health Major (B.S.)

The Public Health major is multidisciplinary, drawing from course work particularly from the Departments of Biological Science; Business, Management, and Economics; Communication; Political Science, Psychology; Nursing; Nutrition; and Social Work.

The four Health Sciences majors (Public Health, Health Science, Health Promotion and Wellness, and Exercise Science) share a common core of classes that includes Introduction to Health Professions, Introduction to Psychology, Lifespan Development, Biostatistics or Probability and Statistics, Principles of Nutrition, and Introduction to Health Care Systems.

The two Public Health major concentrations share requirements of Public Health, Epidemiology, and Global Health. The Public Health program provides opportunities for students to explore different core public health disciplines, including: epidemiology, biostatistics, environmental health, health education and behavioral science, and health services administration. The Community Health concentration draws from well-developed coursework in the Biological, Chemical and Physical Sciences and from Social Work to help students address issues of educating a community on health-related issues, preventive measures, and community engagement. The Health Communications concentration teaches theory and skills/practice of communication as it exists within health communications contexts as well as other related areas.

Program Mission Statement – Public Health Major

The mission of the Public Health major is to help students interested in disease prevention and treatment, health of the general population, and data-driven approaches to solving public health issues. The program includes the core courses of Public Health, Epidemiology, and Global Health, as recommended by the Association of Schools and Programs of Public Health for undergraduate Public Health curricula. With the Community Health concentration, students focus on biological and social approaches to human health in populations. With the Health Communications concentration,
students focus on communication skills and technological literacy to be used for areas of technical and professional writing, mass media and electronic/social media communications regarding issues of Public Health. It is the goal that students will go directly into jobs in the public health sector, work for non-profit organizations, pursue further training in the fields of public health, pursue further training in the fields of health, or find other meaningful work to benefit the general health of society.

**Program Requirements for the Public Health Major**

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 Public Health. 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 must earn a grade of C- or better in prerequisite courses before proceeding to subsequent courses.

**Total number of credits required by program: 58 – 59 credits**

**Course Requirements for the Public Health Major**

**Health Sciences Core (required of all Health Sciences majors, with the exception of Genetics and Counseling Psychology):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUA 211</td>
<td>Introduction to Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>HLT 101</td>
<td>Introduction to the Health Professions</td>
<td>1</td>
</tr>
<tr>
<td>HLT 201</td>
<td>Health Professions II (prereq HLT 101)</td>
<td>1</td>
</tr>
<tr>
<td>HLT 301</td>
<td>Health Professions III (prereq HLT 201)</td>
<td>1</td>
</tr>
<tr>
<td>HLT 302</td>
<td>Health Sciences Capstone (prereq HLT 201)</td>
<td>3</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Probability and Statistics</td>
<td></td>
</tr>
<tr>
<td><strong>OR</strong> BIO 248</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>NTR 210</td>
<td>Principles of Nutrition (prereq BIO 112, Bio 117, CHE 111 or CHE 103)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Lifespan Development (prereq PSY 100)</td>
<td>3</td>
</tr>
</tbody>
</table>

21 total Health Sciences core credits

**Required Courses for both concentrations of Public Health:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 129</td>
<td>Outbreak Investigations: Case Studies in Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>COM 100</td>
<td>Introduction to Communication OR another approved COM course</td>
<td>3</td>
</tr>
<tr>
<td>HLT 102</td>
<td>Introduction to Public Health</td>
<td>3</td>
</tr>
</tbody>
</table>
HLT 103 Introduction to Global Health 3 credits

12 total Public Health credits

**Required Courses for only the Community Health Concentration:**

- BIO 117 Anatomy & Physiology I 4 credits
- BIO 118 Anatomy & Physiology II 4 credits
- PSC 210 American Public Policy 3 credits
- SWK 300 Community Organizing 3 credits
- SWK 313 Minorities and Human Relations (prereq WRI 100) 3 credits

17 total Community Health Concentration credits

**Required Courses for only the Health Communications Concentration:**

- COM 120 Introduction to New Media 3 credits
- COM 210 Interpersonal Communication 3 credits
- COM 212 Intercultural Communication 3 credits
- COM 216 Public Relations and Society 3 credits
- COM 262 ST Introduction to Health Communication 3 credits
- SPA 101 Introduction to Spanish OR other SPA course 3 credits

18 total Health Communications Concentration credits

**Electives 6-8 credits:**

**Community Health Concentration Electives**

Choose two (2) electives that support the community health concentration of public health from the areas of BIO, CHE, ENS, HLT, NTR, PSC, PSY, SPA, OR SWK. Courses can be from the same area or different areas.

**Health Communications Concentration Electives**

Choose two (2) electives that support the health communications concentration of public health from the areas of BUA, COM, HLT, NTR, PSC, PSY, SPA, OR SWK. Courses can be from the same area or different areas.

*Required and elective courses must reach 120 credits to complete a degree.*
Public Health Major Outcomes

Upon successful completion of the Public Health major, students will be able to meet key outcomes outlined in the Undergraduate Public Health Learning Outcomes Final Model Version 1.0 July 14, 2011, as published by the Association of Schools of Public Health and given as examples below:

1. Epidemiology: Describe how the methods of epidemiology and surveillance are used to safeguard the population’s health.
2. Public Health: Describe risk factors and modes of transmission for infectious and chronic diseases and how these diseases affect both personal and population health.
3. Global Health: List the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations.

Fulfillment of the LAC Requirements

Students fulfill Technology, Oral Presentation, and Information Literacy requirements through successful completion of the following required courses: HLT 101, 201, 301, and HLT 302.

It is a general Cedar Crest College policy that a student must complete a minimum of 18 credits of major requirements through Cedar Crest College course work. This major is open to any student who is matriculated at the College.

Public Health Minor Course Requirements (18 credits)

Required courses (9 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 129</td>
<td>Outbreak Investigations: Case Studies in Epidemiology</td>
<td>3 credits</td>
</tr>
<tr>
<td>HLT 102</td>
<td>Introduction to Public Health</td>
<td>3 credits</td>
</tr>
<tr>
<td>HLT 103</td>
<td>Introduction to Global Health</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Elective courses (9 credits):

Students should select three (3) courses that support Public Health from the areas of BIO, BUA, CHE, COM, ENS, HLT, NTR, PSY, PSC, SPA, or SWK. Courses can be from the same area or different areas.
Health Science - Major

For information, contact Dr. Dianne Babbitt, dianne.babbitt@cedarcrest.edu, 610-606-4666, ext. 3609 or Nichelle Hunt, ndhunt@cedarcrest.edu, 610-606-4666, ext. 3481.

Program Description – Health Science Major (B.S.)

Completion of this major will result in the obtainment of the Health Care Management Certificate, as well as preparation across basic sciences. With the Bachelor’s degree students have the skills to communicate, review and evaluate aspects of the health care process. The Health Science major allows students to pursue employment and/or graduate work in the field of health science. It prepares students for advanced study in the health sciences such as Healthcare Administration, and with additional courses or specific focus, prepares students for Physical Therapy, Occupational Therapy, or similar graduate programs.

The four Health Sciences majors (Public Health, Health Science, Health Promotion and Wellness, and Exercise Science) share a common core of classes that includes Introduction to Health Professions, Introduction to Psychology, Lifespan Development, Biostatistics or Probability and Statistics, Principles of Nutrition, and Introduction to Health Care Systems.

Program Mission Statement – Health Science Major

The goal of the Health Science major is to develop an individual who can be an effective part of a health care team. The program includes biology, chemistry, psychology, and business coursework to serve as the foundation for further clinical training that results in certification or licensure as technicians, therapists, or technologists in specific areas of patient care. Students selecting the Health Science major also complete the Health Care Management certificate. The goal of this major is to prepare students to go directly into jobs in the health science sector or to pursue further training in the areas of clinical laboratory services; health information, communication, and administration; mental and social health; technical instrumentation; and therapy and rehabilitation. Qualified health science professionals play a role in the identification and treatment of disabilities, diseases, and disorders and communicate this information to physicians and other health care team members.

Program Requirements for the Health Science Major
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 Health Science. 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 must earn a grade of C- or better in prerequisite courses before proceeding to subsequent courses.

**Total number of credits required by program: 66 - 68 credits**

**Course Requirements for the Health Science Major**

**Health Sciences Core (required of all Health Sciences majors, with the exception of Genetics and Counseling Psychology):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUA 211+</td>
<td>Introduction to Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>HLT 101</td>
<td>Introduction to the Health Professions</td>
<td>1</td>
</tr>
<tr>
<td>HLT 201</td>
<td>Health Professions II (prereq HLT 101)</td>
<td>1</td>
</tr>
<tr>
<td>HLT 301</td>
<td>Health Professions III (prereq HLT 201)</td>
<td>1</td>
</tr>
<tr>
<td>HLT 302</td>
<td>Health Sciences Capstone (prereq HLT 201)</td>
<td>3</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Probability and Statistics</td>
<td></td>
</tr>
<tr>
<td>OR BIO 248</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>NTR 210</td>
<td>Principles of Nutrition (prereq BIO 112, Bio 117, CHE 111 or CHE 103)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Lifespan Development (prereq PSY 100)</td>
<td>3</td>
</tr>
</tbody>
</table>

*21 total Health Sciences core credits*

**Additional Required Health Science Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 117</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 118</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 123*</td>
<td>Foundations in Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 124*</td>
<td>Principles of Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BUA 258+</td>
<td>Health Care Management</td>
<td>3</td>
</tr>
<tr>
<td>BUA 340+</td>
<td>Health Care Finance (prereq BUA 258)</td>
<td>3</td>
</tr>
<tr>
<td>BUA 341+</td>
<td>Health Care Practice Management</td>
<td>3</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>COM 100</td>
<td>Introduction to Communication or another approved COM course</td>
<td>3</td>
</tr>
<tr>
<td>PSY xxx</td>
<td>200- or 300-level Psychology course (prereq PSY 100)</td>
<td>3</td>
</tr>
</tbody>
</table>
39 total Health Science credits

**Electives 6-8 credits:**

Choose two (2) electives that support the Health Sciences major from the areas of BIO, BUA, CHE, EXS, HLT, NTR, PHY, PSY, SPA, or SWK. Courses can be from the same area or different areas.

*BIO 111 and BIO 112 may be an appropriate substitute for BIO 123 and BIO 124 for some Health Science majors. CHE 103 may be substituted for CHE 111 with advisor approval.*

+Completion of BUA 211, BUA 258, BUA 340, and BUA 341 results in the Health Care Management Certification

*Required and elective courses must reach 120 credits to complete a degree.*

**Health Science Outcomes**

Upon successful completion of the Health Science major, students will be able to:
1. Identify the anatomical structures and explain the physiological functions of the systems of the human body.
2. Describe the interfaces between healthcare and business.
3. List and evaluate the characteristics required to be a contributing member of a healthcare team.

**Fulfillment of the LAC Requirements**

Students fulfill Technology, Oral Presentation, and Information Literacy requirements through successful completion of the following required courses: HLT 101, 201, 301, and HLT 302.

It is a general Cedar Crest College policy that a student must complete a minimum of 18 credits of major requirements through Cedar Crest College course work. This major is open to any student who is matriculated at the College.
Health Promotion and Wellness - Major

For information, contact Dr. Dianne Babbitt, dianne.babbitt@cedarcrest.edu, 610-606-4666, ext. 3609 or Nichelle Hunt, ndhunt@cedarcrest.edu, 610-606-4666, ext. 3481.

**Program Description – Health Promotion and Wellness Major (B.S.)**

The Health Promotion and Wellness major is unique in the Lehigh Valley and surrounding schools in offering students a comprehensive liberal arts-based education focused on the physical, mental, and spiritual aspects of health and healthcare. Healthcare is the dominant industry in the Lehigh Valley, and the fastest growing industry nation-wide. This major will educate students for entry into that industry in primarily support occupations. Healthcare support occupations are projected to grow 34.5% by 2020. The major will prepare students to help people improve and maintain their health and well-being in business, community, and healthcare settings. Some career settings may include: Wellness Coordination; Smoking Cessation Programs and Weight Management Programs; and Wellness Programs in Retirement Communities and in Corporate Wellness Programs.

The four Health Sciences majors (Public Health, Health Science, Health Promotion and Wellness, and Exercise Science) share a common core of classes that includes Introduction to Health Professions, Introduction to Psychology, Lifespan Development, Biostatistics or Probability and Statistics, Principles of Nutrition, and Introduction to Health Care Systems.

**Program Mission Statement – Health Promotion and Wellness Major**

The Health Promotion and Wellness major is an interdisciplinary, integrative program of study grounded in the liberal arts that focuses on the biological, psychosocial and spirituality aspects of health and healthcare. It teaches students both how to live healthier lives and how to teach others to do the same, with the goal of ultimately contributing to a culture of wellness. The major is a methodical application of the biopsychosocial model of medicine (and healthcare) to its fullest. The Health Promotion and Wellness major builds upon theoretical knowledge, experiential components, and research, all of which culminate in the completion of a capstone project.
Program Requirements for the Health Promotion and Wellness Major

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 Health Promotion and Wellness major. 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 must earn a grade of C- or better in prerequisite courses before proceeding to subsequent courses.

Total number of credits required by program: 65 credits

Course Requirements for the Health Promotion and Wellness Major

Health Sciences Core (required of all Health Sciences majors, with the exception of Genetics and Counseling Psychology):

- BUA 211 Introduction to Health Care Systems 3 credits
- HLT 101 Introduction to the Health Professions 1 credit
- HLT 201 Health Professions II (prereq HLT 101) 1 credit
- HLT 301 Health Professions III (prereq HLT 201) 1 credit
- HLT 302 Health Sciences Capstone (prereq HLT 201) 3 credits
- MAT 110 Probability and Statistics
- OR BIO 248 Biostatistics 3 credits
- NTR 210 Principles of Nutrition (prereq BIO 112, Bio 117, CHE 111 or CHE 103) 3 credits
- PSY 100 Introduction to Psychology 3 credits
- PSY 210 Lifespan Development (prereq PSY 100) 3 credits

21 total Health Sciences core credits

Additional Health Promotion and Wellness Required Courses

- BIO 117 Anatomy & Physiology I 4 credits
- BIO 118 Anatomy & Physiology II 4 credits
- HLT 102 Introduction to Public Health 3 credits
- PSY 170 Using APA Editorial for PSY Majors 1 credit
- PSY 201 Mind-Body Medicine (prereq PSY 100) 3 credits
- PSY 211/213 Experimental Methods (prereq PSY 100) 3 or 4 credits
- PSY 212/214 Statistical Methods (prereq PSY 211/213) 3 or 4 credits
- PSY 227 Principles of Helping Relationships (prereq PSY 100) 3 credits
PSY 251 Health Psychology
**OR** PSY 304 Stress, Disease, and Psychophysiological Responses (prereq PSY 100) 3 credits
PSY 360 ST Advanced Seminar in Health Psychology (prereq PSY 100) 3 credits

30-32 total Health Promotion and Wellness credits

**Electives 9-12 credits:**

Choose three (3) electives that support the Health Promotion and Wellness major from the areas of BIO, EXS, HLT, PSY, REL, OR SWK. Courses can be from the same area or different areas.

*Required & elective courses must reach 120 credits to complete degree.*

**Health Promotion and Wellness Outcomes**

Upon successful completion of the Health Promotion and Wellness major, students will be able to:

1. Explain the basic principles of psychophysiology (mind-body interactions).
2. Explain the various theories of health promotion.
3. List and explain the models of behavior change.

**Fulfillment of the LAC Requirements**

Students fulfill Technology, Oral Presentation, and Information Literacy requirements through successful completion of the following required courses: HLT 101, 201, 301, and HLT 302.

It is a general Cedar Crest College policy that a student must complete a minimum of 18 credits of major requirements through Cedar Crest College course work. This major is open to any student who is matriculated at the College.
Exercise Science – Major/Minor

For information, contact Dr. Dianne Babbitt, dianne.babbitt@cedarcrest.edu, 610-606-4666, ext. 3609 or Nichelle Hunt, ndhunt@cedarcrest.edu, 610-606-4666, ext. 3481.

Program Description – Exercise Science Major (B.S.)

The Exercise Science program combines coursework in both the basic sciences and exercise sciences. It provides preparation for graduate and professional training in a wide range of fitness and medical fields. The program is structured to provide students with the opportunity to develop the skills and abilities that are critical in the growing fields of health, fitness, medicine and rehabilitation. The Exercise Science major prepares students to enter a variety of professional settings such as sport and wellness programs, community recreational agencies, hospitals and clinics, and both private and corporate agencies. This major also prepares students who wish to pursue advanced education in athletic training, exercise physiology, occupational therapy, physical therapy, cardiac rehabilitation, personal training, wellness coaching, athletic coaching or athletic management.

The four Health Sciences majors (Public Health, Health Science, Health Promotion and Wellness, and Exercise Science) share a common core of classes that includes Introduction to Health Professions, Introduction to Psychology, Lifespan Development, Biostatistics or Probability and Statistics, Principles of Nutrition, and Introduction to Health Care Systems.

Program Mission Statement – Exercise Science Major

The Exercise Science major aligns with the Broad Principles guiding the mission of Cedar Crest College; specifically related to leadership development, civic engagement, and health and wellness initiatives. The interdisciplinary approach inherent in the major supports the academic mission of the college as a liberal arts institution. The goal of this major, with its broad knowledge base, is to prepare students to go directly into jobs in the fitness or health and wellness sector, or to pursue further training in the areas of athletic training, exercise physiology, occupational therapy, physical therapy, cardiac rehabilitation, personal training, wellness coaching, athletic coaching, or athletic management.

Program Requirements for the Exercise Science Major

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 Exercise Science major. 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 must earn a grade of C- or better in prerequisite courses before proceeding to subsequent courses.

**Total number of credits required by program: 66 - 69 credits**

**Course Requirements for the Exercise Science Major**

**Health Sciences Core (required of all Health Sciences majors, with the exception of Genetics and Counseling Psychology):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUA 211</td>
<td>Introduction to Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>HLT 101</td>
<td>Introduction to the Health Professions</td>
<td>1</td>
</tr>
<tr>
<td>HLT 201</td>
<td>Health Professions II (prereq HLT 101)</td>
<td>1</td>
</tr>
<tr>
<td>HLT 301</td>
<td>Health Professions III (prereq HLT 201)</td>
<td>1</td>
</tr>
<tr>
<td>HLT 302</td>
<td>Health Sciences Capstone (prereq HLT 201)</td>
<td>3</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Probability and Statistics</td>
<td></td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td>BIO 248 Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>NTR 210</td>
<td>Principles of Nutrition (prereq BIO 112, Bio 117, CHE 111 or CHE 103)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Lifespan Development (prereq PSY 100)</td>
<td>3</td>
</tr>
</tbody>
</table>

21 total Health Sciences core credits

**Additional Exercise Science Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 (prereq BIO 117)</td>
<td>4</td>
</tr>
<tr>
<td>EXS 100</td>
<td>Introduction to Exercise Science</td>
<td>3</td>
</tr>
<tr>
<td>EXS 200</td>
<td>Exercise Physiology I (prereq BIO 118)</td>
<td>4</td>
</tr>
<tr>
<td>EXS 201</td>
<td>Research Methods in Exercise Science (prereq EXS 200)</td>
<td>3</td>
</tr>
<tr>
<td>EXS 202</td>
<td>Kinesiology (prereq EXS 100)</td>
<td>3</td>
</tr>
<tr>
<td>EXS 203</td>
<td>Prevention and Care of Injury (prereq BIO 117)</td>
<td>3</td>
</tr>
<tr>
<td>EXS 300</td>
<td>Exercise Physiology II (prereq EXS 200)</td>
<td>4</td>
</tr>
<tr>
<td>EXS 301</td>
<td>Seminar in Exercise Science (prereq EXS 200)</td>
<td>3</td>
</tr>
<tr>
<td>EXS 302</td>
<td>Exercise Testing and Prescription (prereq EXS 200)</td>
<td>4</td>
</tr>
<tr>
<td>NTR 113</td>
<td>Nutrition and Fitness</td>
<td>1</td>
</tr>
</tbody>
</table>
36 total exercise science credits

Electives 9-12 credits:

Choose three (3) electives that support the Exercise Science major from the areas of BIO, CHE, EXS, HLT, NTR, OR PSY. Courses can be from the same area or different areas.

Required and elective courses must reach 120 credits to complete degree.

Exercise Science Outcomes

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

1. Describe human responses and adaptations to exercise as they relate to the following: neuromuscular, metabolic, circulatory, and respiratory pathways.
2. Apply knowledge of exercise science including kinesiology, functional anatomy, exercise physiology, nutrition, program administration, psychology, and injury prevention in the health fitness setting.
3. Perform preparticipation health screenings and fitness assessments, interpret assessment results, and develop exercise prescriptions.

Fulfillment of the LAC Requirements

Students fulfill Technology, Oral Presentation, and Information Literacy requirements through successful completion of the following required courses: HLT 101, 201, 301, and HLT 302.

It is a general Cedar Crest College policy that a student must complete a minimum of 18 credits of major requirements through Cedar Crest College course work. This major is open to any student who is matriculated at the College.

Exercise Science Minor Course Requirements (18 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXS 200</td>
<td>Exercise Physiology I</td>
<td>4 credits</td>
</tr>
<tr>
<td>EXS 202</td>
<td>Kinesiology</td>
<td>3 credits</td>
</tr>
<tr>
<td>EXS 300</td>
<td>Exercise Physiology II</td>
<td>4 credits</td>
</tr>
<tr>
<td>EXS Electives</td>
<td></td>
<td>7 credits</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>18 credits</td>
</tr>
</tbody>
</table>
Genetics and Counseling Psychology – Major
For information, contact Dr. Richard Kliman, rmkliman@cedarcrest.edu, 610-606-4666, ext. 3501.

Program Description - Genetics and Counseling Psychology Major (B.S.)

The Genetics and Counseling Psychology major is multidisciplinary, drawing on course work particularly from the Departments of Biological Sciences; Psychology; and Health Sciences.

All students in the major take the same Genetics and Counseling Psychology Core requirements (61-71 credits) and then choose electives that match their interests (12 credits), creating a full program (73-83 credits) that covers the basic content, while allowing the students to further explore areas of interest and making their training broader than in either genetics or psychology alone. The consensus requirements for admission to genetic counseling programs would be met by successful completion of the major.* The overall program will provide students with a broad training across both genetics and psychology, preparing them for various careers they may select to pursue.

* Graduate programs, including those in Genetic Counseling, may have specific requirements. A student aiming for any graduate degree should research program-specific requirements and discuss these with her advisor.

Program Mission Statement – Genetics and Counseling Psychology Major

Within the context of the college’s mission, this program encourages its graduates to take a leadership role in an emerging healthcare field and to use independent thinking skills to investigate the real world impact of genetic variation. As our understanding of the nature of human variation improves, so will our understanding of the nature of risk. Students completing the Genetics and Counseling Psychology major develop an appreciation for the complexity of human traits, as well as the strengths and limitations of existing and emerging approaches to understand the bases of traits and the etiology of disorders with at least some heritable variation.

Program Requirements for the Genetics and Counseling Psychology Major

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 Genetics and Counseling Psychology. A grade of C- or better is needed for all courses that fulfill the program requirements. Courses transferred in for all majors must be taken less than ten years ago. Students must earn a grade of C- or better in prerequisite courses before proceeding to subsequent courses. Students who withdraw from a course or earn a grade lower than a C- may repeat the course only one time.

**Total number of credits required by program: 73 – 83 credits**

**Course Requirements**

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Genetics and Counseling Psychology Core:</strong></td>
<td>BIO 123 Foundations in Biology</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>BIO 124 Principles of Cell and Molecular Biology</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>BIO 231 Genetics</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>BIO 239 Animal Ecology, Evolution and Development</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>BIO 248 Biostatistics</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td>PSY 212 Statistical Methods</td>
<td>4 credits</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td>PSY 214 Introduction to Statistics</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td>MAT 110 Probability and Statistics</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td>MAT 210 Mathematical Statistics and Probability</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>BIO 3XX Human and Biomedical Genetics</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>BIO 320 Biomedical Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td>PSY 344 Professional Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>CHE 111 Chemical Principles</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>CHE 112 Chemical Equilibrium and Analysis</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>CHE 203 Survey of Organic Chemistry</td>
<td>4 credits</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td>CHE 205/206 Organic Chemistry I/II</td>
<td>8 credits</td>
</tr>
<tr>
<td></td>
<td>CHE 217 Nutritional Biochemistry</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td>CHE 307/308 Biochemistry I/II</td>
<td>7-8 credits</td>
</tr>
<tr>
<td></td>
<td>(lab optional for CHE 308)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HLT 101 Introduction to the Health Professions</td>
<td>1 credit</td>
</tr>
<tr>
<td></td>
<td>HLT 201 Health Professions II</td>
<td>1 credit</td>
</tr>
<tr>
<td></td>
<td>HLT 301 Health Professions III</td>
<td>1 credit</td>
</tr>
<tr>
<td></td>
<td>HLT 302 Health Sciences Capstone</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td>BIO 356 Science, Ethics and Society</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td>PSY 363 Senior Capstone</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>PSY 100 Introduction to Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>PSY 210 Lifespan Development</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>PSY 215 Biological Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td>BIO 200 Introduction to Neuroscience</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>PSY 2xx Introduction to Counseling</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>PSY 309 Abnormal Psychology</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Electives (must complete 12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 217</td>
<td>Anatomy and Physiology I</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 218</td>
<td>Anatomy and Physiology II</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 300</td>
<td>Evolution</td>
<td>3-4 credits</td>
</tr>
<tr>
<td>BIO 332</td>
<td>Developmental Biology</td>
<td>3-4 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>BIO 339</td>
<td>Biology of Cancer</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 345</td>
<td>Advanced Recombinant DNA Techniques</td>
<td>3 credits</td>
</tr>
<tr>
<td>BUA 211</td>
<td>Introduction to Health Care Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>HLT 270</td>
<td>Health Sciences Internship</td>
<td>1-3 credits</td>
</tr>
<tr>
<td>PSY 201</td>
<td>Mind-Body Medicine</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 211</td>
<td>Experimental Methods</td>
<td>4 credits</td>
</tr>
<tr>
<td><strong>OR</strong> PSY 213</td>
<td>Introduction to Research Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 227</td>
<td>Principles of Helping Relationship</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 251</td>
<td>Health Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 270</td>
<td>Psychology Internship</td>
<td>1-3 credits</td>
</tr>
<tr>
<td>PSY 304</td>
<td>Stress, Disease and Psychophysiological Interventions</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 316</td>
<td>Systems of Psychotherapy</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 317</td>
<td>Learning &amp; Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>PSY 336</td>
<td>Cognitive Psychology</td>
<td>4 credits</td>
</tr>
<tr>
<td>PSY 351</td>
<td>Theories of Personality</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 321</td>
<td>Family as a Social Institution</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 313</td>
<td>Minorities and Human Relations</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Genetics and Counseling Psychology Major Outcomes

Upon completion of the Genetics and Counseling Psychology major at Cedar Crest College, a student should be able to:

- Demonstrate knowledge of the basic genetic principles that govern heredity and normal cellular function, and demonstrate a basic understanding of inherited genetic disorders.
- Demonstrate knowledge of the psychology foundations of human behavior, learning, memory, sensation and perception, and development over the lifespan, and demonstrate a basic understanding of abnormal psychology.
- Demonstrate knowledge of the counseling profession and demonstrate an understanding of the practice and profession of counselors and the multiple contexts of counseling.

Fulfillment of the LAC Requirements
Students fulfill Technology, Oral Presentation, and Information Literacy requirements through successful completion of the following required courses: HLT 101, 201, 301; BIO 235, 236; HLT 302, BIO 356, or PSY 363.

It is a general Cedar Crest College policy that a student must complete a minimum of 18 credits of major requirements through Cedar Crest College course work.
History, Literature, and Languages Program

English - Major/Minor

For information, contact Professor LuAnn McCracken Fletcher, lmfletch@cedarcrest.edu, 610-606-4666, ext. 3396

Program Description
Students choosing to major in English will pursue a literature-focused major. They may major in secondary education with an English concentration or major. Adult students may complete an English major through evening and online offerings through SAGE. Students interested in writing should declare a writing major or minor.

Program Mission Statement
As a liberal arts discipline, the English major’s mission strongly promotes the overall mission of Cedar Crest College, in particular the College’s broad principles of “scholarship, liberal arts, creativity,” “women’s leadership,” and “global connectivity.” It does so by offering students a solid fundamental background in American, British, and World literature; by allowing students to develop strengths in scholarly and creative writing; by inviting students to explore more specialized areas such as linguistics and critical theory; and by providing opportunities for students to ground their understanding of literature within the context of the location that produces it, via study abroad experiences. The major is designed to prepare students for graduate study and for careers in teaching, publishing, law, business, government, journalism, advertising, and other language-related fields. More generally, the discipline of English enables students better to understand and respond to their world through the spoken and written word, both within the academic setting and beyond.

Total Number of Credits Required by Program: The English major is a 43 credit program; the secondary education major with English concentration or major requires 36 credits of English courses, along with its other requirements. The SAGE English major is a 40 credit program.

Program Outcomes

1. Students will demonstrate a general knowledge of the history of literature in English and its cultural contexts, as well as a familiarity
with a range of critical strategies that may be employed to illuminate the study of that literature.

2. Students will demonstrate their competence in thoughtfully reading and critically analyzing works of literature.

3. Students will demonstrate their ability to write effectively and creatively in a variety of genres and to employ effective revision strategies. Their writing will demonstrate their ability to formulate and think critically about an appropriate topic, to be aware of audience needs, to incorporate relevant research, and to follow appropriate standards for grammar, mechanics, and documentation procedures. Their writing will further evince freshness and originality, as well as their ability to employ literary and rhetorical devices and to make stylistic choices that are appropriate to the subject and the purpose of the work.

4. Students will demonstrate their ability to apply their knowledge of literature and critical strategies and their reading, speaking, and writing skills at a level that will lead to productive employment and citizenship. Some students will achieve a level of proficiency and interest in the discipline that will enable them to undertake advanced study in English or other disciplines.

Program 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. If the student is completing a concentration in English within the secondary education major or an English major with secondary education, Pennsylvania Department of Education regulations stipulate that the student earn a 3.0 minimum grade-point average in her content area coursework for certification.

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.

There are two AP exams in English Literature: 1) English Language and Composition and 2) English Literature and Composition. The student who presents an AP course in English Language and Composition 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 from the WRI-1 requirement. The student who presents an AP course in English Literature and Composition with a test score of “4” or “5” receives credit for ENG 200.

All English majors must complete successfully a minimum of 18 credits of Cedar Crest College English courses (i.e., not including online courses offered by OCICU); this figure includes a minimum of 12 credits of coursework taken at the 300-level.

**Portfolio of Writing**

Students should retain all graded papers and essay exams related to their English course work. By April 1st, if the student is graduating at the end of a spring semester or within the first two weeks of the student’s final semester if not a spring semester, she or he will submit a portfolio for review. Information about the required content for the portfolio may be found in *The English Program: A Guide for Undergraduate Students*, available from the English Program Director. Students will also complete an exit survey at the time of portfolio submission.

**Course Requirements**

The English major requires a core of the following English courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Survey of British Literature I</td>
<td>3</td>
</tr>
<tr>
<td><strong>OR</strong> ENG 102</td>
<td>Survey of British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 120</td>
<td>Survey of American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 105</td>
<td>Survey of World Literature I</td>
<td>3</td>
</tr>
<tr>
<td><strong>OR</strong> ENG 145</td>
<td>Topics in World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200</td>
<td>Literary Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENG 203</td>
<td>Literary Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ENG 306</td>
<td>Chaucer</td>
<td>3</td>
</tr>
<tr>
<td><strong>OR</strong> ENG 311</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENG 352</td>
<td>English Seminar (capstone)</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 100</td>
<td>Introduction to Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 210</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>THS 105</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 129 <strong>OR</strong> ART 229</td>
<td>InDesign Computer Graphics Workshop I or II</td>
<td>1</td>
</tr>
<tr>
<td>COM 120</td>
<td>Introduction to New Media</td>
<td>3</td>
</tr>
</tbody>
</table>
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. Honors Explorations courses taught by English faculty members may count as advanced courses for the major. Two of the required electives may be writing courses. Students may count no more than two courses from a writing major or minor, or from the Honors program, towards their English major. Students are strongly recommended to take ENG 382: Literary Theory and Criticism, particularly if they are considering graduate study in English.

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.

**English Concentration/Major for Secondary Education**

The English concentration for the Secondary Education major may be taken as an English major which requires a core of the following English courses:

- ENG 101 Survey of British Literature I 3 credits
- OR ENG 102 Survey of British Literature II 3 credits
- ENG 120 Survey of American Literature 3 credits
- ENG 105 Survey of World Literature I 3 credits
- OR ENG 145 Topics in World Literature 3 credits
- ENG 200 Literary Analysis 3 credits
- ENG 203 Literary Research Methods 3 credits
- ENG 306 Chaucer 3 credits
- OR 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 creative writing 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 film courses:**

- COM 140 Introduction to Film 3 credits
ENG 180  Women Go to the Movies: From Book to Film  3 credits
COM 240  History of Cinema  3 credits
COM 244  Topics in Film  3 credits
HIS 220  Film and History: Visions and Revisions of the Past  3 credits

In addition, students must take EDU 214: Reading in the Content Area and two more literature courses at the 300-level. The Oral Presentation and Technology requirements are met through coursework required by Secondary Education or as described below under Fulfillment of LAC Requirements.

Secondary education majors are strongly advised to complete their English coursework 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.

SAGE English Major

The SAGE English major requires a core of the following English courses:

ENG 101  Survey of British Literature I  3 credits
OR ENG 102  Survey of British Literature II  3 credits
ENG 120  Survey of American Literature  3 credits
ENG 105  Survey of World Literature I
OR ENG 145  Topics in World Literature  3 credits
ENG 200  Literary Analysis  3 credits
ENG 203  Literary Research Methods  3 credits
ENG 306  Chaucer 3 credits
OR ENG 311  Shakespeare 3 credits
ENG 352  English Seminar (capstone)  3 credits

Plus choose one from the following courses:

COM 100  Introduction to Communication  3 credits
COM 210  Interpersonal Communication  3 credits
THS 105  Public Speaking  3 credits

Plus choose one from the following courses:

ART 129 OR ART 229 InDesign Computer Graphics  1 credit
Workshop I or II         each
COM 120   Introduction to New Media     3 credits
COM 252   Digital Journalism      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.

**Fulfillment of LAC Requirements**
Students fulfill the Oral Presentation requirement with the satisfactory completion (C or better) of COM 100, COM 210, or THS 105. Students fulfill the Technology requirement by satisfactorily completing ART 129, ART 229, COM 120, COM 252, or EDU 306 (if the student is completing a Secondary Education major); they meet the Information Literacy requirement through satisfactory completion of ENG 200, ENG 203, and ENG 352.

Students will meet the WRI2 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.

**English Minor**

**Course Requirements for the English Minor**
A minor in English requires 18 credits, to consist of ENG 200, two literature electives at the 100, 200, or 300 level, one literature or writing elective at the 100, 200, or 300 level, one literature elective at the 300 level, and one literature or writing elective at the 300 level. Students must 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 English minor.

Students interested in pursuing a writing emphasis may wish to declare a writing minor.
History - Major/Minor

For information, contact Professor James J. Ward, jjward@cedarcrest.edu, 610-606-4666, 3402.

Program Description
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.

Program Mission Statement
The history major provides excellent undergraduate preparation for students who will pursue careers in education, government, law, communications, business, and many culture-related fields. The major provides students essential experience in learning to express themselves effectively in speaking and writing. Students learn to employ new information technologies in effective and efficient ways. A major in history prepares students to participate as leaders and engaged citizens in the world around them in its multiple dimensions, local, national, and global.
The minor in history introduces students to the discipline, including its key components of research, scholarship, and the illumination of situations and problems in the contemporary world. As such it provides a valuable complement in both knowledge and skills to majors in other fields, from politics and business to the arts and the sciences.

**Program Requirements**

To count toward the history major or minor, all courses must be passed with a grade of “C” or higher. At the time of graduation, a student must have a history grade point average of 2.0 or higher. If the student is completing a concentration in history within the secondary education major, Pennsylvania Department of Education regulations stipulate that the student earn a 3.0 minimum grade-point average in her content area coursework for certification.

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. All history majors must complete successfully a minimum of 18 credits of Cedar Crest College history courses (i.e., not including courses offered by affiliated providers).

Total number of credits required by program:  history major—36 credits; history minor—18 credits

**Program Outcomes**

1. Students will demonstrate the ability to deal intelligently and logically with facts and interpretations drawn from the historical record of human experience over time.

2. Students will demonstrate the capacity for original thought and the ability to express their thought both orally and in writing.

3. Students will demonstrate the ability to research topics and problems, to locate and evaluate relevant evidence, and to reach conclusions supported by reason and logic.

4. Students will recognize the continued need to rethink the past, evidenced by their ability to identify ahistorical interpretations and judgments, and to think critically about the origins of the world they inhabit.

5. Students will demonstrate their ability to apply the contributions of other disciplines—e.g., geography, economics, anthropology, archaeology—to comprehend history as a process of change over time.
History Major

Requirements for the History Major—All Majors (15 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 107</td>
<td>European Civilization I</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 108</td>
<td>European Civilization II</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 121</td>
<td>Survey of US History I</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 122</td>
<td>Survey of US History II</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 350</td>
<td>Research Seminar (Capstone)</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Requirements for the History Major—Concentration in American History (21 credits)

**Required courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 221</td>
<td>The Revolution and the Early Republic</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 223</td>
<td>The Civil War and Reconstruction</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 224</td>
<td>America as a World Power</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 232</td>
<td>The African-American Freedom Struggle</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSC 110</td>
<td>American Politics</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Plus choose two of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 214</td>
<td>Topics in Political History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 231</td>
<td>History of American Popular Culture</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 2XX</td>
<td>History of American Women</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 2XX</td>
<td>Native American History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 2XX</td>
<td>Topics in American History</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSC 210</td>
<td>American Public Policy</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSC 312</td>
<td>American Foreign Policy</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Requirements for the History Major—Concentration in European and World History (21 credits)

**Required courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 211</td>
<td>20th-Century Dictatorships</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 218</td>
<td>The City as History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 250</td>
<td>Germany and the Path to European Union</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 251</td>
<td>Soviet and Post-Soviet Russia</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSC 120</td>
<td>Introduction to International Relations</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Plus choose two of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 224</td>
<td>America as a World Power</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
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 core 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 222</td>
<td>Economic Geography</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSC 202</td>
<td>Law and Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSC 207</td>
<td>Law and Women’s Rights</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSC 211</td>
<td>The New Global Economy</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Social Studies: History Concentration/Major for Secondary Education (36 credits)**

Students will be able to complete a history major with a secondary education social studies concentration, with the addition of the 3-credit research capstone. Below are the requirements for the history major with the secondary education social sciences concentration:
Required Courses (24 credits):
HIS 107  Survey of European Civilization I   3 credits
HIS 108  Survey of European Civilization II   3 credits
HIS 121  Survey of U.S. History I     3 credits
HIS 122  Survey of U.S. History II    3 credits
PSC 110  American Politics      3 credits
PSC 122  Introduction to International Relations  3 credits
PSC 211  The New Global Economy    3 credits
HIS 350  Research Seminar (Capstone)   3 credits

Plus choose one:
HIS 221  The American Revolution       3 credits
HIS 223  Civil War and Reconstruction  3 credits

Plus choose one:
PSC 210  American Public Policy        3 credits
PSC 312  American Foreign Policy       3 credits
HIS 214  Topics in Political History  3 credits
HIS 224  America as a World Power     3 credits

Plus choose one:
HIS 250  Germany and the Path to the EU 3 credits
HIS 251  Soviet and Post-Soviet Russia 3 credits
HIS 270  The Pacific World: China, Japan, and the Pacific Islands 3 credits
PSC 206  Topics in Comparative Politics 3 credits

Plus choose one:
HIS 232  African-American Freedom Struggle 3 credits
HIS 2XX  History of American Women      3 credits
HIS 2XX  Native American History        3 credits
PSC 207  Law and Women’s Rights         3 credits

Notes:

1. To apply transfer credits toward the completion of the concentration, students must have earned a grade of “C” or better in each course to be transferred.

2. Ordinarily, courses completed more than ten years ago will not be accepted for purposes of completing the requirements for the Social Studies concentration.
3. The GPA for the content area courses in the concentration must be 3.0 or higher.

**Fulfillment of LAC Requirements**

Students can fulfill the college’s technology and information literacy requirement by successfully completing the history major’s advanced required courses.

Students will satisfy the college's mathematics and logic requirement by taking two of the following courses: MAT 102 College Mathematics, MAT 110 Probability & Statistics, or PHI 131 Introduction to Logic.

Students will satisfy the College's oral presentation requirement by successfully completing the history major's advanced required courses.

**History Minor**

**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.
Philosophy – Minor
For information, contact Professor LuAnn McCracken Fletcher. lmfletch@cedarcrest.edu, 610-606-4666, 3396.

Program Description
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.

Mission Statement
The Philosophy Minor provides students a solid understanding of the history and development of the major branches of Western philosophy (metaphysics, epistemology, ethics and logic), as well as the major theories and schools of thought of Western philosophy. As the root discipline of the liberal arts, it also enables students to understand the origins of the other disciplines in the liberal arts, particularly their major courses of study. In keeping with the core principles of Cedar Crest College’s mission, it provides “rigorous academic engagement and scholarship and prepares students to think critically and reason, write, and communicate effectively.” It seeks to nurture in students an appreciation of learning and discovery for its own sake and a true spirit of inquiry. The program also requires students to see the applicability of the subject matter and methodologies of philosophy in contemporary life. Critical thinking skills, reasoning skills, and the skills of reading and writing are emphasized.

Requirements for the Minor in Philosophy (18 credits)

The minor requires the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 255</td>
<td>Media, Law, and Ethics</td>
<td>3</td>
</tr>
<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 250</td>
<td>Introduction to Applied and Professional Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHI 360</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>PSC 207</td>
<td>Law and Women’s Rights</td>
<td>3</td>
</tr>
<tr>
<td>PSC 250</td>
<td>Political –“isms”</td>
<td>3</td>
</tr>
</tbody>
</table>
Political Science - Major/Minor

For information contact Dr. Christine Carpino ccarpino@cedarcrest.edu, 610-606-4666, ext. 3923

Program Description
Majoring in political science will expose students to knowledge and skills that are applicable across a range of career opportunities in both the public and private sectors. Substantively, the program will immerse students in the key political, economic, legal and global issues facing contemporary American society and develop their critical thinking, analytical, and communication skills.

The Political Science program provides students with a strong foundation of fundamental concepts, theories and courses in the discipline, while also allowing students to focus their course of study in one of three areas of interest: American Politics, Global Politics, and Law and Society. Additionally, Political Science is a multidisciplinary program of study that exposes students to a diverse array of academic perspectives, including economics, history, communications, and criminal justice. Students who are planning to go to law school are encouraged to minor in Pre-Law and participate in the college’s Pre-Law program, which provides individualized assistance in regard to all phases of the law school admissions process.

Program Mission Statement
The Political Science program educates women to be leaders in the global community. Political Science majors are prepared to assume leadership roles in the fields of public affairs and policy, education, law, communications, and business. Students gain a multidisciplinary perspective on the enduring questions of justice in American society and the global community, while honing the analytical and communications skills that are essential to success in the 21st century.

Program Outcomes
1. Students will demonstrate core knowledge within Political Science.
2. Students will demonstrate the ability to communicate ideas clearly and persuasively.
3. Students will demonstrate the ability to critically analyze and evaluate theories and research within the discipline.
4. Students will demonstrate the ability to research topics and problems, locate and evaluate relevant evidence, and reach reasoned conclusions.
5. Students will demonstrate an appreciation and understanding of the intersections between Political Science and other disciplines, such as history, communications, criminal justice and economics.

Political Science Major

Program Requirements
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.

Major Requirements: 36 credits (all courses are 3 credits unless otherwise indicated)

Course Requirements

Required Courses: (7 courses/21 credits)
PSC 110   American Politics
PSC 120   Introduction to International Relations
PSC 250   Political-isms"
PSC 211   The New Global Economy
OR ECON 222   Economic Geography
HIS 121   Survey of US History I
HIS 122   Survey of US History II
THS 105   Public Speaking

In addition to completing the required courses, Political Science majors will choose one of the following concentrations. As new, relevant courses are added in other disciplines, they may count toward the concentration electives with permission of the Program Director.

American Government Concentration: Choose 5 classes/15 credits from among the courses below
PSC 202   Law and Justice
OR PSC 207   Law and Women’s Rights
PSC 210   American Public Policy
PSC 312   American Foreign Policy
CRJ 101   The Legal System
CRJ 206   Class, Race, Gender and Crime
HIS 214   Topics in Political History
HIS/PSC 224   America as a World Power
Global Politics Concentration: Choose 5 classes/15 credits from among the courses below

- PSC 206 Presidents and Parliaments: Topics in Comparative Politics
- PSC 312 American Foreign Policy
- COM 212 Intercultural Communications
- COM 285 International Virtual Spaces/Global Issues in New Media
- GST 100 Globalizing World
- HIS 211 20th Century Dictatorships
- HIS 250 Germany and the Path to the EU
- HIS 251 Soviet and Post-Soviet Russia

Law and Society Concentration: Choose 5 classes/15 credits from among the courses below

- PSC 202 Law and Justice
- OR PSC 207 Law and Women’s Rights
- PSC 210 American Public Policy
- PSC 204 Legal Research and Writing
- BUA 221 Business Law
- OR BUA 239 Employment Law
- COM 215 Organizational Communication
- COM 255 Media, Law and Ethics
- COM 212 Intercultural Communication
- CRJ 101 The Legal System
- CRJ 206 Class, Race, Gender and Crime

Integrative Concentration Portfolio

Senior Political Science majors will be asked to submit a portfolio of work completed within their concentration for review. Students should retain all graded papers, essays, and other work as approved by the Program Director, from courses taken to complete their concentration. Additional information about the nature of the portfolio will be provided by the Program Director.

Fulfillment of LAC Requirements

- Students will be able to satisfy Oral Presentation by taking THS 105: Public Speaking.
- Students will be able to satisfy Information Literacy by taking HIS 122: Survey of US History II or PSC 210: American Public Policy.
- Students will be able to satisfy Technology by taking PSC 110: American Politics.
Political Science Minor

Program Requirements
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.

Course Requirements: 18 credits

Course Requirements: 18 credits
Required Courses (9 credits)
PSC 110 American Politics
PSC 120 Introduction to International Relations
PSC 250 Political-“isms”

The remaining 9 credits (3 courses) may be chosen from any required or elective course offerings approved for the Political Science major. Political Science minors are strongly encouraged to choose the remaining 9 credits to reflect a common theme or focus.
Political Psychology - Minor

For information contact Dr. Christine Carpino ccarpino@cedarcrest.edu, 610-606-4666, ext. 3923 or Dr. Micah Sadigh, mrsadigh@cedarcrest.edu, 610-606-4666, ext 3715

Mission Statement
The mission of the Political Psychology minor is to provide students with a deeper understanding of the ways behavior and decision-making underlie politics and policy and the means by which political institutions influence behavior and decision-making.

Students minoring in Political Psychology will be able to apply their skills and training to careers in local, state, and federal politics. Students will be well positioned to work in political communications, lobbying and campaigns, among other occupations.

Program Outcomes
Students who graduate with a Political Psychology minor will:
1. Develop core knowledge of the key actors and institutions that affect decision-making in the US;
2. Develop a deeper understanding of how conscious and unconscious behaviors contribute to political processes; and
3. Develop a greater appreciation for the interdisciplinary nature of political psychology.

Program Requirements
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. Students will be required to take 18 credits for completion of the minor.

Required Courses: 18 credits
PSY 100   General Psychology
PSY 231   Social Psychology
PSY 351   Theories of Personality
PSC 110   American Politics
PSC 210   American Public Policy
PSC 312   American Foreign Policy

In addition to completing the courses stated above, students will be required to complete a short paper demonstrating their understanding of how behavior and decision-making underlie politics and policy.
Pre Law - Minor

For information, contact Dr. Christine Carpino ccarpino@cedarcrest.edu, 610-606-4666, ext. 3923 or Professor Christine Lombardo-Zaun, clomzaun@cedarcrest.edu, 610-606-4666, ext. 3697

The Pre-Law minor and 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 minor promotes a cross-disciplinary course of study and focuses on the core skills of “problem solving, writing and editing, oral communication and listening, research, and exposure to law” emphasized by the American Bar Association as essential to pre-law training. Pre-Law students are provided 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.

Although strongly encouraged, students do not have to declare a Pre-Law minor to participate in the Pre-Law advising program.

Learning Outcomes
Students who graduate with a Pre-Law minor will:
- Develop core knowledge of the legal system in the United States;
- Develop the oral and written communication skills to express ideas clearly and persuasively
- Develop the ability to critically analyze and evaluate research and arguments and;
- Develop an understanding of the various facets of law.

Minor Requirements (18 Credits)
For students who are majoring in Political Science with a Law and Society concentration, only 3 courses (either required or elective) can overlap for both the major and the Pre-Law minor.

Required Courses – (12 credits)
BUA 221       Business Law
CRJ 101       The Legal System
THS 105       Public Speaking
PSC 204       Legal Research and Writing
Elective Courses: choose 2 courses (6 credits)
PSC 110   American Politics
PSC 202   Law and Justice
**OR** PSC 207  Law and Women’s Rights
PSC 210   American Public Policy
BUA 239   Employment Law
BUA 328   Power, Influence and Negotiation
COM 255   Media, Law and Ethics
**OR** BUA 281/
BUA282   Professional Ethics

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.
Spanish - Major/Minor

For information, contact Professor Marianella Omana, momana@cedarcrest.edu, 610-606-4666 ext. 3406.

Program Mission Statement
The Spanish program provides excellent instruction in Spanish language acquisition, as well as the study of Hispanic cultures and literatures. It also provides a variety of learning opportunities in the classroom and in extracurricular activities, including study abroad. Students in the program will develop language proficiency in Spanish in the four skills of reading, writing, listening and speaking. The program encourages its students to think critically, to question their cultural assumptions about the Hispanic world and to immerse themselves as much as possible in a Spanish speaking community to improve the practical competence required for specific career purposes.

Program Outcomes

1. Students will be able to speak Spanish with grammatical correctness and fluency.
2. Students will be able to understand Spanish spoken with a variety of accents and dialects from around the Spanish-speaking world.
3. Students will be able to write in Spanish, in a variety of genres, with grammatical correctness and fluency.
4. Students will be able to comprehend written Spanish, in a variety of genres.
5. Students will be able to identify and write about the major figures and eras of Hispanic literature.
6. Students will be able to identify and articulate the major features of different Hispanic cultures.

Spanish Major

Program Requirements for the Spanish Major
Courses taken for the Spanish major begin after SPA 202: students with prior Spanish language background may place out of the elementary or intermediate language acquisition courses. All courses taken for the major must be completed with a grade of C or higher. At least 18 credits must be completed at Cedar Crest College. In the senior year, students are required
to take an **Oral Proficiency Evaluation**. To graduate, students must achieve a minimum level of **Advanced-Low** on this evaluation. For initial placement in Spanish courses, students should review the placement guidelines stated in the catalog or request a placement evaluation.

**Course Requirements for the Spanish Major: 30 credits**

**Students must take the following courses:**

SPA 301  Spanish Grammar and Composition  3 credits  
SPA 302  Spanish Conversation  3 credits  

**Students must choose ONE of the following:**

SPA 203  Spanish for the Workplace  3 credits  
SPA 205  Spanish for Health Professionals  3 credits  
SPA 2XX  Spanish for Law Professionals  3 credits  

**Students must choose THREE of the following:**

SPA 303 / 304  Survey of Spanish Literature and Culture  3 credits  
SPA 305  Survey of Latin-American Literature and Culture  3 credits  
SPA 311  Hispanic Culture and Civilization  3 credits  
SPA 312  Hispanic Popular Culture in the US  3 credits  
SPA 315  Topics in Hispanic Literature and Culture  3 credits

*Students must choose FOUR additional SPA courses from among those offered at Cedar Crest or via LVAIC. All elective courses chosen must be above SPA 202.*

**Program Requirements for the Spanish language concentration / Major with Secondary Education Certification:**

All courses must be completed with a grade of C or higher. At least 18 credits must be completed at Cedar Crest College. Spanish certification candidates who are scheduled to student teach must be formally evaluated in oral proficiency **before** their student teaching semester. Students must achieve a minimum level of **Advanced Low** on this evaluation.

**Course Requirements for the Spanish language concentration: 30 credits**

**Students must take all of the following:**

SPA 301  Spanish Grammar and Composition  3 credits  
SPA 302  Spanish Conversation  3 credits  
SPA 309  Introduction to Spanish Linguistics or equivalent course  3 credits
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 203</td>
<td>Spanish for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>SPA 303</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OR</strong> SPA 304</td>
<td>Survey of Spanish Literature and Culture</td>
<td>3</td>
</tr>
<tr>
<td>SPA 305</td>
<td>Survey of Latin-American Literature and Culture</td>
<td>3</td>
</tr>
<tr>
<td>SPA 311</td>
<td>Hispanic Culture and Civilization</td>
<td>3</td>
</tr>
<tr>
<td><strong>OR</strong> SPA 312</td>
<td>Hispanic Popular Culture in the US</td>
<td>3</td>
</tr>
<tr>
<td>SPA 315</td>
<td>Topics in Hispanic Literature and Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

*Plus two additional 300-level SPA literature and culture electives. Consult with program faculty for appropriate LVAIC substitutions.*

**Liberal Arts Curriculum Requirements**

Oral Presentation: Fulfilled by SPA 302.
Information Literacy: Fulfilled by SPA 301.
Technology: Fulfilled by SPA 302.
Global Studies: Fulfilled by most SPA courses.
Math: Students may take any two math courses fulfilling the Math and Logic requirement.

**Spanish Minor**

**Program Requirements for the Spanish Minor**

Students must complete 18 credits of Spanish at any level. At least 12 credits must be completed at Cedar Crest College with a grade of C or higher. Students will be placed at a level appropriate to their previous experience with Spanish in consultation with program faculty. Students should review the placement guidelines in the catalog or request a placement evaluation for initial placement in SPA courses.

**Placement Guidelines**

Students are placed in Spanish courses based on the years of language taken in high school, AP Spanish exam scores, SAT-II scores, or the department’s placement exam (taken in consultation with program faculty). Students may change class levels during the first two weeks of class. Students who consider themselves capable of higher-level performance may apply to the instructor during the first two weeks of the semester for more advanced placement. They may also be allowed by the department chair to be admitted for credit to a lower level language course after consultation with the instructor. Students who have had three years or more of a language in high school and drop to first-semester level will not receive credit for the course unless approval is obtained from the chair of the
All students taking Spanish classes for the first time at Cedar Crest College are encouraged to take the departmental placement exam to determine their appropriate placement in Spanish language courses. Contact the department to schedule this online exam.

Students unable to take the exam should follow this placement policy for high school coursework completed in the language. See below for placement on the basis of AP or SAT-II scores.

1. Students with 4+ years of successful Spanish study in high school should be placed in SPA 202 or SPA 301.
2. Students who have had three to four years of successful Spanish study in high school should be placed in SPA 201 or SPA 202.
3. Students who have had three years of successful Spanish study in high school, or two years in grades 11 and 12, should be placed in SPA 102 or SPA 201.
4. Students with 0-2 years of experience with Spanish before grades 11 and 12 should begin with SPA 101 or SPA 102.

**Advanced Placement Credit**

Credit based on Advanced Placement or SAT-II exam scores is only awarded for courses at the intermediate level, i.e., SPA 201 or 202. Credit is not awarded for elementary level courses (SPA 101 or 102). AP Spanish exams do not satisfy the Global Studies requirement.

<table>
<thead>
<tr>
<th>Exam score</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP score of 2 or SAT-II score of 510-520</td>
<td>0 credits placement in SPA 102 (Elementary II)</td>
</tr>
<tr>
<td>AP score of 3 or SAT-II score of 520 to 590</td>
<td>0 credits placement in SPA 201 or 202 (Intermediate I or II)</td>
</tr>
<tr>
<td>AP score of 4 or SAT-II score of 600 to 690</td>
<td>3 credits placement in SPA 202 (Intermediate II) or SPA 301/302 (Advanced)</td>
</tr>
<tr>
<td>AP score of 5 or SAT-II score of 700 or above</td>
<td>3 credits placement in SPA 202 (Intermediate II) or SPA 301/302 (Advanced)</td>
</tr>
</tbody>
</table>

**CLEP Credit**
No more than six credits will be awarded for CLEP exams. The minimum score for the transferring credits is 50. Three credits will be awarded at the elementary level for a score of 50-62 and six credits at the elementary level for a score of 63 and above. CLEP exams do not satisfy the Global Studies requirement. ONLY three credits may count toward the major or minor.

**Course exemptions**
Students in the Masters of Education program seeking secondary certification in Spanish are ordinarily required to take SPA 301 and 302, as required by PDE. If they have taken the equivalent of these courses as part of their undergraduate major, or feel they have satisfied that requirement through coursework at a university abroad, they are welcome to submit those transcripts for evaluation. They may also request to take a placement exam to determine if they have achieved low-advanced level written language competency. Successful completion of that placement exam will exempt them from taking SPA 301, but they will still be required to take SPA 302. No credits will be awarded as the result of the placement exam.
Writing – Major/Minor
For information, contact Professor Alison Wellford, acwellfo@cedarcrest.edu, 610-606-4666, ext. 3394

**Program Description**
Effective communication has become increasingly important to employers and to all educated people in today’s world. As our world has become more globalized, more digitized, and more dynamic, college graduates need to develop the advanced comprehension and communication skills that will prepare them for a life of change and adaptation. The ability to write well adds to students’ confidence that they will be able to perform well in careers that require effective communication and creative problem-solving. The Writing major allows students who have an interest in writing to develop their abilities further and to acquire flexibility and fluency as creative and professional writers, as well as familiarity with a range of platforms for their published work. The major also offers students the opportunity to gain valuable practical experience through the internship option. Students interested in a literature-focused program should choose the English major or minor.

**Program Mission Statement**
The writing major prepares students to produce rhetorically and aesthetically sophisticated writing across a number of literary and professional genres. Students apply their foundational studies in rhetoric and literature to inform their writing in these genres. The major allows students to improve the quality of their writing while enhancing their ability to read, comprehend, analyze, and edit their own and others’ writing. These skills are the foundation for a career and a life of leadership, civic engagement, creativity, and scholarship.

**Total number of credits required by program:** The writing major is a 42 credit program.

**Program Outcomes**
1. Students will demonstrate their ability to produce documents that are appropriate, purposeful, persuasive, and professional.

2. Students will demonstrate their ability to analyze and edit their own writing and the writing of others, showing an awareness of audience, genre, and contexts.
3. Students will demonstrate their ability to formulate and think critically about their writing topic, incorporate relevant research, and understand and employ literary and rhetorical devices that are appropriate to the subject and purpose of the work.

4. Students will demonstrate their ability to use current software programs in writing, editing, and publishing to produce professional-quality documents and presentations that may be submitted to or shared with professional venues.

**Program Requirements**

All courses within the writing 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 writing major or minor; credits in composition earned at other institutions also do not apply to writing majors or minors.

All writing majors must complete successfully a minimum of 18 credits of Cedar Crest College ENG courses for the major (i.e., not including online courses offered by OCICU).

**Portfolio of Writing**

Students should retain all graded work produced for classes in their writing major, including both drafts and revisions. By April 1\textsuperscript{st}, if the student is graduating at the end of a spring semester or within the first two weeks of the student’s final semester if not a spring semester, she or he will submit a portfolio for review. Information about the required content for the portfolio may be found in *The English Program: A Guide for Undergraduate Students*, available from the English program director. Students will also complete an exit survey at the time of portfolio submission.

**Course Requirements**

**Core Requirements (30 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 104</td>
<td>Introduction to Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 230</td>
<td>Introduction to Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 235</td>
<td>Topics in Nonfiction Writing</td>
<td>3</td>
</tr>
<tr>
<td>ONE of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 333</td>
<td>Topics in Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 334</td>
<td>Topics in Fiction</td>
<td>3</td>
</tr>
<tr>
<td><strong>OR</strong> ENG 335</td>
<td>Advanced Nonfiction Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200</td>
<td>Literary Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>
100-, 200-, or 300-level literature elective 3 credits

Completion of either a writing internship or an independent writing project, to be determined in consultation with student’s faculty advisor 3 credits

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 100</td>
<td>Introduction to Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>COM 210</td>
<td>Interpersonal Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>THS 105</td>
<td>Public Speaking</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>ENG 105</td>
<td>Survey of World Literature I</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 145</td>
<td>Topics in World Literature</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>COM 120</td>
<td>Introduction to New Media</td>
<td>3 credits</td>
</tr>
<tr>
<td>COM 252</td>
<td>Digital Journalism</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 237</td>
<td>Writing for the Web</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Applied Writing Electives (6 credits), chosen from among the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUA 204</td>
<td>Modern Business Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 233</td>
<td>Creative Writing: Fiction</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 234</td>
<td>Creative Writing: Poetry</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 235</td>
<td>Topics in Nonfiction Writing (when a different topic than the one taken for the core)</td>
<td>3 credits</td>
</tr>
<tr>
<td>COM 150</td>
<td>Introduction to Journalism</td>
<td>3 credits</td>
</tr>
<tr>
<td>COM 152</td>
<td>The “Crestiad” Staff</td>
<td>3 credits</td>
</tr>
<tr>
<td>HLT 235</td>
<td>Narrative Medicine</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSC 204</td>
<td>Legal Research and Writing</td>
<td>3 credits</td>
</tr>
<tr>
<td>THS 332</td>
<td>Playwriting</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

In addition, students may choose to take an applied course in writing offered by another department as these courses appear, with the approval of the faculty advisor.

**Advanced Writing Electives (6 credits), chosen from among the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 2XX</td>
<td>Introduction to Professional Editing</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 333</td>
<td>Topics in Fiction</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 334</td>
<td>Topics in Poetry</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 335</td>
<td>Advanced Nonfiction</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 336</td>
<td>Topics in Professional Writing</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Please note that the satisfaction of the WRI-1 requirement is a prerequisite for all courses for the writing major, with the exception of ENG 104: Introduction to Creative Writing.

**Fulfillment of LAC Requirements**
Students fulfill the Oral Presentation requirement with the satisfactory completion (C or better) of COM 100, COM 210, or THS 105. Students fulfill the Technology requirement by satisfactorily completing COM 120, COM 252, or ENG 237. They meet the Information Literacy requirement through satisfactory completion of the major, as this skill is introduced in the 200-level writing courses, including ENG 200, and reinforced in the 300-level writing courses; students demonstrate their mastery of this skill in the writing internship/independent writing project and in the senior portfolio that serves as a graduation requirement.

**Writing – Minor**

**Course Requirements for the Writing Minor**
A minor in writing requires 18 credits, to consist of ENG 235 and five elective courses (15 credits) chosen from among the following:

- **BUA 204** Business Communications 3 credits
- **COM 150** Introduction to Journalism 3 credits
- **COM 152** “The Crestiad”: Staff 1-3 credits
- **COM 252** Digital Journalism 3 credits
- **ENG 104** Introduction to Creative Writing 3 credits
- **ENG 200** Literary Analysis 3 credits
- **ENG 203** Literary Research Methods 3 credits
- **ENG 230** Introduction to Professional Writing 3 credits
- **ENG 233** Creative Writing: Fiction 3 credits
- **ENG 234** Creative Writing: Poetry 3 credits
- **ENG 235** Topics in Nonfiction Writing (with a different topic) 3 credits
- **ENG 237** Writing for the Web 3 credits
- **ENG 333** Topics in Creative Writing: Fiction 3 credits
- **ENG 334** Topics in Creative Writing: Poetry 3 credits
- **ENG 335** Advanced Nonfiction Writing 3 credits
- **ENG 336** Topics in Professional Writing 3 credits
- **HLT 235** Narrative Medicine 3 credits
- **PSC 204** Legal Research and Writing 3 credits
- **THS 332** Playwriting 3 credits

In addition to the permanent selections listed above, appropriate courses
offered for the writing major or writing courses offered by other departments may count for the minor with the approval of the student’s faculty advisor. ENG 235 may be repeated one time with a different topic. 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.

Students interested in pursuing the study of literature should consider an English major or minor.
Mathematics Program
Mathematics - Major/Minor
For information, contact Dr. Joshua Harrington, jsharrin@cedarcrest.edu, 610-606-4666, ext. 3375.

Program Description
The mathematics department is dedicated to engaging students in the exciting study of mathematics, both for the beauty inherent in pure mathematics as well as the power and utility of the subject in applications across all fields of modern life. The mathematics program emphasizes an understanding of the nature and structure of mathematics, its processes and applications, and is designed to develop in students’ problem-solving, abstract reasoning, and logical thinking skills. Ambitious students are encouraged to participate in undergraduate research and other creative projects, possibly in concert with the Honors Program. The Department is strongly committed to giving its majors a solid and broad-based mathematical foundation that helps prepare them for a wide range of careers requiring strong analytical skills, as well as graduate study in mathematics or a professional area such as medicine or law.

Program objectives are:

- 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 numerical, symbolic, and technical information that characterizes life in this millennium
- To understand and write mathematical proofs and participate in the mathematical discovery process
- To construct, analyze, and verify elementary mathematical models in a wide range of disciplines
- To use relevant technology applicable to mathematics to enhance learning and develop computer skills vital to intellectual life
- To prepare for mathematical careers in education, government, business, and industry, or an advanced degree in mathematics or a related field
Program Mission Statement
The mathematics program emphasizes creative engagement in mathematical thinking and confident problem solving, skills widely recognized as critical in confronting our national and global challenges. The course of study stresses analytical and logical reasoning skills based on classical mathematical thought. Grounded in the liberal arts, the curriculum stresses an understanding of the nature and structure of mathematics, its processes, and applications. Courses in this major are designed to develop in the student critical thinking skills and the ability to apply them to problems within various disciplines as well as cross-disciplinary problems. The B.S. in Mathematics is a versatile and empowering degree, enabling the graduate to work in a wide variety of career areas in satisfying, challenging positions, and at salaries well above those job fields traditionally occupied by women. A mathematics major can lead to graduate study in mathematics, but also prepares a student for programs in law, finance, and medicine. Despite dramatic increases in the number of women studying sciences and technology, mathematics remains a disciplinary stronghold, an area in which women are still vastly underrepresented. The Department is intensely committed to increasing the participation of women in mathematics and mathematics education, and affirms the importance of this goal for a women’s college.

Total number of credits required by program: 41

Program 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.

Mathematics Major

Course 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>Vector Calculus</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 224</td>
<td>Discrete Mathematics</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 208</td>
<td>Mathematical Modeling</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
MAT 313   Differential Equations      3 credits
MAT 321   Numerical Analysis      3 credits
MAT 324   Modern Geometry      3 credits
MAT 325   Discrete Mathematics II     3 credits
MAT 338   Number Theory      3 credits
MAT 339   Complex Variables      3 credits
MAT 350   Advanced Calculus I      3 credits
MAT 390   Independent Study in Mathematics    1-3 credits

Plus the following courses:
PHY 101   Introductory College Physics I    4 credits
PHY 201   Introductory College Physics II    4 credits

Liberal Arts Curriculum Requirements fulfilled within the Major
Students fulfill the Information Literacy requirement through satisfactory completion of MAT 316.

Students fulfill the Technology requirement through the satisfactory completion of MAT 141, MAT 142, MAT 210, MAT 211, and MAT 212.

Students who double 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 double major in secondary education must fulfill the Oral Presentation requirement with the satisfactory completion (C or better) of COM-100 or THS 105.

Secondary Certification in Mathematics
Students also seeking a double major in secondary education must consult the Education Department and plan a program before registering for the sophomore year. Students preparing for a secondary teaching certificate must include the following courses in their program of study:

MAT 224   Discrete Mathematics      3 credits
MAT 324   Modern Geometry      3 credits

Student Learning Outcomes
- Students will demonstrate a working knowledge of critical topics from calculus.
- Students will demonstrate the ability to communicate mathematical ideas clearly using correct mathematical terminology and proper mathematical notation.
- Students will identify, formulate, and analyze real world problems
using mathematical techniques.

- Students will be able to summarize and describe data, conduct graphical analyses, carry out basic statistical procedures and effectively write up the analysis.
- Students will demonstrate a working knowledge of algebra and algebraic structures.
- Students will demonstrate a sound conceptual understanding of mathematics through the construction of mathematically rigorous and logically correct proofs.
- Students will demonstrate the ability to independently research the mathematics necessary to solve an extensive problem, formulate the solution to the problem, and present the solution to peers.

**Mathematics Minor**

**Required Courses for the Mathematics Minor (18 credits)**

**Choose six from the following 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 credits</td>
</tr>
<tr>
<td>MAT 142</td>
<td>Calculus II</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 208</td>
<td>Mathematical Modeling</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>Vector Calculus</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 224</td>
<td>Discrete Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Linear Algebra</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 313</td>
<td>Differential Equations</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAT 316</td>
<td>Modern Algebra</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 324</td>
<td>Discrete Mathematics II</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 360</td>
<td>Special Topics in Mathematics</td>
<td>1-3 credits</td>
</tr>
<tr>
<td>MAT 390</td>
<td>Independent Study in Mathematics</td>
<td>1-3 credits</td>
</tr>
</tbody>
</table>
Nursing Program

Nursing - Major
For information, contact Dr. Wendy J. Robb at wjrobb@cedarcrest.edu, 610-606-4606.

The undergraduate nursing program at Cedar Crest College prepares students to function as professional nurse generalists committed to lifelong learning. It prepares graduates to function as registered nurses within the rights and privileges of the Professional Code of Ethics for Nurses and in compliance with the State Nurse Practice Acts. It provides the foundation for future graduate study in nursing and serves as the basis for a variety of careers in the area of health care.

The Cedar Crest College undergraduate nursing program is approved by the Pennsylvania State Board of Nursing and is accredited by the Accreditation Commission for Education in Nursing, (ACEN), at 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326, 404.975.5000.

Graduation from Cedar Crest College's undergraduate nursing program does not guarantee licensure as a registered nurse. To obtain licensure, individuals must obtain approval from the State Board of Nursing and successfully pass the National Council Licensure Examination (NCLEX). Successful completion of the National Council Licensure Examination (NCLEX) leads to licensure as a registered nurse. To see the current pass rates for graduates of the Nursing Program at Cedar Crest College access the National Council of State Boards of Nursing website at https://www.ncsbn.org

Mission Statement
The mission of the Cedar Crest College undergraduate nursing program is to prepare professional nurses by building on a foundation firmly grounded in the liberal arts. A Cedar Crest College nursing education fosters development of the whole person while cultivating commitment to lifelong learning. Nursing graduates are empowered to assume leadership roles in a global society.

The Cedar Crest College Nursing Department’s facilities are housed in the Hamilton Boulevard Building, a state-of-the-art facility that is one of the finest of its kind in the region. The 33,000 square foot building includes: three multi-media labs including a health assessment lab, a maternal and pediatric lab, and an adult health lab; a fully equipped nursing unit that
simulates a hospital environment; a simulation center with 2 adjacent computerized learning mannequin laboratories and a separate control/observation room; a community health lab set up to replicate a home-care environment; convertible classrooms, and conference facilities to accommodate 300 persons. The Hamilton Boulevard Building provides high speed wireless Internet and also houses a computer lab for student use. All nursing faculty offices are located in the Hamilton Boulevard Building.

**Program Requirements**

Students are admitted to the College as pre-nursing majors and begin the nursing curriculum upon completion of College-wide course requirements and nursing prerequisite courses (see College-wide course requirements below for nursing prerequisite courses). Students must have completed a minimum of 62 credits which includes general education requirements. Students must have achieved an overall GPA equal to or greater than 2.5 in all credits earned at Cedar Crest College. A minimum of six credits must have been taken at Cedar Crest College prior to the intended start of NUR courses. Students must have achieved a nursing pre-requisite GPA of equal to or greater than 2.7. Additionally, students must have the ability to communicate in English in both written and spoken word.

To begin junior level courses, the student must have earned at least a grade of B- (B minus) in four of the five prerequisite science courses. ** A grade of C or C+ is permitted in only one prerequisite science course.

BIO 117   Human Anatomy & Physiology I**
BIO 118   Human Anatomy & Physiology II**
BIO 127   Clinical Microbiology**
CHE 103   Concepts in Chemistry**
NTR 210   Principles of Human Nutrition**

Only one nursing science pre-requisite course ** can be repeated due to a grade less than C (C- or lower). That course may be repeated only one time.

Additionally, prerequisite science courses (BIO117, BIO118, BIO 127, CHE 103) must be completed within ten years of starting NUR courses and NTR 210 must be completed within five years of starting NUR courses. Science courses that are more than ten years old must be repeated prior to beginning NUR courses.

**All transfer courses are reviewed on a case-by-case basis and may be subject to time limits as determined by individual academic departments.**
In the remaining prerequisite courses, a grade of C or better is required while still meeting the 2.7 prerequisite GPA.

MAT 110    Probability & Statistics
PSY 100    General Psychology
PSY 210    Life-Span Development
SOC 100    Introduction to Culture & Society

All nine prerequisite courses form the basis of the nursing pre-requisite GPA.

In addition to meeting the above requirements, acceptance into the Nursing major is based on obtaining the minimum number of points in the Admission Rubric which includes the following components: nursing pre-requisite course GPA, Basic English Composition grade, Test of Essential Academic Skills (TEAS) scores, number of credits taken at Cedar Crest College, and the available number of positions in the major. The TEAS exam must be taken at Cedar Crest College. The cost for the exam is paid directly to ATI Testing at www.atitesting.com. Students are notified by the Nursing Department via email as to when they should register and pay for the exam. If a student does not meet the required scores on the TEAS exam, they will have one opportunity to re-take the TEAS exam for a second fee. Students may contact the Nursing Advisor for more information on the Admission Rubric.

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.

**Nursing Program Credit Requirement**
63 General Education Credits
57 NUR Major Credits
120 Total Credits

Transfer of Nursing Courses
Students seeking to transfer undergraduate nursing credits must meet the following criteria:

A. Nursing GPA must be 2.5 or greater
B. Only undergraduate nursing courses with a B or better may transfer
C. Undergraduate nursing courses must have been complete within the last two years
D. Only junior level undergraduate nursing courses will be transferred
E. Courses must be equivalent to Cedar Crest College Nursing courses
F. A maximum of 12 credits can be transferred

Clinical Requirements
- Report of Health Evaluation and Medical History
- Immunizations, Titers, Current PPD, and Influenza Vaccine
- Drug and Alcohol Screen
- CPR certification - Must be one of the following:
  - American Red Cross CPR/AED for Health Care Providers
  - American Heart Association Basic Life Support for Health Care Providers
- Proof of Health Insurance
- FBI Criminal History Clearance
- Child Abuse History Clearance
- PA Criminal History Clearance

Prospective and current nursing students must submit criminal background checks that meet the requirements of the nursing major before beginning nursing courses and annually thereafter.

Prospective and current nursing students with criminal records must disclose their record and schedule a meeting with the Nursing Department Chairperson upon admission to or throughout progression at Cedar Crest College.

Any student not clinically cleared for clinical courses by the last day of the add/drop period will be automatically dropped from the course. Late clearances cannot be accepted.

Nursing Courses
Nursing Courses required for the Bachelor of Science in Nursing major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 309</td>
<td>Health Promotion I</td>
<td>5</td>
</tr>
<tr>
<td>NUR 311</td>
<td>Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NUR 313</td>
<td>Mental Health Promotion</td>
<td>4</td>
</tr>
</tbody>
</table>
NUR 314 Pharmacology 3 credits
NUR 320 Family Health Promotion I 4 credits
NUR 321 Health Promotion II 4 credits
NUR 322 Essentials of Nursing Research (online) 2 credits
NUR 323 Concepts in Professional Nursing (online) 2 credits
NUR 330 Family Health Promotion II 4 credits
NUR 331 Health Promotion III 5 credits
NUR 332 Evidence-based Practice for Nursing (online) 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
SPS 173 Understanding and Using APA Editorial Style for Nursing (online) 1 credit

*Capstone Experience

Nursing Courses required for the RN to Bachelor of Science in Nursing program
In addition to the general education requirements and nursing prerequisites, RNs are required to take the following nursing courses:
NUR 311 Health Assessment (didactic offered online; lab offered in an online or face-to-face format) 3 credits
NUR 322 Essentials of Nursing Research (online) 2 credits
NUR 324 Professional Nursing Seminar (online) 3 credits
NUR 332 Evidence-based Practice for Nursing (online) 3 credits
NUR 333 Health Promotion of the Community (offered in an online or face-to-face format) 5 credits
NUR 335 Leadership in Nursing* (offered in an online or face-to-face format) 5 credits
SPS 173 Understanding and Using APA Editorial Style for Nursing (online) 1 credit

*Capstone Experience

Nursing Elective Courses
NUR 328 Nursing in the Global Community: A Study Abroad 2 credits

Fulfillment of LAC Requirements
Students fulfill the Technology, Oral Presentation, and Information Literacy requirements through successful completion of the required coursework for the nursing major. The Ethics requirement is fulfilled by
successful completion of NUR 335 Leadership in Nursing. The Global Studies requirement is fulfilled by successful completion of NUR 333 Health Promotion of the Community.

**Program Outcomes**
The Bachelor of Science in Nursing program at Cedar Crest College has six program outcomes. Upon completion, graduates of the Bachelor of Science in Nursing program will be able to:

1. Synthesize knowledge from the physical and social sciences, humanities, and nursing in making nursing practice decisions involving culturally diverse individuals, families, and communities.
2. Practice effective communication with individuals, families, and communities.
3. Integrate all components of the nursing process in promoting optimal health of individuals, families, and communities.
4. Collaborate with other members of the health care team in effecting the delivery of health care.
5. Synthesize research findings into the practice of nursing and the delivery of health care.
6. Demonstrate competency to assume a beginning professional nurse role.

**Clinical Experience**
Clinical practice occurs in a variety of settings. Transportation to and from clinical agencies is the responsibility of the student.

**Expenses (in addition to comprehensive and special fees)**
Nursing students are responsible for all fees involved when obtaining the clinical requirements, secured electronic file management, uniforms, equipment, books, Test of Essential Academic Skill (TEAS), ATI comprehensive testing fee, documentation software, professional and scholarly activities, clinical make-up fees, and licensure fees.

A student will be charged a clinical fee for each clinical course (please refer to the Academic Fees Assessments section for the current rate). The fee is used for required conferences, seminars, 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.
RN Students
For information contact Professor Sandra Axt at sdaxt@cedarcrest.edu or 610-606-4666 extension 3430.

Graduates of accredited diploma or associate degree programs in nursing may apply to Cedar Crest College to continue their education toward a Bachelor of Science in Nursing degree. Registered Nurses must meet all the curriculum requirements for the nursing major. A Registered Nurse may be awarded academic credit for previous non-nursing studies. In accordance with the Pennsylvania Articulation Model, 36 nursing credits may be awarded upon completion of Professional Nursing Seminar (NUR 324), which facilitates progress toward degree completion. Cedar Crest College will accept RNs directly into the nursing program without testing, provided the applicant has graduated from an accredited and state approved program; is licensed to practice as a Registered Nurse; 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. RN students who have worked less than 1000 hours within the last three years must take the Nursing Acceleration Challenge Exam (NACE) administered by the National League for Nursing (NLN). More information about the NACE can be accessed via www.nln.org or provided by the RN-BSN Nursing Advisor.

Any student who has been dismissed from the undergraduate nursing program is not eligible for admission to the RN to BSN program.

All RNs must have an unencumbered active professional nursing licensee. RNs may be required to submit clinical requirements prior to entering NUR 333 Health Promotion of the Community or NUR 335 Leadership in Nursing.

Any student not clinically cleared for clinical courses by the last day of the add/drop period will be automatically dropped from the course. Late clearances cannot be accepted.

LPN Students
Cedar Crest College welcomes the student who possesses a license in Practical Nursing (LPN) to the Bachelor of Science in Nursing program. The LPN must complete the general education requirements and nursing prerequisites, in addition to nursing courses at Cedar Crest College as described in the Bachelor of Science in Nursing major.

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.

**School Nurse Certification Program**

For information contact Professor Michelle Cawley at mecawley@cedarcrest.edu, 610-606-4666 ext.3497

An applicant to the school nurse certification program hold an unencumbered active professional nursing license with one year of professional experience and a baccalaureate degree in nursing. An undergraduate GPA of 2.5 is required for admission. A GPA of 3.0 is required for progression in the program and PA School Nurse Certification.

**Courses Required 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 550</td>
<td>Educational Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDU 359/559</td>
<td>Teaching the Culturally and Linguistically</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Diverse Student</td>
<td></td>
</tr>
<tr>
<td>PSY 210</td>
<td>Life-Span Development</td>
<td>3</td>
</tr>
<tr>
<td>SPE 243</td>
<td>The Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>SPE 320/520</td>
<td>Teaching Students with Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SNC 380</td>
<td>Methodology in School Health Services (Online)</td>
<td>3</td>
</tr>
<tr>
<td>SNC 381</td>
<td>School Nurse Practicum (Online)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>102 clinical hours</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 Literature, 1 in Writing, and 2 in Math.

**Clinical Requirements**
All students must provide proof of RN licensure from the state in which they
will complete their practicum and to which they are applying for certification:

- Report of Health Evaluation and Medical History
- Immunizations, Titers, Current PPD, and Influenza Vaccine
- Drug and Alcohol Screen
- CPR certification- Must be one of the following:
  - American Red Cross CPR/AED for Health Care Providers
  - American Heart Association Basic Life Support for Health Care Providers
- Proof of Health Insurance
- FBI Criminal History Clearance
- Child Abuse History Clearance
- PA Criminal History Clearance

Prospective and current nursing students must submit criminal background checks that meet the requirements of the nursing program before beginning nursing courses and annually thereafter.

Prospective nursing students with criminal records must disclose their record and schedule a meeting with the Nursing Department Chairperson upon admission to or throughout progression at Cedar Crest College.

Any student not clinically cleared for clinical courses by the last day of the add/drop period will be automatically dropped from the course. Late clearances cannot be accepted. Expenses (in addition to comprehensive and special fees)

Nursing students are responsible for all fees involved when obtaining the clinical requirements, secured electronic file management, equipment, books, professional and scholarly activities, and clinical make-up fees.

**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.
Nutrition Program
Nutrition – Major/Minor

**Didactic Program in Nutrition and Dietetics (DP)**
For information contact Professor Martine Scannavino, miscanna@cedarcrest.edu, 610-606-4666, ext. 3486

**Program Description**
The Cedar Crest College Didactic Program in Nutrition and Dietetics is fully accredited by the Accreditation Counsel for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 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 those meeting the Didactic Program in Nutrition and Dietetics requirements and program requirements will receive a verification statement showing that they have attained the knowledge and competencies found in the ACEND Accreditation Standards for Didactic Programs in Nutrition and Dietetics Leading to Supervised Practice 2012.

The Didactic Program in Nutrition and Dietetics (DP) is designed to prepare students for a career in Nutrition and Dietetics and application to an accredited Internship Program (IP), graduate school, eligibility to sit the Nutrition and Dietetic Technician Registered exam, or enter the job market. Students considering entrance to the profession of dietetics as a registered dietitian nutritionist (RDN) through Cedar Crest College must complete these three components:

- A bachelor’s degree (it does not have to be in nutrition) and successful completion of academic coursework at an ACEND-approved/accredited institution with a minimum cumulative and didactic GPA of 3.0;
- Admission and successful completion of an ACEND-accredited Internship Program; and
- A passing score 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 an Internship Program.

**Nutrition and Dietetic Technician Registered (NDTR)**

Students who successfully complete the Verification Statement track are
eligible to apply to an accredited Dietetic Internship and/or sit the Nutrition and Dietetic Technician Registered (NDTR) Exam through the Commission on Dietetics Registration (CDR).

**Preselect to the Cedar Crest College Dietetic Internship**

Ten positions in the competitive Cedar Crest College DI are reserved for eligible Cedar Crest College seniors through the preselect process.

Students who achieve a DP GPA of 3.3 or above at the midterm of their senior Fall Semester and have accumulated the recommended body of experiences are eligible to apply for one of the 10 positions available in the Cedar Crest College DI preselect process in October of their senior year.

A meeting with the DP Program Director prior to the start of the fall semester is required to begin this process.

A student who is offered and chooses to accept a position in the Cedar Crest College DI through the preselect process is not eligible to apply to other programs during the national Spring DI match.

**Students who do not choose to or are not eligible to participate in the preselect process are eligible to apply to the Cedar Crest College DI (or any other Accredited DI program) during the national DI match in the spring. Cedar Crest College students who participate in the national Spring DI match enter into the regular pool of applicants at that time; positions in the Cedar Crest College DI will not be reserved for Cedar Crest College seniors or alumnae during the national Spring DI match.**

**Mission of the Nutrition Program**

With a foundation in the liberal arts, the Cedar Crest College Department of Nutrition is dedicated to providing students the foundational knowledge and skills necessary to advance in the field of dietetics, pursue diverse career paths, and to enter graduate level studies in nutrition with a commitment to evidence-based science and professional ethics.

**Mission of the Didactic Program in Dietetics**

In concert with the Mission and Vision of Cedar Crest College, the mission of the Cedar Crest College Didactic Program in Nutrition and Dietetics is to develop competent entry-level Registered Dietitian Nutritionists. With a foundation in the liberal arts, our Program’s commitment is to provide high quality education in accordance with the Accreditation Council for Education in Nutrition and Dietetics’ Foundation Knowledge Requirements and Learning Outcomes with emphasis on scholarship, leadership, civic engagement, health and wellness and global connectivity.
Total number of credits required by program: The Didactic Program in Nutrition and Dietetics has an 84-credit requirement (20 of which count towards the LAC requirements for Math & Logic, Social Science, Natural Science, and Global Studies).

Program Requirements
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.

Adult students are encouraged to apply. A meeting with the Director of the Didactic Program in Nutrition and Dietetics is required to determine if prior coursework can be used to meet some of the Nutrition major and or DP 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 DP courses at Cedar Crest College, have a minimum cumulative and didactic GPA of 3.0 and receive a grade of B- or better in all Nutrition DP course work, and C or better in all other didactic course requirements.

Nutrition Major

Expenses (in addition to comprehensive, special fees and transportation)
There will be a laboratory fee of $100 per course for NTR 220 and 320. Transportation to and from field experiences is the responsibility of the student. Students registered for NTR 340 will be charged a $175 practicum fee.

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.

Program Requirements
The program field placements require medical and background clearance.
All clearances must be completed prior to the course start dates and must be updated every year. The following medical and background clearances are mandatory in order to participate in the following courses: NTR 327, 328, and 330.

- Report of Health Evaluation and Medical History
- Immunizations, Titers, and Current PPD
- Drug and Alcohol Screen
- Proof of Health Insurance
- FBI Criminal History Clearance
- Child Abuse History Clearance
- PA Criminal History Clearance
- Annual Flu Shot
- And all other clearances required by placement sites at time of field experience.

To declare nutrition as your major you must complete the following courses with a grade of C or better: CHE 111, CHE 112, MAT 110, CHE 203, BIO 117, SOC 100, PSY 100, & a grade of B- or better NTR 120, and receive a midterm grade of C or better in BIO 118, BIO 127, CHEM 217 and a grade of B- or better in NTR 210.

All Nutrition Majors must declare the major prior to registering for all 300 level courses.

The major in Nutrition requires a minimum cumulative GPA of 2.5 and a grade of C or better in all program required courses.

For those wishing to pursue a Verification Statement and eligibility to apply to a Dietetic Internship Program and sit the RDN registration exam, or seeking to sit the Nutrition and Dietetic Technician Registered (DTR) exam through the Commission on Dietetics Registration (CDR), you must achieve and maintain a minimum cumulative and didactic GPA of 3.0, receive a grade of B- or better in all Nutrition (NTR) course work, and C or better in all other required DP courses.

Once the declaration of major form has been approved, you will be assigned an adviser from the Didactic 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. Upon declaration of the major you will be given the Didactic Program in Nutrition and Dietetics Student Handbook which provides a student with all of the requirements, policies and procedures of the program. Students are required to thoroughly read and sign a statement of acknowledgment and agreement of all policies for continuation in the program.
Students must maintain the cumulative and DP GPA of 3.0 and minimum grade requirement in all courses to remain on the Verification Statement track. If a student’s GPA should fall below 3.0, they have until the next grading period (final grade or midterm grade) to return to the 3.0 requirement. If the student’s GPA remains below 3.0 at the next grading period, the student will be transitioned to the non-Verification Statement track.

Students can repeat one DP NTR and one science (BIO or CHE) course one time; after that they need department permission for the second repeat and/or to continue on the Verification Statement Track. A withdrawal equals one attempt at the course.

Students not pursing the Verification Statement track are not required to complete field experiences for NTR 327, 328 and 330.

**Course Requirements**

<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 &amp; Analysis (lecture only)</td>
<td>3</td>
</tr>
<tr>
<td>SOC 100</td>
<td>Intro to Culture and Society</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>WRI 100</td>
<td>College Writing</td>
<td>3</td>
</tr>
<tr>
<td>BIO 117</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 118</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 127</td>
<td>Clinical Microbiology (prerequisite CHE 103 or CHE 111)</td>
<td>4</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CHE 203</td>
<td>Survey of Organic Chemistry (prerequisite CHE 111 &amp; CHE 112 lecture only)</td>
<td>3</td>
</tr>
<tr>
<td>CHE 217</td>
<td>Nutritional Biochemistry (prerequisite CHE 203 or CHE 206)</td>
<td>3</td>
</tr>
<tr>
<td>NTR 130</td>
<td>Food and Culture</td>
<td>3</td>
</tr>
<tr>
<td>NTR 120</td>
<td>Foundations of Dietetics</td>
<td>3</td>
</tr>
<tr>
<td>NTR 210</td>
<td>Principles of Human Nutrition (prerequisite BIO 112 or BIO 117, or CHE 111 or CHE 103)</td>
<td>3</td>
</tr>
<tr>
<td>NTR 212</td>
<td>Nutrition for Women and Children (prerequisite NTR 210)</td>
<td>3</td>
</tr>
<tr>
<td>NTR 220</td>
<td>Principles of Foods (prerequisites NTR 210, BIO 127)</td>
<td>3</td>
</tr>
<tr>
<td>NTR 217</td>
<td>Nutrition Education in the Community (prerequisite NTR 212)</td>
<td>3</td>
</tr>
<tr>
<td>NTR 300</td>
<td>Advanced Nutrition and Metabolism I (prerequisites NTR 210, CHEM 217/NTR 200, BIO 118)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:**

- CHE 203, CHE 217, and CHE 206 are prerequisites for other courses.
- NTR 217 is a prerequisite for NTR 300.
NTR 301  Management in Dietetics 3 credits**
(prerequisites Junior Standing, NTR 210)

NTR 305  Advanced Nutrition and Metabolism II 3 credits**
(prerequisite NTR 300)

NTR 320  Experimental Foods 3 credits*
(prerequisites CHE 203, NTR 220)

NTR 327  Medical Nutrition Therapy I, Lecture and Clinical 4 credits*
(prerequisites NTR 305)

NTR 328  Medical Nutrition Therapy II, Lecture and Clinical 4 credits*
(prerequisites NTR 327)

NTR 330  Food Systems Operations and Field experience 4 credits*
(prerequisites NTR 301, NTR 220)

NTR 340  Nutrition Counseling 3 credits*
(prerequisites NTR 217, NTR 327)

NTR 350  Seminar in Nutrition, Capstone (prerequisites 3 credits*
Senior standing, NTR 327, 217, 320)

*Declared Majors Only
**Declared Majors and Minors Only

Fulfillment of LAC Requirements
Students majoring in Nutrition fulfill the Technology, Information Literacy and Oral Performance requirements with: NTR 130, NTR 217, NTR 305, NTR 320, NTR 327, NTR 328, NTR 330, NTR 340 and NTR 350

Nutrition Minor

Nutrition Minor Mission
The Cedar Crest College Nutrition minor is committed to integrating basic nutrition concepts and interventions that promote personal, community and global health and wellness into a student’s chosen major field of study

Program Requirements for the Nutrition Minor
All Nutrition minors must maintain a minimum cumulative GPA of 2.5

Course Requirements for the Nutrition Minor (18 credits)
All students in the nutrition minor must complete the following core of 9 credits and all associated prerequisites:
NTR 130  Food and Culture 3 credits
NTR 210  Principles of Human Nutrition 3 credits
NTR 212  Nutrition for Women and Children 3 credits

Then select nine additional credits in nutrition from the following:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 113</td>
<td>Nutrition and Fitness</td>
<td>1 credit</td>
</tr>
<tr>
<td>NTR 114</td>
<td>Nutrition and the Elderly</td>
<td>1 credit</td>
</tr>
<tr>
<td>NTR 115</td>
<td>Eating Disorders and Weight Management</td>
<td>1 credit</td>
</tr>
<tr>
<td>NTR 201</td>
<td>Vegetarian Diets: Principles and Application</td>
<td>3 credits</td>
</tr>
<tr>
<td>NTR 217</td>
<td>Nutrition Education in the Community</td>
<td>3 credits</td>
</tr>
<tr>
<td>NTR 220</td>
<td>Principles of Foods (lecture &amp; lab)</td>
<td>4 credits</td>
</tr>
<tr>
<td>NTR 300</td>
<td>Advanced Nutrition and Metabolism I</td>
<td>3 credits</td>
</tr>
<tr>
<td>NTR 301</td>
<td>Management in Dietetics</td>
<td>3 credits</td>
</tr>
<tr>
<td>NTR 305</td>
<td>Advanced Nutrition and Metabolism II</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

With their advisors permission, students may also apply applicable course work from other disciplines to complete the nine additional credits; e.g. PSY 260: Feeding Behavior.
Performing Arts Program
Dance - Major/Minor
For information, contact Professor Robin Gerchman, rmgerchm@cedarcrest.edu, 610-606-4666, ext. 3533

Program Description
The Dance Program at Cedar Crest College is grounded in the Liberal Arts and is an interdisciplinary approach of synergizing the Liberal Arts. Dance is a form of specialized knowledge that enables the creation of expressiveness. It is also, however, a mode of problem solving, analyzing and developing insights. It is a way of thinking, understanding, and knowing. Other disciplines such as the sciences, social sciences and humanities provide critical context for the work of the dancer and are critical to the development of thoughtful, engaged, inquiring dance students. Dance is an art form critical to providing balance to the work of the aforementioned majors. It provides an opportunity, for example, for the science-driven student to balance modes of learning in a holistic manner. A convergence of dance and other disciplines enhances students’ knowledge base as well as open more doors of opportunity regarding career choices. It enables all members of the college community to benefit from an experience in the Performing Arts. Courses provided engage students in the exploration of ideas which affect society and the human condition. Nu Delta Alpha, the dance honor society, provides students the opportunity of civic engagement through community outreach. The Cedar Crest College student who majors in dance is an independent thinker and displays self-initiative through creative projects both in research and performance.

Program Mission Statement
The mission for this dance program is to provide multiple perspectives and experiences for understanding dance as a discipline of study. Emphasis is placed on how dance connects with other disciplines within a liberal arts Education. The dance program provides all students with a framework for the exploration of creativity and individual artistic and intellectual expression. The purpose of dance as a discipline of study in liberal arts education is to provide students interested in including dance in their education the opportunity to develop an understanding and appreciation for dance as art. Movement styles and technical understandings are used to support this philosophical and aesthetic concept of education through movement. The study of dance is used to develop discipline-specific technical skills, enhance perpetual and analytical skills, develop aesthetic and cultural awareness and explore new venues.
The mission of the dance major is communicated to students in the Dance Program Student Handbook as well as in the production philosophy of the department. That philosophy is communicated to students in production rehearsal process, during advising sessions, during senior project mentoring, in daily contact and instruction with work-study students and throughout traditional classroom instruction. The faculty also lead by example and are working artists who demonstrate through their own creative works and collaboration, the mission of the program.

**Program Requirements**
All dance 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. At least 15 credits of course work in the major must be taken at Cedar Crest College.

**Dance Major**

**Total number of credits required:** 39 credits

**Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 102</td>
<td>Dance as a Medium</td>
<td>3</td>
</tr>
<tr>
<td>DNC 226</td>
<td>Dance Improvisation</td>
<td>2</td>
</tr>
<tr>
<td>DNC 235</td>
<td>History of Dance</td>
<td>3</td>
</tr>
<tr>
<td>DNC 380</td>
<td>Dance Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>DNC 320</td>
<td>Dance Composition</td>
<td>3</td>
</tr>
<tr>
<td>EXS 202</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PER 100</td>
<td>First Friday (4 x .5)</td>
<td>2</td>
</tr>
<tr>
<td>PER 101</td>
<td>Collaborative Arts</td>
<td>1</td>
</tr>
<tr>
<td>PER 252</td>
<td>Sophomore Seminar</td>
<td>2</td>
</tr>
<tr>
<td>PER 255</td>
<td>Portfolio Preparation</td>
<td>1</td>
</tr>
<tr>
<td>PER 351</td>
<td>Junior Year Prospectus</td>
<td>1</td>
</tr>
<tr>
<td>PER 352</td>
<td>Senior Thesis Project</td>
<td>1</td>
</tr>
<tr>
<td>PER 353</td>
<td>Senior Thesis Project</td>
<td>1</td>
</tr>
<tr>
<td>THS 105 or 106</td>
<td>Public Speaking</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**Studio requirements - Technical Courses (choose 12 credits) may be repeated.**

**Fulfillment of LAC Requirements:**
The Information Literacy requirement for Dance majors is fulfilled through:
PER 100 First Friday and PER 252 Sophomore Seminar
The Technology requirement for Dance majors is fulfilled through:
PER 255 Portfolio Preparation; PER 351 Junior Year Prospectus, 352-353 Senior Seminar

Oral Presentation requirement for Dance majors is fulfilled through:
THS 105 or 106 Public Speaking; PER 351 Junior Year Prospectus 352-353 Senior Thesis Project

Student Learning Outcomes for the Dance Major
Student Learning Outcomes are articulated on all departmental course syllabi and are reinforced through production work (THS 250/251/DNC 252 and 253) and through regular traditional classroom instruction. Technical and compositional work is the lab component of the entire dance program. All courses essentially support production in some way. Experiential and practical training activities are grounded in the Student Learning Outcomes.

<table>
<thead>
<tr>
<th></th>
<th>The student will demonstrate knowledge of the historical development of different dance genres, specific movement styles and identify different cultural movement styles and cultural influence on movement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The student will utilize proper dance terminology, demonstrate solid skills of movement retention, execution of movement and reversal of movement and apply kinesthetic and anatomical awareness of movement.</td>
</tr>
<tr>
<td>3.</td>
<td>The student will demonstrate the ability to recognize their personal movement style and demonstrate basic teaching skills of multiple dance genres.</td>
</tr>
<tr>
<td>4.</td>
<td>The student will demonstrate an awareness of the effects of political and societal influences on dance and the future of dance in education. The student will communicate the relationship between original work or research and defend the impact of their creative contributions.</td>
</tr>
</tbody>
</table>

Dance Minor

Program Requirements
At least 12 credits of course work in the minor must be taken at Cedar Crest College.

18 credits
**Student Learning Outcomes for the Dance Minor**

<table>
<thead>
<tr>
<th></th>
<th>The student will demonstrate knowledge of the historical development of different dance genres, specific movement styles and identify different cultural movement styles and cultural influence on movement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The student will utilize proper dance terminology, demonstrate solid skills of movement retention, execution of movement and reversal of movement and apply kinesthetic and anatomical awareness of movement.</td>
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<tr>
<td>2.</td>
<td>The student will demonstrate the ability to recognize their personal movement style and demonstrate basic teaching skills of multiple dance genres.</td>
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<tr>
<td>3.</td>
<td>The student will demonstrate an awareness of the effects of political and societal influences on dance and the future of dance in education. The student will communicate the relationship between original work or research and defend the impact of their creative contributions.</td>
</tr>
</tbody>
</table>
Performing Arts Administration - Concentration

For information contact Professor Kevin Gallagher, kpgallag@cedarcrest.edu, 610-606-4666, ext. 3439

Program Description
The performing arts administration concentration is an interdisciplinary program. By combining a specific array of courses from business and the performing arts, students prepare for leadership careers in arts planning and management. Students will, through course work, close mentorship with faculty and arts internships, develop a knowledge base and the skills to navigate the administrative aspects non-profit and for-profit arts organizations. The concentration is taken in conjunction with the theatre or dance major.

Required Courses – 21 credits
MRK 230   Principles of Marketing     3 credits
ACC 101   Accounting       3 credits
BUS 261   Non-Profit Business& Corporations   3 credits
SPC 270   Internship in one arts non-profit business venue
(junior/senior year or summer)

Additionally
complete 3 courses from the following list:

ECO 102   Principles of Economics: Micro     3 credits
MRK 240   Applied Public Relations       3 credits
BUA 220   Human Resource Management   3 credits
BUA 221   Business Law                    3 credits
BUA 352   Innovation and Entrepreneurship 3 credits
BUA 329   Organizational Behavior     3 credits
BUA 350   Leadership                     3 credits
Speech Minor

For information contact: Professor Roxanne Amico, rtamico@cedarcrest.edu, 610-437-4471 ext 3619

Program Mission Statement

The speech minor focuses on preparing students for engaged communication and compelling public address reinforcing the major goals of the college. The development of evocative and compelling public speaking directly is the hallmark of all great civic and global leaders. A broad liberal base of knowledge and creativity are essential to preparation for good public speaking. The minor, in training a powerful voice in students, addresses a core need in the human condition to express anxiety, solve problems and seek a healthy approach to discourse.

Total number of credits required by program: 18

Program Requirements

All speech minors 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 minor requirements in the performing arts. At least 12 credits of course work in the minor must be taken at Cedar Crest College. Students competing on the Forensic Speech team may apply up to 6 credits in fulfillment of the speech minor.

Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THS 105 or 106</td>
<td>Public Speaking or Forensic Speech</td>
<td>3 credits</td>
</tr>
<tr>
<td>THS 109</td>
<td>Oral Interpretation</td>
<td>3 credits</td>
</tr>
<tr>
<td>THS 106</td>
<td>Forensic Speech (required)</td>
<td>3 credits</td>
</tr>
<tr>
<td>COM 100</td>
<td>Intro to Communications</td>
<td>3 credits</td>
</tr>
<tr>
<td>COM 215</td>
<td>Organizational Communications</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Electives: 3 credits from Communications Department courses

Student Learning Outcomes for the Speech Minor

1. Students will demonstrate a fundamental knowledge of public speaking
2. Students will demonstrate mastery of effective communication through scholarly writing and oral presentations
3. Students explain how oral communications is viewed in the context of societal norms
4. Students will explain the impact of oral communication to a wider community
Theatre – Major/Minor
For information, contact Professor Roxanne Amico, rtamico@cedarcrest.edu, 610-437-4471 ext 3619

Program Description
The theatre major at Cedar Crest College enhances and supports the Cedar Crest College mission by providing multiple perspectives and experiences for understanding theatre as a discipline of study. Emphasis is placed on how theatre connects with other disciplines within a liberal arts education. The theatre major provides all students with a global framework for the exploration of creativity and individual artistic and intellectual expression. The theatre major at Cedar Crest College capitalizes on all that our college has to offer, educating strong, well-rounded students who are well versed in both academic and experiential creativity, creating our future leaders. 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 that can be shared with a wide audience on and off campus. Fully equipped scene and costume shops support three major productions annually as well as numerous senior productions and dance concerts. Major productions are staged in the 250 seat Samuels Theatre with student 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 cast or stage crew, in the box office, scene shop, and costume construction crews or through stage management. Campus employment complements the work in the department as students can receive hands-on training in theatre through their campus job 8-10 hrs. a week. While not required, theatre majors also may choose to complete the arts administration concentration.

Program Mission Statement
The mission of the theatre major is to develop artistic and leadership skills toward the practical application of theatre through coursework in the areas of history, performance, design, technical theatre, administration and production. Emphasis is placed on understanding the balance between the practical and artistic choices, accepting responsibility and promoting team work. Attention is paid to developing a career focus for the individual theatre artist. Emphasis is placed on understanding historically significant styles and genres of theatre, performing and developing personal goals for
understanding and using theatre. The exploration of theatre in its many forms addresses a core need in the human condition to express through creativity solutions and answers to problems and issues facing society.

**Total number of credits required by program:** 39 credits

**Program Requirements**

Auditions or applications are required for all production responsibilities. All theatre 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. At least 15 credits of course work in the major must be taken at Cedar Crest College. All theatre majors are required to participate in two faculty directed productions annually.

**Theatre Major**

**Course Requirements**

**39 Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THS 105 or 106</td>
<td>Public Speaking or Forensic Speech</td>
<td>1-3 credits</td>
</tr>
<tr>
<td>THS 120</td>
<td>Theatre as Commentary</td>
<td>3 credits</td>
</tr>
<tr>
<td>THS 150</td>
<td>Stagecraft</td>
<td>3 credits</td>
</tr>
<tr>
<td>THS 201</td>
<td>Acting I</td>
<td>3 credits</td>
</tr>
<tr>
<td>THS 231</td>
<td>History of Theatre I</td>
<td>3 credits</td>
</tr>
<tr>
<td>THS 232</td>
<td>History of Theatre II</td>
<td>3 credits</td>
</tr>
<tr>
<td>THS 240</td>
<td>Design for the Stage (scene design, lighting, sound or costume)</td>
<td>3 credits</td>
</tr>
<tr>
<td>THS 280</td>
<td>Directing</td>
<td>3 credits</td>
</tr>
<tr>
<td>PER 100</td>
<td>First Friday (4 x .5)</td>
<td>2 credits</td>
</tr>
<tr>
<td>PER 101</td>
<td>Collaborative Arts</td>
<td>1 credit</td>
</tr>
<tr>
<td>PER 102</td>
<td>Stage Management: Rule #1</td>
<td>2 credits</td>
</tr>
<tr>
<td>PER 252</td>
<td>Sophomore Seminar</td>
<td>2 credits</td>
</tr>
<tr>
<td>PER 255</td>
<td>Portfolio</td>
<td>1 credit</td>
</tr>
<tr>
<td>PER 351</td>
<td>Junior Year Prospectus</td>
<td>1 credit</td>
</tr>
<tr>
<td>PER 352</td>
<td>Senior Thesis Project</td>
<td>1 credit</td>
</tr>
<tr>
<td>PER 353</td>
<td>Senior Thesis Project</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

**Plus 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>THS 202</td>
<td>Acting II</td>
<td>3 credits</td>
</tr>
<tr>
<td>THS 222</td>
<td>Heathcare Theatre</td>
<td>3 credits</td>
</tr>
<tr>
<td>THS 240</td>
<td>Design for the Stage: Lighting</td>
<td>3 credits</td>
</tr>
<tr>
<td>THS 240</td>
<td>Design for the Stage: Scene Design</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Technology, Oral Presentation and Information Literacy requirements (for majors) are fulfilled through completing the major or through double major requirements.

Student Learning Outcomes are articulated on all departmental course syllabi and are reinforced through production work (THS 250, THS 251, DNC 252 and DNC 253) and regular traditional classroom instruction. Production work is essentially the lab component of the entire theatre program. All courses essentially support production in some way. All hands-on efforts and practical production activities are grounded in the Student Learning Outcomes.

### Student Learning Outcomes for the Theatre Major

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate an applied knowledge of a specific theatre production area.</td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate knowledge of the process of artistic decision making in theatre through scholarly writing and oral presentation.</td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate leadership through performance related assignments.</td>
<td></td>
</tr>
<tr>
<td>Students will communicate and defend the relationship between their original work or research and art and society.</td>
<td></td>
</tr>
</tbody>
</table>
Theatre Minor

Program Requirements
All theatre minors 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 minor requirements in the performing arts. At least 12 credits of course work in the minor must be taken at Cedar Crest College.

Course Requirements
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THS 120</td>
<td>Theatre Commentary</td>
<td>3 credits</td>
</tr>
<tr>
<td>THS 231</td>
<td>History of Theatre I</td>
<td>3 credits</td>
</tr>
<tr>
<td>THS 232</td>
<td>History of Theatre II</td>
<td>3 credits</td>
</tr>
<tr>
<td>THS 150</td>
<td>Stagecraft</td>
<td>3 credits</td>
</tr>
<tr>
<td>THS 240</td>
<td>Design for the Stage</td>
<td>3 credits</td>
</tr>
<tr>
<td>THS 201</td>
<td>Acting I</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Total number of credits required by minor: 18

Student Learning Outcomes for the Theatre Major
1. Students will demonstrate a fundamental knowledge of theatre production and history
2. Students will demonstrate through scholarly writing and orally how artistic decisions in theatre are made through research and analysis
3. Students explain how theatre is viewed in the context of societal norms
4. Students will explain the impact of creative contributions to a wider community
Psychology Program

Applied Psychology - Major

For information, contact Professor Micah Sadigh, mrsadigh@cedarcrest.edu, 610-606-4666, ext. 3715.

Program Description

The Applied Psychology major is for those students enrolled in the School of Adult and Graduate Education (SAGE) at Cedar Crest College. This major is similar, in terms of its mission, to the Psychology major offered to traditional students during the day program at Cedar Crest College. However, this major provides more flexibility in the course requirements. Also, many of the courses are offered in the evening in accelerated 7-week sessions via online or hybrid course formats. According to the United States government, the demand for those trained in the field of psychology will increase over the next decade. A Bachelor of Arts in Applied Psychology opens the door to one of the most challenging and rewarding professional fields today. Psychology students learn the skills they will need in order to be successful, and will also gain knowledge and abilities that are valued in many other disciplines, such as education, social work, criminal justice, business, and politics.

Mission Statement

Psychology is a diverse field that is best defined as the scientific study of behavior and experience. The mission of the psychology program at Cedar Crest College is, therefore, to provide students with a breadth of experiences that are based upon the historical, theoretical, and empirical foundation of the discipline of psychology. This foundation is consistent with the perennial basis of a liberal arts education, and is hence congruent with the college’s basic mission that focuses on scholarship and creativity. The multifarious nature of the faculty’s scholarship, as well as the multiplicity of courses taught by them, make the department highly distinctive and on the cutting edge of the developments in the field of psychology.

Total number of credits required by program

For the most recent and completed departmental policies and course listings, please refer to the Psychology Department website. A minimum of 43 psychology credits is required for a major in Applied Psychology. A minimum of 21 Psychology credits for the major must be taken at Cedar Crest College. At least 18 psychology credits are required for a minor in Psychology, 9 of
which must be completed at Cedar Crest College. Courses transferred in for the major or minor must be taken within the last 10 years.

**Program Requirements**
Any student desiring to declare Applied Psychology as a major must have a cumulative grade point average at the college of at least 2.00.

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
Double majors who are exempt from taking a particular psychology course(s) due to the completion of an another acceptable course(s) in their second major MUST meet the minimum credit requirement in psychology by substituting electives. The minimum number of credits in psychology in order to be awarded the major is 43.

**Course Requirements for the Applied Psychology Major**
A minimum of 43 psychology credits is required for the Applied Psychology major. A grade of C or better must be obtained in each course to satisfy requirements for the psychology major; this includes all Liberal Arts requirements. A course may be repeated (taken a second time) only once due to a grade less than a C. A student wishing to repeat a course more than one time (taken a third time) must seek special permission from the Department and the Registrar’s office; permission will be granted only under extraordinary circumstances. A student withdrawal (for any reason) at any point in the course will count as taking the course; subsequently, the course from which a student withdraws could be repeated only one additional time. A student may NOT take a course (or its equivalent) more than 3 times- no exceptions.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100</td>
<td>General Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 170</td>
<td>Understanding and Using APA Editorial Style</td>
<td>1 credit</td>
</tr>
<tr>
<td></td>
<td>(to be taken concurrently with PSY 213)</td>
<td></td>
</tr>
<tr>
<td>PSY 210</td>
<td>Life-Span Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 213</td>
<td>Introduction to Research Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 214</td>
<td>Introduction to Statistics</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 215</td>
<td>Biological Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 309</td>
<td>Abnormal Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>OR</strong> PSY 351</td>
<td>Theories of Personality</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 363</td>
<td>Senior Capstone</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**ALSO** 21 additional credits of Psychology electives (e.g., PSY courses) in any sub-field of psychology based on your interest.
Fulfillment of General Education and Liberal Arts Curriculum (LAC) Requirements

Students should consult the appropriate sections of the college catalog and course schedules to determine which courses satisfy the general education and LAC requirements. The Psychology program does require their majors to satisfy some of the embedded and non-embedded requirements through specific coursework.

To fulfill the Oral Presentation (OP) requirement, a student must successfully complete a specific course outside of the Psychology Department; that is, THS 105: Public Speaking.

A student fulfills the Information Literacy (IL) requirement through the successful completion of PSY 213: Introduction to Research Methods. A student fulfills the Technology (Tech) requirement through the successful completion of PSY 214: Introduction to Statistics. This course also counts as a Math and Logic course.

To fulfill a LAC Natural Science (SCI) requirement, a student may NOT count PSY 215: Biological Psychology. That course counts as an Applied Psychology major requirement only. However, a student may take PSY 220 Sensation and Perception with or without the lab, and fulfill a SCI requirement. Additional SCI requirements must be fulfilled through qualified courses outside of the Psychology Department.

To fulfill the LAC Ethics (ETH or SER) requirement, a student must successfully complete PSY 344: Professional Ethics in Psychology or another qualified course (e.g., ETL 235) outside of the Psychology Department. If PSY 344 is taken to fulfill the Ethics requirement, it may also be counted as a Psychology elective.

Other general education and LAC requirements (Writing, Global Studies, Arts, Humanities, Social Sciences) must be fulfilled through qualified courses outside of the Psychology Department. It should be noted that traditional students cannot take two LAC courses from the same discipline to fulfill certain requirements. SAGE students can take two courses from the same discipline to fulfill parts of the LAC.

Note: Successful completion of these courses requires a grade of a C or better.

Psychology Department Policy Regarding OCICU Online Classes for SAGE Students

SAGE students who are in good academic standing may register for courses at other institutions affiliated with the Online Consortium of Independent
Colleges and Universities (OCICU). Courses that are required for the Applied Psychology Major should be taken at Cedar Crest College, regardless of whether the class format is traditional classroom, hybrid or online. Requests to take an OCICU course for an Applied Psychology Major **core requirement** (PSY 100, PSY-210, PSY 213, PSY 214, PSY 215, PSY 309, PSY 351) will be evaluated on a case-by-case basis and may be approved only under extenuating circumstances. Students who want to use an OCICU course to satisfy an Applied Psychology Major **elective**, must receive approval in advance from the CCC Psychology Department Chair (in consultation with the student’s advisor). Filling out the on-line request form does not grant automatic permission to take that course; it is a formal request. For Psychology electives, the Department may approve courses through the OCICU, provided those courses are not available to students at Cedar Crest College, and that the course in question has been approved as consistent with the mission, vision and goals of the Cedar Crest College Psychology Department. OCICU courses are evaluated on a semester by semester basis and lists of approved courses will be maintained by the Psychology Department and are shown on the SAGE website.

Students should keep in mind that at least 21 credits for the Psychology major must be completed at Cedar Crest College in courses taught by Cedar Crest faculty. Students may take a **maximum of 9 credits or 3 OCICU** courses for the Applied Psychology major.

**Program Outcomes**
The Applied Psychology undergraduate major has 4 primary goals.

1. **Knowledge Base of Psychology**
   Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology, especially in the areas of:
   a. Learning and cognition, memory and thinking
   b. Biological, including physiology, sensation, perception, comparative motivation, and emotion
   c. Developmental changes in behavior and mental processes across the life span
   d. Clinical and abnormal
   e. Personality and social processes
   f. Individual differences, measurement, methodology and psychometrics

2. **Research Methods in Psychology**
Describe and apply basic research methods in psychology, including research design, data analysis and interpretation.

3. Critical Thinking Skills in Psychology
   Use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

4. Application of Psychology
   Apply psychological principles to personal, social, and organizational issues.
Health and Wellness - Minor
For information, contact Professor Micah Sadigh, mrsadigh@cedarcrest.edu, 610-606-4666, ext. 3715.

Mission Statement
The purpose of the Health and Wellness minor is to provide students with a comprehensive approach to and understanding of health promotion and disease prevention, and to allow them to acquire the knowledge necessary for achieving optimal well-being. To realize this objective, a multidisciplinary approach to health is essential. Hence, the minor consists of courses from disciplines such as Biology, Psychology, Social Work, Religion/Spirituality, and Humanities. Additionally, the minor requires that students attend to their physical health through participation in credit and/or non-credit activities such as Dance courses or Healthy You programs. The multidisciplinary nature of the minor will add distinctiveness to students’ education, particularly as it relates to the multifaceted nature of the study of health and wellness.

Total number of credits: 18

Program 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 listed below, plus an additional three credits from any of these 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</td>
<td>4</td>
</tr>
<tr>
<td>BIO 117</td>
<td>Fundamentals of Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 118</td>
<td>Fundamentals of 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>NTR 210</td>
<td>Principles of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Drugs and the Brain: Neuropharmacology of Disease and Addiction</td>
<td>3</td>
</tr>
<tr>
<td>BIO 348</td>
<td>Diseases of the Nervous System</td>
<td>3</td>
</tr>
</tbody>
</table>
NTR 210 Principles of Nutrition 3 credits

II. Psychological

PSY 231 Social Psychology for Psychology 3 credits
PSY 235 Psychology of Adjustment 3 credits
PSY 251 Health Psychology 3 credits
PSY 260 ST: Sports Psychology 3 credits
PSY 304 Stress, Disease, and Psychophysiological Interventions 3 credits
PSY 326 Principles of Behavior Modification 3 credits

III. Social/Spirituality

REL/PSY 204 Psychology of Religion 3 credits
REL 220 Death and Dying 3 credits
REL 225 Buddhism in America 3 credits
REL 233 Spirituality and Wellness 3 credits
SOC 243 Social and Psychological Aspects of Aging 4 credits

IV. Humanities

COM 245 Zombies: From the Living Dead to Post-Human 3 credits
ENG 235 Topics in Non-Fiction Writing 3 credits
HIS 220 Film & History: Vision and Revision of the Past 3 credits
PHI 141 Philosophy of Women 3 credits
PHI/BIO 320 Biomedical Ethics 3 credits
SPA 205 Spanish for Health Professionals 3 credits
ENG 104 Introduction to Creative Writing 3 credits

Physical, Experiential 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 the 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:

**V. Physical**

Any dance course, varsity sport, or EXS 101 Physical Conditioning for Exercise

* Examples of non-credit bearing activities may include participating in Healthy U programs or attending a gymnasium, as long as the hours spent in such activities are well-documented and can be verified.
Psychology - Major/Minor

For information, contact Professor Micah Sadigh, mrsadigh@cedarcrest.edu, 610-606-4666, ext. 3715.

Program Description

The goal of the field of psychology is to study and understand the complex nature of human and non-human behavior. At Cedar Crest College, students approach psychology as both a science and a profession. As a science, students pursue knowledge of the field, using a variety of theories and methods such as experiments, observations and surveys. As a profession, students use experiential learning techniques to apply this knowledge to a range of practical problems.

A small student-faculty ratio allows for close personal instruction. Because of our faculty's diverse backgrounds we are able to offer courses in such sub-fields as Counseling and Clinical Psychology, Social Psychology, Cognitive Psychology, Biopsychology, Health Psychology, Forensic Psychology, Industrial/Organizational Psychology, and Animal Learning and Behavior. Students may also conduct independent research projects under the direct supervision of faculty members. Students may choose to earn their degree through traditional, hybrid or on-line courses offered during the day, evening, weekend or accelerated timeframes.

The Psychology Program’s objective is to ensure that every undergraduate receives high-quality instruction in all of the essential areas of psychology, and be exposed to a wide range of psychology sub-fields. Through one-on-one advising tailored to each student’s interest, the Department is committed to providing knowledge and experiences that enable students to make educated and informed decisions regarding future occupational and educational choices.

Mission Statement

Psychology is a diverse field that is best defined as the scientific study of behavior and experience. The mission of the psychology program at Cedar Crest College is, therefore, to provide students with a breadth of experiences that are based upon the historical, theoretical, and empirical foundation of the discipline of psychology. This foundation is consistent with the perennial basis of a liberal arts education, and is hence congruent with the college’s basic mission that focuses on scholarship and creativity. The multifarious nature of the faculty’s scholarship, as well as the multiplicity of courses taught by them, make the department highly distinctive and on the cutting edge of the developments in the field of psychology.
Total number of credits required by program
For the most recent and complete departmental policies and course listings, please refer to the Psychology Department website. A minimum of 43 psychology credits is required for a major in Psychology. A minimum of 21 Psychology credits for the major must be taken at Cedar Crest College. At least 18 psychology credits are required for a minor in Psychology, 9 of which must be completed at Cedar Crest College. Courses transferred in for the major or minor must be taken within the last 10 years.

Program Requirements
Any student desiring to declare Psychology as a major or a minor must have a cumulative grade point average at the college of at least 2.00.

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
Double majors who are exempt from taking a particular psychology course(s) due to the completion of an another acceptable course(s) in their second major MUST meet the minimum credit requirement in psychology by substituting electives. The minimum number of credits in psychology in order to be awarded the major is 43.

Course Requirements for the Psychology Major
A minimum of 43 psychology credits is required for a major in Psychology. A grade of C or better must be obtained in each course to satisfy requirements for the psychology major; this includes all Liberal Arts requirements. A course may be repeated (taken a second time) only once due to a grade less than a C. A student wishing to repeat a course more than one time (taken a third time) must seek special permission from the Department and the Registrar's Office; permission will be granted only under extraordinary circumstances. A student withdrawal (for any reason) at any point in the course will count as taking the course; subsequently, the course from which a student withdraws could be repeated only one additional time. A student may NOT take a course (or its equivalent) more than 3 times- no exceptions.

<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 170</td>
<td>Understanding and Using APA Editorial Style</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(to be taken concurrently with PSY 211)</td>
<td></td>
</tr>
<tr>
<td>PSY 210</td>
<td>Life-Span 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 215</td>
<td>Biological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 309</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
OR PSY 351 Theories of Personality 3 credits
PSY 317 Learning 4 credits
OR PSY 336 Cognitive Psychology 4 credits
PSY 363 Senior Capstone 3 credits

ALSO 15 additional credits of Psychology electives (e.g., PSY courses) in any sub-field of psychology based on your interest.

Fulfillment of the General Education and Liberal Arts Curriculum (LAC) Requirements
To fulfill the Oral Presentation (OP) requirement, a student must successfully complete a specific course outside of the Psychology Department; that is, THS 105: Public Speaking.
A student fulfills the Information Literacy (IL) requirement through the successful completion of PSY 211: Experimental Methods.
A student fulfills the Technology (Tech) requirement through the successful completion of PSY 212: Statistical Methods. This course also counts as a Math and Logic course.
To fulfill a LAC Natural Science (SCI) requirement, a student may NOT count PSY 215: Biological Psychology. That course counts as a Psychology requirement only. However, a student may take PSY 220 Sensation and Perception with or without the lab, and fulfill 1 SCI requirement. Additional SCI requirements must be fulfilled through qualified courses outside of the Psychology Department.
To fulfill a LAC Math and Logic (ML) requirement, a student must successfully complete a course outside of the Psychology Department; that is, MAT 102 or higher.
To fulfill the LAC Ethics (ETH) requirement, a student must successfully complete ETL 235 outside of the Psychology Department.
Other general education and LAC requirements (Writing, Global Studies, Arts, Humanities, Social Sciences) must be fulfilled through qualified courses outside of the Psychology Department. It should be noted that traditional students cannot take two LAC courses from the same discipline to fulfill certain requirements. SAGE students can take two courses from the same discipline to fulfill parts of the LAC.

Note: Successful completion of these courses requires a grade of a C or better.
Psychology Minor
For information, contact Professor Micah Sadigh, mrsadigh@cedarcrest.edu, 610-606-4666, ext. 3715.

Course Requirements for the Psychology Minor (18 credits)
For the most recent and complete departmental policies and course listings, please refer to the Psychology Department website. At least 18 psychology credits are required for a minor in Psychology, 9 of which must be completed at Cedar Crest College. A grade of C or better must be obtained in each course to satisfy requirements for the psychology minor; this includes all Liberal Arts requirements. Courses transferred in must be taken within the last 10 years.

<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 credits</td>
</tr>
<tr>
<td>PSY 210</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>OR PSY 351</td>
<td>Theories of Personality</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

PLUS 9 additional elective credits in psychology
Social Sciences Program

Child Welfare Certificate

For information contact Professor Kathleen Boland, kpboland@cedarcrest.edu, 610-606-4666, ext. 3499

Program Description
The Child Welfare Certificate is a 15-credit certificate offered through the Social Work Program and utilizes courses from social work, criminal justice and psychology.

Mission Statement
The Child Welfare Certificate is an interdisciplinary certificate designed to provide the knowledge and skills needed to work with children and adolescents. This certificate is designed to educate students for specialized training in the child welfare system. Child welfare is one of the oldest fields of practice and there is an increasing demand for qualified workers to enter child welfare settings.

Number of credits: 15 credits

Program Requirements
Prerequisites include completion of PSY100 prior to enrolling the certificate and of sophomore standing only. To earn a Child Welfare Certificate, a student must have a C or better in all courses.

Course Requirements

Core Courses (3 required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 303</td>
<td>Human Behavior and the Social Environment</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 321</td>
<td>Family as a Social Institution</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 304</td>
<td>Child Abuse Maltreatment and Neglect</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Electives (2 electives)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 315</td>
<td>Child Counseling</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 242</td>
<td>Child and Adolescent Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 326</td>
<td>Principles of Behavior Modification</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 235</td>
<td>Psychology of Adjustment</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJ 301</td>
<td>Juvenile Justice</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 110</td>
<td>Introduction to Crime and Community Mapping</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Criminal Justice - Major/Minor

For information contact Professor Scott A. Hoke, sahoke@cedarcrest.edu, 610-606-4666, ext. 4454

**Program Description**

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.

Primarily, the coursework has been designed to allow the student to examine human behavior from a number of different viewpoints. Today, the emphasis in criminal justice is in the prevention of harmful behavior, rather than simply its detection and prosecution. To effectively prevent behavior from occurring one must understand what influences it. As a result, the curriculum places an emphasis on understanding the social, biological, psychological, and environmental factors that influence behavior.

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.

**Criminal Justice Program Mission Statement**

The mission of the criminal justice program is to provide students with a state of the art educational experience that is grounded in an understanding of the traditional theories and origins of the criminal justice system but also one that places emphasis on developing an understanding of the emerging issues and developments that are influencing and impacting society today. In addition, it is the mission of the program to produce students who are prepared to assume a position of leadership within the profession. Leadership requires students to be well-rounded academically, intellectually mature, aware of the ethical standards by which the criminal justice system is intended to function, and sensitive to the social and cultural challenges presented by the application of the system.
Criminal Justice Major

Total number of credits required by program: 34 credits

Program Requirements
In order to participate in, or maintain one’s status in the Criminal Justice Program students must have achieved at least a 2.0 in all of the foundation courses and must receive no less than a C in any of the professional courses.

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.

Course Requirements
The curriculum is organized around a combination of required and elective courses. Each student has the ability to select one of five elective packages that best suits their level of interest. Students may select more than one elective package, with each being designed to allow the student to develop some level of specific depth to the analysis of human behavior. The elective packages are as follows:

1. Criminal Behavior and Deviance – This elective package allows the student to examine human behavior from a social, psychological, and environmental perspective. Each of these areas influences behavior and effective control often involves understanding aspects of each of these elements. Addiction, Psychopathology, and Crime examines the social aspects of drug use and allows the student to understand drug influenced behavior; Corrections, and Crime and Place evaluate the environmental influences of human behavior; while Abnormal, and/or Forensic Psychology assist in understanding behavior from a psychological perspective.

2. Juvenile Studies – This elective package allows the student to develop an understanding of childhood development and adolescent behavior. Many of the students who major in criminal justice at Cedar Crest express an interest in working with juvenile offenders and this package offers the student a greater understanding of the issues surrounding juvenile behavior than what they are currently receiving.

3. Law Enforcement Administration – This elective package is designed for students who have an interest in police administration. It is not intended to expose the student to police practices but rather is designed to better their understanding of the issues related to running a police/law enforcement organization. All of the courses in this
package are available in an online or accelerated format.

4. Self-Designed Elective package – This is elective package allows the students to self-design an area of interest within the criminal justice system. One might choose to study forensic psychology, social justice, restorative practices, or any other subject area where one’s interest exists.

5. Crime and Community Mapping – This concentration is designed to offer students the opportunity to become proficient in a skill that is highly marketable in the criminal justice and social service professions. Understanding mapping technology that allows agencies to evaluate patterns of behavior geographically, developing interventions that are responsive to the patterns that arise.

Criminal Justice Requirements - 34 credits

Core Requirements (22 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>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 211</td>
<td>Criminal Justice Ethics</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 325</td>
<td>Criminal Justice Research Methods</td>
<td>4 credits</td>
</tr>
<tr>
<td>CRJ 331</td>
<td>Leadership in Criminal Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>REL 227</td>
<td>Islam in America</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Elective Packages (12 Credits – the student must select at least one)

Criminal Behavior and Deviance (12 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>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 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>PSY 309</td>
<td>Abnormal Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>OR PSY 310</td>
<td>Forensic Psychology</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Juvenile Studies (12 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>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 301</td>
<td>Juvenile Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 303</td>
<td>Human Behavior &amp; Social Environment</td>
<td>3 credits</td>
</tr>
<tr>
<td>OR PSY 210</td>
<td>Life Span Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 304</td>
<td>Child Abuse Maltreatment and Neglect</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Law Enforcement Administration (12 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUA 220</td>
<td>Human Resource Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>BUA 239</td>
<td>Employment Law</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
BUA 320  Attracting, Selecting, and Retaining Talent  3 credits
BUA 325  Compensation Management  3 credits

**Self-Designed Elective Package – Thematic design must be approved by faculty advisor (12 credits)**
Crime and Community Mapping (12 credits)
CRJ 110  Introduction to GIS and Crime mapping
CRJ 210  Advanced Crime and Community Mapping
CRJ 212  Problem-oriented Policing
CRJ 311  Crime and Place

**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 220-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.

**Fulfillment of LAC Requirements**
The student fulfills the Technology, Oral Presentation, and Information Literacy requirements by successfully completing the following courses embedded within the criminal justice major:

**Technology:**
CRJ 110  Introduction to GIS and Crime Mapping  3 credits
CRJ 210  Advanced Crime and Community Mapping  3 credits
CRJ 325  Criminal Justice Research Methods  4 credits
CRJ 311  Crime and Place  3 credits

**Oral Presentation:**
CRJ 211  Criminal Justice Ethics  3 credits
CRJ 325  Criminal Justice Research Methods  4 credits
CRJ 331  Leadership in Criminal Justice  3 credits

**Information Literacy:**
Each of the required courses contributes to the completion of this Liberal Arts requirement.
Learning Outcomes

- The student will be able to analyze human behavior and identify the social factors that influence it.
- The student will be able to analyze human behavior and identify the environmental factors that influence it.
- Students will be able to apply criminal justice theory and content to a larger community context.
- Students will be able to analyze criminal justice decision-making to determine if it meets acceptable ethical standards.
- Students will demonstrate effective oral communication skills.
- Students will demonstrate effective written communication skills.

Criminal Justice Minor

Program Requirements for the Criminal Justice Minor

Cedar Crest College does offer a minor in criminal justice, which consists of 18 credits. It can be completed by using the following format:

Course Requirements for the Criminal Justice Minor: 18 credits

Required Courses (6 Credits):

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

Elective Courses (12 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 110</td>
<td>Introduction to GIS and Crime Mapping</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 201</td>
<td>Addiction, Psychopathology and Crime</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 206</td>
<td>Class, Race and Gender</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 210</td>
<td>Advanced Crime and Community Mapping</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 211</td>
<td>Criminal Justice Ethics</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 212</td>
<td>Problem-Oriented Policing</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</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 311</td>
<td>Crime and Place</td>
<td>3</td>
</tr>
</tbody>
</table>
One of the following courses can be substituted for one of the elective criminal justice courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 202</td>
<td>Law and Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSC 207</td>
<td>Law and Women’s Rights</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSC 218</td>
<td>Criminal Procedure and Constitutional Rights</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSC 250</td>
<td>Modern Political Thought</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSC 300</td>
<td>Topics in Law and Public Policy</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Crime and Community Mapping – Certificate

For information contact Professor Scott A. Hoke, sahoke@cedarcrest.edu, 610-606-4666, ext. 4454

The certificate in crime and community mapping is designed to offer students the opportunity to become proficient in a skill that is highly marketable in the criminal justice and social service professions. Over the past two decades police and, to a large degree, criminal justice agencies in general, have experienced pressure to prevent behavior from occurring rather than simply responding to it. This demand has been met by the development of mapping technology that allows agencies to evaluate patterns of behavior geographically, developing interventions that are responsive to the patterns that arise. In addition, criminal justice agencies have begun to recognize that the analysis of data and the development of community responses based on the data are important components to the prevention of deviant behavior.

The certificate is comprised of four courses:

1. CRJ 110 Introduction to GIS and Crime mapping - This course is designed to introduce the student to one of the most popular pieces of criminal justice technology in the field today. The ability to analyze information geographically is important not only in the field of criminal justice but also in fields such as psychology, social work, business, marketing, public health, and a wealth of others. Developing an understanding of the geographic distribution of a wide range of events, conditions, and patterns is essential in developing interventions and strategies that that are effective at addressing the distribution issue. This course will introduce the student to the mapping software and allow the student to begin to understand how to geographically display
a variety of different social conditions and community information.

2. CRJ 210 Advanced Crime and Community Mapping – This course is designed to advance the skills that were obtained in the introductory mapping course. The course assumes that the student has a basic understanding of the GIS mapping software and is intended to present for discussion advanced topics such as map animation, hot spot analysis, creating buffers, distance analysis, and querying maps. Once completed the student will be able to demonstrate an advanced level of understanding as to how to map community incidents and information.

3. CRJ 212 Problem-oriented policing – Over the past four decades the function of law enforcement has changed dramatically. Police are no longer simply expected to respond to crime: they are now expected to prevent it. This course will focus on one of the founding concepts of this movement: problem-oriented policing. This style of police organization focuses on the identification and resolution of community problems, and the partnering between community agencies and police; rather than on traditional arrest and patrol practices. Students will learn the concepts behind the practice of problem-oriented policing and will learn how to apply them in an attempt to solve community problems.

4. CRJ 311 Crime and Place - 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.

**Supporting Fields of Study**

There are a number of different certificate programs offered at Cedar Crest College that support the concepts and knowledge base provided by the criminal justice program. Any of these would provide the student with a well-rounded educational experience and the ability to enhance one’s employment credentials.

**Child Welfare Certificate (15 credits)**

Cedar Crest offers an interdisciplinary Child Welfare Certificate to provide the knowledge and skills needed to work with children and adolescents. This certificate is designed to educate social work, psychology, nursing, criminal
justice and other related majors for specialized training for work in the child welfare system. Child welfare is one of the oldest fields of practice and there is an increasing demand for qualified workers to enter child welfare service settings. Possible careers in child welfare include: protective services, foster care, adoption, family preservation programs, child custody and family court evaluation, maternal and childcare, school counseling and school social work, group home and residential home case workers.

**Human Resource Management Certificate**

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. Both conceptual and skill-building opportunities are offered in many areas, some of which include organizational staffing and development, economics, business communications, psychology, compensation administration, and personnel legalities. This certificate is intended for those who wish to pursue greater 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.
Gerontology - Certificate
For information contact Professor Suzanne Weaver, slweaver@cedarcrest.edu, 610-606-4666, ext. 3500

Program Description
Cedar Crest College offers a 17-credit interdisciplinary certificate in gerontology to provide the necessary knowledge and practical skills to those who wish to serve the needs of the elderly. The Certificate Program focuses on understanding the aging process and the relationship between the aged and society and improving the quality of life within the elderly population. These issues will be of interest to people who are pursuing careers in nursing, art therapy, public health, exercise science, health promotion and wellness, psychology, pastoral care, social work, nutrition and business. Graduates of the certificate go onto work as nursing home administrators, medical care staff in home health care agencies, nursing homes, hospitals, geropsychology units, Alzheimer’s specialty units, senior centers, elderly high-rises, adult day care centers and assisted living facilities, health bureaus, mental health centers and at the local Area Office of Aging. The certificate is designed both for persons who are seeking a career focusing on gerontology and for those who are currently engaged in the field.

The Certificate of Program in Gerontology is based on a broad multi-disciplinary core of knowledge that encompasses several areas of study. Students learn about the biological, physiological, spiritual, psychological and sociological perspectives related to the natural and highly variable aging process. The unique focus of the program challenges students to look beyond cultural stereotype of the elderly and view this stage of the life cycle as a period of creativity, radiance, spirituality and wisdom. New paradigms and cultural ideals for the aging are explored within a theoretical context. This Certificate Program combines classroom content with practical experience. Upon completion of four core courses, students apply their knowledge through supervised field practice in selected agencies and facilities providing services to the elderly. A final seminar class is taken along with the field experience to integrate theory and practice.

Total number of credits required by program: 17 credits

Program Requirements
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.
Nursing and Social Work Majors may be able to be exempt from SOC 331 & 332 if their clinicals or field education are in a geriatric setting.

To earn a gerontology certificate, a student must maintain a cumulative grade-point average of 2.000.

**Course Requirements**

<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>
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<tr>
<td>NTR 114</td>
<td>Nutrition and the Elderly</td>
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<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 Aging</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>
Global Studies – Major
For information, contact Professor John Cigliano, Professor Chris Duelfer, or Professor Allen Richardson

Global Studies is an inter-disciplinary major based in the social sciences. The major informs students about the nature of globalization and the modern world system from a political, economic, religious, and cultural point of view.

The intellectual and applied objectives of the Global Studies major are to promote *global competence and global engagement* in the sense of transnational understanding, communication and action. The major arises in response to major historic changes in the world – the rise and decline of nation states in the 19th and 20th centuries and the emergence of a modern world system in the 21st century. This major is not only helpful for general education, but can prepare students for graduate programs, as well as careers in government, international health, environmental, or development agencies, NGO’s, tourism agencies, or international business.

**Program Description**
Global Studies consists of a core of courses in several disciplines. Language facility is required to an intermediate level, and study abroad is encouraged. Following completion of the core, students take a minimum of six courses in one of three concentration areas: I. Religion, Culture & Society; II. International Business and Economics; III. Global Stewardship. The program is integrated with the new Living-Learning Community called Global Social Justice.

**Mission Statement**
The mission of the Global Studies major is to provide students with the ability to explain the major concepts and ideas in the interdisciplinary field of Global Studies: the history of globalization, world geography, global capitalism, the nation state, and the cultural, religious, environmental, and political dimensions of globalization. Students majoring in Global Studies will acquire a framework for analyzing the forces, agents, and effects of globalization, and be prepared to engage an increasingly interdependent world.

The program will prepare students for graduate programs, as well as for careers in government; international business; NGO’s; and international health, environmental, tourism, or development agencies.
Required Core Courses (24 credits)
GST 100  The Globalizing World      3 credits
6 credits of the same language
ECO 222  Economic Geography      3 credits
REL 100  Introduction to Religion and Culture  3 credits
ANT 100  Cultural Anthropology      3 credits
GST 333  Capstone thesis

Choose one of the following:
PSC 206   Topics in Comparative Politics    3 credits
PSC 211   The New Global Economy    3 credits
PSC 250   Modern Political Thought    3 credits

Strongly recommended: HIS 211, 224, 270, or 278

Study Abroad/Internship (1 to 12 credits)
Students are strongly encouraged to do a Study Abroad semester or experience. Credits vary according to the kind of Study Abroad, from a short trip to a semester experience. Contact a Global Studies Program Director or the Director of Global Initiatives and International Programs for more information.

As an alternative to Study Abroad, students are encouraged to do a 3 to 12 credit internship with an international business or NGO. Contact a Global Studies Program Director or the Director of Career Planning for more information.

Program Requirements
GST 100 and GST 333 must be taken at Cedar Crest.

A minimum of 10 courses (30 credits) must be taken at Cedar Crest to fulfill the Global Studies major unless faculty approval is given for additional transfer credit.

All courses within the major must be passed with a grade of C- or better. A minimum cumulative grade-point average of 2.00 and a minimum average in the major of 2.00 must be achieved.

All students must complete the required core courses and a minimum of six courses from one of the concentrations.
Three Concentration Areas:

Choose one area of concentration.

**Concentration I: Religion, Culture, and Society**

These courses largely stress the cultural, social, and religious aspects of globalization. *Minimum of 6 courses, 18 credits*

Choose courses from:

**Religious Studies:**

- REL 101 Ancient Egyptian Religion 3 credits
- REL 120 Religions of South & East Asia 3 credits
- REL 220 Death and Dying 3 credits
- REL 225 Buddhism in America 3 credits
- REL 226 Hinduism in America 3 credits
- REL 227 Islam in America 3 credits

**Social Work/Sociology/Psych:**

- SOC 222 Social Justice: A Global Perspective 3 credits
- SOC 245 Intro to Peace Studies 3 credits
- SWK 300 Community Organizing 3 credits
- PSY 335 Cross-cultural Psychology 3 credits

**English/Philosophy/Spanish:**

- ENG 205 Survey of World Literature I 3 credits
- ENG 145 Topics in World Literature 3 credits
- PHI 105 World Philosophies 3 credits
- SPA 311 Hispanic Culture and Civilization 3 credits
- SPA 315 Topics in Hispanic Literature and Culture 3 credits

**Concentration II: International Business and Economics**

The courses of this area combine international business and international economics. The business courses cover global business structure, theories of trade and investment, international marketing strategies and policies. The economics courses explore the theory, policy, and markets for international trade and finance.

*Minimum of 6 courses, 18 credits*
Choose courses from:

ECO 101  Principles of Economics: Macro 3 credits
ECO 102  Principles of Economics: Micro 3 credits
ECO 315  International Economics 3 credits
ECO 333  Economic Sociology 3 credits
BUA 240  International Business 3 credits
MRK 336  Global Marketing 3 credits

**Concentration III: Global Stewardship**

These courses address environmental issues, ecology, and conservation. Students explore marine ecology, biodiversity, environmental science, as well as the role of disease.

*Minimum of 6 courses, 18 credits*

Choose courses from:

BIO 111  Concepts in Ecology and Environmental Issues 4 credits
BIO 228  Marine Ecology 3-4 credits
BIO 261  Amazon Basin: Natural History, Culture, and Conservation 3 credits
BIO 301  Ecology and Natural History of the American Southwest 3 credits
BIO 309  Conservation Biology and GIS 3-4 credits
BIO 315  Case Studies in Biodiversity and Conservation Biology 2-3 credits
CHE 320  Environmental Chemistry 4 credits
SOC/SWK 271  Sociology: Contemporary Environmental Issues 3 credits
LLC 200  Social Justice: A Global Perspective 3 credits
LLC 201/201  Environmental Stewardship Seminar I and II 3 credits

**College-wide Requirements**

Students fulfill the Technology and Information Literacy requirements with the satisfactory completion (C or better) of GST 333.

Students fulfill the Oral Presentation requirement with the satisfactory completion (C or better) of COM 100, COM 278, or THS 105.
Global Studies Student Learning Outcomes

Major:

1. Demonstrate understanding of the historical, religious, social, cultural, or economic systems involved in globalization.

2. Show geographical literacy and demonstrate knowledge of theoretical approaches to the study of globalization including the role of the nation state, capitalism, and Development Theory.

3. Demonstrate an ability to think critically about the dynamics of transplanted religions and cultures.

Concentrations:

Culture, society, and religion concentration:
1. Explain the dynamics of people flow, immigration, and transnational forms of religion.

International business and economics concentration:
2. Explain the causes and effects of international trade and investment, policies used to influence international trade and investment, and the use of foreign exchange markets for international business activity and government policy.

Global stewardship concentration:
Describe the global pattern of biodiversity and discuss how biodiversity is threatened by anthropogenic factors, including global climate change.
Religious Studies - Minor
For information contact: Professor E. Allen Richardson, arichard@cedarcrest.edu, 610-437-4471, ext.

Program Description
Religious Studies is the objective study of religious thought and behavior through a number of different disciplines including anthropology, psychology, sociology, and the history of religions. It is distinctively different from theology which is the faith based study of religion. Religious Studies provides opportunities for exploring the deepest levels of meaning of human experience and for understanding its expression in culture. Accordingly, Religious Studies is highly interdisciplinary. At Cedar Crest College, Religious Studies courses emphasize experiential education. Field experiences and study abroad are common components of courses in the minor.

Program Mission Statement
Religious Studies prepares students to live in a world in which the four major religions, Hinduism, Buddhism, Islam, and Christianity are increasing in number and at the same time moving beyond their traditional boundaries as defined by nation states. Religion is an increasingly powerful force that is used to influence the binary message that accompanies the social construction of knowledge and the symbolism inherent in civilization including order and disorder, truth and illusion, meaning and the absence of meaning. In order to help prepare students to meet the demands of this changing world, the Religious Studies minor emphasizes the complex, symbiotic relationship between religion and culture and the changing societal contexts within which religions are practiced. The program helps create global competence and responsibility in keeping with the Strategic Plan of the College. It enhances the College’s Mission Statement by preparing the whole student for life in a global community. Religious Studies courses may be taken as part of the minor or as one of the three concentrations within the Global Studies major.

Total Number of Credits Required by the Minor: 18 credits

Program Requirements
Students must complete Religion 100 and any other five courses in order to qualify for the minor.

Course Requirements
REL 100   Introduction to Religion and Culture (required)  3 credits
REL 101   Ancient Egyptian Religion  3 credits
REL 120   Religions of South and East Asia  3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>REL 201</td>
<td>Psychology of Religion</td>
<td>3 credits</td>
</tr>
<tr>
<td>REL 220</td>
<td>Death and Dying</td>
<td>3 credits</td>
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<tr>
<td>REL 225</td>
<td>Buddhism in America</td>
<td>3 credits</td>
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<tr>
<td>REL 226</td>
<td>Hinduism in America</td>
<td>3 credits</td>
</tr>
<tr>
<td>REL 227</td>
<td>Islam in America</td>
<td>3 credits</td>
</tr>
<tr>
<td>REL 233</td>
<td>Spirituality and Wellness</td>
<td>3 credits</td>
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</tbody>
</table>
Social Work - Major
For information contact Professor Maynard Cressman, mlcressm@cedarcrest.edu, 610-606-4666, ext. 3502

Program Description
The Social Work Program at Cedar Crest College is dedicated to the provision of the highest quality educational preparation of students for entry into beginning social work practice with individuals, families, groups, organizations and communities. Consistent with the mission of the College, the Social Work Program seeks to provide students with a liberal arts perspective and a particular focus on the development of women. The Social Work Program is philosophically guided by a holistic approach to practice that includes the spiritual dimension of the human condition. The program is also committed to preparing professionals who will work to alleviate poverty, oppression, and discrimination through a dedicated advocacy for social and economic justice.

The Social Work Program is accredited by the Council on Social Work Education and is designed to provide students with a generalist approach to social work practice. Students who complete the major outlined below will be prepared for a beginning professional social work practice and usually are awarded advanced standing in graduate social work study.

Recent social work graduates of Cedar Crest College have been employed as medical social workers in hospitals, as social workers in long-term care facilities, as psychiatric social workers in mental health settings, as counselors in substance abuse and family service agencies, as employee assistance counselors in occupational settings, and as social workers in child welfare, day care, and Head Start agencies.

Program Mission Statement
The Social Work Program at Cedar Crest College is dedicated to the provision of the highest quality educational preparation of students for entry into beginning generalist social work practice with individuals, families, groups, organizations and communities. Consistent with the mission of the college, the Social Work Program seeks to provide students with a professional education grounded in a liberal arts perspective with a particular focus on the development of women. The Social Work Program is philosophically guided by a generalist approach that is grounded in the core competencies and practice behaviors. The Social Work Program is also committed to preparing professionals who will have a lifetime commitment to incorporate diversity in practice, and to uphold human rights, and social and economic
justice in professional practice.

**Total number of credits required by program:** 59 credits (professional social work courses)

**No academic credit in social work is given for life experience or previous work experience.**

**Program Requirements**
Completing the social work program requires completing the required foundation and professional courses, who have achieved at least a C in each of the professional courses, who have achieved at least a C or better in the foundation courses, and who have otherwise satisfied the College’s requirements for graduation.

Each student’s academic progress and ability to remain in the program is regularly monitored by the social work faculty. A formal review of the student’s status occurs in the spring term of the junior year to evaluate her preparation for the senior field education experience (Social Work 339). Acceptance is based on overall academic course work and particularly on performance in Social Work 327 (a C or better), which is normally taken in the junior year.

**Course Requirements**
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 210** Life-Span Development 3 credits

Social work students are required to demonstrate proficiency in Math 102, College Mathematics, and take Sociology 324 or Math 110. 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.

**Additional Requirements**

**Plus the following required professional courses:**

- **SWK 201** Introduction to Social Work 4 credits
- **SWK 171** Understanding and Using APA Editorial
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SWK 202</td>
<td>The Social Welfare Institution</td>
<td>4</td>
</tr>
<tr>
<td>SWK 243</td>
<td>Social and Psychological Aspects of Aging</td>
<td>4</td>
</tr>
<tr>
<td>SWK 300</td>
<td>Community Organizing and Social Planning</td>
<td>3</td>
</tr>
<tr>
<td>SWK 303</td>
<td>Human Behavior and the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>SOC/SWK 313</td>
<td>Minorities and Human Relations</td>
<td>3</td>
</tr>
<tr>
<td>SWK 324</td>
<td>Social Sciences Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SWK 325</td>
<td>Social Work Research Methods and Design</td>
<td>4</td>
</tr>
<tr>
<td>SWK 326</td>
<td>Evaluating Social Work Research</td>
<td>4</td>
</tr>
<tr>
<td>SWK 327</td>
<td>Social Work Processes: Individuals, Families, Groups</td>
<td>4</td>
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<tr>
<td>SWK 328</td>
<td>Poverty and Income Redistribution</td>
<td>4</td>
</tr>
<tr>
<td>SWK 329</td>
<td>Generalist Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 339</td>
<td>Field Education in Social Work I (Capstone Experience)</td>
<td>9</td>
</tr>
<tr>
<td>SWK 345</td>
<td>Field Education Seminar I (Capstone Experience)</td>
<td>3</td>
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<tr>
<td>SWK 346</td>
<td>Field Education Seminar II (Capstone Experience)</td>
<td>3</td>
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</table>

**Fulfillment of LAC Requirements**
The technology, information literacy, and oral presentation requirements are embedded in the social work courses in varying degrees. Thus, these requirements are met in full by completing the social work major.

**Departmental Review for Field Placement**
Students majoring in Education, Forensic Science, 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 engagement in field education and make appropriate recommendations for improvement to the student. If deemed necessary by the faculty, students who fail to maintain these standards can be dismissed from their field education placement.

**Program Outcomes**
- Identify as a professional social worker and conduct oneself accordingly.
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional
judgments.

- Engage diversity and difference in practice.
- Advance human rights and social and economic justice.
- Engage in research-informed practice and practice-informed research.
- Apply knowledge of human behavior and the social environment.
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- Respond to contexts that shape practice.
- Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.
Other Programs

The Honors Program

For information, contact Professor K. Joy Karnas, kjkarnas@cedarcrest.edu, 610-606-4666, ext. 3681

The Honors Program at Cedar Crest College seeks to help Honors students maximize their intellectual potential. Through collaborative learning exercises and project-based coursework, Honors students will learn valuable team-building, negotiation, and networking skills that will help them actively participate as members of a global society. They will extend their liberal arts education by cultivating an understanding of the interconnectedness of academic disciplines, and by thinking critically and creatively about issues that concern the local, national, and global community.

Honors Program Mission Statement

Within the context of the College’s mission, the Honors Program at Cedar Crest presents academically high-achieving women with challenges that go beyond traditional classes and coursework, requiring students to use critical thinking, knowledge, logic, and creativity as they begin to understand how scholars approach problems. Through a number of academic and co-curricular activities, the program shapes the women leaders of tomorrow. The Honors Program is rooted in the tradition of the liberal arts, providing students with exposure to complex and diverse ideas that will inform and enhance their lives as citizens and professionals.

Honors Program Requirements

This is a daytime program and part of the traditional college; therefore traditional students and female SAGE students are eligible. 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 Program Director may make an exception to the prerequisites upon appeal by the student. Transfer students are eligible for admission to the program if they achieved a 3.500 cumulative average at their previous host institution with at least 12 credits completed at the host institution. Students who were not admitted into the Honors Program upon matriculation are eligible for admission to the program if they achieve a 3.500 cumulative grade-point average with 12 or more credits completed at Cedar Crest. SAGE undergraduate 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.

Honors courses 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 Program requirements. Honors courses may be repeated, as the content will change with each offering, however, when calculating the student GPA, all grades will be considered independently and each will count towards the cumulative grade point average.

The creation and maintenance of student portfolios will be key to assessing the Honors Program. Each student will be required to keep a record of projects, writings, and presentations completed in fulfillment of course requirements, and where possible, presentations will be recorded and kept as evidence of student work. In addition, the Honors Advisory Council will keep a record of course offerings, along with an indication of liberal arts disciplines covered by each course. Rubrics will also be collected from faculty teaching honors courses as an indication of student performance.

**Honors Program Student Learning Outcomes**

Students who complete the Honors Program at Cedar Crest College will be able to:

- Communicate ideas through oral presentations and written works *<all courses>*
- Use critical thinking, knowledge, logic, and creativity as they begin to understand how scholars approach problems *<Honors Explorations>*
- Demonstrate knowledge of the commonalities and connections between various academic disciplines and the relevance of one field to another *<all courses>*
- Work collaboratively with persons from different fields to explore applied, real-world issues and problems *<Afternoons with Honors>*
- Demonstrate the ability to create and complete an original research or creative capstone project that bridges multiple disciplines and meets the professional standards of those fields *<Honors Research>*

**Honors Program Courses**

The Honors Program overlaps significantly with both the Cedar Crest College First Year Experience and the Liberal Arts requirements. Overall, to
graduate from the Honors Program, students must complete at least 27 HON credits during their undergraduate career at Cedar Crest, but only nine of these credits are in addition to the graduation requirements of non-honors students. The coursework includes three Afternoon with Honors experiences during three different semesters (3 credits total), four Honors Explorations in the Liberal Arts courses (12 credits total), and six credits of Honors Research. In addition, students selected to participate in the Honors Program as freshmen will enroll in the honors sections of the first year seminar (3 credits) and WRI 100 course (3 credits). Students who enter the program after their freshman year will take two additional Honors Explorations in the Liberal Arts course (6 credits) and a WRI-I course. All Honors students must complete an interdisciplinary Honors Project (original research, creative work, etc.) that they present at the Honors Symposium at the conclusion of their work.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HON 320</td>
<td>Honors Explorations in the Arts</td>
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<tr>
<td>HON 321</td>
<td>Honors Explorations in the Humanities</td>
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</tr>
<tr>
<td>HON 322</td>
<td>Honors Explorations in the Social Sciences</td>
<td>3 credits</td>
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<tr>
<td>HON 323</td>
<td>Honors Explorations in Global Studies</td>
<td>3 credits</td>
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<tr>
<td>HON 324</td>
<td>Honors Explorations in Mathematics and Logic</td>
<td>3 credits</td>
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<tr>
<td>HON 325</td>
<td>Honors Explorations in the Natural Sciences</td>
<td>3 credits</td>
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<tr>
<td>HON 326</td>
<td>Honors Explorations in Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>HON 330</td>
<td>Honors Explorations in the Arts, Writing II</td>
<td>3 credits</td>
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<tr>
<td>HON 331</td>
<td>Honors Explorations in the Humanities, Writing II</td>
<td>3 credits</td>
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<tr>
<td>HON 332</td>
<td>Honors Explorations in the Social Sciences, Writing II</td>
<td>3 credits</td>
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<tr>
<td>HON 333</td>
<td>Honors Explorations in Global Studies, Writing II</td>
<td>3 credits</td>
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<tr>
<td>HON 334</td>
<td>Honors Explorations in Mathematics and Logic, Writing II</td>
<td>3 credits</td>
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<tr>
<td>HON 335</td>
<td>Honors Explorations in the Natural Sciences, Writing II</td>
<td>3 credits</td>
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<tr>
<td>HON 336</td>
<td>Honors Explorations in Ethics, Writing II</td>
<td>3 credits</td>
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<tr>
<td>HON 350</td>
<td>Honors Interdisciplinary Project I</td>
<td>3 credits</td>
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<tr>
<td>HON 351</td>
<td>Honors Interdisciplinary Project II</td>
<td>3 credits</td>
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**Honors Program and the LAC**

All Honors Explorations in the Liberal Arts courses will carry LAC designations that correspond to the discipline in which the course most naturally lies. Courses offered in the Honors Program will emphasize the interdisciplinary nature of our global society. These courses will bridge the liberal arts, marrying disciplines from the natural sciences to the social
sciences, business to nursing, mathematics to humanities, etc. Instructors for these courses will be asked to identify a primary area of liberal arts content, and identify how they will fulfill college standards for LAC approval in that area, so that the course may be given an LAC designation. By completing the entire Honors Program, students may satisfy up to 18 credits of the liberal arts program. In addition, some of the Honors courses will likely carry a Writing II designation, allowing for the fulfillment of an additional graduation requirement. Note that in accordance with current policy, the Honors courses will be considered “wildcard” courses, and will not be subject to the discipline designation rule, as the interdisciplinary nature of the courses will lend breadth to the subject material. As long as the content of the course is different, students may repeat the same course number and count both courses towards the LAC. Depending on their own personal interests, Honors students will also have the option of taking additional courses in the Honors Program to complete more of their LAC requirements.

**Honors Project**
The Honors Project is very flexible, but must have a cross-disciplinary dimension and result in a thesis that appropriately cites the disciplinary literature. In addition to this written work, the final project may include scientific data analysis, a play, a portfolio of paintings, or another kind of creative or technical product. In most cases, students will begin developing the concept for their Honors Project during their sophomore and junior years, but the majority of the work will be completed during their final two semesters at the College. Ideally, the project should build upon things that the student has learned through her coursework, bridging multiple disciplines and covering topics that were discussed with classmates, speakers, and the instructor in the *Afternoons with Honors* seminars. All students must identify one or more Honors Project mentors (see below) who will oversee the completion of the work, and the thesis/project topics must be approved by the Director of the Honors Program before the student may begin. Note that students may count the capstone experience in their academic major toward their Honors Project, as long as they include an additional cross-disciplinary component in their capstone experience, to be developed with their Honors faculty mentor, and complete a total of 6 **Honors Research** credits. The final project will be presented as part of the Honors Symposium, and a copy of each student’s honors thesis or creative project will be kept in the College archives in the Cressman Library.

The Honors Project 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 Director of the Honors Program. Such individuals must have a professional standing appropriate to
the academic purposes of the student’s research/creative project. Students are encouraged to work with more than one mentor, particularly to ensure the inclusion of a cross-disciplinary dimension in their project. Regardless of whether a student works with a single mentor or multiple mentors, it is important to contact faculty members as early as possible to fully explain the nature of the proposed project and to verify the advisor’s availability throughout the timeframe needed for project completion.
Living Learning Communities
For information contact Kelly Steinmetz, kmsteinmetz@cedarcrest.edu, 610-606-4666, ext. 3351.

Program Description
Living Learning Communities (LLCs) will provide you with a seamless educational experience. In a LLC, you can experience a fuller, deeper learning by infusing classroom experiences into the residence halls. You will have opportunities to have in-depth conversations with faculty members and foster dialogue with your peers. This will promote greater satisfaction with your overall college experience. In addition, you will engage in learning in the greater community, which will help expand your perceptions and increase your awareness of the global community.

Program Mission Statement
The mission of Living Learning Communities at Cedar Crest College is to integrate curricular and co-curricular experiences to foster characteristics of women’s leadership, civic engagement, and global connectivity. Living Learning Communities cultivate interactions among students, faculty, and staff by building a community of scholars who share common interests.

Total number of credits required by program: 6 credits

Program Requirements
Participation in a LLC is a full-year commitment: students are required to commit to the fall and spring semesters of the academic year in which they are enrolled in the LLC. Students are also required to live in the LLC residence hall during the year and participate in co-curricular activities outside of classroom time. LLCs are open to all students of sophomore-standing or higher but students must apply for entry into a LLC.

Fulfillment of LAC Requirements
Each LLC may satisfy specific LAC requirements.
Academic Course Descriptions
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 the account requirements necessary in a management environment and important analytical tools found in business. Topics include the concept of risk, budgeting and variance analysis, costing of products, 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.

ACC 205 Business Enterprise Systems- 3 credits (cross-listed as BUA 205)

This course introduces the framework for establishing and controlling financial information systems through the use of journals, ledgers, trial balances, and financial statements. Using 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. In addition, the growth of so-called, “Big Data”, and data analytics is discussed and their concepts developed. Prerequisites: ACC 102.

ACC 250 Principles of Finance (cross-listed as BUA 250)
An examination of the 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 and their valuation, financial planning, ratio analysis, working capital management and capital budgeting. Prerequisites: BUA 219, ECO 101 and ECO 102, MAT 110.

**ACC 281 Professional Ethics (cross-listed as BUA 281) - 4 credits**

An examination of how ethical and moral considerations interact with the role of business and its search for legitimacy within our society. Professionals 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 enterprises and their employees when making decisions. Changing ethical and moral standards as businesses transcend political, regulatory, and cultural boundaries in the global marketplace merit attention. Real-life and hypothetical case study situations are used to enhance the classroom experience. Prerequisites: Sophomore standing

**ACC 282 Professional Ethics (cross-listed as BUA 282) - 3 credits**

An examination of how ethical and moral considerations interact with the role of business and its search for legitimacy within our society. Professionals 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 enterprises and their employees when making decisions. Changing ethical and moral standards as businesses transcend political, regulatory, and cultural boundaries in the global marketplace merit attention. Real-life and hypothetical case study situations are used to enhance the classroom experience. This course fulfills the SAGE Ethics Requirement (SER) designation. Prerequisite: Sophomore standing

**ACC 309 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, property, plant and related 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 and comparison to applicable International Financial Reporting Standards. Prerequisites: ACC 102.

**ACC 310 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 plan, employee postretirement benefits, leases and accounting changes. The course incorporates relevant International Financial Reporting Standards. 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 309.

**ACC 315 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 database access. Topics include preparation of federal individual income tax returns. Prerequisite ACC 102.

**ACC 316 Corporation Income Tax Accounting - 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 315.

**ACC 321 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 and private not for profit entities. Prerequisites: ACC 310.

**ACC 322 Auditing - 3 credits**

An analysis and appraisal of current auditing principles, assurance services, 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 310.

**ACC 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.
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, and the varieties of religious beliefs and rituals. Generally, two case studies are used in addition to a text to demonstrate the impact of globalization.
Art Courses

ART 101, 201 Basic Drawing - 3 credits each term

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 and Art Therapy Majors may only take accelerated weekend studio courses as 100 level studios.

ART 103 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 also engage in the course material by creating their own artwork. Prerequisite PSY 100.

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 and Art Therapy Majors may only take accelerated weekend studio courses as 100 level studios.

**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 and Art Therapy Majors may only take accelerated weekend studio courses as 100 level studios.

**ART 113, 213, 313, 413 Illustration and Advanced 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 and Art Therapy Majors may only take accelerated weekend studio courses as 100 level studios.

**ART 123, 223, 323, 423 Painting Studio - 3 credits each term**

This course focuses 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 and Art Therapy Majors may only take accelerated weekend studio courses as 100 level studios.

**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 and Art Therapy Majors may only take accelerated weekend studio courses as 100 level studios.

**ART 125, 225, 325, 425 Jewelry and Metalsmithing - 3 credits each term**

The focus of this course is 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 and Art Therapy Majors may only take accelerated weekend studio courses as 100 level studios.

**ART 127, 227, 327, 427 Sculpture Studio - 3 credits each term**

The focus of this course is 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 and Art Therapy Majors may only take accelerated weekend studio courses as 100 level studios.

**ART 129, 229 InDesign Computer Graphics Workshop: I & II - 1 credit each workshop**

The focus of this course is an introduction to the basics of InDesign, a computer text and image, lay-out based program used in graphic design. This course is offered in an accelerated format. InDesign II goes into the potential of the software at a greater depth. ART 129 is a prerequisite for ART 229.

**ART 131, 231, 331, 431 Ceramics Studio - 3 credits each term**
The focus of this course is 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 and Art Therapy Majors may only take accelerated weekend studio courses as 100 level studios.

**ART 133 Illustrator Computer Graphics Workshop – 1 credit**

The focus of this course is to introduce the basics of the computer software program Illustrator and its capabilities to produce illustrations on any scale. Since the software is vector based as opposed to raster based it can be used to make parts or all of an image or text at any scale without distortion. This course is offered in an accelerated format.

**ART 134 Photoshop Computer Graphics Workshop - 1 credit**

The focus of this course is an introductory course to the basics of Photoshop, a computer image-based program used in graphic design. This course is offered in an accelerated format.

**ART 139, 239, 339, 439 The Book as Art - 3 credits each term**

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 and Art Therapy Majors may only take accelerated weekend studio courses as 100 level studios.

**ART 200 Modern Art 1880-1945 - 3 credits**

The focus of this course is the 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 210 Contemporary Art 1945-Present - 3 credits**
The focus of this course is the 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/HIS 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.

**ART 220 Women Artists - 3 credits**

The focus of this course is 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 238 Elements of Design - 3 credits**

The focus of this course on 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 245 Anatomy for the Artist - 3 credits**

This course will explore various aspects of the creative use of the human body in the visual arts. Although a majority of time will be spent drawing
directly from the human figure there will be significant attention focused on developing a deeper understanding of the mechanics of human movement potential and the historical use of the human body in art.

**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 272 Junior Art Seminar 3 credits**

This course is designed to provide students with several opportunities for art-making in new genres, in order to allow for a broad experience base as they move into their senior year. The class focuses on collaboration and critical group discussion.

**ART 303 Applications in Art Therapy - 3 credits**

This course offers a survey of applications in art therapy as related to media selection and methods in diverse settings and with a variety of populations. Consideration of developmental issues, environmental factors, cultural diversity and adaptations for individual challenges will be explored. (Pre-requisite: ART 103 Introduction to Art Therapy and declaration of Art Therapy Major) Strongly recommended taken in Spring of the Junior year.

**ART 335, 435 Advanced Studio Problems 3 credits each term**

This course is designed around production in the studio for advanced level art and art therapy majors as they build a “body of work” reflecting independent research and investigations into studio practices. Theory based readings and discussion will be integrated throughout the semester in support of studio production. This course is for Art and Art Therapy majors only. Prerequisite for ART 335 is a 200 level studio. Prerequisite for ART 435 is ART 335

**ART 390 Independent Study in Art**
ART 403 Art Therapy Practicum I - 3 credits

Taken in the senior year, this course integrates the knowledge students have learned in the various subfields of art, psychology and art therapy. Students participate as an art mentor with older adults and engage in a service learning experience. In addition, the course will involve collecting research and writing and presenting a comprehensive APA formatted literature review on art and gerontology. Pre-requisite coursework: ART 103 Introduction to Art Therapy, ART 303 Applications in Art Therapy. REQUIRED: Senior Standing

ART 404 ART Therapy Practicum II-3 credits

Continuation of the year-long art mentorship, this semester students participate in a service learning experience with youth. This course focuses on the development and presentation of a visual research project. Images from student’s research project are included in a senior art exhibit and presentation. Pre-requisite coursework: ART 403.

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 credits (spring only)

The Senior Art Exhibition will challenge the graduating Art Major to develop a body of work culminating in a group exhibition. Content, presentation, current art world issues will be addressed. The focus of the course is the historical evolution of exhibition space and specific artists and writers concerned with exhibition. The course meets weekly for presentations, discussions, conversations, individual and group critique. The course also offers the opportunity to meet professionals in the art field to further the students understanding of the art world. Prerequisite: ART 470 Senior Studio Seminar
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 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 and must be taken concurrent with lecture. The laboratory will include mandatory day field trip(s).

**BIO 112 Concepts in Human Biology and Health Issues - 3 or 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. Students may take only the lecture portion of the course (3 credits) or the lecture and laboratory portion of the course (3 + 1 credits.) However, if electing to take the laboratory portion, it must be taken concurrent with the lecture course.

**BIO 115 Biotechnology and Society: From DNA to Cloning - 3 credits**

This course will provide a survey of the science behind the biotechnological advances that impact everyday human lives. Students will learn about the Molecular Biology concepts and techniques that serve as the foundation for biotechnological advances that impact human lives. The course will begin with an overview of the scientific method, and the concepts of DNA, genes, gene expression, and cells. Topics will include the applications of biotechnology in medicine (Genetic Diseases such as Cancer, Gene therapy, stem cells, and human cloning), and biotechnology in industry (Genetically modified crops and organisms (GMOs)). The course will also touch on the ethical, social, and political impacts of these biotechnological advances on society and the environment.
BIO 117 Human Anatomy and Physiology I - 4 credits

As a scientific study of the human body, this course will examine the complementarity of structure and function in conjunction with clinical applications and 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 that include organ dissections. The laboratory component must be taken concurrent with lecture. Lecture three hours, laboratory three hours.

BIO 118 Human Anatomy and Physiology II - 4 credits

As 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 fetal pig and organ dissections. The laboratory component must be taken concurrent with lecture. Lecture 3 hours, Laboratory 3 hours.
Prerequisite: BIO117 or permission of the instructor.

BIO 123 Foundations in Biology - 4 credits

In this course students will learn about basic cellular and molecular processes including prokaryote and eukaryote structure and reproduction. Students will review transcription, translation, DNA structure, mitosis and meiosis. These processes will then be studied in the context of their function in protists, fungi and plants, including tissue structure and function. Plant diversity and reproduction and a brief overview of animal reproduction and diversity will be studied. Evolutionary mechanisms, speciation and phylogenetic processes will be included. The course will include an introduction to ecological principles. This course serves as the foundation for the next three core courses in the Biological Sciences curriculum. Lecture three hours, laboratory three hours, recitation one hour. Students majoring in the Biological Sciences, Biochemistry, Forensic Science, and Health Science must take both lecture and lab in the same semester. Students not in these majors may take only the lecture portion of the course (3 credits) or
the lecture and laboratory portion of the course (4 credits) and should consult with their advisors for their major or concentration requirements.

**BIO 124 Principles of Cell and Molecular Biology - 4 credits**

This course covers fundamental concepts in the areas of cell and molecular biology, focusing on cellular reactions in the context of major Biological theories including: Cell Theory, Homeostasis, the Central Dogma, Bioenergetics, and Inheritance. There will be a 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.

Students majoring in the Biological Sciences, Biochemistry, Forensic Science and Health Science must take both lecture and lab. Students not in these majors may take only the lecture portion of the course (3 credits) or the lecture and laboratory portion of the course (4 credits) and should consult with their advisors for their major or concentration requirements. BIO 123 is a prerequisite for BIO 124.

**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. Lab and lecture must be taken together the first time a student takes the course.

**BIO 128 Emerging Infectious Diseases and the Environment (Alternate years) - 3 credits**

A number of outbreaks in emerging infectious diseases (EIDs) such as Ebola, Lyme disease, malaria and cholera can be tied to ways that humans interact with the environment. Many of these diseases have animal reservoirs or vectors whose habitats have been destroyed or changed, leading to an
increase in the presence of these diseases. 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, and the relationship between the spread of EIDs and the environment. Lectures, debates, book discussions, media clips, and projects will be integral parts of this course. Prerequisite: None

**BIO 129 Outbreak Investigations: Case Studies in Epidemiology (Alternate Years) - 3 credits**

At times, human societies have difficulty separating fact from fallacy. This is especially true during times of stress, such as when the Spanish flu swept the globe killing millions of people in 1918-1919. Uncertainties and false conclusions regarding the identity of the specific pathogen and the mode of transfer from one individual to another led to delayed or poor decisions that resulted in significantly more deaths. Health and human services were far exceeded and measures were taken that most would find unacceptable today. HIV/AIDS is another example of where the blend of fact and fallacy has led to the death of millions. Modern epidemiology has a set of approaches designed to help separate fact from fallacy and to help the human population effectively detect, identify, monitor, contain, prevent, and possibly eradicate a new or existing disease. In this course you will learn about these epidemiologic principles and concepts (e.g., confounding, bias, causal mechanisms) all within the context of case studies associated with outbreaks of toxic shock syndrome, Legionnaires' disease, measles, mumps, syphilis, yellow fever, Ebola hemorrhagic fever, and other diseases. Prerequisite: A genuine interest in learning more about disease outbreaks and how epidemiologists investigate and work to minimize the impact of diseases on human populations; students from all disciplines are encouraged to participate in this course.

**BIO 143 Biology First Year Independent Research - 1 credit**

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 in their first year at the college. This is meant to be an initial experience for these students in order for them to gain a basic understanding of how scientists design and conduct biology research. Prerequisites: permission of the faculty supervising the research.

**BIO 200, Introduction to Neuroscience: Neurons, Systems, and**
Brains (Alternate years) - 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 123 or PSY 100, or 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, learning of key characteristics to aid in plant identification, and understanding the economic/medicinal/cultural/agricultural (taste!) importance of specific plant groups. The laboratory is highly recommended, but not required. Lecture three hours, laboratory three hours. Prerequisite: BIO111 or BIO 123 or permission of the instructor.

BIO 217 Anatomy and Physiology I - 4 credits

A comprehensive, medical study of the human body integrating structure and function with a problem-based approach, this course is a study of the organizational design of the body and will include medical imaging, homeostasis, chemistry, cytology, histology, pathology, pathophysiology and pharmacology 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 problem-solving, activities and assignments, and an in-depth anatomical study through both microscopic and macroscopic observations to understand the complexity of the human body. Lecture three hours, laboratory three hours. The laboratory component must be taken concurrent with lecture. Prerequisite: BIO 123 and 124 or permission of instructor.

BIO 218 Anatomy and Physiology II - 4 credits

A continuation of the comprehensive, medical study of the human body utilizing a problem-based approach for the study of structure, function, and homeostasis, this course will focus on the endocrine, cardiovascular, immune, lymphatic, respiratory, digestive, urinary and reproductive systems.
and will include pathophysiological and pharmacological applications. 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 continued in-depth microscopic and macroscopic observations and problem-solving exercises. Lecture three hours, laboratory three hours. The laboratory component must be taken concurrent with lecture. Prerequisite: BIO 217 or permission of instructor.

**BIO 220, Sensation and Perception: Processing Reality (Alternate years) - 3 credits**

An in-depth study of sensory systems including vision, taste, olfaction, audition and somatic senses. This course fulfills only the 3 credit SCI requirement. Lecture (three hours) may be taken without the laboratory, but BIO 223 lab is required for Neuroscience majors. Prerequisite: PSY 100 or BIO 124.

**BIO 223, Sensation and Perception Laboratory (Alternate years) - 1 credit**

The laboratory section for Sensation and Perception allows students to understand the research methods used in historical and modern investigations of perception, often by serving as subjects in their own experiments. This laboratory does not fulfill the SCI requirement. Laboratory 3 hours. Prerequisite: PSY 100 or BIO 124; Co-requisite: BIO 220.

**BIO 224 Animal Behavior: An Evolutionary Approach (Alternate years) - 3 credits**

A study of the underlying (proximate) mechanisms and evolutionary (ultimate) causes of animal behavior. Discussions will include the scientific method and its application to the study of animal 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 123 or PSY 100.
**BIO 227 Microbiology - 4 credits**

This course surveys 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, microbial diversity, microbial control, 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 and 122 or BIO 123 and BIO 124, and CHE 111, 112 (CHE 205 and CHE 206 are recommended).

**BIO 228 Marine Ecology (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. Topics include physical oceanography, marine biodiversity, the ecology of marine organisms and communities, and marine conservation ecology. The optional field experience is taught at a marine station in the Caribbean. While at the field site, students will: (1) conduct comparative biodiversity studies of neotropical ecosystems, including coral reefs, sea grass beds, and mangroves and (2) conduct marine conservation research projects. Snorkeling is required. Students are responsible for all travel and lodging expenses, as well as cost to rent or buy snorkeling equipment. While this is a Fall semester course, the field portion will be held in early January. Lecture: 3 cr.; Field experience: 1cr. Prerequisites: BIO 123 or BIO 111 or permission of the instructor.

**BIO 229 Ecology and Natural History of the American Southwest (Alternate years) - 3 credits**

This course will take place in Arizona. Students will fly to Arizona to study Sonoran desert and mountain habitats in the Tucson area as well as in field sites in southern and eastern Arizona. Students will learn about the plants and animals of the southwestern deserts and mountains by visiting several museums and parks, in addition to collecting data in the field. In addition to completing several field-based research projects, students will read published papers on research conducted in the area previously and complete discussion questions on the readings. This course has additional fees associated with it. Prerequisites: BIO 111 or BIO 123 and permission of the instructor.
**BIO 231 Genetics - 4 credits**

A study of the principles and mechanisms of heredity and variation at the organismal, molecular and population levels. Lecture three hours, laboratory three hours. Prerequisites: BIO 123 and 124.

**BIO 239 Animal Ecology, Development, and Evolution - 4 credits**

This course is a comparative study of major innovations in form and function in animal evolution. The course will survey the major taxonomic groups of animals and course material will be organized using the *Bauplan* concept - basic themes of form and function: body symmetry; cellularity, body size, germ layers, and body cavities; support and movement; feeding and digestion; circulation and gas exchange; nervous system and sense organs; and development. The foundation concepts of ecology and the natural history of each taxonomic group will be covered to provide an ecological context for the evolution of animal form and function. The phylogenetic relationship among and within taxa will be covered to provide an understanding of the nature of animal biodiversity and to place the evolution of major innovations in a historical context. Lecture 3 hours, laboratory 3 hours. Prerequisite: BIO 123

**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. Prerequisites: permission of the faculty supervising the research.

**BIO 248 Biostatistics - 3 credits**

An introduction to descriptive and inferential statistical methods that enable scientists to generate and test hypothesis, and to accurately convey to the scientific community the information within their data sets. Both parametric and nonparametric methods are addressed. An emphasis is placed on analysis of biological data. Prerequisite: At least sophomore standing.
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 235 and 236 or BIO 231 and 239.

BIO 304 Pathophysiology (Alternate years) - 3 credits

From the cellular, tissue and organ level, the general principles of disease and the underlying changes in human physiology that result from disease and injury will be studied for their effects on homeostasis. This course will also examine the etiology, diagnosis, manifestations, medical treatment, and prognosis of disease states, organized by a system approach, and the interrelationships among organ systems in deviations from homeostasis, Clinical studies and medical case histories will be examined in order to analyze and assess disease states. Prerequisite: BIO 117 and 118 or 217 and 218 or permission of the instructor.

BIO 309 Conservation Biology and GIS (Alternate years) - 3 or 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, invasive species, overexploitation, and climate change, 3) how these threats affect the genetic and demographic processes of small populations, and 4) the methods used to stop the loss of biodiversity. In lab, the relationship of GPS (Global Positioning System) and GIS (Geographic Information Systems) to the field of conservation biology and land management, will be discussed through readings in the primary literature and experienced through class projects. Projects include mapping and data basing the Cedar Crest College Arboretum and assessing habitat use. Students may take only the lecture portion of the course (3 credits) or the lecture and laboratory portion of the course (4 credits). Students majoring in Environmental Conservation must take both lecture and lab. Lecture three hours, laboratory three hours. Prerequisite: BIO 239 or permission of the instructor.
**BIO 311 Multidisciplinary Solutions for Global Diseases -1 credit**

This capstone seminar course for the Global Diseases minor provides an opportunity for students, through in class readings and discussion, a presentation and a project, to propose their multidisciplinary solution for health-related problems within the region of their respective cultural experience. Prerequisites: an approved cultural experience, completion of a majority of the courses in the minor.

**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 or BIO 231.

**BIO 315 Case Studies in Conservation Biology (Alternate years) -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 will also participate in service-learning projects involving environmental issues in the local community.

Prerequisites: BIO 235, or BIO 239; BIO309 is strongly recommended (can be taken concurrently).

**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 231, 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, and discussions 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 330 Drugs and the Brain: Neuropharmacology of Disease and Addiction (Alternate years) - 3 credits

An in-depth study of the pharmacological aspects of neuroscience with an emphasis on clinical applications. Prerequisite: BIO 200 or PSY 229.

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: BIO 231 and 239.

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. They will explore controversial issues as they relate to molecular genetics and present their findings using various formats such as position papers, online threaded discussions, podcasts, and poster displays. 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: BIO 236 or BIO 231.

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 design and conduct original research projects to explore gene expression in eukaryotic organisms. Prerequisite: BIO 335.

**BIO 339 Biology of Cancer (Alternate years) - 3 credits**

This course covers the genetics, molecular biology, and cellular biology of cancer from DNA mutagenesis to cellular transformation. We will try to answer the following questions: What is cancer? What causes cancer? How can cancer be treated? Specific topics to be covered include maintenance of genomic integrity, cell-cycle control, oncogenes and tumor suppressors, metastasis, and anti-cancer treatment strategies. The course will rely heavily on the primary literature with a special focus on current topics in Cancer Biology. Prerequisites: BIO-236 or BIO 231 or instructor approval.

**BIO 340, Advanced Brain Lab: Experimental Approaches to Neuroscience (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. Lecture three hours, laboratory three hours. Prerequisites: BIO 239 or 231 and BIO 200.

**BIO 341 Mammalian Cell Culture & Microscopy (Alternate years) - 1.5 credits**

This lab intensive course will explore animal cell culture and associated microscopy techniques. Students will learn how to grow and maintain animal cell cultures, work with immortalized cell cultures, and how to transfect cells with exogenous DNA. There will also be a focus on the theory and application of advanced techniques in microscopy, including inverted microscopy and fluorescence microscopy of animal cells. Prerequisites: BIO 236 or BIO 231 or instructor permission.

**BIO 343 Advanced Polymerase Chain Reaction Techniques (Alternate years) - 1.5 credits**
This lab-intensive course focuses on the theoretical and practical applications of polymerase chain reaction (PCR), one of the most important tools of molecular biology, and has applications in a broad range of scientific disciplines, including clinical characterization and treatment of disease, forensic science, evolutionary biology, and genetics. The course exposes students to advanced PCR techniques including site-specific DNA mutagenesis, reverse transcriptase PCR to measure gene expression, High Resolution Melt Analysis (HRM) real time PCR to identify genetic diseases, and PCR Genotyping of criminal suspect DNA. Prerequisites: BIO 236 or BIO 231 and junior or senior standing.

**BIO 344 DNA Sequencing (Alternate years) - 1.5 credits**

This lab-intensive weekend 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: BIO 236 or BIO 231 and junior or senior status.

**BIO 345 Advanced Recombinant DNA Techniques - 3 credits**

This capstone course for Genetic Engineering majors will cover advanced techniques in molecular biology, with a special focus on molecular genetic and recombinant techniques. The course will include discussions of mechanisms of manipulating the genomes of scientifically important model organisms, and discuss the clinical and ethical implications of such manipulations. We will also cover the multiple “omics,” including genomics and proteomics that are used to study biological and clinical problems. The course will have a strong emphasis on readings and discussions of the primary literature related to topics covered in class. Prerequisites: BIO 335, 336.

**BIO 348 Diseases of the Nervous System (Alternate years) - 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 231 and 239.

**BIO 349 Protein Purification and Analysis (Alternate years) - 1.5 credits**

This laboratory-intensive weekend course covers 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. By the end of the course, students generate their own data, compare purification methods, and produce an end report in either a paper or poster format. Prerequisites: BIO 236 or BIO 231 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 digital 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: BIO 121, 122, and either BIO 235 with lab or BIO 236 with lab OR BIO 123, 124, and BIO 239 with lab or BIO 231 with lab; and Junior standing.

**BIO 353 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, and have previously developed a proposal that outlines their research plan in fulfillment of Junior Colloquium. This course may be repeated; 2 credits per semester is the standard load. This course may be used to satisfy the Thesis Option for majors within the Department of Biological Sciences, which 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 (or two semesters of BIO 243 and one semester of BIO 353), CHE 391/392 (2 credits of BIO 353 - CHE391/392 may be taken concurrently).

**BIO 356 Science, Ethics and Society - 3 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, including the challenges facing women in science, 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: BIO 231 with lab and BIO 239 with lab; BIO 350.

**BIO 357 Reflection on an Integrated Biology Major 0.5 credits**

A student who majors in Integrated Biology will take a minimum of 12 credit hours of coursework in another discipline, and should be able to demonstrate how this discipline integrates with biology. In this course, the student will reflect on this integration through a written assignment and, as appropriate, a supporting portfolio. Prerequisite: Senior standing, a declared major in Integrated Biology, and completion of integrated coursework (may be taken concurrently).

**BIO 548 Research Design & Statistics - 3 credits**

This course deals with fundamental and advanced concepts in probability, statistical methods, and hypothesis testing. Topics include, but are not limited to, fundamentals of probability; summary statistics; basic hypothesis testing; analysis of frequency data; analysis of variance; regression and correlation; factor analysis and principal components analysis; discriminant analysis; and other multivariate methods. Nonparametric approaches will
also be covered. Statistical power will be discussed in the context of research design. Prerequisites: Active student with graduate standing. In some cases, Cedar Crest College allows undergraduates to take graduate courses. In the case of BIO 548, an undergraduate must (1) be actively involved in research, (2) have senior standing, and (3) have completed a college statistics course with a grade of B or above.

**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 can be used to partially fulfill the Natural Science (SCI) designation of the Liberal Arts Curriculum (LAC). BIO 132 Field Ornithology can fulfill the 3-credit requirement. The 4 credit SCI requirement can be satisfied by successfully completing BIO 132 along with one of the 1-credit Hawk Mountain courses (BIO 133 -136). BIO 132 must be taken either before or concurrently with one of the 1-credit Hawk Mountain courses to be combined as a 4-credit course.

All Hawk Mountain courses are held regardless of weather conditions and require outdoor fieldwork and hiking on rugged terrain. Appropriate clothing and footgear are recommended. Students must provide their own transportation to the Hawk Mountain Sanctuary in Kempton, PA. Unless otherwise stated, classes are held at the Acopian Center for Conservation Learning (ACCL) at Hawk Mountain.

**BIO 132 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 133 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 134 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 135 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 136 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, nestling growth and development and conservation ecology. The course meets for one weekend in March.
Business Courses

**BUA 204 Business Communications - 3 credits**
This course focuses on the close connection between all levels of professional communication and written documents. Special emphasis is placed on the creation and development of all forms of written communications, including email, memos, reports and proposals, and close attention is paid to the amenities of good English syntax as it impacts effective professional communication. This course also explores the newest and latest changes in professional communications such as social media, instant messaging and texting and how they fit into today's professional environment. This course includes oral and written presentations in a professional setting, applicable to all majors.

**Prerequisite:** WRI 100 or HON 110, Sophomore standing.

**BUA 205 Business Enterprise Systems- 3 credits (cross-listed as ACC 205)**
This course introduces the framework for establishing and controlling financial information systems through the use of journals, ledgers, trial balances, and financial statements. Using 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. In addition, the growth of so-called, “Big Data”, and data analytics is discussed and their concepts developed.

**Prerequisites:** ACC 102

**BUA 211 Introduction to Health Care Systems - 3 credits**
An in-depth overview and analysis of American Health Care 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 health care will be discussed. Emphasis is placed on the way health care 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**
Personal Financial Planning gives an overview of the fundamental concepts
and practices of financial management and planning for the individual. Specific topics include budgeting, goal-setting with controls, asset management, tax planning, use of credit, home ownership, savings, and portfolios.

**BUA 219 Quantitative Methods for Business and Economics - 3 credits**

Designed to meet the needs of the student pursuing a career in business, economics, or the social sciences, the course includes the mathematical logic and tools that assist problem-solving and decision-making processes. Topics based on algebraic and statistical concepts include linear and non-linear graphic analysis, regression mathematics and interpretation data analytics, short-term forecasting formulas, optimization models, decision tree probability, payoff tables, and simulation. Basic and advanced Microsoft Excel skills (2007/2015), the most recognized set required in employment positions, will be taught to build, execute and interpret these problem-solving models. Prerequisites: ACC 102, (ECO 101 or ECO 102), and (MAT 110 or permission)

**BUA 220 Human Resource Management - 3 credits**

Human Resources Management provides an introduction to human resource management in public and private organizations, including job classification and pay; recruitment, selection and development of employees; performance evaluation; and labor management relations. By the end of the course, the student will gain an understanding of Human Resource Management as an essential aspect of the overall management of any organization and will be able to describe and discuss the role of the human resource manager in helping to meet organizational objectives.

**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.

**BUA 240 International Business - 3 credits**

A course which examines the global business arena with a focus on cultural differences, theories of international trade and investment, functions of foreign exchange and monetary systems, and the process of strategic and operational decisions. Students broaden their perspective by discussing international cases as well as current trends and issues.

Prerequisites: ECO 101, MRK 230.

**BUA 250 Principles of Finance - 3 credits (cross- listed as ACC 250)**

An examination of the 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 and their valuation, financial planning, ratio analysis, working capital management and capital budgeting.

Prerequisites: ACC-102, ECO 101 and ECO 102, MAT 110.

**BUA 258 Health Care Management - 3 credits**

An in-depth look at health care delivery systems with emphasis on administrative and management functions, terminology, accreditation, human resources management, medical staff relationships and the many operational aspects of health care management. Special emphasis is given to the topics of the covered lives, access to care, financing health care in other countries, quality improvement, marketing and corporate compliance.

**BUA 281 Professional Ethics (cross-listed as ACC 281) - 4 credits**

An examination of how ethical and moral considerations interact with the role of business and its search for legitimacy within our society. Professionals 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 enterprises and their employees when making
decisions. Changing ethical and moral standards as businesses transcend political, regulatory, and cultural boundaries in the global marketplace merit attention. Real-life and hypothetical case study situations are used to enhance the classroom experience.
Prerequisites: Sophomore standing.

**BUA 282 Professional Ethics (cross-listed as ACC 282) - 3 credits**

An examination of how ethical and moral considerations interact with the role of business and its search for legitimacy within our society. Professionals 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 enterprises and their employees when making decisions. Changing ethical and moral standards as businesses transcend political, regulatory, and cultural boundaries in the global marketplace merit attention. Real-life and hypothetical case study situations are used to enhance the classroom experience. This course fulfills the SAGE Ethics Requirement (SER) designation.
Prerequisites: Sophomore standing.

**BUA 320 Attracting, Selecting and Retaining Talent - 3 credits**

Staffing Organizations – Attracting, Selecting, Retaining provides a follow-up and more detailed discussions and case studies to human resource management in public and private organizations as it pertains to the process of obtaining employees, training them, and ultimately keeping (retaining) them.

Staffing Organizations is based on a comprehensive staffing model. Components of the model include staffing models and strategy, staffing support systems (legal compliance, planning, job analysis and rewards), core staffing systems (recruitment, selection, employment), and staffing system and retention management. Up-to-date research and business practices are the hallmarks of this market leading program. In-depth applications (cases and exercises) at the end of chapters provide students with skill-building and practice in key staffing activities and decision-making. Students also have the opportunity to address ethical issues at the end of each chapter.

**BUA 325 Compensation Management - 3 credits**

Compensation Management provides an introduction to this critical area of human resource management: Compensation represents both the intrinsic
and extrinsic rewards employees receive for performing their jobs. Together, both intrinsic and extrinsic compensation describes a company’s total compensation level. Intrinsic compensation reflects employee’s psychological mind sets that result from performing their job. Extrinsic compensation included both monetary and non-monetary rewards. By the end of the course, the student will gain an understanding of HR Compensation Management as an essential aspect of the overall management of any organization and will be able to describe and discuss the role of the human resource manager in helping to meet organizational objectives.

**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: Sophomore standing.

**BUA 329 Organizational Behavior - 3 credits**
This course is a study of psychological concepts and methods applied to the workplace. Topics include: personnel selection and legal issues, training and performance evaluation, leadership, worker motivation and satisfaction, workplace communications and group behavior, organizational climate, culture and behavior, and workplace stress. 
Prerequisite: 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 Health Care Finance - 3 credits**
Introduces the student to current performance measurement, budgeting and reimbursement processes in health care organizations. 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 341 Health Care Practice Management - 3 credits**
This course introduces management competencies and highly recommended capabilities for individuals in small, medium, or large practices and service lines. A summary of the following concepts will be introduced, explored, and developed for individual student benefit: professionalism, management, communication, organization, analytical skills, and technical knowledge. Practice management/service line leadership principles and concepts from the professional literature and information related to specific competencies will serve as resources for operations issues in practice management, human resources, governance, financial management, and information management.

**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, inventory control, 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 BUA 350 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. Prerequisites: ACC 101, ECO 101, PSY 100.

**BUA 351 Industry Analysis & Strategy - 3 credits**
This required course is the first of two 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 Innovation and Entrepreneurship, which requires the development and defense of a comprehensive business plan. Prerequisites: BUA 345, BUA 204.

**BUA 352 Innovation and Entrepreneurship - 3 credits**

This required course is the second of two 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 apply 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 explore the realms of innovation and entrepreneurship, apply industry analysis and strategic planning tools learned in BUA 351, and create a business plan. 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 lecture and 2.5 hours laboratory per week. Prerequisites: Basic Arithmetic and Algebra Skills.

CHE 111 Chemical Principles - 4 credits

A detailed study of the 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, completion of CHE103 with a grade of B or better, or permission of instructor.

CHE 203 Survey of Organic Chemistry - 3 or 4 credits

This course provides an overview of the basic principles of organic chemistry with an emphasis on naming, structure, functional groups, and reactions of the major classes of organic compounds. Continual reference to substances of biological activity and importance will highlight the application. 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: nomenclature, stereochemistry, reactions and mechanisms involving major functional groups. The laboratory course will continue the emphasis on synthesis, separations and purification of organic compounds. Lecture three hours, laboratory three hours. Prerequisite: Completion of CHE 112 (or its equivalent) with a C- or better or permission of instructor

CHE 206 Organic Chemistry II - 4 credits

A continuation of CHE 205 with focus on aromatic compounds and oxygenated functional groups. The laboratory introduces students to Qualitative analysis where students will identify unknown compound through wet chemical and various spectral methods. Lecture three hours, laboratory three hours. Prerequisite: Completion of CHE 205 (or its equivalent) with a grade of C- or better or permission of instructor

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 (or its equivalent) with a grade of C- or better.

CHE 241 Crime Scene Pattern Analysis - 4 credits

Students will be introduced to basic concepts in criminalistics, such as crime scene investigation and evidence identification and individualization. Among the topics for lecture and laboratory instruction are crime scene investigation, documentation, imprint and impression recovery, toolmark and firearm analysis, and questioned document examination. Students are introduced to physical patterns such as blood spatter, bullet trajectory, and shoe and tire impressions 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: Completion of CHE 111 with a grade of C- or better.

CHE 291 Intro to Independent Research – 1-2 credits
This course is designed for students who are interested in conducting independent chemistry research under the guidance of a faculty member from the Department of Chemical and Physical Sciences, but have not developed a research proposal for their independent project. This course may be repeated; 1-2 credits per semester is the standard load.

**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 as well as the writing of chemical documents using research data with attention to conventions and formats used in the current chemical literature. Prerequisite: Completion of CHE 205 and 206 with a grade of C or better or permission of instructor

**CHE 302 Instrumental Analysis - 4 credits**

A study of the principles, applications, and theories of modern instrumental analysis methods, including signal/noise ratios, and the fundamentals of spectroscopy and chromatography. The components of a wide variety of instruments are examined in detail. Laboratory provides hands-on experience with modern analytical instrumentation, including gas and liquid chromatography, absorption and fluorescence, mass spectrometry, atomic absorption, Fourier transform infrared, and nuclear magnetic resonance spectroscopies. Lecture three hours, laboratory three hours. Prerequisites: Completion of CHE 206 and CHE 230 with a grade of C or better or departmental approval. Pre- or Corequisites: PHY 102

**CHE 306 Advanced Organic Chemistry - 3 credits**

A continuation of organic chemistry with emphasis on intermediate reactive species, mechanism elucidation, 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: Completion of CHE 206 (or its equivalent) with a grade of C or better or permission of instructor.
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: Completion of CHE 205 and 206 (or their equivalents) with a grade of C- or better or permission of instructor.

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: Completion of CHE 307 (or its equivalent) with a grade of C- or better or permission of instructor.

CHE 314 Toxicology - 2 credits

Toxicology will present an overview of toxicological principles related to the absorption, distribution, metabolism, and elimination of toxicants. The effects of toxicants on biological systems and their mechanism of action will be discussed. Toxic effects of specific organic and inorganic materials will be presented. In addition, methods of measuring toxicity will be discussed. Prerequisite: Completion of CHE 205 (or its equivalent) with a grade of C- or better.

CHE 320 Environmental Chemistry - 4 credits

Chemical reactions of environmental importance are studied, particularly those of global scope. Specific topics include ozone depletion, global warming, air pollution, alternative energy generation, nuclear power, and pesticides. Discussion includes analysis of human attempts to ameliorate environmental damage by technological and political means. Laboratory includes both quantitative analytical methods and computer modeling. The 3-credit option does not include laboratory. Prerequisite: Chemistry 205 with a grade of C- or better or permission of instructor.

CHE 321 Forensic Chemistry – 2 credits
This course will present an overview of forensic chemical principles. Topics will include the chemical fundamentals used in the area of forensic science including chemical data evaluation, quality and traceability, sampling, and uncertainty of quantitative data. Different types of forensic evidence, such as controlled substances, fire debris, explosives, gunshot residue and paint will be described as well as how to analyze such evidence will be discussed. The ethical analysis of forensic chemical evidence will be emphasized.

Prerequisites: Completion of CHE 206 and CHE 230 with a grade of C or better, and CHE 302 (concurrent) or permission of instructor.

**CHE 331 Inorganic Chemistry - 3 credits**

This course introduces the chemistry of metals and main group elements. Acid and base chemistry, modern bonding theories, molecular symmetry, coordination complexes, solid state chemistry and catalysis are discussed. The laboratory consists of the synthesis of inorganic compounds and analysis of products with the use of modern characterization techniques. 3 credit option does not include laboratory. Prerequisite: Completion of CHE 205 and CHE 206 with a grade of C or better, 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, as well as the fundamentals of 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 focus of the course is the study of quantum mechanics and its application to atomic and molecular structure. Methods for the exact solution of the Schrodinger equation are mastered. Approximation techniques such as the variational method are introduced. General Valence Bond and molecular orbital theories are investigated. Prerequisite: MAT 141, 142, PHY 101. Note that CHE 335 is not a prerequisite.

**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: Completion of CHE 205 and 206 with a grade of C or better or permission of instructor.

**CHE 344 Heterocyclic Compounds - 3 credits**

This is an advanced course designed to expose student to the nomenclature, chemistry and role of heterocyclic compounds. Rings of various sizes and number of heteroatoms ranging from simple heterocycles to polycyclic systems and the nucleic acid bases will be considered. Emphasis is placed on synthesis, reactions and compounds of aromatic nature, but nonaromatic systems will also be discussed. Their natural origin and pharmaceutical interest will also be incorporated. Prerequisite: Completion of CHE 205 and 206 with a grade of C or better or permission of instructor.

**CHE 347 Trace Evidence and Microscopy - 4 credits**

Lecture and laboratory instruction are given in the analysis of trace evidence typically found in forensic investigations such as hair, fiber, soil, glass and paint. The course focuses on the use of the light microscope, polarized light microscope, scanning electron 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, inorganic ions and drugs. Lecture three hours, laboratory three hours (students should be advised that the laboratory portion of the course may require more than the three hours per week). Prerequisites: Completion of CHE 111, CHE 112, and CHE 241 with a grade of C or better or permission of instructor.

**CHE 348 Forensic Molecular Biology - 4 credits**

Lecture and laboratory instruction are given in body fluid stain identification and modern DNA typing methods used in forensic biology. The process of DNA analysis is covered with emphasis placed on PCR technology and STR fragment analysis. Students are also introduced to mitochondrial DNA typing methods, Y-Chromosome typing methods as well as future forensic DNA methodologies. The use and calculation of population statistics used in forensic DNA testing is also discussed. Lecture three hours, laboratory three hours (students should be advised that the laboratory portion of the course may require more than the three hours per week). Prerequisites: BIO 231.

**CHE 349 Professional Issues in Forensic Science - 3 credits**
Students are introduced to professional issues specific for forensic science practitioners. Topics include quality assurance, laboratory accreditation, professional certification, 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 and guidelines for employment in forensic science laboratories are also presented. Prerequisite: Seniors in the Forensic Science major/concentration only.

**CHE 352 Chemistry Seminar (Capstone) - 1 credit**

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 Advanced Laboratory and Research (Capstone) - 3 credits each term**

Study of original research problems under the direction of a faculty member. Students will be involved in all aspects of the research project including framing hypotheses, designing experiments, analyzing data, and drawing conclusions. Students are expected to learn how to work independently and to provide the self-motivation to make a significant contribution to the research project. Students will write a final paper on their research and will present their results in an oral seminar (Chemistry 352) Two 3 credit semesters of research are required. Only credits taken in junior/senior year can be applied to the requirements of the major. An approved research-based internship may substitute for one or both semesters. Research opportunities related to forensic science are available.

**CHE 393 Internship (Capstone) - 3-6 credits**

Application of chemistry or forensic science in a corporate or public setting.
Communication Courses

**COM 100 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.

**COM 102 Media Literacy - 3 credits**

The ability to makes sense of the thousands of media messages we see daily may seem like a daunting, if not impossible task. To navigate the rapidly changing media environment, students must work to analyze and evaluate media messages as well as learn how to create media messages in order to become informed and engaged citizens. Through exploration and analysis of mass media, popular culture and new and emerging media technologies, students will look at how each of us take and make meaning from media experiences.

**COM 112 Media Industries- 3 credits**

This course is a survey of the dominant media industries both in the United States and internationally. The course covers the current status of mass media industries such as Television, Film, the Internet, Advertising, Public Relations, Print Publishing, Music, and Radio. It discusses the economic as well as significant social and cultural impacts of media industries.

**COM 120 Introduction to New Media – 3 credits**

This course introduces students to new media---both as a set of new communication computer technologies and as a subfield of study within the discipline of Communication. Students will learn the fundamentals of
blogging, podcasting, and other new media forms and environments, using software for interactive web design programs such as the Macromedia Flash. Student will be encouraged to create dynamic and interactive media for web sites, mobile devices, kiosks, etc. They will also learn about the social and cultural impact of new media technologies and study the ways new media are shaping people’s lifestyles and communication patterns.

**COM 140 Introduction to Film - 3 credits**

An introduction to the study of film, including the Hollywood production and exhibition process, the analysis of film narrative, elements of style (mise-en-scene, cinematography, editing, and sound), and classifications of film genre. The course provides a historical overview of the development of film from its commercial premiere in 1895 by the Lumiére Brothers to the diversity of today’s cinema.

**COM 150 Introduction to Journalism - 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.

**COM 152 “The Crestiad”: Staff - 1-3 credits**

The Crestiad is Cedar Crest College's award-winning newspaper, produced independently by Cedar Crest students. This 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 COM 150 recommended but not required.

**COM 200 Communication Theory and Research - 3 credits**

This course provides an introduction to the major theories and research traditions in the discipline of Communication. This includes the basic divisions of rhetorical, semiotic, sociocultural, empirical, and critical approaches to communication phenomena. It will also review the major findings in the dominant research traditions such as media ecology, symbolic interactionism, cultivation theory, media effects on behavior, and more. Prerequisite: COM 100 or permission of instructor.
**COM 210 Interpersonal Communication - 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.

**COM 212 Intercultural Communication- 3 credits**

This course introduces students to the historical and theoretical foundations of intercultural communication. We will examine issues related to intercultural communication and its role in an era of globalization, and learn the importance of dialogue, personal growth, and leadership in intercultural communities.

**COM 215 Organizational Communication - 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.

**COM 216 Public Relations and Society - 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.

**COM 224 Video for the Web I - 3 credits**

An introduction to the multiple elements of video production and how it can be applied to web formats. Students gain experience in shooting and editing
video and applying their work to online platforms. No previous experience with video is necessary.

**COM 225 Digital Photography - 3 credits**

This course is 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.

**COM 240 History of Cinema - 3 credits**

History of Cinema surveys major developments in international film culture and aesthetics from 1895 to the present. Topics include the origins of motion pictures and growth during the silent era; the development of narrative cinema; European innovations such as Soviet montage theory or German Expressionism; the rise and influence of sound; the Hollywood studio system; global trends such as post-WWII Japanese, Indian, or Hong Kong films; and the independent, experimental, and media-conglomerate cinemas of today.

**COM 244 Topics in Film - 3 credits**

This course 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.

**COM 245 Topics in Popular Culture - 3 credits**

This class 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; American Pop Culture; Popular Music and the 1970’s.
COM 246 Women in a Digital Culture - 3 credits

Women have been using, participating, and creating technological and digital cultures throughout history. This course introduces local, national, and international communities of women situated in the context of digital cultures, technology, media, and communication theories. The ways technology connects and dis-connects women within cultures around the world will be discussed. Communication theories and qualitative methods will be applied to studying, researching, and participating in various online locations where digital citizenship and communities are formed and developed. Topics such as the history of technologies and communities, guidelines for virtual behavior, creative online learning communities, and women’s global movements will be discussed. The importance of dialogue, personal growth, and leadership will be emphasized in this course.

COM 252 Digital Journalism- 3 credits

This course introduces students to the fast-paced world of online journalism and the platforms where readers find news online. Students analyze, critique and produce content for an online format. Contemporary legal and ethical issues in both traditional and online journalism are discussed and debated. Students ultimately produce multimedia content for Cedar Crest College's online news source TheCrestiad.com.

COM 255 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.

COM 260 – 265 Special Topics Media Studies/New Media – 3 credits

COM 270 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.

**COM 272 Children and 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 the world around us. Media have the ability to shape, challenge and uphold our beliefs about others and ourselves. Through this course, students will explore through readings, discussion, and original research how children see and are seen in the media. We will look at print, screen, audio and interactive media. Please note: Throughout this course we will discuss issues that may cause a myriad of emotions. It is important that we listen to our fellow classmates and although we may not always agree with other’s opinions, we will respect their right to have them. The readings and discussions we have in class will challenge you to think beyond your comfort zone and I invite you to challenge those readings as well as voice your belief in them. This class is not about “right” or “wrong,” and although we will discuss “facts” your opinion and interpretation of the materials is welcome and appreciated.

**COM 278 Debate and Argumentation - 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.

**COM 280 Social Media: Promises and Pitfalls- 3 credits**

Communication travels at lightning speed in today's social media landscape. The ability for news to travel around the world in minutes and hours rather than days and weeks is changing the way we learn about the world and how we see ourselves in that world. This course aims to familiarize students with multiple social media platforms and how these platforms are changing our lives. The course will allow them to critically look at both the promises and pitfalls of social media as well as equip them with the skills to successfully
utilize these platforms.

**COM 285 Global Issues in New Media - 3 credits**

This course introduces international issues and topics of globalization situated in the context of new media and communication theories. Current events, gender, politics, war, sports, popular culture, and social movements are possible topics to be examined in a global context. Other topics may include: digital capitalism, media imperialism, and the role of international organizations and NGOs.

**COM 270 Internship in Communication - 1-6 credits**

**COM 300 Readings in Communication and Culture - 3 credits**

This seminar style class offers students selected debates and issues in contemporary communication. We will read and discuss recent books and publications that feature advanced topics in intercultural, interpersonal, and organizational communication, as well as the fields of persuasion theory, political and health communication, and critical/cultural studies.

Prerequisite: Junior standing or consent of instructor.

**COM 324 Video for the Web II - 3 credits**

This course allows students to go beyond the fundamentals of video production and become more expert in their camera, lighting, and editing skills. Students are encouraged to develop "personal styles" and complete longer-form video projects in a variety of genres.

Prerequisite: COM 224 or permission of instructor.

**COM 325 Advanced Digital Photography - 3 credits**

The purpose of this class will to build upon the basic aesthetic and technical principles learned in COM 225, Digital Photography. Students will learn to create stronger and more interesting compositions with the goal of developing a personal portfolio of images that relate to a common theme or purpose. Digital editing skills will be further developed using software such as Adobe Photoshop or Lightroom. Students will also work toward the goal of showcasing their photographs on the Cedar Crest website. The course will emphasize the necessary language, critical thinking and analytical skills that
students need to communicate their ideas to others about the photographic medium. Prerequisite: COM 225 or permission of instructor.

**COM 350 Senior Seminar I – 3 credits**

Students will review qualitative methods for primary research in the field of Communication, and begin to prepare for their senior capstone project. Typically, students will complete a literature review and a methods section for their senior thesis, which is completed in the spring semester of their senior year by taking COM 352.

**COM 352 Senior Seminar II - 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: COM 350 or permission of instructor.

**COM 390 Independent Study - 1-3 credits**
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 110 Introduction to GIS and Crime mapping – 3 credits

This course is designed to introduce the student to one of the most popular pieces of criminal justice technology in the field today. The ability to analyze information geographically is important not only in the field of criminal justice but also in fields such as psychology, social work, business, marketing, public health, and a wealth of others. Developing an understanding of the geographic distribution of a wide range of events, conditions, and patterns is essential in developing interventions and strategies that are effective at addressing the distribution issue. This course will introduce the student to the mapping software and allow the
student to begin to understand how to geographically display a variety of different social conditions and community information.

**CRJ 201 Addictions, Psychopathology and Crime - 3 credits**

The primary objective of this course is to identify the influence substance use, abuse, and addiction has on behavior. Specific content areas will compare and contrast the behaviors observed in children, adolescents, and adults; misconceptions of substance abuse; the challenges associated with the measurement of substance use and abuse; and the classifications of drugs.

**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 210 Advanced Crime and Community Mapping – 3 credits**

This course is designed to advance the skills that were obtained in the introductory mapping course. The course assumes that the student has a basic understanding of the GIS mapping software and is intended to present for discussion advanced topics such as map animation, hot spot analysis, creating buffers, distance analysis, and querying maps. Once completed the student will be able to demonstrate an advanced level of understanding as to how to map community incidents and information.

**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 212 Problem-Oriented Policing – 3 credits

Over the past four decades the function of law enforcement has changed dramatically. Police are no longer simply expected to respond to crime: they are now expected to prevent it. This course will focus on one of the founding concepts of this movement: problem-oriented policing. This style of police organization focuses on the identification and resolution of community problems, and the partnering between community agencies and police; rather than on traditional arrest and patrol practices. Students will learn the concepts behind the practice of problem-oriented policing and will learn how to apply them in an attempt to solve community problems.

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 - 3 credits

The American corrections system is currently incarcerating individuals at unprecedented rates, despite the fact that crime has decreased over the past decade. With over 13 million Americans admitted to the nation’s jails and prisons each year the effect on society is significant. This course, taught from an environmental criminology perspective, examines how incarceration influences behavior, and identifies the most effective methods to control inmate behavior. Content areas include: how architecture, expectations, conditions of confinement, classification, and situational crime prevention measures impact inmate behavior.

CRJ 310 Crime and Community Development - 3 credits

This unique community, lab-centered course will evaluate the relationship between community economic development and crime. Using Allentown’s Neighborhood Improvement Zone (NIZ) as the model to be studied,
students will collect and analyze economic, business, government, and crime data to determine if crime can be influenced by targeted economic development. This course is an advanced mapping techniques course and will be taught using the latest advances in GIS technology.

**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 325 Criminal Justice Research Methods and Design - 4 credits**

Provides criminal justice professionals with the understanding of a scientific, analytical approach to knowledge building. Examines the concepts of theory development, conceptualization and hypothesis formulation across criminal justice fields of 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.

**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 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 Dance as a Medium 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 111 Beginning Ballet - 3 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 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 116 Beginning Jazz -3 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 120 Beginning Modern - 3 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 123 Beginning Tap - 3 credits**
An introduction to the fundamentals of tap dancing; may be repeated.
DNC 213 Intermediate Ballet - 3 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 218 Intermediate Jazz - 3 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 225 Intermediate Tap - 3 credits

DNC 226 – Dance Improvisation 2 credits
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 Intermediate Modern - 3 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 DanceWorks - 1 credit
Alumnae, faculty and student choreographers under the artistic direction of the dance concert director present original choreographed works. Student choreographers work on original choreography in the preceding spring in preparation for fall auditions. Students must register for credit in the spring preceding the concert and in the fall. May be repeated each year. Permission of instructor required.

**DNC 253 Dance Company - .5 per company per term**

Students have the opportunity to audition for faculty and guest choreographed works in ballet, jazz, tap and modern dance presented in the concerts. Pieces selected for excellence from previous student performances may be included in the spring concert. Students may be selected for one or more companies: ballet, tap, modern or jazz for .5 credits for each company.

**DNC 260 – Special Topics in Dance**

**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, and 211 or 221 or 216 or 223.

**DNC 321 Dance Composition II - 3 credits**

Further exploration of the movement tools used to create and structure solo and group dance. Prerequisite: DNC 320.

**DNC 331 Advanced Ballet - 3 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 - 3 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 - 3 credits**

May be repeated.
**DNC 334 Advanced Tap - 3 credits**

**DNC 380 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 235 May be repeated.

**DNC 390 Independent Study in Dance - 1-3 credits**

Must have a declared major in dance and have junior status.
Early Childhood Education

**ECE 101 Introduction to Early Childhood Education - 3 credits**

This course conducts an analysis of the early childhood education field with a 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 for educating all young learners are included. The role of the family, culture, and society in early childhood education is highlighted.

**ECE 207 Emergent Literacy (PreK-Grade 1) - 3 credits**

Provides prospective PreK-Grade 4 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.

**ECE 301 Early Childhood Education Assessment I - 3 credits**

This course prepares the Early Childhood Educator to develop appropriate assessment tools for grades PreK 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 102)

**ECE 302 Early Childhood Education Assessment II - 3 credits**

This course prepares the Early Childhood Educator to develop appropriate assessment tools for grades PreK 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 Issues and Advocacy 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 and developing family and community collaborative partnerships. Students will develop problem solving strategies and the expertise necessary to become a reflective decision maker and advocate for families of students with and without exceptional learning needs. Focus will be on establishing and sustaining partnerships with families and linking families to appropriate community resources. (Prerequisites: EDU 102 and ECE 101)
Economics Courses

**ECO 100 Business As A Social Process – 3 credits**

The purpose of this course is to introduce majors and non-majors to market transactions and their use by members of society to solve problems, produce goods and services through science and technology, define human existence and its ethical dilemmas, and acquire power and prestige. It includes an examination of the key decisions that business organizations face, as well as the principles of negotiation, with particular emphasis on the role that technology and society play when making those decisions. Students examine numerous novel situations involving products, markets, and organizational processes. In small groups, they will use library resources to learn more about each of these situations.

**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 includes a brief survey of international economics.

**ECO 201 Government, Business & Society – 3 credits**

This course 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**

This course 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**

Special topics that supplement the department’s regular rotation of courses. 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 Financial Markets and Institutions - 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: ECO 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.

**ECO 333 Economic Sociology - 3 credits**

This course uses sociological theory to help explain everyday economic life. Its application is global in nature because economic theory has not adequately informed exchange processes as world trade, investment, and
globalization has multiplied. Economists base much of their own explanations of human action on the role of the individual and the assumption that perfect information exists. Economic Sociology is a sub-field that has supplied a critique of the prerequisites to economic theory, identified sociological constraints on human economic behavior, provided alternative accounts to economic activity, and broadened the concept of why humans take particular action in their daily lives. Topics considered include exchange transactions, the structure of markets, self-interest, community interest, institutions, social networks, power, sense-making, competition, trust, discrimination, and the commercial commoditization of many human needs. Prerequisite: One of ECO 101, PHI 100, PSC 201, PSY 100 or SOC 100.

**ECO 390 Independent Study - 1-3 credits**

Individual research, supervised readings, or projects carried out under faculty supervision. Departmental approval is required to take this course.
Education Courses

EDU 100 Perspectives on Secondary Education - 3 credits

The prospective teacher will learn about the planning and design of the middle and secondary level classroom. This course will address the important factors that will play a role in your teaching career, such as: principles of curriculum, instructional strategies, assessment, and classroom management as they relate to teaching and learning. The participant will also examine the historical, philosophical, political, sociological foundations and the organization of the American educational system as it relates to the middle and secondary levels. This course is a pre-requisite to all secondary education courses.

EDU 102 Educational Psychology - 3 credits

This course is a foundational review of the impact and utilization of psychology in the early childhood. 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 relating 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 learning services.

EDU 151 Field Experience I - 1 credit

The prospective teacher will spend at least three hours per week (for a minimum of 30 documented observation hours) observing in the classroom. The prospective teacher will process elements such as school environment, behavior management strategies and teacher decision making procedure among others. Through reflection and journal activities, the students will record and respond to their experiences and observations.

EDU 207 Technology for Educators - 3 credits

This online course is designed to provide prospective teachers with informational technology competencies necessary for high quality instruction of elementary, middle, and secondary school students. Prospective teachers will gain skills in developing their students’ IT competencies and using
technology as a teaching tool. This is not an introductory computer skills course. You are expected to have previous experience with technology. This is to provide you with current programs and ideas to use in your classroom instruction. (Prerequisite ECE 101 or EDU 100)

**EDU 211 Literacy I: Grades 2-4 - 3 credits**

Provides prospective Grades PreK-4 teachers with the knowledge and skills to plan and implement literacy experiences grounded in Pennsylvania Core Standards for English Language Arts. Prospective teachers acquire a conceptual understanding of the components of reading in the areas of phonological/phonemic awareness and phonics. A heavy emphasis is placed on fluency, vocabulary, comprehension, and writing in a balanced literacy program. (Prerequisite: ECE 207. Co-requisite: EDU 213)

**EDU 213 Field Experience II: Early Childhood Education - 1 Credit**

This course is a structured field experience that involves participation in teaching in an early childhood education classroom. 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 312, EDU 317, EDU 319, or EDU 332)

**EDU 214 Reading in the Content Area - 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 reading, writing, speaking and listening into their academic content areas. (Co-requisite: EDU 215)

**EDU 215 Field Experience II: Secondary Education - 1 credit**

This course is a structured field experience that involves participation in teaching in a middle school or high school classroom. Students plan, implement, and evaluate learning experiences in reading/language arts as they apply to their content areas, 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 312, EDU 317, EDU 319, or EDU 332)

**EDU 240 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 preparing the teacher to serve diverse populations and to integrate nutrition, fitness, health and safety into the classroom to teach young children how to contribute to their own wellness.

**EDU 308 Integrating the Arts Across the Curriculum - 3 credits**

Students taking this course will gain knowledge about state and local standards for the arts and how to integrate them in content instruction from Pre-K to the eighth grade. This three-credit course is designed to provide students with the opportunity to integrate the arts disciplines. The course is designed to demonstrate through theory, practical applications and experimental projects, the uses and implementation of creative drama, dance, visual arts and creative music (across the academic curriculum.) In addition, students will apply these academic standards to lesson plan design, unit development and a final, Arts inspired presentation. Classes will consist of mini-lectures, discussions and active participation in a variety of creative integrated arts activities that will be discussed, analyzed, and put to practical use.

**EDU 317 Curriculum, Assessment, and Learning Experiences in Science for Early Childhood Educators - 3 credits**

Students are exposed to the various methodologies to successfully teach science to early childhood students, integrating hands on activities, and challenging extensions to standard lesson/activities. The classes are modeled on the constructivist approach to science education. This course is based on an understanding of physical, life, earth and space science concepts. National and PDE standards are used extensively for curriculum and assessment development.

**EDU 319 Curriculum, Assessment, and Learning Experiences for Social Studies for Early Childhood Educators - 3 credits**

Prospective early childhood 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.

**EDU 321 Field Experience III: Early Childhood Education- 1 credit**

This course is a structured field experience that involves participation in teaching in an early childhood education classroom. 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 312, EDU 317, EDU 319, or EDU 332)

**EDU 332 Curriculum, Assessment, and Learning Experiences in Mathematics for Early Childhood Educators PK-4 - 3 credits**

This course focuses on the methods, materials, and content necessary for teaching Mathematics (PreK-4). One goal of this course is to acquaint pre-service teachers with the Pennsylvania Department of Education (PDE) PA CORE Math standards and the National Council of Teachers of Mathematics (NCTM) Standards. The second goal 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.

**EDU 340 Differentiated Reading Instruction for Early Childhood Education- 3 Credits**

This course will prepare the early childhood educator to differentiate their instruction for the PreK through Grade 4 classroom settings. A primary focus is on current intervention strategies that meet the needs of all students in the areas of reading, writing, and assessment. This course involves the prospective teacher in combining current reading research and theory with the teaching methodologies that have been proven most effective for teaching students in Grades PreK-4. (Prerequisites: ECE 101, ECE 207)

**EDU 346 Curriculum, Assessment, and Learning Experiences for**
Secondary Science and Mathematics - 3 credits

This course is designed to help prospective science teachers develop the skills necessary to plan, implement, and assess effective learning experiences that foster the development of PA Core Standards and other science content and skills.

EDU 347 Curriculum, Assessment, and Learning Experiences for Secondary Social Studies - 3 credits

This course is designed to help prospective secondary social studies teachers develop the skills necessary to plan, implement and assess effective learning experiences in history, civics, geography, economics, psychology and sociology, as well as PA Core Standards.

EDU 348 Curriculum, Assessment and Learning Experiences for Secondary English - 3 credits

This course will assist prospective secondary English teachers to plan, implement and assess learning experiences that foster the development of PA Core Standards and other resources for reading, writing, listening, and speaking.

EDU 349 Curriculum, Assessment and Learning Experiences for K-12 World Language - 3 credits

The purpose of this course is to help prepare prospective K-12 teachers of Spanish and/or French to plan, implement and assess learning experiences designed to foster the development of proficiency in the target language. Emphasis is placed on the PA Core Standards, national commission recommendations and resource materials.

EDU 350 Field Experience III: Secondary Education - 1 credit

This course is a structured field experience that involves participation in teaching secondary biology, chemistry, mathematics, social studies, Spanish, or English. 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 3.5 – 4 hours per week in the classroom.
setting for a total of 30 hours. In addition, students are required to participate in four class sessions to process their experiences. (Co-requisite: EDU 346, EDU 347, EDU 348, or EDU 349)

**EDU 351 Assessment – 3 credits**

This course is designed to provide students with the theory, research, and practices associated with assessing students’ achievement and aptitude. The focus of the course provides a base in the area of test/measurement development including scale construction, validity and reliability. The course highlights the areas of classroom based, teacher made paper and pencil tests as well as performance measurements, the development and interpretation of norm-referenced standardized achievement tests, and the practical application of these concepts in the current educational environment.

**EDU 359 Teaching the Culturally and Linguistically Diverse Student - 3 credits**

This course prepares the elementary and secondary teacher to meet the special needs of culturally and linguistically diverse students in the PreK-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. The student will develop this understanding through the study of second language acquisition and through obtaining specific teaching techniques to better aid the ESL student in the learning process. In addition, intercultural communication skills will be acquired. An emphasis is also placed on the teacher gaining respect and appreciation for culture and language.

**EDU 372 Student Teaching: Early Childhood Education - 9 credits**

The student will spend 14 weeks in a full-time experience in PK-4 classrooms under the guidance of a cooperating teacher and a supervisor from the College. Prospective teachers receive daily feedback on the mastery of professional education competencies from the cooperating teacher and weekly feedback from observation by the College Supervisor. (Capstone Experience)

**EDU 373 Student Teaching: Secondary Education - 9 credits**
The student will spend 14 weeks in full-time experiences in a grade 7-12 classroom under the guidance of a cooperating teacher and a supervisor from the College. Prospective teachers receive continuing feedback on the mastery of professional education competencies from the cooperating teacher and weekly feedback from observation by the College Supervisor. Student teachers are expected to participate in (and benefit from) the collateral duties and responsibilities of their cooperating teachers. (Capstone Experience)

**EDU 374 Professional Education Seminar - 3 credits**

Professional Seminar 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. (Prerequisites: All course requirements for teacher certification)
English Courses

Satisfaction of the WRI-1 requirement is a prerequisite for all English courses with the exception of ENG 101, ENG 102, ENG 104, ENG 105, ENG 120, ENG 145, ENG 180, ENG 223, and ENG 225.

**ENG 101 Survey of British Literature I - 3 credits**

British literature from the Old English period through the 18th century. Offered every year in the fall semester. Satisfaction of the WRI-1 requirement is not a prerequisite for this course.

**ENG 102 Survey of British Literature II - 3 credits**

British literature from the Romantic 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 104 Introduction to Creative Writing – 3 credits**

In this workshop-based course, we will channel creativity and imagination through writing, learn how to shape language, read closely, experiment, and explore style and voice. We will write poems, creative nonfiction, and fiction, as well as participate in constructive discussion of students' work. Through our workshop of analysis and criticism, you will discover your strengths as a writer across the genres. All styles and subjects are welcome in this class. Satisfaction of the WRI-I requirement is not a prerequisite for this course.

**ENG 105 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. Satisfaction of the WRI-1 requirement is not a prerequisite for this course.

**ENG 120 Survey of American Literature - 3 credits**

American literature from the colonial period to the present. Offered every
year in the fall and spring semesters. Satisfaction of the WRI-1 requirement is not a prerequisite for this course.

**ENG 145 Topics in World Literature - 3 credits**

World literature in English translation. Course content varies from semester to semester. Satisfaction of the WRI1 requirement is not a prerequisite for this course.

**ENG 180 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-1 requirement is not a prerequisite for this course.

**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 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 223 Topics in American Literature - 3 credits**

Traces developments in significant thematic areas of American literature and film. Topics have included nature, the city, Native American literature, comic books, horror, and sensation fiction. 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. Previous topics include British fantasy, British Gothic literature, landscape in British literature, literature of London, and themes in 21st century British literature. Satisfaction of the WRI-1 requirement is not a prerequisite for this course.

**ENG 230 Introduction to Professional Writing – 3 credits**

An introduction to the practice of professional writing. Professional writers include journalists, grant writers, writers of training manuals, publicists, content managers, and travel writers, among many other professions. The course will focus on the rhetorical theories, genre expectations, and information design skills that define professional writing. We will explore the writing fundamentals found in diverse workplaces, developing professional-level standards of composition, revision, research, and documentation. In the workshop-based studio sessions, students will propose, write, and edit projects with a focus on clarity, audience, style, and ethics. The course will also examine the appropriate and effective use of multimedia and communication channels in professional writing. Writing assignments will include blogs, eBooks, reviews, proposals, and more.

**ENG 233 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. Emphasis is on the process of writing. Offered each year in the fall semester.

**ENG 234 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 nonfiction, the focus of this course changes from year to year and may be repeated for credit with permission of instructor or departmental advisor.

**ENG 237 Writing for the Web – 3 credits**

In the workshop-based studio sessions, students propose, write, and edit web-based projects. Students will read and analyze a variety of online Internet writing and writing techniques, and apply those craft elements and tools of the writers’ trade to developing their own writer’s voice.

**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 may vary.

**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 may vary.

**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 may vary.

**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 may vary.

**ENG 260 Special Topics - 3 credits**
Highlights special topics that supplement the department’s regular rotation of courses.

**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 poetry. The course pays special attention to Shakespeare’s world, Renaissance England, and its influence on the playwright and his plays, 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 Romantic American Literature - 3 credits**

American literature from 1820 to 1865, including the birth of Romanticism, Transcendentalism, the slave narrative, and the abolitionist and woman’s suffrage movements. Representative authors include Edgar Allan Poe, Nathaniel Hawthorne, Ralph Waldo Emerson, Henry David Thoreau, Margaret Fuller, Herman Melville, Frederick Douglass, Harriet Jacobs, Harriet Beecher Stowe, Walt Whitman, and Emily Dickinson.

**ENG 322 Realist 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-War changes and conditions, including the literary movements of realism, naturalism, regionalism, and “local color.” Representative authors include Mark Twain, Louisa May Alcott, Henry James, Charles Chesnutt, Kate Chopin, Sarah Orne Jewett, Sui Sin 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 Topics in Creative Writing: Fiction - 3 credits

A class which focuses on elements of craft within the genre of fiction; sample topics may include “Flash Fiction” and “Voice and Character.” The class includes weekly reading and writing assignments.

ENG 334 Topics in Creative Writing: Poetry - 3 credits

A class which focuses on elements of craft within the genre of poetry; sample topics may include “Narrative Poetry” and “Revolution in the Lyric Poem.” The class includes weekly reading and writing assignments.

ENG 335 Advanced Nonfiction Writing - 3 credits

Exploration of more specialized topics in nonfiction within a workshop environment; sample topics may include “The Flash Essay,” “The Lyric Essay,” or “Writing for Publication.” The class includes weekly reading and writing assignments. Students complete a semester-long project—the creation of a portfolio of new works.

ENG 336 Topics in Professional Writing – 3 credits

In the workshop-based studio sessions, students propose, write, and edit projects in the field of professional writing with a focus on clarity, audience, style, and ethics. Possible topics include “Technical Writing,” “Grant and Proposal Writing,” “Writing Social Engagement,” and “Science Writing.” Prerequisite: “Introduction to Professional Writing” or permission of instructor.

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. On occasion, this course may be team-taught. Open to senior English majors and to junior English majors with instructor permission. Course may be repeated for credit with different
topic.

**ENG 360 Special Topics - 3 credits**

Highlights special topics that supplement the department’s regular rotation of courses.

**ENG 370 Intern Program - 3 credits**

Two internship opportunities are offered: 1) Teaching assistant. Outstanding seniors assist in conducting upper-level English courses that they have had previously, while pursuing an advanced reading course in the subject. 2) Literary magazine editor. Each year, a student intern will be selected to oversee the publication of the college’s arts and literature journal, *Pitch*. The editorial internship is usually held for the academic year, though it may be held for more than one year in rare instances. Interns are selected by the contributing departments, approved by the department chair or journal advisor, and supervised either by the instructor of the course they are assisting with or by the advisor to *Pitch*. 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.
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.
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.
Exercise Science Courses

**EXS 100 Introduction to Exercise Science – 3 credits**
This course provides an overview of the history and development of the field of Exercise Science. Principles of exercise science applied in career settings are introduced and include the disciplines of exercise physiology, biomechanics, sports psychology, motor behavior, nutrition, athletic training, and sports medicine. Professional opportunities and current trends and theories in the field are presented.

**EXS 101 Physical Conditioning for Exercise and Sport – 3 credits**
This course prepares students to develop personal programs of physical conditioning for exercise and sport through individual assessment of fitness status and personal goals for lifetime activity. An introduction to the health/sport-related components of physical conditioning, including cardiorespiratory fitness, body composition, flexibility, muscular strength, and muscular endurance is incorporated. Skill-related elements such as agility, speed, power, and balance are addressed. This course is comprised of both lecture and activities.

**EXS 102 Introduction to Athletic Training – 3 credits**
The Introduction to Athletic Training course is designed for students who are interested in professional fields including athletic training, physical therapy, medicine, nursing, fitness, exercise physiology, and kinesiology. It is offered as a classroom course to provide students with an avenue through which to explore these fields of study. The course also is intended to introduce students to the profession of athletic training and sports medicine; including history, function, career opportunities and professional standards of the national (NATA) and state organizations, as well as the educational objectives of the Athletic Training profession. Facilities where athletic training is practiced, types of clients treated, equipment used, and the various relationships with other healthcare professionals are discussed.

**EXS 200 Exercise Physiology I – 4 credits**
This course investigates basic theoretical and practical principles of exercise physiology. The study of bioenergetics and its application to performance and exercise training of varying intensities is incorporated. Concepts related to cardiovascular, pulmonary, muscular, neural, and endocrine physiology as they relate to the acute responses and chronic adaptations to exercise are
addressed. This course is comprised of both lecture classes and laboratory experiences. Pre-requisite BIO 118

**EXS 201 Research Methods in Exercise Science – 3 credits**

This course focuses on the study of the scientific method of research and the components of a scientifically based research paper in exercise science. Various types of research and their characteristics are addressed. Basic statistical concepts with statistical operations and interpretation are an integral component of this course. Students will design and present a research proposal including an introduction, a literature review, and a methods section. Pre-requisite EXS 200

**EXS 202 Kinesiology – 3 credits**

The science of human movement is examined within the framework of musculoskeletal anatomy and biomechanical principles foundational to the fluidity of movement in everyday activities, exercise, dance, and athletics. The relationships among structure, function, and force are observed qualitatively and quantitatively to understand normal movement and apply that knowledge to the limitations and impairment of movement and the impact on our health, injuries, and pathologies. Pre-requisite EXS 100

**EXS 203 Prevention and Care of Injury – 3 credits**

The Prevention and Care of Injury course is designed as an introduction to sports and fitness injuries and the management of them in an athletic or fitness setting. Emphasis is placed on the elements of recognition/care and prevention of common sports and fitness injuries for professionals working with active populations. The roles of the NATA/BOC certified athletic trainer and other community-emergency based emergency care providers are also discussed. Pre-requisite BIO 117

**EXS 300 Exercise Physiology II – 4 credits**

This course is an extension of the basic principles covered in EXS 200 and includes advanced principles of exercise training for anaerobic power, aerobic power, and muscular strength. Chronic adaptations of the metabolic, cardiovascular, and pulmonary systems from exercise training are incorporated. The acute physiological adjustments and chronic adaptations to exercise as they relate to environmental stressors, the aging process, disease prevention, and health are also addressed. Assessment of body
composition, as well as the principles of energy balance and weight loss, is an integral part of the course. This course is comprised of both lecture classes and laboratory experiences. Pre-requisite EXS 200

**EXS 301 Seminar in Exercise Science – 3 credits**

This course focuses on the study and discussion of recent experimental and descriptive research in exercise science. Critical thinking and evaluation of the literature, as well as integration of previous exercise science course material with current issues, are included. Concepts and issues raised by students are addressed and further discussed with leadership of the instructor. The development of scientifically based training programs for specific types of exercise and sport based on current research is an integral component of this course. Pre-requisite EXS 200

**EXS 302 Exercise Testing and Prescription – 4 credits**

This course includes a comprehensive study of the health-related components of physical fitness, including body composition, flexibility, cardiorespiratory fitness, muscular strength, and muscular endurance, as well as assessments of the health-related components. The procedures for pre-assessment screening and risk factor assessment for chronic diseases are addressed. Further development of the basic principles of the use of electrocardiographic monitoring and physiological assessment during exercise testing are also incorporated. This course is comprised of both lecture classes and laboratory experiences. Pre-requisite EXS 200
First Year Experience (FYE) Courses

FYS 100 Moving Stories
Through physical practice, readings, lecture, discussions, reflective writings and group assignments, students will develop self-awareness, an understanding of body language and total mind-body fitness; gain inner strength and confidence; obtain an increased awareness of the senses and a feeling of wholeness by balancing the mind and the body.

FYS 101 Psychology of Dreams
Since the dawn of civilization, people have been fascinated with the world of dreams. Indeed, throughout history, different cultures have offered various explanations for why we dream. In this course we shall explore this fascinating, nocturnal aspect of human behavior from its mythological and archetypal origins to the latest scientific elucidations. Particular attention will be placed upon Jungian (psycho-historical and archetypal), analytic psychology. Also, we shall address the relationship between dreaming and physical and emotional health.

FYS 102 Not All Heroes are Men
This seminar uses five internationally recognized films to explore examples of women’s courage, character, and conviction in difficult, if not dangerous, circumstances. In settings as different as Argentina, Vietnam, Kenya, Germany, and China, the female protagonists in these films confront and master adversity amidst war, dictatorship, epidemic disease, and exile. The films are The Official Story, dir. Luiz Puenzo (1985), Indochine, dir. Régis Wargnier (1992), Nowhere in Africa, dir. Caroline Link (2001), Rosenstrasse, dir. Margarethe von Trotta (2003), and The Painted Veil, dir. John Curran (2006). These films have been chosen for their global reach, their engagement with issues of profound importance, and the memorable character of individual performances. Three of the films won the Academy Award for Best Foreign Language Film; a fourth was nominated in the same category.

FYS 103 Growing Up Pink
This engaging first year seminar will encourage students to explore how media, advertising, family, friends and other prominent social forces help define our identity as women. Through a series of readings, discussions and explorations throughout the Lehigh Valley, this course will ask students to look at how they see themselves and the world. We will also explore society’s influence on our perceptions of race, ethnicity, sexuality and class. Students will refine and redefine how they see themselves in the course’s
final project – a class--made video production that captures student’s exploration of self and what it means to “grow up pink.”

**FYS 104 Theatre – A Universal Language**

This course examines both intellectually and experientially the role of the Theatre Artist – specifically, the Actor, the Director and the Designer. Students will discuss and explore the great artists from each area from around the globe – for example, Growtowski and Stanislavsky in Acting – as creators of new approaches to the craft, the Actor as Activist, such as Susan Sarandon, Angelina Jolie, Václav Havel in Czechoslovakia; Peter Brooks, Anne Bogart, Julie Taymoor in Directing and Ming Cho Lee in Design. Coupled with discussion is the opportunity for students to perform Growtowski or Stanislavsky Exercises, direct scenes, and work on an area of design for a One Act play. The course looks to open the students to their own perceptions, passions, ideas, and express the artist within. Material used will come from both Eastern and Western traditions. Group collaboration – each student picking a specific artistic role will bring a final project to fruition.

**FYS 105 Visions & Voices HONORS**

The characters of Oedipus and Othello, Jane Eyre and Hermione Granger: the outsider has figured prominently in literature for centuries. Not all outsiders are outcasts or villains. In fact, outsiders are often a part of the culture they are simultaneously distanced from: their place “in between” worlds offers them a privileged perspective on the culture from which they stand apart. In this seminar, we’ll consider examples of literature and film that contain “outsider” characters in order to explore the challenges and benefits of being an outsider. We’ll explore what it means to “belong,” why people are threatened by those who appear to be different, and how individuals learn to navigate the communities they wish to join—or choose not to. Ultimately, we’ll consider how living in the in-between may lead to the discovery of one’s unique voice and vision: as English author Julian Barnes suggests, “the writer must be universal in sympathy and an outcast by nature; only then can he see clearly.” Only students accepted into the Honors program may enroll in this section.

**FYS 106 Novel Approach To Science**

Scientists in movies are often portrayed more negatively than even serial killers. In contrast, several current television shows feature heroic scientists solving crimes in the lab and field with a minimum of effort. In this course, we will examine fictional depictions of scientists and their work, identify typical stereotypes used to describe scientists, and ask why these stereotypes have evolved and what impression of science they create. We will explore examples of children’s literature about scientists and compare
these representations to novels intended for adults. To examine a scientist’s perspective, we will read selected works by Carl Djerassi, a distinguished chemist who has written several novels exploring science-in-fiction. Film and television examples of scientists will provide additional discussion material. Only students accepted into the Honors program may enroll in this section.

**FYS 107 Coming of Age in Complex World**

The “coming of age” novel has been popular for at least three centuries. Collectively, these novels almost always feature a male protagonist. In this seminar, however, we will focus primarily (not exclusively) on the coming of age of women as portrayed in literature and film. We will examine questions such as “What is the nature of rebellion and is it necessary?” “How does one begin to form one’s own philosophy?” “How do I find my voice as a leader?” The seminar will explore the meaning of “coming of age” in diverse social contexts, while examining the role that our beliefs and critical thinking play in this experience.

**FYS 108 Women & Wilderness**

“Woman’s connection to wildness is deep, long-term, and unique,” write Susan and Ann Zwinger. This seminar explores the role women have played in fundamentally transforming how we think of nature in modern society. As a study of the literature of wilderness and community, we will read works such as Rachel Carson’s Silent Spring, which contributed to the creation of the Environmental Protection Agency; Wangari Maathai’s memoir Unbowed, which chronicles her founding of the African Green Belt Movement; and Barbara Kingsolver’s novel Animal Dreams, which dramatizes how the diverse residents of a small town are brought together in concern over their shared environment. We’ll also discover the wonders of Cedar Crest College’s arboretum, trace the shores of Cedar Creek as it wanders through our neighboring park, and join nearby efforts to rehabilitate a Superfund site located along the slopes of the Kittatinny Ridge.

**FYS 109 Drugs: Good, the Bad, & the Ugly**

In today’s society drugs are a part of our everyday lives and can be touted as good or evil. In this course we will explore some drugs that have changed our world for the better or worse and discuss why. We will also delve into the world of the pharmaceutical industry, both in a local and global aspect. An awareness of eastern versus western medicine and its impact of society will also be considered. As a project we will also consider how the pharmaceutical industries advertisement on TV, and other media’s influence our lives. By the end of the course, students will have gained a better understanding of what a drug is and how to make more educated decisions in thinking about the impact of drugs in a local and global setting.
FYS 110 The Psychedelic Sixties
The primary focus of the course is the civic engagement involved in developing and maintaining the major social movements in the 1960s. Students will read, discuss, and write about how and why these movements developed and the critical role students played in these processes. Students will also investigate how most of these movements were simultaneously emerging in many parts of the world during this time period. A section of the course is devoted to reading, writing about, and discussing the women’s movement and their leaders as well as the sexual revolution and its implications for women.

FYS 112 The Outsider in Fiction HONORS
The characters of Oedipus and Othello, Jane Eyre and Hermione Granger: the outsider has figured prominently in literature for centuries. Not all outsiders are outcasts or villains. In fact, outsiders are often a part of the culture they are simultaneously distanced from: their place “in between” worlds offers them a privileged perspective on the culture from which they stand apart. In this seminar, we’ll consider examples of literature and film that contain “outsider” characters in order to explore the challenges and benefits of being an outsider. We’ll explore what it means to “belong,” why people are threatened by those who appear to be different, and how individuals learn to navigate the communities they wish to join—or choose not to. Ultimately, we’ll consider how living in the in-between may lead to the discovery of one’s voice. And we'll not only affirm our own voices, places, and journeys, but we'll choose our own projects designed to make a difference in our communities.

FYS 113 Power of Success
It is no secret that women are paid less than men for essentially doing the same work. It is also proven that women are slow to move up the ranks into leadership roles. In an effort to make the student more aware of this trend and this seminar will explore the meaning of success. Success in this course is broken down into three different areas: emotional, physical, and academic. After a brief introduction and exploration of the general notion of success, the course will dive deeper into the three segments. The students will explore success in a variety of forms, and by the end of the course be able to identify their own definition of success through a variety of activities throughout our community, the Lehigh Valley. There will be lecture, discussions, readings, and activities during the course to help the student achieve her personal success. The long-- term goal of this course is to breed some future leadership both on and off campus.

FYS 115 Initiate Through Arts
What is community and how do you build it? By using the visual arts as a pivotal point this seminar course directs attention to this question by exploring historical precedents and contemporary examples that illustrate the impact of the artist as a community initiator. Through research and hands on experiences students will examine the role of the artist and ways in which art can facilitate building community and positive change. As artists take the studio practice beyond the gallery walls communities are charged with a new relationship toward the visual arts. By generating dialogue and influencing creative collaborations communities are realized. With this background knowledge students will design and implement a community based art project utilizing art as an instrument for civic engagement.

The overall intention of this course is to increase awareness of the impact art has on local and global communities. Course materials will include readings, artist talks and visual presentations intended to foster a critical dialogue concerning current as well as historical trends within art as they relate to community. Written reflections will allow for careful articulation of how the individual can affect change through engagement with art and the community.

**FYS 116 The Importance of Place**

This course will investigate the importance of place starting on the Cedar Crest Campus. We talk about being “global” all the time, but what does it mean to know about the local spaces and places where we come from or spend our time? This course will explore our connections to places through thinking about the campus, the community, and on field trips a little farther away. Students in this course will read about and discuss the idea of place in classroom discussions, in journals, and in writing assignments. In order to investigate a specific place, the students in the course will ultimately produce a campus audio tour, which will be shared with the campus, the community and beyond.

**FYS 117 Coming of Age in a Complex HONORS**

The “coming of age” novel has been popular for at least three centuries. Collectively, these novels almost always feature a male protagonist. In this seminar, however, we will focus primarily (not exclusively) on the coming of age of women as portrayed in literature and film. We will examine questions such as “What is the nature of rebellion and is it necessary?” “How does one begin to form one’s own philosophy?” “How do I find my voice as a leader?” The seminar will explore the meaning of “coming of age” in diverse social contexts, while examining the role that our beliefs and critical thinking play in this experience.

**FYS 118 Psychology of Sleep**
First Year Seminar (FYS) classes are an important part of the First Year Experience (FYE). FYS classes, taught by dynamic faculty who are committed to supporting first semester students, will help you build important skills necessary for college success. Each FYS class is different. Because FYS courses do not count towards major requirements, selecting an FYS class that is different than your intended major is OK; in fact, we encourage you to take this opportunity to try out something new.

**FYS 119 Community: Being an Active Citizen**

This course explores the journey people engage in when becoming a part of a new community. Through active service projects, reflective discussions, comparative papers and group presentations students will develop and apply knowledge on being a change agent in their community. Required readings will include works by Martin Luther King, Jr., Mahatma Ghandhi, Robert Coles and Jonathon Kozol. Students will complete direct service projects in one or more of the areas of education, health, homelessness, hunger and environment. Through these service projects and classroom activities, students will develop a group presentation that talks about issues of charity and justice. Service projects will take place in the Allentown area as a way to help students connect to the opportunities available.

**FYS 120 Finding our Voice: Women in Politics**

Sixty-Three percent of Rwanda’s lower house of government is composed of women. Compare that to 19% in the United States. What accounts for these differences? Why does the US have comparatively female political leaders than other countries? This course will examine the role of women in politics. We will explore how women’s relationship to government has changed over time as well as discuss women’s various political roles. We will also discuss policy issues generally classified as “women’s issues” including maternity leave policies, the pay gap, and abortion. Throughout, we will compare the experiences of women in the United States to those in other countries.

**FYS 121 Molecules: The Good, Bad, & Ugly**

In today’s society, organic chemical compounds have deeply permeated our everyday lives and yet many of us give them little thought. Many of these organic molecules are essential if the world’s population is to be fed, clothed, and medicated. Yet many of these molecules have been touted as good, bad or both at the same time. In this course, students shall discover aspects of organic chemistry such as how both scientists and non-scientists have played important roles in the discovery and the unforeseen development of some of these molecules. Class discussions and assignments will allow students to reflect on the impact of individual molecules on society, women’s roles, and the environment, both historically and present--day. By the end of
the course, students will have gained a better understanding of how organic molecules can globally impact and shape our society.

**FYS 122 Sports Culture**

Sport has been referred to as ubiquitous, woven into the very fabric of our culture. Regardless of whether or not one is an athlete, or even simply a spectator/follower, there is no denying the significance of sport in society. As consumers, we spend our time and money attending competitions, watching them on TV, and buying products associated with our favorite sports. As participants, we live for competition, we dedicate ourselves to team or self-improvement, we strive to achieve personal fitness goals, and/or we enjoy the social camaraderie of sport. The culture of sport contributes to society in many ways. This course will examine the complex impact of sports culture on individuals and society as a whole, focusing not only on the positive outcomes associated with sports consumption/participation, but also the ways in which a sports culture leads to detrimental consequences.

**FYS-123 Address the Stigma: The Culture of Mental Health**

This course provides an opportunity for students to discuss the multidimensional perspectives on mental health in America, specifically on college Campuses. This course will have a focus on stigma associated with mental health and the role that media plays on the depiction of mental health with college students.

**FYS 124 Me, Myself & Why**

A thought provoking investigation into the various, and often inconsistent, ways human identity is explained. By focusing on the questions “who am I?” and “why am I this way?”, students will begin to conduct an inquiry into the biological, personal, and social aspects of identity as a construct. Over the course of the semester, we will utilize scholarly articles, films, narratives, as well as culturally generated materials to engage with both historical and contemporary perspectives on aspects of identity such as gender, race, sexuality, cultural diversity, and the ethical and moral implications of identity formation. Through class discussions, writing assignments, group presentations, and student-designed creative projects, first-year students will have an opportunity to begin or sharpen inquiry based learning, critical thinking, and communication skills necessary for future academic endeavors.

**FYS-125 Money & Life**

This first year seminar will encourage students to explore how family, friends and other social forces shape our attitudes toward money and personal finances. Through a series of readings, discussions and explorations students will discover what gender-based stereotypes and cultural influences form how they see themselves and the world of finance and how they relate to
earning, saving, investing and spending. The seminar will explore the personal empowerment of women through confidence gained in developing their personal financial plan to achieve life goals and what success means to them in alignment with their personal objectives.

**FYS 126 Protest Drama**

Protests take many forms. Protests are strong complaints, objections, or disapprovals. Protests often speak to a specific audience, and are dedicated to calling attention to a specific grievance using buzz-words, images and stories. Protests are often improvised and can be violent, but behind all successful protest movements are multiple strategies. Social change comes through public awareness, education through debate and eventually changes to existing laws. Drama has the power to draw attention to social change. Through research, original script writing and with minimal staging, students will explore ways to dramatize issues of importance to their generation either by taking up a new cause or extending the reach of a current protest movement through their script writing and social media.

**FYS-127 #Love Your Selfie**

Taking care of one’s self is imperative, not only for personal health and strength, but also to provide the nourishment and stamina needed to stimulate a hunger for lifelong learning and professional growth. The mantra, "You cannot give to others if you do not give to yourself, first" is indeed true. This engaging first year seminar will provide an inspirational foundation for students to self-examine life stressors, recognize personal strengths, and realize the importance of caring and loving for oneself. Through readings, discussions, reflective writing, and explorations of various self-care modalities, students will create a personalized self-nurturing wellness plan to achieve a balanced lifestyle that incorporates a combination of mind, body and spirit approaches in meeting their goals for personal and professional well-being.

**FYS-128 I Am An Emotional Creature**

Through discussions, readings, reflective writings and group assignments, students will work to develop self-awareness, inner strength, and confidence. They will feel a sense of wholeness by celebrating the authentic voice inside each of them and inspire a call to action for girls everywhere to speak up, follow their dreams, and become the women they were always meant to be. Based on Eve Ensler’s popular book, I Am An Emotional Creature, this course will teach students how to develop a full expression to their secret voices and innermost thoughts, highlighting the diversity and commonality of the issues they face.
Forensic Science Courses

**FSC 101 Forensic Science in Criminal Investigations – 3-4 credits**

Through online modules students will develop a fundamental appreciation of Biology, Chemistry and Physics and how each of these disciplines impact Forensic Science and Criminal Investigation. Students will learn how to use the scientific method and apply analytical data typical of the natural sciences to form proper conclusions in the analysis of physical evidence. Case studies will be discussed. Students can take the online lecture component only (3 credits) or the online lecture and on site lab component (4 credits). The laboratory component is described below. This course fulfills the Natural Science requirement of the Liberal Arts Curriculum.

Through laboratory exercises, students will be introduced to fundamental aspects, concepts, and applications of forensic science. This course is intended to engage students in the use of the scientific method, techniques, and technologies involved in forensic science to develop critical thinking and problem solving skills.

**CHE 241 Crime Scene 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, toolmark and firearm analysis, 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: Completion of CHE 111 with a grade of C- or better)

**CHE 321 Forensic Chemistry – 2 credits**

This course will present an overview of forensic chemical principles. Topics will include the chemical fundamentals used in the area of forensic science including chemical data evaluation, quality and traceability, sampling, and uncertainty of quantitative data. Different types of forensic evidence, such as controlled substances, fire debris, explosives, gunshot residue and paint will be described as well as how to analyze such evidence will be discussed. The ethical analysis of forensic chemical evidence will be emphasized. (Prerequisites: Completion of CHE 206 and CHE 230 with a grade of C or better, and CHE 302 (concurrent) or permission of instructor.)
CHE 347 Trace Evidence and Microscopy - 4 credits

Lecture and laboratory instruction are given in the analysis of trace evidence typically found in forensic investigations such as hair, fiber, soil, glass and paint. The course focuses on the use of the light microscope, polarized light microscope, scanning electron 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, inorganic ions and drugs. Lecture three hours, laboratory three hours (students should be advised that the laboratory portion of the course may require more than the three hours per week). (Prerequisites: Completion of CHE 111, CHE 112, and CHE 241 with a grade of C or better or permission of instructor.

CHE 348 Forensic Molecular Biology - 4 credits

Lecture and laboratory instruction are given in body fluid stain identification and modern DNA typing methods used in forensic biology. The process of DNA analysis is covered with emphasis placed on PCR technology and STR fragment analysis. Students are also introduced to mitochondrial DNA typing methods, Y-Chromosome typing methods as well as future forensic DNA methodologies. The use and calculation of population statistics used in forensic DNA testing is also discussed. Lecture three hours, laboratory three hours (students should be advised that the laboratory portion of the course may require more than the three hours per week). (Prerequisites: BIO 231)

CHE 349 Professional Issues in Forensic Science - 3 credits

Students are introduced to professional issues specific for forensic science practitioners. Topics include quality assurance, laboratory accreditation, professional certification, 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 and guidelines for employment in forensic science laboratories are also presented.
Gender Studies Courses

**GND 100 Introduction to Gender and Sexuality Studies - 3 credits**

Focuses on the experiences of women, the significance of gender in society, and interdisciplinary approaches to the study of gender and sexual identities. The course investigates 1) cultural constructions of gender and sexuality and the individual experience of personal identity, 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 and sexuality in the media and popular culture.
Global Studies Courses

**GST 100 The Globalizing World - 3 credits**

This is the gateway course for the Global Studies major. The course introduces students to the major concepts and theories in the interdisciplinary field of global studies. Topics include world geography, the history of globality, global capitalism, the nation state, and cultural, religious, environmental, and political dimensions of globality. Several major questions are addressed in the course:

1. What drives globalization?
2. What are the types of globalization (economic, political, cultural, economic)?
3. Is the power of the nation state slowly being eclipsed by international corporations and institutions?
4. Globalization: is globalization making the world more homogeneous in a cultural sense or does local culture hybridize the global?
5. As religions become transnational, how are they transformed in the diaspora and at home?
6. What are the ramifying effects of climate change and to what extent are those changes anthropogenic?
7. Is globalization a “good thing” or a “bad thing”?

**GST 333 (Capstone) - 3 credits**

This course is taken in the senior year as the capstone of the major. Students may do a thesis or special project under the supervision of an advisor from the student’s concentration area. This course is required for the major.
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.

**HLT 101 Introduction to Health Professions - 1 credit**

This course is an exploratory, survey course for students interested in the health professions. The goal of this course is to help students expand their knowledge of the health professions while matching their interests so that they can make viable career decisions. Both in-class activities and field experiences are utilized to develop an understanding of the academic and professional requirements to become a qualified health professional.

**HLT 102 Introduction to Public Health – 3 credits**

The goal of public health is to improve the health and lives of individuals, their families, and their communities at local, regional, national, and global levels. This course addresses topics such as: a population health approach to public health; evidence-based public health; health informatics and health communications; social and behavior sciences and public health; health law, policy, and ethics; non-communicable diseases; communicable diseases; environmental health and safety; health professionals and the health workforce; healthcare institutions; healthcare systems; public health institutions and systems; and the future of public health.

**HLT 103 Introduction to Global Health – 3 credits**

The health of those in other countries impacts the health of the global population; as diseases quickly spread, there are ethical aspects to allowing health issues elsewhere to continue without stepping in; global health impacts social and economic development, and global health impacts global stability. These concepts are key to the study of global health. This course addresses topics such as: principles and goals of global health; health determinants, measurements, and trends; health, education, poverty, and the economy; ethical and human rights concerns in global health; introduction to health systems; culture and health; the environment and health; nutrition and global health; women’s health; child health; communicable diseases; non-communicable diseases; unintentional injuries;
natural disasters and complex humanitarian emergencies; working together to improve global health; science, technology, and global health; working in global health; and profiles of global health actors.

**HLT 201 Health Professions II – 1 credit**

This course is the second in the Health Professions sequence. Building on HLT 101 (Introduction to Health Professions) as an exploratory survey course for students interested in the health professions, the goal of HLT 201 (Health Professions II) is to further the exploration of health fields and to assist students in credential evaluation activities. Both in-class exercises and short externship/shadowing experiences are utilized to develop an understanding of what qualifications are needed for various professional fields and to help students focus on careers that are in line with their interests and talents. Pre-requisite HLT 101

**HLT 301 Health Professions III – 1 credit**

This course is the professional development course for students in the four Health Sciences’ majors: Public Health, Health Science, Health Promotion and Wellness, and Exercise Science. Students are introduced to the tools needed to create and present their credentials in pursuit of their career plans, including resumes, interviews, and professionalism skills. Additionally, students engage in exploration and discussions relative to historical discoveries and classical writings, as well as current topics, challenges, and opportunities associated with each field within the Department of Health Sciences. Pre-requisite HLT 201

**HLT 302 Health Sciences Capstone – 3 credits**

This course is the capstone course for students in the four Health Sciences’ majors: Public Health, Health Science, Health Promotion and Wellness, and Exercise Science. Research experiences are employed to integrate the methods, tools, and approaches used in modern healthcare. Service learning projects and externships are also incorporated. Students will design their own projects appropriate for their individual areas of interest in the field of health sciences, culminating in both written and oral presentations, as well as dissemination beyond the classroom. This course is to be taken during the last semester of completing the degree requirements of one of the majors in the Department of Health Sciences. Pre-requisite HLT 201
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 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, Sorel 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 214 Topics in Political History – 3 credits

This course seeks to explore the evolution of and trends in historical American politics. Each offering will focus on a specific topic in American political history, such as presidential and Congressional campaigns; America’s domestic, foreign economic and military policies; constitutional law; gender, race and class politics; grassroots social movements and the complex trajectories of liberal and conservative political ideologies, among others. We will analyze the historical evolution of the American political
system alongside the major theoretical debates that have informed both historical and contemporary American politics. The course will also introduce students to the methods and techniques that political historians use to make sense of the past, and to interpret contemporary political events in historical context.

**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**

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.

**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 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.”

**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 223 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 eras. 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 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 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 The Pacific World: China, Japan, and the Pacific Islands - 3 credits**

A comparative look at the political, social, and cultural histories of modern China and Japan, as well as the Pacific Islands. 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 carried. Students will explore the historical origins of terror as an idea or ideology, the different forms of terrorism has taken, and the presentations 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 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 - 3 credits**
Honors Courses

HON 110 Honors College Writing – 3 credits

Instruction in the college writing process for honors students. Writing is addressed as part of a process of academic inquiry and research, with intensive practice given in writing clear, logical, and persuasive claims, 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.

HON 211 Afternoons with Honors – 1 credit

Three Afternoons with Honors credits must be earned in separate semesters to complete the Honors Program, and students are encouraged to enroll in this course at least once each academic year. Honors students will work with a professor and student colleagues to explore issues around identity development, personal empowerment, and their roles as future global leaders and contributors. Guest lecturers, especially Cedar Crest alumnae, will encourage discussions of women’s leadership in the workplace as the Honors students explore the options for their future internships and careers. Students will be challenged to connect their career interests, current studies, leadership activities, and co-curricular interests, as they begin to develop their Honors Project and think about how to make it a robust, interdisciplinary exploration. This course will also foster discussions between students who are at different points in their academic careers, allowing seniors to aid sophomores and juniors in the development of their capstone project and help to encourage interdisciplinary connections between students from different majors. In addition, seniors will have the opportunity to elicit feedback from others as they finish their capstone projects and prepare their final presentations.

HON 320 Honors Explorations in the Arts – 3 credits

This is an interdisciplinary course, focused on helping Honors students develop an appreciation for the fine arts and their interconnection to other disciplines. Course topics will change, depending on the nature of the offering and key discipline (Dance, Theatre, Music, Creative Writing, or the Visual Arts). The course will also be writing-intensive, allowing students to synthesize course content and express their own thoughts and ideas. This course will satisfy the LAC requirements for the Arts.

HON 321 Honors Explorations in the Humanities – 3 credits
This course will focus on texts that have shaped the human experience, examining texts from multiple perspectives and connecting textual analysis to other. Course topics will change, depending on the nature of the offering and subdiscipline which may be Communication, English, History, International Languages, or Philosophy. The course will also be writing-intensive, allowing students to synthesize course content and express their own thoughts and ideas. This course will satisfy the LAC requirements for the Humanities.

**HON 322 Honors Explorations in the Social Sciences – 3 credits**

This interdisciplinary course will focus on human culture and behavior, institutions, and individual development. Course topics will change, depending on the nature of the offering and key discipline (Anthropology, Economics, Political Science, Psychology, Religion, or Sociology). The course will also be writing-intensive, allowing students to synthesize course content and express their own thoughts and ideas. This course will satisfy the LAC requirements for the Social Sciences.

**HON 323 Honors Explorations in Global Studies – 3 credits**

Students in this interdisciplinary course will be encouraged to use inquiry and problem-solving strategies to think broadly about global issues, connections that exist across disciplines, and diverse cultural practices and beliefs. Course topics will change, depending on the nature of the offering. The course will also be writing-intensive, allowing students to synthesize course content and express their own thoughts and ideas. This course will satisfy the LAC requirements for Global Studies.

**HON 324 Honors Explorations in Mathematics and Logic – 3 credits**

This course will engage students in quantitative reasoning activities that develop their analytical skills and encourage students to connect logical reasoning skills to other disciplines. Course topics will change, depending on the nature of the offering. The course will also be writing-intensive, allowing students to synthesize course content and express their own thoughts and ideas. This course will satisfy the LAC requirements for Mathematics and Logic.

**HON 325 Honors Explorations in the Natural Sciences – 3 credits**
This course will explore the natural world through the use of the scientific method, hypothesis testing, and critical analysis of empirical data. This interdisciplinary course will also explore the interconnections between the natural world and other subdisciplines. Course topics will change, depending on the nature of the offering and key discipline covered by the course (Biology, Chemistry, Physics, etc.). The course will also be writing-intensive, allowing students to synthesize course content and express their own thoughts and ideas. This course will satisfy the LAC requirements for the Natural Sciences.

**HON 326 Honors Explorations in Ethics – 3 credits**

This interdisciplinary course will challenge students to reflect on personal moral beliefs and values as they apply ethical theory to practice. Course topics will change, depending on the nature of the offering. The course will also be writing-intensive, allowing students to synthesize course content and express their own thoughts and ideas. This course will satisfy the LAC requirements for Ethics.

**HON 330 Honors Explorations in the Arts, WRI2 – 3 credits**

This is an interdisciplinary course, focused on helping Honors students develop an appreciation for the fine arts and their interconnection to other disciplines. Course topics will change, depending on the nature of the offering and key discipline (Dance, Theatre, Music, Creative Writing, or the Visual Arts). In this course, special attention will be given to the process of writing including drafting, revising, and manuscript preparation. This course will satisfy the LAC requirements for the Arts and the WRI2 designation.

**HON 331 Honors Explorations in the Humanities, WRI2 – 3 credits**

This course will focus on texts that have shaped the human experience, examining texts from multiple perspectives and connecting textual analysis to other. Course topics will change, depending on the nature of the offering and subdiscipline which may be Communication, English, History, International Languages, or Philosophy. In this course, special attention will be given to the process of writing including drafting, revising, and manuscript preparation. This course will satisfy the LAC requirements for the Humanities and the WRI2 designation.

**HON 332 Honors Explorations in the Social Sciences, WRI2 – 3 credits**

This interdisciplinary course will focus on human culture and behavior,
institutions, and individual development. Course topics will change, depending on the nature of the offering and key discipline (Anthropology, Economics, Political Science, Psychology, Religion, or Sociology). In this course, special attention will be given to the process of writing including drafting, revising, and manuscript preparation. This course will satisfy the LAC requirements for Social Science and the WRI2 designation.

**HON 333 Honors Explorations in Global Studies, WRI2 – 3 credits**

Students in this interdisciplinary course will be encouraged to use inquiry and problem-solving strategies to think broadly about global issues, connections that exist across disciplines, and diverse cultural practices and beliefs. Course topics will change, depending on the nature of the offering. The course will also be writing-intensive, allowing students to synthesize course content and express their own thoughts and ideas. In this course, special attention will be given to the process of writing including drafting, revising, and manuscript preparation. This course will satisfy the LAC requirements for Global Studies and the WRI2 designation.

**HON 334 Honors Explorations in Mathematics and Logic, WRI2 – 3 credits**

This course will engage students in quantitative reasoning activities that develop their analytical skills and encourage students to connect logical reasoning skills to other disciplines. Course topics will change, depending on the nature of the offering. The course will also be writing-intensive, allowing students to synthesize course content and express their own thoughts and ideas. In this course, special attention will be given to the process of writing including drafting, revising, and manuscript preparation. This course will satisfy the LAC requirements for Math and Logic and the WRI2 designation.

**HON 335 Honors Explorations in the Natural Sciences, WRI2 – 3 credits**

This course will explore the natural world through the use of the scientific method, hypothesis testing, and critical analysis of empirical data. This interdisciplinary course will also explore the interconnections between the natural world and other subdisciplines. Course topics will change, depending on the nature of the offering and key discipline covered by the course (Biology, Chemistry, Physics, etc.). The course will also be writing-intensive, allowing students to synthesize course content and express their own thoughts and ideas. In this course, special attention will be given to the process of writing including drafting, revising, and manuscript preparation. This course will satisfy the LAC requirements for the Natural Sciences and
the WRI2 designation.

**HON 336 Honors Explorations in Ethics, WRI2 – 3 credits**

This interdisciplinary course will challenge students to reflect on personal moral beliefs and values as they apply ethical theory to practice. Course topics will change, depending on the nature of the offering. The course will also be writing-intensive, allowing students to synthesize course content and express their own thoughts and ideas. In this course, special attention will be given to the process of writing including drafting, revising, and manuscript preparation. This course will satisfy the LAC requirements for Ethics and the WRI2 designation.

**HON 350 Honors Interdisciplinary Project I – 3 credits**

Students enrolled in this course will work in conjunction with one or more faculty members to develop an original research or creative project that uses an interdisciplinary approach to critically analyze or imaginatively explore a topic of her choosing. While the student will work as an independent thinker, creating and completing the project, the course instructor will be available to help the student focus her ideas and connect her with appropriate college faculty who will act as collaborative mentors to guide the different stages of project implementation. Registration in this course requires identification of a faculty mentor and permission of the Program Director.

**HON 351 Honors Interdisciplinary Project II – 3 credits**

Students enrolled in this course continue to work in conjunction with one or more faculty members to finish their original research or creative project, using an interdisciplinary approach to critically analyze or imaginatively explore a topic of her choosing. While the student will work as an independent thinker, creating and completing the project, the course instructor will be available to help the student focus her ideas and connect her with appropriate college faculty who will act as collaborative mentors to guide the different stages of project implementation. Registration in this course requires identification of a faculty mentor and permission of the Program Director. Prerequisite: HON 350
Leadership Courses

LDR 200 Foundations of Leadership – 2 credits

This course will provide the student with a “starter kit” of effective leadership tools designed to prepare and navigate toward a successful college and lifetime career. This seminar will focus on issues and problems that affect women and leadership, global connectivity, ethics, personal reflection and best practices of leadership and social change.

LDR 260 Emergent Leadership – 3 credits

The seminar is designed to examine the 7 Transformations of Leadership, that is, how a leader interprets surroundings and reacts when her power or safety is challenged. Seven distinct categories will be discussed: Opportunists, Diplomats, Experts, Achievers, Individualists, Strategists, and Alchemists. The seminar will also examine the four primary components of learning and achieving: IQ, EQ, SQ and PQ along with the examination of an ethical approach to value in leadership.

LDR 360 Leadership Action Project - 3 credits

Students will apply for and complete one social action project during the course of their academic tenure at Cedar Crest College. The project will be designed to monitor growth as a leader and an increment of social change. It will allow students to deepen their understanding and explore leadership techniques, career options, and build a network of resources. Through directed readings and regular interaction with the faculty, it provides students the opportunity to study the major theories of ethics and social justice, and to explore their own values and beliefs, in the context of an individual’s responsibility to her community. The project is 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.

LDR 365 Capstone in Leadership – 1 credit

Students will complete the capstone seminar with discussion of the full content of the certificate and reflection of personal growth. Students will develop their two and ten year leadership plans which discuss becoming a person of influence, career direction and development, organization culture, leading high performance teams, negotiating, ethics, mentoring and work/life balance.
Living Learning Communities Courses

LLC 200 Social Justice: A Global Perspective - 3 credits

This course is offered to students in the Social Justice Living Learning Community. The course teaches global awareness of human rights violations and a basic understanding of programs and resources existing to combat human suffering. Globalization offers areas for social action and social transformation. Students taking this course will be able to recognize the opportunities for positive change in an increasingly interconnected world. When students recognize their own interdependence with other countries of the world, they become more respectful of people of other cultures and nations of origin. Students will be challenged to transcend parochialism, and gain a new understanding of global inequalities. Topics that will be examined are: HIV/AIDS pandemic, human trafficking in the USA and abroad, honor killings, child labor, feminization of poverty and violence, maternal mortality, gender inequality in education, war refugees, child soldiers and food insecurity in the USA and globally. Students will explore existing resources for change such as: Kiva, The World Health Organization, International AIDS Trust, Peace and Society, Amnesty International, United Nations High Commission on Human Rights, Save the Children, World Visions, Million Voices for Darfur, Doctors Without Borders, Grameen Bank, World Revolution, UNICEF, Third World Network, International Labour Organization, Women’s Human Rights Network, Global Policy Reform and Organization for Economic Co-operation and Development.

LLC 201 Social Justice Seminar - 3 credits

Social Justice Seminar is a three-credit service-learning course taken by students in the Social Justice Living Learning Community. The course is the second part of a two-course sequence that addresses social justice from a global perspective. The course is composed of two distinct yet independent elements. Students will spend the equivalent of two hours per week (28 hours over the course of the semester) in a service-learning experience. One hour a week will be devoted to class discussions on readings, service-learning experiences and how human rights are protected in the community. Students will study the major theories of ethics and social justice from a Western perspective and at the same time explore their own values and beliefs related to being an engaged citizen. Prerequisite: LLC 200.

LLC 202 Environmental Stewardship Seminar I - 3 credits
The Environmental Stewardship Living Learning Community (LLC) will provide students with the opportunity to explore the concept of environmental stewardship: what is our relationship with and responsibilities towards nature? Environmental-justice will be considered as part of a broad concept of environmental stewardship. The LLC will also provide the opportunity for students to increase their awareness of local and global ecological environmental issues. Students will be empowered by leadership opportunities to develop the skills and techniques to address environmental and environment-justice issues in their local community and the global community. Course work on ethical theory and environmental justice will be required of all students in the LLC. This course is the first course in a two-course sequence and will focus on environmental ethics. Each year a specific environmental issue will be studied in depth. Field trips during the semester are required.

**LLC 203 Environmental Stewardship Seminar II - 3 credits**

The Environmental Stewardship Living Learning Community (LLC) will provide students with the opportunity to explore the concept of environmental stewardship: what is our relationship with and responsibilities towards nature? Environmental justice will be considered as part of a broad concept of environmental stewardship. This course is the second course in a two-course sequence and will focus on ethical theory and the concept of environmental justice. Students will explore their own values and beliefs in context environmental justice and will provide a needed service that directly benefits the local or global community. This course will include weekly meetings to discuss the theories of ethics and environmental justice and a 28-hour service-learning experience that will allow the application of ethical theory to an environmental justice issue. Prerequisite: LLC 202.

**LLC 204 Entrepreneurship Seminar I – 3 credits**

The Entrepreneurship Living Learning Community seminar will enable students to identify and explore entrepreneurial opportunities within their discipline. Students will supplement their major with knowledge and skills to translate their passion into innovative start-up entities. The perspectives of entrepreneurship are linked to women’s leadership, global connectivity and civic engagement.

Students will explore entrepreneurship concepts; the role of entrepreneurs in comparison to managers in organizations; and attributes of successful entrepreneurs. Students will examine the role of entrepreneurs in the US and global economies and social impact of entrepreneurial approach to
organizations. Emphasis areas will be on recognizing opportunities based on creativity and innovation; skills and steps for entrepreneurial success new venture creation and business planning, entrepreneurial finance and marketing; social entrepreneurship.

**LLC 205 Entrepreneurship Seminar II – 3 credits**

The Entrepreneurship Living Learning Community seminar will enable students to identify and explore entrepreneurial opportunities within their discipline. Students will supplement their major with knowledge and skills to translate their passion into innovative start-up entities. The perspectives of entrepreneurship are linked to women’s leadership, global connectivity and civic engagement.

Students will explore the enterprise planning process, feasibility of products or services, development of a business plan including forecasted financial statements, organizational structure, forms of financing, intellectual property, legal and tax considerations, planning for growth. Students will research and write a paper on a business plan.

**LLC 206 CREATE I - 3 credits**

The primary focus of this course is to explore historical and current trends in art as they relate to community and social engagement practice. Students will collaborate with others to bring art projects to the community. In doing so, students will expand their understanding of art as a cultural catalyst through field trips to museums, galleries, artist studios and organizations in NYC, Philadelphia and the Lehigh Valley. The overall intention of this course is to increase awareness of the impact art has on local and global communities.

**LLC 207 CREATE II - 3 credits**

This course is the second course in a two course sequence that focuses on community art and social engagement practice. The primary focus of this course will be on the implementation of community based art projects through service learning opportunities. Great attention will be placed on collaborations and the documentation and archiving of process.

**LLC 208 Create II - 3 credits**

The primary focus of this course is engagement in community based art projects as student’s increase their awareness of the impact art has on local
and global communities. This course is the second course in a two course sequence and will focus on ethical theories and constructs related to Western philosophy and social-engagement art practices.

The primary focus will be on the collaboration and implementation of community based art projects through service learning opportunities. This course serves as an Ethics designation as part of the Liberal Arts Curriculum.

**LLC 209 HEALTHY Nurses Embracing History, Leading Forward - 3 credits**

The Living Learning Community will be a close partnership with the Cedar Crest College Department of Nursing that will allow student to explore their personal view of health and wellness while examining different aspects of the world of nursing. The students will have opportunities to interact with nursing faculty, attend events designed to enhance understanding of different fields of nursing on community and global levels, while participating in community service projects aligned with and in support of the mission of the College and Nursing Department.

The Fall semester will focus on historical aspects of the nursing profession and how the definitions of nursing have changed through the years. Novels, short stories, and films will be presented to stimulate students write personal reactions and compare viewpoints.

**LLC 210 HEALTHY Perceptions of Nursing in the Media - 3 credits**

This course will examine the effects of gender bias and the media on the overall health and wellness of the nursing profession. It provides an introduction to basic terminology, theory, and emphasizes analytical strategies for reading and writing through the use of novels, short stories, and films to engage the students to explore topics in nursing. With an intense focus on critical thinking, self-reflection, and writing, this course will explore both new and classic issues in nursing.
Marketing Courses

**MRK 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, telemarketing, and Ecommerce via the Internet.

**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. 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, learning emphasis focuses on how 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.
Prerequisite: 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 global 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 globally. Prerequisites: MRK 230.

**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 of interest to the student of the arts, humanities or social sciences. The following are studied: elementary set theory, logic, number systems, networks, and measurement. Applications of mathematics to various disciplines and strategies for problem solving will be emphasized. A scientific calculator is required.

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, calculation methodologies for oral and parenteral dosage forms, and insulin and heparin intravenous calculations. 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 percent’s is expected. A scientific calculator is required.

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.

MAT 140 Pre-Calculus - 3 credits

A preparation for the study of calculus with an emphasis on mathematical modeling for the sciences and other disciplines. Topics covered include exponents and radicals, polynomials, rational expressions, graphing in the coordinate plane, factoring, linear and quadratic equations, and inequalities. Functions are examined in depth both from a definitional and graphical perspective: linear and polynomial functions, composite, inverse, exponential, and logarithmic functions, their graphs, and applications are discussed. Basic trigonometric functions and identities are covered as well as their applications. A TI-83 or higher graphing calculator is required.
**MAT 141 Calculus I - 3 credits**

Differential calculus. Functional representation, limits, continuity, the definition of a derivative, differentiation formulas, rates of change in the natural and social sciences, and optimization. Mathematical modeling and applications to various disciplines will be emphasized. The student is expected to have proficiency in basic algebra. A TI-83 or higher graphing calculator is required.

**MAT 142 Calculus II - 3 credits**

Integral calculus: A study of definite and indefinite integrals with applications. Topics include inverse functions with emphasis on exponential and logarithmic functions and applications; anti differentiation techniques; approximate integration; indeterminate forms; and improper integrals. A TI-83 or higher graphing calculator is 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.

**MAT 208 Mathematical Modeling**

This course serves as an introduction to the role of mathematics as a modeling tool. The modeling process, from construction of models, fitting data to models, and model verification will be discussed. Models will be written in Microsoft Excel and will span a variety of disciplines.

**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 graphing calculator is required. Prerequisite: MAT 142.
MAT 211 Calculus III - 3 credits

Further applications of the integral are studied including parametric equations, polar coordinates, conic sections, infinite sequences and series, tests for convergence, power series, Taylor and MacClaurin Series, and applications to various disciplines. Prerequisite: MAT 142.

MAT 212 Vector Calculus - 3 credits

Vector calculus is the study of how things change in multiple dimensions. In particular, multivariate calculus is the study of how single variable calculus generalizes to three space. The primary goal of this course is to establish a solid foundation of multivariate calculus. This includes mastering concepts involving partial derivatives, multiple integrals, and applications. Prerequisite: MAT 142.

MAT 224 Discrete Mathematics - 3 credits

Provides work at the advanced level in number systems for computer arithmetic, sets and logic, combinatorics, probability, relations and functions and Boolean Algebra. The course serves as a transition to conceptual mathematical thinking, including the reading, understanding, constructing, and writing of proofs.

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 include first- and higher-order differential equations, modeling with differential equations, series solutions, Laplace transform, Fourier series and boundary value problems. Prerequisite: MAT 212 or permission of the instructor.

MAT 316 Modern Algebra - 3 credits

An introduction to the basic concepts of abstract algebra, including groups, rings and fields, congruence, and integral domains. Prerequisite: MAT 142.

MAT 321 Numerical Analysis - 3 credits
An overview of numerical methods. Topics include methods for solving equations, systems of linear equations, approximation by spline functions, Bezier curves, initial value problems, Monte Carlo methods, simulation and error analysis. Extensive use of technology, including graphing calculator methods, spreadsheet software, and computer programming in MATLAB. Prerequisite: MAT 142 or permission of the instructor.

**MAT 324 Modern Geometry - 3 credits**

A survey course in geometry for mathematics majors and minors and secondary teachers. May also be taken for general education credit by students with sufficient mathematical maturity. The first seven weeks of the course will focus on Euclidean geometry, including axiomatic structure, finite geometries, Euclidean geometry axioms, historical development and relationships between various geometries, transformations in two and three dimensions, groups of transformations, convexity, linear programming, geometry of polygons and circles, the nine-point circle, and constructions. The remainder of the course will be an introduction to non-Euclidean geometry and a study of symmetry, including Frieze patterns, wall paper patterns, rosettes, and Escher designs. A dynamic geometry software package, such as Geometer's Sketchpad, will be used as a tool to develop geometric concepts. Prerequisite: MAT 141 or permission of the instructor.

**MAT 325 Discrete Mathematics II – 3 credits**

Provides advanced techniques in Combinatorics. Topics will include Graph Theory, Design Theory, Coding Theory, Game Theory, Set Theory, Algorithms, Posets, and Finite Geometry. This course will provide insight into both Pure Mathematics and Applied Mathematics, as most of these topics have direct real world applications.

**MAT 338 Number Theory - 3 credits**

An introduction to a selection of topics from number theory. Topics include divisibility, prime numbers, congruences, quadratic residues, elementary Diophantine equations, as well as the history of number theory. Major theorems that will be discussed include Euclid's infinitude of primes, the Euclidean algorithm, the Fundamental Theorem of Arithmetic, the Chinese Remainder Theorem, Fermat's Little Theorem, Fermat's Last Theorem, and the Prime Number Theorem. Many of the theorems discussed will be proven rigorously.
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. Prerequisites: MAT 211, MAT 212.

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 advanced mathematics related to the proposal.
Music Courses

**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:** Traditional students taking Applied Music 191 or 192 are charged an applied music fee for a 10-week term of private lessons. SAGE students are charged the applied music fee plus a per credit fee. Please refer to the Academic Fees section of the catalog for the current rates.

**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, oratorio arias and recitatives and modern song repertoire.

**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.

**Woodwinds and Brass:** Development of playing skills with emphasis on accomplishment.

**Violin and Viola:** Development of playing skills with emphasis on accomplishment.

**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.
Nuclear Medicine Technology Certificate
Courses for the Nuclear Medicine Technology Major

Course numbers and course descriptions correspond to and are taught at Pennsylvania College of Health Sciences, and are only available to students in the Nuclear Medicine Technology program.

**HSC 100 Medical Terminology HSC 100 - 1 credit**

An introductory course of medical terms designed to develop a familiarity and confidence in utilizing medical terminology. Through self-directed learning, the student develops the ability to spell correctly and use and pronounce medical terms. Prerequisite: None

**HSC 101 Patient Care I – 1 credit**

This course is designed to instruct students in the basics of patient care. Topics to be covered include communication, patient moving and transportation, infection control, venipuncture, vital signs, medications, support systems and emergency care. Prerequisite: None; however, students must be enrolled in a clinical program

**HSC 195 - 1 credit**

In this course the student studies gross anatomical structures viewed in sagittal, axial and coronal planes utilizing CAT scan, MRI and line drawing images. The basic structures and functions of major organ systems are described along with common pathologies of each organ system. Prerequisite: BIO 218 Human Anatomy & Physiology II or equivalent

**NMT 201 Nuclear Medicine Theory I- 4 credits**

This is an introductory course in the fundamental concepts of nuclear medicine. This course is a study of the basic sciences that apply to nuclear medicine. Topics include nuclear physics, mathematics, instrumentation, radiation biology and nuclear medicine procedures. Prerequisite: Acceptance into Nuclear Medicine Technology program

**NMT 202 Nuclear Medicine Theory II- 6 credits**
This course is designed to build on the knowledge gained in NMT 201. Topics covered in this course include radiation safety, radiopharmacy and more advanced nuclear medicine procedures. Prerequisite: NMT 201

**NMT 203 Nuclear Medicine Theory III - 2 credits**

This course discusses innovations and advances in nuclear medicine. This course provides a comprehensive review of topics covered throughout the year in order to prepare the students for the national registry examination. Prerequisite: NMT 202

**NMT 211 Nuclear Medicine Clinical I - 5 credits**

This course is designed to introduce the beginner student to the profession of nuclear medicine technology. Practicum takes place at the clinical affiliates. Students learn by observing and assisting a nuclear medicine technologist in the performance of nuclear medicine imaging and associated tasks. Various clinical competencies and five nuclear medicine procedure competencies are required in this course. Prerequisite: Acceptance into Nuclear Medicine Technology program

**NMT 212 Nuclear Medicine Clinical II - 5 credits**

The student will continue to work toward demonstrating competencies in the more frequently performed nuclear medicine studies. They will observe and assist the technologist in the performance of complicated studies. Various clinical competencies and ten nuclear medicine procedure competencies are required for this course. Prerequisite: NMT 211

**NMT 213 Nuclear Medicine Internship - 6 credits**

This final session of practical learning allows the students to fine tune their skills and apply all they have learned in NM Theory. Students are expected to be able to perform most studies with limited supervision. Various clinical competencies and ten nuclear medicine procedure competencies are required for this course. Prerequisite: NMT 212

**PHI 210 Ethical and Legal Dimensions in the Health Sciences - 1 credit**

This course will present students with the opportunity to investigate legal aspects of professional practice and ethical dilemmas that occur in patient care. Content includes laws and policies that define and regulate professional
practice, criminal and civil actions involving healthcare providers and the legal responsibilities related to executing job responsibilities. Emphasis is placed on patients’ rights and the professional duty to safeguard them. This course also explores ethical decision-making and the resolution of ethical dilemmas encountered in professional practice. Prerequisite: Health Care Management Course - BUA 258 or BUA 341 or equivalent; Co-requisite: NMT 201
Nursing Courses

**NUR 309 Health Promotion I - 5 credits/84 clinical hours**

This course focuses on the role of the professional nurse in promoting the optimal health of the individual. Theory and psychomotor skills essential to the safe practice of nursing are emphasized. Co-requisite: NUR 311.

**NUR 311 Health Assessment - 3 credits/42 laboratory hours**

This course provides students with the knowledge and skills necessary to perform a comprehensive bio-psychosocial, spiritual and cultural assessment of the individual utilizing the skills of history taking, inspection, palpation, percussion, and auscultation. Normal assessment findings, frequently seen variations from normal as well as developmental and cultural differences are discussed. Prerequisite: Acceptance into the Nursing Major or special permission required for non-matriculated students.

**NUR 313 Mental Health Promotion - 4 credits/84 clinical hours**

This course focuses on the role of the professional nurse in the promotion of optimal mental health with an emphasis on the acute care psychiatric setting. Psychosocial and neurobiochemical theories are used in caring for individuals and their families from diverse cultures experiencing alterations in mental health. Co-requisite: NUR 309, NUR 311 and NUR 314.

**NUR 314 Pharmacology - 3 credits**

This course focuses on the role of the professional nurse in assessing, planning, implementing and evaluating the effects of pharmacological agents used as therapeutic interventions for patients. The course covers drug actions, classifications, applications of principles of drug administration including medication calculation and application of the nursing process and client teaching related to medication therapy. The course is intended to be an introduction to pharmacology as medication content is reinforced in every nursing course. Prerequisite: Acceptance into the Nursing Major or special permission required for non-matriculated students.

**NUR 320 Family Health Promotion I - 4 credits/84 clinical hours**

This course focuses on the role of the professional nurse in optimizing the health care of women and their families throughout the life span, with particular emphasis in maternal/fetal and newborn care. Family theories and
the nursing process are used in providing family-centered care. Prerequisite: Successful completion of NUR 309, NUR 311 and NUR 314.

**NUR 321 Health Promotion II - 4 credits/84 clinical hours**

This course focuses on the role of the professional nurse in promoting optimal health and wellness for the aging adult. Risk factors for illness and injury common in the elderly as well as strategies for health promotion through physical, psychological and spiritual interventions will be addressed. Normal health care issues for the aging adult population will also be explored. Prerequisite: Successful completion of NUR 309, NUR 311, NUR 314 and NUR 322. Co-requisites: NUR 313, NUR 322 and NUR 323.

**NUR 322 Essentials of Nursing Research- 2 credits**

This course focuses on the basic understanding of the research process as a component of evidence-based practice. Students gain knowledge in the areas of research methods and critically appraise published research for quality and its applicability to professional nursing practice. Components of quantitative and qualitative research designs are explored. Prerequisite: Successful completion of NUR 309 and NUR 311. Co-requisites: NUR 323. RN students: Successful completion of NUR 324 and SPS 173.

**NUR 323 Concepts in Professional Nursing - 2 credits**

This course focuses on current issues and trends in nursing and health care. The course provides an overview of topics relevant to nursing including history of nursing, nursing education & licensure, professional organizations, and health care delivery systems. The course also introduces legal, ethical, cultural, and spiritual issues that impact nursing practice. Prerequisite or Co-requisite: SPS 173.

**NUR 324 Professional Nursing Seminar - 3 credits (RN students only)**

This course focuses on introducing the RN student to the conceptual basis of professional nursing. Characteristics of the profession are evaluated and compared to the past, present and future of the nursing profession. The multidimensional roles that encompass professional nursing practice are explored. This course will facilitate the RN student in developing knowledge and skills needed to advocate on behalf of the profession and make decisions that will shape the future of nursing practice. The importance of nurses’ responsibility for community and personal health promotion will be examined. Prerequisite or Co-requisite: SPS 173
NUR 328 Nursing in the Global Community: A Study Abroad - 2 credits (elective)

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. Travel is a required aspect of this course and the location may change each year. The course will end with an on-campus class to reflect on lessons learned. This course can be taken more than once. Prerequisites: Successful completion of NUR 309, and NUR 311

NUR 330 Family Health Promotion II - 4 credits/84 clinical hours

This course focuses on the role of the professional nurse in promoting optimal health of the family. The course emphasizes the abilities to plan, evaluate the safety of, and effectively administer customized care, within the developmental and physical limitations, of pediatric patients. Prerequisite: Successful completion of all junior level courses.

NUR 331 Health Promotion III - 5 credits/84 clinical hours

This course focuses on the role of the professional nurse in the application of the nursing process, evidence-based research, effective communication and culturally sensitive and interdisciplinary driven nursing care in promoting wellness for the acutely ill or injured adult. Risk factors for illness and injury are identified and strategies for health promotion are explored in the areas of perioperative care, as well as in the management of fluid and electrolyte imbalances, altered tissue perfusion, and neurological impairment. Prerequisite: Successful completion of all junior level courses.

NUR 332 Evidence-based Practice for Nursing - 3 credits

This course focuses on the principles of evidence-based nursing practice. Emphasis is on identifying clinical practice questions, searching and critically appraising the most relevant evidence for practice recommendations. Students propose plans to implement changes, evaluate outcomes and identify the need for additional nursing knowledge. In this course, the gap between research and practice is bridged giving students practical tools for translating research findings into practice. Prerequisites: Successful
completion of all junior level courses and SPS 172 or SPS 173. RN students: Successful completion of NUR 324, SPS 173 and NUR 322.

**NUR 333 Health Promotion of the Community - 5 credits/84 clinical hours**

This course focuses on the 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 courses and NUR 330. Co-requisite: NUR 331. RN students: Successful completion of NUR 311, NUR 322 NUR 324, NUR 332 and SPS 173.

**NUR 335 Leadership in Nursing (Capstone Experience) - 5 credits/84 clinical hours**

This capstone course focuses on leadership and management roles and the ethical decision making process of the professional nurse. The course emphasizes theory and application surrounding nursing leadership, management, and ethical decision making processes in the delivery of health care in diverse multicultural settings. Prerequisite: Successful completion of all junior level courses. Co-requisite: NUR 332. RN students: Successful completion of NUR 311, NUR 322, NUR 324 NUR 332 and SPS 173.

**NUR 341 Complex Health Problems - 4 credits/84 clinical hours**

This course 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 are 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 and NUR 331. Co-requisites: NUR 332, NUR 333 and NUR 335.

**NUR 342 Independent Practicum - 4 credits/105 clinical hours**

This course is the culminating clinical course in the curriculum. Students develop increasing levels of autonomy in providing clinical patient care in a variety of diverse settings. Under faculty supervision, students work directly with unit based nurse preceptors to provide nursing care to medically and culturally diverse patients. Transition to becoming a professional nurse is addressed through concentrated preparation for success with the NCLEX licensure exam, in depth immersion in the Professional Standards of Practice and Code of Ethics and application of Benner’s conceptual framework of movement from novice to expert practice within the nursing profession.
Prerequisite: Successful completion of all required NUR courses.

**School Nurse Certification Courses**

**SNC 380 Methodology in School Health Services - 3 credits**

This course 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: EDU 559: Curriculum and Instruction for the English Language Learner or EDU 516: Multicultural and Diversity Education; SPE 542: The Exceptional Child; and SPE 546: Collaborative Partnerships in Inclusive Settings.

**SNC 381 School Nurse Practicum - 5 credits/102 clinical hours**

This course focuses on the practice of school nursing and provides students with the opportunity for clinical practice within the school setting under the direct supervision of a school nurse preceptor. Students meet online to explore the wellness needs of the school district and the philosophy, goals, and practice of the school health system. Prerequisite: SNC 380, EDU 559: Curriculum and Instruction for the English Language Learner or EDU 516: Multicultural and Diversity Education; SPE 542: The Exceptional Child; and SPE 546: Collaborative Partnerships in Inclusive Settings.
Nutrition Courses

NTR 120 Foundations of Dietetics – 3 credits
An introduction of the professional aspects and career opportunities in dietetics and nutrition, as well as a foundation for communication skills, including interpersonal communication, public speaking, technical writing, and information technologies.

NTR 130 Food and Culture - 3 credits
This online course investigates 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. Prerequisite: BIO 112 or BIO 117, CHE 111 or CHE 103 or instructor permission.

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 - 4 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. Kitchen utensils and equipment use, recipe conversion and standardization, and food preparation techniques to meet the needs of populations will be covered. Students must register for the NTR 220 Lecture and Lab. Lecture: 3 hours; laboratory: 3 hours. Prerequisites: BIO 127, NTR 210 or instructor permission.

**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. Open to Declared Majors and minors only. Prerequisites: BIO 117, 118 and CHE 217 (NTR 200).

**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. Open to Declared Majors and minors only. Prerequisite: Junior standing, NTR 210 or instructor permission.

**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. Open to Declared Majors and minors only. Prerequisites: BIO 117, 118, NTR 300, CHE 217 (NTR 200).

**NTR 320 Experimental Foods - 4 credits**

Controlled experimentation and evaluation of methods of preparation and scientific principles of foods. Students complete a research project based on an area of individual interest. Students must register for the NTR 320 Lecture and Lab. Lecture: 3 hours, laboratory: 3 hours. Open to Declared Majors and minors who meet the prerequisite requirements. Prerequisites: NTR 220, CHE 203 or CHE 206.

**NTR 327 Medical Nutrition Therapy I - 3 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 must be taken with NTR 327 Clinical field experience (total of 28 hours of field experience). Open to Declared Majors only. Prerequisite: NTR 305. Co-requisite 327 Clinical 1 credit

**NTR 327 Medical Nutrition Therapy Clinical – 1 credit**

Field experience for application of principles addressed in NTR 327 (28 hours).

**NTR 328 Medical Nutrition Therapy II - 3 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, anemia, heart failure and transplant, pulmonary disorders, cancer, HIV infections, renal disease and metabolic disorders. Lecture must be taken with NTR 328 Clinical field experience (total of 28 hours of field experience). Open to Declared Majors only. Prerequisite: NTR 327. Co-requisite 327 Clinical 1 credit

**NTR 328 Medical Nutrition Therapy Clinical – 1 credit**

Field experience for application of principles addressed in NTR 328 (28 hours).

**NTR 330 Food Systems Operations - 3 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 requires 28 hours of field experiences in an area of food service. Lecture: 3.5 hours, Lecture must be taken with NTR 330 field experience (total of 28 hours). Open to Declared Majors only Prerequisites: NTR 210, 220, 301 or instructor permission. Co-requisite NTR 330 Field Experience 1 credit.

**NTR 330 Food Systems Operations – 1 credit**

Field experience for application of principles addressed in NTR 330 (28 hours).
**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 4 hours of on campus wellness counseling experience. Open to Declared Majors only. Prerequisites: NTR 217 and 327 or instructor permission.

**NTR 350 Seminar in Nutrition Capstone - 3 credits**

This online class is the capstone experience for the Nutrition Major. A comprehensive review of methodological approaches to qualitative and quantitative research is presented. The course 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 are also discussed. Open to Declared Majors only. Prerequisite: Senior Nutrition Student standing NTR 300, 305 & 327 or instructor permission.

**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 are not a part of the nutrition major or Didactic Program in Dietetics.

**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 201 Vegetarian Diets: Principles and Application – 3 credits

The basic principles of vegetarian diets are examined in this online course. Implications of vegetarian diets upon health status, chronic disease, the food supply, and the environment are considered. Students will apply course concepts to plan and evaluate vegetarian diets appropriate to meet nutritional needs and explore basic elements of vegetarian cookery. The course includes a “virtual” vegetarian cooking lab.
Performing Arts Courses

PER 100 First Friday - .5 credits

Required for graduation with any performing arts major, but open to all students; 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 a year at a First Friday. In addition, all juniors will present their senior thesis proposals in the spring. All seniors will present thesis work in progress and a final PPT project presentation in the spring.

PER 110 Introduction to Stage Makeup - 1 credit

A hands-on study of the human face as a canvas for theatrical makeup design. Prerequisite: None.

PER 120 Stage Management: Rule #1 - 3 credits

This course is designed to introduce the student to the various responsibilities required of a theatrical stage manager. The student will identify, understand and implement effective stage management techniques utilized in professional theatre. Understanding a professional model of principles and systems is important to becoming an effective theatrical stage management. This course will be a combination of tradition classwork and practicum. Students will be assigned a stage management position for one of the CCC mainstage production. Prerequisites: None

PER 220 Innovative Arts Management - 3 credits

This course focuses on advanced principles and systems of effective theatrical management. Topics to be covered include: management theories, strategic planning and decision making, fundamentals of organizational design, budgeting and financial management in the Arts. Prerequisite: PER 120
PER 252 Sophomore Seminar – 2 credits

An interdisciplinary seminar in aesthetics and issues in contemporary dance and theatre and is required of all performing arts majors in the sophomore year. Course includes attending several evening events off campus.

PER 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 digital portfolios based on performing arts standards. Prerequisite: Jun standing

PER 353 Senior Thesis Project - 3 credits

An interdisciplinary creative experience that begins with a written proposal by the student in the junior year. All projects proceed only after departmental approval and are in the senior year evaluated by a grading committee. The student will work closely with a project advisor making weekly electronic reports of progress to the entire grading committee. The student will demonstrate the ability to initiate, evaluate and bring to presentation a significant performance, research project or creative work that demonstrates their deeper understanding of a specific aspect of the performing arts. 1 credit each semester beginning in spring of junior year is awarded for the project process and completion. Prerequisite: Senior standing at the end of junior year is required to continue with the project into senior year.
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 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.
Physics Courses

PHY 101 Introductory College Physics I - 4 credits

This course is a study of the basic principles and laws of classical mechanics. Specific topics include Newton’s laws of motion, gravitation, and their application to the concepts of energy, momentum, angular momentum, circular motion, fluid mechanics and mechanical waves. The goal of the course is to give the student a basic understanding of physical reality and its application to other sciences. Problem solving and laboratory experience are essential means towards this end. Lecture time is three hours and laboratory time is three hours.

PHY 102 Introductory College Physics II - 4 credits

This course is a continuation of the study of classical physics started in Physics 101. Major topics include electricity, magnetism, electromagnetic waves, geometrical optics and physical optics. There is also an introduction to the concepts of quantum physics. In addition to the goals of the physics 101 course, the connections between physics and modern technology are frequently explored. Lecture time is three hours and laboratory time is three hours. Prerequisite: PHY 101
Political Science Courses

**PSC 110 American Politics – 3 credits**

This course introduces students to the key institutions, actors, and policy-making processes that collectively constitute the American political system. The course will examine the evolution of the American political system, the expansion of rights and liberties, the role of political parties, voting behavior, and American political culture.

**PSC 120 Introduction to International Relations – 3 credits**

Why do countries fight wars? Why are some countries rich and others poor? What causes terrorism? Introduction to International Relations will grapple with these and other pressing issues in world politics. Students will develop the tools to understand and analyze the causes of conflict, the conditions that promote peace, and the constraints on achieving international cooperation. Students will also examine the political dimensions of the international economy and international development as well as contemporary issues of concern, such as terrorism, human rights, and international law.

**PSC 202 Law and 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 204 Legal Research and Writing – 3 credits**

This course seeks to provide practical legal research and writing skills for students interested in pre-law, paralegal studies, or assistants working in any legal department or law firm. Special emphasis will be placed on improving writing skills, learning proper citation, and using legal reasoning in academic work. This course will serve as an introduction to legal research and writing. Satisfaction of the WRI-1 requirement is a prerequisite for the course; however, the instructor assumes that students have little, if any, formal background in legal research and writing.
PSC 206 Presidents and Parliaments: Topics in Comparative Politics – 3 credits

This course introduces students to theories, methods, and key topics of comparative politics. It examines similarities and differences among countries, institutions, and political processes, such as regime types, electoral systems and welfare states. The course will address these issues thematically or by global region.

PSC 207 Law and Women’s Rights - 3 credits

This course will be an analysis of the most pressing legal issues confronting women in contemporary American society. Topics include constitutional equality, reproductive rights, education opportunities, family law, employment, sexuality, and economic status. Special consideration is placed on understanding how and when issues become part of the political agenda, changes in debates, and policy outcomes. A review of landmark court decisions will aid in the examination of the issues as they have evolved and how they are understood within the context of contemporary American society. This course will be taught as a seminar to allow students to intelligently discuss the issues. This course serves as an introduction to the historical and contemporary legal issues confronting women in America.

PSC 210 American Public Policy - 3 credits

This course will examine the theories, institutions and processes behind public policymaking and policy analysis. We will explore how and why the government chooses to address some policy issues and not others. What causes some issues to be taken up and pushed forward and others to languish? Who are the main actors involved in policymaking? What are the challenges inherent in policy implementation? The course will also focus on policy analysis, the process by which we assess the effectiveness of policy alternatives and evaluate policy choices through an examination of specific public policy issues, such as social welfare, the budget, education, and homeland security.

PSC 211 The New Global Economy - 3 credits

This course is an introduction to the subject of the development and effects of globalization. It will provide a framework for understanding the forces shaping the contemporary world. We will examine the development and nature of the modern state system and how globalization is affecting state sovereignty, the development and spread of capitalism, the growth of international trade of goods and investments, the division of the world into developed and underdeveloped countries, and the nature and importance of current demographic trends.
PSC 224 (cross listed with History) 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 eras. 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.

PSC 250 Political – “isms” – 3 credits

How should society be organized? What is the relationship between the individual and the state? How do we conceive of concepts like “freedom” and “equality”? How would contemporary society change based on the answers to those questions? This course offers 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 Fundamentalism, Marxism, Fascism, and Feminism.

PSC 260 Special Topics - 1-3 credits

PSC 312 American Foreign Policy – 3 credits

The United States, while no longer a super power, continues to play a key role in global military and economic activities. This course will examine the evolution of the United States’ role in global affairs, key actors in foreign policy decision-making, and theoretical frameworks for studying foreign policy. The course will also address specific foreign policy issues, such as unilateral and multilateral conflict, responses to non-state threats, international trade and investment, and the role of the US in international humanitarian aid. Highly recommended that students take PSC 110 prior to taking 312.

PSC 390 Independent Study - 1-3 credits
Psychology Courses

The department offers a variety of core and elective courses in many of Psychology’s sub-fields. These courses provide broad preparation for students desiring entry into helping professions, graduate study in psychology or related disciplines, and careers in a variety of areas, such as human resources, public relations, and social services.

Research facilities available to students include an animal lab, individual experiment rooms, computers, one-way mirrors, and psycho-physiological instruments.

**Psychology 100 is the pre-requisite for all other courses in the department.** Please see the Registrar’s page for course offering schedules.

**PSY 100 General Psychology - 3 credits**

This course provides students with an introduction to the field of psychology. Topics covered include an overview of the field of psychology, methods of psychological research, biological foundations of human behavior, sensation and perception, basic principles of learning, memory, intelligence, developmental psychology, personality theories, abnormal behavior, psychotherapy, and social behavior. **This course is a prerequisite for all other psychology courses.**

**PSY 102 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 educational concerns relating 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. **Cross-listed as EDU 102 Educational Psychology.**

**PSY 170 Understanding and Using APA Editorial Style - 1 credit**

This course will introduce students to APA editorial style for social science writing. SPS 170 is a co-requisite for Experimental Methods (PSY 211) and Intro. to Research Methods (PSY 213). Prerequisite: Successful completion of the WRI-1 requirement; sophomore standing recommended.
**PSY 201 Mind-Body Medicine - 3 credits**

This course follows the biological, psychological, social and spirituality 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 connections from an empirical perspective. This course will also examine the latest literature in the area of disease-prone and disease-resistant personality.

**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. **Cross-listed as REL 204 Psychology of Religion.**

**PSY 206 Positive Psychology - 3 credits**

Positive Psychology examines empirically informed perspectives on what leads to happiness and well-being. This course provides an overview of the research and applications in the field of Positive Psychology. Some of the topics include positive emotions, happiness, optimism, positive relationships, optimal performance, gratitude, 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 210 Lifespan Development - 3 credits**

This course will examine human growth and development through the prenatal, child, adolescent, and adult stages of life. We will address physical, emotional, psychosocial, and cognitive influences on development from conception to death.

**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. **For declared psychology majors, this course must be taken concurrently with SPS 170 Understanding and Using APA Editorial Style. This course MUST be taken the semester immediately before PSY 212. Students must receive a grade of D or better in PSY 211 before going on to PSY 212. However, a student who does not earn at least a C or better in PSY 211 must retake PSY 211 at its next offering. A grade of B or better in PSY 211 is required to enroll in PSY 365 Psychology Thesis I and PSY 366 Psychology Thesis II.**

**PSY 212 Statistical Methods - 4 credits**

This course is 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 the semester immediately after PSY 211. Students must receive a grade of D or better in PSY 211 before going on to PSY 212. However, a student who does not earn at least a C or better in PSY 211 must retake PSY 211 at its next offering. A grade of B or better in PSY 212 is required to enroll in PSY 365 Psychology Thesis I and PSY 366 Psychology Thesis II.**

**PSY 213 Introduction to Research Methods - 3 credits**

An introduction to the scientific method as applied to behavior, focusing on research design, data collection, and data analysis required for working in any area of psychology. Topics include an introduction to and application of experimental designs, the collection and analysis of qualitative and quantitative data, participant selection, validity and reliability, literature review, and ethical considerations when conducting research. **This course is for the SAGE Applied Psychology major only. This course must be taken concurrently with SPS 170 Understanding and Using APA Editorial Style. This course may be taken before or after PSY 214. A grade of B or better in PSY 213 is required to enroll in PSY 365 Psychology Thesis I and PSY 366 Psychology Thesis II.**

**PSY 214 Introduction to Statistics - 3 credits**

This course focuses on the analysis of quantitative and qualitative data acquired from the application of the scientific method to the study of
behavior. Students will learn to calculate descriptive and inferential statistics and to interpret the results of experimental research. SPSS will be introduced, along with other software, for the collection, analysis and presentation of data. **This course is for the SAGE Applied Psychology major only. This course may be taken before or after PSY 213. A grade of B or better in PSY 214 is required to enroll in PSY 365 Psychology Thesis I and PSY 366 Psychology Thesis II.**

**PSY 215 Biological Psychology - 3 credits**

The goal of this course is the study of the nervous system and other biological mechanisms mediating behavior. Students will learn about the biological processes that are involved in behaviors and the methodology and technology used to study them. Topics range from the structure and function of neurons and brain structures, to how the nervous system regulates sleep, hunger, and emotion, as well as learning, memory, attention, and nervous system disorders. **This course does NOT fulfill a SCI requirement for an Applied Psychology major, Psychology major or minor.**

**PSY 217 Careers in Psychology - 1 credit**

This course will present the many different career paths within psychology and related disciplines. Students will explore their interests, and learn more about bachelor degree and advanced degree options, so they can plan for employment after graduation. Students will focus on personal professional development including preparing for admission to graduate school, selling oneself in a resume and interview, and other related topics. **This course should be taken in the sophomore or junior year.**

**PSY 220 Sensation and Perception - 3 credits**

In this course, students will explore in-depth the biology and psychology of our five senses. Topics include object and scene perception, color vision, motion perception, visual attention, sound localization, speech and music perception, pain perception, taste, and smell. **This course fulfills a 3 credit SCI requirement for an Applied Psychology major, Psychology major or minor.**

**PSY 220 01 Sensation and Perception Lab- 1 credit**

In this optional laboratory, students will experience experimental procedures used to study the five senses. This lab, taken with PSY 220, fulfills a 4 credit SCI requirement for an Applied Psychology major, Psychology major or minor.
PSY 222 Psychology in Current Events - 3 credits

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 224 Women in the Workplace - 3 credits

This course examines the theory, research, and practice of women and men in the workplace. Topics include: the history of women at work; nontraditional occupations and roles; gender differences in communication, leadership, and work styles; relevant legal, economical, and political issues; work-life balance and career dilemmas, and personal planning, promotion, and growth strategies.

PSY 225 Sport Psychology – 3 credits

This course is an introduction to the field of sport psychology. The American Psychological Association (Division 47) defines sport (and exercise) psychology as the scientific study of the psychological factors associated with participation and performance in sport, exercise, and other types of physical activity. In this course, students will explore how social and psychological variables influence participation and performance in sport and physical activity.

PSY 227 Principles of Helping Relationships - 3 credits

This course examines the interpersonal skills necessary in the helping relationships process. Topics covered include developing and maintaining trust, self-disclosure, expressing feelings, verbal and nonverbal communication, helpful listening and responding skills, empathy, and conflict resolution. Through a combination of lecture and experiential exercises, students will learn about and enhance their interpersonal skills necessary for building effective relationships.

PSY 230 Team Building and Group Dynamics - 3 credits

This course provides an overview of teams and groups in a social and work context. Discussion includes: 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 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, person perception, nonverbal communication (e.g., facial expressions and gestures), attitude formation and persuasion, attributions of observed behavior, conformity and obedience, group processes (e.g., groupthink), as well as factors influencing interpersonal attraction and pro-social behavior.

PSY 234 Ergonomics - 1 credit

This course introduces students to the area of “Human Factors”, which applies knowledge of human behavior, abilities, and attributes to the design of tools, equipment, and large-scale systems (e.g., cars, kitchens) for human use. Psychologists in this growing area aim to solve “real-world” problems by improving the usability, efficiency, comfort, and safety of various products. Assignments provide hands-on analysis and discussion for design improvement.

PSY 235 Psychology of Adjustment - 3 credits

A study of the universal search by individuals for happiness, security and a healthy, meaningful life. This course offers psychological approaches to understanding, managing, and changing our physical and emotional well-being. Some of the topics explored include how personality interacts with adjustment, how important relationships with others are to our well-being, the effect of stress on behavior, how stereotypes and prejudice affect both development and coping strategies, and how effective healthy coping strategies can be.

PSY 236 Sex and Gender: Critical Facts and Myths – 3 credits

Critical thinking will be the core theme in this course as we critique research and media on sex and gender. Topics ranging from whether there are sex differences in the brain and hormones; sexuality and sexual orientation; math, spatial, and verbal abilities; aggression, dependency, and masochism; and mother-blame will be examined. Different approaches to thinking critically about sex and gender research will be studied.

PSY 237 Addictions: A Biopsychosocial Approach - 3 credits

This course explores the nature of addiction. Video case studies, professional interviews, as well as video documentaries are presented. Particular emphasis is placed on biopsychosocial factors that influence the development, maintenance, and treatment of addictions.
PSY 242 Child and Adolescent Psychology - 3 credits
This course provides an introduction to the scientific study of child and adolescent psychology. Theory, research, and applied issues will be considered. Topics will include major theories and themes in developmental psychology, neural bases of cognitive development, temperament, parental and peer relations, development of the self, language and thought, emotional development, pro-social development, and diversity in development. **Prerequisite: A grade of C or better in PSY 210 Lifespan Development.**

PSY 246 Motivation and Emotion - 3 credits
The course will cover motivation and emotion from various perspectives, including evolutionary, physiological, and developmental factors, learning and cognitive factors, and social and personality factors. Theories will be augmented by a careful examination of the empirical work in motivation and emotion, and the application of motivational strategies to everyday life.

PSY 249 Psychology of Dreams – 3 credits
Dreams have played a significant role in human civilization. Nearly every culture in the world has a certain perspective on the meaning and significance of dreams. The discipline of psychology has produced some of the most comprehensive theories about the nature of dreams. Indeed, dreaming as a state of consciousness has been the focus of scientific psychology for over one hundred years. This course is an in-depth exploration of the nature of dreams. We will begin with a historical and cultural exploration of dreams and then turn our attention to their psychophysiology. We will also review psychoanalytic and analytic perspectives on dreams. During the last half of the course, we will delve into the psychobiology of nightmares, dreams and creativity, research on lucid dreaming, and end the course with the examination of one of the most recent evolutionary theories about the function of dreaming known as the Threat Simulation Theory. **Note: This is an intensive writing course and may not be appropriate for those who have not successfully completed a Writing 100 course.**

PSY 251 Health Psychology - 3 credits
This course is an introduction to the growing field of health psychology, traditionally known as medical psychology. During the past two decades, it has been established that psychological and behavioral factors play a
significant role in health, disease prevention, and rehabilitation. In this course we shall explore the contribution of psychological principles to the understanding, prevention and treatment of a wide range of medical and psychophysiological disorders. Specific attention will be paid to the latest research in the field of health psychology. This course will emphasize the importance of an interdisciplinary approach to the conceptualization of health and disease so as to more efficiently address issues that deal with health promotion and disease prevention. Finally, we shall specifically explore research in health psychology as it applies to women’s health and well-being.

**PSY 260 Seminar: Special Topics - 3 credits**

Depending upon student interest, this seminar course at the 200 level covers topics, problems and/or methods not ordinarily included in regularly scheduled courses.

**PSY 270 Psychology Internship - 3-6 credits**

Many internships are available for students in the psychology program, any time of the year, in the Lehigh Valley, or near home. 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. It is a valuable way to “try out” a field or position that a student may think he/she might be interested in, and get involved in its daily activities. Internships may lead to employment opportunities or help make career decisions. 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 traditional and SAGE 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 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 Program Guidelines" obtainable at the Career Planning Office as well as on the Career Planning home page. Please see your Psychology Advisor and the Career Planning Office for any questions and assistance with seeking a Psychology-related internship.

**NOTE:** PSY 270 does **NOT** count towards the Psychology/Applied Psychology major or Psychology minor, as PSY elective credit(s).

**PSY 301 Psychology at Work - 3 credits**
This course is a study of psychological concepts and methods applied to the workplace. Topics include: personnel selection and legal issues, training and performance evaluation, leadership, worker motivation and satisfaction, workplace communications and group behavior, organizational climate, culture and behavior, and workplace stress. Assignments provide hands-on experience.  **This course is cross-listed as BUA 329 Organizational Behavior.**

**PSY 303 The Psychology of Anxiety - 3 credits**

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 304 Stress, Disease and Psychophysiological Interventions – 3 credits**

The focus of this course is twofold. During the first half of the course, the psychobiology of stress and the deleterious effects of exposure to prolonged stress will be discussed. The second half of the course will focus on specific stress-related conditions, their etiology, and their treatment from a psychophysiological perspective. Students will have access to the psychophysiology laboratory where they can conduct basic experiments, exploring the mind-body interactions.

**PSY 304 01 Psychophysiology Lab – 1 credit**

In this optional laboratory, students learn how to use a variety of psychophysiological instruments for exploring the mind-body connection.

**PSY 309 Abnormal Psychology - 3 credits**

This course provides an in-depth analysis of mental health disorders. Students will be introduced to the various theories of psychopathology from a biopsychosocial perspective, as presented in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The disorders will be discussed in terms of their presenting symptoms, etiology, and assessment, particularly from theoretical, empirical, and clinical perspectives. **Strongly**
Recommended: 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: A grade of C or better in PSY 309, and junior standing is required (or permission of instructor).**

**PSY 311 Criminal Behavior and Profiling - 3 credits**

This course will provide a broad overview of criminal profiling, exploring both its psychological underpinnings and its practical application. A variety of types of profiling will be reviewed, but Turvey’s BEA will be used to explain the process of profiling (including equivocal forensic analysis, victimology, crime scene analysis, and subsequent ideo-deductive conclusions). Although the course content will focus on profiling, violent offenders (especially serial killers), psychopathy and other mental disorders often associated with violent offenders are also included. Exercises develop students’ observational skills, investigative skills, report writing skills, and presentation skills. **Prerequisites: A grade of C or better in PSY 309, and junior standing is required (or permission of instructor).**

**PSY 312 Psychological Assessment - 3 credits**

This course introduces students to the principles of psychological assessment and how they are applied to a variety of settings areas such as educational, clinical, health, a forensic and employment settings. Students will examine basic concepts in psychometrics, including reliability, validity, standardization, test development, item analysis, and ethical, legal and professional issues in the testing arena. **Prerequisite: A grade of C or better in PSY 212 (or 214).**

**PSY 314 The Psychology of Stereotypes and Prejudice – 3 credits**

This course will examine stereotyping, prejudice, and discrimination through the lens of psychology. Specifically, we will examine the phenomena and processes associated with one’s beliefs about members of social groups (stereotypes), attitudes and evaluative responses toward group members (prejudice), and behaviors toward members of a social group based on their group status (discrimination). Also, we will study how these issues impact the experiences of social group members. We will begin with introductory/historical background on these concepts and progress through
discussions of the key experimental studies and the major theoretical perspectives that have sought to explain stereotyping and prejudice, and the ways in which psychologists’ understanding has changed over the years.

**PSY 315 Counseling Children - 3 credits**

This course introduces students to the skills necessary for working with children, adolescents and their families. Students will be introduced to various counseling theories and counseling skills for individual, group, and family therapies and learn how various media and activities such as play therapy, art, storytelling and puppets are used in therapy. **Prerequisite:** A grade of C or better in PSY 210.

**PSY 316 Systems of Psychotherapy 3 credits**

This course is an in-depth examination of the theoretical foundation of major approaches to psychotherapy. The course explores psychoanalytic psychotherapies, client centered therapy, feminist therapy, cognitive therapy, existential therapy, rational-emotive therapy, behavior therapy, and multi-model therapy. **Prerequisite:** Junior standing.

**PSY 317 Learning & Lab - 4 credits**

This course is a broad introduction to basic theories and principles of learning, including habituation, motivation, reinforcement, stimulus control, and discrimination, with emphasis on data derived from animal behavior. Laboratory research uses live rats as well as a few assignments using a virtual animal. Lecture three hours and laboratory. **Prerequisites:** A grade of C or better in PSY 211 (or 213) and PSY 212 (or 214) and junior standing.

**PSY 318 Introduction to Learning - 3 credits**

This course is an introduction to the historical and current principles of learning, with an emphasis on principles of classical and operant conditioning as they apply to humans and non-human animals in both laboratory and real-world settings. **Prerequisites:** A grade of C or better in PSY 211 (or PSY 213) and junior standing. This course is for the SAGE Applied Psychology major.

**PSY 326 Principles of Behavior Modification – 3 credits**

This course provides an overview of the principles of conditioning and learning as applied to practical approaches of behavior management and
change, including the formation of new behaviors, the elimination of existing unwanted behaviors, and the alteration of existing behaviors. Special attention will be given to behavior change in institutional and personal settings. Self-regulation and cognitive-behavioral techniques will also be discussed.

**PSY 332 Comparative Animal Behavior - 3 credits**

This course will familiarize students with methodologies and major theories of comparative animal behavior, with an emphasis on evolutionary processes on behavior. Topics will include developmental, perceptual, cognitive, social, and physiological processes that motivate and direct behavior.

**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 with respect to development, cognition, gender and social behavior.

**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 and laboratory.  **Prerequisites:** A grade of C or better in PSY 211 (or PSY 213) and PSY 212 (or PSY 214) and junior standing.

**PSY 337 Introduction to Cognition - 3 credits**

An introduction to the field of cognitive psychology. Topics to be covered include attention, perception, memory, decision-making, language and problem solving. Emphasis will be placed on human cognitive abilities and limitations. Outside readings and other media will provide students an opportunity to experience the application of various principles and concepts discussed in class.  **Prerequisites:** A grade of C or better in PSY 211 (or PSY 213) and junior standing.  This course is for the SAGE Applied Psychology major.

**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.

**PSY 344 Professional Ethics - 3 credits**

This course uses the case study approach to provide general and specific guidance for ethical conduct in the science and practice of psychology. A variety of issues will be covered, including professional competence, confidentiality, client rights, animal and human research, informed consent, integrity and respect, as well as other topics. The primary goal of the course is to provide students with knowledge and skills necessary for ethical decision-making and ethical behavior. A secondary goal is to familiarize students with the history and current role of the American Psychological Association in establishing guidelines and professional codes of ethics for research, teaching, and practice in psychology. In addition, students learn about federal mandates (e.g., HIPAA), state licensure boards, and other legal and professional guidelines that apply in situations commonly faced by clinicians, researchers and instructors. **Prerequisite: Junior standing.** This course fulfills the Ethics requirement for the SAGE Applied Psychology major and also counts as a PSY elective.

**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 in depth 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 that explore human behavior and personality development. It includes representatives of the psychodynamics, trait, humanistic, and existential orientations. **Strongly Recommended: Junior Standing.**

**PSY 360 Seminar: Special Topics - 3 credits**

Depending upon student interest, this seminar course at the 300 level covers topics, problems and/or methods not ordinarily included in regularly scheduled courses.

**PSY 363 Senior Capstone – 3 credits**
Taken in the spring semester of the senior year, this capstone course for psychology and applied psychology majors integrates the knowledge students have learned in the various subfields of psychology; all graduating majors must register. This course includes current psychology topics, application of the field, and preparation for future careers. **Required:** Senior Standing. **Prerequisites:** A grade of C or better in PSY 211 (or PSY 213), SPS 170/171 Understanding APA Editorial Style, and PSY 212 (or PSY 214).

**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 grade of C or better in PSY 211 (or PSY 213) and PSY 212 (or PSY 214), and junior standing.

**HIGHLY recommended for Applied Psychology and Psychology majors:**

**PSY 365 - Psychology Thesis I - 3 credits**

Students have the opportunity to initiate and complete a research project in one of several areas predetermined by the course instructor. Grounded in the psychological literature, students will design a novel empirical investigation based on work being done in the faculty mentor’s lab/areas of research interest. Under faculty supervision, the student will be responsible for developing all stimulus materials and measures, and getting approval to carry out their research through the Cedar Crest College Institutional Review Board (IRB). Students will submit an APA-formatted research proposal at the conclusion of the fall semester, and will share their proposal with the college community at a poster session. At the end of the spring semester students are required to submit an APA-format manuscript based on their completed research, and present their research results at both the annual Cedar Crest College Health and Wellness Conference and the annual LVAIC Undergraduate Psychology Conference. **Prerequisites:** A grade of B or better in both PSY 211 and 212 (or PSY 213 and PSY 214 for the SAGE students) is required to enroll in PSY 365. Senior standing is normally required, but advanced juniors may receive permission to enroll. An application/proposal must be submitted the spring semester prior to the planned research.

**PSY 366 - Psychology Thesis II - 3 credits**
This course is a continuation of a year-long research project started in fall semester (PSY 365). Students will carry out their investigation, collecting and analyzing their data. Students will submit an APA-formatted research manuscript at the conclusion of the semester. Students are also required to present their research results at the annual Cedar Crest College Health and Wellness Conference, as well as at the annual LVAIC Undergraduate Psychology Conference, both at the end of the spring semester.

**Prerequisites:** A grade of B or better in PSY 365 is required in order for a student to continue on in PSY 366.
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 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 of 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 through 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 complexes 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, health, 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, skills and knowledge base are studied as well as the organization and role of the social work profession. The course includes an introduction to generalist practice methods of social work in assisting individuals, groups and communities to improve social functioning.

**SWK/SOC 202 The Social Welfare Institution - 4 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 from two primary areas of inquiry: the psychological and sociological aspect of aging. The problems and issues concerning aging will be examined for they raise profound implications affecting social, economic and political arenas of our society. The course will also examine new models of aging that go beyond cultural stereotypes to challenge students to view this stage of the life cycle as a time of creativity, wisdom and beauty.

**SWK/SOC 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, and nonviolent conflict resolution.

**SWK 260 Special Topics in Social Work - 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: PSY 100; SOC 100; ANT 100; BIO 111 and 112; or permission of the instructor.

**SWK 304 Child Abuse, Maltreatment and Neglect in Childhood and Adolescence – 3 credits**

This course will examine child abuse, maltreatment and neglect as a pervasive social problem that affects families and communities. Course content will examine the history of child maltreatment, policy, practice and prevention issues. Specific content on child physical abuse, sexual abuse, child neglect, psychological maltreatment and other related forms of child abuse will be explored. The role of the child welfare system, the legal system and cultural and international issues of maltreatment will be addressed in this course, Act 31 training will be included in the coursework. Pre-requisites include PSY100 and / or SOC 100.

**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**

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.

**SWK/SOC 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.

**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 SWK 326. Prerequisites: SWK 201, 202, MAT 102 and SOC 324.

**SWK 326 Evaluating Social Work Research - 4 credits**

This is the second of two methods courses (SWK 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 SWK 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: SWK 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, interceptive 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: SWK 201, 202, 300 and 303.
**SWK 328 Poverty and Income Redistribution - 4 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: SWK 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 generalist 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. Content emphasizes ethical reasoning and the NASW Code of Ethics 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: SWK 201, 202, 303, 327 and 329.

**SWK 342 Field Education in Social Work II - 1-9 credits**

An elective field education experience available to students who have completed SWK 339. Students may choose to continue with the same agency used for SWK 339 or choose another agency setting. Prerequisites: SWK 339 and 345.

**SWK 345 Field Education Seminar I (Capstone Experience) - 3 credits**
Taken concurrently with SWK 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 will be used to exemplify current social work theory and alternative modes of practice. Prerequisites: SWK 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 134 Changing the World from the Inside - 3 credits**

This course introduces students 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.
**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, and global child exploitation.

**SOC/SWK 243 Social and Psychological Aspects of Aging - 4 credits**
An introduction to the field of aging from two primary areas of inquiry: the psychological and sociological aspect of aging. The problems and issues concerning aging will be examined for they raise profound implications affecting social, economic and political arenas of our society. The course will also examine new models of aging that go beyond cultural stereotypes to challenge students to view this stage of the life cycle as a time of creativity, wisdom and beauty.

**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, and nonviolent conflict resolution.

**SOC 247 The Sixties: The Second American Revolution - 3 credits**
This course is a survey of the various global social movements that characterized the 1950-1975 time period. In addition to coverage of the civil rights, anti-war, gay rights, and women’s movements, there will be a special focus on the music of this time period, the war on poverty and aspects of pop culture including the hippy/psychedelic drug culture.

**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 271 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, prejudice, and discrimination.

**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 effect 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. Prerequisite: BIO 112 or HLT100, SOC 243, 329 and NTR 114.

**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. Prerequisite: BIO 112 or HLT107, and SOC 243, 329 and NTR 114.

**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**

This course consists of individual research, supervised readings, or projects carried out under supervision.
Spanish Courses

**SPA 101 Introduction to Spanish I - 3 credits**
Introduces students to a general knowledge and practical understanding of basic Spanish vocabulary and grammar. This course also presents socio-cultural aspects of Spanish speaking countries and prepares students for basic oral and written communication in Spanish.

**SPA 102 Introduction to Spanish II - 3 credits**
A continuation of SPA 101. Increases students’ development of vocabulary and grammar and further advances simple conversational, written and reading skills. Students continue to be introduced to aspects of socio-cultural aspects of Spanish speaking countries, such as customs, traditions and people. Prerequisite: SPA 101 or equivalent and by placement evaluation.

**SPA 201 Intermediate Spanish I - 3 credits**
This course strengthens and expands the concepts and oral and written skills learned at the introductory level. It focuses on real communication in meaningful contexts to develop and consolidate student’s speaking, listening, reading, and writing skills. The class also broaden students’ knowledge and understanding of the socio cultural aspects of the rich Hispanic world through the study of different lifestyles, traditions and customs. Prerequisite: SPA 102 or equivalent and by placement evaluation.

**SPA 202 Intermediate Spanish II - 3 credits**
A sequence of Spanish 201. This course emphasizes on building and applying the speaking, listening, reading, and writing skills already acquired in Spanish. It provides students the opportunity to develop greater oral and written proficiency. This course exposes students to new vocabulary, grammatical forms and to different cultural and literary manifestations of the Spanish speaking world, including the Hispanic communities in the United States. Prerequisite: Spanish 201 or equivalent and by placement evaluation.

**SPA 203 Spanish in the Workplace - 3 credits**
This course is designed for students interested in using Spanish across different career/professional situations. It enhances students’ Spanish understanding, reading, translation and communication skills, and provides information on Hispanic business and commercial customs and practices. Pre-requisite: SPA 102 or the equivalent.
**SPA 205 Spanish for Health Professionals - 3 credits**

This is a communication-oriented course. It intends to provide students with an introductory/intermediate level of oral, reading, listening, and writing proficiency in Spanish, making special emphasis on learning vocabulary and practical reference information that will be useful for those in health related professions or pursuing health care professions. It presents students with everyday situations that health care professionals may encounter at hospitals, emergency rooms, doctor's offices, clinics, and other work settings when dealing with Spanish-speaking patients and personnel. Much of the vocabulary is also appropriate for the layperson wishing greater facility with anatomical and other common medical terms in Spanish. All non-native speakers of Spanish at various levels are encouraged to enroll in this course. The course’s thematic focus is health issues as they pertain to Hispanic populations in the United States. Pre-requisite: SPA 102 or the equivalent.

**SPA 301 Spanish Grammar and Composition - 3 credits**

This course is designed to develop students’ skills for understanding and producing Spanish texts. It reviews Spanish grammatical structures and provides students’ with opportunities to apply those structures and gain skills in writing by composing and revising their own or their peers’ texts in various genres. Students are also introduced to Spanish literature through readings. The class is taught in Spanish, with support in English when necessary. Prerequisite: Spanish 202 or equivalent and by placement evaluation.

**SPA 302 Spanish Conversation - 3 credits**

Students continue to acquire vocabulary, grammatical structures and idioms and to improve their communication and presentation skills in Spanish. They will also work with accents and orthography to understand how they influence communication. Students will also focus on developing their listening skills in order to use them to advance their ability to speak and learn the essential skills to express themselves orally with clarity and confidence on a range of topics, including current events, personal values and situations of everyday life. This course includes practice in speaking through role-playing, debates, simulated interviews, discussions and exercises to develop oral fluency. Class is conducted in Spanish. Prerequisite: Spanish 202 or equivalent and by placement evaluation.

**SPA 303 and 304 Survey of Spanish Literature and Culture- 3 credits each term**

An overview of the richness and variety of Spanish literature and culture from its origins in the Middle Ages through the twentieth century. The course readings consist of a variety of genres of work (including poetry, prose and
drama), presented in chronological order. The analysis of the works incorporates not just to the literary techniques employed by their authors but also the social, historical, ideological, religious and political backgrounds that contributed to their creation. The course also includes critical discussions and reflections in connection with the culture and everyday life in Spain. Class is taught in Spanish. Co-/Pre-requisite: SPA 301 or 302 or the equivalent.

**SPA 305 Survey of Latin-American Literature and Culture- 3 credits**

A study of Latin American literature from the pre-Columbus period to the present, with particular attention to the relationship between literature, cultural colonization, social change, and globalization, in order to help students to understand the Latin American heritage and cultural history. Special attention is given to exploring literature as a fundamental reflection of culture. The course will engage in comparisons, contrast and analysis of the work of representative authors from individual countries and different genres and their relation to Latin America’s colonial legacy and historical and cultural development. The course also includes critical discussions and reflections in connection with the culture and everyday life in Latin America, its history, politics, gender roles, human rights and social activism. Class is taught in Spanish. Co-/Pre-requisite: SPA 301 or 302 or the equivalent.

**SPA 310 Hispanic Women Writers - 3 credits**

A study of well-established Hispanic women writers and their world(s) through the media of text, film and cyber text. Students read and write short stories (by, for and about women), hear the biography of Hispanic writers through the ages, discover and share information on prominent Hispanic women figures available on the Internet, and participate in a classroom literary gathering. Emphasis is placed on living Hispanic women writers and their perspectives, and how they relate to the Cedar Crest students’ experience as women. Class is taught in Spanish. Co-/Pre-requisite: SPA 301 or SPA 302 or the equivalent.

**SPA 311 Hispanic Culture and Civilization - 3 credits**

A survey designed to acquire a general understanding of the Spanish speaking world, the relationship between Spanish and Latin-American history, and Latin American identity in the modern world through language, geography, history, folklore, sociopolitical issues, economics, art and culture. Focus on individual countries or particular Hispanics groups will be made. Oral, comprehension and writing skills will be develop by the production of texts, class discussions, oral presentations and readings. Additionally, students experience the culture by seeing Spanish-language films and/or theatrical works. Class is taught in Spanish. Co-/Pre-requisite: SPA 301 or SPA 302 or the equivalent.
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 and compare the United States and Hispanic cultural trends. Discussions include social issues such as politics, gender, religion, and education. They also reflect upon the presence and portrayal of Hispanics in the U.S. film, television and other performing arts, and read literature written by U.S. Latinos. We focus our inquiry particularly upon the Latino community of the Lehigh Valley. Class is taught in Spanish. Co-/Pre-requisite: SPA 301 or SPA 302 or the equivalent.

SPA 313 Caribbean Literature and Culture- 3 credits
An examination of the history of the literature and cultural trends of the Spanish speaking Caribbean, focused on Cuba, Dominican Republic and Puerto Rico. It considers the historical, political, and cultural factors that have shaped Caribbean literature. The course will evaluate how to characterize the identity of any of these three Caribbean countries based on the pictures conveyed in their literature and will engage in critical discussions and reflections in connection with the culture and everyday life in the Hispanic Caribbean. Class is taught in Spanish. Co-/Pre-requisite: SPA 301 or SPA 302 or the equivalent.

SPA 315 Topics in Hispanic Literature and Culture - 3 credits
Focuses on the major literary developments, history, and culture of a single Spanish-speaking country or region. The content of the course allows students to make connections among literature, history, and cultural studies while improving their Spanish communication skills: listening, speaking, reading, and writing. Class is taught in Spanish. Co/Pre-requisite: SPA 301 or SPA 302 or the equivalent, or permission of instructor.

SPA 160, 260 and 360 Special Topics - 1-3 credits
Highlights special topics that are not covered by regular departmental offerings. Class is taught in Spanish. Prerequisite: variable, depending on the course content and student interest.

SPA 391 and 392 Independent Study - 1-3 credits each term
Consists of an individual research project in Spanish overseen by a Spanish instructor. 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 220 Evidence Based Approaches - 3 credits

This course focuses on the use PA Academic Core Standards and Anchors, and information from formative, summative, and local assessments to design instruction for students with specific learning disabilities (SLD). This course will explore the diagnostic process and specific evidence and research-based instructional strategies to support all learners, including the SLD learner. Students will apply assessment data to lesson planning, re-teaching, and unit planning. – 3 credits

SPE 242 The Exceptional Child: Special Education Process - 3 credits

This course provides the prospective teacher with a functional understanding of the various types of exceptional children and legal responsibilities of teachers, school districts and charter schools in regard to exceptional children. This introductory domain course will explore practices of special education identification procedures, service delivery models, and the impact these practices have on exceptional children, families, and educators within today's society. This course will expressly focus on the special education process and the exceptional child at the pre-school and elementary level; including the transition process from early intervention to school-age programming. This course is aligned with the Pennsylvania Framework for Special Education, Pre K – 8 grades, Program Guidelines PA Department of Education (PDE). - 3 credits

SPE 243 The Exceptional Child: Special Education Process, Transition – (7 - 12) – 3 credits

This course provides the prospective teacher with a functional understanding of the various types of exceptional children and legal responsibilities of teachers, school districts and charter schools in regard to exceptional children. This introductory domain course will explore the practices of special education identification procedure, service delivery models, and the impact these practices have on exceptional children, families, and educators within today's society. This course will expressly focus on the special education transition process, specifically Indicator 13. Indicator 13 is one of the 20 State Performance Plan (SPP) Indicators for special education, and it focuses on the development of IEPs that meet transition requirements, including coordinated, measurable, annual IEP goals that will reasonably enable students to meet post-secondary outcomes. This course is aligned with the Pennsylvania Framework for Special Education, 7th -12th grades, Program Guidelines PA Department of Education (PDE).
SPE 245 Field Experience IV - 1 credit

Prospective teachers spend three hours per week in an inclusive and/or special education early childhood, middle, or secondary classroom. Emphasis is placed on observation and participation related to the application and content in domain special education courses (SPE 342/542, SPE 243/543, SPE 320/520, and SPE 344/544) 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 research studies regarding inclusion and ethical practices. Students will respond to guided questions through the development of a comprehensive journal related to their Field Experience.

SPE 250 Subject Area Content Access - 3 credits

This course will address the skills, knowledge and competencies necessary to meet the needs of students with disabilities in the content area classroom. Students will explore the current theory and practice of working with students with learning, emotional, and behavioral disorders in the Least Restrictive Environment (LRE). Students will learn to plan effectively for possible accommodations and/or modifications which may be necessary to implement effective instructional practices needed to make content accessible to students with learning disabilities.

SPE-310 Intensive Reading, Writing and Mathematics - 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 neuropsychological 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.

SPE 315 Pervasive Developmental Disorders - 3 credits

This course 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 research-based strategies such as TEACCH and other strategies that demonstrate strong evidence-based findings.

**SPE 333 Screening, Assessment, and IEP Development - 3 credits**

This course will emphasize screening, diagnostic and the progress monitoring assessment process. Various approaches to assessment will be explored including: norm–referenced standardized tests; including curriculum-based assessment and measurement, criterion referenced assessments, performance-based, authentic, and portfolio assessment; observations, interviews, and conferences. The process and procedures for special education eligibility determination, including the response to instruction and intervention framework and the secondary transition processes (7-12) will be taught.

**SPE 344 Adaptations, Modifications, and Assistive Technology - 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.

**SPE 346 Collaborative Partnerships 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.

**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 a mastery of functional behavioral assessment methods and the development of individual behavioral plans.

**SPE 348 Low Incidence Disabilities - 3 credits**

This course focuses on evidence-based effective instruction for low incidence disabilities. Students will be provided an overview of classification, learning characteristics, and research-based techniques relevant to the education of students with moderate to severe disabilities. An emphasis will be on examining assessments, planning instruction and implementing curriculum for students with significant cognitive delays and multiple disabilities. Students will review peer-reviewed, research-based practices to support students with low incidence disabilities.

**SPE 375 Special Education Student Teaching - 3 credits**

Special Education student teaching is a 6 or 7 week experience at the student teacher’s assigned school. If the student is already a certified teacher with a core content certificate; early childhood education, middle level, or secondary certificate, and they will only be completing their special education certification at this time, they will be student teaching for 7 weeks. All other candidates will complete 8 weeks of general education student teaching and 6 weeks of special education student teaching. There is a $200 cooperating mentor teacher honorarium charged for this course.
Theater and Speech Courses

**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 to 3 credits**

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 for a minimum of one credit. Up to 2 additional credits awarded for more extensive participation at regional tournaments.

**THS 109 Prose and 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 120 Theatre as Commentary - 3 credits**

This course is designed to begin an investigation of theatre as a craft, with specific focus given to critical analysis of dramatic text. In addition to covering basic theatre terminology and essential theories of theatre, the course will investigate major theatrical historical figures and theories, in an attempt to place contemporary theatre in its proper context – in its influence of society, as well as its reflection of society.

**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 and costume construction, lighting and sound.

**THS 201 Acting I - 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. May be repeated.

**THS 206 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.

**THS 222 Healthcare Theatre- Simulated Healthcare Performer 3 credits**

In coordination with the Department of Nursing, students study the practical application of acting within the context of healthcare education. Students engage in specific performance and therapeutic communication techniques and portray Simulated Healthcare Performers (SHPs) within live simulation lab experiences with healthcare learners. The first few class sessions explore fundamental acting techniques and introduce the simulation experience with the remainder of the course time engaged in fulfilling simulation requirements, rehearsals, observations, debriefing and feedback sessions, self and peer evaluations, and reflective journaling. The ideal student for this class is self-motivated and flexible. Work in a scheduled simulation is required outside of normal class meetings. All simulations are observed by faculty. Does not require any previous acting experience.

**PREREQUISITES:** To register for this course students must attend an information session and complete a personal interview. Students must be sophomore or higher.

**THS 230 Playwriting - 3 credits**

Like all writing, playwriting is a process. In this introductory course students will explore their dramatic voice and produce written dialogue that expresses stories and themes of personal interest to them. Understanding of playwriting is explored through close reading of numerous contemporary
plays, in class oral reading and analysis as well as through short writing assignments culminating with each student writing the own one act play. Prerequisite: None

**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, writing and analysis of periods and style. This course fulfills a WRI-2 requirement. No prerequisite.

**THS 232 History of Theatre: 18th Century - 1950 - 3 credits**

A survey of dramatic literature and historical influences. Course content includes extensive play reading, writing and analysis of periods and style. This course fulfills a WRI-2 requirement. No prerequisite.

**THS 240 Design for the Stage - 3 credits**

The various areas of theatrical design (set design, costuming, scenic painting, sound and lighting design are topics offered in a studio/lecture format. No prerequisite. May be repeated under a different topic.

**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. Permission of the instructor or audition is required.

**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**

Primarily a history survey of fashion from the ancients to the 21st Century, students also complete several creative projects involving topics related to fashion.
**THS 280 Directing - 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 scenes. The focus is on establishing individual artistic choices and vision. Prerequisites: THS 120 or THS 201

**THS 302 Acting and Directing Workshop - 3 credits**

Advanced projects in directing. Prerequisite: THS 280 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**

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 120 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**

Prerequisites: for declared theatre majors; Junior status 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 satisfy the WRI-1 requirement before taking their WRI-2 class. Some disciplines require satisfaction of the WRI-1 requirement as a prerequisite for major courses within their discipline; see the individual discipline course lists for details.
Facilities
and
Services
Academic Services

Academic Services is located in the Student Success Center in Cressman Library. The primary goal of Academic Services is to provide flexible, high quality academic support for all students. To achieve this goal, Academic Services offers the following services: professional tutors, peer tutors, online tutoring, the Writing Center, services for students with disabilities, academic advising, individual academic coaching, the Act 101 program, and a variety of academic success workshops. For more detailed information, visit the Academic Services website at www.cedarcrest.edu/acadadvising/

Professional Tutors: Professional tutors are available in a variety of topics including business, math, science, study skills, writing, and ESL. These tutors are available to work with students individually by appointment. Call 610-606-4628 for more information.

Peer Tutors: Academic Services trains and provides tutors for many 100 and 200 level course offered at Cedar Crest College. 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 request a tutor, students should visit the Academic Services section of my.cedarcrest.edu.

Writing Center: The Writing Center at Cedar Crest College supports students in improving writing skills through one-on-one consultations with peer writing consultants. To make an appointment, students should visit the Academic Services section of my.cedarcrest.edu.

English as a Second Language (ESL): Academic Services offers professional tutoring and ESL courses to students attending Cedar Crest College for whom English is as an additional language. These courses support the liberal arts curriculum and may be required for students whose proficiency scores on placement tests indicate a need for supplemental English instruction.

Services to Students with Disabilities: Academic Services works with students with disabilities, staff, and faculty to ensure that the regulations of the ADA, ADA with Amendments, and Section 504 of the Rehabilitation Act of 1973 are fulfilled in a reasonable and timely manner. Academic Services is responsible for coordinating specific services and resources for 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, Academic Services may assist students in identifying 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/acadadvising/ada_file.html

**Act 101:** Academic Services coordinates the Act 101 program, a program funded by the Pennsylvania Higher Education Assistance Agency at Cedar Crest College. For more detailed information, visit the Academic Services website at www.cedarcrest.edu/acadadvising/

**International Students:** Academic Services provides international students with academic advising, immigration advising, orientation, and programming to support their transition to Cedar Crest College and ongoing success. Upon arrival, all international students are required to present themselves to Academic Services to ensure compliance will all legal requirements. Academic Services encourages international students to maintain regular contact with the office, and to be aware of all criteria necessary to remain in legal status.

**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.

**Allen House:** The former president’s home now houses offices of the student affairs division, which includes the Vice President of Student Affairs and Traditional Enrollment, Community Standards and Residence Life, the Women’s Leadership Institute and the Career Planning Center.

**Alumnae Hall and Lees Memorial Chapel (ALH):** Alumnae Hall contains classrooms, an auditorium, a small 75 seat theatre, faculty offices, a video studio and editing lab (used in the Communication Department) 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, including a new state-of-the-art art therapy studio

**Art Galleries:** Art at Cedar Crest is an integral part of daily life. The gallery system allows the opportunity to showcase a wide variety of exhibitions at locations throughout the campus. Our primary exhibition space is the Lachaise Gallery located in the Miller Family Building. In addition to this exhibition space we have the Capstone Gallery in Alumnae Hall which showcases student work and student curated exhibitions. The campus, a nationally registered arboretum, is a site for outdoor sculpture, as well as historically significant pieces on permanent loan. The activities of the galleries are intimately woven into the programming of the art department and reach throughout the campus community and beyond.

The gallery system at Cedar Crest College is an educational arm of the art department and a public agent for the college. The mission of the campus galleries is to present exhibitions that introduce our community to innovative ideas and timely concepts about the practice of making art. Our exhibition programming leans toward contemporary art that directly relates to the art major curriculum. At the heart of the liberal arts, the gallery system becomes a vehicle for inspiring dialogue across academic disciplines.

**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, chief financial officer, institutional advancement, admissions, finance, human resources, marketing & communications, the School of Adult and Graduate Education, financial aid, alumnae affairs, and student accounts. Four multimedia classrooms and a computer lab also are located in this building.

**Butz Hall:** Butz Hall contains space for student and academic activities, the multicultural center, offices of the student newspaper The Crestiad, the yearbook, the forensic speech team, and the college radio station (CCC Radio).

**Campus Technology:** The campus technology environment includes 12 computer labs and 37 classrooms. Internet access, e-mail and shared resources (such as application software and laser printers) are available to students through their campus network accounts. Scanners are located in several computer labs. Wireless internet access is available throughout the campus, including the residence halls. Computer classrooms and labs are found in academic departments and the residence halls. 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. The Hamilton Boulevard Building hosts one 10-station computer lab and 5 technology-
equipped classrooms. Wireless internet service is available throughout the entire building. A Mac 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 resides in the Miller Family Building. A 20-station Convergence Lab in the Cressman Library is available to all Communications and Art majors. 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, MyCedarCrest (my.cedarcrest.edu), as well as 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 and all levels provide laptop electrical support. 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 contains the Student Success Center, a one-stop location for all of the academic services students need in the Department of Academic Services, including the Writing Center, tutoring, advisors, and disability support. Group study spaces, a cafe, and informal gathering spots complete the space. In addition, there are 19 computer workstations, for students to access the online catalog, the Internet and full-text resources. The Communication Department’s Media Convergence Laboratory with 20 iMac computers is also on this level, along with the Lending Services desk, Information Services Help Desk and the Information Technology Help Desk. 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 Audiovisual Services office, the media collection, and the AV listening area are also located on this level. The media collection includes DVDs, laser discs, videos, audio tapes and music CDs that can be circulated or played in the audiovisual listening area. The WorldShare library Management System supports the on-line catalog, circulation and acquisition services as well as a discovery interface across all material types.

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 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, mathematics, economics, education, psychology and social sciences (anthropology, criminal justice, religious studies, and social work) are located in Curtis Hall. Psychology labs on the ground floor include the Human Social Cognition and Behavior Lab (HSCB Lab), Psychophysiology Laboratory, and Animal Learning and Behavior Laboratory. The department of Information Technology, the Registrar’s Office, the Roland and Doris Sigal Center for Business and Technology, and the office of global initiatives are also located in Curtis Hall. The second floor contains the 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.

Donald P. Miller Family Building (MIL): The College’s Miller Family Building for art, science and peace, includes a genetic engineering lab, physics lab, physics/crime scene reconstruction lab, chemical instrumentation lab, bioinformatics, geographical information systems (GIS), and computational biology computer lab, The Allen Center for Nutrition, a state-of-the-art food laboratory and the Lachaise Gallery.
**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 biological sciences, chemistry and physics, with laboratories for course-related and independent work in all fields. The biological sciences department includes fully-equipped genetic engineering laboratories, cichlid fish brain and behavior room, environmental conservation laboratory, neuroscience laboratory, anatomy and physiology laboratory, and greenhouse. It has instruments for electrophoresis, electrophysiology, tissue culture, high-speed and ultra-centrifugation, nanodrop and standard spectrophotometers, phase, fluorescence, and confocal microscopy. Additional equipment includes a DNA sequencer and equipment for standard and real time PCR. The chemical and physical sciences department contains most modern instrumentation methods, including gas and liquid chromatography, mass spectrometry and mass spectrometry/mass spectrometry, scanning electron and infrared microscopy, UV-visible, FT-infrared, Near-infrared, atomic absorption and fluorescence spectrophotometry, equipment for conducting polymerase chain reaction and genetic typing analyses, and computer techniques.

**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 and exercise physiology programs. At 33,000 square feet it incorporates eco-friendly technology and includes six state-of-the-art classrooms, several nursing labs that simulate various health care environments, a seminar room, a computer lab, and two high-fidelity patient simulation rooms.

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

**Hartzel Hall (HHL):** Hartzel Hall contains faculty offices for the Department of Communication, and for the Department of History, Literature, and Languages (history English, Spanish, philosophy, writing, and applied and professional ethics). It also contains a language laboratory, the honors program center, a multimedia 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 5:00 a.m. – 1:00 a.m.
**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 designed for accessibility.

**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. It also contains the offices of the director of community service, student activities, and the office of leadership & student development. 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.

**Campus Police**
Cedar Crest College’s excellent safety and security record is attributable to the location of the college in a low crime area, its efforts to ensure the safety of students, faculty and staff, and to the cooperation of the entire campus community. The annual security report is available to all students, faculty,
and staff online at:


The annual security report is a comprehensive report of campus safety which includes the last three years of statistics, a list of all reported crimes on campus, in certain off-campus buildings or property owned/controlled by Cedar Crest College, and crimes that occurred on public property immediately adjacent to and accessible from the campus. The report also provides information about institutional policies concerning campus security. All information in the annual security report has been prepared in accordance with the federal Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act.

The primary function of the Cedar Crest College Campus Police is to provide for the safety and welfare of all members of the College community. The Campus Police force currently consists of 13 full- and part-time officers. Officers are trained and certified in Act 235 (Lethal Weapons Training Act). Officers are qualified to use and to carry firearms and other defensive tools. Officers are also trained in CPR, First Aid, the use of emergency oxygen and the use of an Automated External Defibrillator (AED). Additional courses in police related topics such as procedure, crime prevention, criminal investigation, and narcotics are provided whenever possible.

Campus Police is staffed 24 hours a day, seven days a week. In addition to 13 officers, three staff members are utilized for dispatch duty and act as the main switchboard operators for the College. In the event of an emergency, members of the College community can contact the Campus Police by pressing “0” on any campus telephone or by calling 610-437-4471 from any off-campus telephone. There are also 15 emergency two-way communication call boxes placed throughout the campus. When an emergency call box is activated, the blue light flashes which helps to identify the location of a call for assistance.

Patrols are maintained with two readily identifiable Ford Escape SUVs. The patrol vehicles contain basic medical and first-aid equipment, fire extinguishers, and traffic cones. The College uses a marked all-terrain vehicle for patrol in areas not easily accessible with a full-size street vehicle. Bicycle patrols with officers in distinctive uniforms also patrol campus. These environmentally friendly patrols provide visibility and community oriented policing throughout the spring, summer and fall seasons.

Foot patrol is encouraged on campus and inside buildings. Officers on foot are more visible which results in one-on-one contact and encourages a working rapport with the College community. Buildings and grounds are
patrolled to determine the presence of unauthorized persons, observe any safety violations and the general condition of the College facilities. Roadways and parking areas are patrolled to ensure compliance with the College Traffic and Parking Regulations. Buildings are locked and unlocked according to College schedules. Violations of College regulations, as well as the laws of the Commonwealth of Pennsylvania, are dealt with in accordance with College policies, as well as local, state and federal statutes.

"e2Campus" Mass Notification

In the event of an emergency, the College uses the “e2Campus” mass notification system. When necessary, the College will send notifications to all registered mobile phones, to the College’s Twitter and Facebook accounts, and email addresses. "e2Campus" is also used to notify the campus community in the event of delays or closure of the College due to severe weather conditions. All members of the Cedar Crest community are encouraged to keep their information current for this program. Students are automatically enrolled, while Faculty and Staff have the option to do so.

Office of Global Initiatives & International Programs

The Office of Global Initiatives & International Programs strives to promote global awareness and to lead and coordinate the internationalization of Cedar Crest College by promoting study abroad, establishing partnerships with colleges and universities abroad and supporting all international endeavors and efforts of the college.

Division of Student Affairs

The Division of 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.
The Division of Student Affairs is comprised of the following offices: Athletics, New Student Programs, Career Planning Center, Lutz Center for Community Service, Health and Counseling Services, Multicultural Center, Dining Services, the Campus Bookstore, Tompkins College Center, Community Standards and Residence Life, and Student Activities.

**Athletics, Wellness and Recreation**

The Department of Athletics, Wellness and Recreation provides a comprehensive set of programs and services which promote an active, engaged, and entertaining physical dimension to the collegiate experience. The department provides nine NCAA intercollegiate sports (field hockey, lacrosse, basketball, swimming, softball, tennis, cross country, soccer and volleyball), institutional varsity (equestrian and a competition cheerleading squad), along with a wide-range of intramural opportunities and fitness events, such as our indoor triathlon and widely recognized Hall Olympics. Our extensive wellness programming promotes a campus culture of healthy lifestyles, focusing on healthy eating, fitness, exercise and education about nutrition.

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**Eligibility Requirements**

NCAA Division III regulations require that students be enrolled full-time, make satisfactory academic 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 must

1. 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. Earn the minimum number of credits for each year of athletic team
participation:
a. Freshman 0.00 - 23.9 
b. Sophomore 24.0 - 54.9 
c. Junior 55.0 - 85.9 
d. Senior 86 or more

3. Notify her coach and the Director of Compliance if she drops a course during the semester so that credits can be recomputed immediately by the registrar’s office.

4. 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

☐ Meditation
☐ Flying Falcon 5K Challenge
☐ Aerobic/Body Toning
☐ Tai Chi
☐ Yoga
☐ Hall Olympics
☐ Zumba
☐ Group Fitness Walks
☐ Rodale Aquatic Center
☐ Wellness Programs
☐ Cardio Boxing
☐ Indoor Biathlon/Triathlon

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 lifestyles. Health and counseling services are available to all full-time traditional students when classes are in session during the fall and spring semesters. Health Services 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. Students may schedule visits with Health and Counseling Services during the academic year by calling 610-606-4640.

**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. Students who do not submit health forms prior to established deadlines are subject to a $50.00 weekly fine until forms are submitted. Resident students are not permitted to move in the residence halls without required health forms. 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.

**Leadership & Student Development**
The Student Activities and Leadership area is comprised of the offices of the Career Planning Center, the Lutz Center for Community Service, the Student Activities Office, and the Office of New Student Programs. We focus on supporting student engagement and preparing students to lead in a globally diverse 21st century society. Working collaboratively across campus and in the Greater Lehigh Valley community, the Student Activities Leadership area develops co-curricular programs designed to broaden students’ educational
and professional experiences through leadership and experiential learning opportunities.

Members of this area work with Cedar Crest faculty and staff to provide students with the tools to envision, plan, and achieve their personal and professional life goals. Activities implemented through this unit expose students to opportunities for developing leadership skills including, communication, community and global involvement, critical thinking and decision-making, conflict management, professionalism, and an appreciation for diversity.

**Career Planning Center**
The Career Planning Center’s mission is to assist all students in their Career Development Journey from the moment they get to campus. We help students navigate their path including choosing a major, writing a resume/cover letter, getting an internship, finding mentors, to searching for their first work experience, graduate school, or through any career transitions. Career Development is unique for each student and we are looking forward to utilizing a student centered, strengths-based approach to Career Development. Cedar Crest’s student population is diverse and we recognize the needs of our traditional students, SAGE students, and learners from all walks of life. It is our aim to utilize technology and various platforms to assist each and every student. We collaborate with faculty, staff, parents, employers, alumnae, and our community partners to connect students to opportunities that will enhance their Career Development. Stay connected with us on our social media sites and be on the lookout for some new, engaging platforms!

Students can meet with us for one-on-one career counseling appointments (in-person or over the phone) and we also encourage all students to attend the workshops and programming which are included in the planner, on our website, and on the Cedar Crest app. All students and alumnae have access to the resources of the Career Planning Center which is now located on the 2nd floor of the Tompkins College Center. Students can schedule appointments by e-mailing us at career@cedarcrest.edu or calling the office at 610-606-4648.

**Lutz Center for Community Service**
The Lutz Center for Community Service provides numerous opportunities for students to engage themselves in the greater Lehigh Valley community. As a student run office, under the guidance of the Director for Community
Service, the staff provides individuals and groups with an array of volunteer and service-learning projects such as after school tutoring programs, nursing home visits, blood drives, working with animal shelters and restocking at the local food bank. The flexibility in our programs allows all students, clubs, organizations, faculty, staff and college departments, regardless of time commitments and interests, to participate in a variety of service activities. During the spring semester, the Lutz Center supports students interested in participating in the Alternative Spring Break program, which provides a unique educational opportunity to travel throughout the east coast, experience diverse community life and provide a needed service to underserved populations.

The Lutz Center for Community Service is also home to Cedar Crest College’s America Reads and Counts Federal Work-study tutoring program. This program provides Cedar Crest College students the opportunity to tutor children and youth in reading and math at a variety of during and after school programs throughout Allentown.

In addition, the service component of the college’s ethics requirement is also housed at the Lutz Center for Community Service. The ethics requirement provides students with the opportunity to study the major theories of western ethics and social justice while exploring their own values and beliefs within the 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 into immediate practice the ideas they discuss in the classroom. The course is comprised of two interdependent elements: a classroom component that meets to discuss the theories of ethics, community and social justice and a community partnership placement where students provide a needed service that benefits the community directly. Courses that fulfill this requirement are designated as ETL courses.

**Contact:**
Tammy Bean, Director ext. 3392 or 610-740-3762
Allen House/Blaney Hall
teban@cedarcrest.edu

**Office of Student Union and Engagement**

The Office of Student Union and Engagement strives to create a vibrant, purposeful, and enriched co-curricular experience for all Cedar Crest College
students. With over 60 student-run clubs and organizations on campus, the office provides a number of ways for students to collaborate with their peers in the Tompkins College Center, and to develop their leadership skills by encouraging them to explore, join, create, and eventually lead campus organizations that play to their personal, academic, and social interests, as well as their professional aspirations. In addition to overseeing the student union and all campus clubs and organizations, the Office of Student Union and Engagement works closely with the Student Activities Board (SAB) and the Commuter Awareness Board (CAB), which are two of the largest student-run, event planning organizations on campus. Together they plan fun campus activities for students to enjoy during the day, in the evenings, and on weekends. Events and programs can range from live music and novelty items such as Stuff-a-Plush, tie-dye shirts, DIY vases, and much more, to comedy shows and interactive lectures. Should students be interested in getting off campus to explore other great attractions in the Leigh Valley, they can take advantage of several different road trips to popular shopping destinations, theme parks, and movie theaters. If students are interested in getting out of the Valley for a day they can go to New York City to catch a Broadway show or spend the day at the beach. Whatever your interests are, you are sure to find something to satisfy your every need through the events and opportunities available through the Office of Student Activities. Get involved. Get connected. Make the most of your college experience at Cedar Crest.

Contact:
Lauren Condon, Assistant Director ext. 3762 or 610-740-3762
Tompkins College Center, Room 319
lcondon@cedarcrest.edu

Residence Hall Information

Residency Requirement
An undergraduate traditional woman 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 commuter student. The student must contact the Director of Community Standards and Residence Life immediately if the student drops below the twelve-credit minimum. Failure to maintain full-time status may result in loss of housing. Official designation of commuter status is made by the Director of Community Standards and Residence Life. A student will be eligible for consideration as a commuter 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 has achieved senior student status will be eligible for consideration as a commuter student. A student is also eligible for commuter status if she is designated as "independent" for financial aid purposes.

Housing is provided to traditional undergraduate students. Limited housing is available for graduate and adult undergraduate women. Changing status from resident to commuter or commuter to resident can affect a student's financial aid package. Students who are considering moving off campus must discuss this plan with the Director of Community Standards and Residence Life and the Student Financial Services Office prior to making that decision. The change of residence form can be obtained from the Director of Community Standards and Residence Life and must be completed prior to the residence change. Final approval of change in housing status is made by the Director of Community Standards and Residence Life. Students who change their status to off-campus or commuter student after completing the housing agreement are subject to a $200 broken contract fee.

**Contact:**
Office of Residence Life
610-606-4603 or email reslife@cedarcrest.edu

**Meal Plan**
Campus residency requires that all resident students have meal plans. All first year students and new transfer students must purchase the unlimited meal plan. After the first year, students have the option of choosing the unlimited meal plan, 190 block plan or the 150 block meal plan. All plans provide students with $50 Dining Dollars per semester that can be used for guest meals or to purchase additional food items.

The unlimited meal plan is available to all students and provides students with the most flexibility and great value. The unlimited meal plan provides unlimited access to the all-you-care-to-eat dining option when dining services is open.

The 190 block meal plan offers students flexibility in how many meals they choose to eat each week. Students begin each semester with 190 meals and can use them during any meal periods they wish to. More than one meal can be used in a meal period with this option, so students can use this meal plan to pay for guests that accompany them to meals. During the last two weeks of the semester, only four meals can be used in any one meal period.

The 150 block meal plan offers students flexibility in how many meals they choose to eat each week. Students begin each semester with 150 meals and
can use them during any meal periods they wish to. More than one meal can be used in a meal period with this option, so students can use this meal plan to pay for guests that accompany them to meals. During the last two weeks of the semester, only four meals can be used in any one meal period.

Dining Services is closed for the winter break between semesters. During all other breaks there is limited food service available, but it is not included in any of the meal plans.

Commuter meal plans are available for students who are not residing on campus in the residence halls. Plans are found on MyCedarCrest and must be purchased prior to the end of the first week of classes.

**Special Dietary Needs**
Students with dietary needs that are required for safety and/or medical reasons should submit a request through Academic Services by contacting the Disability and Accessibility Specialist in Academic Services. The Disability and Accessibility Specialist works directly with the Director of Dining Services to address the student's needs.

**Contact:**
Dining Services
Dean Piacentini, Director ext. 3446
drpiacen@cedarcrest.edu
College Personnel
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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.

Alumnae Association Executive Board  2016-2017

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Administration

Academic Programs

Provost:  Elizabeth M. Meade, Ph.D.
Associate Provost:  Robert Wilson, Ph.D.
Assistant to the Provost:  Barbara Deitrick
Director of Institutional Research:  Lyn C. Williams, M.Ed.

Academic Services

Director of Student Success and Retention:  Calley Stevens Taylor, M.S.
Advising and Retention Specialist:  Elena Brobyn-Navarro, M.Ed.
Advising and Retention Specialist:  Rosanna Cabatic, M.Ed.
Academic Advisor:  Rebecca Getz-Keller, M.A.
Online and Science Academic Advisor & ACT 101 Advisor:  Nichelle Hunt, MPH
Coordinator of Science and Math Resources:  Gary L. Moll, B.S.
Nursing Academic Advisor:  Rachel Buckley, B.S.
Coordinator for Writing and Learning Support Resources:  Kara Polhemus, M.A.
Peer Tutor Program Coordinator/Administrative Assistant:  Alicia Shussett, M.P.I.A.
ESL Specialist:  Maria Spinosa Ebert, M.Ed.
Disability & Accessibility Specialist:  Dolly Singley, M.Ed.

Admissions and Enrollment Management

Vice President of Traditional Enrollment:  Mary-Alice Ozechoski, M.A.
Director:  Jonathan Squire, MBA
Assistant Director:  Joshua Tehonica, B.S.
Administrative Assistant:  Ann E. Sywensky, B.S.
Senior Admissions Representative:  Brenna L. Mateljan, B.A..
Admissions Representative:  Amanda Bajan, B.A.
Admissions Representative:  Dennis Green, B.A.
Admissions Representative/Financial Aid Counselor:  Katie Eggert, B.A.
Transfer Coordinator:  Cindy Chute, M.Ed.
Database Manager:  Roxana I. Shupp, B.S.
Assistant to the Vice President:  Margaret Shupp

Allen Center for Nutrition
Director: Martine I. Scannavino, DHSc, RD, LDN

Alumnae Affairs

Executive Director of Alumnae Affairs: Susan Seccombe Cox, B.A.
Assistant Director: TBD
Coordinator of Alumnae Affairs: Cindy A. Talaber

Campus Police

Chief of Campus Police: Mark A. Vitalos
Assistant Chief of Campus Police: Roger W. Hawkey
Office Manager: Don A. Frehulfer

Facilities

Director of Facilities: Matthew J. Yencha, CEFP
Grounds Supervisor: William F. Rantz
Maintenance Supervisor: David J. Deblass
Assistant to the Director: Denise Eckert

Finance and Administration

Chief Financial Officer/Treasurer: Audra J. Kahr, CPA
Administrative Assistant: Chelsea B. Fairchild, B.S.
Human Resources Director/Title IX Coordinator: Lisa B. Garbacik, M.B.A., PHR.
Compensation Manager: Heather Hartner, A.B.
Manager of Accounting: Megan A. Stauffer, B.S.
Accounting Assistant: David Agosti, B.S.
Accounts Payable Coordinator: Mary Deutsch
Cashier: Lynda B. Yohe

Student Financial Services

Director of Student Financial Services: Valerie D. Kreiser, A.B.
Associate Director of Student Financial Services: Jennifer A. Carpenter, B.S.
Assistant Director of Student Financial Services: Kim L. Adamson, M.Ed.
Manager of Student Accounts & Billing: Tracy O’Donnell, A.S.
Student Financial Services Counselor: Andrea L. Helwig, B.S.
Student Financial Services Specialist: Stephanie A. Azar-Artim, B.S.
General Services

Director of General Services and Procurement:  Karen L. Khattari, B.A.
Manager of Printing Services and Postal Services:  Seth A. Rehrig
Assistant to the Director:  Denise Eckert

Global Initiatives and International Programs

Director:  Mary Anne Kuscerik, M.Ed.

Information Technology

Director of Information Technology:  Bruce Sarte, M.A.
Assistant Director:  Julie A. Hobert, B.S.
Web Programmer/Analyst:  TBD
Instructional Designer:  Matthew L. Kile, M.S.
Information Support Specialist:  Shannon L. Pretko, B.S.
Network Administrator:  TBD
Information Technology/Audio Visual Support Specialist:  Scott D. Koder
Media/Audio Visual Coordinator:  Judith L. Titus

Institutional Advancement

Vice President for Institutional Advancement and Alumnae Relations:  Susan
Arnold, B.S.
Senior Director of Development Operations:  TBD
Director of Development for Major Gifts:  Michelle L. Benfer, B.A.
Gift Processing and Budget Coordinator:  Patricia A. Lorenzo, B.A.
Advancement Services Administrator:  Brandy L. Furry, B.A.
Manager of Grants and Foundations:  Eileen V. Kelliher-Berger, B.A.
Manager of Donor Relations and Special Events:  Kimberly Petrosky, B.S.
Director of the Cedar Crest Fund:  Kevin Barry, M.A.
Communication and Social Media Coordinator:  Julia Fox, B.A.
Prospect Researcher and Stewardship Manager:  Colleen Painter

Cressman Library

Director of Cressman Library:  Mary Beth A. Freeh, M.L.S.
Electronic Resources, Information and Instructional Librarian:  Sheri M.
Schneider, M.S., M.S.I.S.
Technical Services Librarian:  Scott T. Parkinson, M.S.
Lending Services Coordinator:  Kyle S. Crimi, B.A.
Media and Audio Visual Coordinator:  Judith L. Titus
Marketing and Communications

Chief Marketing Officer: Gaetan Giannini, M.B.A.
Director of Marketing: Allison Goodin, B.A.
Media Strategist: Chelsea Roberts, B.A.
Webmaster and Electronic Marketing Specialist: Paul N. Pastrone, B.A.
Graphic /Web Design Strategist: Erin B. Maioriello, B.F.A.

Office of the President

President: Carmen Twillie Ambar, M.A., J.D.
Assistant to the President/Secretary to the Board of Trustees: Rachel Van Dyke, MFA
Assistant to the President: Meghan Grady, B.A.

Registrar’s Office

Registrar: Janet L. Baker, M.B.A.
Associate Registrar: Stacey M. Berger, B.S.
Administrative Assistant: Gwyn L. Fadler
Administrative Assistant: Jacquelyn L. Deigert

Rodale Aquatic Center for Civic Health

Director of Programming & Athletics: Scott R. Rowlands, B.A.
Director of Administration & Community Relations: Susan Danish

SAGE: School of Adult and Graduate Education

Dean of SAGE: Gaetan T. Giannini, M.B.A.
Director: Mary Ellen Hickes, M.A.
Assistant Director: Irene E. Wentzell, M.Ed.
Admissions Advisor: Lauren Weiss, M.S.
Admission Advisor: Rebecca J. Righi, M.Ed
Office Coordinator: Bryan A. Parry, B.A.
Database Coordinator: Susanne E. Paraszczak

Student Affairs

Vice President of Student Affairs and Traditional Enrollment: Mary Alice Ozechoski, M.A.
Assistant to the Vice President of Student Affairs/Program Coordinator: Danielle Ortiz
Director of Community Standards and Residence Life: Kelly M. Steinmetz, M.Ed.
Assistant Director of Residence Life/Coordinator of Residence Life Diversity Programs: Frances M. Boshell, M.S.
Director of Athletics, Wellness and Recreation: Allen G. Snook, D.H.Sc., LAT, ATC
Head Soccer Coach and Assistant Athletic Director for Wellness: Sarah Wolcott, M.A.
Head Athletic Trainer: Beth Oudin, B.S.
Head Basketball Coach and Athletics Operations Coordinator: Kristin Karat, B.S.
Head Lacrosse Coach and Compliance Officer: Danielle Bay, B.F.A.
Head Field Hockey Coach and Recruiting Coordinator: Kellina Yarrish, B.S.
Head Softball Coach and Athletics Operations Coordinator: TBD
Director of Sports Communication and Media Relations: Samantha Donlon, B.A.
Executive Director of Career Development: Candice Sierzega, M.Ed.
Director of Diversity and Inclusion: Tatiana Diaz, M.A.
Administrative Assistant to Community Standard & Residence Life, Women's Leadership, Career Planning: Susan Huber
Director of Community Service Programs: Tammy E. Bean, M.Ed.
Director of Student Union and Engagement: Lauren Condon, B.A.
Events Coordinator: Fae Dietz, B.A.
Conference Services Assistant: Maria Taylor, B.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.

**Elizabeth M. Meade, Provost; Professor of Philosophy**  

**Roxanne T. Amico, Chairperson of Performing Arts; Professor of Theatre and Speech**  

**Rebecca Arnold, Assistant Professor of Art Therapy, Director of the Art Therapy Program**  
B.F.A., Pennsylvania School of Art & Design; B.A., Lebanon Valley College; M.A., Marywood University. 2012

**Sandra D. Axt, R.N., Instructor of Nursing**  
B.S., Cedar Crest College; M.S.N., Cedar Crest College. 2012.

**Dianne Babbitt, Chairperson of Health Sciences; Assistant Professor of**  
B.S., Philadelphia Biblical University; M.S., East Stroudsburg University; Ph.D., Temple University. 2014.

**Kerrie Quinn Baker, Associate Professor of Psychology**  
B.S., Pennsylvania State University; M.S. and Ph.D., Old Dominion University. 2001.

**Ibolya Balog, Associate Professor of Accounting**  
B.A., Lehigh University; M.B.A., Temple University. 2007.

**Karen Bensinger, C.R.N.P, Instructor of Nursing (half-time)**  
B.S., Cedar Crest College; M.S.N., Bloomsburg University., D.N.P, Wilkes University. 2013.

**Jeanne Riley Berk, Associate Professor of Chemistry**  
B.S., Miami University; M.S., Seton Hall University; Ph.D., Seton Hall University. 2009.

**John F. Bing, Instructor of Business**
Kathleen Boland, Research Coordinator for the Health & Wellness Program; Professor of Social Work
B.A., Elizabethtown College; M.S.W., Adelphi University; Ph.D., Marywood University. 2000.

James P. Brancato, Professor of Communication
B.S., Syracuse University; M.A., Purdue University; Ph.D., University of Colorado. 1992.

Thomas A. Brettell, Associate Professor of Chemistry
B.A., Drew University; M.S., Lehigh University; Ph.D., Villanova University. 2006.

Christine Carpino, Assistant Professor of Political Science (half-time)
B.A., Fairfield University; M.A., The University of North Carolina at Chapel Hill; Ph.D., The University of North Carolina at Chapel Hill. 2015.

Michelle E. Cawley, MSN, RN, Assistant Professor of Nursing
B.S. DeSales University; M.S.N. Drexel University. 2015.

John A. Cigliano, Academic Coordinator of the Hawk Mountain Program; Professor of Biology
B.S., University of Rochester; Ph.D., Boston University. 2000.

Deborah Clauss, M.S.N, R.N., CMSRN (half-time)
A.D.N., R.N., Lehigh Carbon Community College; B.S.N., Kutztown University; M.S.N., Cedar Crest College. 2014.

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.

Gail DiBlasi, R.N, PMHCNS, BC, Instructor of Nursing (half-time)
B.S.N., Kutztown University; M.S.N., University of Pennsylvania. 2012.

Christopher Duelfer, Assistant Professor of Economics
B.A., Muhlenberg College; M.S., Lehigh University. 1983.

Christine Embon, M.S.N, R.N., Assistant Professor of Nursing
B.S., Cedar Crest College; M.S.N., Villanova University; P.N.P., Allegheny University of the Health Sciences/Drexel University. 2014.

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.

**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.

**LuAnn McCracken Fletcher, Chairperson of Department of History, Literature, and Languages; Director of the English Program; Professor of English**
B.A. and M.A., Lehigh University; Ph.D., University of California, Los Angeles. 1993.

**Eileen J. Fruchtl, R.N., Instructor of Nursing B.S.N.**
Allentown College of St. Francis de Sales; M.S.N., Cedar Crest College. 2013.

**Kevin Gallagher, Associate Professor of Theatre**

**Robin M. Gerchman, Director of the Dance Program; Associate Professor of Dance**

**Gaetan Giannini, Chairperson of Business, Management, and Economics; Dean of the School of Adult and Graduate Education; Associate Professor of Marketing**
B.S., Temple University; M.B.A., Seton Hall University. 2005.

**James Hammer, Assistant Professor of Mathematics**
B.S., Kutztown University; Ph.D., Auburn University. 2015.

**Joshua Harrington, Assistant Professor of Mathematics**
B.S., Shippensburg University; Ph.D., University of South Carolina. 2014.

**Deborah W. Hartman, Assistant Professor of Education**
B.S., Kutztown University; M.S., Kansas State University. 2013.

**Jennifer D. Hayden, Assistant Professor of Biology**
Katherine S. Healy, Assistant Professor of Art
B.A., Oberlin College; M.F.A., University of the Arts. 2016.

Jule Anne Henstenburg, MS, RD, LDN, FAND, Director, Master of Health Science; Director of the Outreach Program; Assistant Professor of Nutrition
B.S., Pennsylvania State University; M.S., Cornell University. 2015.

Marilyn Hilbert, Instructor of Nursing
B.S. Oklahoma Wesleyan University; BSN, MSN-Ed University of Phoenix. 2015.

Sharon Himmanen, Associate 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; Ph.D. Temple University. 2006.

K. Joy Karnas, Chairperson of Biological Sciences, Director of the Genetic Engineering Program, Honors Program Director; Professor of Biology

Elba Kerkusz, Instructor of Nursing
B.S. Temple University; MSN, Cedar Crest College. 2015.

Joan Kern, Director of Student Teaching & Field Experience, Assistant Professor of Education
B.S., Kutztown University; M.Ed., Kutztown University; Ph.D., Alvernia University. 2009.

Nancy King, 1867 Endowed Chair, Chairperson of Education; Associate Professor of Education
B.S., Millersville University; M.Ed., Kutztown University; Ed.D., Widener University. 2009.

Janine Kishbaugh, Instructor of Forensic Science (half-time)
B.S., Cedar Crest College; M.S., Cedar Crest College. 2010.

Pamela D. Kistler, Professor of Chemistry
B.S., Muhlenberg College; M.S. and Ph.D., Pennsylvania State University. 1989.

Richard M. Kliman, 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.; Associate Professor of Nursing**
B.S.N., Pennsylvania State University; M.S.N., West Chester University; Ph.D., Widener University School of Nursing. 2000.

**Christine Lombardo-Zaun, Assistant Professor of Business**
B.A., Shippensburg University; B.S.B.A., Shippensburg University; M.B.A., Pennsylvania State University; J.D., The Dickinson School of Law of the Pennsylvania State University. 2012.

**Nelson R. Maniscalco, Professor of Art**

**Jutta Marzillier, Ph.D., Assistant Visiting Professor of Biology**
Ph.D Molecular Biology, University of Heidelberg, Germany. 2015.

**Sharon Melincavage, C.R.N.P.-B.C., Associate Professor of Nursing, Graduate Program Director**
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.

**Monahan, Megan, Assistant Professor of History**
B.A., University of Scranton; M.A., Villanova University; Ph.D., Fordham University, 2015.

**Diane M. Moyer, Professor of Psychology**
B.A., LaSalle University; M.S., University of Pennsylvania and University of Massachusetts; Ph.D., Temple University. 1996.

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