

2023-24

CHEYNEY UNIVERSITY Undergraduate Academic Catalog



Cheyneymade.

1837 University Circle
Cheyney, PA 19319
www.cheyney.edu

Cheyney University of Pennsylvania

1837 University Circle, Cheyney, PA 19319

www.cheyney.edu

Office of Admissions: 610-399-2275

Office of Admissions Toll-Free: 1-800-CHEYNEY

Office of Admissions (Email): admissions@cheyney.edu

Cheyney University Main Number (Voicemail): 610-399-2000



Cheyneymade.

Cheyney University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. The University is approved by the Pennsylvania Department of Education (PDE).

Cheyney University is a member of the Pennsylvania State System of Higher Education (PASSHE). The Board of Governors oversees the State System, which includes Pennsylvania's 14 public universities. The Council of Trustees is the local governing body for Cheyney University. The Officers of Administration for the University are the President and the President's Executive Council.

Cheyney University is committed to Affirmative Action, equal employment and educational opportunity in compliance with Titles VI and VII of the Civil Rights Act of 1964, Executive Order 11246, The Educational Amendments under Title XI of 1972, Sections 503/504 of the Rehabilitation Act of 1973, The Vietnam Era Veterans Readjustment Asst. Act of 1974; The Age Discrimination Act as amended; the Pennsylvania Veterans Preference Act; the Civil Rights Restoration Act of 1987; and the Americans with Disabilities Act of 1990. Cheyney University provides reasonable access to facilities and programs.

Table of Contents

Welcome to Cheyney University	6
Mission, Vision, and Core Values	7
History of Cheyney University of Pennsylvania	9
A History of Leadership	10
Superintendents.....	10
Principals.....	10
Presidents	10
Cheyney University Key Historical Dates	11
2023-2024 Academic Calendars	12
Undergraduate Admissions	15
Financial Assistance	18
Veterans Educational Benefits.....	29
Tuition and Fees	30
Program Tuition and Fees	30
On-Campus Room Charges.....	31
Campus Meal Plans	31
Mini Session (Winterim and Summer) Costs	31
Deposits.....	31
Other Fees	31
Withdrawal and Refunds from the Institution	32
Course Withdrawals	32
Return of Title IV Funds Policy	32
Clearance Process	34
Semester Clearance	34
Clearance Participation.....	34
Pennsylvania Domicile Regulations	35
Campus Life and Student Services	36
Academic Success Center	36
Career Development Center	36
Code of Conduct.....	36
Counseling and Psychological Services	37
Dining Services	38
Health Services.....	38
Information Technology Services	38
Identification (ID) Cards	39
Intramurals	39

Library Services	39
Public Safety	39
Parking Permits	40
Smoking	40
Student Activities	40
Student Clubs & Organizations	40
Greek Council (Sororities, Fraternities and Honor Societies)	40
Title IX Policy	41
Overview of Academic Regulations	42
Academic Amnesty	42
Academic Classification	42
Academic Standing	42
Academic Retention Enrichment Support (CARES)	43
Active Duty and Enrollment Options	43
Class Attendance	44
Change of Major/Concentration or Minor	44
Class Syllabi	44
Dean's List	45
Developmental Courses	45
Earning Credits through Challenge Examination	45
Earning Credits through Prior Learning Exams	45
Earning Credits through Previous College Coursework	45
Earning Credits through Life Experience	46
Enrollment Confirmation	46
Enrollment and Degree Verification	47
Final Examinations	47
Full/Part-Time Definition	47
Grades	47
Grade Point Average Calculation	48
Incomplete Grades	48
Pass/Fail Grading Option	49
Graduation Requirements	49
Graduating with Honors	49
Graduation/Commencement Exercises	50
Permission to Study at another College or University (Host Institution)	50
Registration	50
Adding/Dropping Courses	51
Auditing a Course	51

Late Registration	51
Repeating Courses.....	51
Self-Service Portal	51
Family Educational Rights and Privacy Act (FERPA)	52
Withdrawals	53
Academic Enhancement Activities	54
Cross Registration	54
Honors Academy Program	54
Internship/Cooperative Programs	55
PASSHE Summer Study Abroad Honors Program	55
Visiting Student Program.....	56
The Curriculum	57
Elective Courses.....	58
General Education	59
Academic Programs and Degrees	63
Listing of Major Course of Study.....	63
Listing of Certificates	63
Listing of Minors.....	64
Organization of Academic Programs	64
Department of Business, Education, and Professional Studies.....	65
Department of Humanities.....	102
Department of Natural and Applied Sciences	130
Department of Social and Behavioral Sciences.....	146
Study Abroad Course Descriptions	164
Administration	165
Board of Governors.....	165
Council of Trustees	166
President’s Executive Leadership Group.....	167
Faculty (A-Z).....	168

Welcome to Cheyney University



Cheyney University of Pennsylvania is one of the ten universities which comprise the Pennsylvania State System of Higher Education. The System is governed by the Board of Governors of the Commonwealth of Pennsylvania. Founded in 1837, Cheyney University of Pennsylvania is America's first historically Black institution of higher education and the only historically Black institution that is part of the Pennsylvania State System of Higher Education.

Cheyney University of Pennsylvania recruits, admits, and provides financial assistance, instruction, and other services to all students without regard to ethnicity, religion, gender, national origin, ancestry, sexual orientation, or disability. Cheyney University is also committed to a policy of equal opportunity in employment. All applications for students, faculty, and staff employment positions are considered without regard to ethnicity, religion, gender, age, national origin, creed, ancestry, sexual orientation, or disability. Inquiries concerning Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 may be referred to the Office of Social Equity. Cheyney University of Pennsylvania is a drug-free workplace. All employees and students are expected to abide by the requirements in the Federal Drug-Free Workplace Act.

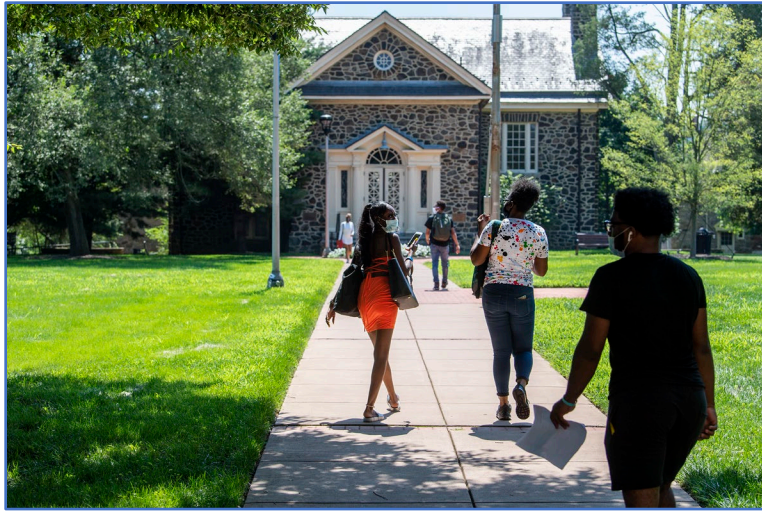
As required by the Campus Security Act, Cheyney University publishes campus safety policies and statistics annually.

Copies of the report are available upon request from the University's Public Safety Office.

The policies included in this catalog are not inclusive of all policies in effect at the University and represent a subset of those policies most appropriate for inclusion in this academic catalog. Also note that policies may be revised to enhance campus procedures and services to faculty, students, and staff. The most recent versions of all University policies are posted on the University website. Please consult your academic advisor if you have questions about policies and procedures that you feel may impact your matriculation at Cheyney University.

The provisions and requirements stated in the Cheyney University catalog are not considered an irrevocable contract between Cheyney University and the student. The University reserves the right to change any provision or requirement at any time. All students are responsible for adhering to the requirements, rules, regulations, and procedures as specified in the University Catalog, Student Handbook, or other official means of communication. Every effort will be made to keep students advised of any changes via information available in the Office of the Provost. Revisions will also be made online in the Cheyney University catalog as needed.

Mission, Vision, and Core Values



Mission Statement

Established in 1837, Cheyney University of Pennsylvania continues to build on its legacy as America’s first institution of higher education for African Americans. Our Mission is to equip and empower students of diverse backgrounds to be visionary leaders in their chosen fields. We offer innovative approaches to teaching and quality academic programs that expose our students to pioneering ideas, research, and civic engagement. Our transformative approach to student development emphasizes the whole person – fostering success in the classroom, on campus, and in life.

Vision Statement

Cheyney University of Pennsylvania will be the premier educational model for academic excellence, character development, and social responsibility.

Core Values

Scholarship

Cheyney University is committed to maintaining a vibrant educational community that is dedicated to promoting scholarship and lifelong learning for its students. The University values the close relationship between scholarship, teaching, and research and strongly supports academic programs which integrate research and teaching. Scholarship at Cheyney University is focused on preparing students to excel in their chosen fields of study and to become leaders.

Diversity

The University demonstrates its commitment to diversity by offering wide student access to resources to ensure an opportunity for all to acquire an education. Diversity and multiculturalism are integral to the University and are reflected through our academic programs and curriculum. Our diverse alumni, faculty, and staff reflect the local, national, and international community and help prepare Cheyney University students for success in the global community. Cheyney University recognizes how valuable its unique diversity is in contributing to the Pennsylvania State System of Higher Education.

Integrity

In order to demonstrate the highest ethical standards for personal and professional accountability, University faculty and staff encourage students to take responsibility and accountability for their actions and to act with integrity at all times.

Respect

Respect for all individuals is at the heart of Cheyney University. The University demonstrates its continued commitment to freedom of thought and freedom from discrimination by ensuring a respectful environment for its entire family. In the spirit of free and open discourse, the University recognizes shared governance as the means for the voices and opinions of the faculty, staff, and students to be heard.

Service

Service permeates the Cheyney University campus community. Our faculty and staff demonstrate their commitment to students by providing timely and high-quality support to meet their needs. Similarly, faculty, staff, and students provide outreach and service to external and constituent communities, demonstrating their understanding of the importance and value of service.





History of Cheyney University of Pennsylvania

Founded in 1837, Cheyney University of Pennsylvania is known as the first institution of higher learning for African Americans. It was established through a bequest of Quaker philanthropist Richard Humphreys as the Institute for Colored Youth. Cheyney University of Pennsylvania is one of America's Historically Black Colleges and Universities (HBCUs).

The school began in Philadelphia and successfully provided free classical education for qualified young people. In 1902 the Institute moved 25 miles west of Philadelphia to George Cheyney's farm. Over the years, the school has undergone several name changes and, after becoming a part of the fourteen-university State System of Higher Education in 1983, assumed the name of Cheyney University of Pennsylvania.

Today, Cheyney University students represent a variety of races, cultures, and nationalities who receive educational instruction beyond the vision of Richard Humphreys. Students are educated to develop the skills necessary for Cheyney University graduates to become contributing professionals and leaders in all disciplines. The University offers baccalaureate degrees in a diverse range of disciplines. Cheyney graduates enter careers such as education, journalism, medicine, business, science, law, communication, and government service.

A History of Leadership

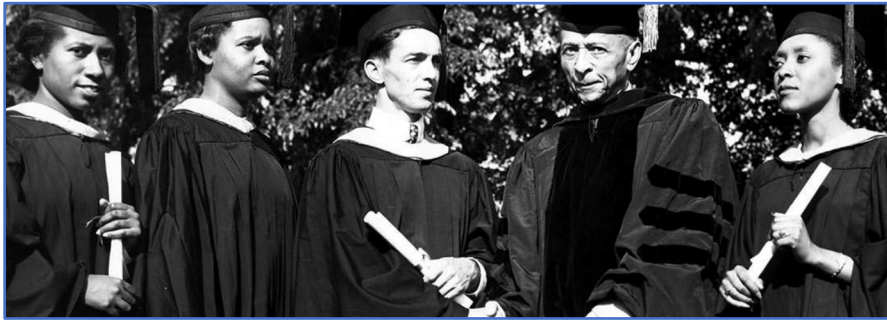
Superintendents

- Isaac Jones, 1840-1842
- Joseph Healy, 1843-1845
- Caleb Cope, 1845-1846

Principals

- Charles L. Reason, 1852-1856
- Ebenezer D. Bassett, 1856-1869
- Fanny Jackson Coppin, 1869-1902
- Hugh Browne, 1903-1913

Presidents



The First President, Leslie Pinckney Hill, 1913-1951

- James Henry Duckrey, 1951-1965
- Leroy Banks Allen, 1965-1968
- Wade Wilson, 1968-1981
- C.T. Enus Wright, 1982-1985
- LeVerne McCummings, 1985-1991
- Valarie Swain-Cade McCoullum (Interim), 1991-1992
- Douglas Covington, 1992-1995
- W. Clinton Pettus, 1996-2003
- Wallace C. Arnold (Interim), 2004-2007
- Michelle Howard Vital, 2007-2014
- Frank G. Pogue (interim), 2014-2017



**The Current President, Aaron A. Walton
2017- Present**

Under President Walton's leadership, Cheyney began a transformation that has led to its resurgence!

Cheyney University Key Historical Dates

- 1883-1889: The curriculum of the Institute of Colored Youth was expanded to include the divisions of industrial arts and household economy.
- July 1914: The school's name was changed to Cheyney Training School for Teachers to more appropriately depict its purpose and the nature of its work.
- June 1918: The University newspaper, The Cheyney Record, edited by Evangeline Rachel Hall and Laura Wheeler (Waring), was first published.
- September 1920: Cheyney Training School for Teachers opened as a normal school with approval for its graduates to receive state certificates to teach in the public schools of Pennsylvania.
- June 1921: The first class was graduated with the new state diplomas.
- 1921: Senator Albert McDade of Delaware County sponsored Senate Bill 338, which authorized the Commonwealth of Pennsylvania to purchase property at Cheyney under the direction of the State Board of Education, if satisfactory terms could be agreed upon.
- January 1, 1992: The Commonwealth of Pennsylvania paid \$75,000 and assumed all expenses of Cheyney Training School for Teachers.
- October 3, 1930: The State Council of Education approved the extension of the curriculum in elementary education, home economics and industrial arts to lead to the degree of Bachelor of Science in Education.
- May 1932: The first Bachelor of Science in Education degree was awarded in home economics.
- May 1933: The first Bachelor of Science degrees were awarded in elementary education and industrial arts education.
- March 28-31, 1951: Cheyney was visited by an evaluation team of the Middle States Association of Colleges and Secondary Schools and was fully accredited shortly afterward.
- 1951: The name of the school was changed to State Teachers College at Cheyney (also known as Cheyney State Teachers College).
- 1959: Cheyney State Teachers College became Cheyney State College and the Bachelor of Arts degree and Bachelor of Science degree were offered.
- 1968: Graduate programs began to be offered at the University.
- July 1983: Cheyney became a part of the newly formed, fourteen-university State System of Higher Education and its name was changed to Cheyney University of Pennsylvania.

CHEYNEY UNIVERSITY

Academic Calendar

Fall 2023	Fall	Fall I Session	Fall II Session
	15 Weeks	7.5 Weeks	7.5 Weeks
	August 21-December 8	August 21–October 9	October 10–December 8
Fall Payments Due	August 7	August 7	TBD
Financial Purge for Non-Payment	TBD	TBD	TBD
Residence Halls Open / Move-In	August 14-19		
Discovery Week	August 15-17		
Classes begin	August 21	August 21	October 10
Academic Convocation	August 23		
Last day to add/drop classes	August 28	August 24	October 13
Withdrawal Period Begins – ‘WC’ Grade posted	August 29	August 25	October 16
Roster Verification Period	August 29-September 1	August 29-September 1	October 17-October 20
Labor Day Holiday (No Classes)	September 4	September 4	
Roster Verification Final Review	September 5-8	September 5-8	October 23-26
Census	September 11	September 11	
Midterm Evaluations Administered	October 2-6	September 11-15	October 30-November 3
Midterm Grades Due @ 10am	October 17	September 26	November 14
Last day to submit Graduation Application for December 2023	October 20		
Student Evaluations of Faculty Teaching Administered	October 23-November 3		
Last Day to Withdraw from a Class @ 4pm - Grade of ‘WC’ posted	October 27	September 22	November 10
Incomplete (‘I’) Grades from Spring 2023 converted to ‘F’ Grades	October 27		
Academic Advising Begins	October 30		
Registration Opens for Winterim & Spring 2024 for Continuing Students	November 6		
Early deadline to submit Graduation Application for May 2024	November 17		
Fall & Thanksgiving Break (No Classes)	November 21-24		November 21-24
Last Day of Classes	December 1	October 2	December 1
Reading Day/Exam Study Day	December 4	October 3	December 4
Final Examinations	December 5-8	October 4-9	December 5-8
Final Grades Due @ 10am	December 18	October 19	December 18
Residence Halls Close @ 6 pm	December 8		December 8

Last update: 6/5/2023

CHEYNEY UNIVERSITY

ACADEMIC CALENDAR

WINTERIM 2024

*** 4 WEEKS SESSION ***

WINTERIM Session

December 18, 2023 – January 12, 2024

TBD (Thursday)	Winterim Payments Due
TBD (Thursday-Saturday)	Financial Purge for Non-Payment
December 18 (Monday)	Classes Begin
December 19 (Tuesday)	Last day to add/drop classes
December 20 (Wednesday)	Withdrawal Period Begins – 'WC' Grade posted
December 20-21 (Wednesday-Friday)	Roster Verification Period
December 25 (Monday)	Christmas Holiday (No Classes)
December 26-27 (Tuesday-Wednesday)	Roster Verification Final Review
December 28-29 (Thursday-Friday)	Midterm Evaluations Administered
January 1 (Monday)	New Year's Holiday (No Classes)
January 2 (Tuesday)	Midterm Grades Due @ 10am
January 4 (Thursday)	Last day to Withdraw from a Winterim Class @ 4pm-Grade of 'WC' posted
January 10 (Wednesday)	Last Day of Classes
January 11-12 (Thursday-Friday)	Winterim Final Examinations
January 17 (Wednesday)	Final Grades Due @ 10am

CHEYNEY UNIVERSITY

Academic Calendar

Spring 2024	Spring 2024	Spring I Session	Spring II Session
	15 Weeks	7.5 Weeks	7.5 Weeks
	January 22 – May 10	January 22 – March 15	March 18 – May 10
Spring Payments Due	December 15, 2023	December 15, 2023	TBD
Financial Purge for Non-Payment	TBD	TBD	TBD
Residence Halls Open / Move-In	January 19		
Classes begin	January 22	January 22	March 18
Last day to add/drop classes	January 29	January 25	March 21
Withdrawal Period Begins	January 30	January 26	March 22
Roster Verification Period	January 30-February 2	January 30-February 2	March 22-27
Roster Verification Final Review	February 5-8	February 5-8	March 28-April 2
Census	February 9	February 9	
Last day to submit Graduation Application for May 2024	February 9	February 9	
Midterm Evaluations Administered	March 18-22	February 12-15	April 8-11
Midterm Grades Due @ 10am	March 27	February 21	April 17
Last Day to Withdraw from a Class @ 4pm - Grade of 'WC' posted	March 29	February 23	April 19
Spring Break (No Classes)	March 4-10	March 4-10	
Academic Advising Begins	March 25		March 25
Registration Opens for Summer & Fall 2024 for Continuing Students	April 1		
2023-24 Commencement Book Production begins. No new names from Graduation Applications will be included after this date.	April 1		
Student Evaluations of Faculty Teaching Administered	April 1-12		
Incomplete Grades for Fall 2023 & Winter 2024 converted to 'F' Grades	April 5		April 5
Early deadline to submit Graduation Application for August 2024	April 19		
Last Day of Classes	May 3	March 15	May 3
Reading Day/Exam Study Day	May 6	March 18	May 6
Final Examinations	May 7-10	March 19-22	May 7-10
Residence Halls Close @ 6 pm	May 10		May 10
Final Grades Due @ 10am	May 20	March 25	May 20
COMMENCEMENT	Saturday, MAY 11		

Undergraduate Admissions

Standards and Requirements

The following general requirements have been established for admission to Cheyney University.

- High School Curriculum – Students must successfully graduate from an approved four-year high school or institution of equivalent grade, or GED as determined by the Credentials Division of the Pennsylvania Department of Education. Students must be enrolled in a college preparatory program throughout high school to be eligible for admission. Although Advanced Placement (AP) or Honors courses are not required for admission, they do carry extra weight in the application review process.

Please refer to the following table for high school curriculum requirements:

Subjects	Number of Years	Requirements
Language Arts Literacy	4	Content may include English language, communication, writing, composition, research, logic, media, and literature.
Math	3	Content that incorporates the equivalent of Algebra I, Geometry and a third-year course in either Algebra II or a rigorous course based in Probability/Statistics. Mathematics and/or mathematical-based science taken in senior year is highly recommended, especially for math/science majors.
Science	3	Content that incorporates the equivalent of biology (with lab), chemistry (with lab), and other inquiry-based lab or technical sciences such as physics, engineering, environmental, or earth science. Science majors are required to have four years of an academic science.
Social Studies	3	Content that incorporates the equivalent of civics, US history, world history, geography, and economics. Content must provide an understanding of the influence of heritage, cultural context, diversity, and global perspectives.
Foreign Language OR Academic Electives	2	recommended

- Grades – Students must demonstrate academic achievement in the classroom. The admission office will consider high school GPA, class rank, grades in academic core subject areas, and quality of curriculum. In many cases, senior grades are requested and taken into consideration during the application review process. In all cases, admission is contingent upon successful completion of the final year and proof of high school graduation. A minimum cumulative grade point average (GPA) of 2.0 is generally required for admission.
- Students below a cumulative grade point average of 2.0 may be considered for the Summer Bridge Program.
- SAT/ACT Scores – Cheyney is test optional. However, students are encouraged to submit college entrance examination scores from the SAT or ACT to be used for placement purposes.

Application Procedures

- A completed application is required. Applicants are encouraged to complete the application online. There is no fee to apply.
- Admission to CU is offered on a rolling basis; therefore, priority is given to those students who apply early. Admission to CU is offered on a rolling basis; therefore, priority is given to those students who apply early. Students will remain on hold and will not be permitted to register for classes, receive a financial award letter, or finalize housing an official high school transcript is not received by the deadline stipulated in the acceptance letter. Please note that housing and financial aid (FAFSA) is strongly recommended to be completed well in advance of the first day of classes.
- Students must request that an official copy of their secondary school transcript be forwarded from the guidance office directly to Cheyney University Office of Admissions.

- SAT or ACT scores should be requested from the respective testing center or the high school. Test scores printed on the secondary school transcript or enclosed with the official documents from the high school are considered official.

Supplemental Materials

In some cases, a personal statement and letters of recommendation may be required upon request.

Enrollment Procedures

- Once admitted, students are required to pay a \$250.00 non-refundable enrollment deposit. The National Candidates Reply Date is May 1 of the year that the student will enroll.
- All new students must have a medical history report completed by a physician. This form must be returned to CU prior to enrollment.

Transfer Student Policy

- Any student who has enrolled at a post-secondary institution following high school graduation is a transfer applicant. The exception is if courses are taken during the summer between high school graduation and matriculation.
- A minimum cumulative grade point average (GPA) of 2.0 is generally required for admission.
- Students with fewer than 12 transferable credits must provide an official copy of their high school transcript.

Application Procedure for Transfer Students

- Transfer Students complete the online application form.
- Admission to CU is offered on a rolling basis; therefore, priority is given to those students who apply early. Students will remain on hold and will not be permitted to register for classes, receive a financial award letter, or finalize housing until all official transcripts are not received by the deadline stipulated in the acceptance letter. Please note that housing and financial aid (FAFSA) is strongly recommended to be completed well in advance of the first day of classes.
- Official transcripts must be sent from all previously attended post-secondary institutions.
- Students are provided with an unofficial credit evaluation at the time of acceptance. Official credit evaluations are provided once students pay the enrollment deposit. All offers of admission are contingent upon successful completion of course work completed after the time of acceptance.
- All official, final college transcripts must be received before classes begin for the semester in which the student is enrolling. Students will not be permitted to attend class and class registrations will be cancelled if all official transcripts are not received by the deadline stipulated in the acceptance letter. All documents should be sent directly to the Office of Admission in a sealed envelope directly from the college or university or electronically via the National Student Clearinghouse or Parchment.

Home Schooled Students

A transcript of all secondary level course work from a state/commonwealth recognized home education diploma program or your home school district or a General Equivalency Diploma (GED) and samples of all secondary level course work completed.

International Students

Cheyney University recommends that students seeking admission from foreign countries submit the [online application](#) and all application materials at least three months prior to their start date. Application materials include an official evaluation of educational credentials, an official English proficiency exam score, a copy of a current passport, and immigration documentation. All application materials must be completed and received prior to consideration for admission.

Students whose primary language is not English are required to submit one English proficiency exam score. Acceptable English proficiency exams include the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), the SAT and the ACT. For information on minimum exam scores, see <https://cheyney.edu/admissions/international-admissions/>.

Students with transcripts from non-U.S. institutions are required to submit an official educational credential evaluation of transcripts, academic records, diplomas, national examination results, certificates or degrees received from all

secondary, post-secondary, university and/or professional schools.

We recommend World Education Services, Inc. (WES.org) or EducationUSA.info for this service.

Readmission of Former Students

Students who have withdrawn from the University may apply for re-entry to any semester by following the [Rejoining the Cheyney Community](#) process found on the website. Official transcripts of any credits completed at other institutions during the withdrawal period must accompany the request. Students are encouraged to check with the Financial Aid Office about how financial aid is affected by re-entry.

Financial Assistance

Cheyney University understands that students and families may need some assistance to help cover their educational costs. As such, the Office of Student Financial Services is available to guide students and their families through the financial aid process. The financial aid process begins with the student and family completing the Free Application for Federal Financial Aid (FAFSA) at studentaid.gov. The student's financial aid offer may contain federal, state, and institutional grants, scholarships, loans, and work-study (which students earn by actively participating in the Federal Work-Study program).

[The student](#) must be admitted to Cheyney University to receive an estimated financial aid offer. Admissions requires the student provides the Admissions Office with an official copy of the student's high school transcript or GED and, if the student is a college transfer student, provide an official copy of your transcript from each institution attended. Transfer coursework must be evaluated before an offer can be made. The student may apply for financial aid before they are admitted, but the financial aid staff will only determine the student's eligibility for aid once the student has completed the admission application and met the appropriate admission requirements.

Financial Aid Eligibility Requirements

To be considered for eligibility for financial assistance, you must fulfill the following requirements:

1. You must have a high school diploma or its equivalent (GED or home school completion meeting state requirements).
2. You must be a U.S. Citizen or an [eligible non-us-citizen](#).
3. You must have a valid social security number.
4. You must be enrolled or accepted for enrollment as a regular student in an eligible degree program.
5. You must be enrolled at least half-time to be eligible for Federal Direct Loan Program funds.
6. You must maintain satisfactory academic progress at Cheyney University.
7. You must complete and sign the FAFSA which includes demonstrating that:
 - You are not in default on a federal student loan and do not owe money on a federal student grant.
 - You will use all federal student aid for educational purposes only.

Application Process

Students apply for financial aid by submitting the Free Application for Federal Financial Aid (FAFSA) at studentaid.gov. The FAFSA School Code for Cheyney University is 003317. Students submitting a FAFSA for the first time will need to create an account (FSA ID) at studentaid.gov before completing the FAFSA. Students must apply for financial aid every year and may do so as early as October 1 of the prior year they plan to begin their studies at Cheyney University. For example, students who intend to start at Cheyney University for the fall 2023 semester can submit the FAFSA beginning October 1, 2022, using their 2021 tax return information.

Verification

The U.S. Department of Education requires that some applications be reviewed for accuracy through a process called verification. If a student is selected for this process, it will be specified on the Student Aid Report sent to the student from the federal processor. The college will also notify the student through mail or by email. If selected for this

process, the student must turn in additional documentation. The student's financial aid file will not be considered complete and ready for verification until all missing eligibility information has been received and processed. The student will not receive an award offer until verification is completed. This process can take one to four weeks, depending on how quickly the student submits accurate and complete information and documents. Students are strongly encouraged to use the IRS Data Retrieval Tool to report income information since the usage of the tool can significantly streamline the verification processing time.

Federal eligibility matches

The federal processor matches a student's name, date of birth, and Social Security number with various federal agencies. Agency matches are performed with the Social Security Administration, Department of Homeland Security, Veterans Administration, and the National Student Loan Data System. If any discrepancies or questions about a student's information occur, the student will be asked to provide additional documents or take other further action to confirm eligibility for federal assistance. The federal processor will notify the student on the Student Aid Report of the results of these matches and whether additional information is required in order for the student's application to be processed. The institution notifies the student by requesting documentation.

Types of Financial Aid

Federal Grants

There are several types of federal student aid grants and one specialized grant/loan combination. All grants are awarded according to financial need, as determined from the information you submitted on the Free Application for Federal Student Aid (FAFSA). Students eligible for federal student aid have their eligibility for federal grants evaluated after completing the FAFSA. Additional information on these and other federal financial aid programs can be found on the U.S. Department of Education's Federal Student Aid Website.

Federal Pell Grant

The Federal Pell Grant program provides financial assistance to students who could not otherwise afford to pay for college as an undergraduate. The government awards grants according to each student's financial need as determined by federal methodology, a congressionally established need analysis formula. The need for other aid is based on and determined by the student's eligibility for Federal Pell Grant.

Awards range from \$750 to \$7,395 (academic year 2023-24). Students completing their financial aid application are automatically considered for Federal Pell Grant funds.

Federal Pell Grant awards are calculated at the end of drop/add. The amount of the award is based on the student's registration at that time.

To be eligible for a Federal Pell Grant, you must:

1. Show financial need according to the need analysis formula.
2. Be an undergraduate enrolled in a degree-seeking program.
3. Not have already completed a bachelor's degree.
4. Maintain satisfactory academic progress.
5. Not have defaulted on or owe a refund to any previous aid program.

The Federal Pell Grant duration of eligibility has been set to 12 full-time semesters or approximately six years. The limit will apply to all Federal Pell Grant recipients regardless of when the student first began receiving Federal Pell Grant funds. You can see your Federal Pell Grant history by going to studentaid.gov. Log in using your FSA ID. In the Dashboard, View "My Aid," "Grants," and view Federal Pell Grant Usage. It will display your "Pell Lifetime Eligibility Used."

Federal Supplemental Educational Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant Program (FSEOG) is a federally funded aid program awarded by SFS to undergraduates who demonstrate exceptional financial need. CU selects recipients and determines award amounts based on the greatest financial need. Priority is given to students who receive Federal Pell Grant awards. Award amounts may vary yearly based on federal funding and student eligibility. Students are encouraged to file their FAFSA as early as possible to be considered for this grant.

Federal Iraq & Afghanistan Service Grant

If a student's parent or guardian died due to military service in Iraq or Afghanistan, the student may be eligible for an Iraq and Afghanistan Service Grant.

The student may be eligible to receive the Iraq and Afghanistan Service Grant if:

- The student is not eligible for a Federal Pell Grant based on their federal need analysis but meets the remaining Federal Pell Grant eligibility requirements, and
- Their parent or guardian was a member of the U.S. armed forces and died as a result of military service performed in Iraq or Afghanistan after the events of 9/11, and
- The student was under 24 years old or enrolled in college at least part-time at the time of their parent's or guardian's death.

The grant award is determined by calculating the maximum Federal Pell Grant for the award year minus the required deduction outlined in the Budget Control Act of 2011 (the sequester law) for the academic year. However, it cannot exceed the student's cost of attendance for that award year.

More information regarding the Federal Iraq & Afghanistan Service Grant can be found at <https://studentaid.gov/understand-aid/types/grants/iraq-afghanistan-service>.

Teacher Education Assistance for College and Higher Education (TEACH) Grant

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides grants for students who intend to teach in high-need fields in low-income schools. The program is available *only* to students fully admitted into an eligible teaching program at CU. A TEACH Grant differs from other federal student grants because it requires the student to agree to complete a teaching service obligation as a condition for receiving the grant. If the student doesn't meet the service obligation, the TEACH Grant will be converted to a loan that the student must repay with interest. Students must agree to teach full-time for at least four years in a high-need field at a low-income elementary school, secondary school, or educational service agency. If the student does not meet the requirements of their service obligation, all TEACH Grants you received will be converted to Direct Unsubsidized Loans. The student must repay these loans in full, with interest charged from each TEACH Grant disbursement date.

TEACH Grant Eligibility

To be eligible for a TEACH Grant, the student must do the following:

- Meet the basic eligibility criteria for the federal student aid programs.
- Complete the *Free Application for Federal Student Aid* (FAFSA) form.
- Be enrolled in a TEACH-Grant-eligible program.
- Meet certain academic achievement requirements (generally, scoring above the 75th percentile on one or more portions of a college admissions test or maintaining a cumulative GPA of at least 3.25). For specific information about the academic requirements, visit the SFS office.

- Complete TEACH Grant counseling at studentaid.gov that explains the terms and conditions of the TEACH Grant service obligation. The student must complete counseling each year that the student receives a TEACH Grant.
- Sign a *TEACH Grant Agreement to Serve or Repay (Agreement)*.

State Grants

State grants are available to eligible state residents who complete the FAFSA and their respective state's application.

Pennsylvania State Grant:

The PA State Grant Program, available through the Pennsylvania Higher Education Assistance Agency (PHEAA), is a need-based grant program for Pennsylvania residents seeking an undergraduate degree at an eligible Pennsylvania institution. The student must complete a FAFSA along with a PHEAA application. The student can check the status of their state grant eligibility by creating and logging into PHEAA's Account Access. The student should also be aware of their Rights and Responsibilities, Privacy and Certification for this grant. Additional information regarding this grant can be found at <https://www.pheaa.org/grants/state-grant-program/state-grant-faq.shtml>.

Other State Grants

Several states (including Delaware, the District of Columbia, Massachusetts, Ohio, Vermont, and West Virginia) have grants that can be transferred to colleges and universities in Pennsylvania. Interested students may obtain information regarding these programs from their high school guidance counselors or from their appropriate state higher education agency.

Federal Work-Study

The Federal Work Study Student Employment Program is a need-based, federally-funded financial aid program that provides part-time employment opportunities to eligible students enrolled at least half-time. To apply, submit a Free Application for Federal Student Aid (FAFSA) and a Cheyney University – Federal Work Study Student Employment Application for the year you wish to be considered. Unlike other sources of financial aid, Federal Work Study Awards will not appear as anticipated aid or as a payment on your account/bill. Students participating in the program will receive direct, bi-weekly compensation/payment for the hours worked. The earnings from this employment opportunity are intended for the sole purpose of meeting educational expenses as they relate to your enrollment as a Cheyney University Student.

Federal Direct Loan

Loans are funds that must be repaid. The [William D. Ford Federal Direct Loan \(Direct Loan\) Program](#) offers secure, government-regulated and reasonably affordable way to invest in yourself and your goal of a higher education. Even though some loans are based on financial need, programs are available to all federally eligible students regardless of income. Students must be enrolled for at least six credits each term (half-time status) of enrollment to qualify for a federal loan. You may receive a deferment if you are enrolled in school at least half-time or for unemployment or economic hardship. For subsidized and unsubsidized loans, a 6-month grace period starts the day after you graduate, leave school, or drop below half-time enrollment. You do not have to begin making payments until your grace period ends.

Types of loans include:

- **Direct Subsidized Loans** are loans made to eligible undergraduate students who demonstrate financial need as determined by their cost of attendance minus expected family contribution and other financial aid (such as grants or scholarships). Subsidized Loans do not accrue interest while the student is in school at least half-time or during deferment periods.
- **Direct Unsubsidized Loans** are loans for undergraduate students that are not based on financial need. Eligibility is determined by your cost of attendance minus other financial aid (such as grants or scholarships). Interest is charged during in-school, deferment, and grace periods. Unlike a subsidized loan, you are responsible for the

interest from the time the unsubsidized loan is disbursed until it's paid in full. You can choose to pay the interest or allow it to accrue (accumulate) and be capitalized (that is, added to the principal amount of your loan). Capitalizing the interest will increase the amount you have to repay.

- **Direct PLUS Loans** are loans made to parents of dependent undergraduate students to help pay for education expenses not covered by other financial aid. The parent borrower must be the dependent student's biological or adoptive parent. A stepparent is also eligible to borrow a PLUS Loan only if their income and assets were used on the student's Free Application for Federal Student Aid in the academic year that loan is being requested. Eligibility is not based on financial need, but a credit check is required. Borrowers who have an adverse credit history must meet additional requirements to qualify. Interest is charged during in-school, deferment, and grace periods. The borrower is responsible for the interest from the time the PLUS Loan is disbursed until it's paid in full. The borrower can choose to pay the interest or allow it to accrue (accumulate) and be capitalized (that is, added to the principal amount of your loan). Capitalizing the interest will increase the amount the borrower will have to repay.

Federal Direct Loan Program Eligibility

To be eligible for a Federal Direct Loan, the student must do the following:

- Meet the basic eligibility criteria for the federal student aid programs.
- Be enrolled at least six credit hours in an academic term.
- Complete the Master Promissory Note and Entrance Counseling at studentaid.gov, which explains the terms and conditions of the Federal Direct Loan. In addition, the student must complete Exit Counseling when the student ceases to be enrolled at least half-time.
- Not have borrowed the aggregate loan limit established by Federal Student Aid.

Loan Proration

Loan proration impacts undergraduate students applying for graduation who are receiving Federal Direct Subsidized and Unsubsidized Loans.

Federal regulations require schools to prorate the Federal Direct Loan amounts for **graduating undergraduate students** when their final enrollment period is less than a full academic year. The loan limit proration determines the maximum loan amount a student may borrow for the final term of study based on the degree they are completing. Graduating undergraduate students who are **only attending one semester** of the academic year will have their Federal Direct Loans prorated based on the number of credit hours they are enrolled.

Private Education Loans

Private Education Loans, also known as Alternative Loans, are credit-based loans that can help bridge the gap between the actual cost of your education and the amount of your other financial aid funds. Private lenders offer private loans and should only be considered after exhausting all other funding sources – including federal loans.

Scholarships

At Cheyney, we believe every student should have the opportunity to pursue their passion. That's why we offer an array of scholarships for students with financial need and those with exceptional academic, athletic, or artistic talent.

Admissions Scholarships

Please review the many opportunities listed below. Each scholarship is likely to have separate application instructions and criteria for consideration. If you are offered a scholarship, carefully review all details in the award offer. Scholarships are only authorized when students fully abide by all policies, terms, and obligations. In addition:

- Scholarships at Cheyney University require completing the FAFSA (only International students are exempt from this requirement).
- Students must complete all requirements for determination of eligibility for federal aid. Please communicate with Student Financial Services if you have any questions.
- Scholarships are intended to provide financial support to assist students in meeting educational costs associated with college attendance.
- Many scholarships require full-time attendance.
- Most scholarships are awarded 50% in the fall semester and 50% in the spring.
- Most scholarships require students to write a thank you letter to the donor.
- Scholarship awards may be automatically rescinded if students do not satisfy all requirements and expectations associated with accepting an award.
- Scholarships are an earned privilege, and students may only continue to receive scholarship support if they demonstrate full compliance with the expectations associated with an award.
- Some scholarships are awarded based on residency within Pennsylvania.

[Keystone Honors Academy Scholarship](#)

Honors Scholarships and Keystone Scholarships at Cheyney University are competitively awarded to academically talented students who are admitted into the honors academy. A limited number of awards are made based on availability and the strength of the student's qualifications. The minimum criteria for consideration include:

- For first-time college students: Cumulative grade point average of a 3.0 (average is 3.5)
- For first-time college students: Combined SAT scores of a 1080 or 21 or higher ACT score
- For transfer students: Completion of a minimum of 24 college-level credit hours and a minimum cumulative GPA of 3.5.
- Completion of an application to Cheyney University
- Admission into Cheyney University or the Keystone Scholarship, PA domicile (including US citizenship or permanent residency)

The Keystone Scholarship:

The Keystone Scholarship is awarded to a select group of students who are admitted into the Keystone Honors Academy (KHA) and meet the PA domicile requirements (including US citizenship or permanent residency). The award includes:

- A tuition scholarship (full last-dollar scholarship, adjusted according to Financial Aid)
- Room and board (double occupancy room and a 19-meal plan + flex points)
if you choose a Single room, there is an additional charge to pay out-of-pocket
- Fees associated with enrollment in the University
- An array of special services and programs to support student success

These scholarships are automatically renewed each semester for up to four years when students meet the obligations of the Academy. All students must comply with all obligations in the KHA and the following:

- For the Keystone scholarship, students must maintain a domicile in Pennsylvania from the time of application through completion of their approved course of study and graduation.
- Students must participate in community service and/or volunteer with the Keystone Honors Academy. Service learning courses satisfy this requirement. Students must have community service on file with the KHA office.

Please review the **Requirements For PA Residency**. Please note that PA residency requires the satisfaction of several standards and is often determined by state income taxes. Only individuals who satisfy the requirements for PA residency, as defined by these policies, may receive the Keystone Scholarship.

The Honors Scholarship

This award is available to a select group of honors students outside of Pennsylvania. The scholarships are awarded to students who qualify for admission into the Honors Academy and include the following:

- \$5,000 a year, renewable for up to four years.
- 15% tuition reduction.

Students must continually meet the requirements of the Honors Academy for the award to be renewed.

Additional awards may be made based on availability. All offers are available in limited quantities, and students selected to receive an award will receive an offer outlining the full terms of the award.

Class Attendance - Title IV Requirements

Students who receive Title IV financial aid are expected to attend and engage in class. Attendance and academic engagement will be monitored, and academic engagement must be confirmed before a student may receive a financial aid disbursement. Title IV financial aid includes Federal Grants, Federal Work-Study, and Federal Direct Loans.

Satisfactory Academic Progress

Students must demonstrate that they can maintain their financial aid eligibility by meeting all of the Satisfactory Academic Progress (SAP) standards. SAP is reviewed annually after spring grade processing to determine financial aid eligibility for the next academic year of enrollment. Students who have not met the minimum SAP requirements will be notified that they are not eligible for federal financial aid.

Students must meet all three requirements of Satisfactory Academic Progress to remain eligible for federal financial aid:

1. Qualitative Measure – Cumulative Cheyney grade point average (GPA). Must achieve a minimum 2.0 cumulative GPA. Credits with the following grades will be included in the GPA calculation: A, B, C, D, and F.
2. Quantitative Measure or Cumulative Pace of Completion: All students must complete 67% of the total cumulative attempted credits. The pace of completion is calculated by dividing the number of cumulative credit hours successfully completed by the cumulative number of attempted credit hours. Credits are considered successfully completed when a grade of A, B, C, or D is earned. Credits with the following grades will also be included in attempted credits: F (Fail), I (Incomplete), AW (Administrative Withdraw), W (Withdraw), WC (Official Withdraw), TR and CR (Transfer Credit), and NGR (No Grade Recorded).
3. Maximum Time Frame for Degree Completion -completing program of study within 150% of program length. The following are included in the maximum time frame calculation: attempted credits, part-time

attendance, transferred credits, and credits waived under the academic amnesty policy. Credit hours for which the student did not receive financial aid are also included in the calculation. If the student exceeds the maximum time frame allowed, the student will not be allowed to receive Title IV funds, unless the student is granted an appeal. Students may receive aid for up to 150 % of the required credits to earn their degree. Most degree programs at Cheyney require 120 credits. Therefore, 150% of 120 credits = 180 cumulative credits attempted (including both Cheyney credits attempted and transfer credits accepted). Students who change majors must complete the degree requirements within the timeframe specified above.

For Readmit Students, satisfactory academic progress will be based on the student's previous attendance at Cheyney and credits attempted in transfer. Students requesting readmission to Cheyney University should contact the Office of Student Financial Services about their SAP status for federal financial aid.

Please note that for repeat coursework, which is a course that is repeated in a semester after it was originally taken, all attempts are included in the cumulative hours when determining a student's satisfactory academic progress. However, only the last grade earned is used in the calculation of the GPA.

Reinstatement of Financial Aid and Appeals

Students who do not meet the satisfactory academic progress standards will not be eligible for federal financial aid. Once financial assistance has been discontinued, it may be reinstated provided:

- The student successfully achieves the required number of credits and cumulative grade point average for SAP and/ or
- The student has requested reinstatement in writing and has been granted an appeal.

If a student is deficient in credits and/or GPA at the end of the academic year, summer school classes may be used to eliminate the deficiency. If the student has a GPA deficiency, courses taken elsewhere may not make up for this deficiency. Only courses taken at Cheyney or through the Visiting Student policy at another Pennsylvania State System of Higher Education University will count in the GPA. The Visiting Student Policy forms are available in the Office of the Registrar and should be approved before registering for the coursework.

The student must notify the Office of Student Financial Services of grade changes that impact SAP. Financial aid will be reinstated once a student meets the minimum SAP standards. Financial aid cannot be paid retroactively for the payment period(s) during which the student was ineligible. Students who have had their financial aid discontinued may also appeal that status if they have experienced extenuating circumstances that affected their ability to meet satisfactory academic progress standards. In general, extenuating circumstances can include, but are not limited to, illness, injury, death of relative or friend, difficulties with accommodations for students with disabilities, and adversity due to unforeseen events. The appeal must document what contributed to the student's inability to meet the minimum standards of academic progress and what has changed to allow the student to reestablish SAP. If the student's appeal is approved, they must complete an academic success plan with an academic advisor. Students should submit the appeal prior to July 15 for fall semester and January 15 for spring semester consideration.

The appeal will need to include the following:

- Satisfactory Academic Appeal Form
- A signed statement explaining the extenuating circumstance
- Supporting documentation of the extenuating circumstances

Students granted an appeal will be placed on probation, must meet the goals established in the academic plan, and

participate in the University CARES program. The plan must include a specific timeline by which the student will again be making progress, along with the semester-by-semester course enrollment, expected minimum semester GPA and semester Pace of Completion. Failure to reestablish eligibility at the end of a Satisfactory Academic Progress probation semester or adhere to the academic plan created for the student will result in termination of federal financial aid eligibility.

Students who are academically dismissed from the University who are receiving financial aid, will automatically have their financial aid terminated.

PA State Grant Satisfactory Academic Progress

The PA State Grant program has a Satisfactory Academic Progress (SAP) administered by the Pennsylvania Higher Education Assistance Agency (PHEAA). Cheyney University is required to notify PHEAA of the student's eligibility status, based on that policy. PA residents that do not meet the PA State Grant Satisfactory Academic Progress requirements may complete and submit a PA State Grant - Academic Progress Exception Form for reconsideration. Please read and follow the directions carefully.

Rights and Responsibilities of the Financial Aid Recipient

While receiving financial aid from CU, your responsibilities are to:

- Complete applications correctly and on time.
- Read and understand all materials sent to you from Student Financial Services (SFS) and other financial aid agencies or provided on the SFS Web site; keep copies of all forms and materials you send in.
- Know and comply with the rules governing the aid you receive.
- Provide all documentation and information requested by SFS.
- Comply with the provisions of any promissory note and all other agreements you sign.
- Register for the number of hours required for your aid disbursement.
- Maintain satisfactory academic progress.
- Notify SFS of all resources not listed on your award offer.
- Use aid only for expenses related to attending CU.
- Check your CU email account for financial aid information.
- Keep your email and mailing addresses up to date with CU, as well as the state aid and federal aid processors.

While receiving financial aid from CU, you have the right to:

- Be informed of the correct procedures to apply for aid, cost of attendance, aid available, how financial need is determined, criteria for awarding aid, how academic progress is determined, and what you must do to continue receiving aid.
- Be informed of the type and amount of your assistance, how much of your need has been met, and how and when you will be paid.
- Appeal financial aid office decisions about your application.
- View the contents in your financial aid file in accordance with the Family Educational Rights and Privacy Act.

- Know the conditions of any loan that you accept.
- Know the job description and pay rate for any work-study job that you hold or for which you may apply.
- Request personal assistance if you have questions or do not understand the information provided.

Study Abroad

Students who plan to study abroad or visit another institution for a semester in an eligible program can receive federal financial aid and alternative loans. Any additional costs can be built into the student's budget for the semester as long as the student can provide proof of the additional costs and has remaining available aid eligibility. Aid will be disbursed to the student as a student refund. The student will then pay the visiting institution with the refund issued. Students are encouraged to schedule a meeting with the Director of Student Financial Services to discuss the process.

Special Cases *Professional Judgment*

CU recognizes that changes occur in family situations beyond students' control. On a case-by-case basis, using the Professional Judgment authority afforded colleges by the federal government, CU will review each student's case and, where appropriate, make changes to the student or family's financial information, family size, or number in college. If the request is for a change in the standard budget, the change will be made to the student's expense budget.

Special condition situations include the following:

- Loss of employment by parent, spouse, or student
- Death of a parent or spouse
- Loss of nontaxable income
- Separation or divorce by parents or student and spouse
- Parents in college
- Siblings in K-12 private education
- Proof of additional educational expense
- Other documented circumstances

For Student Financial Services to issue a Professional Judgment decision, the student must provide supporting documentation. Supporting documentation includes, but is not limited to, a signed statement from the student; a signed statement from the parent; court documents; death notice; unemployment verification; letters of support from counselors, ministers, lawyers, or doctors; or other legal documents.

Students may request a budget increase by providing appropriate documentation. In some cases, the University may make such an increase without a request from the student.

CU has a Special Conditions Appeal form that may be used; however, other types of written requests will be accepted as well. The request will be reviewed by the Director of Student Financial Services (or designee), and a response will be provided to the student.

Dependency Override

Dependency overrides are when **unusual circumstances** warrant making a dependent student an independent student. Dependency Overrides are handled by the Director of Student Financial Services, or designee, in a case-by-case situation. Students whose parents refuse to provide information or students who are self-sufficient are not considered independent. Supporting documentation is required to substantiate the student's circumstances adequately. To be considered for a dependency override, the student will need to complete the following:

- Submit a Free Application for Federal Student Aid (FAFSA)

- Complete a Dependency Override Request Form
- A typed, signed, and dated personal statement explaining the student's situation
- Documentation from an agency to support dependency or two letters from third-party professionals attesting to the student's unusual circumstances

Federal Return to Title IV Policy

Title IV financial aid includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Iraq and Afghanistan Service Grant, TEACH Grant, Federal Direct Subsidized Loan, Federal Direct Unsubsidized Loan, and Federal Direct PLUS loan.

Before withdrawing from classes, students who receive Title IV financial aid funds are strongly recommended to meet with Student Financial Services staff to determine if they will incur a financial liability if they withdraw from classes.

Students earn a portion of the Title IV financial aid they receive each day they are in school until more than 60 percent of the term is completed; at that point, the federal government considers 100 percent of the aid to be earned. Students who withdraw from all classes before completing 60.5 percent of their enrolled term may be required to repay all or part of the Title IV financial aid they received. Students who fail to complete all classes within a term where Title IV federal student aid was received may also be required to repay all or part of their financial aid. Under the Federal Title IV Return of Funds Policy, the amount of aid received will be multiplied by the percentage of the term completed to determine the total aid earned. The total aid earned will be subtracted from the total aid awarded, resulting in unearned aid. The cost of tuition and fees must be returned to Title IV programs, and the student, in turn, incurs a financial obligation to the College. The student must repay the College within 45 days of the day the school notifies them of the overpayment. After 45 days, the account will be turned over to the U.S. Department of Education, and the student will be required to make satisfactory payment arrangements with the U.S. government. The federal government prohibits a student from appealing a Title IV Repayment.

If a student owes the University funds due to a Title IV Repayment, they may be ineligible to re-enroll. Students who owe a Title IV Repayment may also be ineligible for additional Title IV federal financial aid from any college.

Example: A student is awarded the following aid:

\$2,865 Federal Pell Grant
 \$125 Federal SEOG
\$1,168 Federal Direct Loan
\$4,158 total Title IV aid received

If the student withdraws after completing 20 percent of the term, only 20 percent of the total award has been earned. Eighty percent of the total award is unearned and must be repaid and returned to the federal programs $\$4,158 \times 80\% = \$3,326.40$ unearned aid.

In the example below of \$2,350.40 unearned aid, the student's tuition and fees were \$600 and 80% of that must be returned to the Title IV programs. $\$600 \times 80\% = \480 . This amount will be returned to the Federal Direct Loan program by CU, leaving a balance on this loan of \$833, which the student will repay as part of the normal loan repayment schedule.

\$2,350.40 unearned aid
 -\$480.00 returned to Federal Direct Loan program by CU
-\$833.00 Federal Direct Loan balance (student's normal loan repayment schedule)
 \$1,037.40 new balance of unearned aid

\$518.70 returned to Federal Pell Grant Program by CU (Grant programs require that only 50% of the funds be returned: $\$1,037.40 \times 50\% = \518.70)

Veterans Educational Benefits

Under the provisions of Title 38, Cheyney University is an accredited University for the education of Veterans. A Certifying Official in the Office of Student Financial Services helps eligible student Veterans, Active Servicepersons, Dependents, Reservists, and National Guard Members with their questions and paperwork. The Veteran student must contact the Department of Veteran Affairs to complete an application that will determine their eligibility for educational benefits.

Once that has been completed, the Certifying Official in the Office of Student Financial Services will be able to certify enrollment status (total amount of credits registered for that semester) using the VA ONCE (Veteran Affairs website). Once the certification has occurred, the Veteran will be notified via email by the VA, and the Veteran student can move forward with obtaining their benefits from the Department of Veterans Affairs. Cheyney University is an approved educational institution for education and training under the Veterans Educational Assistance Act (GI Bill) and the Dependent's Act. Information regarding eligibility, entitlement, and types of training authorized may be obtained from the Veterans Administration Regional Office by calling the toll-free number (888) 442-4551 (this is a 24-hour automated line where you can confirm when the last check was sent, the date it was processed, the date the benefits were certified, the time left on entitlement, and the last date you can use entitlement) or by accessing the website at www.gibill.va.gov. The Certifying Official at Cheyney University is committed to assisting qualified veterans, dependents of veterans, and the dependents of disabled veterans with their educational benefits.

Tuition and Fees

Students, parents and others who are responsible for the financial obligations of students at Cheyney University should understand that acceptance of admission and the privilege of attending impose a financial obligation for the enrolled semester. Neither non-attendance, non-payment, nor failure to attend class constitutes an official withdrawal from the course or university. Withdrawing from the course/university must be initiated and completed through the Office of the Registrar using the appropriate form.

Students who register online or in person can check their class schedule through the Self-Service student portal to confirm their registration. A semester/session statement will be sent to the student's Cheyney Wolf email. Students will be held financially liable for their registration unless it is officially canceled when the student contacts the Office of the Registrar.

Non-payment of fees or other financial obligations will prevent a student from being allowed to register for subsequent academic work and from receiving any official transcript of their academic record or diploma from the university. Should the university find it necessary to refer a delinquent account to a collection agency or to an attorney, the cost of collection including attorney's fees, if incurred, may be added to the student's financial obligation.

Please note that a student attending a course without proper registration and payment of all tuition and fees does not constitute de facto enrollment. The university will not permit retroactive enrollment in or payment for any class after the end of the term in which the course is offered.

Program Tuition and Fees

While subject to change without notice, the following tuition and fee amounts apply to all Cheyney University undergraduate students. An updated fee schedule can be found on the Bursar's webpage on the university's website at www.cheyney.edu.

Pennsylvania Resident	Semester (Fall or Spring) 12-18 credits	Year (Fall and Spring)	Part-time (less than 12 credits)
Tuition	3,858.00	7,716.00	322.00 (per credit)
Tuition Technology Fee	239.00	478.00	20.00 (per credit)
General Fee	1,355.00	2,710.00	113.00 (per credit)
Total On-Campus	5,452.00	10,904.00	

Non-Resident*	Semester (Fall or Spring) 12-18 credits	Year (Fall and Spring)	Part-time (less than 12 credits)
Tuition	7,716.00	15,432.00	644.00 (per credit)
Tuition Technology Fee	364.00	728.00	30.00 (per credit)
General Fee	1355.00	2,710.00	113.00 (per credit)
Total On-Campus	9,435.00	18,870.00	

* Note: Non-resident rates will be adjusted based on individual awards and scholarships. The Out-of-State Good Neighbor Scholarship is valued at \$1,350.00 per semester and is deducted from the non-resident rate listed above. The Out-of-State Presidential Scholarship is valued at \$1,929.00 per semester and will be deducted from the non-resident rate listed above. Please check your 2022-2023 financial aid award letter for more information.

The General Fee is composed of Educational Services, Health Services, Student Activities, Student Center, C-Net and Building Maintenance charges. The purpose of this fee is to enhance student access to the latest technology in the classroom and to prepare our students for high-tech careers in a global economy.

On-Campus Housing Charges

Room Type	Semester (Fall or Spring)	Year (Fall and Spring)
LLC Single Room	4,012.00	8,024.00
LLC Double Room	3,574.00	7,148.00
LLC Triple Room	3,136.00	6,272.00
Humphreys	3,895.00	7,790.00
Emlen Double Room	3,574.00	7,148.00
Emlen Triple/Quad Room	3,136.00	6,272.00
Tubman Single	2,500.00	5,000.00
Tubman Double	2,000.00	4,000.00

Continuing students must sign-up for on campus housing each year (Fall & Spring) through a link provided by Housing and Residence Life. The link is sent to their Cheyney email address. Please access the Housing page for further details. Contact Housing at housing@cheyney.edu or (610) 399-2428 for any housing questions. To qualify for housing, student registration must be at Full Time status (i.e., 12 credits or more).

Campus Meal Plans

Meal Type	Semester	Year
Meal - 19 Meals Plan	1,934	3,868
Meal - 14 Meals Plan	1,727	3,454
Meal - 10 Meals Plan	1,240	2,480
Meal - 5 Meals Plan	627	1,254

The 19 meal plan is pre-assigned to first year students living on campus. Continuing resident students can only choose between the 19 meal plan and the 14 meal plan. Changes and/or additions to meal plans and dining dollars can be made by contacting Housing (Residence Life). Contact Housing at housing@cheyney.edu or (610) 399-2428 for any meal plan questions. Commuter Students can purchase meal plans by contacting the Bursar's Office at bursar@cheyney.edu or (610) 399-2224.

Mini Session (Winterim and Summer) Costs

Tuition, Tuition Technology Fee, General Fee, and On Campus Room and Meal Rates for Winterim and Summer sessions are still being determined and will be posted to the website once finalized.

Deposits

An Advanced Registration Deposit of \$250.00 must be paid when an applicant accepts the offer of admission. This can be paid online, by mail with a money order, or in person with cash, or money order. This fee is nonrefundable under any condition.

Other Fees

During enrollment, a student may incur other fees for services such as their application, parking permit or ticket, ID replacement, lost keys for dormitory/mailbox, library material replacement, unreturned iPads, academic transcript, graduation, and replacement diplomas. A full listing of these fees can be found on the university's website at www.cheyney.edu.

In the event that the University assesses late penalty fees, please note that these fees are not charged to students using Chapter 33 Post 9/11 GI Bill or Chapter 31 Vocational-Rehabilitation benefits so long as they provide their VA Certification of Eligibility and any other required documents needed to secure funding assistance to the School's Certifying Official (reference the Veterans Benefit and Transitions Act of 2018).

Withdrawal and Refunds from the Institution

Students withdrawing from the institution must inform the Office of the Registrar in writing. If all courses are dropped, notification of such must still be sent to the Office of the Registrar. Failure to do so could affect a student's academic status, as well as his or her financial aid eligibility. The official date of withdrawal for the purpose of a refund (or reduction of charges) will be the date the Office of the Registrar receives notification. The percentage below is the amount by which your charges will be adjusted. This applies to students who withdraw from all University courses and no longer have a schedule.

Any student receiving financial aid is also encouraged to meet with Student Financial Services prior to withdrawing as all, or a portion of, aid received (or refunded) may have to be returned. The tuition technology fee is non-refundable.

This schedule below pertains to Fall and Spring semesters. The Drop Period in Summer Sessions and Winterim is the first two days of the session.

During the Drop Period (roughly the 1st week of the semester).....	100%
Through the end of week 2	80%
Through the end of week 3	60%
Through the end of week 4	50%
Through the end of week 5	40%
After the fifth week	0%

Students withdrawing from the institution who are in residence hall students and/or have a meal plan may be subject to a proration of their fees based on their official withdrawal date as determined by the Housing Office.

Course Withdrawals

Students withdrawing from a course or courses and not withdrawing from the Institution completely, may do so via the Self-Service student portal through the Drop Period for a refund or reduction of charges. The percentage below is the amount by which your charges will be adjusted. The tuition technology fee is nonrefundable. This schedule pertains to Fall and Spring semesters. The Drop Period in Summer Sessions and Winterim is the first 2 days of the session. Please note that if you withdraw from a course or courses after the Drop Period there is no refund or reduction in charges.

During the Drop Period	100%
After the Drop Period	0%

Return of Title IV Funds Policy

Federal regulations require Title IV financial aid funds to be awarded under the assumption that a student will attend the institution for the entire period in which federal assistance was awarded. When a student withdraws from all courses for any reason, including medical withdrawals, he/she may no longer be eligible for the full amount of Title IV funds that he/she was originally scheduled to receive. The return of funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A pro-rated schedule is used to determine the amount of federal student aid funds he/she will have earned at the time of the withdrawal. Thus, a student who withdraws in the second week of classes has earned less of his/her financial aid than a student who withdraws in the seventh week. Once 60% of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any funds.

Federal law requires schools to calculate how much federal financial aid a student has earned if that student completely withdraws, stops attending before completing the semester, or does not complete all sessions or parts of term (i.e.

courses which are not scheduled for the entire semester or payment period for which he/she has registered at the time those sessions/parts of term began).

Based on this calculation, Cheyney University students who receive federal financial aid and do not complete their classes during a semester or term, could be responsible for repaying a portion of the aid they received. Students who do not begin attendance must repay all financial aid disbursed for the term.

Returns are allocated in the following order:

- Unsubsidized Federal Direct Loans
- Subsidized Federal Direct Loans
- Federal Direct PLUS (Parent) Loans
- Federal Pell Grants for which a Return of Funds is required
- Iraq and Afghanistan Service Grant, for which a Return of Title IV Funds is required
- Federal Supplemental Opportunity Grants for which a Return of Funds is required
- TEACH Grant for which a Return of Funds is required

Students who receive federal financial aid must “earn” the aid they receive by staying enrolled in classes. The amount of federal financial aid assistance the student earns is on a pro-rated basis. Students who withdraw or do not complete all registered classes during the semester may be required to return some of the financial aid they were awarded.

Institutions are required to determine the percentage of Title IV aid “earned” by the student, and to return the unearned portion to the appropriate aid programs. Regulations require schools to perform calculations within 30 days of the date the school determines a student’s complete withdrawal. The school must return the funds within 45 days of the calculation. The Return of Title IV aid calculation process and return of funds is completed by the Office of Student Financial Aid.

For example, if a student completes 30 percent of the payment period, they earn 30 percent of the aid they were originally scheduled to receive. This means that 70 percent of the scheduled award remain “unearned” and must be returned to the federal government. Once 60% of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any federal funds.

If you have been a recipient of a Federal Student Loan you must complete the exit counseling at www.studentloans.gov. You can find comprehensive information about your financial aid at www.nslds.ed.gov.

Clearance Process

Students are to complete their University financial obligations prior to their arrival on campus to begin the academic semester or mini term. Students are not guaranteed University housing without meeting these obligations. The University cannot assume liability for students who do not meet their financial obligations. The implementation of this policy will ensure uniform protocol for handling such cases. This policy applies to the entire Cheyney University student population. Students who have not met their financial obligation are not eligible to reside on campus, attend courses, receive grades nor are they eligible to graduate.

In order to be cleared to attend classes the following steps must be taken:

1. Student must be registered.
2. Must not have any stops on student account. Stops are holds placed on accounts to get the student's attention that there is action required or an obligation that needs to be fulfilled.
3. Must have satisfied all financial obligations. Financial obligations are tuition, fees and miscellaneous charges that must be paid in full or arrangements set up to cover obligations.
4. Must be in good academic and behavioral standing with the University.
5. Must have completed all forms requests by Cheyney University staff.

Semester Clearance

Students will be automatically cleared if:

- Student account is paid in full.
- Student account reflects anticipated financial aid that covers all tuition and fees, room and board.
- All required documentation to various departments (i.e. financial aid, health services, housing etc.) have been submitted.
- Sufficient payment arrangements are made prior to the start of class, if anticipated financial aid awards does not cover tuition bill in full.
- There is a message on your Power Campus account that states you are Officially Cleared.

Clearance Participation

If anticipated aid does not appear on your student account, please supply the Office of the Bursar with a copy of your award letter or other payment documentation including all external scholarship awards. If you are paying your bill with financial aid, an award letter is required to complete the clearance process for those students that do not have anticipated aid reflected in their account. Award letters can be obtained through our **NETPARTNERS** student portal online at the following university's web page: www.cheyney.edu.

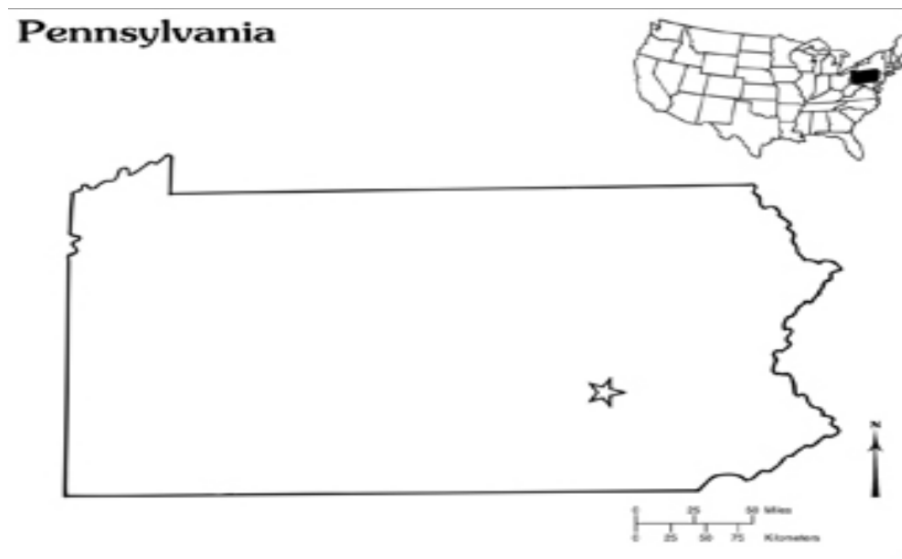
If your financial aid award does not cover the cost of your tuition bill, additional arrangements such as a payment plan are required before the start of class in order to clear, or the student will be required to pay the full balance due. Contact the Office of the Bursar for additional information.

Pennsylvania Domicile Regulations

A student is classified as a Pennsylvania resident for tuition purposes if the student has a Pennsylvania domicile and has graduated from a Pennsylvania high school. A domicile is the place where one intends to and does, in fact, permanently reside. Because this decision is an administrative determination, documentary evidence must be submitted to the Director of Enrollment Services at Cheyney University for consideration when the student is classified as an out-of-state resident. Please note that residing on-campus does not qualify students for Pennsylvania residency, nor are international students, under student visa regulations, eligible for Pennsylvania residency.

To view the full Pennsylvania State System Board of Governor policy 1985-03, Student Domicile Regulations, please visit the website, http://www.passhe.edu/inside/policies/BOG_Policies/Policy%201985-03.pdf.

Students who believe that they are qualified for in-state residency and those who would like to be made aware of the determining factors should contact the Registrar. Each case will be decided individually based on all facts and documented evidence submitted. If the student is not satisfied with the decision made by the university in response to the challenge, the student may make a written appeal to the Office of the Chancellor, State System of Higher Education, 2800 Vartan Way, Suite 207, Harrisburg, PA 17110. The decision on the challenge is final.



Campus Life and Student Services

Student success is at the heart of our work at Cheyney University. Campus Life and our student services have been designed to create a student-centered learning environment. Some of these opportunities along with policies and areas enforcing these policies are outlined below.

Academic Success Center

The Academic Success Center provides an opportunity for students to receive assistance in their academic endeavors. The goal is to assist students in becoming efficient and effective learners. This is achieved through a student friendly environment. We provide tutors in a variety of areas including Math, Social Sciences, English, and Sciences. Additional services include laboratory sessions for Reading Study Skills classes. Students may also participate in individual and group academic support, such as tutorials and workshops.

The Center provides students with a spacious and quiet environment in which to study. Two twenty-five-unit computer labs are housed in this facility, which is used primarily for tutorial-related purposes. Microsoft Office and Internet capabilities are available for student use. The Center is open at various hours from Monday through Friday. Weekend tutorial hours are offered by appointment in the resident halls. Staff can be reached at (610) 399-2046.

Career Development Center

The Career Development Center offers services and resources to assist students and alumni with taking the necessary steps to define their career goals and develop action plans. The Center supports the academic, personal, and professional development of students and alumni by providing information, resources, speakers, networking opportunities and access to employers. The center fulfills its mission in a student-centered environment, designed to encourage and support Cheyney University's students and alumni as they advance their careers.

Code of Conduct

Cheyney University of Pennsylvania strives to maintain a learning environment that is designed to foster and support students' educational objectives, and which protects the health, safety, and welfare of all members of the University community. Moreover, Cheyney University works in collaboration with numerous stakeholders to nurture responsible, conscientious, and contributing citizens. To provide notice about the standards of conduct that Cheyney students must meet, Cheyney University has adopted the Student Code of Conduct.

Every student is expected to uphold high standards of conduct and civility in his/her day-to-day contact with all members of the University community. Inherent in the Student Code of Conduct is Cheyney University standards for students to maintain good conduct and the adjudication process when students violate the standards of behavior and conduct outlined. Additionally, students must observe all established policies, procedures, rules, and regulations, which govern the institution, as well as all local, state, and federal laws. Reasonable efforts are made to foster the personal, educational, and social development of those students who are found in violation of the Student Code of Conduct.

The Office of Compliance is responsible for providing oversight of the process for protecting students' rights to live and learn in a safe, orderly, caring, and crime-free environment. All details about the Student Code of Conduct can be found in the Student Handbook as well as the Student Code of Conduct booklet available on the university's website at www.cheyney.edu.

Counseling and Psychological Services

Scope of Care

What services does the Student Counseling Center offer?

The student counseling center offers individualized counseling, small group counseling sessions, emergency services, student walk ins sessions, collaboration, and outreach to community- based social service organizations, local crisis mobilization centers, and area hospitals.

What will happen when I call?

During the spring and fall semester, Monday- Friday between 9-5PM you will be able to schedule a face-to-face interview or schedule a sessions via zoom by calling (610) 399-2367. The summer hours are limited based on availability.

How can I make an appointment?

You can also make an appointment by emailing the university counselor at ebowen@cheyney.edu.

How soon can I get an appointment?

Typical sessions occur on a biweekly basis and utilize a short-term therapy model.

How many sessions do I get with a counselor?

Usually 8 sessions per semester, utilizing a short- term therapy model.

Who's eligible for services?

All students are eligible.

Are services confidential?

The services are confidential. This means that personal and identifying information cannot be shared outside of the counseling center without specific consent from all students.

What's My Right to Confidentiality?

There are limited exceptions. They include the following:

- Danger of immediate harm to self or others
- Court subpoena
- Active child abuse or neglect
- Active elder abuse or neglect

Can the Counseling Center assist me in getting approval for an assistance animal?

Due to the legal, ethical, and procedural issues involved, it is the policy of the counseling center not to write letters of support for this particular classroom or residence accommodation. Students wishing to be approved for an animal assistance (service animal or emotional support animal), for use on or off campus are asked to obtain this

documentation from their primary care provider. Please contact University Disability Services for the necessary paperwork to be completed.

Service Limitations:

- Students with a history of multiple psychiatric hospitalization
- Students with a chronic history of suicide attempts
- Students needing intensive outpatient or inpatient treatment

Dining Services

Dining Services at Cheyney University are designed to furnish healthy and delicious dining choices for students, along with the flexibility to meet their hectic schedule. Dining is an important part of college life. Dining on campus should provide an opportunity to connect with friends, stay healthy and relax and refuel. From the quality of the food, to the comfort and convenience of the dining setting, our goal is to enhance each customized student dining experience. We are committed to constantly improving our offerings and services and staying on the cutting edge. There are two dining venues on campus – the snack bar in Marcus Foster and the larger, full-service cafeteria in Ada Georges.

Students living in the residence hall must purchase a meal plan offered by the University's food service provider.

Transferring your Cheyney University ID/meal card to another individual is prohibited. There is a \$15 fee to replace lost/stolen meal cards.

Pro-rated refund/credit on meal fees is permitted upon withdrawal from the University. The student must properly check out of the room and return the University ID card and room key to the Office of Housing.

Health Services

The Cheyney Health Center is open Monday through Friday from 8:30 A.M. to 5:00 P.M. Summer hours may vary. The Health Center has a walk-in clinic; however, students may also call to schedule an appointment. Please contact the Health Center at (610) 399-2260 for the physician's schedule. All Health Center services are confidential and designed to encourage students to become active partners in their own health care. Complex medical problems that are beyond the scope of care provided by the Health Center are referred to local private physicians or to the emergency room. Any expenses for hospital or medical treatment obtained off campus are the responsibility of the student or parent. Health service charges not covered under the Health Center fee will be posted at the Health Center.

Cheyney University requires that each student have valid accident and medical (illness) insurance prior to enrollment. Students will be requested to verify medical insurance coverage annually. Students who do not have their own insurance can enroll in any of a number of plans that may be available to them through information at the Health Services Office. Failure to update the insurance information will result in a restriction in the Student Information System that will prevent a student from completing the admissions process.

Information Technology Services

The Office of Information Technology Services provides technical support and resources for academic, administrative, and student computing. Additionally, this office provides training in software and hardware use and provides a 24-hour Student Helpdesk (online). The computer usage policy can be found on the university's website at www.cheyney.edu.

Information Technology Services also includes telecommunications operations such as telephone and voice mail; phone, data and cable-TV wiring installation and maintenance, audio/visual and multimedia special presentations, distance learning center and video conferencing, the television studio and radio station operations, website and the Campus Community Bulletin board.

Identification (ID) Cards

Each student who is officially registered will receive an ID card at no cost in the Office Information Technology. ID card photographs are issued by the Office of Information Technology during the general registration process. This card must be always carried and presented when requested by any University official when receiving any support services, to check out books from the library, receive Financial Aid refund checks, to gain access to your assigned residence hall, and participate in student activity programs. Students are also required to present their University ID card to dine on campus. Refusal to show a student ID card upon request is grounds for discipline through the campus judicial system.

Lost cards should be reported to the Office of Information Technology. A fee is charged for all lost or damaged ID cards. The replacement fee is payable at the Office of the Bursar during normal business hours.

Intramurals

Intramural activities provide an outlet for students to become engaged in different sporting activities while enrolled. The program is established to help students to become successful, well-rounded, and prepared to make positive contributions to society through the development of character, individual and team skills, the will to win, and a sense of fair play and sportsmanship in friendly and athletic competition.

Library Services

The mission of the University Library is to provide both training for use and the tools needed to negotiate the knowledge environments associated with teaching and learning at Cheyney, as well as preparing individuals to identify and meet information needs throughout a lifetime. The ability to identify an information need, to locate and use information in a variety of formats, and to assess it critically within the process of its use, are skills that are useful throughout life. The University Library is a member of the Keystone Library Network (KLN) and the Partnership for Academic Library Collaboration and Innovation (PALCI) which are consortia of academic and resource libraries in Pennsylvania.

Public Safety

The Office of Public Safety houses Cheyney University's Police Department and employs police and a security force aimed to serve, protect, and educate the campus community. The Cheyney University Police Department enforces the laws, rules, and regulations of the Commonwealth of Pennsylvania and of Cheyney University, thereby safeguarding the welfare of the University community. Cheyney Police received their primary training under the Pennsylvania Municipal Police Officers Education and Training Act (PA Act 120). This is the same required training that municipal police officers throughout Pennsylvania receive. Officers on campus participate in annual police update training under PA Act 180.

Police Officers employed at Cheyney University receive their police powers from the Governor of Pennsylvania and have full power of arrest for any violation of law on campus property. University Police are responsible for enforcing all federal, state and local laws in addition to the rules and regulations of the University. University Police are responsible for investigating all reports of criminal activity on campus and to coordinate with other law enforcement agencies as needed.

Parking Permits

The Office of Public Safety is responsible for issuing students' parking permits. All vehicles must be registered at the beginning of the Fall semester of each academic year with the Cheyney Police Department. If you transfer in the Spring or Summer Semester, you must register your vehicle at the beginning of that semester and re-register at the next upcoming Fall Semester. On-campus parking by students requires the purchase and display of a Cheyney University parking permit. A permit is required for each vehicle if you are using multiple vehicles. If you are temporarily using a different vehicle other than the one registered, you must obtain a temporary parking permit from the Cheyney Police Department.

Smoking

Cheyney University of Pennsylvania is a smoke-free environment campus. Students, who smoke must do so outside of all buildings, including residence halls. Smoking is not allowed in any building on campus.

Student Activities

The mission of the Office of Student Activities is to collaborate with faculty, staff, alumni and constituents to provide a diverse schedule of activities that combines formal, in-class experiences and informal, extracurricular activities to create a balanced environment. Student Activities provide opportunities for student involvement and fellowship in activities and organizations that will enhance both academic and leadership skills and the department also prepare students for making positive contributions to the nation as responsible citizens.

Student Clubs & Organizations

Students can create and be part of a club or organization to reflect their academic and social interests. All clubs and organizations must have an advisor who can be a faculty or staff member. A request for the establishment of a student club or organization must be submitted to the Student Activities Office. The request should be accompanied by the proposed constitution. The constitution must include organization name, mission, membership procedures, committees, and amendment procedures.

The following is a sample list of student clubs and organizations: Academic Clubs (See department chair), Brotherhood Caribbean Student Association, Capital Vices, Cheyney University Poetry & Song Society, Chosen Generation Through Christ, College Democrats Collegiate, 100/100 Black Men, Groove Phi Groove, Social Fellowship, Iconic Models Entertainment, International Council of Shopping Centers, Mature Addiction Models, National Association for the Advancement of Colored People, Modern Men, National Council of Negro Women (NCNW), National Society of Minorities in Hospitality, Soulful Band, Students of All Nations, Swing Phi Swing Social Fellowship, Students Organized Against Poverty (SOAP), United Nations Association and Uniquely Gifted Dance Ensemble.

All student requests for soliciting and selling must be submitted to the Director of Student Activities and must be approved by that office. Unauthorized solicitation is prohibited in the residence halls. Students who wish to conduct fund-raising activities that involve the solicitation of non-students, organizations and corporations, must submit a fund-raising plan through their advisor to the Director of Student Activities for approval.

Greek Council (Sororities, Fraternities and Honor Societies)

The Cheyney University Greek Council consists of representatives of the nine international Pan-Hellenic fraternities and sororities. These organizations place considerable emphasis on high scholarship, community service and social growth and development. University requirements include 30 credits (15 Cheyney credits), 2.50 or better cumulative grade point and financial and judicial clearances.

The following is a list of current sororities: Alpha Kappa Alpha (Delta Iota Chapter), Delta Sigma Theta (Delta Tau Chapter), Sigma Gamma Rho (Beta Phi Chapter) and Zeta Phi Beta (Chi Chapter).

The following is a list of current Fraternities: Alpha Phi Alpha (Delta Pi Chapter), Kappa Alpha Psi (Gamma Omega Chapter), Omega Psi Phi (Beta Gamma Chapter), Phi Beta Sigma (Gamma Omicron Chapter) and Iota Phi Theta (Beta Rho Chapter).

The following is a list of current Honor Societies: Alpha Nu Rho (English), Alpha Psi Omega (Theatre), Eta Sigma Delta (Hospitality Management), Kappa Delta Pi (Education), Pi Sigma Alpha (Political Science), Rho Phi Lambda (Recreation, Parks, and Leisure), Beta Kappa Chi (Science), Lambda Pi Eta (Communication), Phi Beta Delta (International Scholars) and Psi Chi (Psychology).

Title IX Policy

Title IX protects against discrimination and harassment on the basis of sex. Cheyney University of Pennsylvania will not tolerate sex discrimination or harassment of applicants, students, or employees, by students, faculty, staff, administrators, contractors, or others working for or with the University. Likewise, the University will not tolerate any form of retaliation against any applicant, student or employee for reporting discrimination or harassment or assisting in the investigation of a discrimination or harassment complaint. This policy will be posted online. For additional information about the Title IX policy, please contact the Title IX Coordinator at 610-399-2430.

Overview of Academic Regulations

Please note that academic policies are reviewed cyclically and may be subject to changes. Any updates to academic policies will be posted on the university's website at www.cheyney.edu and the appropriate communication will be shared with the university community including all enrolled students. All attempts to minimize adverse effects to students have been made prior to changes being approved. For questions relating to a specific academic policy, please contact the Office of the Provost or the Office of the Registrar.

Academic Amnesty

Former Cheyney University students who are readmitted to the institution may be eligible for academic amnesty which forgives coursework where a grade of below C was previously awarded. Students requesting Academic Amnesty must complete the form with the Office of the Registrar. To be eligible for academic amnesty, the applicant must satisfy the following criteria:

- The student has been away from the University for three (3) or more years since the time of departure and has not attended a different college.
- The student has not previously been granted academic amnesty at the host institution.
- The student has formally requested academic amnesty at the time of reapplying to the University.

Academic Classification

Classification is based on the number of semester hours completed with passing grades. Academic Classification is as follows:

- Freshmen earn between 0-29.9 credits
- Sophomores earn between 30-59 credits
- Juniors earn between 60-89.9 credits
- Senior Year earn at least 90 and above credits

Academic Standing

Students must meet specific minimum GPA requirements for continued enrollment in good standing. A minimum GPA of 2.00 is considered to good academic standing. Students earning a GPA lower than 2.00 will receive a notification letter from the Registrar that indicates their academic standing status and calling attention to the support services that the student may use to remediate academic difficulties. Students are also encouraged to check their transcripts each semester for academic notations.

The following academic standing standards may apply to students who have less than a 2.0 GPA:

Academic Warning: If, at the completion of the second semester or any subsequent semester, a student's cumulative GPA falls below 2.00, he or she will receive an Academic Warning for the following semester. Part-time students will be evaluated every 12 credits and will receive an Academic Warning whenever this evaluation provides evidence that their GPA has fallen below 2.0. A student is allowed only one semester of Academic Warning.

During an Academic Warning semester, the student:

- Is required to see his/her faculty advisor and to use University Support Services, such as the Academic Success Center, to remediate academic difficulties.
- May lose eligibility to receive financial aid.
- May register for no more than 15 credits for the subsequent semester.

Academic Probation: Should the cumulative GPA of any student who has received an Academic Warning fall below 2.00, the student will be placed on Academic Probation for the subsequent semester. A part-time student who has received an Academic Warning must bring his or her cumulative GPA up to 2.00 or higher within 12 credits attempted or be placed on Academic Probation.

During an Academic Probation semester, the student:

- Is not considered to be in good academic standing.
- Is prohibited from participating in any intercollegiate activities or leadership positions in student organizations.
- Is required to see the faculty advisor and to use University Support Services, such as the Academic Success Center, to remediate academic difficulties.
- May lose eligibility to receive financial aid.
- May register for no more than 15 credits for the subsequent semester.

Academic Dismissal: A student dismissed from the University following a semester of Academic Probation may seek readmission only under unusual circumstances. Although it is unlikely that a student would be readmitted following academic dismissal, in special situations, the student may petition the Academic Affairs Council to consider a request for readmission and waiver of academic policy.

- The petition for readmission must include a clear statement and evidence indicating the student's potential for academic success.
- If the petition is approved, the student shall be re-admitted on Academic Probation for one semester and must comply with all standing restrictions of Academic Probation in addition to requirements imposed by the Academic Affairs Council.
- If, by the beginning of the following semester in which the student is under Academic Probation, the student's cumulative GPA has not reached a 2.00, the student will be dismissed from the University. Under policy of the University, dismissal is effective immediately before the beginning of the next regular semester. If a student under Academic Probation earns the GPA required for good standing, but then again falls below the required minimum GPA, the student will automatically be dismissed.

Academic Retention Enrichment Support (CARES)

Cheyney University remains committed to identifying and providing immediate as well as direct support to current students who are experiencing consistent academic difficulty. Students who fail to meet our minimum academic standards for good standing (i.e., 2.0 GPA) or who are identified as at-risk are enrolled into the Cheyney Academic Retention Enrichment Support (CARES) program and mandated to participate in several academic support activities that are designed to help students achieve a more favorable academic outcome. Overall, the CARES program helps the student remain academically eligible to pursue their degree, but also to keep them in compliance with federal Satisfactory Academic Progress policy for Financial Aid recipients. Additional information about CARES can be obtained through the Academic Success Center.

Active Duty and Enrollment Options

Cheyney University provides two options for students who are currently enrolled but called to active military duty before the end of the semester:

Option 1: The student may choose to do a total semester withdrawal from all classes and, under the PASSHE policy, receive a full refund for tuition and fees. Any University room and dining hall contract fees would be refunded on a prorated basis for the actual services the student has received up to the date of the withdrawal. This option requires that the student withdraw from every course and receive no grade for any course taken that semester. Any student who has elected to use this option shall be granted readmission for the next semester in which the student wishes to return to Cheyney University. The student's academic standing at the time of readmission shall remain as it was prior to the call to active military duty.

Option 2: If a substantial part of the semester has been completed by the time the student is called for active military duty, the student may meet with each instructor to determine an appropriate grade. Since the assignment of grades is the responsibility of the instructor, the instructor may assign whatever grade is appropriate. If the appropriate grade is an “incomplete,” Cheyney University will extend the deadline by which the incomplete must be removed to 180 days from the time the student returns from active duty. Any University room and dining hall contract fees would be refunded on a prorated basis for the actual services the student has received up to the date of the withdrawal. Students must contact the Office of the Bursar to complete the necessary paperwork to start the process for refunds. Any student who has elected to use Option 2 and wishes to return to Cheyney University must contact the Admission’s Office to reactivate their status.

Class Attendance

Only students whose names appear on the official class roster after the add/drop period has ended are eligible to remain in courses and receive grades. Student attendance must be reported by the instructor to the Office of the Registrar at least during Roster Verification Week and during the mid-semester progress check at Midterms as part of the Enrollment Confirmation. Regular No Show reporting is expected to occur as faculty are required to report to the Registrar (by way of the Class Lists) any students who have not been attending their classes.

Students who have extenuating circumstance, that may lead to their absence from class meetings, are required to notify their instructors and/or submit an official request for an excused absence to the Dean of Faculty. An excused absence does not excuse the student from completing their assignments. Students must still complete all assignment in their classes.

Change of Major/Concentration or Minor

Any student may request to a change of major, but individual academic departments often have special criteria that must be satisfied prior to the approval of the change. Students should check the academic department requirements carefully before making such a request. All changes of major, minor, or academic advisor made during the Fall or Spring semester Drop/Add periods are made effective as of the beginning of that semester. Requests for a change of major, minor or academic advisor, that are completed after a Drop/Add period, will be processed but will not take effect until the beginning of the following Fall or Spring semester.

A student who changes into a new major/minor, adds an additional major/minor, or re-enters a previous major/minor program must comply with all course and degree requirements that are in force on the effective date of the change, addition, or re-entry.

Students who wish to add a major, track/concentration, or minor, should see the chair of the department that administers that major, track/concentration, or minor.

To change advisors for a major, track/concentration, or minor, students should see the chair of the department that administers that major, track/concentration, or minor. To delete with no additions a major, track/concentration, minor, students should go to the specific department chair.

Forms are housed in the Registrar’s website and maintained in each department. The department secretary or advisor will check the form for accuracy and ensure that the completed form is signed with the proper signatures affixed. The department secretary or advisor will then forward the form to the Office of the Registrar for the updates to be processed.

Class Syllabi

During the first week of classes, faculty members must distribute to their students a written course guide that contains at least the course requirements and the grading procedures. This information can be distributed separately or as part of such items as course outlines or syllabi. Any subsequent changes to this information must be given to the class in

writing.

Dean's List

To be eligible for the Dean's List, the student must carry at least 12 semester hours of credit exclusive of developmental courses and earn a grade point average of 3.5 or better during the semester.

Please note that full-time students with a semester grade point average between 3.25 and 3.49 are acknowledged for Academic Excellence.

Developmental Courses

As part of the registration process, SAT/ACT or placement test scores are used to determine whether a student is placed in a Developmental Course. Students placed in these courses, for various reasons, need to strengthen their skills in one or more areas before they can effectively handle college-level work. Developmental courses are designed to support success. The following courses are within the developmental course listing: HEN011 (Elements of Writing), MAT001 (Basic Math), and MAT002 (Elementary Algebra). Being enrolled in these three developmental courses is meant to help students address areas critical for college success and better prepare them to achieve their academic goals. Students who place into developmental courses need to pass or test out of them to proceed on to required college level English and/or Math courses. Students who place into a developmental course are required to take each of these courses beginning with your first semester.

Developmental course credits do not count in the cumulative GPA but do count towards full or part-time status. The credits do not count towards graduation requirements.

Earning Credits through Challenge Examination

Departments may establish challenge examinations for specific departmental courses. The challenge examination must test mastery of the departmentally designated course material. Departments should notify the Provost's Office of courses for which challenge examinations may be offered, at the beginning of each academic year.

Students who believe they have already mastered the material in a Cheyney University course may "challenge the course by examination", taking a test on the course material, rather than enrolling for the course itself. Students may challenge any course for which the examination is available, if they have not received a grade for the course, and if the course has not been waived due to demonstrated competency or advanced placement.

Instructions, fee information, and approval forms can be obtained from the departmental office. The examination is given at the convenience of the instructor. Courses passed are noted on the student's transcript as credit (CR).

Earning Credits through Prior Learning Exams

Students who take and pass college-level coursework through Prior Learning Exams such as Advanced Placement, International Baccalaureate, DANTES, CLEP and military experience may be eligible to receive credit for specific courses at Cheyney University. No more than 30 credits may be earned by any combination of these methods. An official score report or ACE transcript must be sent to the Office of the Registrar to determine if the student can receive credit and to record an equivalent course on the student's transcript.

Earning Credits through Previous College Coursework

Only transfer credits submitted on official transcripts are considered for transfer to Cheyney University. Only courses with grades of "C" or higher are considered for evaluation, unless the student has earned an Associate's degree. Official Transcripts from all previously attended Colleges/Universities must be submitted upon admission to the University. The University accepts a maximum of 90 credits; however, please note that 51% of the coursework in the

major must be completed at Cheyney University. A minimum of thirty (30) credits must be successfully completed in residence at Cheyney University.

Any course that is equivalent to a Cheyney University course is recorded at the appropriate University credit hours and course ID (e.g., SPAN 101 Elementary Spanish - 3 credit hours is equivalent to HLS 101 Spanish and will be awarded three (3) credits).

Courses that are not equivalent to those offered at Cheyney University will be posted for discipline or free elective credit and denoted by level using 1XX, 2XX, 3XX or 4XX. Students will receive credit for each course taken as long as those courses are not remedial (numbered below college-level), reflect a grade below a “C” (unless the school falls under the Academic Passport Agreement, in which case “D” grades are accepted). “D” grades are accepted if the student has completed an Associate’s degree.

Note about the Ten-Year Rule: Cheyney University welcomes the return to higher education of students who, for various reasons, did not complete their degrees. Such students should be aware that courses taken in their major discipline 10 years or more prior to the resumption of study, may not be counted towards graduation if such courses are no longer considered current or may no longer be required for the degree. The Registrar, in consultation with the appropriate department chair, will determine the acceptability of these credits.

Earning Credits through Life Experience

Students who feel they have life experience equivalent to the outcomes of an academic course are welcomed to submit a proposal portfolio for approval of transfer credits for this experience. Prior to preparing a proposal portfolio, students should discuss the possibility of receiving credit for their life experiences with their academic advisor or department chairperson. These life experiences should not be from previous coursework but rather from experiences from their vocational training/professional development, work, volunteer activities, entrepreneurial endeavors, other learning outcomes, etc.

The student should carefully review the Cheyney course catalog description, as well as the desired course outcomes/objectives, which can normally be obtained from the department chairperson of the course and/or from a recent copy of a course syllabus. If there is adequate life experience, that can be preferably supported with additional documentation, then the student should submit a proposal to receive credit for a specific course(s) by means of life experience. Additional documentation as proof of experience should/could include, but isn’t limited to, copies and examples of training completion certificates for vocational or continued professional development, work orders, receipts, business cards, work schedules, flyers, brochures, photos from related tasks, letters of recommendation, employment verifications, etc.

The student’s advisor will form a committee of no less than three persons, including him/herself, for the specific task of reviewing the student’s submission. After reviewing the portfolio, the committee will decide if the written proposal and supporting documentation have proven that there is adequate life experience, including training, or level of accomplishment for transfer credits to be awarded for the specific course(s) in the proposal (or course(s) suggested by the committee.). The committee submits their recommendation to the Provost or Provost’s designee for final review and approval.

Enrollment Confirmation

It is imperative that all students attend and actively participate in their classes. This is monitored through Enrollment Confirmation which is a two-step procedure at Cheyney University that is mandatory to ensure compliance with Federal Title IV funding and reporting requirements. At Cheyney University, this is handled through Roster Verification in the early stages of each semester for initial financial aid disbursement and Census reporting, and a Second Verification of Attendance prior to the 60% enrollment date for federal regulations compliance and End-of-Term reporting. Data obtained during these two processes are also triangulated to validate students’ enrollment at the university.

Enrollment and Degree Verification

Cheyney University is a member of the National Student Clearinghouse (NSC) Enrollment and Degree Verification program. Students may request an Enrollment or degree Verification 24/7. The NSC document is accepted by companies and other universities as proof of enrollment and to verify degree completion and graduation. Additional information is available on the Office of the Registrar website or at www.studentclearinghouse.org.

Final Examinations

The final examination week is part of the regular academic program and must be incorporated into each instructor's course plan for the semester. Final examinations are not the only legitimate type of terminating activity, and therefore, the instructor may choose an appropriate activity that conforms to course objectives. The terminating activity shall take place only at the time and location assigned by the Office of the Registrar.

Full/Part-Time Definition

Students enrolled in 12-18 credits are considered enrolled full-time. Students wishing to enroll in additional credits must obtain approval from the department chair. Approval is based on review of various criteria, such as current grade point average, total courses, and specific conditions. Applications for Approval of Excess Credit must be completed and submitted to the department chair. Students who are enrolled for less than 12 credits per semester are considered part-time.

Grades

The following is a list of grades and grading symbols that may appear on a student's transcript. The definitions of these grades/symbols are included for each grade.

- A (Excellent) 90-100 – 4 quality points
- B (Above average) 80-89 – 3 quality points
- C (Average) 70-79 – 2 quality points
- D (Below average) 60-69 – 1 quality point
- F (Failure) 59 –below – 0 points
- I (Incomplete) No point value – An “I” grade will be considered as a failure until the condition has been removed. A grade of “I” indicates that the student has not satisfied all requirements of a given course. All deficiencies must be removed by the end of the tenth week of the next regular semester. Failure to meet this requirement automatically changes the “I” to “F”.
- IP (In-Progress; designated by the academic department for self-paced courses) No point value. Credits may be earned by completion of the required assignments through consecutive enrollment. Interruption will result in the IP converting to an F.
- CR or TR grades are not calculated in the GPA- they represent accepted transfer credits or advance placement in a course based on the student's demonstration of meeting the prerequisite requirements through alternative measures, i.e., Life Experience.
- N – Indicates that academic amnesty has been applied to that grade and it has been excluded from GPA calculations.
- [] – Designates a repeated course.
- WC (Official withdrawal from a Course) – WC hours count as hours attempted.
- W (Official Withdrawal from the University) – W is used when a student is permitted to withdraw from the University. The “W” grade carries no weight in the GPA calculation.
- AUD (Audit) – Indicates that a course has been audited, which does not carry credit nor GPA quality.

Grade Point Average Calculation

The four-point system is used in computing the grade-point average of all students. Under this system, a student receives:

- Four quality points for each semester hour of “A”
- Three quality points for each semester hour of “B”
- Two quality points for each semester hour of “C”
- One quality point for each semester hour of “D”
- “0” quality points for an “F”, “W” or “WC”

A student’s grade point average is obtained by dividing the total number of quality points earned by the number of semester hours carried. An example of how to calculate the grade point average (GPA) is as follows:

Grade	Quality Points	Semester Hours	Quality Points	X Semester Hours
1st Course	A	4	3	4 x 3 = 12
2nd Course	B	3	3	3 x 3 = 9
3rd Course	C	2	2	2 x 2 = 4
4th Course	D	1	3	1 x 3 = 3
5th Course	F	0	2	0 x 2 = 0

Total Quality Points = 28

Divide 28 by 13 = 2.15 (the grade point average for the semester is 2.15).

The most recent grade (regardless of whether it is higher or lower) will be the grade used for the GPA calculation.

The GPA and transcript are “sealed” at the time of baccalaureate graduation. If a student returns for post-baccalaureate or for second degree work, then a new GPA and transcript is started.

Note about Mid-Semester/Midterm Grades: Mid-Semester grades are issued during each semester to students. Grades are “S” for Satisfactory progressing or “U” for unsatisfactory progress and “NS” for No Show. Mid-semester grades are used as a middle of the term marker to assess progress of each student for advisement and planning. Students access their personal progress reports online using their personal identification numbers (PIN). Students who receive a “NS” grade at mid-semester will receive notification from the Office of the Registrar, identifying the withdrawal from class process and consequences for not withdrawing from a registered course.

Incomplete Grades

“I” Grade Policy

- For a student to receive an “I” or “IP” grade, the professor of record must complete the “I/IP” Form and submit it to the Office of the Registrar, after obtaining all required signatures.
- An “I” or “IP” grade is entered into the system as the final grade, “I” grade stands for “Incomplete”; “IP” grade stands for in Progress. The Professor of record may give an “I” grade to any student who has not completed the required course work if the student was passing the course at the time of the final examination.

Removal of “I”/ IP” Grade Policy

- The student who has received an “incomplete” or “In Progress” grade for their coursework must make arrangements with the instructor, who will outline what is required to complete the course. The professor must complete and submit an “I” grade change form to the Office of the Registrar by the 10th week of the next semester.

- Students who receive an “I” grade must have all the required coursework completed no later than the 10th week of the next semester.
- If the coursework is not completed at the end of the 10th week of the next semester, the “I” grade is converted to a grade of “F”, which is permanently recorded on the student’s transcript.
- A student who receives an “IP” grade must register for the course each semester until the coursework is completed; a break in registration causes the IP grade to convert to an F, which is permanently recorded on the student’s transcript. Students may not graduate with an “I” or “IP” grade on their transcript.

Pass/Fail Grading Option

Students having completed at least 30 credits of college-level work with at least a 2.75 GPA may take one course per semester on a pass/fail basis provided that no more than 18 credits of the program are taken on that basis. Only courses permitted in General Education under “electives” can be taken pass/fail. Pass/fail is also an option for “free electives” if the student’s major program includes these areas. Students should be careful in selecting courses by this procedure because courses that are prescribed in the major program, including the specified electives under the major, concentration, or concomitant courses cannot be taken pass/fail. The pass/fail option is available to students for summer and regular semesters.

To exercise the pass/fail option, a student must submit the pass/fail form by the end of the drop/add period that begins each academic session. The student may change his or her mind about taking a course pass/fail but must notify the Registrar in writing that he or she wishes to select the normal grading system for a specific course before the first meeting of the class. Faculty members do not know which students, if any, are taking their courses pass/fail until it is time to report the final grades in the course. A grade of “pass” is awarded for course work that would normally receive a grade of “A”, “B”, or “C.” A notation of “no credit” is awarded for course work that would normally constitute a grade of “D.” A grade of “fail” is awarded for course work that would normally receive a grade of “F.” A pass/fail grade will not be computed in a student’s semester or cumulative GPA, but credit for the course in the case of a “pass” will count towards the credits needed for graduation. Any student who withdraws from a course he or she is taking on a pass/fail basis prior to the last day to withdraw from a course without the possibility of penalty shall receive a grade of “WC”.

Graduation Requirements

Students enrolled in degree programs are required to successfully complete all requirements specified by the major and the general education program.

Students must have a cumulative grade point average of at least a 2.00 as well as the required minimum GPA in the major. Students who are enrolled in programs that required higher than minimum GPAs in the major and/or overall, must meet those specified GPA requirements. All program requirements must be successfully completed.

To receive a Bachelor of Arts or Bachelor of Science degree from Cheyney University, the student must earn a minimum of 120 designated credits. Some programs may require more than 120 credits; refer to program requirements with the academic department for additional information.

PASSHE policy 1990-06-A requires that a minimum of 42 of the 120 credits required for graduation be at the upper level. At Cheyney that consists of 300 – 400 level courses.

A minimum number of 30 credits must be taken “in residence”, to receive a degree. Substituting

Courses

A maximum of fifteen (15) credits may be allowed for relevant course substitutions for students. All substitutions must be approved by the advisor, department chair, and dean.

Graduating with Honors

To qualify for graduation with honors, (the only honors other than the acknowledgement of completing the Honors Academy program to be announced at the commencement convocation), a student must have met the Pennsylvania's State System of Higher Education Graduation Residency Requirement Procedure 2016-24. Credits earned in residency at Cheyney University can be accrued through any course, internship and/or field placement including student teaching in which a letter grade is assigned (A, B, C, or D) or a passing grade is ascribed. There are three scholastic honor categories. To graduate with Latin Honors, a student must meet the below criteria:

- **Summa Cum Laude (with highest honor):** awarded for a GPA of 3.75 to 4.0
- **Magna Cum Laude (with high honor):** awarded for a GPA of 3.50 to 3.74
- **Cum Laude (with honor):** awarded for a GPA of 3.25 to 3.49

Graduation/Commencement Exercises

Commencement exercises occur once per year, in the spring. All academic and University requirements must be met. Degrees are awarded three (3) times per year: May, August, and December. Any restriction(s)/stops on a student's account will prohibit that student from participating in the graduation exercises and/ or receiving a degree.

Note about Students who wish to participate in Commencement exercises before they have completed all graduation requirements: A student may apply for permission to participate in the graduation ceremony if he or she is within six (6) credit hours of completing all academic requirements. An application to participate in the commencement exercises is available in the various departments on campus or at the Office of the Registrar. This form must be accompanied by an approved Anticipation of Graduation form, which includes documented registration for the remaining courses. The student must keep in contact with his or her advisor for any follow-up information that may be needed. Students who are not in good academic and financial standing are not eligible to apply for 'Early Participation'.

Permission to Study at another College or University (Host Institution)

Students wishing to register for a course(s) at another institution must complete the Host Institution Course Request form and receive prior written approval and signatures before registering for course work at the host institution. Approval signatures are required from the academic advisor and department chairperson. Courses taken and failed at Cheyney University cannot be retaken at a host institution.

The following conditions must be met:

1. The college at which the student wishes to study must be a regionally accredited institution of higher education.
2. The student must be currently enrolled and eligible for registration at Cheyney University for the following semester.
3. Thirty (30) semester hours of the last 45 semester hours of credit required for graduation must be completed at the home institution. A minimum of 30 semester hours must be taken at Cheyney University. Grades earned in courses taken at another institution may not be included in determining a student's GPA since only grades earned at Cheyney University affect this average. However, a minimum grade of "C" must be earned at the host institution for the credit to be accepted at Cheyney University.

An official transcript must be received by the Office of the Registrar. The student may receive a final transcript grade of "CR" = credit. The approved form is filed in the student's permanent file in the Office of the Registrar.

Registration

Only students officially accepted to the University can register for courses. The registration process is electronic; course registration is on-line via Power Campus Self-Service. Additional registration information is available on the Office of the Registrar website and on Power Campus Self-Service.

Adding/Dropping Courses

- Courses may be added to the student's schedule via Power Campus Self-Service until the date specified on the Academic Calendar.
- Courses that are dropped during this Drop period are to be dropped by the student using Power Campus Self Service online and will not be displayed on the official transcript.

Auditing a Course

Students who are interested in a particular subject matter, but who do not want to take a course for credit, may sign up to audit a course in which space is available. While no credit is given for the audited course, the audited course does count as part of the 18 credits that a student may be permitted to take during a given semester. If a student is a part-time student, the audited course would have to be paid for as part of the course load.

To audit a course, a person must be admitted to the University and have met course prerequisites. Students wishing to audit a course for which they registered should obtain a Course Audit Form from the office of the department offering the course. Students must first register for the course before filing a course audit form. All audit processing, including revocation of previously requested audit classification, must be completed during the regular drop/add period. Copies of the completed form are returned to the Office of the Registrar, to the department chairperson, and to the student. Audit students have the same privileges as other students in all coursework. There is no limit on the number of courses which may be audited.

Late Registration

A late registration fee of \$100.00 may be charged to students who complete registration after the official registration date.

Repeating Courses

Students are limited to a maximum total of six (6) repeats.

- A single course can be repeated a maximum of three (3) times.
 - The most recent grade (regardless of whether it is higher or lower) will be the grade used for the GPA calculation. Courses may not be repeated if a grade of 'C' or 'CR' has been recorded.
 - Students may not repeat a course for which they have already earned a grade of 'C' or higher or received a grade of 'CR' for a transferred course.

Self-Service Portal

Students and Faculty can use Power Campus Self-Service to access and update the information on record in the Power Campus database.

Faculty: Using a web browser, faculty can search course sections, course catalog, set up courses, keep record of course activities, update personal information, review student lists, enter grades, and advise students. All information for Faculty is located in the user guide for Faculty located in the Office of the Registrar and on the Cheyney University website (www.cheyney.edu).

Students: Using a web browser, students can search course sections, course catalog, view class information, update personal information, register for class, view grades, view unofficial transcripts, and view financial information. All information for Students is located in the User Guide for Students located in the Office of the Registrar and on the Cheyney University Website (www.cheyney.edu). All training & troubleshooting for Self-Service is provided by the Office of the Registrar.

Additional information, including login instructions, is available on the Office of the Registrar website.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Directory Information

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

- The student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. All complaints should be submitted to the:

**U.S. Department of Education
Student Privacy Policy Office
400 Maryland Ave, SW
Washington, DC 20202-8520**

FERPA Rights are posted in the Self-Service portal and sent as a reminder to students annually. Students may withhold disclosure of directory information under FERPA by notifying the Office of the Registrar.

Withdrawals

Withdrawal from a Class (WC)

The WC period starts the day after the add/drop period ends and ends at the end of the tenth week of class or the equivalent in Winterim or summer sessions. A student may withdraw from a class up to the stated date on the Academic Calendar. When a student withdraws from a class, the class will appear on the transcript with a WC in the final grade field. This may affect the student's grade point average (GPA).

In order to withdraw from a class, the student must pay \$5.00 per class, obtain the appropriate signatures, and submit the form to the Office of the Registrar for processing by the date identified on the Academic Calendar. WC forms are processed upon receipt in the Office of the Registrar.

After the tenth week of the semester and through the last day of classes, if the student does not withdraw, the student will receive a grade consistent with Cheyney University's policy, which will be determined by the instructor. Withdrawal periods will be prorated for Winterim and summer terms. "WC" may count in the attempted courses. Withdrawn courses remain in the "registered count" for the term.

Students who register/roster for a course(s) and fail to complete the course withdrawal process will receive a grade reflective of the coursework performed and are financially responsible for the fee of the course(s).

Withdrawal from the University

Any student desiring to leave the University prior to the end of any academic term must officially withdraw. This is accomplished by completing the formal withdrawal form available in the Office of the Registrar. Failure to follow this process when withdrawing from the University may result in the student receiving failing grades in all courses being taken at the time of withdrawal. The date of the last class attended is considered the official date of withdrawal.

Students receive a grade of "W" when they withdraw from the semester. The "W" grade carries no weight and does not affect the GPA.

A student who withdraws from the University is allowed to return to the University with proper notification.

Academic Enhancement Activities

While attending Cheyney University, students may participate in a variety of unique and challenging programs that enhance their academic development, develop their leadership skills, or provide hands on experiences in their chosen academic fields.

Cross Registration

The cross-registration agreement between Cheyney University and other universities in the State System of Higher Education enables students to enroll in courses not otherwise available. Cross-registration is open to all full-time Cheyney University students. Cross registration requires prior written approval and full-time enrollment at Cheyney University. Students may take a maximum of six (6) credits at West Chester University. Interested students should contact their academic advisors or department chairs for additional information. Students cross-registering are subject to the 18 credit/semester maximum.

Honors Academy Program

The Cheyney University Honors Academy strives to be a catalyst for university wide activity intended to enhance the scholarly environment on the Cheyney campus. The Honors Academy is a learning community of high achieving students, and the Academy provides a wide array of services and programs which further enrich the academic experience for its members. The Academy encompasses academic, cultural, social, and professional experiences, and matches members with scholarships. This approach is consistent with national models for student success and has proven to be effective in the CU Honors Academy. In addition to completion of the Honors Curriculum (see below), Freshman and Sophomore students must maintain a 3.0 GPA each semester. Junior and Senior students must uphold a 3.25 GPA to assure their membership in the Academy and maintain any scholarship connected to their Honors Academy membership.

Through a wide array of programs, the Honors Academy is designed to offer students the education, skills, and professional development that they need to be successful.

- Students in the Honors Academy place in prestigious graduate programs across the country, and often receive full scholarships.
- The Honors Academy hosts nationally and internationally renowned speakers such as Maya Angelou, Cornel West, Spike Lee, Alice Walker, Nikki Giovanni, Michael Eric Dyson. and Eddie Glaude, Jr.
- Students in the Honors Academy are involved in original research projects, participate in research internships, and present their Honors Academy place in prestigious internship programs, and often place as a result of their performance.
- Every year, students compete in national academic competitions like the Honda Campus All Star Challenge in Los Angeles, CA and Battle of the Brains in Austin, TX.
- Students enjoy cultural events, visits to historic sites, attend cultural performances, and participate in a number of social events and activities.
- Graduating Seniors of the Academy present their major's capstone project each year at the annual CU Honors Conference in April.
- A yearly speakers series brings diverse and interesting ideas to campus, as well as professional opportunities

in new areas of industry.

- Professional development and graduate school preparation programs are offered regularly in the Honors Academy.

Honors Curricular Configuration

The Honors Curriculum at CU follows a hybrid model, comprised of a core of required honors designated courses, a distribution of courses from multiple disciplines that span across the entire University curriculum, a capstone project, and co-curricular community service requirements. All students must maintain a minimum GPA (see above) each semester and overall. A minimum of 27 credit hours in honors courses in addition to completion of the honors capstone project are required for receipt of honors designation on the diploma. Students transferring into Cheyney who desire entry into the Honors Academy may be evaluated to determine if previous coursework satisfies Cheyney honors curriculum requirements.

Required Honors Courses:

Honors English I

Honors English II

Honors Speech

Honors Critical Thinking

Honors African American Experience in a Global Context

One Honors Humanities course

One Honors Natural and Applied Science course

One Honors Social and Behavioral Science course

One Honors Business, Education, and Professional Studies course

(Senior Year) Presentation at the annual CU Honors Academy Conference

Honors Academy Community Service Framework

The CU Honors Academy believes that exploring the world around you is an essential part of your undergraduate education, which entails activities both inside and outside the classroom. Community service and volunteerism provides a means to expand your intellectual development and diversify your personal experiences. Volunteering can also help you define your interests and strengths and supplement your in-class learning. It can open pathways into careers and help you build an impressive resume. Volunteerism also provides an opportunity to meet new people with similar interests and values and affords you the chance to make a difference in your community.

Every CU Honors Academy member must complete a minimum of ten hours of community service each year. All students will receive community service guidelines and requirements at the beginning of each academic year. Specific information regarding community service and volunteerism is shared on an annual basis.

Internship/Cooperative Programs

Internships/Cooperative Programs provide students opportunities to work in their fields as part of course requirements and to gain experience prior to entering the workforce. Students may, or may not, earn academic credit for their experiences. All students are encouraged to seek internships, and they should contact the Career Development Center for further information.

PASSHE Summer Study Abroad Honors Program

Since 1985 the Pennsylvania State System of Higher Education has provided Honors students across the Commonwealth with the opportunity to study internationally with the PASSHE Summer Study Abroad program. The purpose of the program is to provide an opportunity for two honors students from each State System University to

attend a special credit-bearing summer experience hosted by one of the 14 universities of the Pennsylvania State System of Higher Education. This program has provided memorable experiences for many honors students since its inception.

Each university is invited to select two academically outstanding students each summer to participate in this experience. The host university may, on a space available basis, select additional students to participate. Grades earned by students may be transferred back to the home institution under the Board of Governors' Policy.

The State System Summer Study Abroad Honors Program is an intense academic program that provides students with an opportunity to apply their studies abroad and examine issues central to both academe and society. The core program consists of three credit courses, historical lectures, field trips, and a practicum project, such as an archeological dig. Locations have included such countries as Belize, Italy, England, Ghana, Scotland, and South Africa. Cheyney University hosted the trip to Ghana in 2006.

The Honors Academy coordinates this opportunity for students to gain a sense of world perspectives and cultures. Students interested should contact the Director of the Honors Academy.

Peace Corps Prep Program

The Peace Corps Prep program prepares students for international development fieldwork and potential Peace Corps service. Through coursework that is already embedded in your degree program, hands-on experience, and professional development support, students build on four competencies in (1) training and experience in a work center, (2) foreign language skills, (3) intercultural competence, and (4) professional leadership development. For more information, students should contact the Office of Diversity, Inclusion and Social Responsibility or the Provost's Office.

Summer School

Cheyney University offers two five-week summer sessions. Information about potential summer school offerings can be obtained from the Provost's Office.

Visiting Student Program

The State System's Visiting Student Program provides an opportunity for students enrolled in any of the Pennsylvania State System of Higher Education universities to enroll in courses available across the System, without loss of institutional residency, eligibility for honors or athletics, or credits towards graduation at the home institution. In order to participate, students must matriculate at the Home University with a minimum of 12 college-level earned credits and be in good academic standing. Students may take a maximum of 24 credits via the Visiting Student's policy. The visiting student priority level for registration will be determined at each University. All credits and grades accrued at other PASSHE universities shall be accepted in full by the home University and thereafter treated as home University credits, and residency. It is the responsibility of the student to work with the academic advisor at the home institution regarding applicability of credits towards graduation requirements. Students are required to complete the Visiting Student Application Form and submit it to the home institution prior to enrolling in courses at another PASSHE institution. The Visiting Student Program is not designed for repeating courses, internships, or practicum required for certification or licensure. For more information, students should contact the Office of the Registrar at the home institution.

The Curriculum

The curriculum is the vehicle through which the University seeks to make its most significant impact upon the lives of students. Developing, implementing, and updating curricula are the responsibility of the faculty and academic administrators. Curricular offerings are described in the catalog for each academic program.

The three-digit number will convey the course level and certain specific information as outlined:

- Lower than 100 Developmental Courses (do not count towards graduation)
- 100-199 Freshman Level Courses
- 200-299 Sophomore Level Courses
- 300-399 Junior Level Courses
- 400-499 Senior Level Courses

Unit of Instruction

The credit hour is the unit of instruction used for computing the amount of work required to earn credits towards graduation. One credit is defined as fourteen hours of classroom instruction. For academic purposes an “hour” is equivalent to fifty minutes. Therefore, the definition of an academic credit hour: One semester academic credit hour is equivalent to a minimum of 700 minutes of instruction (50 minutes X 14 weeks), exclusive of time for final examination. This translates to 35 clock hours of instruction for a 3-credit course (700 minutes X 3 credits = 2100 minutes/60 minutes = 35 hours).

The typical instructional time for a lecture class is 50 minutes per credit per week. A one credit course will meet for 50 minutes, one day per week for 14 weeks. A three-credit course will meet either three days per week for 50 minutes or two days per week for 75 minutes.

Major Program of Study

Courses are organized by major, subject, or area around which students center their studies according to interests and future plans. Usually, a student has confirmed a major by the end of the sophomore year at the latest, whereby the student might have taken some beginning courses in the major field. The student will then take advanced courses in their major in their junior and senior years. Students should review the Cheyney University policy on declaration of majors.

To declare a major, a student must complete a Declaration of Major/Minor form to be submitted to the department in which the major program resides. The student will then be assigned an advisor for the major. The major will appear on the diploma and will be posted on the official transcript. All applicable University, school, and departmental (major and minor) policies and procedures must be followed. Students must submit an Anticipation of Graduation form for the major – signed by the major advisor and major department chair.

Minors

Cheyney University provides an opportunity for degree-seeking students to pursue studies in a minor. The minor may be chosen to complement the major, to provide recognition of study in a second academic area, to meet an area of interest by the student, or to increase job opportunities upon graduation. Completion of a minor is optional and is not required for degree completion. Minors are offered in Communication Arts; English; Hotel, Restaurant, and Tourism Management; Psychology; Social Relations; and Recreation & Leisure Management.

Students who wish to pursue a minor must consult with their academic advisor and must complete a Declaration of Major/Minor form to be submitted to the department in which the minor program resides. The student will then be

assigned an advisor for the minor. A student may declare a minor at any time up to the beginning of the first senior semester. The minor will not appear on the diploma but will be posted on the official transcript. All applicable University, school, and departmental (major and minor) policies and procedures must be followed. Students having a minor must submit a separate Anticipation of Graduation form for the minor – signed by the minor advisor and minor department chair.

Elective Courses

Courses not taken to fulfill general education or major requirements may be chosen as electives to complete the minimum of 120 semester hours required for graduation. In the choice of electives, students should be guided by their academic advisor, curriculum worksheet/academic plan, and field of interest.

General Education



The General Education (Gen Ed) program is a common set of courses that all students must satisfy prior to graduating from the University. The current Gen Ed program was created by faculty and was reviewed and revised in the Fall of 2015 to provide a foundation to foster confident, competent, reflective, visionary leaders, and responsible citizens. These goals were satisfied in part by creating a curriculum that promoted the six University-wide learning outcomes under which the University operates.

The University-Wide Student Learning Outcomes consist of six broad learning competencies:

1. Effective Communication Skills
 - Display effective verbal, non-verbal and written forms of communication
 - Prove appropriate reading, writing, and speaking skills
 - Demonstrate the ability to use technology that supports communication
2. Scientific, Mathematical, and Technological Abilities and Skills
 - Demonstrate the ability to collect, organize, compute, and interpret quantitative and qualitative data and information
 - Show an ability to apply mathematics, science, and technology to make decisions
3. Critical Thinking, Problem-Solving, and Information Literacy
 - Demonstrate the ability to think critically and analytically, and to solve problems using basic research, analysis, and interpretation
 - Display knowledge of the relationships among arts, sciences, and technology
 - Illustrate the ability to identify, locate, evaluate, and use informational tools for research purposes
4. Personal, Social, and Civic Responsibility
 - Demonstrate ethical and cultural awareness and respect for diversity
 - Show appreciation for a global perspective
 - Apply appropriate modes of social interaction among peers, colleagues, and community
 - Express knowledge of self-management, health and wellness, and leadership
5. African American Heritage
 - Display knowledge of African and African American history, artistic, or literary production and their impact
 - Demonstrate knowledge of and value for the history of Cheyney University and other Historically Black Colleges and Universities as important sites of education

6. Cultural and Artistic Expression/Literacy

- Demonstrate engagement with and appreciation for global expressions of the arts and of other cultural elements
- Show an understanding that all forms of art and culture are collaborative constructs which are distinctly rich and internationally distinct

Note about Intensive Courses

Writing: Students must pass at least two courses that bear the Writing intensive designation. Writing intensive courses are courses that include a significant amount of formal and informal writing as well as an educational focus on the process of writing and revising. Courses that satisfy the Writing intensive requirement will have the "(W)" designation immediately following the course name and will appear on a student's transcript as such.

African American Heritage: Students must pass at least one course that bears the African American Heritage intensive designation. African American heritage courses are courses that include significant consideration of some aspect of African American history or experience. Courses that satisfy the African American Heritage intensive requirement will have the "(A)" designation immediately following the course name and will appear on a student's transcript as such.

Information Literacy: Students must pass at least one course that bears the Information Literacy intensive designation. Information literacy courses are courses in which students are given significant instruction in the location, analysis, evaluation, and use of information. Courses that satisfy the Information Literacy intensive requirement will have the "(I)" designation immediately following the course name and will appear on a student's transcript as such.

Global: Students must pass at least one course that bears the Global Studies intensive designation. Global studies courses are courses that include significant consideration of cultures and nations other than the U.S. or the relations between the U.S. and other nations or cultures. Courses that satisfy the Global Studies intensive requirement will have the "(G)" designation immediately following the course name and will appear on a student's transcript as such.

General Education Example on a Curriculum Worksheet/Academic Plan

General Education Courses (41 credits, not including Intensive Courses)			
Course Number	Course Name	CR	Area Met
I. CORE REQUIREMENTS			
HEN 112	English I	3	Essential Skills
HEN113	English II	3	Essential Skills
HEN114	Speech	3	Essential Skills
EDU110 or HPH110	Intro Interpretation & Analysis or Critical Thinking	3	Critical Skills
MAT1__	Survey of College Math (or higher)	3	Mathematics
REC111	Health and Wellness	2	Health & Wellness
AAS210	African American Experience in a Global Context	3	African Am Experience
GAC101*	Freshmen Seminar I	1	Freshman Experience
GAC102*	Freshmen Seminar II	1	Freshman Experience
TOTAL		22	
II. DISTRIBUTION REQUIREMENTS			
_____		3	Humanities
_____		3	Humanities
<i>Choose from Humanities Courses include graphic design, literature, language, theater, music, arts, & philosophy.</i>			
_____		3	Social Science
_____		3	Social Science
<i>Choose from Social Sciences courses include anthropology, economics, geography, history, political science, psychology & sociology</i>			
_____		3	Natural Science
_____		3	Natural Science
<i>Choose from Natural Science courses include biology, chemistry, physics, earth, or space science.</i>			
REC _____	Physical Activity	1	Health & Wellness
TOTAL		19	
III. INTENSIVE COURSES (Recommended from courses in the Major and not meant to add to the 120-credit degree requirement)			

_____	Writing Intensive Course (W)	3	Writing Course
_____	Writing Intensive Course (W)	3	Writing Course
_____	African American Heritage Course (A)	3	African Am Heritage
_____	Information Literacy Course (I)	3	Information Literacy
_____	Global Course (G)	3	Global
TOTAL		15	

** Beginning in fall 2020, new freshmen took GAC120 and GAC121 (Academic Learning Community) courses which is under consideration to replace this requirement.*

Please note that some academic majors may have directed/specific general education courses that are prescribed to meet one or more of the above course areas.

Academic Programs and Degrees

At Cheyney University, the University's mission has remained at the core of all academic and educational offerings. Cheyney University's educational mission is to equip and empower students of diverse backgrounds to be visionary leaders in their chosen fields. We offer innovative approaches to teaching and quality academic programs that expose our students to pioneering ideas, research, and civic engagement. Our transformative approach to student development emphasizes the whole person – fostering success in the classroom, on campus, and in life. The institution is committed to providing educational offerings to ensure academic success as students matriculate through their degree programs.



Cheyney University Offers the Following Degrees – B.A. and B.S.

Listing of Major Course of Study

- Biology (B.S.)
Concentration in General Biology
Concentration in Pre-Medicine
Concentration in Pre-Nursing/Health Professions
- Business Administration (B.S.)
- Communication (B.A.)
- Early Childhood Education (B.S.)
- Early Childhood (PreK-4) and Special Education (PreK-8) (B.S.)
- Hotel, Restaurant, and Tourism Management (B.S.)
- Liberal Studies (B.A.)
Concentration in Education and Learning
Concentration in General Liberal Studies
- Psychology (B.A.)
- Recreation and Leisure Management (B.S.)
- Social Relations (B.A.)
Concentration in American Political Studies
Concentration in Criminal Justice
Concentration in Sociology

Listing of Certificates

- Art Education (18 credits)
- Graphic Design Arts (18 credits)

Listing of Minors

- Biology
- Communication Arts
- Hotel, Restaurant, and Tourism Management
- Psychology
- Recreation and Leisure Management
- Social Relations

Policies regarding the enrollment of degree-seeking (matriculating) students at Cheyney University are listed below:

- All students will follow the curriculum and the degree completion requirements specified in the University Catalog issued for the year of their initial enrollment as degree-seeking students.
- The University will honor degree completion requirements specified for students in the University Catalog for the year of initial enrollment as long as such enrollment is continuous (summer semesters not included) and the degree remains a part of the University's active academic programs.
- A student who does not maintain continuous enrollment (summer semesters not included) for one year or more will follow the degree completion requirements specified in the University Catalog issued the year of readmission.
- A student who transfers to another degree program will follow the requirements specified in the University Catalog issued for the year of the transfer to the new degree program.
- Students are held responsible for reading and complying with the University policies contained in the Catalog.
- The University reserves the right to make adjustments and changes to the policies, procedures and academic program requirements outlined in the catalog. When such changes are made, the University will provide notification to affected students to ensure that they can continue to be successful and make progress towards the completion of their degree program.

Organization of Academic Programs

The academic curriculum at Cheyney University retains its liberal arts foundations with a few focused professional studies programs. The degree programs are overseen by one of four departments.

Each department at Cheyney University is associated with a learning community. The Cheyney University Academic Learning Communities (CUALC) program is designed to foster academic and social integration of Cheyney University students. The Academic Learning Communities program establishes learning cohorts to encourage integration of learning across courses and involves students in social issues that extend beyond the classroom. Further, the learning communities foster student success by coupling academic support with social connection to reinforce academic and social confidence amongst Cheyney University students.

The Academic Learning Community program places freshmen into assigned cohort blocks based on major. Students in the cohorts are placed into living and learning environments together in the residence halls, participate in engagement and learning activities together, and share courses during the first year. Each cohort is assigned a team of mentors including faculty, staff and student leaders who participate as a support network within the learning community cohort. Each cohort and the cohort mentors meet with the students on a weekly basis during each semester. The communities participate collaborative and integrative learning activities, book discussion, study groups, and co-curricular activities together.

Department of Business, Education, and Professional Studies

Dr. Krystal Peters, Interim Chair

Email: kpeters@cheyney.edu

Phone: (610) 399-2632



Students in the Department of Business, Education and Professional Studies will gain the knowledge, skills, and dispositions for developing as professionals through real world experiences in their chosen fields. The primary goal is to provide students with a high-quality education that enables them to have successful careers, pursue graduate or professional education and have a positive impact on society.

Students will take classes that lead to a Bachelor of Science degree which prepares the student for the workforce, or more advanced studies in their chosen careers. In addition, to the majors offered, students can develop their leadership skills, and participate in research, internships, and other academic enrichment programs on and off campus.

Students who major, or have an interest in a major, within the Department are members of The House of Octavius Catto. This learning community honors the legacy of Cheyney University alumnus Catto, who was a prominent educator and activist.

B.S in Business Administration

The Business Administration program promotes academic excellence and development of the student as a professional leader. The goal of the program is to assist graduating students become successful business professionals, business owners or to pursue graduate studies. The instructional philosophy of the program stresses the demonstrative use of acquired knowledge and skills in business-related situations. The program's teaching strategy is to challenge students utilizing up-to-date techniques and personal counseling.

Each Business Administration student is required to take the following core courses BAA 211, BAA 212, BFA 210, BMG 210, BMG 310, BMG 410, BMT 210, BGN 240, BGN 310, BGN 330, BGN 350 and BGN 420. Additional courses in the major are required and will be chosen in consultation with the academic advisor. Students receive a Curriculum Worksheet/Academic Plan from their academic advisor. The Curriculum Worksheet/Academic Plan outlines the degree program requirements and is used to help students track their progress towards graduation.

B.S in Early Childhood Education

B.S in Early Childhood (PreK-4) and Special Education (PreK-8)

The mission of the Teacher Education program is to prepare students to become reflective decision-making teachers and school leaders who are collaborative and effective practitioners. By doing so future teachers and school leaders strengthen academic quality and excellence to advance student achievement and success. Successful candidates demonstrate instructional leadership competencies consistent with state and national professional standards.

The Teacher Education program mission statement is based on the needs of professional education, public schools and their students and is consistent with the design of the teacher and educational leadership certificate programs.

The Teacher Education program offers a four-year baccalaureate degree program in (1) Early Childhood and (2) a dual degree program in Early Childhood and Special Education. All program offerings are guided by the reflective

approach to education and focus on the development of candidates as “Reflective Decision Makers who are Collaborative and Effective Practitioners”.

Each Early Childhood Education student is required to take the following core courses ECE 131, ECE 241, ECE 242, ECE 301, ECE 302, ECE 303, ECE 304, ECE 305, ECE 306, ECE 307, ECE 343, ECE 344, ECE 401, ECE 402, ECE 403, ECE 428, SPE 220, SPE 224 and 6 additional credits in the major that will be chosen in consultation with the academic advisor.

Each Early Childhood (PreK-4) and Special Education (PreK-8) student is required to take the following core ECE 131, ECE 241, ECE 242, ECE 301, ECE 302, ECE 303, ECE 304, ECE 305, ECE 306, ECE 307, ECE 343, ECE 344, ECE 401, ECE 402, ECE 403, ECE 428, SPE 220, SPE 224, SPE 321 and SPE 421.

Students receive a Curriculum Worksheet/Academic Plan from their academic advisor. The Curriculum Worksheet/Academic Plan outlines the degree program requirements and is used to help students track their progress towards graduation.

IMPORTANT Program Information – Teacher Education Programs

- The B.S. in Early Childhood Education requires the successful completion of 120 semester credit hours with a minimum of a 3.0 cumulative Grade Point Average (GPA).
 - Courses where “F” is indicated in the semester credit hours column denote required field experiences and specify the associated clock hours.
- Before students are permitted to register for those courses or engage in any fieldwork, they must submit the required clearances (PA Acts 24, 34, 114 and 151) to the Chair of the Department of Business, Education, and Professional Studies through their academic advisor.
- In addition, attaining passing scores on the assessments noted below is required to be recommended to the Pennsylvania Department of Education (PDE) for Instructional I Certification in Grades Pre-K-4:

Pre-Service Academic Performance Assessment (PAPA)

- Reading
- Mathematics
- Writing

Pennsylvania Educator Certification Test (PECT): Grades Pre-K-4 Battery

Module 1	
Child Development, Learning and Assessment	60%
Collaboration and Professionalism	40%
Module 2	
Language and Literacy Development	66%
Social Studies, Arts, and Humanities	34%
Module 3	
Mathematics, Science, and Health	100%

For information about qualifying scores visit: PDE Testing & Certification Requirements

Note: PDE Policy Guidelines Statement -- Beginning in April 2012, the PECT Pre-service Academic Performance Assessment (PAPA) will be the means of assessing reading, mathematics, and writing skills for candidates seeking a state-approved Pennsylvania educator preparation certificate. All candidates for initial certification will be required to

pass the PAPA as well as the test corresponding to the specific certification area. Post-baccalaureate candidates for initial teacher certification are not required to take the PAPA.

In October 2014, the Pennsylvania General Assembly Enacted Act 1816. Specifically, Act 1816 requires an assessment of basic skills to be completed by preparing candidates prior to entry into a Pennsylvania baccalaureate teacher preparation program. It also states that the basic skills assessment is not required for entry into a post-baccalaureate preparation program or for someone who holds a post-baccalaureate degree. Finally, Act 1816 mandates that no baccalaureate certification.

Intensive Courses	Course	Credits
Writing Course (W)	HPH 213	3
Writing Course (W)	HEN 430	3
Global Course (G)		3
A-A Heritage Course (A)		3
Information Literacy Course (I)	HEN 430	3

A 3.0 Overall Cumulative GPA Requirement for Graduation and Certification

Beginning April 2, 2012, there are new Praxis II exams for certifications in Early Childhood PreK-4, Special Education Pre-K-8, and Special Education 7-12. All teacher candidates seeking these new PDE certifications are required to take the new Pennsylvania Educator Certification Tests (PECT) for these certification areas. Information about both the new Pre-service Academic Performance Assessments (PAPA) for all candidates and the Pennsylvania Educator Certification Tests (PECT) exams for Early Childhood PreK-4, Special Education PreK-8, and Special Education 7-12 can be found on the Pennsylvania Educator Certification Tests website.

Requirements for Admission into a Teacher Certification Program

Formal admission into teacher certification programs is the official acceptance procedure for teacher certification programs. This process endorses program confidence in specific students to complete the degree and certification requirements successfully. Students must apply and be accepted for admission into teacher certification programs after successful completion of a minimum 48 credit hours of course work.

Students who seek to enter the teacher certification program should possess above average academic ability, and dispositions suitable for working with children and youth. The University reserves the right to deny admission when deemed appropriate by the Teacher Education Committee.

- A. In order to be approved for formal admission into teacher certification programs, students must complete an application to verify that they have met the following requirements:
1. Completed a declaration of major form in the Chairperson's office and received a planned course of study (copy of declaration of major form is acceptable to attach to the application).
 2. Provided transcripts verifying that the applicant has completed a minimum of forty-eight (48) semester credit hours in the common core program; completed 6 credit hours of college level math with a minimum grade of "C" or better; completed 6 credit hours of English with a minimum grade of "C" or better; completed 3 credit hours of English Literature with a minimum grade of "C" or better; and acquired a minimum cumulative grade point average (GPA) of 3.0.
 3. Submitted a well-written essay explaining why this profession of teaching was chosen.
 4. Submitted passing scores for the Pre-service Academic Performance Assessment (PAPA) in reading, writing, and mathematics (a PDE specified score is required on all three modules or the student can choose the composite score option) Students are encouraged consult with their Academic Adviser, and

- to visit the Pennsylvania Department of Education website -- The Pennsylvania Educator Certification Tests (PECT) website, to acquire further information regarding the composite score option; and other relevant information.
5. Completed all criminal background clearances: (1) Act 34 Criminal Background Check, (2) Act 151 Child Abuse History Clearance, (3) FBI Fingerprint, and an Act 24 of 2011 Background Checks for Student Teacher Candidates.
 6. Provided proof of liability insurance. Suggested organizations to contact for obtaining liability insurance are the Student Member Section of the Pennsylvania State Education Association (<http://www.psea.org>) and the Student Teachers Professional Liability Insurance Plan through the Association of Teacher Education.

B. How to Apply for Admission into Teacher Education Programs

1. Applications for admission into teacher education programs can be secured in the Office of the Chairperson and must be forwarded to the applicant's academic advisor who, in turn, will make a recommendation to the Chairperson. Completed applications are presented to the Teacher Education Committee, via the department chairperson, for review and action.
2. Each applicant is notified, in writing, by the Provost's office or designee of the action taken by the committee. If a student receives notice of rejection, the student is advised to consult with the major advisor to determine how any deficiencies can be corrected.
3. Students who have not been admitted into teacher education are not permitted to register for 300 or 400-level education courses in their major and should consult the academic advisor (see item A-4 above).

Student Teaching Requirements

Student teaching is the culminating activity in the second semester of the senior year for all teacher education programs. It includes a minimum of twelve weeks, full-time participation in the classroom with increasing teaching responsibilities to completely simulate the role of the teacher. For greater than half of the student's teaching learning experience, candidates assume full responsibility as demonstrated by effective methods for the planning and delivery of instruction in the classroom.

At least one placement must occur in a public school setting or a PreK-4 program sponsored by a school district. Early childhood and special education Pre-K-Grade 8 candidates must have a balance between regular and special education placements and are required to complete a minimum of six weeks in a pre-K-4 general education setting.

To qualify for Student Teaching, a candidate must have met the following requirements:

1. Filed a completed application to student teach one semester prior to the anticipated student teaching semester.
2. Received acceptance into teacher education.
3. Passed all three sections of the PAPA (Reading, Math, Writing) provided by Pearson Publishing
4. Completed all major education courses with a minimum grade of "C".
5. Attached copy of the applicant's academic record verifying a minimum cumulative 3.0 GPA.
6. Cleared all "I" grades, "F" grades, and "NG" grades.
7. Submitted a medical clearance form.
8. Submitted criminal background clearances: (1) Act 34 Criminal Background Check, (2) Act 151 Child Abuse History Clearance, (3) FBI Fingerprint, and an Act 24 of 2011 Background Checks for Student Teacher Candidates Form.
9. Provided proof of liability insurance.

Teacher Certification Testing Requirements

Beginning in April 2012, the Pennsylvania Educator Certification Tests (PECT) adopted the Pre-service Academic Performance Assessment (PAPA), which will be the means of assessing reading, mathematics, and writing skills for candidates seeking a state-approved Pennsylvania educator preparation certificate. All candidates for initial certification will be required to pass the PAPA as well as the test corresponding to the specific certification area. Post-baccalaureate candidates for initial certification are not required to take the PAPA. Post-baccalaureate candidates must take the specific certification area test(s). If you are already certified and adding another certificate, you only have to take the test(s) corresponding to the new certification area.

In October 2014, the Pennsylvania General Assembly Enacted Act 1816. Specifically, Act 1816 requires an assessment of basic skills to be completed by preparation candidates prior to entry into a Pennsylvania baccalaureate teacher preparation program. It also states that the basic skills assessment is not required for entry into a post-baccalaureate preparation program or for someone who holds a post-baccalaureate degree. Finally, Act 1816 mandates that no baccalaureate certification program shall admit a student who has not met these requirements by August 1st of the academic year.

Tests Required for Candidates for Initial Certification

- Pre-service Academic Performance Assessment (PAPA) plus the appropriate certification area tests for PreK– 4 and Early Childhood Education/Special Education Pre-K– 8.

All individuals seeking dual certification will be required to be tested in both areas of specialization. All persons who already hold a valid Pennsylvania Level I or II certificate and wish to add another area (including instructional, educational specialist, supervisory, or administrative) to that certificate will be required to complete an approved program and take the appropriate subject assessment test(s). All subject assessment tests are also administered through PearsonVUE.

It is the responsibility of the applicant to register for the proper subject assessment test, and to obtain information concerning passing scores. For more information visit: The Pennsylvania Educator Certification Tests (PECT) website.

Teaching Certification

At the completion of program requirements, candidates must apply for teacher certification through the Teacher Information Management System (TIMS) located on the Pennsylvania Department of Education's web site. To learn more about TIMS go to www.PA-TIMS.com.

Requirements to Complete the Program

Cheyney University has been approved by the Pennsylvania Department of Education as a teacher preparation institution. Cheyney University will evaluate a prospective candidate's credentials against the institution's certification program criteria. The institutional coordinator/advisor then outlines to the candidate the number of credits which must be completed to be recommended for certification. The course work and experiences can vary depending on an individual's experiences and the intern program designed by the institution of higher education. The candidate must complete an induction program either on the Intern Certificate or after receiving the Instructional I Certificate. The completion of an induction program is necessary to gain an Instructional II Certificate.

B.S in Hotel, Restaurant and Tourism Management

The Hotel, Restaurant, and Tourism Management (HRTM) Program prepares confident, competent, and reflective leaders by providing students with a cutting-edge experiential education that boosts their industry knowledge, hones their decision-making and critical thinking skills, and prepares them for entry-level managerial success. The hospitality industry is among the largest and fastest-growing industries in the world, and hospitality careers are plentiful and

varied as they encompass the sub-sectors of hotels and lodging, food and beverage, travel and tourism, recreation and leisure, and meetings and events.

The HRTM Program at Cheyney is proudly accredited by the **Accreditation Commission For Programs In Hospitality Administration (ACPHA)**.

The HRTM Program at Cheyney provides a world-class educational experience thanks to

1. critical partnerships with leading industry organizations,
2. the incorporation of industry-prevalent certifications and training,
3. our emphasis on applied learning via classroom and in-the-field role playing and problem-solving activities, managerial simulations like HOTELsim™,
4. class trips featuring managerial Q & A's and facility tours,
5. the requirement of internships and field experiences

In addition, the HRTM program hosts The Cheyney Grille—a flexible, 50-seat, student managed restaurant and teaching kitchen located in Harris-Turner Hall. The Grille allows our students to combine theory and practice by regularly providing weekday lunch options for faculty and staff, as well as hosting specialty catering services to the campus and surrounding communities.

Students who successfully complete the Hotel, Restaurant, & Tourism Management (HRTM) program will be information-literate, industry-experienced, technologically savvy, and effective oral and written communicators, who think critically, systematically solve problems, and exhibit sound personal, social, and civic responsibility.

PROGRAM LEARNING OUTCOMES

Our graduates will demonstrate leadership principles as they create favorable stakeholder experiences using inquiry, analytical thinking, collaboration, and hospitality industry skills.

Student Learning Outcomes

Cheyney HRTM expects that students who successfully complete the program will exemplify the following five program learning outcomes:

Program Learning Outcome 1: *Identify and apply the knowledge and skills necessary for hospitality and tourism operations.*

Program Learning Outcome 2: *Develop and integrate a core set of business skills necessary to successfully operate a hospitality and tourism organization.*

Program Learning Outcome 3: *Demonstrate competence in the communication skills necessary for hospitality and tourism management.*

Program Learning Outcome 4: *Formulate business decisions in hospitality and tourism management.*

Program Learning Outcome 5: *Evaluate leadership principles necessary in the diverse and global hospitality and tourism industry.*

HOSPITALITY COMPETENCIES

Through participating in curricular and co-curricular learning opportunities, including professional work experience and networking with our industry partners, Bachelor of Science Graduates of the Hotel, Restaurant and Tourism Management program will have the competencies necessary to successfully manage in a hospitality environment.

These competencies include:

Characteristics of Hospitable Service: Create favorable guest experiences by using professional service management techniques in a hospitality business environment.

Information Literacy: Locate, assess, and use a wide variety of sources methods, and tools available in a hospitality environment to communicate quantitative, qualitative and/or scientific information in the decision-making process.

Analytical Thinking: Make clear and logical decisions by organizing, analyzing, and interpreting information and formulating rational solutions in a hospitality business environment.

Teamwork: Contribute to positive team performance in a hospitality business environment by appraising and managing one's own team-related competencies, particularly, the knowledge, skills and attitudes considered transportable from one team to another.

Leadership: Model the behaviors of effective, ethical leaders by demonstrating the fundamental principles of leadership in a hospitality business environment.

Each Hotel, Restaurant and Tourism Management student is required to take the following core courses HRM 111, HRM 221, HRM 223, HRM 310, HRM 321, HRM 330, HRM 331, HRM 333, HRM 359, HRM 361, HRM 421, HRM 461, HRM 463, HRM 464, HRM 472, HRM 488, HRM 499 along with the following 9 credits in BAA 211, BMG 210 and REC 316. Additional courses in the major depend on the student's choice of concentration. Students receive a Curriculum Worksheet/Academic Plan from their academic advisor. The Curriculum Worksheet/Academic Plan outlines the degree program requirements and is used to help students track their progress towards graduation.

Minor in Hotel, Restaurant and Tourism Management

This Minor is for ALL majors. The classes will enhance your competitive positioning in seeking employment and experiential opportunities.

Knowing how to make people feel welcome is a skill that translates to any career path. The minor will teach you that skill as well as how to navigate various aspects of the industry. All classes are taught by professionals with experience that includes management and ownership in aspects of restaurants, hotels, culinary, beverage, sales and marketing, finance, event management, tourism and travel.

Program Learning Outcomes

- Identify and apply the knowledge and skills necessary for hospitality and tourism operations
- Develop and integrate a core set of business skills necessary to successfully operate a hospitality and tourism organization
- Demonstrate competence in the communication skills necessary for hospitality and tourism management
- Formulate business decisions in hospitality and tourism management
- Evaluate leadership principles necessary in the diverse and global hospitality and tourism industry

MINOR REQUIREMENTS (18 credits)

The Minor in Hotel, Restaurant and Tourism Management is designed for students who have an interest in expanding their knowledge and enhancing their career opportunities in the hospitality industry.

Required Hospitality Courses (3 credits)

- HRM 111 Introduction to Service Management

Electives (15 credits)

Select 15 credits (5 classes) from the HRTM curriculum:

- You can choose any hospitality courses offered
- To search for hospitality courses, use the code **HRM**

BUSINESS ADMINISTRATION MAJORS

The following Business Administration courses have HRTM equivalents as indicated:

- BFA 210 Financial Management for HRM 488 Hospitality Financial Management
- BGN 330 Business Law for HRM 333 Hospitality Law
- BMG 340 Personnel Management for HRM 472 Hospitality Human Resources
- BMT 210 Marketing for HRM 321 Hospitality Marketing & Sales”

RECREATION & LEISURE MANAGEMENT STUDENTS

The following Recreation & Leisure Management courses have HRTM equivalents as indicated:

- REC 323 Law in Sport & Physical Education for HRM 333 Hospitality Law
- REC 324 Sport Marketing for HRM 321 Hospitality Marketing & Sales

Only two (2) courses taken in fulfillment of a student’s MAJOR requirements may be counted towards the student’s MINOR requirements.

Additional information about the Hotel, Restaurant and Tourism Management minor can be obtained from the department chair.

B.S in Recreation and Leisure Management

The Recreation and Leisure Management program educates students as generalists in the field, which prepares students for job opportunities in any recreational setting. Students choosing to major in recreation should discuss their program with the department advisor in their freshman year. Some courses are only offered in the fall and others only in the spring, detailed outlines of program requirements should be obtained from the department and followed closely for all four years.

The program provides the following: knowledge of public, voluntary, institutional, private, therapeutic, and commercial recreation. The understanding of concepts, leisure philosophies, recreational programming, and the development of personal leadership skills in these recreation areas. Opportunities to demonstrate competence, academic knowledge, and physical skills for eminent leadership recreation. Recreation majors will participate in a Field Experience and a full time Internship during your last semester to put into practice all the concepts and skills you learned.

Each Recreation and Leisure Management student is required to take the following core courses REC 310, REC 316, REC 317, REC 319, REC 320, REC 321, REC 322, REC 323, REC 324, REC 326, REC 327, REC 338, REC 339, REC 401 and REC 402. At least 6 additional credits within the major are needed and will be chosen in consultation

with the academic advisor. Students receive a Curriculum Worksheet/Academic Plan from their academic advisor. The Curriculum Worksheet/Academic Plan outlines the degree program requirements and is used to help students track their progress towards graduation.

Minor in Recreation and Leisure Management

The required courses for the Minor in Recreation and Leisure Management are REC 316 as the only core class for the Minor. Five additional classes are selected based on the student's professional goals. Additional information about the Recreation and Leisure Management minor can be obtained from the academic advisor and/or department chair.



Business Administration

SEMESTER GUIDE

Department of Business, Education and Professional Studies

Business Administration

Bachelor of Science

1st SEMESTER		2nd SEMESTER		3rd SEMESTER		4th SEMESTER	
COURSE	Semester Credit Hours	COURSE	Semester Credit Hours	COURSE	Semester Credit Hours	COURSE	Semester Credit Hours
GAC 101: Freshman Seminar I	1	GAC 102: Freshman Seminar II	1	AAS 210: African-American Experience in Global Context	3	HEN 114: Fundamentals of Speech	3
EDU 110: Intro Interpretation & Analysis or HPH 110: Critical Thinking	3	MAT 104: Survey of College Mathematics	3	Humanities Elective II	3	BMT 210 Marketing I	3
HEN 112: Composition I	3	HEN 113: Composition II	3	Social Science Elective I	3	Social Science Elective II	3
Natural Science Elective 1	3	Natural Science Elective II	3	BMG 210: Introduction to Management	3	BGN 310 Business Communications (W)	3
REC 111: Health & Wellness	2	Humanities Elective 1	3	BFA 210 Financial Management	3	BGN 240 Business Statistics	3
BAA 211: Accounting I	3	BAA 212: Accounting II	3	REC Physical Activity Elective	1	Free Elective	1
TOTAL	15	TOTAL	16	TOTAL	16	TOTAL	16

5th SEMESTER		6th SEMESTER		7th SEMESTER		8th SEMESTER	
COURSE	Semester Credit Hours	COURSE	Semester Credit Hours	COURSE	Semester Credit Hours	COURSE	Semester Credit Hours
Free Elective	3	BMG 410: Operations Management	3	BMG 340: Personnel Management	3	BMG 450: Organizational Development	3
REC 315: Diversity in Sports (A)	3	BGN 420 Business Policy Seminar (W)	3	BMG 350: Organizational Behavior	3	Free Elective	3
BGN 350: International Business (W) (G)	3	BMG 320 Entrepreneurship	3	BMG 445: Management Labor Relations	3	Free Elective	3
BMG 310: Management Information Sys/Comp (I)	3	BMG 330: Organizational Theory and Design	3	Free Elective	3	Free Elective	3
BGN 330: Business Law	3	Free Elective	3	Free Elective	3		
TOTAL	15	TOTAL	15	TOTAL	15	TOTAL	12

Business Major and Concentration Courses
*A final course grade of C is required for ALL major courses.

Overall Total: 120 Semester Credit Hours
GRADUATION REQUIREMENTS
A minimum of 2.0 grade point average and a minimum of 120 credit hours, as specified, <u>excluding</u> any developmental courses are required for graduation.

Early Childhood PK-4

SEMESTER GUIDE: Early Childhood PK-4

Business, Education and Professional Studies
Bachelor of Science in Education

1st SEMESTER		2nd SEMESTER		3rd SEMESTER		4th SEMESTER	
COURSE	Semester Credit Hours	COURSE	Semester Credit Hours	COURSE	Semester Credit Hours	COURSE	Semester Credit Hours
GAC 101: Freshman Seminar I	1	GAC 102: Freshman Seminar II	1	AAS 210: African-American Experience in Global Context	3	RPS 212: Educational Psychology	3
EDU 110: Introduction Interpretation & Analysis	3	MAT 106: Mathematics for Teachers II	3	Natural Science Elective 1	3	Intensive Course 2 (A, I, G designated)	3
HEN 112: Composition 1	3	HEN 113: Composition II	3	HEN 114: Fundamentals of Speech	3	Natural Science Elective 2	3
MAT 105: Mathematics for Teachers I	3	Intensive Course 1 (A, I, G designated)	3	RPS 211: Introduction to Psychology	3	ECE 301: Language and Early Literacy for the Developing Child I PreK-1	3 (f 20)
REC 111: Health & Wellness	2	REC Physical Activity Elective	1	SPE 220: Basic Concepts in Special Education PreK- 8	3 (f 10)	ECE 302: Language and Early Literacy for the Developing Child II Grades 2-4	3 (f 20)
ECE 131: Introduction to PreK - Grade 4 Education	3 (f 20)	ECE 241: Child Developmental, Cognition and Learning, Prenatal to Age 5	3 (f 10)	SPE 224: Instructional Strategies & Behavioral Interventions for Inclusion	3 (f 10)	Free Elective (1,2, or 3 credits)	1
		ECE 242: Child Developmental, Cognition and Learning, Ages 6 to 9	3 (f 10)				
TOTAL	15	TOTAL	17	TOTAL	18	TOTAL	16
5th SEMESTER		6th SEMESTER		7th SEMESTER		8th SEMESTER	
COURSE	Semester Credit Hours	COURSE	Semester Credit Hours	COURSE	Semester Credit Hours	COURSE	Semester Credit Hours
ECE 303: Methods in Math & Science for the Developing Child I PreK-1	3 (f 20)	ECE 306: Curriculum and Assessment Methods PreK-1	3 (f 20)	ECE 401: Classroom Management PreK-4	3	ECE 428: Student Teaching with Practicum (12 week Assignment)	12 (f 450)
ECE 304: Methods in Math & Science for the Developing Child II Grades 2-4	3 (f 20)	ECE 307: Curriculum and Assessment Methods Grades 2-4	3 (f 20)	ECE 402: Integrating the Arts into the Curriculum for the Developing Child	3		
ECE 305: Social Studies Methods for the Developing Child	3 (f 20)	ECE 343: Methods and Techniques for Teaching English Language Learners	3 (f 20)	ECE 403: Advocacy in Early Childhood Care and Education	3		
HEN 319: Advanced Composition (Humanities Elective)	3	ECE 344: Families, Schools, and the Community	3 (f 20)	Elective	3		
Intensive Course 3 (A, I, G designated)	3	Humanities Elective (Literature Course)	3				
TOTAL	15	TOTAL	15	TOTAL	12	TOTAL	12

Note: Courses where "f" is indicated in the semester credit hours column denotes required field experiences and specify the suggested associated hours. Before a student is permitted to engage in fieldwork, they must submit all required clearances (FBI, Criminal Background Check & Child Abuse Clearances) to their Academic Advisor.

Minimum of a 3.0 CGPA is required and at least a C grade in major courses	GRADUATION REQUIREMENTS: A minimum of 3.0 cumulative grade point average and a minimum of 120 credits hours, excluding developmental courses.
--	--

Early Childhood and Special Ed (Dual Certification)

SEMESTER GUIDE: Early Childhood and Special Education PK-4 (Dual Cert)

Business, Education and Professional Studies
Bachelor of Science in Education

1st SEMESTER		2nd SEMESTER		3rd SEMESTER		4th SEMESTER	
COURSE	Semester Credit Hours	COURSE	Semester Credit Hours	COURSE	Semester Credit Hours	COURSE	Semester Credit Hours
GAC 101: Freshman Seminar I	1	GAC 102: Freshman Seminar II	1	AAS 210: African-American Experience in Global Context	3	RPS 212: Educational Psychology	3
EDU 110: Introduction Interpretation & Analysis	3	MAT 106: Mathematics for Teachers II	3	Natural Science Elective 1	3	Intensive Course 2 (A, I, G designated)	3
HEN 112: Composition I	3	HEN 113: Composition II	3	HEN 114: Fundamentals of Speech	3	Natural Science Elective 2	3
MAT 105: Mathematics for Teachers I	3	Intensive Course 1 (A, I, G designated)	3	RPS 211: Introduction to Psychology	3	ECE 301: Language and Early Literacy for the Developing Child I PreK-1	3 (f 20)
REC 111: Health & Wellness	2	REC Physical Activity Elective	1	SPE 220: Basic Concepts in Special Education PreK- 8	3 (f 10)	ECE 302: Language and Early Literacy for the Developing Child II Grades 2-4	3 (f 20)
ECE 131: Introduction to PreK - Grade 4 Education	3 (f 20)	ECE 241: Child Developmental, Cognition and Learning, Prenatal to Age 5	3 (f 10)	SPE 224: Instructional Strategies & Behavioral Interventions for Inclusion	3 (f 10)	HEN 319: Advanced Composition (Humanities Elective)	3
		ECE 242: Child Developmental, Cognition and Learning, Ages 6 to 9	3 (f 10)				
TOTAL	15	TOTAL	17	TOTAL	18	TOTAL	18

5th SEMESTER		6th SEMESTER		7th SEMESTER		8th SEMESTER	
COURSE	Semester Credit Hours	COURSE	Semester Credit Hours	COURSE	Semester Credit Hours	COURSE	Semester Credit Hours
ECE 303: Methods in Math & Science for the Developing Child I PreK-1	3 (f 20)	ECE 306: Curriculum and Assessment Methods PreK-1	3 (f 20)	ECE 401: Classroom Management PreK-4	3	ECE 428: Student Teaching with Practicum (12 week Assignment)	12 (f 450)
ECE 304: Methods in Math & Science for the Developing Child II Grades 2-4	3 (f 20)	ECE 307: Curriculum and Assessment Methods Grades 2-4	3 (f 20)	ECE 402: Integrating the Arts into the Curriculum for the Developing Child	3		
ECE 305: Social Studies Methods for the Developing Child	3 (f 20)	ECE 343: Methods and Techniques for Teaching English Language Learners	3 (f 20)	ECE 403: Advocacy in Early Childhood Care and Education	3		
SPE 321: Assessment, Cognition & Development of High/Low Incidence Disabilities Students PreK-8	3 (f 20)	ECE 344: Families, Schools, and the Community	3 (f 20)	SPE 421: Reading, Writing & Mathematics Instructional Strategies PreK-8	3		
Intensive Course 3 (A, I, G designated)	3	Humanities Elective (Literature Course)	3				
TOTAL	15	TOTAL	15	TOTAL	12	TOTAL	12

Note: Courses where "f" is indicated in the semester credit hours column denotes required field experiences and specify the suggested associated hours. Before a student is permitted to engage in fieldwork, they must submit all required clearances (FBI, Criminal Background Check & Child Abuse Clearances) to their Academic Advisor.

Minimum of a 3.0 CGPA is required and at least a C grade in major courses

GRADUATION REQUIREMENTS: A minimum of 3.0 cumulative grade point average and a minimum of 122 credits hours, excluding developmental courses.

Hotel, Restaurant and Tourism Management

SEMESTER GUIDE

Business, Education and Professional Studies

Hotel, Restaurant Tourism Management

Bachelor of Science

1st SEMESTER		2nd SEMESTER		3rd SEMESTER		4th SEMESTER	
COURSE	Semester Credit Hours	COURSE	Semester Credit Hours	COURSE	Semester Credit Hours	COURSE	Semester Credit Hours
GAC 101: Freshman Seminar 1	1	GAC 102: Freshman Seminar II	1	AAS 210: African-American Experience in Global Context	3	HEN 114: Fundamentals of Speech	3
Critical Thinking: EDU 110 or HPH 110	3	MAT 104: Survey of College Mathematics	3	Humanities Elective II	3	HRM 223: Travel & Tourism	3
HEN 112: Composition 1	3	HEN 113: Composition II	3	Social Science Elective 1	3	Social Science Elective II	3
Natural Science Elective 1	3	Natural Science Elective II	3	BMG 210: Introduction to Management	3	HRM 310: Managing Hotel Operations (W)	3
REC 111: Health & Wellness	2	Humanities Elective 1	3	HRM 330: Menu Planning & Analysis (W)	3	HRM 361: Catering	3
HRM 111: Introduction to Service Management	3	HRM 221: Hospitality Purchasing	3	REC Physical Activity Elective	1	Free Elective (1,2, or 3 credits)	1
TOTAL	15	TOTAL	16	TOTAL	16	TOTAL	16

5th SEMESTER		6th SEMESTER		7th SEMESTER		8th SEMESTER	
COURSE	Semester Credit Hours	COURSE	Semester Credit Hours	COURSE	Semester Credit Hours	COURSE	Semester Credit Hours
BAA 211: Principles of Accounting 1	3	HRM 321: Hospitality Marketing & Sales (W)	3	HRM 359: Events, Conventions & Meeting Planning (W)	3	HRM 499: Senior Seminar (W)	3
REC 316: Leisure in Modern Society	3	HRM 421: Hospitality Management & Gaming	3	HRM 461: Hospitality Cost Control	3	Free Elective 4	3
HRM 333: Hospitality Law	3	HRM 463: Internship	3	HRM 472: Hospitality Human Resources	3	Free Elective 5	3
HRM 331: Quantity Food Production	3	HRM 488: Financial Management	3	Free Elective 2	3	Free Elective 6	3
HRM 462: Field Experience	3	Free Elective 1	3	Free Elective 3	3		
TOTAL	15	TOTAL	15	TOTAL	15	TOTAL	12

HRTM Major Courses
*A final course grade of C is required for ALL major courses.

Overall Total: 120 Semester Credit Hours
GRADUATION REQUIREMENTS
A minimum of 2.0 grade point average and a minimum of 120 credit hours, as specified, <i>excluding</i> any developmental courses are required for graduation.

Note: A, G and I designated intensive general education courses should be taken in selection for Humanities, Natural Sciences, Social Sciences and Free Elective option.

Recreation and Leisure Management

SEMESTER GUIDE

Business, Education, and Professional Studies

Recreation and Leisure Management

Bachelor of Science

1st SEMESTER		2nd SEMESTER	
COURSE	Semester Credit Hours	COURSE	Semester Credit Hours
GAC 101: Freshman Seminar 1	1	GAC 102: Freshman Seminar II	1
Critical Thinking: EDU 110 or HPH 110	3	MAT 104: Survey of College Mathematics	3
HEN 112: Composition 1	3	HEN 113: Composition II	3
Natural Science Elective 1	3	Natural Science Elective II	3
REC 111: Health & Wellness	2	Humanities Elective 1	3
REC 316: Leisure in Modern Society	3	REC 310: Safety Education	3
TOTAL	15	TOTAL	16

3rd SEMESTER		4th SEMESTER	
COURSE	Semester Credit Hours	COURSE	Semester Credit Hours
AAS 210: African-American Experience in Global Context	3	Humanities Elective II	3
HEN 114: Fundamentals of Speech	3	REC 320: Recreational Management	3
Social Science Elective 1	3	Social Science Elective II	3
REC 324: Sport Marketing	3	REC 327: Outdoor Recreation	3
REC 317: Recreation Programs	3	REC Major Elective 1	3
REC Physical Activity Elective	1	Free Elective 1 (1,2, or 3 credits)	1
TOTAL	16	TOTAL	16

5th SEMESTER		6th SEMESTER	
COURSE	Semester Credit Hours	COURSE	Semester Credit Hours
REC 319: Leadership 1	3	REC 321: Organization & Administration	3
REC 323: Law in Sport & Ph Ed (W)	3	REC 326: Sport & Society	3
Free Elective 2	3	REC 339: Recreation & Tech (W)	3
Free Elective 3	3	REC 322: Leadership 11	3
Free Elective 4	3	REC 338: Philosophy of Recreation (I)	3
TOTAL	15	TOTAL	15

7th SEMESTER		8th SEMESTER	
COURSE	Semester Credit Hours	COURSE	Semester Credit Hours
REC 401: Field Experience	3	REC 402: Internship	12
REC Major Elective 2	3		
Free Elective 5	3		
Free Elective 6	3		
Free Elective 7	3		
TOTAL	15	TOTAL	12

Recreation Major Courses Require C
*A final course grade of C is required for ALL major courses.

Overall Total: 120 Semester Credit Hours
GRADUATION REQUIREMENTS <i>A minimum of 2.0 grade point average and a minimum of 120 credit hours, as specified, excluding any developmental courses are required for graduation.</i>
A minimum of 2.0 grade point average and a minimum of 120 credit hours, as specified, excluding any developmental courses are required for graduation.

Note: A and G designated intensive general education courses should be taken in the selection of Humanities, Natural Sciences, Social Sciences and Free Elective option. Also consider REC 315 (A-designated) and REC325 (G-designated) in options for major electives.

Business Administration-related Course Descriptions

BAA 211 Principles of Accounting I (3.0 credits): Introduction to basic accounting concepts. Assets and equities; the accounting cycle; adjustments; and procedural differences in accounting for individual proprietorships, partnerships, and corporations.

Prerequisite: None. Previously BCA 111.

BAA 212 Principles of Accounting II (3.0 credits): A continuation of BAA 211 with an emphasis on control of the enterprise. Manufacturing accounting; internal flows of financial data and its uses for management planning and control; and financial analysis.

Prerequisite: BAA211. Previously BCA 120.

BAA 311 Intermediate Accounting I (3.0 credits): Topics covered include accounting theory, the accounting cycle, the income statement, the balance sheet, the statement of cash flows, cash, receivables, payables and inventories.

Prerequisite: BAA212, with a grade "C" or Better. Previously BAA 233.

BAA 312 Intermediate Accounting II (3.0 credits): A continuation of BAA 311 Topics include plant and equipment, intangibles, investments, long-term liabilities, leases, stockholders' equity and pension accounting.

Prerequisite: BAA311, with a grade "C" or Better. Previously BAA 242.

BAA 320 Federal Income Tax (Individuals) (3.0 credits): Principles and procedures relating to the determination of taxable income of individuals.

Prerequisite: None. Previously BTX 221.

BAA 325 Federal Income Tax (Corporations) (3.0 credits): Procedures relating to the determination of taxable income and reporting qualifications for corporations, partnerships, sub-chapters, estates, and trusts.

Prerequisite: BAA 212. Previously BTX 220.

BAA 330 Tax Planning for Business (3.0 credits): Tax laws and current tax practices pertaining to formation, division, reorganization, and liquidation of business.

Prerequisite: BAA 212: Previously BTX 333.

BAA 335 Mutual Fund Accounting (3.0 credits): This course is an introduction to the basics of mutual fund accounting. It covers topics such as capital share transactions and provides a thorough understanding of the process necessary for the valuation of securities such as equities, bonds, convertible bonds, tax- exempt bonds, and money market securities. The effect of federal taxation on transactions is also covered.

Prerequisite: BAA 212. Previously BCA 301.

BAA 355 Cost Accounting I (3.0 credits): Topics include manufacturing accounting, cost-volume-profit relationships, job costing in services and manufacturing, budgeting, activity-based costing, standard costing, direct costing, and absorption costing.

Prerequisite BCA 212.

BAA 364 Accounting II (3.0 credits): A continuation of manufacturing accounting and other cost systems discussed in BAA 355. Topics include joint and by-product costing, process costing, inventory planning and control, spoilage, waste, defective units and scrap.

Prerequisite: BAA 355, with a grade "C" or better.

BAA 460 Auditing (3.0 credits): Procedures of internal auditing and public accounting in verifying statements and

supplementary data. The practicality and significance of the auditor's report is an integral part of the course.
Prerequisite: BAA 212. Previously BAA 467

BAA 470 Advanced Accounting (3.0credits): Topics covered include partnerships, home-office branch, consolidated financial statements, government accounts and non-profit accounting.
Prerequisite: BAA 312. Previously BAA 476.

BFA 120 Personal Financial Management (3.0 credits): This course is a freshman level elective course which will provide students with the knowledge they need to become financially astute. This course will introduce students to the practical aspects of money management, including discussion of insurance, savings and investment options.
Prerequisite: None.

BFA 210 Financial Management I (3.0 credits): The theory and practice of business finance. Among topics covered are capital budgeting, working capital management, capital structure, dividend policy, and the decision-making process.
Prerequisite: MAT 104 or higher. Previously BCA 211.

BFA 310 Financial Management II (3.0 credits): The analysis of financial decisions and the formulation of financial policy are stressed. The subjects covered include intermediate and long-term sources of funds, the cost of capital, and capital structure.
Prerequisite: BFA 210. Previously BFA 220

BFA 320 Financial Markets & Institutions (3.0 credits): The role of the principal financial markets and their relationship to the economy through study of fund flows and analysis of financial institutions.
Prerequisite: BFA 210. Previously BFA342

BFA 330 Real Estate Finance (3.0 credits): Sources and methods of obtaining funds for real estate investment; private and government financial institutions of real estate, legal, and tax considerations; the construction industry and cycles; and real estate investment policies and current practices.
Prerequisite: BFA 210. Previously BFA 366.

BFA 410 Commercial Bank Management (3.0 credits): The structure, organization, administration, and regulation of commercial banks; sources and uses of funds; and portfolio policy.
Prerequisite: BFA 210. Previously BFA 367.

BFA 420 Investments (3.0 credits): The principles and practices of investment with special attention to securities legislation, sources of investment information, investor risk-return analysis, timing of investment decisions, analysis of investments, and investment planning and strategies.
Prerequisite: BFA 210. Previously BFA333

BFA 440 International Finance (3.0 credits): Financial constraints of international environment and their effect on standard concepts of financial management. Study of international currency flow and international banking practices.
Prerequisites: BFA 210. Previously BFA 369

BFA 455 Security Analysis (3.0 credits): Coverage includes risk-return analysis, the analysis of bonds and common stocks, options, portfolio theory, and selection.
Prerequisite: BFA 210.

BFA 460 Seminar in Corp Finance & Control (3.0 credits): A critical study of internal financial management of business enterprises, based primarily on comprehensive case analysis and current financial issues.

Prerequisite: BFA 310. Previously BFA 364.

BGN 110 Introduction to Business Environment (3.0 credits): This course is designed to help students gain insights into the various facets of operations in a business including technology, banking, finance, accounting, marketing, small business, and international business.

Prerequisite: None. Previously BCA 101.

BGN 240 Business Statistics (3.0 credits): Topics include data structure, graphical description of data, numerical descriptive measures, probability, sampling, inference and estimation. Computer software will be utilized.

Co/prerequisite: MAT 104 or higher. Previously BCA 240.

BGN 310 Business Communications (W Designation) (3.0 credits) (Writing Intensive Course): Focus on the practical side of communications as it applies to the business setting and focuses on writing as a process. Instruction for producing well designed business documents, preparing effective multi-media presentations, and participating productively in a number of business settings. Course reflects current management concepts, organizational trends, international business and ethics based on extensive research in office systems, information management, technology, communications, and administrative procedures.

Prerequisite: HEN 113. Previously BCA 214

BGN 330 Business Law (3.0 credits): Introduction to the nature and development of law and the legal process. The law of contracts: formation, operation and discharge, bailments and carriers. Social values and their effects on the operation of business and the responsibilities of executives.

Prerequisite: EDU 110, HPH 110. Previously BCA 331

BGN 350 International Business (W, G - Designations) (3.0 credits) (Writing Intensive Course) (Global Studies Intensive Course): Basis of trade, international business mechanism, economic, social, cultural, legal and technological forces in international business environment.

Prerequisite: EDU 110, HPH 110. Previously BCA 250.

BGN 420 Business Policy Seminar (W - Designation) (3.0 credits) (Writing Intensive Course) (Capstone course): Top management decision-making involved in strategic planning and overall company policy formulation and administration.

Prerequisites: Senior Standing and BGN240. Previously BCA 420.

BGN 460 Business Internship (3.0 credits): An individual work-study experience in an approved commercial or institutional organization in line with the student's concentration. Students will meet periodically with the instructor to discuss problems and issues relevant to the area. Compensation may not be granted for the internship.

Prerequisite: Junior Standing. Previously BOA 460.

BMG 210 Introduction to Management (3.0 credits): Principles that form the basis of modern management methods; behavioral and quantitative methods of management; classical roots of management thought and theory; application of modern concepts of behavioral theory to management problems; introduction to current quantitative methods as applied to managing modern operations.

Prerequisite: None. Previously BCA 210.

BMG 310 Management Information Systems/Computer Applications (I - Designation) (3.0 credits) (Information- Literacy Intensive Course): An overview of current microcomputer office technology and future trends in business. The course provides an understanding of how microcomputers improve office/management productivity through appropriate application. Includes integration of discipline specific software.

Prerequisite: MAT 104 or higher. Previously BCA 330.

BMG 320 Entrepreneurship (3.0 credits): The creative aspect of entrepreneurship and starting a small business enterprise. Ways in which a small firm can fulfill needs of consumer and industrial markets. Problems involved in working with venture capitalists, banks, investment institutions, distributors, and sales representatives. Policies relating to marketing, production and purchasing, pricing, personnel and financing.

Prerequisite: BMG 210. Previously BSB 320.

BMG 330 Organization Theory & Design (3.0 credits): The study of the theories and concepts of organizing and designing organizations.

Prerequisite: BMG 210. Previously BMG 321.

BMG 340 Personnel Management (Human Resource) (3.0 credits): Policies and practices of work force management: recruiting, selection, training, motivation, and collective bargaining.

Prerequisite: BMG 210. Previously BMG 323.

BMG 350 Organizational Behavior (3.0 credits): Study of social science disciplines—psychology, sociology, anthropology, social psychology, as they contribute to understanding and predicting human behavior in organizations – learning, motivation, perception, attitudes, cognition, and their implications for management.

Prerequisite: BMG 210. Previously BMG 332.

BMG 410 Operation Management (3.0 credits): Introduction to design, planning, scheduling, and control of the organization at the operating levels charged with the production and physical distribution of goods and services. Relevance to all functional areas emphasized.

Prerequisite: BMG 210. Previously BMG 334.

BMG 445 Management Labor Relations (3.0 credits): Describes the relationship between management and the labor force, both where that relationship is governed by a collective bargaining agreement and where it is not. Includes development of the social and legal status of trade unions, organizing, negotiations, strikes, grievance procedure, and union security.

Prerequisite: BMG 210.

BMG 450 Organizational Development (3.0 credits): Problems of a manager in a changing organization. The problems of rapid growth, and the needs for development organizations utilizing organization theory.

Prerequisite: BMG 210. Previously BMG 457.

BMG 460 Management Seminar (3.0 credits): Management concepts as they relate to contemporary problems. A special independent research project is required.

Prerequisites: Senior Level course and BMG 210. Previously BMG 422.

BMT 210 Principles of Marketing (3.0 credits): Structure and process of marketing; major marketing policies concerning the product, market, distribution channels, field selling, advertising promotion, and pricing.

Prerequisite: None. Previously BCA 212.

BMT 320 Sales Management (3.0 credits): The nature and scope of sales management and the role of the sales manager as an administrator – recruiting, selection, training, motivation, supervision, compensation, control and evaluation of salespersons, sales planning and analysis, and social responsibilities.

Prerequisite: BMT 210. Previously BMT 321.

BMT 330 Consumer & Buyer Behavior (3.0 credits): A survey and integration of concepts and theories that help to explain the purchasing behavior of consumers and organizational buyers and the strategic implications of these behaviors.

Prerequisite: BMT 210.

BMT 340 Principles of Retailing (3.0 credits): An introduction to retailing, vital factors including classification of retail businesses, consumer behavior, store organization, store layout, store location, retailing, and racial minorities, etc.

Prerequisite: BMT 210. Previously BMT 342.

BMT 350 Principles of Salesmanship (3.0 credits): Techniques of successful selling. The psychological steps of the selling process and developing skills needed in creative selling. A sales demonstration incorporating visual aids is required of all students.

Prerequisite: BMT 210. Previously BMT 344.

BMT 440 Retail Management (3.0 credits): Critical analysis of retailing strategy and management. The trade, area, store layout, merchandise assortment, promotion, pricing, and cost.

Prerequisite: BMT 210. Previously BMT 459.

BMT 450 Marketing Research (3.0 credits): Methods, analysis, and application of marketing research techniques to marketing problems. The methodology of survey research results and secondary data. Students are required to prepare a research report.

Prerequisite: BMT 210, BGN 240. Previously BMT457.

BMT 455 Advertising (3.0 credits): An introduction to the principles and practices of advertising. The role of advertising in the marketing mix. Psychology of advertising, planning and creating the advertisement (copy, visualization, layout, printing techniques, and selection of the media).

Prerequisite: BMT 210.

BMT 460 Marketing in Urban Areas (A - Designation) (3.0 credits): Current marketing problems in urban areas: assessment of the results of research and action projects; an investigation of the legal, ethical, and social aspects of marketing a focus on the minority consumer and the minority entrepreneur.

Prerequisite: BMT 210.

BMT 470 Marketing Management (3.0 credits): Application of quantitative and behavioral techniques to the development of marketing programs. Strategic decision-making and analysis regarding marketing policies concerning product, customers, distribution channels, field selling, advertising and promotion, technical service, and pricing.

Prerequisite: BMT 210. Previously BMT 468.

BSB 211 Small Firm Management (3.0 credits): Problems peculiar to small companies in retailing, manufacturing, and the service industries. Emphasis on management of an existing business and on its relations with financial and legal institutions. Case studies used extensively.

Prerequisite: BGM 210.

Economics-related Course Descriptions

BEC 210 Principles of Economics I (3.0 credits): The fundamentals of macroeconomics affecting our daily lives: inflation, unemployment, and growth and income. *Prerequisite None: Previously BEC 201.*

BEC 220 Principles of Economics II (3.0 credits): The subject from the micro-economic approach: business enterprise, demand and supply, market price formation, costs, competition and monopoly, and government and business. *Prerequisites: None; Previously BEC 202.*

BEC 305 Money and Banking (3.0 credits): Money, credit, banking systems, foreign and domestic exchange business cycles, and fiscal-monetary policies. Experiences in the U.S. are emphasized. *Prerequisite: BEC 210.*

BEC 320 Intermediate Microeconomics (3.0 credits): An advanced treatment of demand and supply, price determination, profit maximization under different market structures, production function; linear programming, input-output analysis, and government policies toward business. *Prerequisite: BEC 220. Previously BEC 311.*

BEC 330 Public Finance (3.0 credits): Taxation and spending policies of state and local governments, the federal government, fiscal policy as tool of welfare policy, fiscal policy, and inflation or recession. Theoretical and empirical problems are discussed. *Prerequisite: BEC 210 and BEC 220. Previously BEC 300.*

BEC 340 Introduction to Econometrics (3.0 credits): Estimation of relationships in a single equation and simultaneous equation systems. Development of models and forecasting. *Prerequisite: BGN 240. Previously BEC 416.*

BEC 420 International Economics (3.0 credits): Basis of trade, factor prices and income in an open economy, tariffs, foreign exchange markets, balance of payment equilibrium and adjustment, international financial institutions and policy. *Prerequisites: BEC 210 and BEC 220. Previously BEC 407.*

BEC 440 Economics of Black Community Development (3.0 credits): The critical problems of rapid technological change, rigid product prices in American growth, and their effect on well-being of the labor force, with particular reference to the black community. *Prerequisite: BEC 210 and BEC 220. Previously BEC 444.*

Education-related Course Descriptions

CHV323 Nutrition in Early Childhood (3.0 credits): Nutrition in early childhood is a course that is centered on the nutritional needs of children, from the neonatal stage of development, through adolescence. *Prerequisite: None*

ECE 121 Early Childhood Component I (3.0 credits): Early Childhood Component I allows for the study of the child from birth to two years old. Students learn how to create appropriate learning environments for infants and toddlers based upon sound child development principles, and techniques for administering and supervising infant-toddler programs. Current trends and research in infant-toddler education are also presented. Participation in related field experiences is required. *Prerequisite: None.*

ECE 122 Early Childhood Component II (3.0 credits): Early Childhood Component II is an in-depth study of the child from two to five years of age focusing on social, emotional, and physical development. Topics discussed in the course include communication between parents and teachers, community resources available for the enrichment of the learning environment, and providing cross-cultural, non-sexist education. *Prerequisite: ECE 121.*

ECE 123 Early Childhood Component III (3.0 credits): Early Childhood Component III is a continued in- depth study of the child from two to five years of age. Topics discussed in the course include effective procedures for setting goals in the preschool, techniques for fostering creativity in play and thought, developing reading and language skills, and designing lesson plans for young children. Current trends and research in each of these areas are reviewed.

Prerequisite: None.

ECE 131 Introduction to Early Childhood Education Pre-K – Grade 4 (3 credits): This performance-based course provides an overview of early childhood education based on current research and theories. Grounded in a constructivist theory but also covering other perspectives, the course focuses on developmentally appropriate practices for infants and toddlers, preschoolers, early elementary school children, and working with children with disabilities. The majority of the course examines curriculum and the fostering of creativity as well as physical, cognitive, language and social development. Standards and accountability in the field of early childhood education, working with children from diverse backgrounds, and the role of families and forms of parent communication are also included. This course is supplemented with 20 hours of required field experiences in early childhood settings. *Prerequisite: None.*

ECE 162 Contemporary Programs in Early Childhood (3.0 credits): An introduction to the administration and supervision of early childhood programs. Contemporary issues concerned with the education of young children are discussed; candidates complete research in the field of early childhood education. Related field experiences provide opportunities for student participation in programs for young children. *Prerequisite: None.*

ECE 241 Child Development, Cognition and Learning: Pre-natal to Age 5 (3.0 credits): Part one of a two-part series in the study of early childhood development. In part one, emphasis is placed on how children from prenatal through age five grow and develop in the physical/motor, social, emotional, cognitive, language, and literacy domain. An overview of each area will be provided based on course lectures, the text, observation reports, interviews and required readings. The uniqueness of the individual child is emphasized as are many forms of diversity, including developmental, cultural, gender, and socioeconomic diversity, and the interdependence and interplay among various contexts in which children live and play. Students are expected to complete 10 hours of field experience in settings for children birth-age 5 assisting with lessons/ activities planned by the classroom teacher. Activities can include but are not limited to reading, tutoring children in math and other subject matter experiences, conducting small group conversations, supervising outdoor play and monitoring classroom routines and procedures. *Prerequisite: None.*

ECE 242 Child Development, Cognition and Learning Ages 6-9 (3.0 credits): Part two of a two-part series in the study of early childhood development. In part two, emphasis is placed on how children from ages 6 to 9 grow and develop in the physical, social/emotional, cognitive and language domains. An overview of each area will be provided based on course lectures, the text, observation reports, interviews and required readings. The uniqueness of the individual child is emphasized as are many forms of diversity, including developmental, cultural, gender, and socioeconomic diversity, and the interdependence and interplay among various contexts in which children live and play. Students are expected to complete 10 hours of field experience in settings for children ages 6-9 assisting with lessons/activities planned by the classroom teacher. Activities can include but are not limited to reading, tutoring children in math and other subject matter experiences, conducting small group conversations, supervising outdoor play and monitoring classroom routines and procedures. *Prerequisite: None.*

ECE 301 Language and Early Literacy for the Developing Child I Pre-K-Grade 1 (3.0 credits): This is part one of a performance-based course designed for pre-service teachers to enhance their knowledge of fundamental processes, philosophies, beliefs, objectives, desired outcomes and professional standards involved in the teaching of early literacy for the developing child from pre-kindergarten to grade 1. The influence of current research and theories on practices in reading are studied. Particular attention is given to the reading process. Insight into meeting the needs of all children including multicultural children and exceptional children will be stressed. *Prerequisite: Pre-service Academic Performance Assessment (PAPA) and Admission into Teacher Education.*

ECE 302 Language and Early Literacy for the Developing Child II Grades 2-4 (3.0 credits): Performance-based course designed for pre-service teachers to enhance their knowledge of fundamental processes, philosophies, beliefs, objectives, desired outcome, and professional standards involved in the teaching of literacy development. This is part

two of a course focusing on best practices in language and literacy for the developing child in grades 2-4. The influence of current research and theories on practices in reading are studied. Particular attention is given to the reading process. Insight into meeting the needs of all children including multi-cultural and exceptional children will be stressed.

Prerequisite: Pre-service Academic Performance Assessment (PAPA) and Admission into Teacher Education.

ECE 303 Methods in Math and Science for the Developing Child Pre-K-Grade 1 (3.0 credits): A performance-based course that focuses on an interdisciplinary approach to the teaching of mathematics and science in grades K – 1. This course fulfills the State of Pennsylvania Framework for Grades Pre K-4 in mathematics and science. Developmentally appropriate approaches to mathematics and science instruction are addressed. All students are expected to demonstrate knowledge and understanding of the state competencies in math and science. Part one of a two component, mathematics and science curriculum series required of all early childhood education majors.

Prerequisites: MAT 105 and MAT 106, Pre-service Academic Performance Assessment (PAPA) and Admission into Teacher Education.

ECE 304 Methods in Math and Science for the Developing Child Grades 2-4 (3.0 credits): A performance-based course that focuses on an interdisciplinary approach to the teaching of mathematics and science in grades 2-4. This course fulfills the State of Pennsylvania Framework for Grades Pre K-4 in mathematics and science. Developmentally appropriate approaches to mathematics and science instruction are addressed. All students are expected to demonstrate a knowledge and understanding of the state competencies in math and science. This course is part two of a two component, mathematics and science curriculum series required of all early childhood education majors.

Prerequisite: Pre-service Academic Performance Assessment (PAPA) and Admission into Teacher Education.

ECE 305 Social Studies Methods for the Developing Child (3.0 credits): This course will develop an understanding of the conceptual structure of Early Childhood Social Studies Standards from Pre-K - 4 program. Social Studies national and state learning standards will emerge through the holistic approach to instruction of history, time continuity and change, geography, culture, civics, government, and individual development and identity, science, technology and society, authority, economics, interactions between people and their environment and global connections. Students will explore the implications of these understandings for formulating instruction and assessment activities in these content areas that are appropriate to Pre k-4 learners. Special emphasis will be placed on instructional approaches that actively engage young learners in concept formation, skill introduction and development, values, as well as, individual performance assessment.

Prerequisite: Pre-service Academic Performance Assessment (PAPA) and Admission into Teacher Education.

ECE 306 Curriculum and Assessment Methods Pre-K-Grade 1 (3.0 credits): Within the education community, there is talk of “The New 3 R’s” for the 21st century: Relevant curriculum, Rigorous curriculum, and meaningful Relationships. In this course, you will learn how to design curriculum: curriculum that is relevant and rigorous; curriculum that is rooted in a commitment to building meaningful relationships between you and your students, among your students, and between your students and the world. You will work with state standards when designing curriculum and assessment. You also will learn how to design assessments that will enhance student performance, as well as measure it.

Prerequisite: Pre-service Academic Performance Assessment (PAPA) and Admission into Teacher Education.

ECE 307 Curriculum and Assessment Methods Grades 2-4 (3.0 credits): In this course, students will enhance their abilities to design curriculum; curriculum that is relevant and rigorous; curriculum that is rooted in a commitment to building meaningful relationships between you and your students, among your students, and between your students and the world. They will use state standards when designing curriculum and assessment. You also will refine your ability to design assessments that will enhance student performance, as well as measure it.

Prerequisite: Pre-service Academic Performance Assessment (PAPA) and Admission into Teacher Education.

ECE 343 Methods and Techniques for Teaching English Language Learners (3.0 credits): This course emphasizes key issues and challenges concerning the teaching of language and content to English language learners. It offers students a variety of research-proven strategies in order to address the multiple learning needs of English language learners. Taking a step-by-step approach to teaching English language learners, this course also provides students with the basic understanding surrounding the teaching learning process and English language learners and students of other languages and cultures. By presenting ways to modify and adapt their instruction, this course offers students the tools they will need to teach the same content and curriculum to other native and non-native English speaking students. *Prerequisite: Pre-service Academic Performance Assessment (PAPA) and Admission into Teacher Education.*

ECE 344 Families, Schools, and the Community (3.0 credits): This course explores approaches to building partnerships for educating children. Candidates develop problem-solving skills by exposing them to challenging situations that require them to negotiate sensitive issues. Opportunities are provided for them to work in schools and communities to develop valuable communication and interpersonal skills when dealing with families with different backgrounds from their own. The application of research skills to develop a better understanding of families and communities, and to use information to develop family involvement activities is also emphasized. *Prerequisite: Pre-service Academic Performance Assessment (PAPA) and Admission into Teacher Education.*

ECE 401 Classroom Management with Trauma Sensitive Practices (3.0 credits): This course focuses on the set of learning theories and strategies that teachers use to guide student learning, behavior and engagement in a safe, supportive learning environment that benefits all children. Pre-service teachers learn trauma's impact on academic classroom performance and student behavior, emphasizing strategies for establishing and maintaining desirable learning behaviors in a trauma sensitive classroom. Pre-service teachers learn methods and classroom procedures to monitor and interact with students, plan, conduct, and grade lessons, and communicate with families. *Prerequisite: Pre-service Academic Performance Assessment (PAPA) and Admission into Teacher Education.*

ECE 402 Integrating the Arts Into the Curriculum for the Developing Child (3.0 credits): An introductory course that provides a general understanding of the educational importance of the visual and performing arts and how the humanities are inter-connected through the inclusion of history, criticism, and aesthetics. In addition, knowledge of health, safety, and physical education enables students to understand the importance of the relationship between the visual arts, physical movement, and the importance of developing and maintaining a physically, mentally, socially, and emotionally healthy lifestyle of growing children. *Prerequisite: Pre-service Academic Performance Assessment (PAPA) and Admission into Teacher Education.*

ECE 403 Advocacy with Trauma Awareness in Education (3.0 credits): A performance-based course that focuses on a wide range of advocacy activities and skills specific to the field of early childhood care and education. Pre-service professionals focus on their role as advocates learning to work with educators, policymakers, behavioral health providers, and other stakeholders by networking with other community resources to share information and create community agencies to recognize trauma and support trauma impacted families. Students will develop a model of effective advocacy, through the development of skills, understanding of trauma, and knowledge of federal and state laws that affect families and services to families, and to support self-advocacy skills. *Prerequisite: Pre-service Academic Performance Assessment (PAPA) and Admission into Teacher Education.*

EDU 100 Pre-service Academic Performance Assessment (PAPA) Seminar (3.0 credits): The Pre-service Academic Performance Assessment (PAPA) is used by the Pennsylvania State Department of Education for teacher licensure and certification. Cheyney University requires the PAPA assessment be taken prior to applying for acceptance into the Teacher Education Program and requires passing the PAPA before permission is granted to do student teaching. To successfully pass the PAPA, teacher certification candidates must meet the qualifying scores for

all three modules: Mathematics, Reading and Writing. This PAPA comprehensive preparation course helps students prepare for the PAPA test by integrating strengths-based developmental skills with PAPA activities in a hands on approach to effectively prepare students to pass the PAPA test. *Prerequisite: None.*

EDU 110 Introductory Interpretation and Analysis (3.0 credits): Lecture and On-line methods of delivery approved. An institutionally credited reading course designed to help students acquire and improve those reading skills necessary for college-level coursework. Students will expand their reading skills beyond the literal comprehension level by improving flexibility and efficiency, effectively recognizing main ideas to read an article or chapter and remember its key points, reading actively and critically, to explore memory techniques, and responding in writing to our language with greater vocabulary depth. This course is designed as an upper-level reading course. Students who successfully complete this course must be able to demonstrate that they can successfully read and comprehend college-level reading material. *Prerequisite: None.*

EDU 211 Introduction to Teaching (3.0 credits): Introduction to the teaching profession for students who are considering teaching as a career choice. Students investigate the teaching profession in very specific ways by assessing the meaning of professional and profession; their motives and aptitudes for teaching; the challenges teachers face in striking a balance between emphasizing achievement and the improvement of society; the need for teachers to become involved in facilitating the growth and development of students; and the conditions and teacher behaviors that contribute to positive learning environments. The course concludes with a discussion of professional organizations and associations; integrity and ethical behavior; and communicating effectively with parents/guardians, business and industry, and other agencies and the community at large to support learning by all students. *Prerequisite: None.*

EDU 213 Philosophical Foundations of Education (3.0 credits): This performance-based course provides an overview of the aims and organization of American education. Special attention is given to the historical, philosophical, political, social and cultural history of the education system in the United States. Course topics include legal and ethical and civil rights issues in education in America. Within our diverse society, the impact of racial, ethnic and cultural diversity of schools is a crucial area for examination. The connective relationship between the past history in education in American society and the influences on today's schools will be emphasized throughout the course. The use of critical thinking skills, engagement in reflection, and constructivist teaching act as common course structural threads. Online and offline experiences, materials and resources will be used by students to build their knowledge base and promote skill and attitude development. *Prerequisite: None.*

EDU 302 Content Literacy Development (3.0 credits): A course designed to enable pre-service teachers to continue development reading instruction for their students. Emphasis is placed on common reading skills, the special reading approach, technical vocabulary, and specialized reading skills that are required by the various content areas of the secondary school curriculum. *Prerequisite: Instructor permission.*

EDU 308 Reading Literacy and Language Development I (3.0 credits): The performance-based course is designed as a basic course that introduces pre-service teachers to the fundamental processes, philosophies, beliefs, objectives, desired outcomes and professional standards involved in the teaching of reading. The importance of reading in all phases and in all areas of learning serves as an underlying course theme. The course addresses how literacy develops with special emphasis on the influence of the home, school, the community and the wider society. Historical insight into the changing views of literacy will be examined. The impact of history as well as the influence of current research and theories on instructional materials and practice in reading is studied. Particular attention is given to the reading process. Insight into meeting the needs of all children including multicultural children and exceptional children is stressed. A crucial topic is the use of best practices in reading to create developmentally appropriate language learning environments. *Prerequisite: Permission of Instructor.*

EDU 309 Reading Literacy and Language Development II (3.0 credits): Reading/language arts instruction in accordance with the Pennsylvania Academic Standards including phonemic, morphemic, semantic, syntactic, and pragmatic systems of language; elements of the writing process including spelling, grammar, punctuation and handwriting; instructional technologies, and information management and library skills. *Prerequisite: EDU 308 or Permission of Instructor.*

EDU 317 Children's Literature (3.0 credits): Methods and materials to promote effective language skills of listening, speaking, writing, vocabulary development and reading. Techniques for challenging children and adolescents to read books for enjoyment and for broadening their horizons are evaluated. Critical analysis of children's and adolescents' books and their suitability for different levels of maturity are covered. *Prerequisite: Instructor Permission.*

EDU 318 Problems in Elementary School (3.0 credits): Problems in Elementary School focuses on the study and evaluation of classroom management and learning theories; problems unique to the elementary school; curriculum patterns and innovations in the elementary school today; problems of administration and supervision which affect teacher performance; the impact of federally financed programs upon school organizations; and the relationship of the school to parents and to the community. Pre-professional experiences include visits by public school administrators and teachers, and program involvement within public and private schools. *Prerequisite: Instructor permission.*

EDU 319 Content Literacy Development (3.0 credits): A course designed to enable pre-service and in-service teachers to continue developmental reading instruction to their students. Emphasis is placed on common reading skills, the special reading approach, technical vocabulary, and specialized reading skills that are required by the various content areas of the secondary school curriculum. *Prerequisite: Instructor permission.*

EDU 321 Pre-Professional Field Experience in Education II (1.0 credit): Provides candidates with the opportunity to teach individual children in a school setting. Hours: 1. *Prerequisite: Permission of Instructor.*

EDU 336 Curriculum, Methods, and Materials in Math (3.0 credits): Curriculum, Methods, and Materials in Math is designed to enable students to teach mathematical concepts and skills to elementary and middle school students, grades K-8. *Prerequisite: Instructor permission.*

EDU 337 Curriculum, Methods, and Materials in Science (3.0 credits): Science is an activity-based course that focuses on the methods of teaching science. Students will gain experience involving how children learn science, and will develop the necessary skills to further this knowledge. The activities for the students provide firsthand experiences allowing them to construct new perspectives on learning and teaching science. These activities have been designed modeling the constructivist approach in teaching. *Prerequisite: Instructor permission.*

EDU 338 Curriculum, Methods, and Materials in Social Studies (3.0 credits): Curriculum, Methods, and Materials in Social Studies is an activity-based course that focuses on the methods of teaching social studies. Students will gain experience involving how children learn social studies and will develop the necessary skills to further this knowledge. The activities for the students provide firsthand experiences allowing them to construct new perspectives on learning and teaching Social Studies. These activities have been designed modeling the constructivist approach in teaching. *Prerequisite: Instructor permission.*

EDU 401 Educational Technology and Classroom Application (3.0 credits): Materials, devices, techniques and settings are presented in an overview of the field of instructional technology. Laboratory experiences are provided in the operation of instructional hardware. Educational Technology and Classroom Applications is a course designed to introduce education majors to the underlying principles of instruction and how instruction can be facilitated using

technology. Throughout the semester, students will become acquainted with all aspects of instructional technology. Students will by necessity become proficient with the computer as a teacher's tool as they use the computer for word processing, data base management, spreadsheet development and the use of graphic/presentation software in the development of lesson planning, utilization of communications software (e-mail) and web based instruction. At the completion of the course, students will have familiarity with the tools found in the instructional technology field and be able to integrate those technologies into their lesson plans and instruction. Students will also learn to use a Database to manage information i.e., lists, names and addresses, schedules and inventories, as well as the implementation of graphic/presentation software in instruction. *Prerequisite: Permission from Instructor.*

EDU 413 Educational Tests and Measures (3.0 credits): Assessing student understanding of content, adjusting instruction and providing feedback to students, parents, and other professionals including formal and informal assessments and evaluations; written and oral tests and demonstrations; individual and group projects and exhibitions; interpretation of individual and school-wide student data; and collaborative construction of rubrics. *Prerequisite: Instructor Permission.*

EDU 415 General Secondary Methods & Materials (3.0 Credits): General Secondary Methods & Materials is designed to assist students in secondary education programs develop a knowledge and understanding of educational theory and methodology. The course is an alternative to specific content area methods courses and is structured to develop competence in the utilization of effective approaches, methods, and strategies to facilitate teaching and learning experiences in their respective disciplines. This course includes a field experience in selected school settings. *Prerequisite: Permission from Instructor.*

EDU 416 Pre-Professional Experience in Education III (3.0 credits): Provides candidates with an opportunity to teach small groups of children and youth in educational settings. *Prerequisite: EDU 321 or Permission from Instructor.*

EDU 428 Student Teaching including Professional Practicum (12.0 credits): Student teaching includes a minimum of 12 weeks full-time in the classroom with increasing teaching responsibility to completely simulate the role of a teacher. For greater than half of the student teaching experience, the candidate will assume full responsibility as demonstrated by effective methods for planning and delivery of instruction in the classroom based on the Pennsylvania Academic Standards. Support is provided by a University supervisor, a cooperating teacher, and public school/University faculty. Regularly scheduled practicum sessions enable candidates to discuss important educational issues, employ problem-solving skills, reflect upon and analyze teaching and learning experiences, and explore career opportunities. Candidates for dual certification in early childhood and special education are required to complete a minimum of six weeks in a Pre-K-8 school setting. *Prerequisite: Approval to student teach or Permission of Instructor.*

EDU 904 Instructional Strategies that Work (3.0 credits): This course provides practical applications of instructional strategies outlined in the research base on effective instruction and proven to support student learning, if implemented systematically and routinely in the classroom. Focal points of this course are cognitive strategies that foster critical thinking and the transferability of acquired skills. Course participants will learn how to evaluate scoring guides for student tasks. These strategies are applicable in K-12 settings and are applicable to students with special needs. The course content includes a 30-year synthesis of the research consensus on instructional strategies proven to have the greatest effects as well as help students improve their metacognitive skills. *Prerequisite: None.*

Special Education-related Course Descriptions

SPE 220 Basic Concepts in Special Education, Pre-K-8 (3.0 credits): An introductory course that provides a general understanding of the characteristics and education of ELL students and exceptional learners. Basic concepts and considerations are discussed including definitions, classifications, and aspects of ELL and the various exceptionalities. The historical milestones of special education, modern trends and educational programming are also presented. Field experiences are an integral part of the course. *Prerequisite: None.*

SPE 221 Self Concept Development (3.0 credits): Explores the dynamics of school achievement and psychosocial relationships. Procedures for enhancing children's self-concept in the classroom are presented, and interrelationships between self-concept and exceptional conditions in children are examined. *Prerequisite: None.*

SPE 222 Percept-motor Skills (3.0 credits): An in-depth analysis of perceptual-motor skills development as the foundation for learning. Fine and gross motor skill, visual, auditory, kinesthetic, and tactile skill development are discussed. A review of effective prosthetic devices and procedures is presented. *Prerequisite: None.*

SPE 224. Effective Instructional Strategies and Positive Behavioral Interventions in the Inclusive Classroom for the Developing Child (3.0 credits): The purpose of this course is to present an introduction to definitions, concepts, and strategies of inclusive education. The course will examine the philosophical, legal, and educational foundations and implications of inclusive education. Effective instructional and behavioral practices for promoting participation of students with and without disabilities in general education will be identified and discussed. *Prerequisite: None.*

SPE 311 Therapeutic Communication Process (3.0 credits): This course stresses facilitative communication with students. Barriers to communication and different communication styles are explored. Application of principles and techniques in simulated and actual classroom situations are presented. *Prerequisite: Instructor permission.*

SPE 312 Language and Social Development (3.0 credits): Provides an in-depth analysis of language and social skill development. Basic linguistic input and output are discussed in detail while the rudimentary social skills of exceptional children and youth are highlighted. *Prerequisite: Instructor permission.*

SPE 321 Assessment, Cognition and Development of High/Low Incidence Disabilities Students Pre-K-Grade 8 (3.0 credits): The focus of this course is to introduce assessment, development of academic/functional needs, and learning differences of students with special needs. The course includes information on basic assessment issues and concerns, specialized assessment instruments for students with high and low incidence disabilities, and the impact of learning differences for disabled and ELL students in/out of the general education setting. Field experiences are an integral part of the course. *Prerequisites: SPE 224, Pre-service Academic Performance Assessment (PAPA) and admission into Teacher Education.*

SPE 342 Curriculum Planning Development Skills (3.0 credits): An in-depth analysis of each developmental skill area. Emphasis is placed upon the sequence of goals, objectives, and competencies of each skill area. *Prerequisite: permission of instructor.*

SPE 421 Reading, Writing, and Mathematics Instructional Strategies Pre-K-Grade 8 (3.0 credits): This course focuses on teaching reading, writing and mathematics to children in special education. Students will have the opportunity to design, implement, and reflect upon instructional lessons that take into account multicultural activities, and hands-on activities that engage pupils in their learning. *Prerequisite: Pre-service Academic Performance Assessment (PAPA) and admission into Teacher Education.*

SPE 452 Instructional Models (3.0 credits): Instructional Models for Teaching Developmental Skills focuses on current and experimental models of teaching developmental skills. General curricula and the teaching of music and art are explored and developed. *Prerequisite: Special education majors and permission of instructor.*

SPE 453 Ed Strategies of Cognitive Skills (3.0 credits): Presents the various teaching strategies utilized in educational settings for individuals with disabilities. The effective implementation of a format for curriculum development is discussed. Curricula for the various developmental levels of individuals with disabilities and methods for dealing with various learning needs are presented. This course focuses on current experimental models of teaching

developmental skills. General curricula are explored and developed. Included are various teaching strategies and methods that are utilized in educational settings for individuals with special needs. *Prerequisite: Permission of instructor.*

Hotel, Restaurant and Tourism Management-related Course Descriptions

HRM 111 Intro to Hotel, Restaurant & Tourism Mgt. (3.0 credits) (Mode of delivery On-line and Lecture): This exciting course explores what it takes to be successful in hospitality and tourism—the world’s largest industry. The fundamentals of service management in hotels & lodging, food & beverage, travel & tourism, recreation & leisure, and meetings & events are covered. Several local class trips and a daytrip to NYC are incorporated. *Prerequisite: None.*

HRM 221 Hospitality Purchasing (3.0 credits): Students are engaged in distinguishing food service purchasing, computer programs, and HACCP flow thru. Storage and evaluation of fresh, frozen, dry, and canned food stuffs are discussed via sensitivity exercises and problem-solving activities. *Prerequisite: None.*

HRM 223 Travel and Tourism (G- Designation) (3.0 credits): Explains travel agency operation drawing upon a wide range of basic disciplines to provide the fundamental knowledge and skills that are required to fulfill the demands placed upon those in management positions in the hospitality industry; includes basic ticketing, history of travel airlines, steamships, cruises, rail and bus transportation, world travel areas, codes and industry travel terms. *Prerequisite: HRM 111.*

HRM 226 International Cuisine (3.0 credits): The study of classical cooking skills associated with the preparation and service of international and ethnic cuisines. This course explores the use of indigenous ingredients in the preparation of traditional and the contemporary international specialties. Items prepared in the kitchen build upon established culinary principles and are applied to international cuisine. Timing and organizational skills are emphasized. The student will also be adaptable to various deviations in cooking strategies, develop an understanding of food sources and the availability of these items, making substitutions where warranted. International Cuisine also focuses on the heritage of the Culinary Arts as an art form and the student acquires in-depth artistic appreciation for their chosen profession. Topics include similarities between food production systems used in the United States and other regions of the world. *Prerequisite: None.*

HRM 272 Food and Beverage Management (3.0 credits): Learn ways to manage the food and beverage components of a meeting, event, conference, or convention. Discussions include budgeting, menu selection to match meeting objectives, cost-saving tips, creative/alternative menus, and the latest food and beverage trends *Prerequisite: None.*

HRM 300 Cruise Industry Operations & Sales (3.0 credits): This course allows students a practical experience in the management and operations of the cruise line industry. Students engaged in the laboratory will develop an awareness of the importance of teamwork, planning, organization, and supervision in the cruise line operations. Hands-on methodology will allow students a unique survey of the cruise industry. *Prerequisite: None.*

HRM 301 Dining Service Management & Beverage Controls (3.0 credits): This course concentrates on the service of dining room operations. Emphasis is placed on staffing, architecture, human resource development, training, internal and external marketing, and fiscal accountability. A comprehensive study of the history and the modern-day facilitation of beverage service and management are provided. *Prerequisite: None.*

HRM 310 Manage Hotel Operations (W- Designation) (3.0 credits): This course introduces students to the

challenging environment of property operations management within the context of lodging. Problem solving and decision-making skills are discussed along with various analytical tools. Also, housekeeping, managerial, engineering, financial, and legal issues are explored with case studies, and assigned readings incorporate current hospitality issues. *Prerequisite: None. (Writing Intensive General Education Course).*

HRM 315 Nature, Eco-Tourism, Sport and Destination Management (3.0 credits): Students are integrated with the administrative functions of destination management. A solid foundation of knowledge in relation to adventures, sports and nature-based tourism will be explored. The interrelationships of marketing, entrepreneurship, and finance will be analyzed and dissected. A casual field project will challenge the student with implementation of topics and theories discussed. *Prerequisite: None.*

HRM 316 Dev Small Hosp Lodging Prop & Priv Club (3.0 credits): This course is designed to familiarize students with the rewards and challenges of entrepreneurial development. The challenges and specific spectrum of private clubs are incorporated into this course focusing on the manager's relationship with governing boards, membership, and recreational activities. Simulated consulting assignments are introduced encouraging critical thinking and decision-making abilities. *Prerequisite: None.*

HRM 321 Hospitality Market and Sales (W - Designation) (3.0 credits) (Mode of delivery On-line and Lecture): This course examines the reciprocal relationship between customers and hospitality marketing managers. The full scope of sales and event management is also addressed along with the elements necessary for successful negotiation and contract processes. *Prerequisite: None.*

HRM 325 Wedding, Ceremonies & Tournament Management (3.0 credits): Students are provided with an integrated presentation of the legal aspects of hospitality management. This course introduces students to all aspects of planning, executing and facilitating ceremonial events. Special emphasis is placed on bar/bat mitzvahs, debutant balls, anniversaries, ethnic events, calligraphy, parties, and tournament types. Students examine standard industry practices including: entertainment, catering, budgets, event design, retaining clients, and management strategies are discussed. *Prerequisite: None.*

HRM 330 Menu Planning and Analysis (W - Designation) (3.0 credits): The course focuses on the development and analysis of menus to ensure profitability while remaining within equipment capabilities and design. Information and ideas to enhance sales and provide a perception of value will be evaluated. These efforts will enhance the student operated restaurant. *Prerequisite: None.*

HRM 331 Quantity Food Production (3.0 credits): Management principles and concepts are presented through lecture, problem-based learning, projects, and the operation of the program restaurant. The class focuses on menu planning principles, foodservice operation, standardization, food production, sanitation, and service. The laboratory provides students practical experience in the management and operation of a foodservice operation. The lab creates an awareness of the importance of teamwork, planning, organization and supervision in foodservice operations. *Prerequisite: HRM 330.*

HRM 332 European Cuisine & Oenology (3.0 credits): Students are exposed to classic culinary techniques and laboratory experiments. The cuisine of northern, southern, and central Europe is explored. A comprehensive study of wine allows students to understand food, proper wine pairings and the organoleptic changes of different grapes. Tasting connects the modern wine producing regions of the world with modern cuisine. *Prerequisite: None.*

HRM 333 Hospitality Law (3.0 credits): Management principles and concepts are presented through lecture, problem-based learning, projects, and the operation of the program restaurant. The class focuses on menu planning principles, foodservice operation, standardization, food production, sanitation, and service. The laboratory provides

students practical experience in the management and operation of a foodservice operation. The lab creates an awareness of the importance of teamwork, planning, organization and supervision in foodservice operations. *Prerequisite: None.*

HRM 359 Event, Convention and Meeting Planning (W - Designation) (3.0 credits) (Mode of delivery –Lecture, Hybrid and Distance Education): This course provides students hands- on comprehension in the art of trade shows and exhibitions. An emphasis is placed on all aspects pertaining to marketing, audiovisual, pre-planning, and orchestrating a profitable event within the hospitality industry. Field trips to pre-selected hotels and convention centers will connect theory and hands-on learning practices. *Prerequisite: None. (Writing Intensive General Education Course).*

HRM 360 Workplace Diversity in Hospitality & Tourism (3.0 credits): Workplace diversity in the hospitality and tourism industry is enhanced through visions that promote equal employment opportunity to cater for the different nationalities in the market. The industry gets to appreciate the world's socio-cultural and economic differences through the recruitment of people of diverse backgrounds. As such, businesses in this industry need to establish organizational policies that not only discourage discrimination but also encourage intercultural activities such as cultural educational programs and forums. Businesses also should employ an organizational structure that comprises of people from different regions and races and spread key appointments to qualified staff from across the board. *Prerequisite: None.*

HRM 361 Catering (3.0 credits): Emphasis is placed on the development, management, and presentation of food styling. Students will work collaboratively to plan and create functions and buffets. An integrated curriculum combines theoretical and practical instruction emphasizing the scientific methods of the preparation and processing of food and beverage in a laboratory environment. *Prerequisite: None.*

HRM 362 Quantity Food Restaurant Sanitation (3.0 credits): Quantity Food Restaurant Sanitation. *Prerequisite: None.*

HRM 405 Hospitality Product Research & Development (3.0 credits): This advanced course applies knowledge, sensory analysis, marketing, hands-on concept, and prototype development. Students are exposed to costing calculations, current & cutting-edge travel and tourism models, food science experiments, interpretation, scale, converting recipes and merchandising. *Prerequisite: None.*

HRM 407 Classical Wine, Beer & Spirits Management (3.0 credits): Students are exposed to classic culinary techniques and laboratory experiments. This course offers students an advance comprehension of the European model of wine, beer, and spirit production. Beverage management techniques are explored along with sensory analysis. Cocktail recipe creation, production methods, cost analysis, inventory and merchandising complement the course. Alcohol training and liability are reviewed. *Prerequisite: None.*

HRM 421 Hospitality Management and Gaming (3.0 credits): This course focuses on the management of casino operations. It explores the history of the gaming industry and how it is rapidly growing in the United States and throughout the world. Managerial skills, gaming regulations, staffing, marketing, accounting, and more will be stressed. *Prerequisite: None.*

HRM 422 Vacation Ownership & Franchising Management (3.0 credits): This upper-level course focuses on the owner/ manager relationship of vacation ownership. Contrast is explored between traditional resorts, vacation clubs, financial management and renovations. Business franchising is discussed with sensitivity exercise comparing and contrasting resort management. *Prerequisite: None.*

HRM 423 Spa Management (3.0 credits): This course explores the growing segment of spas within the hospitality

industry. Concepts include marketing, management, design, strategies, and operations. Wine and nutritionally focused menu technique combine spa cuisine.

HRM 457 Field Experience I (1.0 credit): *Prerequisite: None.*

HRM 458 Field Experience II (1.0 credit): *Prerequisite: None.*

HRM 459 Field Experience III (1.0 credit): *Prerequisite: None.*

HRM 460 Field Experience IV (1.0 credit): *Prerequisite: None.*

HRM 461 Hospitality Cost Control (3.0 credits): This upper-level course integrates problem-solving and laboratory experiments. Emphasis is placed on profit planning, food service concepts, labor, and income statements. The various concepts allow students to use technology to explore a variety of issues impacting hospitality financial management. *Prerequisite: None.*

HRM 462 Field Experience V (3.0 or 6.0 credits): This class integrates coursework and hands-on education by reinforcing theoretical concepts in the workplace. Students are exposed to a detailed hospitality industry work experience. At least 120 hours of work is required for 3 credits, and a minimum of 240 hours is required for 6 credits. *Prerequisite: None.*

HRM 463 Internship – Hotel, Restaurant and Tourism Management Program (3.0 or 6.0 credits): This course is designed to provide high-level development to junior and senior students via management-related experience in a hospitality facility/setting under a qualified supervisor. Students are expected to participate in multiple aspects of operations and management. The opportunities should allow students to gain valuable experience, increase their industry competitiveness, and demonstrate the kind of skills and competencies that are characteristic of effective hospitality leaders. At least 120 hours of work is required for 3 credits, and a minimum of 240 hours is required for 6 credits. *Prerequisite: None.*

HRM 464 Field Experience (3.0 credits): Responsible for ensuring the registering and posting of invoices, process payments to suppliers, account payable journals. Serve as the first point of contact for enquiries from staff and suppliers. Maintain files for all transactions. *Prerequisite: None.*

HRM 465 Chocolate, Ice Cream & Patisserie Management (3.0 credits): Students work collaboratively to create chocolate desserts focusing on techniques and plate presentations. The science of frozen desserts with in hospitality is constructed. A comprehensive study of pastry arts combined with production methods relates to food service management. *Prerequisite: None.*

HRM 472 Hospitality Human Resource (3.0 credits): This upper-level course allows students to develop managerial knowledge regarding human resources. Topics include orientation, training, recruiting, testing, interviewing, employee terminations, and labor relations. Sensitivity exercises and problem-solving activities will be incorporated. *Prerequisite: None.*

HRM 488 Hospitality Financial Management (3.0 credits): This course draws on students' foundation in food & beverage, lodging, and other fiscal operational controls. Through the analysis of income statements and other financial metrics, the latest technology is used to explore a variety of issues that impact the global financial climate as well as the particular concerns that shape our national, regional, and local hospitality industry business-scape. *Prerequisite: None.*

HRM 490 Individualized Supervised Study (3.0 credits): The Hospitality and Tourism program prepares students for a variety of careers in management. Therefore, a core curriculum must provide students with a foundation of

knowledge applicable to any management position in the field. The course is designed for those students who need to make a transition in the course of study. *Prerequisite: None.*

HRM 499 Senior Seminar in Hotel, Rest & Tour (W – Designation) (3.0 credits): This capstone course is designed to provide senior HRTM students a culminating look at contemporary hospitality issues. It combines a comprehensive case study approach with specialized training, high-level simulation, industry certification opportunities, and practical experience that builds on acquired principles and enhances managerial competency. Hard and soft skills preparation for the transition from hospitality student to hospitality professional is stressed. *Prerequisite: Senior standing. (Writing Intensive General Education Course).*

Recreation/Leisure and Physical Activity-related Course Descriptions

REC 111 Health and Wellness (2.0 credits): Personal and community problems. Emphasis on problems in adult life, the environment, use of drugs, tobacco, alcohol, sexually transmitted disease, communicable disease, and sex education. *Prerequisite: None. (Core General Education Course).*

REC 113 Tennis and Volleyball (1.0 credit): The various physical education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. *Prerequisite: None. (Health and Wellness General Education Course).*

REC 114 Weight Training and Jogging (1.0 credit): The various physical Education sports activity classes provides a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. *Prerequisite: None. (Health and Wellness General Education Course).*

REC 116 Archery, Badminton, Basketball (1.0 credit): The various physical Education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. *Prerequisite: None. (Health and Wellness General Education Course).*

REC 118 Tennis and Badminton (1.0 credit): The various physical education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. *Prerequisite: None. (Health and Wellness General Education Course)*

REC 120 Golf and Volleyball (1.0 credit): The various physical Education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. *Prerequisite: None. (Health and Wellness General Education Course).*

REC 121 Dance: Modern, Folk, Square, Afro-American (1.0 credit): This varied physical education sports activity class provides general knowledge and practice of the fundamental skills and technical aspects of several types of dance. *Prerequisite: None. (Health and Wellness General Education Course).*

REC 123 Football, Track and Wrestling (1.0 credit): The various physical Education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. *Prerequisite: None. (Health and Wellness General Education Course).*

REC 124 Tae Kwon Do (1.0 credit): Tae Kwon Do. *Prerequisite None.*

REC 127 Volleyball and Basketball (1.0 credit): The various physical Education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity.

Prerequisite: None. (Health and Wellness General Education Course).

REC 130 Softball and Basketball (1.0 credit): The various physical Education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity.

Prerequisite: None. (Health and Wellness General Education Course).

REC 132 Tennis (1.0 credit): The various physical Education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. *Prerequisite: None. (Health and Wellness General Education Course).*

REC 133 Tennis and Basketball (1.0 credit): The various physical Education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity.

Prerequisite: None. (Health and Wellness General Education Course).

REC 136 Football and Volleyball (1.0 credit): The various physical Education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity.

Prerequisite: None. (Health and Wellness General Education Course).

REC 137 Soccer and Volleyball (1.0 credit): The various physical Education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. *Prerequisite: None. (Health and Wellness General Education Course).*

REC 138 Principles of Yoga (1.0 credit): Rebalance body alignment, alleviate stress, and focus strength, endurance, flexibility, and breathing. Yoga postures encourage students to move consciously to safely strengthen and align the body and to stabilize the mind. *Prerequisite: None. (Health and Wellness General Education Course).*

REC 140 Beginning Ballet (1.0 credit): Intro to the practice, aesthetics, and historical foundations via the Cecchetti (Italian method) & Vaganova (Russian method). Barre work, center floor adagio exercises, petit allegro, simple turns, jumps, and traveling movements, and more complex center combinations. *Prerequisite: None. (Health and Wellness General Education Course).*

REC 141 Beginning Modern Dance (1.0 credit): Introduction to the practice, aesthetics, and historical foundations of the Lester Horton & Martha Graham techniques. Center floor work, across the floor exercises, simple turns, jumps, traveling movements, and more complex center combinations. *Prerequisite: None. (Health and Wellness General Education Course).*

REC 210 Officiating (3 credits): A laboratory course. Motivational techniques; procedures, and practices associated with sport officiating. Knowledge of roles and the proper execution of mechanics. The importance of maintaining a grasp of overall responsibilities, capabilities and motivations related to specific sport contents. *Prerequisite None.*

REC 211 Principles of Coaching (3.0 credits): Understanding and being able to cope with the varied experiences would include: ordering equipment, preparing schedules, recruiting, scouting, planning practices, planning travel, interviewing, writing resumes, raising funds, and planning budgets. *Prerequisite: None.*

REC 213 Beginning Swimming (1.0 credit): For the non-swimmer or the swimmer with limited skills. Basic skills fundamental to swimming; body and breath control, rhythmic breathing, propulsion, floating, kick and arm strokes. Safety habits. *Prerequisite: None. (Health and Wellness General Education Course).*

REC 214 Intermediate Swimming (1.0 credit): To develop and improve skills and to introduce different styles of swimming, the American crawl, side, breast, and back strokes. Safety procedures. *Prerequisite: None. (Health and Wellness General Education Course).*

REC 215 Advanced Swimming (1.0 credit): A review of styles of swimming, skills, water safety procedures and advanced lifesaving. *Prerequisite: None. (Health and Wellness General Education Course).*

REC 216 Advanced Beginning Swimming (1.0 credit): For the beginning swimmer with some basic skills in the water. A continuation of beginning skills on an advanced level. *Prerequisite: None. (Health and Wellness General Education Course).*

REC 310 Safety Education (3.0 credits): The organization and administration of safety procedures relevant to recreation areas. Methods of imparting safety education to the recreationist. *Prerequisite: None.*

REC 314 Methods of Teaching Health and Physical Education (2.0 credits): Required for elementary education majors. Materials, methods, and techniques essential for the teaching of health and physical education. *Prerequisite: None.*

REC 315 Diversity in Sports (A - Designation) (3.0 credits): This course is designed to explore and analyze gender roles, equity, sexual orientation and diversity in the sports world. Personal and social values in contemporary sports will be discussed. The course will introduce federal and state laws that effect sports in the areas of sex, race and discrimination. *Prerequisite: None.*

REC 316 Leisure in Modern Society (3.0 credits): History and development of the recreation movement and (1) the nature of the recreation experience and its importance to the individual, (2) the influence of leisure on society, and (3) philosophies of recreation. *Prerequisite: None.*

REC 317 Recreation Programs (3.0 credits): Research of recreational settings and programs offered. Criteria for evaluation for use in student visits to various recreation settings in the community. *Prerequisite: None.*

REC 318 Facility Management (3.0 credits): The latest design concepts related to recreation and park facilities including commercial and public facilities. Design and maintenance as they relate to each other and to programs and administration. Principles of planning areas and facilities for recreation and parks are explored. In addition to the design and construction of specific recreation facilities, approaches to standards and planning will be discussed. *Prerequisite: None.*

REC 319 Leadership I (3.0 credits): Leadership and its responsibilities in the various program areas. Techniques, methods, procedures, and skills of a leader in recreation. *Prerequisite: None.*

REC 320 Recreational Management (3.0 credits): Administrative practices and legal aspects of recreational services; principles of planning and operation of recreation area and facilities financial and business procedures; practices and evaluation. *Prerequisite: None.*

REC 321 Administration & Organization (3.0 credits): The organization and administration of camp operations. The philosophies of different types of camps, programming problems, and personnel. *Prerequisite: None.*

REC 322 Leadership II (3.0 credits): Material learned in Leadership I is applied in this laboratory course which gives students a leadership experience within lifetime activity areas. *Prerequisite: REC None.*

REC 323 Law in Sport & Physical Education (W Designation) (3.0 credits): Students will become aware of the rights of participants, athletes, coaches, managers, teachers, referees and others engaged in amateur or professional sport. *Prerequisite: None. (Writing Intensive General Education Course).*

REC 324 Sport Marketing (3.0 credits): Emphasis is on introduction to sport marketing fundamentals, case analysis, and the application of the principles of sport marketing as applied to the sport business industry. *Prerequisite: None.*

REC 325 Creative and Cultural Activities (G - Designation) (3.0 credits): The creative and cultural areas of recreation through participation and group presentation in arts and crafts, dance, dramatics, and music. Organizational procedures through group dynamics, available resources and practical experience. *Prerequisite: None. (Global General Education Course).*

REC 326 Sport and Society (3.0 credits): This course examines current situations in sport relative to competition, economics, race, sex, youth, educational institutions, deviant behavior, religion, psychology, and the media. The topics covered are designed to encourage students to think critically about sport as a microcosm of society. The goal of this course is to consider sport as experience in our personal lives and beyond. *Prerequisite: None.*

REC 327 Outdoor Recreation (3.0 credits): The meaningful relationship of recreation to the protection of the environment. Recreational activities best carried on out-of-doors and which have a direct relationship or dependence of nature. *Prerequisite: None.*

REC 333 First Aid and CPR (3.0 credits): Standard first aid procedures and methods in line with the latest Red Cross techniques. Textbook theory combined with practical application. *Prerequisite: None.*

REC 335 Therapeutic Recreation I (3.0 credits): Theoretical rationale for the development of therapeutic recreation services for the physically disabled, mentally ill, mentally retarded, socially deviant, and geriatric groups. Leadership and development programs. *Prerequisite: None.*

REC 336 Individualized Fitness (3.0 credits): A wellness lifestyle concept will be examined. Fitness components, strength, cardiovascular, endurance, flexibility, exercise and weight control, body composition, management, Pilates and yoga. *Prerequisite: None.*

REC 337 Inclusive and Special Recreation (3.0 credits): The development of a practical approach in presenting therapeutic recreation activities in institutions, present and future. Involves students in leadership roles with special populations. *Prerequisite: None.*

REC 338 Philosophy of Recreation (I - Designation) (3.0 credits): A philosophical examination of the concepts, beliefs, issues and selected writings of individuals with previous experiences in recreation. Lectures, reading, and classroom discussion will be used to develop theories and philosophies. *Prerequisite: None. (Information Literacy General Education Course).*

REC 339 Research Techniques in Recreation (W - Designation) (3.0 credits): The course examines and emphasizes the practical microcomputer applications and technological capabilities specifically used in the education field stressing fiscal management, facility design and research in creation, sports management, health and physical education. *Prerequisite: None. (Writing Intensive General Education Course).*

REC 401 Field Experience (3.0 credits): The field experience provides an opportunity for practical application of classroom theory in recreation field work. This course is designed to give the student an understanding of the elements of the internship experience. Specifically, the internship will assist the student in discovering, developing and utilizing the resources necessary to obtain a quality internship placement with three-40 hours experiences. Additionally, the

course will serve as monitor by presenting a comprehensive overview of the placement application process.
Prerequisite: None.

REC 402 Internship (12.0 credits): This course involves placement in a recreation setting under the supervision of a recreation professional. As well, 15-hours are set aside for a lecture, discussion, and evaluation seminar. The class integrates coursework and hands-on education by reinforcing theoretical concepts in the workplace. The central goal through engagement with the course instructor, classroom peers, and others is to hone job searching, interviewing, and impression management skills and to deeply reflect on the industry experiences shared in order to draw lessons for personal and professional development and smooth the transition into the world of professional recreation employment. A minimum of 480 hours of work experience is required for 12 credits.
Prerequisite: REC 401.

Cooperative Education-related Course Descriptions

COP 491 Co-Op I (3.0 credits): Cooperative education integrates classroom theory with planned periods of supervised work experience in business, education, government, or industry. This “Learn and Earn” program permits students to alternate semesters of full-time study with full-time off-campus work experience related to their particular majors or areas of interest. Part-time work programs may also be available. The program has enough flexibility for adaptation to many fields of study and serves to acquaint both students with current developments in various professions. Students who participate in the Cooperative Education Program may earn their degrees in four years, if summer courses are taken. Academic Credit is received for each satisfactory work experience.

COP 492 Co-Op II (3.0 credits): Cooperative education integrates classroom theory with planned periods of supervised work experience in business, education, government, or industry. This “Learn and Earn” program permits students to alternate semesters of full-time study with full-time off-campus work experience related to their particular majors or areas of interest. Part-time work programs may also be available. The program has enough flexibility for adaptation to many fields of study and serves to acquaint both students with current developments in various professions. Students who participate in the Cooperative Education Program may earn their degrees in four years, if summer courses are taken. Academic Credit is received for each satisfactory work experience.

COP 493 Co-Op III (3.0 credits): Cooperative education integrates classroom theory with planned periods of supervised work experience in business, education, government, or industry. This “Learn and Earn” program permits students to alternate semesters of full-time study with full-time off-campus work experience related to their particular majors or areas of interest. Part-time work programs may also be available. The program has enough flexibility for adaptation to many fields of study and serves to acquaint both students with current developments in various professions. Students who participate in the Cooperative Education Program may earn their degrees in four years, if summer courses are taken. Academic Credit is received for each satisfactory work experience.

COP 494 Co-Op IV (3.0 credits): Cooperative education integrates classroom theory with planned periods of supervised work experience in business, education, government, or industry. This “Learn and Earn” program permits students to alternate semesters of full-time study with full-time off-campus work experience related to their particular majors or areas of interest. Part-time work programs may also be available. The program has enough flexibility for adaptation to many fields of study and serves to acquaint both students with current developments in various professions. Students who participate in the Cooperative Education Program may earn their degrees in four years, if summer courses are taken. Academic Credit is received for each satisfactory work experience.

COP 495 Co-Op V (3.0 credits): Cooperative education integrates classroom theory with planned periods of supervised work experience in business, education, government, or industry. This “Learn and Earn” program permits

students to alternate semesters of full-time study with full-time off-campus work experience related to their particular majors or areas of interest. Part-time work programs may also be available. The program has enough flexibility for adaptation to many fields of study and serves to acquaint both students with current developments in various professions. Students who participate in the Cooperative Education Program may earn their degrees in four years, if summer courses are taken. Academic Credit is received for each satisfactory work experience.

COP 496 Co-Op VI (3.0 credits): Cooperative education integrates classroom theory with planned periods of supervised work experience in business, education, government, or industry. This “Learn and Earn” program permits students to alternate semesters of full-time study with full-time off-campus work experience related to their particular majors or areas of interest. Part-time work programs may also be available. The program has enough flexibility for adaptation to many fields of study and serves to acquaint both students with current developments in various professions. Students who participate in the Cooperative Education Program may earn their degrees in four years, if summer courses are taken. Academic Credit is received for each satisfactory work experience.



Department of Humanities

Dr. Norma George, Chair

Email: ngeorge@cheyney.edu

Phone: (610) 399-2416



The Department of Humanities offers academic programs in Art Education, Communication Arts, Graphics Design and Liberal Studies. Students can combine critical thinking and social awareness with practical skills in communication technology as well as oral, written, and artistic expression. The variety of majors and minors available in the department enables students to combine programs that qualify them for careers and graduate school, enhance the quality of their lives, and prepare them to become citizens of the global community.

The Department accomplishes the mission and goals of the university by supporting a broad liberal arts core and providing challenging and enriching degree programs. Students are guided and mentored through faculty advising, department-sponsored student organizations and performance groups, and a variety of internship opportunities.

Students who major, or have an interest in a major, within the Department of Humanities are members of The House of Julian Abele. This learning community honors the legacy of Cheyney University alumna Dr. Abele.

Certificate in Art Education

The mission of the Art Education program is to assist students hone their skills and express themselves in the visual or performing arts field. The Art Education certificate prepare students who are interested in both art and education with the foundation The certificate addresses this through a DEI lens that will allow students to share knowledge from a cultural perspective with communities of color. The certificate program will prepare Cheyney students for attendance into other undergraduate art programs while also providing them with a marketable career-ready credential.

According to the PASSHE Office of Diversity, Equity, and Inclusion:

- Diverse identities and perspectives are essential elements of university life and should be considered when making all decisions.
- Students are the core of our work, and we must be intentional about creating environments that recognize differences and provide appropriate and equitable systems that foster positive outcomes.
- DEI strategies must include outcomes-based goals and be followed by action that is measured against these goals.
- Collaboration is essential. We must leverage our strengths to co-create an impactful State System that values and embraces DEI.

Each Art Education student is required to take the following courses HAR 111, HAR 202, HAR313, HPH312, HAR325 and ECE402. Students receive a Curriculum Worksheet/Academic Plan from their academic advisor. The Curriculum Worksheet/Academic Plan outlines the program requirements and is used to help students track their progress towards graduation.

B.A in Communication

The current state of most mass media industries and associated employment prospects dictates a need for a diverse set of skills within the various sub-disciplines of the communication field. The Communication Arts program at Cheyney University features the Ed Bradley Broadcast Center (a state-of-the-art television production studio with Final Cut Pro non-linear editing), as well as WCUB-Radio, Cheyney University's cable radio station. The program offers two tracks for students to choose from Public Relations and media production (Radio and Television). These tracks allow students the opportunity to gain the experience needed to be successful in the communications field.

Each Communication student is required to take the following core courses HCA 111, HCA 113, HCA 124, HCA 134, HCA 212, HCA 222, HCA 340, HCA 413, HCA 450 and HEN 319 and HEN 326. Student may select additional courses in the department to complete major electives needed in the program. Students receive a Curriculum Worksheet/Academic Plan from their academic advisor. The Curriculum Worksheet/Academic Plan outlines the degree program requirements and is used to help students track their progress towards graduation.

Minor in Communication

Information about the Communication minor can be obtained from the department chair.

Certificate in Graphic Design

The mission of the graphic design program is to enable students to plan and execute the design of visual communication according to the needs of audiences for which communication is intended. The program exposes students to the design principles and technology that are being used in today's graphic communications as well as a historical backdrop of Graphic Design.

Graduates of the program are prepared to seek entry-level positions such as graphic designers, production designers, and design production coordinators. The program also allows students the opportunity to further their education in graphic design or related disciplines.

Students may choose from nine possible courses allowing for specific career interests and opportunities in GRD100, GRD110, GRD205, GRD322, and two courses in either GRD300, GRD301, GRD304, GRD330 or HAR220. The Graphic Design Certificate is designed to be a fit for design-oriented students who wish to gain knowledge and skills in print publishing, photography and photo imaging, Web Design, and Animation. Students receive a Curriculum Worksheet/Academic Plan from their academic advisor. The Curriculum Worksheet/Academic Plan outlines the degree program requirements and is used to help students track their progress towards graduation.

B.A in Liberal Studies

The Liberal Studies program offers students the flexibility to build degree programs to their interests and affinities after completing the University's core curriculum and liberal studies core. Students work with an adviser to combine internship experiences, experiential learning outcomes, online portfolios, and other related experiences to obtain a broad understanding of the liberal arts and to prepare for specific skills needed for desired careers. The program has a focus on the development of successful communication skills because excellent communication skills are the most desirable skills in the workforce, according to a 2008 report of the National Association of College and Employers (NACE).

Additionally, the Liberal Studies degree is designed for students who want to exercise more direction in their studies and customize their degree. Also, students who want to change majors might find the B.A. in Liberal Studies a viable option because they are able to transfer in credits from other majors and institutions.

The Liberal Studies Program offers two areas of concentration. The concentrations offer an interdisciplinary approach enabling students to gain breadth in the subject and an understanding of the interconnections amongst principles of

different, yet related, disciplines. This method of organizing courses under a new area of concentration both enhances interdisciplinary on campus and enables the University to maximize enrollment of particular courses (as the courses will be populated by students in different programs). The new concentrations will offer additional degree options for students and will not incur any additional expense to the university.

There are two areas of concentration within Liberal Studies:

- Concentration in Education and Learning
- Concentration in General Liberal Studies

Each Liberal Studies student is required to take the following core courses HPH 300, HPH 312, HPH 330 and HPH 450. Additional courses in the major depend on the student's choice of concentration. Students receive a Curriculum Worksheet/Academic Plan from their academic advisor. The Curriculum Worksheet/Academic Plan outlines the degree program requirements and is used to help students track their progress towards graduation.

~O~

Communication Arts

Communication Arts Semester Guide

Humanities Department - Bachelor of Arts

Freshman Year - Fall Semester

Course	Course Description	Credits
HCA 111	Mass Communications in America	3
HEN 112	English I	3
MAT 104	Survey of College Math	3
GAC 101	Freshman Seminar I	1
EDU/HPH 110	Critical Thinking	3
	Humanities Elective	3
Total		16

Freshman Year - Spring Semester

Course	Course Description	Credits
HCA 113	Writing for Print Media	3
HEN 113	English II	3
GAC 102	Freshman Seminar II	1
HEN 114	Fundamentals of Speech	3
REC 111	Health & Wellness	2
	Humanities Elective	3
Total		15

Sophomore Year - Fall Semester

Course	Course Description	Credits
HCA 124	Fundamentals of Radio Production	3
HCA 134	Fundamentals of TV Production	3
AAS 210	African American Experience in a Global Context	3
REC	Physical Education	1
	Social Science Elective	3
	Natural Science Elective	3
Total		16

Sophomore Year - Spring Semester

Course	Course Description	Credits
HCA 212	Communications Law and Ethics	3
HCA 222	Broadcast News Reporting	3
HCA	Track Elective (PR or Media Production)	3
	Social Science Elective	3
	Natural Science Elective	3
Total		15

Junior Year - Fall Semester

Course	Course Description	Credits
HCA 340	Technical Writing	3
HCA	Track Elective (PR or Media Production)	3
HEN 319	Advanced Composition	3
	Free Elective	3
	Free Elective	3
Total		15

Junior Year - Spring Semester

Course	Course Description	Credits
HEN 450	Issues in the News	3
HEN 326	Advanced Speech	3
	Free Elective	3
	Free Elective	3
	Free Elective	3
Total		15

Senior Year - Fall Semester

Course	Course Description	Credits
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
Total		15

Senior Year - Spring Semester

Course	Course Description	Credits
HCA 413	Issues & Topics in Broadcasting	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
	Free Elective	1
Total		13

Major and Concentration Courses
*A final course grade of C is required for ALL major courses.

GRADUATION REQUIREMENTS
A minimum of 2.0 grade point average and a minimum of 120 credit hours, as specified, <i>excluding</i> any developmental courses are required for graduation.

*Note: A and I designated intensive general education courses should be taken in the selection for Concentration, Humanities, Social Sciences and Free Elective option.
PASSHE Policy 1990-06-A holds that 42 credits of the total 120 must be upper level courses.*

Liberal Studies – Education and Learning

Liberal Studies - Education and Learning Semester Guide

Humanities Department - Bachelor of Arts

Freshman Year - Fall Semester

Course	Course Description	Credits
HEN 112	English I	3
GAC 101	Freshman Seminar I	1
MAT 104	Survey of College Math	3
	Free Elective	3
HPH 110	Critical Thinking	3
REC ____	Physical Education	1
Total		14

Freshman Year - Spring Semester

Course	Course Description	Credits
HEN 113	English II	3
GAC 102	Freshman Seminar II	1
	Free Elective	3
	Humanities Elective I	3
REC 111	Health & Wellness	2
HEN 114	Fundamentals of Speech	3
Total		15

Sophomore Year - Fall Semester

Course	Course Description	Credits
	Natural Science Elective I	3
	Social Science Elective I	3
	Free Elective	3
AAS 210	African American Experience in a Global Context	3
	Free Elective	3
	Free Elective (1, 2, 3)	1
Total		16

Sophomore Year - Spring Semester

Course	Course Description	Credits
	Natural Science Elective II	3
	Social Science Elective II	3
	Free Elective	3
	Free Elective	3
	Free Elective	3
Total		15

Junior Year - Fall Semester

Course	Course Description	Credits
	Concentration Elective	3
	Humanities Elective II	3
HPH 300	Philosophies of Liberal Studies (G)	3
	Free Elective	3
	Free Elective	3
Total		15

Junior Year - Spring Semester

Course	Course Description	Credits
HPH 312	Philosophy of the Arts (W)	3
HPH 330	Contemporary Moral Problems	3
	Concentration Elective	3
	Concentration Elective	3
	Free Elective	3
Total		15

Senior Year - Fall Semester

Course	Course Description	Credits
	Concentration Elective	3
	Concentration Elective	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
Total		15

Senior Year - Spring Semester

Course	Course Description	Credits
HPH 450	Liberal Studies Seminar (W)	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
Total		15

Major and Concentration Courses

*A final course grade of C is required for ALL major courses.
18 credits in the concentration are needed by choosing 6 courses from: EDU 211, 213, 308; ECE 131, 241, 242, 344; HPH 314, 315; rps 212, 300, 331; SPE 220

GRADUATION REQUIREMENTS

A minimum of 2.0 grade point average and a minimum of 120 credit hours, as specified, *excluding* any developmental courses are required for graduation.

*Note: A and I designated intensive general education courses should be taken in the selection for Concentration, Humanities, Social Sciences and Free Elective option.
PASSHE Policy 1990-06-A holds that 42 credits of the total 120 must be upper level courses.*

Liberal Studies – General

Liberal Studies - General Semester Guide

Humanities Department - Bachelor of Arts

Freshman Year - Fall Semester

Course	Course Description	Credits
HEN 112	English I	3
GAC 101	Freshman Seminar I	1
MAT 104	Survey of College Math	3
	Free Elective	3
HPH 110	Critical Thinking	3
REC ____	Physical Education	1
Total		14

Freshman Year - Spring Semester

Course	Course Description	Credits
HEN 113	English II	3
GAC 102	Freshman Seminar II	1
	Free Elective	3
	Humanities Elective I	3
REC 111	Health & Wellness	2
HEN 114	Fundamentals of Speech	3
Total		15

Sophomore Year - Fall Semester

Course	Course Description	Credits
	Natural Science Elective I	3
	Social Science Elective I	3
	Free Elective	3
AAS 210	African American Experience in a Global Context	3
	Free Elective	3
	Free Elective (1, 2, 3)	1
Total		16

Sophomore Year - Spring Semester

Course	Course Description	Credits
	Natural Science Elective II	3
	Social Science Elective II	3
	Free Elective	3
	Free Elective	3
	Free Elective	3
Total		15

Junior Year - Fall Semester

Course	Course Description	Credits
	Concentration Elective	3
	Humanities Elective II	3
HPH 300	Philosophies of Liberal Studies (G)	3
	Free Elective	3
	Free Elective	3
Total		15

Junior Year - Spring Semester

Course	Course Description	Credits
HPH 312	Philosophy of the Arts (W)	3
HPH 330	Contemporary Moral Problems	3
	Concentration Elective	3
	Concentration Elective	3
	Free Elective	3
Total		15

Senior Year - Fall Semester

Course	Course Description	Credits
	Concentration Elective	3
	Concentration Elective	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
Total		15

Senior Year - Spring Semester

Course	Course Description	Credits
HPH 450	Liberal Studies Seminar (W)	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
Total		15

Major and Concentration Courses

*A final course grade of C is required for ALL major courses.

GRADUATION REQUIREMENTS

A minimum of 2.0 grade point average and a minimum of 120 credit hours, as specified, excluding any developmental courses are required for graduation.

*Note: A and I designated intensive general education courses should be taken in the selection for Concentration, Humanities, Social Sciences and Free Elective option.
PASSHE Policy 1990-06-A holds that 42 credits of the total 120 must be upper level courses.*

Communication-related Course Descriptions

HCA 111 Mass Communication in America (3.0 credits): This course is designed to give students a look at the entire spectrum of the mass communications industry and its supporting elements. *Prerequisite: None.*

HCA 113 Writing for Print Media (3.0 credits): This course is designed to help students begin to develop their skills in reporting and writing the news. *Prerequisite: HEN 113 with a minimum grade of "C".*

HCA 116 Fundamentals of Public Relations (3.0 credits): This course is a survey of the public relations industry, emphasizing communication with employees, consumers, and stockholders as well as relations with the media. *Prerequisite: None.*

HCA 124 Fundamentals of Radio Production I (3.0 credits): This course emphasizes learning the production process as it applies to radio production in a studio environment. *Prerequisites: HEN 113 with a minimum grade of "C".*

HCA 125 History of Film (3.0 credits): Students will gain knowledge about and understanding of the genesis and evolution of films as well as film terminology and elements to be used to analyze films. *Prerequisite: None.*

HCA 134 Fundamentals of TV Production (3.0 credits): Students will gain knowledge about and understanding of the production process as it applies to television production in a studio environment. *Prerequisite: HEN 113 with a minimum grade of "C".*

HCA 201 Print Workshop I (1.0 credit): This course focuses on news gathering reporting and producing the University newspaper. Students may re-enroll until graduation. *Prerequisite: HEN 113 with a minimum grade of "C".*

HCA 202 Print Workshop II (1.0 credit): This course focuses on news gathering reporting and producing the University newspaper. Students may re-enroll until graduation. *Prerequisite: HEN113 with a minimum grade of "C".*

HCA 203 Print Workshop III (1.0 credit): This course focuses on news gathering reporting and producing the University newspaper. Students may re-enroll until graduation. *Prerequisite: HEN113 with a minimum grade of "C".*

HCA 204 Print Workshop IV (1.0 credit): This course focuses on news gathering reporting and producing the University newspaper. Students may re-enroll until graduation. *Prerequisite: HEN113 with a minimum grade of "C".*

HCA 205 Print Workshop V (1.0 credit): This course focuses on news gathering reporting and producing the University newspaper. Students may re-enroll until graduation. *Prerequisite: HEN113 with a minimum grade of "C".*

HCA 206 Print Workshop VI (1.0 credit): This course focuses on news gathering reporting and producing the University newspaper. Students may re-enroll until graduation. *Prerequisite: HEN113 with a minimum grade of "C".*

HCA 207 Print Workshop VII (1.0 credit): This course focuses on news gathering reporting and producing the University newspaper. Students may re-enroll until graduation. *Prerequisite: HEN113 with a minimum grade of "C".*

HCA 211 Mass Media Aesthetics Criticism (I - Designation) (3.0 credits): This course focuses on the study of terminology and techniques of evaluating film and other media as art forms. *Prerequisite: None.*

HCA 212 Communication Law and Ethics (I - Designation) (Information-Literacy Intensive Course) (3.0 credits): This course focuses both on laws related to mass communication and on the ethical and moral responsibilities of communication systems and of professional communicators. *Prerequisite: None.*

HCA 216 Fundamentals of Public Relations (3.0 credits): This course is a survey of the public relations industry, emphasizing communication with employees, consumers, and stockholders as well as relations with the media. *Prerequisite: HCA 111.*

HCA 220 Copy Editing (3.0 credits): This course focuses on fitting the story to the style and format of a newspaper or magazine. *Prerequisite: HEN 113 with a minimum grade of "C".*

HCA 222 Broadcast News Reporting (W - Designation) (Writing Intensive Course) (3.0 credits): This course introduces students to and allows students to practice the common characteristics of good broadcast news writing style and delivery. *Prerequisite: HEN 113 with a minimum grade of "C".*

HCA 224: Drama Writing for Film & TV (3.0 credits): This course explores the important role of a script writer as a chief, creative visionary in various contents of mass communication media, such as radio, television, film, and other online media like YouTube. This course explores the key elements of story structure, plot, scene development, character, theme, genre and dialogue.

HCA 227 Fundamentals of Radio Production II (3.0 credits): This course features post production editing with professional quality results and operations in a radio station environment. *Prerequisite: HCA 124 with a minimum grade of "C".*

HCA 301 Radio Workshop I (1.0 credit): Experience in news-gathering, reporting and producing radio news and information. Students may re-enroll for additional credit until graduation. *Prerequisite: HCA 124 with a minimum grade of "C".*

HCA 302 Radio Workshop II (1.0 credit): This course focuses on news-gathering, reporting and producing radio news and information. *Prerequisite: HCA 124 with a minimum grade of "C".*

HCA 311 Black Press (3.0 credits): This course studies the vital role that Black newspapers play as they both serve to preserve the accomplishments of the black community and as a corrective to documents for future generations. *Prerequisite: HEN 112 with a minimum grade of "C".*

HCA 312 Writing the Feature Story (3.0 credits): This course focuses on writing the human interest story for newspapers and magazines. *Prerequisites: HEN 113; HCA 113 with a minimum grade of "C".*

HCA 315 Public Relations Management (3.0 credits): This course emphasizes designing public relations plans and developing written communication with employees, consumers, stockholders and the media. *Prerequisite: HCA 216 with a minimum grade of "C".*

HCA 316 Radio Workshop III (1.0 credit): This course focuses on news-gathering, reporting and producing radio news and information. *Prerequisite: HCA 302 with a minimum grade of "C".*

HCA 317 Radio Workshop IV (1.0 credit): This course is an advanced radio journalism-experience in news-gathering, reporting and producing radio news and information. *Prerequisite: HCA 316 with a minimum grade of "C".*

HCA 324 Small Format Video Production (3.0 credits): This course focuses on field production skills and creative

problem-solving techniques in remote ENG/EFP productions. It also includes editing to facilitate postproduction. *Prerequisite: HCA 134 with a minimum grade of "C".*

HCA 331 Non-Linear Video Editing (3.0 credits): This course focuses on planning, organizing, coordinating, scripting, ENG and film-style shooting, continuity, and non-linear editing features and techniques. *Prerequisite: HCA 134 with a minimum grade of "C".*

HCA 335 Advanced Radio Production (3.0 credits): This course is a continuation of production, performance and programming skills. *Prerequisite: HCA 124 with a minimum grade of "C".*

HCA 340 Technical Writing I (W - Designation) (Writing Intensive Course) (3.0 credits): This course allows for the creation of a variety of workplace documents that help a specific audience accomplish a task, solve a problem or understand a subject. *Prerequisite: HEN 113 with a minimum grade of "C".*

HCA 399 Honors Hip Hop & African American Lives in the Media: The Honor's course is designated to 1) promote a critical understanding of Hip Hop in the media through an examination of its historical, social, political, and aesthetic roots and 2) examine how it has lost its initial purpose over time in its communicative characteristics as African American youth's subaltern social statements. Based on critical, historical, and structural approaches to the cultural phenomena of Hip Hop, this course will explore the inter-relationship between everyday experiences of African American youth and broader cultural, economic, political, and social configurations in the U.S. *Pre-Requisite: HCA111 or HEN113.*

HCA 413 Issues and Topics in Broadcasting (I - Designation) (Information-Literacy Intensive Course) (3.0 credits): This course is a survey of specific theories of communication and their applications in print, broadcast, film and everyday life. *Prerequisite: HCA 111; HCA 222.*

HCA 415 Communication Theory (3.0 credits): This course is a survey of specific theories of communication and their applications in print, broadcast, film and everyday life. *Prerequisites: HCA 111 with a minimum grade of "C".*

HCA 423 Issues and Topics in Advertising Publications (3.0 credits): This course offers an in-depth look at the overlapping of advertising and public relations activities as they apply to the support of the marketing efforts of organizations around the world. *Prerequisite: HCA216 - Fundamentals of Public Relations.*

HCA 424 Writing & Producing the Documentary (3.0 credits): This course focuses on the techniques script writing, filming, editing and marketing documentary films techniques. *Prerequisite: HCA 134 with a minimum grade of "C".*

HCA 425 Advanced TV Production (3.0 credits): This advanced course covers elaborate productions involving multiple moving subjects and cameras. *Prerequisites: HCA 134 with a minimum grade of "C".*

HCA 434 Multi-Track Audio Recording (3.0 credits): This course is a continuation of HCA 124, focusing on the advanced skills required for music recording in a sound studio environment. *Prerequisite: HCA124 with a minimum grade of "C".*

HCA 440 Technical Writing II (W - Designation) (Writing Intensive Course) (3.0 credits): This course is a continuation of Technical Writing I, focusing on designing lengthier documents, creating websites and making oral presentations. *Prerequisite: HCA 340 with a minimum grade of "C".*

HCA 450 Issues in the News (I - Designation) (Information-Literacy Intensive Course) (3.0 credits): This course allows students to gain experience in newsgathering and news writing. Students will gain the background for understanding current events and share that information by broadcasting on Cheyney University radio. *Prerequisite: HCA 222 - Broadcast News Reporting (W) with a minimum grade of "C".*

HCA 460 Communications Internship I (3.0 credits): This course allows students to complete a supervised internship. *Prerequisites: 90 credits or higher and a GPA of 2.75.*

HCA 461 Communications Internship II (3.0 credits): This course allows students to complete a supervised internship. *Prerequisites: 90 credits or higher and a GPA of 2.75.*

English-related Course Descriptions

HEN 011 Elements of Writing (3.0 credits): In this course students review basic grammar concepts in the context of college-level writing. This writing will include thesis development, paragraph organization, coherent and cohesive practices in essay construction, and analyzing various types of writing situations by focusing on their audience and purpose. Credits are not counted toward the minimum needed for graduation and are not transferable. *Prerequisite: None.*

HEN 112 English I (3.0 credits): An introduction to college-level formats and research-based writing including thesis development, organizational strategies, and structure of arguments focused on purpose and audience. Students will learn to research topics and integrate research into their essays, using appropriate documentation and citations. Students will organize a portfolio of their writing that reflects writing processes they have learned with a minimum grade of "C" or placement by examination. *Prerequisite: HEN 011 with a minimum grade of "C" or placement by examination.*

HEN 113 English II (3.0 credits): This course moves the student from writing basic papers to engaging in scholarly dialogue through critical thinking, reading, and writing. Students will develop evaluative, analytical, and rhetorical skills through focused discussions, presentations and a variety of research-based papers. *Prerequisite: HEN 112 with a minimum grade of "C" or placement by examination.*

HEN 114 Speech (3.0 credits): This course focuses on speech as a theoretical and practical approach to the principles of effective oral communication. The course includes instructor and peer evaluation of a student's ability to formulate a thesis, support a thesis with evidence and logic, and appeal to specific audiences. *Prerequisite: HEN 112 with a minimum grade of "C".*

HEN 202 Intro to Literature (3.00 Credits) (W – Designation): (Writing Intensive Course) This course introduces students to the major genres of narrative fiction, poetry, and drama. It continues to develop the skills of writing, critical reading and research learned in HEN112 and HEN113 while focusing on the study of literature. It is therefore appropriate both for non-majors who are interested in literature, and for English majors who need to develop skills for the critical reading and analysis of literary texts. *Pre-Requisite: HEN112 & HEN113.*

HEN 211 World Literature I (G - Designation) (3.0 credits): World Literature I is a survey of multicultural literature from ancient times to the European Renaissance. Each semester selections are made from ancient Egyptian poetry, the Bible, Classical Greek literature, poetry in early China, an epic from India's Heroic Age, early Islamic literature and the beginnings of a Western literature. The course gives the student a more inclusive world view through a comparative study of the themes of world literature. The course includes an original research project. *Pre-Requisite: HEN 113.*

HEN 212 World Literature II (G - Designation) (3.0 credits): World Literature II is a comparative survey of

literature from the European Renaissance to the modern age. The multicultural writers come from Europe, Africa, and Asia, examine a variety of subjects and have diverse concerns. Each writer was selected because each has in some way brought to the world a new perspective or "a new lens." Each literary work will be read to locate important ideas and to find the significant center of the work within its own cultural context. The course includes an original research project. *Pre-Requisite: HEN113.*

HEN 313 English Literature I (W - Designations) (3.0 credits): Students will gain knowledge and understanding of key literary movements, concepts, and works in British literature from the Middle Ages, the Early Modern Period, and the Restoration and the Eighteenth century by reading poems, letters, essays, and novels. Students will undertake heavy reading and writing-intensive activities which will help them learn critical reading strategies and reading comprehension so that they can appreciate British literary art. Students will also write two research-based papers that closely examine particular works, characters, devices, themes, and contexts. *Pre-Requisite: HEN113.*

HEN 314 English Literature II (W - Designations) (3.0 credits): Students will gain knowledge and understanding of key literary concepts, works, and movements in British literature from the Romantic, Victorian, and Modern periods by reading poems, essays, short stories, and novels. Students will undertake heavy reading and writing-intensive activities which will help them learn critical reading strategies and reading comprehension so that they can appreciate British literary art and its contribution to American literature and art. Students will also write two research-based papers that closely examine particular works, characters, devices, themes, and contexts. *Pre-Requisite: HEN113.*

HEN 319 Advanced Composition (W, I - Designations) (3.0 credits): An investigation of rhetorical argumentation in the academic disciplines and the professional world. Students will write analytical responses to social, cultural, and political readings and will write papers supporting arguments in their own disciplines using MLA or APA style. The final project and paper will be an investigation of the writing culture in their own majors using primary and secondary sources. *Pre-Requisite: HEN113.*

HEN 320 - Folk & Fairy Tales (3.0 credits): This course focuses on folk and fairy tales as adult tales. In this course, students will learn about folk and fairy tales from various cultures. Specifically, students will learn about contexts of folk and fairy tales, study both the tales and interpretations of them, and critically analyze the tales in both discussions and written work. *Pre-Requisite: HEN113*

HEN 321 Shakespeare (3.0 credits): This course is study of selected poems and plays by William Shakespeare. Attention will be given to the social and historical context of the works, to the Shakespearean theatre, and to interpretations of Shakespeare on film. *Prerequisite: HEN 113 with a minimum grade of "C".*

HEN 326 Advanced Speech (3.0 credits): Builds on the basic speech course to develop proficiency in public and professional communication. Students will analyze arguments in public speeches and debates and will prepare and present arguments grounded in reasoning and information. This course includes effective delivery for radio and television, and group presentations using multimedia. *Pre-Requisite: HEN114.*

HEN 350 Women in Literature (W - Designation) (3.0 credits): This course exposes students to literature written by, for, and/or about women. *Prerequisite: HEN 113 with a minimum grade of "C".*

HEN 415 Introduction to Linguistics (3.0 credits): This course is an introduction to the scientific and social aspects of language systems. *Prerequisite: HEN 113 with a minimum grade of "C".*

HEN 417 Modern Poetry (3.0 credits) (W - Designation): This course explores structure, tropes, symbols, and themes of English and American poetry in the 20th century. *Prerequisite: HEN 113 with a minimum grade of "C".*

HEN 419 Modern Fiction (W - Designation) (3.0 credits): This course is a study of 20th century American fiction.

Prerequisite: HEN 113 with a minimum grade of “C”.

HEN 420 Literary Criticism (3.0 credits): This course focuses on literary theory and the analysis of literature using theory. *Prerequisites: HEN 113 with a minimum grade of “C”.*

HEN 421 Creative Writing (3.0 credits): This course explores creative writing as a field and emphasized the study of creative writing devices. Students apply these devices to their own original creative work. *Prerequisite: HEN 113 with a minimum grade of “C”.*

HEN 422 Chaucer (3.0 credits): This course focuses on works by Geoffrey Chaucer as well as the contexts during which those works were written. *Prerequisites: HEN 113 with a minimum grade of “C”.*

HEN 423 Age of Satire (3.0 credits): An intensive study of Swift, Pope, Gay, and Fielding as satirists. *Prerequisite: None.*

HEN 424 History of the English Language (3.0 credits): This course is an introduction to the major periods in the history of the English language. *Prerequisite: HEN 113 with a minimum grade of “C”.*

HEN 426 Major 20th Century Authors (W - Designation) (3.0 credits): This course allows students to explore the works of major 20th century authors. *Prerequisite: HEN 113 with a minimum grade of “C”.*

HEN 428 Modern English Grammar (3.0 credits): This course is a study of history and the limitations of traditional, structural, and transformational generative grammar. *Prerequisite: HEN 113 with a minimum grade of “C”.*

HEN 429 Short Story (W - Designation) (3.0 credits): This course focuses on the structure, content, and context of short stories. *Prerequisite: HEN 113 with a minimum grade of “C”.*

HEN 432 Senior Seminar (3.0 credits): This course allows students to demonstrate the cumulative knowledge, understanding, and skills necessary for literary scholarship. The course culminates in a senior thesis or project. *Prerequisite: 60 credits and a cumulative GPA of 2.0 or higher.*

HEN 433 - Major African Writers (W, G - Designations) (3.0 credits): This course introduces students to major writers from the African world. *Prerequisite: HEN 113 with a minimum grade of “C”.*

HEN 439 Techniques & Methods of Discussions (3.0 credits): The principles, techniques, and methods of different forms of oral discourse: formal and informal group discussion, interview debate, seminar symposium, panel, etc. *Pre-Requisite: Pre-Requisite: HEN 114 with a minimum grade of “C”.*

HEN 461 - Independent Study English (3.0 credits): This course allows students to conduct a guided research project. *Prerequisite: HEN 420 with a minimum grade of “C”.*

HEN 517 - Native American Literature (3.0 credits): This course is a survey of Native American literature. *Prerequisite: HEN 113 with a minimum grade of “C”.*

Fine Arts-related Course Descriptions

HAR 111 Elements of Art (W, I - Designations) (3.0 credits): A rudimentary investigation of color, form, space, and history in fine arts. Creative art is introduced through experiences with color and design in two and three-dimensional forms. An introductory survey of the history of art. *Prerequisite: None. (Humanities and Writing Intensive General Education Course).*

HAR 202 African Art (W, G, I - Designations) (3.0 credits): A study of traditional and contemporary African art in two and three-dimensional media. The influence of African art on Western art. *Prerequisite: None. (Humanities General Education Course).*

HAR 211 Ceramics I (3.0 credits): An introduction to basic hand forging techniques of pottery making and ceramic sculpture. *Prerequisite: None. (Humanities General Education Course).*

HAR 220 Fundamentals of Drawing I (3.0 credits): This is a course in basic concepts and principles of drawing and emphasizes accurate representation. It is open to beginners as well as students with some previous formal instruction in drawing. Individual instruction and individual critique will be given as well as class lectures and demonstrations. Topics include drawing materials, composition, perspective, proportion, tone space, volume and modeling. Drawing assignments include still life setups, cast drawing and landscape. *Prerequisite: None. (Humanities General Education Course).*

HAR 300 Figure Drawing I (3.0 credits): Drawing the human figure, dealing with action, proportion, and anatomy. *Prerequisite: None.*

HAR 302 Printmaking I (3.0 credits): The art of visual expression with etching, lithography, wood cut and linoleum block. *Prerequisite: None.*

HAR 304 Watercolor I (3.0 credits): Watercolor sketching and painting dealing with still life and landscape composition. *Prerequisite: None.*

HAR 305 Watercolor II (3.0 credits): A continuation of HAR 304, with figure compositions as an additional challenge. *Prerequisites: None.*

HAR 306 Oil Painting I (3.0 credits): This is a beginning level course in techniques of oil painting, designed for students. *Prerequisite: Permission of Instructor.*

HAR 307 Oil Painting II (3.0 credits): This is a continuation of techniques and problems in oil painting begun in HAR 306. Topics include developing the entire canvas, building an integrated statement, accurate depiction of subject; space, volume, value and color; thinking creatively in abstract, non-representational and figurative approaches, painting as exploration or process of transforming ideas and concepts into visual expression. *Prerequisite: None.*

HAR 202 African Art (W, G, I - Designations) (3.0 credits): A study of traditional and contemporary African art in two and three-dimensional media. The influence of African art on Western art. *Prerequisite: None. (Humanities General Education Course).*

HAR 308 Sculpture I (3.0 credits): This course is an introduction to basic concepts and principles of sculpture and a survey of the scope of sculptural disciplines. Topics include principles of 3-D design, knowledge of tools and techniques; materials and processes. Project assignments will be carried out on such materials as wax, clay, plaster, wood, stone, and other materials. *Prerequisite: None.*

HAR 309 Sculpture II (3.0 credits): This course is a further exploration of concepts and processes begun in HAR 308– Sculpture I, and additional techniques and processes, such as mold making and casting, fabrication and assemblage. Assignments in various materials. *Prerequisite: None.*

HAR 310 Art for Classroom (3.0 credits): Two and three-dimensional expression; creative and mental growth in

the child. Teaching, evaluation, lesson planning motivation, and evaluation for young people's art. *Prerequisite: None.*

HAR 312 Modern Art (3.0 credits): The major western modern art movements from impressionism to contemporary developments. *Prerequisite: None.*

HAR 313 African Art (A, I Designations) (3.0 credits): This course serves as an introduction to the historical and social forces that shaped the works of American artists of African ancestry from the Colonial period to the present. The course will examine the roots, main currents, forms, styles, content, aesthetics, and ideological dimensions of African American art, as well as the extent to which the latter has captured the spirit of the black experience. *Prerequisite: None. (African American Heritage General Education Course).*

HAR 314 Gallery Operation (3.0 credits): In this course, students will learn all the components of running a gallery, including but not limited to: Matting, Framing, and Displaying Art; Curating; Publicity for Fine Art; Budgeting; working with artists and art organizations. This course will prepare students for jobs in galleries and museums or enable them to open their own gallery upon graduation with a Fine Art degree. Students will gain experience in running a gallery through operating Cheyney's own gallery in Biddle Hall. *Prerequisite: None.*

HAR 315 Egyptian Art (3.0 credits): This course is approved for Lecture and Online methods of delivery. This course gives the student the opportunity to explore the art of Ancient Egypt and Ancient Nubia in a more detailed fashion than is possible in an African Art Class. The course will survey Egyptian Art dating from pre-Nile cultures through Dynastic Egypt, the Roman Empire, the Christian and Islamic periods, and to contemporary Egyptian artists. Special attention will be given to Nubian and Kushite culture and their accomplishments in the ancient world. *Prerequisite: None.*

HAR 320 Commercial Graphic Design I (3.0 credits): An introduction to hand lettering, the use of rub-on-letters, layout design, and illustration for commercial uses. *Prerequisite: None.*

HAR 325 Introduction to Art Therapy (3.0 credits): An introduction to the therapeutic use of art as an aid to recovery and rehabilitation from mental disorders. *Prerequisites: None.*

HAR 331 Arts of Western Africa (3.0 credits): Course will be an in-depth investigation into the Arts of Western Africa. The traditional arts of tribes such as the Dagon, the Ashanti, the Yoruba, the Fon, the Mande, the Senufo and others will be examined. We will compare and contrast West African religions, cosmology and world view as they are expressed through sculpture, textiles, masks, masquerades, metalwork, other visual arts and performing arts. *Prerequisite: None.*

HAR 340 Ceramics II (3.00 credits): Students explore wheel-throwing, mold making and other forms. *Prerequisites: None. Previously HAR 212.*

HAR 341 Fundamentals of Drawing II (3.00 credits): This course is a continuation of principles and concepts begun in Fundamental of Drawing I with additional problems in human figure, abstract, and non-representational drawing. *Prerequisite: None. Previously HAR 221.*

HAR 342 Art History I (3-credits) (I, G – Designations): Students will learn the contributions of the major art periods from pre-historic times through the precursors of the Renaissance Period. This course considers Art History from the western perspective, charting the development of art in Europe, with some focus on Asia, Africa, and Australia. *Prerequisites: None. Previously HAR 200.*

HAR 343 Art History II (3 credits) (G- Designation): Students will learn the contributions of the major Art periods from the Renaissance to the present. This course considers Art History from the Western perspective, charting the

development of art in Europe, with some focus on Asia, and Australia. Students will gain appreciation and insight of art, artist, and history as viewed by the artist who created lasting works of art, documenting historical events, social injustice, technological advances, the disparity of war and many others. We will review the context in which the art was created as well as the art itself, with opportunities for field work and art making within and without the classroom. Students are encouraged to visit local museums as part of their course work. *Prerequisites: None. Previously HAR 201.*

HAR 415 Portraiture (3.0 credits) Study of a wide variety of types of life using a variety of media. *Prerequisites: None.*

HAR 428 Field Experiences – Art I (1.0 credits)

HAR 429 Field Experiences – Art II (2.0 credits)

HAR 430 Field Experience – Art III (3.0 credits): May earn credit designing and producing art works in the service of the community working with professional artists, working on-the-job situations with the following format: Total 90 class hours. *Prerequisite: None.*

HMU 101 Band I (1.0 credit): Band I. *Prerequisite: None. (Humanities General Education Course).*

HMU 102 Band II (1.0 credit): Band II. *Prerequisite: None. (Humanities General Education Course).*

HMU 112 Survey of Music (I, G - Designations) (3.0 credits): A brief survey of historical development of the various aspects of music and their stylistic characteristics. *Prerequisite: None. (Humanities and Global Studies General Education Course).*

HMU 113 Band I (1.0 credit): Band. *Prerequisite: None*

HMU 114 Piano Class I (3.0 credits): Beginning and intermediate instruction in small groups with ample opportunities for individual development. *Prerequisite: None. (Humanities General Education Course).*

HMU 115 Piano Class II (3.0 credits): A continuation of Piano I; group instruction on the intermediate level. *Prerequisite: Piano I or equivalent. (Humanities General Education Course).*

HMU 200 Fundamentals of Music (3.0 credits): Basic technique and principles of music; development of tonal, rhythmic, and harmonic structure. *Prerequisite: None. (Humanities General Education Course).*

HMU 201 Music Theory I (3.0 credits): Elementary harmonic techniques utilized in chord structure. Basic skills in keyboard harmony and melodic dictation. *Prerequisite: None.*

HMU 202 Music Theory II (3.0 credits): A continuation of Music Theory I; course stresses advanced diatonic and chromatic harmonic techniques. *Prerequisite: HMU 201.*

HMU 203 Solfeggio and Dictation I (3.0 credits): Develops basic skills in singing at sight melodies that involve diatonic and chromatic intervals; aural training in techniques of melodic dictation. *Prerequisite: HMU 201 or equivalent.*

HMU 204 Solfeggio and Dictation II (3.0 credits): A continuation of Solfeggio and Dictation I stressing advanced interval modulations and progressions. *Prerequisite: HMU 203 or equivalent.*

HMU 205 Fundamentals of Music II (3.0 credits): A continuation of Fundamentals of Music I. *Prerequisite: HMU 200. (Humanities General Education Course).*

HMU 206 Band III (1.0 credit): The purpose of this course is to expose the student to essential aspects of musical performance pedagogy as well as to develop a strong fundamental approach to the instrument. All band students will be introduced to one or more of the following concepts of musicianship: tone production, ensemble sound, articulation, rudiments, scales, lip slurs, sight-reading, slurs, as well as interpretation of various styles of music. The multifaceted Cheyney University Band Program's primary function is to educate and serve Cheyney University and surrounding community through its various subcomponents, i.e., ensembles. The components, which make up the Cheyney University Band Program, are the marching band, concert band, pep band, jazz ensemble, jazz combo, woodwind ensemble, and brass ensemble. *Prerequisite: A pre-interview/audition required prior to enrollment.*

HMU 207 Band IV (1.0 credit): Band IV. *Prerequisite: A pre-interview/audition required prior to enrollment. (Humanities General Education Course).*

HMU 212 Voice I (3.0 credits): Develop techniques of vocal production; solo and ensemble approaches utilized in the various aspects of singing. *Prerequisite: permission of instructor. (Humanities General Education Course).*

HMU 214 Voice II (3.0 credits): A continuation of Voice Class I, utilized vocal techniques of Art song literature and skills of correct interpretation. *Prerequisites: HMU 212 or equivalent and permission of instructor. (Humanities General Education Course).*

HMU 215 Choir I (1.0 credit): Open to all students of the University interested in the study and performance of choral music. Daily rehearsals during regular college hours and, as scheduled, during evenings. Students may earn a maximum of four semester hours for four years of participation. *Prerequisite: None. (Humanities General Education Course).*

HMU 216 Choir II (1.0 credit): Open to all students of the University interested in the study and performance of choral music. Daily rehearsals during regular college hours and as scheduled during evenings. Students may earn a maximum of four semester hours for four years of participation. *Prerequisite: None. (Humanities General Education Course).*

HMU 217 Choir III (1.0 credit): Open to all students of the University interested in the study and performance of choral music. Daily rehearsals during regular college hours and, as scheduled, during evenings. Students may earn a maximum of four semester hours for four years of participation. *Prerequisite: None. (Humanities General Education Course).*

HMU 218 Choir IV (1.0 credit): Open to all students of the University interested in the study and performance of choral music. Daily rehearsals during regular college hours and, as scheduled, during evenings. Students may earn a maximum of four semester hours for four years of participation. *Prerequisite: None. (Humanities General Education Course).*

HMU 219 Woodwind Class (3.0 credits): Basic training in techniques of playing woodwind instruments. Individual and group instructions. *Prerequisite: A pre-interview/audition required prior to enrollment. (Humanities General Education Course).*

HMU 220 Percussion Class (3.0 credits): Basic training in techniques of playing percussion instruments. Individual and group instruction. *Prerequisite: A pre-interview/audition required prior to enrollment (Humanities General Education Course).*

HMU 300 History of Music Literature I (G - Designation) (3.0 credits): An overview of the music forms and literature of major composers up to and including the Baroque Period; and investigation of stylistic characteristics. *Prerequisite: HMU 112 or its equivalent.*

HMU 301 History of Music Literature II (G - Designation) (3.0 credits): An overview of the music forms and literature of the major composers up to and including the Modern-Contemporary period; an investigation of stylistic characteristics and major contribution. *Prerequisite: None.*

HMU 302 History of African American Music I (A, I - Designation) (3.0 credits): An investigation of the major contributions of African American composers to the mainstream of music history up to and including the 18th century; independent projects are encouraged. *Prerequisite: None. (African American Heritage General Education Course).*

HMU 303 History of African American Music II (A - Designation) (3.0 credits): An investigation of the major contributions of African American composers to the mainstream of music history during the 19th and 20th centuries; independent research encouraged. *Prerequisite: HMU 302 or equivalent. (African American Heritage General Education Course).*

HMU 304 History of Jazz I (A, I Designation) (3.0 credits): A systematic development of American Jazz from the New Orleans roots to the end of the 1920's era; analysis of the stylistic characteristics of major contributions to the genres of jazz, ragtime, and blues. *Prerequisite: None.*

HMU 305 History of Jazz II (A - Designation) (3.0 credits): A continuation of History of Jazz I with special emphasis placed on Swing, Bebop, Progressive, Electronic Music and Hard Rock. *Prerequisite: HMU 304 or equivalent.*

HMU 306 Music Methods for K-6 (3.0 credits): A developmental and sequential study of the materials and methods used in the teaching of music grades in K-6. *Prerequisite: HMU 200.*

HMU 312 Band V (1.0 credit): The purpose of this course is to expose the student to essential aspects of musical performance pedagogy as well as to develop a strong fundamental approach to the instrument. All band students will be introduced to one or more of the following concepts of musicianship: tone production, ensemble sound, articulation, rudiments, scales, lip slurs, sight-reading, slurs, as well as interpretation of various styles of music. The multifaceted Cheyney University Band Program's primary function is to educate and serve Cheyney University and surrounding community through its various subcomponents, i.e. ensembles. The components, which make up the Cheyney University Band Program, are the marching band, concert band, pep band, jazz ensemble, jazz combo, woodwind ensemble, and brass ensemble. *Prerequisite: A pre-interview/audition required prior to enrollment.*

HMU 313 Band VI (1.0 credit): Band VI. *Prerequisite: A pre-interview/audition required prior to enrollment.*

HMU 314 Brass Class (3.0 credits): Basic training in the techniques of playing brass instruments; Individual techniques involved in performance. *Prerequisite: A pre-interview/audition required prior to enrollment.*

HMU 315 Choir V (1.0 credit): Open to all students of the University interested in the study and performance of choral music. Daily rehearsals during regular college hours and, as scheduled, during evenings. Students may earn a maximum of four semester hours for four years of participation. *Prerequisite: None.*

HMU 316 String Class (3.0 credits): Basic training in the playing of stringed instruments; stresses fundamental techniques involved in performance. *Prerequisite: A pre-interview/audition required prior to enrollment.*

HMU 317 Choir VI (1.0 credit): Open to all students of the University. The band varies its function and repertoire during the semester in support of seasonal school activities. The marching band, pep band, concert band, and stage band consist primarily of students from the University band. *Prerequisite: None.*

HMU 318 College Band I (1.0 credit): Open to all students of the University. The band varies its function and repertoire during the semester in support of seasonal school activities. The marching band, pep band, concert band, and stage band consist primarily of students from the University band. *Prerequisite: None.*

HMU 320 Choral Conducting (3.0 credits): Basic training in the techniques of conducting choral music and choral ensembles used for practical experiences. *Prerequisite: Permission of instructor.*

HMU 321 History of Spirituals and Gospel Music (A, I - Designation) (3.0 credits): The historical development of the folk idioms of religious music as utilized in the free and formalized structure of the spiritual and gospel music. *Prerequisite: Permission of instructor.*

HMU 322 Form and Analysis of Music (3.0 credits): This course will demonstrate the technical aspects of music composition. Minute details of composition will be investigated by analyzing examples in music literature. *Prerequisite: None.*

HMU 323 Music Merchandising (3.0 credits): This course is structured to prepare the student to make reasonable and informed choices in selecting a career within the music industry. *Prerequisite: None.*

HMU 405 Independent Study Music (1.0 credit): The participating senior will work closely with the assigned professor on a course of study of a pre-approved project, collaboration, and/or community event, which will provide a “real life” experience relevant to the music field. *Prerequisite: None.*

HMU 411 Applied Music Voice I (1.0 credit): Private studio lessons with assigned faculty members. *Prerequisite: None.*

HMU 412 Applied Music Piano I (2.0 credits): Studio lessons with assigned faculty members. *Prerequisite: None.*

HMU 414 Applied Music Instrument I (1.0 credit): Private studio lessons with assigned faculty member. *Prerequisite: A pre-interview/audition required prior to enrollment.*

HMU 415 Practicum Commercial Music (3.0 credits): The various aspects of recording industry business practices. Course structured for music majors, minors, and other qualified students interested in career possibilities as studio musicians, producers, and managers. *Prerequisite: None.*

HMU 416 Choir VII (1.0 credit): Open to all students of the University interested in the study and performance of choral music. Daily rehearsals during regular college hours and, as scheduled, during evenings. Students may earn a maximum of four semester hours for four years of participation. *Prerequisite: None.*

HMU 418 Choir VIII (1.0 credit): Open to all students of the University interested in the study and performance of choral music. Daily rehearsals during regular college hours and, as scheduled, during evenings. Students may earn a maximum of four semester hours for four years of participation. *Prerequisite: None.*

HMU 419 Band VII (1.0 credit): Band. *Prerequisite: A pre-interview/audition required prior to enrollment.*

HMU 420 Band VIII (1.0 credit): Band. *Prerequisite: A pre-interview/audition required prior to enrollment.*

HMU 422 Applied Music Voice II (2.0 credits): Continuation of HMU 411. *Prerequisite: None.*

HMU 423 Applied Music Voice III (2.0 credits): Continuation of HMU 422. *Prerequisite: None.*

HMU 433 Applied Piano II (2.0 credits): Continuation of HMU 412. *Prerequisite: None.*

HMU 434 Applied Piano III (2.0 credits): Continuation of HMU 433. *Prerequisite: None.*

HMU 435 Applied Music Voice IV (2.0 credits): Continuation of HMU 433. *Prerequisite: None.*

HMU 436 Applied Music Voice V (2.0 credits): Continuation of HMU 435. *Prerequisite: None.*

HMU 446 Applied Music Voice VI (2.0 credits): Continuation of HMU 436. *Prerequisite: None.*

HMU 447 Applied Music Voice VII (2.0 credits): Continuation of HMU 446. *Prerequisite: None.*

HMU 448 Applied Music Voice VIII (2.0 credits): Continuation of HMU 447. *Prerequisite: None.*

HMU 455 Applied Music Instrument II (2.0 credits): Continuation of HMU 414.
Prerequisite: A pre-interview/audition required prior to enrollment.

HMU 456 Applied Music Instrument III (2.0 credits): Continuation of HMU 455.
Prerequisite: A pre-interview/audition required prior to enrollment.

HTA 107 History of Theatre I (3.0 credits): Survey of dramatic and theatrical history from the Greeks to the present. Extensive readings in the dramatic literature of the various periods. *Prerequisite: None. (Humanities General Education Course).*

HTA 113 Movement I (3.0 credits): Basic dance technique is done to increase the flexibility, range, and strength of the actor's body. Exploration of the medium is done through improvisation; use of rhythm, dynamics, space, and gesture. The body becomes a dramatic agent. *Prerequisite: None. (Humanities General Education Course).*

HTA 129 History of Theatre II (3.0 credits): Survey of dramatic and theatrical history from the Greeks to the present. Extensive readings in the dramatic literature of the various periods. *Prerequisite: None. (Humanities General Education Course).*

HTA 144 Movement II (3.0 credits): Advanced techniques and further work in improvisation. Survey and study of styles of movement. *Prerequisite: HTA 113. (Humanities General Education Course).*

HTA 203 Acting for Beginners (3.0 credits): Acting as the organic interrelation of self and environment. Release of the actor's individuality through improvisational exercises in relaxation and physical freedom; uses of the sense: observation; justification action; handling of objects; speaking and listening, beginning work on dialogue and text. *Prerequisite: None. (Humanities General Education Course).*

HTA 224 Art of Staging (3.0 credits): The course will assist the student in learning how to stage artistically satisfying productions in various kinds of settings, particularly non-traditional performance space. *Prerequisite: None.*

HTA 235 Creative Uses Light (3.0 credits): Elementary theory relating to light, pertinent optics, and electrical control. General principles and practices of stage lighting, with emphasis upon the creative use of light with available equipment. *Prerequisite: None. (Humanities General Education Course).*

HTA 246 Costume Design (3.0 credits): Principles and practices of costume design and construction; evolution of stage costume; survey of historical periods and their application to the stage-period play; color, line, form, materials, and construction; sewing and cutting work, work on costumes for production. *Prerequisite: None. (Humanities General Education Course).*

HTA 258 Make-up Techniques (1.0 credit): Theories and principles of stage make-up, as related to dramatic production as a whole, covering anatomy, color, light, character, age, type, race, and period make-up with practical laboratory experience. *Prerequisite: None. (Humanities General Education Course).*

HTA 269 Theatre Practice IV (1 credit): Theatre Practice. *Prerequisite None.*

HTA 301 Fundamentals of Play Directing (3.0 credits): This course will introduce the principles and practices of directing techniques and workshop experience in all phases of theatrical production: script analysis, blocking, lighting design, and acting techniques. A laboratory for creating artistic stage pictures and truthful scenes on stage. *Prerequisite: None.*

HTA 314 Speech for Stage (3.0 credits): Speech techniques for the stage: relaxation, breath control, resonance, articulation, and projection. Physiology of the vocal tract. Early training in speech appreciation and speech analysis. The phonetic alphabet and standard American pronunciation; elementary phonetic transcription. *Prerequisite: None.*

HTA 317 Play Production (3.0 credits): Study of physical plant, organization, and production problems of the educational, community, and professional theaters. *Prerequisite: None.*

HTA 356 Black Drama in 50's (A - Designation) (3.0 credits): The 1950's witnessed a coming of age of Black Drama. The old images were discarded in favor of psychologically and emotionally credible presentations. This course will examine primarily the contributions of Louis Peterson, Lorraine Hansberry, Alice Childress, William Branch, and Lofton Mitchell. *Prerequisite: None. (African American Heritage General Education Course).*

HTA 372 Black Revolutionary Drama (A Designation) (3.0 credits): Though most contemporary, the black revolutionary drama can claim an ancestry on the Medieval morality plays in its insistence upon the dramatization of a creed. LeRoi Jones may be considered the high priest of black revolutionary drama. This course will examine this drama of a revolt with the aim of delineating the black dramatist's view of the University. *Prerequisite: None. (African American Heritage General Education Course).*

HTA 379 Theatre Practice V (1 credit): Continuation of Theatre Practice IV. *Prerequisite: None.*

HTA 380 Theatre Practice VI (1 credit): Continuation of Theatre Practice V. *Prerequisite: None.*

HTA 411 Modern Drama (3.0 credits): Survey covering the principal playwrights, movements, and trends in European and American drama from Ibsen to the present day. Students are required to read, study, and analyze works of major dramatics. *Prerequisite: None.*

HTA 444 Theatre Workshop (3.0 credits): Workshop experience in all phases of theatrical production: acting, directing, theater management, and technical production. May be repeated to a maximum of six semester hours. *Prerequisite: None.*

HTA 455 Dramatic Criticism (W - Designation) (3.0 credits): History, method and theories of dramatic criticism from Aristotle to the present. *Prerequisite: None. (Writing Intensive General Education Course).*

HTA 473 Contemporary Black Drama (3.0 credits): This course will examine black drama since 1950. The '50s witnessed the coming of age of black drama with contributions from such playwrights as Louis Peterson, Lorraine Hansberry, Alice Childress, William Branch, Loftin Mitchell, and James Baldwin. The '60s produced dramas by Ossie Davis, Adreinne Kennedy, Douglas Turner Ward, Lonne Elder, Charles Gordone, and Edgar White, to name a few. Also, the plays of LeRoi Jones (Imamu Amiri Baraka), Ed Bullins, Ben Caldwell, Ron Milner, Kingsley Bass, Jr., and Richard Wesley will be studied as a drama of revolt. *Prerequisite: None.*

IAV 311 Photography (3.0 credits): Black and white photography, processing, image manipulation, enlarging, studio techniques, negative and print corrections. The history and development of the camera will be studied. Picture composition and lighting will be presented. Students must supply their own camera and film. The basic camera used is the SLR 53mm. Digital photography and computer technology will be demonstrated. *Prerequisite: None.*

Graphic Design-related Course Descriptions

GRD 100 Basic Design (3.0 credits): This course will examine the materials and processes of 2D design in conjunction with the principles which influence form and function. Design is explored in hands on applications using variety of media including traditional materials and the computer. Basic design is a foundational course for all areas in art and design and presents the fundamental building blocks of 2D composition and design. *Prerequisite: None. (Humanities General Education Course).*

GRD 110 Internet Literacy (I Designation) (3.0 credits): This course is an introduction to the key components, definitions, common applications, and information resources of the internet. It teaches the skills of accessing and navigating through information. All the basic requirements for understanding and utilizing the internet business, education, and entertainment are covered, and an overview of the basics of building simple web sites is presented. *Prerequisite: None. (Humanities General Education Course).*

GRD 205 Digital Image Manipulation (3.0 credits): This course evaluates photographic image digitizing and manipulation of software and hardware. It introduces the potential of the computer as a tool in the photographic process. Students will learn the techniques of retouching and manipulating photographic images. *Prerequisite: None. (Humanities General Education Course).*

GRD 301 Fundamentals of Animation (3.0 credits): This introductory course covers the history and evolution of animation, as well as the theory and principles behind it. The basic skills of cell animation will be explored through the mechanics of pencil roughs, cell composition, ink and paint. Students will practice timing, rhythm and movement while exploring their design implications. Digital technology and basic computer animation software will be introduced through demonstration and practice. *Prerequisite: None.*

GRD 310 Concept Development (I-Designation) (3.0 credits): In this course, students are introduced to media production by identifying the components of good production design, emphasizing the importance of problem solving, planning and design functionality. The process of creative team dynamics is explored along with its principles and practices. Production planning, software, word processors and desktop publishing software will be used to develop a preproduction file. *Prerequisite: None.*

GRD 312 History of Graphic Design (3.0 credits): In this course, students are introduced to the artistic trends and developing technologies that have influenced creative work throughout the 19th, 20th, and 21st century. The course

focuses on the relationship between design and art, the artist role and the global influence on Western Culture and Society. The course reveals a saga of creative innovators, breakthrough technologies and important design innovations. *Prerequisite: None.*

GRD 314 Computer Graphics I (3.0 credits): This course covers the fundamental concepts for creating a multimedia web page. The course guides the student through the fundamental principles of design, drawing, industry designed software and their application in practice. Students are given intensive grounding in the design experience from which they will be able to make informed choices about further education and employment. *Prerequisite: None.*

GRD 315 Computer Graphics II (3.0 credits): This course examines the theory, technology, and preparation needed for a publication layout, print separation, print production, and a print bureau file. The focus will include a typographical design, design layout, scanning and importing files, file choice, and color. Logos and other symbolic images will be examined in historic and contemporary context. *Prerequisite: None*

GRD 322 Desktop Publishing (3.0 credits): This course introduces the student to the theory and operation of electronic publishing technology, emphasizing the integration of software programs such as page layout, word processing and graphics. *Prerequisite: None.*

GRD 330 Introduction to Website Design (3.0 credits): This course will develop the scripting skills necessary for web page design and introduce students to the basics of HTML, XHTML, and CSS in Adobe Dreamweaver software. Students will work with various web design software. Designing for the web is a crucial skill needed by graphic designers today. *Prerequisite: None.*

GRD 360 Motion Graphics (3.0 credits): This course covers multimedia, with the emphasis on web production, is one of the fastest growing areas of the technology field. This course focuses on the use of advanced graphic display techniques in multimedia-enhanced web design, including animation. Software tools used throughout the course will include the latest version of Macromedia Flash; emphasis is on the use of tools and their relationship to compelling web designs. This a “hands on” course, involving extended amounts of computer lab time, and covers the fundamentals of Action Script, the scripting language of Flash. As part of this course, the students will work with variables, datatypes, operators, statements, conditions, functions, objects, events, arrays, movie clips, and other applicable elements. Students will use these elements to create his/ her own interactive multimedia project for a CD or the web. *Prerequisite: None.*

GRD 400 Senior Capstone Project (3.0 credits): In this course, students design, develop, and implement a long-term project that demonstrates an in-depth understanding, both conceptually and technically, of an aspect of multimedia communications. Students meet on a regular basis with an advisor and produce a digital and physical portfolio as part of their final presentation. Final presentations will culminate with a senior show production showcasing the students’ creative efforts. *Prerequisite: Approval of Instructor.*

GRD 401 Human Computer Interface Design (3.0 credits): This course is about the impact of interface design and interaction between people and computers. It is often regarded as the intersection of computer science, behavioral sciences, design and other fields of study. Interaction between users and computers occurs at the user interface, which includes both hardware and software. Students will look at the current technologies that will make existing hardware and software obsolete, design new ideas that will allow more user-friendly interactions with computers, and design specific interfaces that target particular audiences. *Prerequisite: None.*

GRD 410 Internship (3.0 credits): In this course, students will locate internship opportunities and obtain placement just as they would find any professional career opportunity. The internship consists of 120 hours in a professional graphic design environment. *Prerequisite: Must be a second semester Junior or Senior Level and have completed all*

General Education Requirements and GRD 100, GRD 110, GRD 205, GRD 301, GRD 310, and IAV 311, GRD 312, GRD 314, GRD 315, GRD 322, and GRD 330. Permission of Instructor.

GRD 420 Advanced Website Design (3.0 credits): This course builds on Introduction to Web Page design to develop student skills at an advanced level. With this knowledge, students will be able to design, create, and maintain websites (webmasters) at the corporate level. Topics will be covered in a theoretical and practical way. The course includes a large component of hands-on computer work. *Prerequisite: None.*

Modern Languages-related Course Descriptions

HLF 101 Elementary French I (3.0 credits): This course introduces students to the basic elements of the French language, focusing on the development of communicative skills. It also includes an overview of the cultures of the countries in which the language is spoken. All four language skills, listening, speaking, reading, and writing are employed in an interactive manner to enable students to express themselves in French. *Prerequisite: None.*

HLF 102 Elementary French II (3.0 credits): This course is a continuation of French I, and will build on the students' knowledge of basic elements of the language. All four language skills, listening, speaking, reading, and writing are furthered to enable students to express themselves. More elements of the cultures of the countries in which the language is spoken, including those outside of Europe, are introduced as an integral part of the course, and current events are discussed. *Prerequisite: HLF 101 or placement exam.*

HLF 201 Intermediate French III (G - Designation) (3.0 credits): This course is designed to take students beyond the level of language acquisition achieved at the elementary levels, and to enable them to communicate in some real life situations. Strong emphasis is placed on both written and oral language production, as well as comprehension of more complex written material. French III moves students beyond a reproduction of simple structures to the production of more complex language so that they will be able to communicate more comfortably at low intermediate level. *Prerequisite: HLF 102 or permission of instructor.*

HLF 202 Intermediate French IV (G - Designation) (3.0 credits): This course is a continuation of French III, and focuses on increasing the fluency of the language. It places students in situations where they are required to use the target language exclusively. Strengthening of all four language skills, listening, speaking, reading and writing is emphasized and accomplished through a variety of instructional methods and media. Students at this level should be able to communicate in the target language in many real-life situations. They are also introduced to the study of literature through the reading of stories and poems, as well as excerpts of novels and plays of well-known French and francophone writers. Students should engage in more advanced readings and research on the cultures and societies of the countries in which the language is spoken using both print and electronic media. *Prerequisite: HLF 201 or permission of instructor. (Humanities General Education Course).*

HLF 301 Advance French Grammar & Composition (W - Designation) (3.0 credits): This course presents the more complex elements of grammar, syntax and composition. Students will write different types of compositions including, but not limited to, description, narration, comparison and contrast, analysis, synthesis, and argumentation. In this course, grammar is seen not simply as a set of rules, but rather as a practical tool to express thoughts, feelings, and perspectives effectively. Some basic research is required to support students' theses in their papers. *Prerequisite: HLF 202.*

HLF 302 Advanced French Conversation (3.0 credits): This course serves to develop linguistic fluency in students so that they can communicate effectively in the target language for purposes of argumentation, persuasion and concession and other rhetorical purposes. Students will be taught to use culturally appropriate language in everyday

life including formal and informal settings with native speakers, will produce linguistically correct phraseology and use correct pronunciation, intonation, accentuation and rhythm. Special emphasis will be placed on linguistic differences existing between various francophone cultures. *Prerequisite: HLF 202.*

HLF 303 French Civilization and Cultures (W, G - Designations) (3.0 credits) (Global Studies Intensive Course & Writing Intensive Course): This course presents the history, culture, products and practices of the francophone and peoples, as well as their art and literature; and examines their social interactions. Contemporary culture and the relationship between these countries and with others will also be explored. Language will be studied as a function of and as influenced by all of these social elements. *Prerequisite: HLF202.*

HLF 304 French Phonetics (3.0 credits): This course is designed to familiarize students with and instruct them in the sound system and oral language production of the target language. Emphasis is placed on correct diction, pronunciation rhythm and intonation. An International Phonetic Alphabet will also be used for the transcription of sounds. Instructional methods will include listening to and analyzing pre-recorded materials, pronunciation drills, presentations, dialogs and transcriptions. *Prerequisite: Two years of college French or the equivalent.*

HLF 311 Survey of French Literature I (3.0 credits): A study of the literature of France from the Chanson de Roland through the 18th Century. *Prerequisite: Two years of college French or a reading and speaking knowledge of French and consent of the instructor.*

HLF 312 Survey of French Literature II (3.0 credits): A study of the literature of France from the 19th through the 21st Centuries. *Prerequisite: HLF 311 or consent of the instructor.*

HLF 401 Mid Age & Renaissance Literature (3.0 credits): Representative writers of the Old French period and of the French Renaissance. The artistic, philosophical, and political world of the 16th century as seen in the works of Rabelais, Ronsard, Montaigne, etc. *Prerequisite: HLF 301 Lecture with minimum grade of C or instructor permission.*

HLF 402 17th & 18th Century French Literature (3.0 credits): Development of the classical ideal. Philosophical writings of Descartes and Pascal; theatre of Corneille, Moliere, Racine, salons, academies, poetry, letters, memoirs. Works of Voltaire, Rousseau, Diderot and their contemporaries. *Prerequisite: HLF 301 Lecture with minimum grade of C or instructor permission.*

HLF 404 19th Century French Literature (3.0 credits): Rise and Fall of French Romanticism in poetry, fiction, drama; the Romantic novel. Realism, Naturalism, Symbolism. *Prerequisite: HLF 301 Lecture with minimum grade of C or instructor permission.*

HLF 405 Modern French Drama (G - Designation) (3.0 credits): History of the avant-garde environment. Existentialist drama and the new avant-garde. *Prerequisite: HLF 301 or consent of the instructor.*

HLF 406 Modern French Novel (G - Designation) (3.0 credits): Most representative novels of the 20th and 21st century. *Prerequisite: None.*

HLF 407 French Poetry (3.0 credits): Major poets and movements including Symbolism, Surrealism, Existentialism and contemporary works. *Prerequisite: HLF 301 or consent of the instructor.*

HLF 408 French Literatures Outside of France (G - designation) (3.0 credits): French Literature of Francophone Africa, Caribbean and Canada. *Prerequisite: HLF 301 or consent of the instructor.*

HLF 409 Independent Study French (3.0 credits): Directed study in a special area, topics, or under special

circumstances. *Prerequisite: Consent of Advisor and department chairperson.*

HLS 101 Elementary Spanish I (3.0 credits): This course introduces students to the basic elements of the Spanish language, focusing on the development of communicative skills. All four-language skills: listening, speaking, reading, and writing are employed in an interactive manner to enable students to express themselves in Spanish. An overview of the cultures of Spanish speaking peoples of the world is an integral part of the coursework. *Prerequisite: None.*

HLS 102 Spanish II (3.0 credits): This course is a continuation of Spanish I, and builds on the students' knowledge of the basic elements of the language. All four language skills, listening, speaking, reading, and writing are furthered to enable students to express themselves. More elements of the cultures of the countries in which the language is spoken are introduced as an integral part of the course, and current events are discussed. *Prerequisite: HLS 101.*

HLS 103 Applied Conversational Spanish I (3.0 credits): Emphasis on fluency and the ability to converse with the average Spanish-speaking person. The course is experimental in nature and places the student where the language is spoken, thus demonstrating the need for proficiency. Community facilities where Spanish is the primary means of communication are utilized. *Prerequisite: HLS 102 with a minimum grade of D.*

HLS 104 Applied Conversational Spanish II (3.0 credits): Intense study, conducted in Spanish. *Prerequisite: HLS 103 with a minimum grade of D.*

HLS 201 Intermediate Spanish III (G - Designation) (3.0 credits): This course is designed to take students beyond the level of language acquisition achieved at the elementary levels, and to enable them to communicate in some real-life situations. Strong emphasis is placed on both written and oral language production, as well as comprehension of more complex written material. Spanish III moves students beyond a reproduction of simple structures to the production of more complex language so that they will be able to communicate at low intermediate level. *Prerequisite: HLS 102.*

HLS 202 Intermediate Spanish IV (G - Designation) (3.0 credits): This course is a continuation of Spanish III and focuses on increasing the fluency of the language. It places students in situations where they are required to use the target language exclusively. Students at this level should be able to communicate in the target language in many real-life situations. They are also introduced to the study of literature through the reading of stories and poems, as well as excerpts of novels and plays of well-known French and francophone writers. Students should engage in more advanced readings and research on the cultures and societies of the countries in which the language is spoken using both print and electronic media. *Prerequisite: HLS 201 or permission of instructor.*

HLS 301 Advanced Spanish Composition and Grammar (W, G Designations) (3.0 credits): This course presents the more complex elements of grammar, syntax and composition. Students will write different types of compositions including, but not limited to, description, narration, comparison and contrast, analysis, synthesis, and argumentation. Some basic research is required to support students' theses in their papers. *Prerequisite: HLS 202 or permission of instructor.*

HLS 303 Spanish Civilization and Cultures (G - Designation) (3.0 credits): This course surveys the rise of the cultures of Spain and Latin America from their earliest history to the present time. Discussions will be centered on history, politics, customs, literature, art music and all other aspects of Hispanic cultures. Class materials will be presented using a timeline. All lectures and assignments will be in Spanish. *Prerequisite: HLS 301.*

HLS 304 Span Phonetics (3.0 credits): This course is designed to familiarize students with and instruct them in the sound system and oral language production of the target language. Emphasis is placed on correct diction, pronunciation rhythm and intonation. The International Phonetic Alphabet will also be used for the transcription of sounds.

Instructional methods will include listening to and analyzing pre-recorded materials, pronunciation drills, presentations, dialogs and transcriptions. *Prerequisite: HLS 301.*

HLS 306 Adv Conv Span I (G - Designation) (3.0 credits): Advanced Spanish Conversation is designed to assist students practice the oral communication skills they need as educated professionals, community leaders and future teachers. Students will engage in dialogues, panels and will prepare short speeches to present them in class. They will receive immediate feedback from peers and faculty evaluators. *Prerequisite: HLS 202, permission of instructor.*

HLS 307 Advanced Conversation Spanish II (3.0 credits): A continuation of HLS 306 for students in need of additional practice in conversational Spanish. *Prerequisite: Two years of college Spanish or consent of instructor.*

HLS 311 Survey Spanish Lit I (3.0 credits): An introductory course comprising significant works from the Poems of Mio Cid through the Golden Age. Students will learn to recognize major literary movements by identifying their characteristic features in selected genres written throughout these times. Accordingly, students will analyze epic poetry, prose models, and drama written by Spanish authors. Works will be interpreted in the light of historical, political, social and/or economic contexts. *Prerequisite: HLS 301.*

HLS 312 Survey Spanish Lit II (3.0 credits): A continuation of Spanish literature I with a specific focus on Spanish literature from the 18th century to the present. *Prerequisite: HLS 301 with a minimum grade of C or permission from the instructor.*

HLS 313 Survey Spanish American Literature (3.0 credits): The literature of Latin-American with emphasis on the outstanding writers of the colonial, revolutionary, romantic and modern periods. *Prerequisite: HLS 301 with a minimum grade of C or permission from the instructor.*

HLS 401 Spanish Golden Age Drama (3.0 credits): A study of the works of Lope de Vega, Tirso de Molina, Calderon de la Barca and other dramatists of Spain's great literary age. *Prerequisite: HLS 301 with a minimum grade of C or permission from the instructor.*

HLS 402 Cervantes and the Novel (W, G Designations) (3.0 credits): Global Studies Intensive Course & Writing-Intensive Course. Detailed study of Don Quixote and the Novelas Exemplos. *Prerequisite: HLS 301 with a minimum grade of C or permission from the instructor.*

HLS 403 19th Century Spanish Literature (3.0 credits): The Spanish novel, drama, and poetry to 1898. *Prerequisite: HLS 301 with a minimum grade of C or permission from the instructor.*

HLS 404 Generation of 1898 (3.0 credits): A study of the literature of the Generation of 1898 in Spain, principally Ganimet, Unamuno, Baroja, Azorin, Ortega y Gasset and Antonio Machado. *Prerequisite: HLS 301 with a minimum grade of C or permission from the instructor.*

HLS 405 Cont. Sp Am Lit (W, G - Designations) (3.0 credits): An intensive study of 20th and 21st Century Spanish American Literature with a focus on the novel and short story. *Prerequisite: HLS 301 or permission of instructor.*

HLS 406 Latin Am Novel (G - Designation) (3.0 credits): A study of the novel in Spanish America from its beginning through the novel of the Mexican Revolution. *Prerequisite: HLS 301 or permission of instructor.*

HLS 407 Cont. Span Lit (G - Designation) (3.0 credits): The Literature of Spain from the 1989 to the present with an emphasis on the novel and drama. *Prerequisite: HLS 301 or permission of instructor.*

HLS 408 Spanish Poetry (3.0 credits): A survey of Spanish peninsular poetry from the Middle Ages to present. *Prerequisite: None.*

HLS 421 Methods of Teaching Spanish (I - Designation) (3.0 credits): Methods of teaching of Spanish in secondary school. *Prerequisite: Junior or senior status and admission to teacher education.*

HLS 499 Independent Study Spanish (3.0 credits): Directed study in a special area, topics, or under special circumstances. Consent of advisor and department chairperson. *Prerequisite: Instructor permission.*

Philosophy-related Course Descriptions

HPH 110 Critical Thinking (3.0 credits): This course is designed to develop skills in critical thinking. This includes such areas as analyzing and evaluating claims, arguments, and explanations; constructing cogent arguments, and argumentative essays; solving problems and making decisions. Attention will be given to everyday contexts such as advertising news media, law, science, morality, etc. An emphasis will be placed on practical application of useful principles and procedures as well as mastery of theoretical consideration. *Prerequisite: None.*

HPH 211 Introduction to Philosophy (W - Designations) (3.0 credits): This course is an introductory study of philosophical concerns; such as human knowledge, the world, morality, and politics. Lectures, readings, and classroom discussions will be used to develop philosophic interests and skills. This course is a “writing intensive” course. *Prerequisite: None.*

HPH 213 Ethics (W - Designation) (3.0 credits): A study of philosophic issues concerning morality such as moral obligation and responsibility, right, wrong, values, person and acts, types of meaning and justification of normative claims; and representative normative issues in ethics. This course is a “writing intensive” course. *Prerequisite: None.*

HPH 219 Philosophy of Religion (W - Designation) (3.0 credits): A philosophical examination of the basic concepts of the existence of God; the nature of religious belief; the relation of faith to reason; the problem of evil and suffering; the emotional and institutional aspects of religion; time and eternity and the destiny of man; freedom of the will. This course is a “writing intensive” course. *Prerequisite: None.*

HPH 300 Philosophy of Liberal Studies (3.0 credits): This course is an investigation of liberal studies and a liberal education. This course will identify the significance of leadership and followership and the recognition of social responsibility to others. The classical liberal arts of grammar, rhetoric, and logic will be approached emphasizing their interrelationships. *Prerequisite: None.*

HPH 311 Existentialism (W - Designation) (3.0 credits): This course will study the origins and development of existentialism; its treatment of knowledge, existence and being in its significance to the present-day world. The contemporary literature and psychological ramifications of existentialism as found in thinkers like Kierkegaard, Nietzsche, Husserl, Heidegger, Jaspers, Camus, and Sartre will be examined. This course is a “writing intensive” course. *Prerequisite: None.*

HPH 312 Philosophy of the Arts (W - Designation) (3.0 credits): This course is an approach to the use of language in the description, interpretation and evaluation of literature, music, and the fine arts in general. An emphasis is placed on the analysis of the ways value judgments of aesthetic objects are made and supported. This course is a “writing intensive” course. *Prerequisite: None.*

HPH 313 Greek Philosophy (3.0 credits): This course is a study of classical Greek philosophy through a critical examination of selected writings of the Pre-Socratics, Plato, and Aristotle. Attention will be given to their treatment of universals, their understanding of the structure of knowledge, and related topics as well as their historical position

and influence. *Prerequisite: None.*

HPH 314 Modern Philosophy (3.0 credits): This course is a study of philosophical movements from Descartes to Nietzsche; Rationalism, Empiricism, Idealism, Positivism, and their contributions to philosophy and modern science. *Prerequisite: None.*

HPH 315 Contemporary Philosophy (3.00 credits): A study of major movements and contemporary philosophic thought; chief representative's materialism, pragmatism, idealism, neo-realism; analytic philosophy and existentialism. *Prerequisite: None.*

HPH 317 Social and Political Philosophy (W - Designation) (3.0 credits): This course is a study of philosophic issues concerning social and political life: the basis of political authority; the claims of the individual and the community, and the concept of justice. This course is a "writing intensive" course. *Prerequisite: None.*

HPH 401 Special Topics in Philosophy (W - Designation) (3.0 credits): This course is a seminar study of a selected problem or an intensive study of the thought of one major philosopher. This course may be taken for credit more than once. This course is a "writing intensive" course. *Prerequisite: None.*

~O~

Department of Natural and Applied Sciences



Dr. Adedoyin Adeyiga, Chair

Email: aadeyiga@cheyney.edu

Office: (610) 399-2019

Administrative Assistant:

Mrs. Michele Malloy

Office: (610) 399-2324

Email: mmalloy@cheyney.edu

The Department of Natural and Applied Sciences offers academic programs solely in Biological Science. This major field of study lead to a Bachelor of Science degree within the biology discipline.

The mission of the Natural and Applied Sciences Department is to educate and train diverse student populations in science, technology, and mathematics disciplines to become life-long learners, problem solvers, and global and environmentally responsible citizens. The Department provides a supporting and nurturing environment to its majors to prepare them to join the Science, Technology, Engineering & Math (STEM) workforce or to enroll in a professional or graduate school. Department faculty work diligently to place interested students in research internships and research training programs, on-campus and off-campus, to further the students' preparation in their area of interest, and thus aid in the transition to the next level of their career.

The Department of Natural and Applied Sciences also offers coursework in biology, chemistry, mathematics, and physics for non-majors to educate all students in science, technology, and mathematics. Students who major, or have an interest in a major, within the Department of Natural and Applied Sciences are members of The House of Rebecca Cole. This learning community honors the legacy of Cheyney University alumna Dr. Cole, who was a prominent physician and health care advocate.

B.S. in Biology- The biology program strives to educate and train a diverse student population to become lifelong learners, problem solvers and globally and environmentally responsible citizens. Students graduating with a Bachelor of Science degree in biology are qualified to enter careers in health-related fields, teach biology in secondary school with teaching certificate, and enter professional schools of dentistry, medicine, physical therapy, nursing, veterinary medicine, pharmacy, physician assistant, and graduate school in biology, biotechnology, and the biomedical sciences. There are four areas of concentration under the biology degree program:

- Concentration in General Biology
- Concentration in Pre-Medicine
- Concentration in Pre-Nursing/Health Professions
- Concentration in Pre-Pharmacy (3 + 4 program with Howard University)

The concentrations offer students the opportunity to “specialize” within an area of biology, and to provide students with the necessary foundation to prepare for careers in these fields. Because emphasis is placed on various research and scientific skills, these concentrations prepare students for entry into graduate and professional programs. The program goals and learning outcomes include:

- Students will become conversant and proficient with basic biological concepts.
- Students participating in the program will have a foundation allowing them to participate in specialized professional and educational activities in the life sciences.
- Students' skills of observation, data collection, data analysis and interpretation will be improved.
- Students will become proficient at integrating information derived from biological studies into their understanding of biological systems, their major subjects, and everyday occurrences.

Each concentration requires students to complete a total of seven “major track electives” or courses that are specific to the chosen concentration. Concentration provides a clear pathway for students to enter a professional career.

Additionally, these concentrations are in high-demand fields. Each Biology student is required to take the following core courses SLF111/112 SLF 126/127, SLF 312, SLF 412, SCH 160/161, SCH 313/314, SCH 315/316, SCH 340, and SPH/SPY 312. Additional courses in the major depend on the student's choice of concentration. Students in the Pre-Pharmacy program will complete the first three years of college at Cheyney University, then proceed to Howard University, where they will spend the next four years; these students will receive two degrees- a Bachelor of Science degree from Cheyney University and a Doctor of Pharmacy degree from Howard University.

Minor in Biology- The minor in Biology provides literacy in this area of science to students whose major does not focus on biology but may use it peripherally. Understanding the basics of biology can add breadth and depth to other majors, such as Psychology, or provide the students with a diversity of background information that will increase their employment opportunities and to allow them to understand the functioning of our world.



Biology – General

Biology General Semester Guide

Natural and Applied Sciences Department - Bachelor of Science

Freshman Year - Fall Semester

Course	Course Description	Credits
HEN 112	English I	3
GAC 101	Freshman Seminar I	1.5
SCH 111	General Chemistry I	4
SLF 111	General Biology I Lecture	3
SLF 112	General Biology I Laboratory	1
EDU 110 or HPH 110	Critical Thinking	3
Total		15.5

Freshman Year - Spring Semester

Course	Course Description	Credits
HEN 113	English II	3
GAC 102	Freshman Seminar II	1.5
SCH 112	General Chemistry II	4
SLF 125	General Biology II Lecture	3
SLF 127	General Biology II Laboratory	1
AAS 210	African American Experience in a Global Context	3
Total		15.5

Sophomore Year - Fall Semester

Course	Course Description	Credits
SLF 312	Principles of Genetics	4
SCH 311	Organic Chemistry I	4
REC ____	Physical Education	1
MAT 160	Calculus I	4
REC 111	Health and Wellness	2
Total		15

Sophomore Year - Spring Semester

Course	Course Description	Credits
HEN 114	Fundamentals of Speech	3
SCH 312	Organic Chemistry II	4
SLF ____	Development Elective	4
	Free Elective	3
Total		14

Junior Year - Fall Semester

Course	Course Description	Credits
SPY/SPH 315	Physics I	4
SLF ____	Physiology Elective	4
SCH 340	Biochemistry	3
	Free Elective	3
	Social Science Elective	3
Total		17

Junior Year - Spring Semester

Course	Course Description	Credits
SPY/SPH 316	Physics II	4
SLF ____	Botany Elective	4
	Social Science Elective II	3
	Free Elective	3
Total		14

Senior Year - Fall Semester

Course	Course Description	Credits
	Humanities Elective	3
SLF ____	Zoology Elective	4
	Free Elective	3
	Free Elective (2,3)	2
	Free Elective	3
Total		15

Senior Year - Spring Semester

Course	Course Description	Credits
	Humanities Elective II	3
SLF 412	Seminar in Biology	1
	Free Elective	3
	Upper Level Biology Course	4
	Free Elective	3
Total		14

Major and Concentration Courses

*A final course grade of **C** is required for ALL major courses.

GRADUATION REQUIREMENTS

A minimum of 2.0 grade point average and a minimum of 120 credit hours, as specified, excluding any developmental courses are required for graduation.

Note: W, A, I, and G designated intensive general education courses should be taken in the selection for Humanities, Social Sciences and Free Elective option.

Biology – PreMed

Biology (Pre-Medical) Semester Guide

Natural and Applied Sciences Department - Bachelor of Science

Freshman Year - Fall Semester

Course	Course Description	Credits
HEN 112	English I	3
GAC 101/120	Freshman Seminar I	1.5
SCH 111 or SCH 150 & SCH 151	General Chemistry I	4
SLF 111	General Biology I Lecture	3
SLF 112	General Biology I Laboratory	1
EDU 110 or HPH 110	Critical Thinking	3
Total		15.5

Freshman Year - Spring Semester

Course	Course Description	Credits
HEN 113	English II	3
GAC 102/121	Freshman Seminar II	1.5
SCH 112 or SCH 160 & SCH 161	General Chemistry II	4
SLF 126	General Biology II Lecture	3
SLF 127	General Biology II Laboratory	1
	Humanities Elective I	3
Total		15.5

Sophomore Year - Fall Semester

Course	Course Description	Credits
SLF 312	Principles of Genetics	4
SCH 311	Organic Chemistry I	4
REC ____	Physical Education	1
SLF 320 or SLF 304 & SLF 305	Human Anatomy and Physiology I	4
REC 111	Health and Wellness	2
Total		15

Sophomore Year - Spring Semester

Course	Course Description	Credits
HEN 114	Fundamentals of Speech	3
SCH 312	Organic Chemistry II	4
SLF 321 or SLF 306 & SLF 307	Human Anatomy and Physiology II	4
MAT160	Calculus I	4
Total		15

Junior Year - Fall Semester

Course	Course Description	Credits
SPY/SPH 315 or SPH 311 & SPH 312	Physics I	4
SLF 311	Microbiology	4
AAS 210	African American Exp. In a Global Context	3
	Free Elective I	3
	Social Science Elective i	3
Total		17

Junior Year - Spring Semester

Course	Course Description	Credits
SPY/SPH 316 or SPH 317 & SPH 318	Physics II	4
SLF ____	Major Track Elective (Cellular)	4
	Humanities Elective II	3
	Free Elective II	3
Total		14

Senior Year - Fall Semester

Course	Course Description	Credits
	Social Science Elective II	3
SCH 340	Biochemistry I	3
	Free Elective III	3
	Free Elective IV	3
	Free Elective V (3 or 4 credits)	3
Total		15

Senior Year - Spring Semester

Course	Course Description	Credits
SLF ____	Major Track Elective (Molecular)	4
SLF 412	Seminar in Biology	1
SCH 341	Biochemistry II	3
SCH 342	Biochemistry Laboratory	2
	Free Elective VI (3, or 4 credits)	3
Total		13

Major and Concentration Courses

*A final course grade of C is required for ALL major courses.

GRADUATION REQUIREMENTS

A minimum of 2.0 grade point average and a minimum of 120 credit hours, as specified, excluding any developmental courses are required for graduation.

Note: W, A, I, and G designated intensive general education courses should be taken in the selection for Humanities, Social Sciences and Free Elective option.

Biology – PreNursing/Health Professions

Biology (Pre-Nursing/Health Professions) Semester Guide

Natural and Applied Sciences Department - Bachelor of Science

Freshman Year - Fall Semester

Course	Course Description	Credits
HEN 112	English I	3
GAC 101/120	Freshman Seminar I	1.5
SCH 111 or SCH 150 & SCH 151	General Chemistry I	4
SLF 111	General Biology I Lecture	3
SLF 112	General Biology I Laboratory	1
EDU 110 or HPH 110	Critical Thinking	3
Total		15.5

Freshman Year - Spring Semester

Course	Course Description	Credits
HEN 113	English II	3
GAC 102/121	Freshman Seminar II	1.5
SCH 112 or SCH 160 & SCH 161	General Chemistry II	4
SLF 126	General Biology II Lecture	3
SLF 127	General Biology II Laboratory	1
MAT 111	Intermediate Algebra	3
Total		15.5

Sophomore Year - Fall Semester

Course	Course Description	Credits
SLF 312	Principles of Genetics	4
SCH 311	Organic Chemistry I	4
REC ____	Physical Education	1
SLF 320 or SLF 304 & SLF 305	Human Anatomy and Physiology I	4
REC 111	Health and Wellness	2
Total		15

Sophomore Year - Spring Semester

Course	Course Description	Credits
HEN 114	Fundamentals of Speech	3
SCH 312	Organic Chemistry II	4
SLF 321 or SLF 306 & SLF 307	Human Anatomy and Physiology II	4
	Humanities Elective I	3
AAS 210	African American Exper. in a Global Context	3
Total		17

Junior Year - Fall Semester

Course	Course Description	Credits
SPY/SPH 315 or SPH 311 & SPH 312	Physics I	4
SLF 311	Microbiology	4
MAT 205	Statistics	3
	Free Elective I	3
	Social Science Elective i	3
Total		17

Junior Year - Spring Semester

Course	Course Description	Credits
SPY/SPH 316 or SPH 317 & SPH 318	Physics II	4
SLF 316	Vertebrate Embryology	4
	Humanities Elective I	3
	Free Elective II (2 or 3 credits)	2
SLF 325	Human Nutrition	3
Total		16

Senior Year - Fall Semester

Course	Course Description	Credits
	Social Science Elective II	3
SCH 340	Biochemistry I	3
	Free Elective III	3
	Humanities Elective II	3
Total		12

Senior Year - Spring Semester

Course	Course Description	Credits
	Free Elective IV (2 or 3 credit)	2
SLF 412	Seminar in Biology	1
SLF 422	Molecular Biology	4
SLF 317	Cytology	4
	Free Elective V (1, 2, or 3 credits)	1
Total		12

Major and Concentration Courses

*A final course grade of C is required for ALL major courses.

GRADUATION REQUIREMENTS

A minimum of 2.0 grade point average and a minimum of 120 credit hours, as specified, excluding any developmental courses are required for graduation.

Note: W, A, I, and G designated intensive general education courses should be taken in the selection for Humanities, Social Sciences and Free Elective option.

Biology-related Course Descriptions

SLF 100 Biological Science (3.0 credits): This course is an overview of biological principles and recent biological advances that impact society, such as genetic engineering, stem cell research, global warming, and bioterrorism. This course is designed so that individuals with limited science background can better understand and evaluate issues that influence their everyday lives. *Prerequisite: None. (Natural Science General Education Course).*

SLF 111 General Biology I Lecture, (3.0 credits): An introduction to the scientific method, structure, and function of the cell, physiology of cell membranes, introduction to carbohydrate lipid, protein, and nucleic acids; study of respiration and photosynthesis; and heredity and variation. *Prerequisite: None. (Natural Science General Education Course).*

SLF 112 General Biology I Laboratory, (1.0 credit): An introduction to the scientific method, structure, and function of the cell, physiology of cell membranes, introduction to carbohydrate lipid, protein, and nucleic acids; study of respiration and photosynthesis; and heredity and variation. *Prerequisite: None. (Natural Science General Education Course).*

SLF 126 General Biology II Lecture, (3.0 credits): An in-depth study of evolution and taxonomy of organisms, description of Monera and Protista, anatomy, and physiology of the organ systems of animals, especially vertebrates, anatomy, and physiology of higher plants, and ecological relationships between organisms. *Prerequisite: SLF111 and SLF112*

SLF 127 General Biology II Laboratory, (1.0 credit): An in-depth study of evolution and taxonomy of organisms, description of Monera and Protista, anatomy, and physiology of the organ systems of animals, especially vertebrates, anatomy, and physiology of higher plants, and ecological relationships between organisms. *Prerequisite: SLF110 or SLF111 and SLF112.*

SLF 216 Plant Physiology (4.0 credits): A study of the characteristics and mechanisms of ion accumulation by plants; nutrition, behavior in soils and solutions, and nutrition requirements of plants. Water movement in soils and plants, and the environmental effects of soil-plant water relationships; plant responses to water deficit and methods of altering soil-plant water balance will be studied. Study of herbicides, auxins, and hormones, and the use and economics of plants will be covered. Photosynthesis, metabolic pathways, metabolism, germination, and dormancy will be included. *Prerequisites: C or better in SLF 126 and SLF 127.*

SLF 224 Vascular Plants (4.0 credits): An introduction to vascular plants including the ecology, taxonomy, anatomy, and physiology of mosses, ferns, and seed plants. *Prerequisites: C or better in SLF 126 and SLF 127.*

SLF 240 Comparative Chordate Anatomy (4.0 credits): Investigates the evolutionary and embryonic causes of variations and similarities seen in Chordate Anatomical Systems. The Chordate Systems studies are: Skeletal, muscular, digestive, respiratory, excretory, reproductive, circulatory, nervous, and endocrine. Patterns of ontogeny and phylogeny are uncovered to indicate the fundamental principles of biological and taxonomic relationships. *Prerequisites: C or better in SLF 126 and SLF 127.*

SLF 250 Invertebrate Zoology (4.0 credits): A detailed study of invertebrate animals. Anatomy, physiology, and phylogenetic relationships are emphasized. *Prerequisites: C or better in SLF 126 and SLF 127.*

SLF 311 Microbiology, (4.0 credits): A general microbiology course that covers topics of control of microbial growth, sterilization and disinfection, history of microbiology, viruses, food microbiology, industrial microbiology, immunology, genetic engineering, and microbes that cause human diseases. *Prerequisites: C or better in SLF 126, SLF 127 and in SCH 150.*

SLF 312 Genetics (4.0 credits): An introductory course dealing with the principles and mechanisms of inheritance in plants and animals. *Prerequisites: C or better in SLF 126, SLF 127 and in SCH 150.*

SLF 314 Microbiology Majors (3.0 credits): A study of the organisms responsible for disease, the body responses, and external methods used for combating infections, including methods of isolation and identification of pathogenic organisms is investigated. Effects of antigens on the organism and antibody production are studied along with intensive course work in Immunology. *Prerequisites: C or better in SLF 126, SLF 127 and in SCH 150.*

SLF 315 Vertebrate Histology (4.0 credits): A study of microscopic structure of tissues comprising the organ systems of animals including man is introduced to students. Cellular organization of organelle components is correlated with ultra-structure micrographs. Course lectures are supported by an introduction to microscopic slide preparation and other histologic techniques. *Prerequisites: C or better in SLF 126, SLF 127 and in SCH 150.*

SLF 316 Vertebrate Embryology (4.0 credits): This course investigates the principles of development and cell differentiation in animals from the molecular, descriptive, and biochemical points of view. Emphasis is given to the embryonic development of the amphibian, the bird, and mammals. The laboratory includes both experimental and descriptive development of embryos. *Prerequisites: C or better in SLF 126, SLF 127 and in SCH 150.*

SLF 317 General Cytology (4.0 credits): This course involves a detailed study of the fine structure of the cell and the various tissues throughout the animal body at the molecular levels. It also includes the study of different types of cells such as prokaryotes and eukaryotes with emphasis on the functions of the different cell compartments. *Prerequisites: C or better in SLF 126, SLF 127 and in SCH 150.*

SLF 320 Human Anatomy and Physiology I, (4.0 credits): This course is the study of the structure and function of the human body. It includes basic human biochemistry, the study of cells and tissues, the integument, skeletal, muscular, nervous, and endocrine systems. The purpose of this course is to provide students with basic concepts of human biology that will enable them to make better decisions concerning personal and community health. *Prerequisites: C or better in SLF 126, SLF 127 and in SCH 150.*

SLF 321 Human Anatomy and Physiology II, (4.0 credits): This course is the study of the structure and function of the human body. It includes the study of the cardiovascular, respiratory, urinary, and reproductive systems. The purpose of this course is to provide students with basic concepts of human biology that will enable them to make better decisions concerning personal and community health. *Prerequisite: C or better in SLF 320.*

SLF 325 Human Nutrition (3.0 credits): This course is designed for students majoring in the sciences and considering careers in the pre-professional sciences, biomedical, and academic areas. This course serves as a primary step in understanding the interaction between nutrients and health. This course is not designed to be an introduction to dietetics but focuses more on the biological roles of nutrients. The course will place special emphasis on the application of nutrition principles in everyday life by exploring the health consequences. *Prerequisite: C or better in SLF 126, SLF 127 and in SCH 150.*

SLF 330 Marine Invertebrates (4.0 credits): This course is designed for students majoring in the sciences and considering careers in the aquatic, marine, biomedical, environmental, and academic areas. It presents the student with a basic understanding of aquatic invertebrate form, function, taxonomy, and ecology while serving as the foundation for more specialized courses in marine/aquatic science. The course will help improve the students' skills of observation, data collection, and analysis as they investigate the integration of aquatic invertebrates into ecosystems and their adaptations to the forces of nature and the impacts man. *Prerequisites: C or better in SLF 126, SLF 127 and in SCH 150.*

SLF 331 Marine Biology (4.0 credits): This course serves as the foundation for more specialized courses in aquatic science and is designed to help improve the students' skills of observation, data collection, and analysis. The students will be presented with a basic understanding of marine biology as they investigate the uniqueness of the marine environment and the adaptations of life forms to an aquatic existence. *Prerequisites: SLF 111, SLF 112, SLF 126, SLF 127 and SCH 150.*

SLF 332 Ichthyology (4.0 credits): This course presents the student with a basic understanding of fish and serves as the foundation for more specialized courses in fishery science. Course objectives are accomplished through the examination of the uniqueness of fish taxonomy and their physiological adaptations to an aquatic environment. *Prerequisites: SLF 111, SLF 112, SLF 126, SLF 127 and SCH 150.*

SLF 335 Introduction to Aquaculture (4.0 credits): This is an introductory course which will provide the student with an understanding of the basic principles of aquaculture and will include opportunities for the student to participate in the culture of aquatic organisms. The course will include segments based on chemistry, biology and genetics and will seek to integrate all of these disciplines. Also included will be discussions on marketing and seafood safety. This course will provide the basis for students to be involved in more detailed aquaculture coursework and research both here at the University and at other sites. *Prerequisite: SLF 111, SLF 112, SLF 126, SLF 127 and SCH 150.*

SLF 412 Seminar in Biology (W, I - Designations) (1.0 credit): A survey by the students of biological literature and its trends in modern biological research, including a research paper and an oral report on a given biological topic. *Prerequisite: Junior or Senior status.*

SLF 416 Histological Techniques (4.0 credits): A survey of techniques used in the preparation of plant and animal tissues for microscopic investigation and examination. Also, included is an overview of electron microscopy. *Prerequisites: C or better in SLF 126, SLF 127 and in SCH 150.*

SLF 418 Ecology (4.0 credits): The relationships among living organisms and between these organisms and their environments. (Graduate students taking this course for credit are required to do a special project in addition to the above). *Prerequisites: C or better in SLF 126, SLF 127 and in SCH 150.*

SLF 419 General Physiology I (4.0 credits): This course presents physiological principles in accordance with the accepted and current body of physiological knowledge. Emphasis is placed on the functional mechanisms of the membrane, muscular, nervous, and endocrine systems, and how they maintain homeostasis. *Prerequisites: SLF 111, SLF112, SLF 126, SLF127 and SCH 150.*

SLF 420 General Physiology II (4.0 credits): This course presents physiological principles in accordance with the accepted and current body of physiological knowledge. Emphasis is placed on the functional mechanisms of the cardiovascular, respiratory, digestive, urinary, and reproductive systems, and how they maintain homeostasis. *Prerequisite: C or better in SLF 419.*

SLF 421 Parasitology (4.0 credits): A course designed to acquaint students with the protozoan, helminthic, and arthropod parasites important to man's welfare. The laboratory emphasizes the taxonomy and morphology of important parasites as well as important vectors. Pathological aspects of parasitic diseases will be emphasized. *Prerequisites: C or better in SLF 126, SLF 127 and in SCH 150.*

SLF 422 Molecular Biology (4.0 credits): A study of the molecular and macro-molecular basis of life. Discussion includes detailed studies of chromosomal structures and functions, DNA replication and recombinant DNA technology, processes of transcription and translation, mechanism and regulation of gene expression, highly integrated cellular signal transduction pathways, apoptosis, and on cogenesis. Hands-on experiences include lab sessions on fundamental techniques used in biological studies. *Prerequisites: SLF111, SLF 112, SLF 126, SLF 127 and SCH 340.*

SLF 430 Immunology (4.0 credits): The course integrates molecular, cellular, and biochemical events in the immune system response to foreign invasion. Studies involve innate and specific immune systems, cells and tissues involved in the immune system, immunoglobulin structure and function, genetic expression of antibodies, the nature of antigen antibody interactions, mechanisms of B cell and T cell development and activation, hypersensitivity, and autoimmunity. *Prerequisites: C or better in SLF 126 and SLF 127.*

SLF 460 Independent Study in Biology (W, I - Designations) (4.0 credits): Intensive study of a selected biological subject, including a scientific paper on the subject material. *Prerequisites: C or better in SLF 312, and C or better in SCH 315.*

SLF 470 Research Methods (W, I - Designations) (4.0 credits): This course is designed to foster and support students' curiosity regarding the world in which they live and to give them the tools to explore and understand their world using scientific methods and principles. Students will be challenged to find science and technology in the news and to understand scientifically derived information. They will gain specific skills in finding information, synthesizing it, developing research questions, and presenting their ideas clearly in written and oral form. *Prerequisites: C or better in SLF 312, and C or better in SCH 315.*

SLF 480 Directed Studies (Biotechnology) (4.0 credits): Through seminars and research, individual programs are developed with each student. A student is required to acquire knowledge in fields such as anatomy, physiology, biochemistry, surgical (animal) procedure, pathology, genetics, and embryology, which will complement the student's research interest. Students are guided in their studies by the preceptorial method, lectures, and discussions. *Prerequisite: Junior or Senior status and permission of Instructor.*

SLF 490 Honors Program in Biological Sciences (4.0 credits): Supervised research thesis and advanced course work with intensive individual or group studies in one of the biological sciences. Hours to be arranged. Students selected by examination and by the biology faculty. *Prerequisite: Senior standing (biology major) or permission from the instructor.*

Physics Course Descriptions

SPH 100 Physical Science (3.0 credits): Various disciplines of the physical sciences are included in this course. Emphasis on scientific method and reasoning. Topics from physics, chemistry, astronomy, and geology. (Mode of Delivery – Lecture and On-line). *Prerequisite: MAT 002 or placement in Math or higher. (Natural Science General Education Course).*

SPH 101 Astrobiology I (I - Designation) (3.0 credits): This course will explore the field of study known as astrobiology. Through a series of lectures, inquiry-based activities, and assigned projects, students will investigate the origin of life on earth and the search for life on other planets. Students will explore diverse concepts in Chemistry, Physics, Biology, Earth and Space Science, and Engineering. Research experiences and long-term, independent experiments will enable students to be active participants in the real processes of science research and discovery. *Prerequisite: None. (Natural Science General Education Course).*

SPH 315 Physics I (Non-Calculus) (4.0 credits): A non-calculus-based introduction to the classical theories of mechanics, heat, and sound. The course utilizes traditional laboratory, microcomputer-based laboratory, and problem-based discussions in class meetings to facilitate problem solving and constructivist learning of the students. *Prerequisite: C or better in MAT 111 or higher math course.*

SPH 316 Physics II (Non-Calculus) (4.0 credits): A non-calculus-based introduction to the classical theories of electricity, magnetism, and optics. The course utilizes traditional laboratory, microcomputer-based laboratory, and problem-based discussions in class meetings to facilitate problem solving and constructivist learning of the students. *Prerequisite: C or better in SPH 315.*

SPY 315 Physics I (4.0 credits): A calculus-based introduction to the classical theories of electricity, magnetism, and optics. The course utilizes traditional laboratory, microcomputer-based laboratory, and problem-based discussions in class meetings to facilitate constructivist learning of the students. *Prerequisite: C or better in MAT 160.*

SPY 316 Physics II (4.0 credits): A calculus-based introduction to the classical theories of electricity, magnetism, and optics. The course utilizes traditional laboratory, microcomputer-based laboratory, and problem-based discussions in class meetings to facilitate problem solving and constructivist learning of the students. *Prerequisite: C or better in SPY 315.*

Chemistry-related Course Descriptions

SCH 101 Introductory Chemistry (3.0 credits): Students in this course will be introduced to physical phenomena, energy and energy changes, periodicity, chemical compounds and behaviors, mole and mole concepts, chemical reactions and reaction types, light and light properties, bonding, and bonding types, molecular geometry, and gases. *Prerequisite: None.*

SCH 150 General Chemistry I (3.0 credits): Students in this course will be introduced to the basic principles of chemistry, including modern atomic structure and bonding, chemical equations, mole concepts, gas laws and stoichiometry. *Prerequisite: None. (Natural Science General Education Course).*

SCH 151 General Chemistry I Laboratory, (1.0 credit): Laboratory experiences designed to supplement the lecture course in General Chemistry I. Topics include: Density; Simple Chemical Reactions, Gas Laws; Stoichiometry and Qualitative Analysis experiments.

SCH 160 General Chemistry II (3.0 credits): A continuation of SCH 150. This course covers in-depth treatments of gases, solids and liquids, properties of solution, chemical kinetics, chemical equilibrium, principles of acids and bases, nuclear chemistry, and electrochemistry. *Prerequisite: C or better in SCH 150.*

SCH 161 General Chemistry II Laboratory, (1.0 credit): Laboratory experiences designed to supplement the lecture course in General Chemistry II. Topics include Acid-base chemistry; Rates of reaction; Solubility Product Constant; Acid and Base Dissociation Constant; Precipitation reactions; Gas Chromatography experiments.

SCH 301 Intro to Radiochemistry (3.0 credits): This is an introduction to several applications of radiochemistry/radionuclides in chemistry. Topics to be covered include, but are not limited to, the principles of radioactive decay, radiation interactions with matter, radiation detection and detectors, health physics, nuclear methods of analysis, isotopic tracers, and various sources of radioactive materials. *Prerequisites: C or better in SCH 315 or C or better in SPY 315, or C or better in SPH 315, and C or better in MAT 150.*

SCH 302 Environmental Science (3.0 credits): Environmental issues relating to the chemical properties of air, water, and soil. An introduction to the application of chemical principles to pollution processes is also explored. *Prerequisite: None. (Natural Science General Education Course).*

SCH 313 Organic Chemistry I (3.0 credits): This course leads students to understand organic chemical formulas, bonding in organic compounds, chemical nomenclature, resonance and tautomeric, stereochemistry, spectroscopy of organic compounds and the chemistry of organic acids and bases of carbon, oxygen, and nitrogen. *Prerequisite: C or better in SCH 160.*

SCH 314 Organic Chemistry I Laboratory, (1.0 credit): Laboratory experiences designed to supplement the lecture course in Organic Chemistry I. Topics include: Organic synthesis; Identification of organic compounds and Chromatography experiments.

SCH 315 Organic Chemistry II (3.0 credits): This course is a continuation of SCH 313 and covers classes of organic reactions; functional group reactions as they fit into these classes; substitution at saturated carbon and carbonyl loci; addition to multiple bonds; elimination reactions; aromatic substitution; molecular rearrangements; oxidation and reduction. *Prerequisites: C or better in SCH 313.*

SCH 316 Organic Chemistry II Laboratory, (1.0 credit): Laboratory experiences designed to supplement the lecture course in Organic Chemistry II. Topics include Natural product synthesis, Drug discovery and Protein Chemistry experiments.

SCH 321 Analytical Chemistry I (4.0 credits): The fundamental theory underlying modern analytical chemistry and laboratory practices in quantitative and qualitative analysis of organic and inorganic compounds. The three-hour weekly labs will focus on the separation and identification of the common metallic and non-metallic ions using semimicro techniques. *Prerequisite: C or better in SCH 160, co-requisites: SPY 315*

SCH 322 Analytical Chemistry II (4.0 credits): A study of fundamental principles underlying separation and spectral interpretation with laboratory activities focusing on the quantitative and qualitative trace analysis of organic and inorganic compounds utilizing modern analytical instruments. *Prerequisite: C or better in SCH 321.*

SCH 340 Biochemistry I (3.0 credits): This course is the first part of the Biochemistry course series: Biochemistry I, II, and Lab. Students will be introduced to the detailed information of structures and functions of different classes of biomolecules, including carbohydrates, proteins, lipids, and nucleic acids. Students will also focus on learning the applied biochemical procedures on characterizing and purifying biomolecules, as well as diversified functions of different classes of proteins. *Prerequisites: C or better in SCH 313.*

SCH 341 Biochemistry II (3.0 credits): This course is the second part of the Biochemistry series: Biochemistry I, II and Lab. Students will be introduced to diversified functions of different classes of proteins, kinetic analysis of enzymatic activities, regulatory strategies of enzymatic activities, catalytic mechanisms of some well-characterized enzymes, the major metabolic pathways of energy exchange in cells, molecular pathways of signal transduction through G proteins, and diversified structural and functional features of immunoglobulins. *Prerequisite: C or better in SCH 340.*

SCH 342 Biochemistry Lab (2.0 credits): The course explores the basic laboratory techniques commonly utilized in experimental biochemistry. Attention will be given to both the theory and practice of experimental applications. *Prerequisite: C or better in SCH 341.*

SCH 411 Physical Chemistry I (4.0 credits): The laws of thermodynamics will be presented and applied to gases, solutions, systems in chemical or phase equilibrium and electrochemistry. This course will also introduce students to basic kinetics, including rate laws and rate limiting steps. *Prerequisites: C or better in SCH 322, C or better in SPY 316, C or better in MAT 160.*

SCH 412 Physical Chemistry II (4.0 credits): The theory of quantum chemistry and its application to atomic and molecular orbitals, chemical bonding, and structure. Chemical kinetics will be covered in significant detail. *Prerequisite: C or better in SCH 411.*

SCH 420 Seminar in Chemistry (W, I - Designations) (1.0 credit): A survey of chemical literature and trends in modern chemical research and investigation. Students are required to prepare and report on assigned topics. *Prerequisite: C or better in SCH 315.*

SCH 430 Chemistry Instrumentation (3.0 credits): Theories and applications of instrumentation methods of ultraviolet, infrared, and visible spectroscopies, and nuclear magnetic resonance spectroscopy. In addition, polarimetry, chromatography, and the physical-chemical methods of potentiometric, titrimetric, and polar graphic chemistry, and related methods are introduced. Interpretation of data and principles of operation of basic and advanced analytical instruments are emphasized. *Prerequisite: C or better in SCH 322.*

SCH 445 Inorganic Chemistry (4.0 credits): This course presents a chemical study of metals; their behavior and roles in the biological systems, acid-base concepts; hard and soft acids; atomic structure; ionic solids; chemical bonding; molecular structure, symmetry, and solution chemistry. *Prerequisites: Junior or Senior Status.*

SCH 499 Independent Study in Chemistry (W, I Designations) (4.0 credits): This course provides students with research experience. Students will conduct research on a project designed specifically for them and will be supervised by a faculty member. A paper and presentation of experimental results is required. *Prerequisite: C or better in SCH 315.*

Environmental Science-related Course Descriptions

SES 200 Astronomy (I - Designation) (3.0 credits): Modern theories of the origin and structure for the universe are detailed. A major focus will be on the origin and components of the solar system. Modern instruments and new techniques for exploring space and celestial objects are examined. *Prerequisite: None. (Natural Science General Education Course).*

SES 310 Meteorology (3.0 credits): Introduction to fundamental concepts in meteorology; air masses, air motion, winds, storms, effects of weather, clouds, and cloud seeding, interpreting, and making weather maps, and forecasting. Open to prospective elementary and secondary science teachers and liberal arts students. *Prerequisite: C or better in SPH 100, or C or better in SPH 101, C or better in SPH 315, or C, or better in SPY 315. (Natural Science General Education Course). Previously SES 210.*

SES 320 Principles of Oceanography (3.0 credits): Modern methods for surveying ocean floor topography are presented. Ocean movements, currents, waves, and tides, and their effects on coastal areas are examined. Discussions of biological productivity, resource exploration, and pollution are included. *Prerequisite: C or better in SCH 150.*

SES 445 Environmental Science Workshop (1.0 credits): This capstone course allows for in-depth discussions of

current environmental issues. The discussions are designed to involve the scientific concerns of a particular issue and to consider the political, social, and economic considerations which will impact final policy decisions. Participants must write a short 3-4-pages overview for at least ten topics during the course. *Prerequisites: None.*

Mathematics-related Course Descriptions

MAT 001 Basic Mathematics (3.0 credits): Terminology and operations associated with the whole numbers, integers, fractions, decimals, percents, ratios, rates, and proportions, problem-solving, and introduction to algebra. Credits are not transferable and are not applicable towards the 120 credits required for graduation. *Prerequisite: None.*

MAT 002 Elementary Mathematics (3.0 credits): The language of algebra; from arithmetic to algebra, signed numbers, real numbers, linear equations and inequalities, polynomials, factoring rational expressions, graphing linear equations and inequalities. Credits are not transferable and are not applicable towards 120 credits required for graduation. *Prerequisite: C or better in MAT 001 or Mathematics Placement.*

MAT 104 Survey of College Mathematics (3.0 credits): Sets, number theory, real number system, algebraic techniques, plane geometry, and an introduction to probability and statistics. *Prerequisite: C or Better in MAT 002 or Mathematics Placement.*

MAT 105 Mathematics for Teachers I (3.0 credits): This course examines the mathematics content which elementary and special education teachers of mathematics at any level need to know in order to teach K-8 mathematics and to address the curriculum standards in elementary school mathematics. The course surveys many relevant topics including sets and logic, number systems, structure of algorithms, number theory, properties of integers, rational numbers and real numbers and introduction to geometry and measurement. A great emphasis is placed on problem solving and reasoning within each of these topics. This is a required course for all elementary and special education majors. *Prerequisite: C or Better in MAT 002 or Mathematics Placement.*

MAT 106 Mathematics for Teachers II (3.0 credits): This course is a continuation of MAT 105 and provides more topics relevant to teaching Elementary Education. Topics include algebra, full treatment of geometry and measurement, probability and statistics, graphing, and further emphasis on problem solving. This is a required course for all Elementary Education and Special Education majors. *Prerequisite: C or Better in MAT 105 or Mathematics Placement.*

MAT 111 Intermediate Algebra (3.0 credits): Solving and graphing linear equations and inequalities, systems of linear equations, factoring, rational expressions, exponents, and radicals, and solving and graphing quadratic equations. *Prerequisite: C or better in MAT 002 or Mathematics Placement.*

MAT 150 Elementary Functions (4.0 credits): This course reviews the prerequisite skills from algebra required for success in Calculus. Course topics include polynomial, rational, exponential, logarithmic, and trigonometric functions, their graphs, trigonometric identities, equations, and formulas. *Prerequisite: C or better in MAT 111 or Mathematics Placement.*

MAT 160 Calculus I (4.0 credits): Review of topics from elementary functions. Limits of functions and continuity are introduced. Differentiation of algebraic functions, implicit differentiation, extreme, curve sketching and other applications; integration of algebraic functions and applications of the integral. *Prerequisite: C or better in MAT 150.*

MAT 202 Discrete Math (3.0 credits): Set theory, mapping and functions, mathematical induction, logic and logic circuits, relations on sets, permutations, combinations, graph theory, and theory of equations. *Prerequisite: C or better in MAT 150.*

MAT 205 Elementary Statistics (3.0 credits): Topics covered include: organization of data, measures of central tendency and dispersion, probability, probability distributions, sampling distributions, estimation, chi-square distribution, and correlation. *Prerequisite: C or better in MAT 111.*

MAT 270 Calculus II (4.0 credits): Derivatives and integrals of transcendental and inverse functions, applications of integrals, techniques of integration, improper integrals, infinite sequences and series, Taylor polynomials and series,

parametric equations, and polar coordinates. *Prerequisite: C or better in MAT 160.*

MAT 301 Calculus III (4.0 credits): Vectors in plane and in space, functions of more than one variable, vector valued functions, partial derivatives, maxima and minima, multiple integration, topics from vector analysis such as green's theorem, surface integrals, divergence theorem, and Stoke's theorem. *Prerequisite: C or better in MAT 270.*

MAT 313 Linear Algebra I (3.0 credits): Linear equations and matrices, real vector spaces, inner product spaces, linear transformations and matrices, and determinants. *Prerequisite: C or better in MAT 150.*

MAT 321 Differential Equations (3.0 credits): Introduction to differential equations, first order differential equations and applications. Differential equations with variable coefficients Laplace transform, and systems of linear differential equations. *Prerequisite: C or better in MAT 270.*

MAT 325 Probability and Statistics I (3.0 credits): A rigorous study of probability, and distribution theory. Topics include concepts in probability, some important discrete and continuous distributions, moment generating functions, functions of random variables, and the central limit theorem. *Prerequisite: C or better in MAT 270 or MAT 225.*

MAT 331 Numerical Analysis (3.0 credits): Numerical integration and numerical solutions of differential equations, numerical methods in linear algebra, matrix inversion, estimation of characteristic roots, and error propagation and stability. *Prerequisite: C or better in MAT 270 and MAT 313*

MAT 335 Elementary Number Theory (3.0 credits): Selected topics in number theory and types of proofs of use to mathematics, education, and computer science majors; a study of divisibility, the division algorithm, Euclid's algorithm, prime numbers, congruence, number theoretic functions, Fermat and Wilson theorems, quadratic reciprocity, and encryption. *Prerequisites: C or better in MAT 270, MAT 313.*

MAT 352 Introduction to Abstract Algebra (3.0 credits): Ideas of sets, relations and mappings, operations and group theory leading to the fundamental theory of group homomorphism, properties of rings, integral domains, and fields, including the integers and the rational numbers of polynomials. *Prerequisite: C or better in MAT 202.*

MAT 355 Statistics II (3.0 credits): An introduction to the theory of mathematical statistics. Topics include distribution of functions of random variables, point estimation, hypothesis testing theory and applications, nonparametric methods, and Bayesian methods. *Prerequisite C or better in MAT 325.*

MAT 360 History of Mathematics (3.0 credits): The historical development of mathematics from classical civilization in Egypt, Babylon, and Greece; the people, the topics, and the problems. The development of mathematics through Calculus. *Prerequisites: C or better in MAT 270, and MAT 202.*

MAT 361 Applied Mathematics (3.0 credits): Principles and basic styles in solving physical problems with mathematical methods. Specific content depends on the students. *Prerequisite: C or better in MAT 301.*

MAT 362 Modern Geometry (3.0 credits): An overview of geometry in the light of modern trends with special attention to axiomatic structure, including an introduction to hyperbolic and elliptical geometry. *Prerequisite: C or better in MAT 202.*

MAT 401 Introduction to Real Analysis (3.0 credits): A rigorous development of the methods of the calculus, including the topology of the real line, limits, continuity, derivatives, sequences, and series of numbers, sequences and series of functions, uniform convergence and the Riemann Integral. *Prerequisite: C or better in MAT 301.*

MAT 403 Linear Algebra II (3.0 credits): Vector spaces; linear independence, bases, and dimension; inner product spaces and orthogonality; diagonalization, eigenvalues, and eigenvectors; canonical forms; linear functions; dual spaces; linear operators on inner product spaces. *Prerequisite: C or better in MAT 313.*

MAT 411 Introduction to Complex Variables (3.0 credits): The complex numbers, elementary functions and their mappings, boundary value problems, contour mapping, Cauchy's theorem, residues, and power series. *Prerequisite:*

C or better in MAT 301.

MAT 418 Student Teaching and Professional Practicum (12.0 credits): Students spend thirty clock hours a week during the entire seventh or eighth semester in observation of teaching, in supervised teaching, and in seminar, where they are introduced to a teacher's responsibilities in the classroom and in the community. *Prerequisite: Permission of instructor.*

MAT 451 Introduction to Topology (3.0 credits): Basic notions of point-set topology, surfaces, invariants, topological spaces, equivalence, connectedness, completeness, and separation. Introduction to differential topology. *Prerequisites: C or better in MAT 362 and MAT 401.*

MAT 499 Independent Study Math (3.0 credits): Directed study of a project selected from a specified area of the field. Details and documentation required. *Prerequisite: Permission of instructor.*

Pre-Pharmacy-related Course Descriptions

SPC 401 Structures and Function in Therapeutics, (2.0 credits): This course is designed to provide the student with the fundamental knowledge of the general structure and function of the human body. A brief introduction to basic cell structure, tissues, human development, and physiological control mechanisms & membrane transport is given at the beginning of the course to help the student acquire a better understanding of human anatomy and physiology. Instruction using the systemic approach has been adopted for this course. This method provides a better correlation between the tissues and organs and their functions of a particular system and between the systems themselves. A systemic approach also promotes the understanding of the structure and function of the human body. The lectures are designed to give the student fundamental and essential knowledge of the human body's various organ systems. Slide projections, power point presentations, computer simulations and lecture outlines are used as teaching aids in this course. Work in the laboratory provides students with the opportunity to study prosecuted cadaver materials, anatomical models, and physiological applications. Students are further guided by printed laboratory organization and objectives. *Prerequisites: enrollment in pharmacy school 3+4 program. The course is completed at pharmacy school.*

SPC 402 Pharmacological Therapeutics, (3.0 credits): The course deals with the study and application of physico-chemical properties and the relationship between chemical structure and pharmacological activities of organic medicinal agents of natural and synthetic origin. *Prerequisites: enrollment in pharmacy school 3+4 program. The course is completed at pharmacy school.*

SPC 403 Pharmaceutical Calculations I, (2.0 credits): This course is an introductory development course. Quantitative skills necessary for an understanding of the thirty-seven basic and clinical pharmaceutical sciences will be explored. Various techniques necessary in pharmaceutical calculations employed by the pharmacist in formulation, compounding, manufacturing, and dispensing of medications will be discussed. The course will also provide the student with the development of skills to recognize errors in prescribing in both oral and written medication orders, basic patient and professional staff communication and basic patient data collection skills. Common equipment and pharmaceutical dosing devices available in various simulated practice settings will be introduced. *Prerequisites: enrollment in pharmacy school 3+4 program. The course is completed at pharmacy school.*

SPC 404 Drug Informatics, (3.0 credits): This course refers to the application of technology in the delivery of drug information services. Drug information services, in turn, include responding to drug information inquiries, conducting medication use evaluations, and participating in medication quality assurance programs, such as monitoring adverse drug reactions, drug and herbal product interactions, and medications errors. This course is intended to introduce students to drug information skills required to deliver pharmaceutical care. Students will be trained to develop the skills to obtain information from various literature and reference sources to answer drug information questions efficiently. Techniques for researching and evaluating drug literature will be covered. Emphasis will be placed on systemic response formulation approaches using verbal and written communication skills. *Prerequisites: enrollment in pharmacy school 3+4 program. The course is completed at pharmacy school.*

SPC 405 Professional Practice and Readiness, (2.0 credits): This course utilizes principles of team building and case-based learning to develop student understanding of the practical aspects of contemporary pharmacy practice. Instructors will introduce students to the Pharmacist's Patient Care Process (PPCP), covering the first three steps in

the five-step process. Emphasis will be placed on both the verbal and written communication skills needed to interact with a variety of patients and across health care disciplines. Heavy focus will be placed on navigating the outpatient pharmacy setting, which involves acquiring preliminary knowledge about prescription handling and inventory management, as well as applied knowledge of OTC products and the most utilized prescription drugs. In addition, students will learn patient-counseling techniques, and develop basic physical assessment and clinical writing skills. Prerequisites: enrollment in pharmacy school 3+4 program. The course is completed at pharmacy school.

SPC 406 Pharmaceutical Chemistry I, (3.0 credits): The course deals with the study and application of physico-chemical properties and the relationship between chemical structure and pharmacological activities of organic medicinal agents of natural and synthetic origin. Prerequisites: enrollment in pharmacy school 3+4 program. The course is completed at pharmacy school.

SPC 407 Application in Pharmacy Practice I, (1.0 credit): The course will be co-coordinated by clinical and basic science faculty, who will provide instruction utilizing both didactic and practical teaching modalities. The applications for pharmacy practice I course is the first in a longitudinal series of courses meant to fully integrate knowledge and skills acquired from each course running during the same semester. It aims to incorporate the entrustable professional activities (EPAs), which emphasize practical applications for being a clinical pharmacist, using interactive and case-based learning activities during scheduled 3-hour sessions. Students will learn the purpose of the material taught in each course and how it may be applied in practice-based real-world scenarios. Prerequisites: enrollment in pharmacy school 3+4 program. The course is completed at pharmacy school.

SPC 408 Pharmaceutics, (4.0 credits): The course's design is based on the integration of physicochemical principles of pharmacy with formulation and preparation of pharmaceutical dosage forms. The integration is done within each main class of pharmaceutical dosage forms. The study of the physicochemical principles of pharmacy serves as a prologue to the materials covered in each section. Then the application of the knowledge of the physicochemical principles of pharmacy to the rational formulation, preparation/compounding, quality control, stability, packaging, and storage of pharmaceutical dosage forms follows directly after the study of the physicochemical principles for each module (i.e., each major class of dosage forms). Prerequisites: enrollment in pharmacy school 3+4 program. The course is completed at pharmacy school.

SPC 409 Pharmacological Therapeutics II, (3.0 credits): This is a continuation of Pharmacological Therapeutics I. The course deals with the study and application of physico-chemical properties and the relationship between chemical structure and pharmacological activities of organic medicinal agents of natural and synthetic origin. Prerequisites: enrollment in pharmacy school 3+4 program. The course is completed at pharmacy school.

SPC 410 Pharmaceutical Chemistry II, (4.0 credits): This is a continuation of Pharmaceutical Chemistry I. The course deals with the study and application of physico-chemical properties and the relationship between chemical structure and pharmacological activities of organic medicinal agents of natural and synthetic origin. Prerequisites: enrollment in pharmacy school 3+4 program. The course is completed at pharmacy school.

SPC 411 Physio-Chemical Principles of Pharmacy, (2.0 credits): Drug action is dependent on a range of physico-chemical principles. These relate not only to the drug substance, or active pharmaceutical ingredient, but also to the excipients used in the production of the dosage form. An understanding of these physico-chemical principles affords a better understanding of drug action, and an appreciation of the factors that may influence such drug action. Course work and laboratory exercises relating to physico-chemical principles are not part of the pharmacy curriculum since the emphasis is on the clinical aspects. However, this course has been designed to provide a basic understanding of the factors involved. Numerous examples will be discussed during class, which may also include a laboratory demonstration. The latter affords students the opportunity to observe certain effects where physico-chemical principles play a role. Prerequisites: enrollment in pharmacy school 3+4 program. The course is completed at pharmacy school.

SPC 412 Pharmacy Care, (3.0 credits): This course is an introductory development course. Quantitative skills necessary for an understanding of the thirty-seven basic and clinical pharmaceutical sciences will be explored. Various techniques necessary in pharmaceutical calculations employed by the pharmacist in formulation, compounding, manufacturing, and dispensing of medications will be discussed. The course will also provide the student with the development of skills to recognize errors in prescribing in both oral and written medication orders, basic patient and professional staff communication and basic patient data collection skills. Common equipment and pharmaceutical dosing devices available in various simulated practice settings will be introduced. Prerequisites: enrollment in

pharmacy school 3+4 program. The course is completed at pharmacy school.

SPC 413 Pharmaceutical Calculations II, (2.0 credits): This course is the continuation of Pharmaceutical Calculation I course. Quantitative skills necessary for an understanding of the thirty-seven basic and clinical pharmaceutical sciences will be explored. Various techniques necessary in pharmaceutical calculations employed by the pharmacist in formulation, compounding, manufacturing, and dispensing of medications will be discussed. The course will also provide the student with the development of skills to recognize errors in prescribing in both oral and written medication orders, basic patient and professional staff communication and basic patient data collection skills. Common equipment and pharmaceutical dosing devices available in various simulated practice settings will be introduced. Prerequisites: enrollment in pharmacy school 3+4 program. The course is completed at pharmacy school.

SPC 414 Application in Pharmacy Practice II, (1.0 credit): This is a continuation of Application in Pharmacy Practice I course. The course will be co-coordinated by clinical and basic science faculty, who will provide instruction utilizing both didactic and practical teaching modalities. The applications for pharmacy practice I course is the first in a longitudinal series of courses meant to fully integrate knowledge and skills acquired from each course running during the same semester. It aims to incorporate the entrust able professional activities (EPAs), which emphasize practical applications for being a clinical pharmacist, using interactive and case-based learning activities during scheduled 3-hour sessions. Students will learn the purpose of the material taught in each course and how it may be applied in practice-based real-world scenarios. Prerequisites: enrollment in pharmacy school 3+4 program. The course is completed at pharmacy school.

Department of Social and Behavioral Sciences



Dr. Tamika Thomas, Chair
Email: tthomas@cheyney.edu
Office: (610) 399-2083

The Department of Social Sciences offers degree programs in Social Relations and Psychology. The Social Relations program offers concentrations in Sociology, Criminal Justice and in American Political Studies.

The Department organizes its program offerings around the concept of public service. Our majors aspire to careers in the helping professions; healthcare, public administration, and the many subareas of criminal justice and social work. To prepare students for these careers, the department emphasizes field experience and service learning. Our faculty members are highly committed to teaching small class sizes which provide the opportunity for each student to learn and to be known for what he or she has to share with others in the educational process. There are a variety of opportunities for involvement in the department which include classroom presentations, internships and an assortment of activities which can be tailored to help each student focus on their program of study.

It is essential that all students interested in majoring in one of our Social and Behavioral Science programs consult with the departmental academic advisors early in their course work, preferably during their first year and then commit themselves to regular interaction with that advisor. The interaction between student and faculty advisor is crucial to the academic and professional development of the student to provide guidance for a future career in the Social Sciences field.

The goals of the Department of Social Sciences include:

- Offering up-to-date degree programs using the latest and best classroom pedagogy and technology.
- Advising students effectively so that they make steady, positive progress towards their degrees, as well as their career goals.
- Providing challenging and interesting service-learning opportunities to students to enhance their learning experience and prepare them for their chosen careers.
- Build on the transferable skills of the General Education core (including Critical Thinking, written and oral communication, and quantitative reasoning to enhance Social and Behavioral Sciences).
- Students who major, or have an interest in a major, within the Department of Social and Behavioral Sciences are members of The House of Ed Bradley. This learning community honors the legacy of Cheyney University alumnus Bradley, who was a prominent journalist.

B.A in Psychology

Psychology is the study of human behavior which includes internal and external patterns that affect everyone in a variety of ways. These factors are analyzed by psychologists using the scientific method. The findings from this research make the courses in psychology interesting, informative, and relevant to current psychological need. Courses range from General Psychology, Child Psychology, Educational Psychology, Social Psychology, Experimental Psychology, Statistics, Personality, Abnormal Psychology and internship experiences.

A major in Psychology can be an asset in business, health sciences, and in the other helping professions. While it is possible to enter some of these fields with a Bachelor of Arts degree, the program encourages students to enroll in graduate study to open an even wider range of exciting Psychology-related careers to them.

Each Psychology student is required to take the following core courses Introduction to Psychology RPS 211, Theories of Learning RPS300, Personality RPS 319, Statistics of Psychology and Education RPS 331, Statistics of Psychology and Education II RPS 332, Introduction to Experimental Psychology RPS 410, Advance Experimental Psychology RPS 411 and Senior Seminar in Psychology RPS 445. Six additional 300-400 upper-level courses in the major are needed and will be chosen in consultation with the academic advisor. Students receive a Curriculum Worksheet/Academic Plan from their academic advisor. The Curriculum Worksheet/Academic Plan outlines the degree program requirements and is used to help students track their progress towards graduation.

Minor in Psychology

The required courses are Introduction to Psychology RPS 211, Psychology of Learning RPS 300 and one course from two of the following three clusters (6 credits):

- a) Social Psychology Cluster: Social Psychology RPS 317, Psychology of Small Group Behavior RPS 320, Psychology of Black Experience RPS 325, Industrial Psychology RPS330
- b) Clinical Cluster: Introduction to Clinical Psychology RPS 420, Personality RPS 319, Abnormal Psychology RPS 314
- c) Developmental Cluster: Child Psychology RPS 318, Psychology of Adolescence RPS 313, Human Growth and Development RPS 316, Educational Psychology RPS 212

Two additional electives from any 200 level or above Psychology course.

Additional information about the Psychology minor can be obtained from the department chair.

B.A in Social Relations

The mission of the Social Relations program is to give students a broad liberal background; preparing the student for graduate training in several different areas; and to form a base for students to pursue careers in law, law enforcement, criminal justice, politics, and other social relation related professions.

The program offers students concentrations in Criminal Justice, Sociology and American Political Studies. For these concentrations, the student is required to follow a common major core of courses.

American Political Studies Concentration

The concentration in American Political Studies is designed to ground students in the key concepts of modern empirical research, and theoretical debates concerning the American political system on the international, national, state, and local levels. Students will be immersed in the scholarship concerning the efficacy of the ever-expanding pluralist democracy in relation to African Americans. This concentration positions itself as being a critical component of the University's Institute for the Contemporary African American Experience. The concentration provides valuable preparation for understanding and participating in the U.S. and global political systems, with particular emphasis on the U.S. and African American participation in and theorizing of American politics. Students acquire skills in writing, communications, and analysis, which prepare them to think critically and independently.

Primary student learning outcomes include:

- An understanding of political forces, policies, institutions, and processes; broad knowledge of the branches of American national government
- Knowledge gained in the basic grounding of the concepts and tools of political and social analysis, critical approaches to the student of state and local government.
- A critical appreciation of major political domestic and international issues.
- An understanding of the history of African American political participation and the methods used by

African- American political organizations working for political transition and human rights in America.

The American Political Studies concentration offers students exposure to the field of Political Science. The American Political Studies concentration is designed to prepare students for many different careers in public and private sector organizations including business, law, state, local, and national governmental, non-profit agencies, journalism, political campaigns, special interest groups, and graduate study.

Criminal Justice Concentration

The Criminal Justice concentration prepares students to pursue entry-level positions in Law Enforcement, Court Administration, Corrections, Probation & Parole, and other related areas. Many of our students utilize this program for preparation for Law School and other Criminal Justice related graduate programs.

Primary student learning outcomes include:

- Provides a solid knowledge base of the concepts of Criminal Justice.
- Introduces students to the many areas of Criminal Justice practice.
- Provides students with an introduction to historical and contemporary theories in Criminal Justice.
- Enhancing students critical thinking and oral and written communication skills.
- Creates a solid grounding in the methods of research and analysis in Criminal Justice, with emphasis on the analysis of minorities in the Criminal Justice system.

Sociology Concentration:

The Sociology concentration prepares students mainly for the pursuit of graduate training in Sociology, Law, Public Administration, Social Work, and related areas. It is also useful preparation for entry-level positions in other related areas, such as adult and juvenile group homes and non-profit social service agencies.

Primary student learning outcomes include:

- Exposure to key historical and contemporary theories of Sociology, and to the key concepts used in the observation of social behavior.
- Enhancing students' oral and written communication skills, as well as critical thinking skills.

Each Social Relations student is required to take the following core courses Introduction to Sociology RSO 201, Introduction to Social and Cultural Anthropology RSO 202, Basic Research Methods RSO 325, Social Statistics RSO 326, Seminar in Criminal Justice RSO 472 and 2 3-credit upper level 300-400 RSO courses. Additional courses in the major depend on the student's choice of concentration. Students receive a Curriculum Worksheet/Academic Plan from their academic advisor. The Curriculum Worksheet/Academic Plan outlines the degree program requirements and is used to help students track their progress towards graduation.

Minor in Social Relations

Information about the Social Relations minor can be obtained from the department chair.

Psychology Semester Guide

Social and Behavioral Sciences Department - Bachelor of Arts

Freshman Year - Fall Semester

Course	Course Description	Credits
HEN 112	English I	3
GAC ____	Freshman Seminar I	1
MAT 104	Survey of College Math	3
EDU 110 or HPH 110	Intro Interp and Analysis/Critical Thinking	3
REC ____	Physical Education	1
RPS 211	Intro to Psych	3
Total		14

Freshman Year - Spring Semester

Course	Course Description	Credits
HEN 113	English II	3
GAC ____	Freshman Seminar II	1
REC111	Health & Wellness	2
	Humanities Elective I	3
RPS ____	RPS Social/Cognitive Elective	3
HEN 114	Fundamentals of Speech	3
Total		15

Sophomore Year - Fall Semester

Course	Course Description	Credits
RPS 331	Statistics I (or RPS 410)	3
RPS ____	RPS Develop Elective	3
	Social Science Elective I (for Gen Ed)	3
	Free Elective	3
	Free Elective (1, 2, 3)	1
AAS 210	African American Experience in a Global Context	3
Total		16

Sophomore Year - Spring Semester

Course	Course Description	Credits
RPS 332	Statistics II (or RPS 411)	3
RPS 300	Learning	3
	Free Elective	3
	Free Elective	3
	Natural Science Elective I	3
Total		15

Junior Year - Fall Semester

Course	Course Description	Credits
RPS 410	Intro to Exp Psych (I) (or RPS 331)	3
RPS 319	Personality (W)	3
	Social Science Elective II (for Gen Ed)	3
	Humanities Elective II	3
	Free Elective	3
Total		15

Junior Year - Spring Semester

Course	Course Description	Credits
RPS 411	Adv. Exp. Psych (I) (or RPS 332)	3
RPS ____	RPS Clinical Elective	3
RPS ____	RPS Physio Elective	3
RSO ____	Social Science Elective (300 or 400 level)	3
	Free Elective	3
Total		15

Senior Year - Fall Semester

Course	Course Description	Credits
RPS 445	Senior Seminar in Psychology (W)	3
	Free Elective	3
	Free Elective	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
Total		15

Senior Year - Spring Semester

Course	Course Description	Credits
	Free Elective	3
	Free Elective	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
	Natural Science Elective II	3
Total		15

Major and Concentration Courses

*A final course grade of C is required for ALL major courses.

GRADUATION REQUIREMENTS

A minimum of 2.0 grade point average and a minimum of 120 credit hours, as specified, *excluding* any developmental courses are required for graduation.

*Note: A and G designated intensive general education courses should be taken in the selection for Humanities, Social Sciences and Free Elective option. Social/Cognitive are RPS 217, 308, *20, *21, *25, *30, 466, *68, *69; Developmental are RPS 212, 311, 316, 318, 463, or 465; Clinical are RPS 314, 409, 420, 461, or 464; Physiological are RPS 405, 408, 462, or 467*

Social Relations – American Political Studies

Social Relations - American Political Studies Semester Guide

Social and Behavioral Sciences Department - Bachelor of Arts

Freshman Year - Fall Semester

Course	Course Description	Credits
HEN 112	English I	3
GAC 101	Freshman Seminar I	1
	Social Science Elective I	3
EDU 110 or HPH 110	Intro Interp and Analysis/Critical Thinking	3
REC111	Health & Wellness	2
	Humanities Elective I	3
Total		15

Freshman Year - Spring Semester

Course	Course Description	Credits
HEN 113	English II	3
GAC 102	Freshman Seminar II	1
	Free Elective	3
	Humanities Elective II	3
RSO 201	Introduction to Sociology	3
HEN 114	Fundamentals of Speech	3
Total		16

Sophomore Year - Fall Semester

Course	Course Description	Credits
RPO 101	Intro to Political Science	3
	Free Elective	3
REC ____	Physical Education	1
MAT 104	Survey of College Math	3
	Free Elective	3
AAS 210	African American Experience in a Global Context	3
Total		16

Sophomore Year - Spring Semester

Course	Course Description	Credits
	Free Elective	3
	Natural Sciences Elective I	3
RSO 202	Intro to Soc/Cult Anthro (G)	3
	Free Elective (1, 2, 3)	1
RPO 211	State & Local (W)	3
	Free Elective	3
Total		16

Junior Year - Fall Semester

Course	Course Description	Credits
RSO 325	Basic Research Methods (I)	3
RPO 412	Politics in Black America (A)	3
	Natural Science Elective II	3
	Free Elective	3
RSO ____	Major Elective (300 or 400 level)	3
Total		15

Junior Year - Spring Semester

Course	Course Description	Credits
RPO 314	American Political Theory	3
RSO 326	Social Statistics	3
	Free Elective	3
	Free Elective	3
RSO ____	Major Elective (300 or 400 level)	3
Total		15

Senior Year - Fall Semester

Course	Course Description	Credits
RPO 470	Political Science Seminar (W)	3
RSO 374	Non-Institutional Treatment of Offenders	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
Total		15

Senior Year - Spring Semester

Course	Course Description	Credits
RSO ____	Major Elective (300 or 400 level)	3
RSO ____	Major Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
Total		12

Major and Concentration Courses

*A final course grade of C is required for ALL major courses.

GRADUATION REQUIREMENTS

A minimum of 2.0 grade point average and a minimum of 120 credit hours, as specified, excluding any developmental courses are required for graduation.

Social Relations – Criminal Justice

Social Relations - Criminal Justice Semester Guide Social and Behavioral Sciences Department - Bachelor of Arts

Freshman Year - Fall Semester

Course	Course Description	Credits
HEN 112	English I	3
GAC 101	Freshman Seminar I	1
	Social Science Elective I	3
EDU 110 or HPH 110	Intro Interp and Analysis/Critical Thinking	3
REC111	Health & Wellness	2
	Humanities Elective I	3
Total		15

Freshman Year - Spring Semester

Course	Course Description	Credits
HEN 113	English II	3
GAC 102	Freshman Seminar II	1
	Free Elective	3
	Humanities Elective II	3
RSO 201	Introduction to Sociology	3
HEN 114	Fundamentals of Speech	3
Total		16

Sophomore Year - Fall Semester

Course	Course Description	Credits
RSO 219	Law & Society	3
RCJ 205	Intor of Criminal Justice	3
REC ____	Physical Education	1
MAT 104	Survey of College Math	3
	Social Science Elective II	3
AAS 210	African American Experience in a Global Context	3
Total		16

Sophomore Year - Spring Semester

Course	Course Description	Credits
	Free Elective	3
	Natural Sciences Elective I	3
RSO 202	Intro to Soc/Cult Anthro (G)	3
	Free Elective	3
RSO 204	Intro to Criminology	3
Total		15

Junior Year - Fall Semester

Course	Course Description	Credits
RSO 325	Basic Research Methods (I)	3
RSO 374	Non-Institutional Treatment of Offenders	3
	Natural Science Elective II	3
	Free Elective	3
RSO ____	Major Elective (300 or 400 level)	3
Total		15

Junior Year - Spring Semester

Course	Course Description	Credits
RSO 370	Crime and the Social Order (W)	3
RSO 326	Social Statistics	3
	Free Elective	3
	Free Elective	1
RSO ____	Major Elective (300 or 400 level)	3
Total		13

Senior Year - Fall Semester

Course	Course Description	Credits
RSO 472	Seminar in Crimnal Justice (W)	3
	Free Elective	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
RSO ____	Major Elective (300 or 400 level)	3
Total		15

Senior Year - Spring Semester

Course	Course Description	Credits
RSO ____	Major Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
Total		15

Major and Concentration Courses

*A final course grade of **C** is required for ALL major courses.

GRADUATION REQUIREMENTS

A minimum of 2.0 grade point average and a minimum of 120 credit hours, as specified, excluding any developmental courses are required for graduation.

Note: A designated intensive general education courses should be taken in the selection for Humanities, Social Sciences and Free Elective option.

Social Relations – Sociology

Social Relations - Sociology Semester Guide

Social and Behavioral Sciences Department - Bachelor of Arts

Freshman Year - Fall Semester

Course	Course Description	Credits
HEN 112	English I	3
GAC 101	Freshman Seminar I	1
	Social Science Elective I	3
EDU 110 or HPH 110	Intro Interp and Analysis/Critical Thinking	3
REC111	Health & Wellness	2
	Humanities Elective I	3
Total		15

Freshman Year - Spring Semester

Course	Course Description	Credits
HEN 113	English II	3
GAC 102	Freshman Seminar II	1
	Free Eelctive	3
	Humanities Elective II	3
RSO 201	Introduction to Sociology	3
HEN 114	Fundamentals of Speech	3
Total		16

Sophomore Year - Fall Semester

Course	Course Description	Credits
RSO 301	Social Stratification ((G, W)	3
	Free Elective	3
REC ___	Physical Education	1
MAT 104	Survey of College Math	3
	Free Elective	3
AAS 210	African American Experience in a Global Context	3
Total		16

Sophomore Year - Spring Semester

Course	Course Description	Credits
	Free Elective	3
	Natural Sciences Elective I	3
RSO 202	Intro to Soc/Cult Anthro (G)	3
	Free Elective (1, 2, 3)	1
RSO 303	Early Social Thought (W)	3
	Free Elective	3
Total		16

Junior Year - Fall Semester

Course	Course Description	Credits
RSO 325	Basic Research Methods (I)	3
RSO 312	Marriage & Family	3
	Natural Science Elective II	3
	Free Elective	3
RSO ___	Major Elective (300 or 400 level)	3
Total		15

Junior Year - Spring Semester

Course	Course Description	Credits
RSO 304	Intergroup & Ethnic Rel (A)	3
RSO 326	Social Statistics	3
	Free Elective	3
	Free Elective	3
RSO ___	Major Elective (300 or 400 level)	3
Total		15

Senior Year - Fall Semester

Course	Course Description	Credits
RSO 475	Seminar in Sociology (W)	3
	Free Elective	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
Total		15

Senior Year - Spring Semester

Course	Course Description	Credits
RSO ___	Major Elective (300 or 400 level)	3
RSO ___	Major Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
	Free Elective (300 or 400 level)	3
Total		12

Major and Concentration Courses

*A final course grade of **C** is required for ALL major courses.

GRADUATION REQUIREMENTS

A minimum of 2.0 grade point average and a minimum of 120 credit hours, as specified, excluding any developmental courses are required for graduation.

Social and Behavioral Sciences Course Descriptions

Geography-related Course Descriptions

RGE 111 World Geography (G - Designation) (3.0 credits): Geography studies ‘places’ in terms of both their physical and human characteristics. With its focus on human-environmental interaction, Geography is directly relevant to the biggest challenges we face as a nation, as a global society, and as a species living on a climatically changing planet. This course introduces basic geographic research methods and studies several regions of the world from a geographic perspective. (Social Science Gen Ed Elective & Global Designation). *Prerequisite: None.*

History-related Course Descriptions

RHI 101 History of Civilization I (G - Designation) (3.0 credits): The social, political and cultural history of civilizations from their earliest beginning up to the sixteenth century. A world-oriented course covering African and Asian developments as well as those of the Western World. *Prerequisite: None. (Social Science General Education Course).*

RHI 102 History of Civilization II (3.0 credits): World History from the sixteenth century to the twentieth century; the Colombian Exchange, Absolutism, the Democratic and Industrial Revolutions, and Imperialism. *Prerequisite: None. (Social Science General Education Course).*

RHI 201 History of Africa I (W, G Designations) (3.0 credits): The study of the origins of humanity including the beginning of civilization; the rise of Kemet/Egypt; the emergence of the Great River Kingdoms; and the chaos of Arab and European missionaries, merchants and mercenaries. *Prerequisite: None.*

RHI 202 History of Africa II (W, G Designations) (3.0 credits): A continuation of RHI 201. The study of Africans resisting European and Arab enslavement; the Age of Reconstruction and regaining cultural consciousness through Pan-Africanism; the beginning of consolidation through independence. *Prerequisite: None.*

RHI 203 History of World – 20th Century (W, G - Designations) (3.0 credits): The emergence of modern states and the development of science and technology with their concomitant social problems. International rivalries and colonial expansion; economic, political and social revolutions, and the implementation of international cooperation in relationship to current world problems. *Prerequisite: None. (Social Science General Education Course)*

RHI 211 History of US and PA I (W - Designation) (3.0 credits): The United States, from the Old-World background, to the Civil War with emphasis on national development. The problems of achieving independence, organizing the federal system of government, abolishing slavery, expanding the economy and territory of the national, and settling sectional disputes which focus on the issue of states’ rights. *Prerequisite: None. (Social Science General Education Course).*

RHI 212 History of US and PA II (W - Designation) (3.0 credits): The history of the United States, from Reconstruction, to the present. The impact of the Industrial Revolution upon American society; the advancement of the United States to the status of a world power, and the role of the nation in World Wars I and II and the postwar world. *Prerequisite: None. (Social Science General Education Course).*

RHI 216 African American History I (A - Designation) (3.0 credits): A survey of the African background of

African Americans and the rise of the world's first cultures and civilizations; early African world exploration; African captives transported to the Americas; enslavement era; religious practices, languages and literature of enslaved Africans; Black soldiers in American Revolutions; the Abolition Movement, the war against enslavement; and the end of the enslavement period. *Prerequisite: None. (African American Heritage Intensive Course)*

RHI 217 African American History II (A - Designation) (3.0 credits): A continuation of RHI 216. The Era of Reconstruction; the struggle against Jim Crow; Undermining Civil rights by the Supreme Court; sharecropping; Golden Age of Black Business; the Great Migration; the Harlem Renaissance; African American participation in WWII; the Civil Rights Revolution; the Black Power Era; the Hip-Hop era; and the Obama era. *Prerequisite: None. (African American Heritage Intensive Course)*

RHI 311 Recent History of the US (W - Designation) (3.0 credits): The impact of modern industrialism upon the society, government, and foreign policy of the United States, Laissez-faire, the Progressive Movement, the New Deal, and the Great Depression; domestic and international problems; the Second World War; the Cold War; and United States military commitments abroad. *Prerequisite: None.*

RHI 490 Special Topics in History (W - Designation) (3.0 credits): This course will be offered periodically to cover current events, new ideas and theories, and/or topics in History that are not covered in other courses. Or it may be based on a special interest area of a faculty member that is not adequately covered in other History offerings. *Prerequisite: None.*

Political Sciences-related Course Descriptions

RPO 101 Intro to Political Science (3.0 credits): A survey of basic concepts and current trends in political science and its sub-fields of American politics, public administration, comparative government, international relations, and political theory OR Distance Learning version of RPO 101 to be offered as an "On-Line" course in which more than 80% of the instruction will be completed outside of the classroom. *Prerequisite: None. (Social Science General Education Course).*

RPO 102 Intro to World Politics (G - Designations) (3.0 credits): This is an introductory course about world politics. The central purposes of the course are two-fold. First, the course is designed to acquaint students with the major trends, relationships, events, and dilemmas of contemporary world politics, which will have a significant impact on their lives and future. Secondly, the course will introduce the theories of international politics that have been developed by political scientists and other analysts of world politics. *Prerequisite: None. (Global Studies and Social Science General Education Course).*

RPO 111 US Government (3.0 credits): Designed to give a broad, general knowledge of the workings of the American national government – the legislative, executive, and judicial branches of government. Stress is placed on the application of government in our daily lives as that concept relates to the theory of government. *Prerequisite: None. (Social Science General Education Course).*

RPO 211 State and Local (W - Designations) (3.0 credits): The functional operation of state and local governments with an analysis of their powers to tax and finance; enforce laws; regulate commerce and business and promote the social and economic welfare. Consideration of how local and state politics contribute to the national political environment. *Prerequisite: None. (Social Science General Education Course).*

RPO 212 African Politics (G - Designations) (3.0 credits): African politics from the period of European colonization

to the era of independence post WWII. Consideration of the creation of the United Nations and the post-independence experience. The development of political parties and the role of nationalism; the religion, economy, culture, and personalities that help to make up the entire spectrum of politics in the emerging nations of Africa. Prerequisite: None. (Global Studies and Social Science General Education Course).

RPO 213 African Local Government (3.0 credits): A careful examination of how local government functions in African countries. Local geographical units, the role of traditional leaders, state and local governments, and their relationship with the central or federal governments. Each region is studied in terms of structure, functions, and local politics that play a part in the building of African nations. *Prerequisite: None.*

RPO 311 International Relations (W, G - Designations) (3.0 credits): The current world situation determines the character of the political, diplomatic, and strategic emphasis of this course with respect to multiple actors in the realm of international politics. The interests of states, inter-governmental organizations, non-governmental organizations, and transnational corporations will be the major concerns of the course. *Prerequisite: None. (Writing Intensive General Education Course).*

RPO 312 Class Med Theory (3.0 credits): A critical study of Greek, Roman, and Medieval political thought from Plato and Aristotle through early modern times. *Prerequisite: None.*

RPO 313 Modern Political Theory (W - Designation) (3.0 credits): The liberal and authoritarian political philosophies in the modern world in the two centuries since the American and French Revolutions. The political philosophies that have emerged from a collection of globally diverse intellectual foundations since the 19th century will be the focus of the course. *Prerequisite: None.*

RPO 314 American Political Theory (3.0 credits): This course examines the development of American political thought and how it has guided and been guided by popular opinion. Consideration of the two principal components of American political thought: the individualistic, decentralized component exemplified by Jefferson, Taney, Cleveland, and Eisenhower, (small government, states' rights); and the nationalistic, centralist thread exemplified by Lincoln and the two Roosevelts (central government as a means to improve people's lives). *Prerequisite: None.*

RPO 315 Political Parties (3.0 credits): Consideration of the evolution of political parties in America and how critical events have shaped and changed them. The political party as a force in activating government, whether in the multiple party states, the two-party states, or a single party state. *Prerequisite: None.*

RPO 316 American Constitutional Law (3.0 credits): The role of the Supreme Court in the American political system. Consideration of Constitutional Amendments, and critical Supreme Court decisions – and their role in the shaping of American life. The nature and exercise of judicial review, federalism, and separation of powers. *Prerequisite: None.*

RPO 410 Trans-national Relations (G - Designation) (3.0 credits): This course examines the interaction between government and non-government agencies across national boundaries. Consideration of the role of cross-national organizations such as the World Health Organization, Amnesty International, Greenpeace, and other NGOs. *Prerequisite: None.*

RPO 411 Civil Liberties and Law (3.0 credits): In this course, we will consider the matter of civil liberties in the US. Emphasis will be on those liberties/freedoms guaranteed by the Constitution, and how Supreme Court decisions have impacted them over the course of US history. Special consideration given to matters of discrimination against women, minorities, and LGBT people. *Prerequisite: None.*

RPO 412 Politics in Black American (A - Designation) (3.0 credits): African American participation in and theorizing of American politics. The nature of Black participation in policy making, the role of Black interest groups, the nature and place of Black leadership, and voting in the North, the South, and the Sub-community. *Prerequisite: None. (African American General Education Course).*

RPO 413 Comparative Government (G - Designation) (3.0 credits): Consideration of systems of government in various parts of the world. Emphasis on American and European efforts to impose Western-style democracy and economic practices in different regions, and the impact on world peace and prosperity. *Prerequisite: None.*

RPO 414 International Law (3.0 credits): In this class we will consider the matter of increasing globalization of trade, culture, and politics, and how international law and courts affect this process. Critical analysis of the refusal of the US and some other nations to be bound by international law. *Prerequisite: RPO 102.*

RPO 415 American Presidency (W - Designation) (3.0 credits): The development of the power and influence of the American chief executive. Analysis of the office includes the selection of candidates, the role of political parties, and campaign financing. Examination of critical Presidential decisions and actions through history – with emphasis on the 20th & 21st centuries. Consideration of the intent and reality of checks and balances on the executive branch, and the use of executive orders. *Prerequisite: None.*

RPO 416 Current Political Issues (W - Designation) (3.0 credits): A consideration of critical domestic and international issues affecting the world system of nations. Particular emphasis is on the role and actions of the United States and its impact on world events. A list of topics is announced and agreed upon at the beginning of each term. *Prerequisite: None. (Writing Intensive General Education Course).*

RPO 418 Public Administration I (W - Designation) (3.0 credits): This course is an introduction to basic elements of Public Administration, such as financial administration, operations analysis, personnel administration, and methods of achieving administrative objectives. Introduction to the major areas of public administration: State & Local Government, Administration of Justice, and Non-Profit Administration.

RPO 450 Special Topics in Political Science (3.0 credits): This course will be offered periodically to cover current events, new ideas and theories, and/or topics in Political Science that are not covered in other courses. Or it may be based on a special interest area of a faculty member that is not adequately covered in other Political Science offerings. *Prerequisite: RPO 101.*

RPO 470 Political Science Seminar (W - Designation) (3.0 credits): None. *Prerequisite: None. (Writing Intensive General Education Course).*

Psychology-related Course Descriptions

RPS 211 Introduction to Psychology (3.0 credits): Course presents a capsule view of the bio-social influences on human behavior as revealed through psychological investigations. Prerequisite to all psychology courses. *Prerequisite: None. (Social Science General Education Course).*

RPS 212 Educational Psychology (3.0 credits): This course will explore the interaction between child development and learner, and the nature of the learner in school settings. A critical look at the procedures of appraising pupil progress and instructional techniques used by teachers in the classroom will also be explored. *Prerequisite: RPS 211. (Social Science General Education Course).*

RPS 217 Social Psychology (3.0 credits): Individual conduct in a social context. Aspects of human personality which are modified by society in the formation and motivation of individual conduct and conviction. The method of social inquiry and experimentation demonstrated. *Prerequisite: RPS 211. (Social Science General Education Course).*

RPS 300 Theories of Learning (3.0 credits): This course examines several major theories about how people learn, focusing primarily on classical and operant conditioning, and social learning theory, with a strong emphasis on application of such theories to real- life situations. *Prerequisite: RPS 211. (Social Science General Education Course).*

RPS 308 Human Sexual Function and Dysfunction (3.0 credits): Sexual anatomy, physiology, and research on gender, sexual orientation, intimate relationships, and sexual behavior is examined. The course is taught referencing respected authorities in each of three basic categories: biophysical, psychological-emotional and sociocultural. *Prerequisite: None. (Social Science General Education Course)*

RPS 311 Psychology of Exceptional Children (3.0 credits): This course provides an overview of the different categories of exceptionality. Primary emphasis will focus on the characteristics of the exceptional child. In addition students will receive a cursory overview of special education rules and regulations and their implications for delivery systems, transition plans, and identification and placement procedures. General topics covered may include: collaborative partnerships in the school setting, family partnerships, philosophical, historical, and cultural foundations of special education, legal foundations of special education, pre-referral and Individualized Education Program (IEP) procedures. *Prerequisite: RPS 211 and RPS 212.*

RPS 314 Abnormal Psychology (3.0 credits): Abnormal Psychology will explore the systematic study of the nature, etiologies, syndromes, therapies, and prognosis of clinical disorders and behavioral health issues. Case studies illustrating patterns of behavior of various DSM diagnoses will be utilized. *Prerequisite: RPS 211. (Social Science General Education Course)*

RPS 316 Human Growth and Development (3.0 credits): Human growth and development explores the developmental process from the prenatal period through senescence. An in depth look at behavioral changes that occur at various stages of development as functions of heredity and environment will also be explored. *Prerequisite: RPS 211. (Social Science General Education Course).*

RPS 317 Theories of Learning (3.0 credits): Individual conduct in a social context. Aspects of human personality which are modified by society in the formation and motivation of individual conduct and conviction. The method of social inquiry and experimentation demonstrated. *Prerequisite: RPS 211. (Social Science General Education course).*

RPS 318 Child Psychology (3.0 credits): Child Psychology will provide students with a comprehensive introduction to developmental psychology and to the scientific study of development. This course will explore the physical, cognitive, and socioemotional processes of development from the prenatal period through adolescence. *Prerequisite: RPS 211. (Social Science General Education Course).*

RPS 319 Personality (W-Designation) (3.0 credits): Writing Intensive Course. Personality is a critical evaluation of personality theories and their supporting evidence. This course will explore various theoretical perspectives about what makes individuals unique. Psychodynamic, behavioral, humanistic, trait and cognitive theories will be examined. The personality disorders associated with the current version of the DSM will also be explored. *Prerequisite: RPS 211. (Social Science and Writing Intensive General Education Course).*

RPS 320 Psychology of Small Group Behavior (3.0 credits): An introduction to the theory and practice of small group structure and process, with consideration of relevant research. Cohesiveness, conformity, power, inter-group

and intro-group conflict and cooperation are studied as aspects of group structure and process. Students observe and participate in small group processes. *Prerequisite: RPS 211. (Social Science General Education Course).*

RPS 321 Advanced Psychology (3.0 credits): A more in-depth study of the areas of Psychology. An extension of introduction of Psychology that is ideal for students who plan to major or minor in Psychology, complete the ETS GRE subject test in Psychology or that have a science- teaching, scientific or library arts orientation. A focus is placed on interpretation and reconstruction of psychological knowledge. *Prerequisite: RPS211.*

RPS 325 Psychology of the Black Experience (A-Designation) (3.0 credits): This course focuses on the psychological experiences of African Americans and individuals of the African Diaspora, examining the cultural and experiential variations arising from differing economic, social, and geographic conditions on the lived experience of Black people, as regards identity development, educational attainment, and political, artistic, and athletic expression on the world stage. *Prerequisite: None. (African American and Social Science General Education Course).*

RPS 326 Psychology of the African American (A-Designation) (3.0 credits): The philosophical orientations and sociocultural concerns of black Americans from several psychological perspectives. Cognitive, affective, and psychomotor styles of black people. Research techniques to study this behavior, a review of the available research on black experiences, and a study of changes in the dynamics of relationships of black people in American society. *Prerequisite: None. (African American Heritage Intensive Course)*

RPS 330 Psychology in the Workplace (3.0 credits): Major topics in industrial organizational psychology will be discussed. Focus is placed on the individual and the conditions that the workplace can create. Topics covered will include motivation, stress, group behavior, and initiating change in the workplace. *Prerequisite: RPS 211. (Social Science General Education Course).*

RPS 331 Statistics of Psychology and Education (3.0 credits): This course is an introduction to the basic principles of statistical techniques used in psychology. Topics include descriptive statistics (frequency distributions, measures of central tendency, and correlational analyses), and a brief introduction to statistical inference (normal curve, sampling theory, test of statistical hypotheses, t-test, chi-square, and others). *Prerequisite: MAT 002 or higher.*

RPS 332 Statistics of Psychology and Education II (3.0 credits): This course is a continued introduction to the basic principles of statistical techniques used in psychology. Topics include additional statistical inference (t-test, analysis of variance, and manova). This course provides first-hand experiences in the practical use of statistical techniques and methods. *Prerequisite: MAT002 or higher.*

RPS 405 Physiological Psychology (3.0 credits): This course focuses on the biological bases of psychological functioning, including development of the nervous system, the physiology of cognition, memory, eating and sleep, hormonal function, and the physiological bases of behaviors such as eating disorders, mental illness, and criminality. *Prerequisite: RPS 211.*

RPS 408 Sensation Perception (3.0 credits): The physiological, social, and motivational factors involved in the functioning of sensory and perceptual processes are examined by investigating how the visual, auditory, olfactory, tactile and gustatory systems operate, as well as the importance of maintaining the health and efficiency of these systems. *Prerequisite: RPS 211.*

RPS 409 Introduction to Psychological Testing (3.0 credits): Introduction to Psychological Testing explores the history, theory, and practice of psychological testing. Emphasis will be focused on the nature, use, and limitations of typical tests of intelligence, achievement, neuropsychological functioning, aptitudes, and personality. *Prerequisite:*

RPS 211.

RPS 410 Experimental Psychology (I - Designation) (3.0 credits): This course introduces students to the scientific methodology used throughout the many disciplines of psychology. In this first part of a two-course sequence, students are introduced to research, ethics in research, measures, and aspects of descriptive research designs. *Prerequisites: RPS 211. (Information Literacy Intensive General Education Course).*

RPS 411 Advanced Experimental Psychology (I Designation) (3.0 credits): This course is an extension of RPS410 that introduces students to aspects of Correlational and experimental research designs. Students will produce a culmination research paper based on empirical data using human participants. *Prerequisites: RPS 211, and RPS 410. (Information Literacy Intensive General Education Course).*

RPS 420 Clinical Psychology (W-Designation) (3.0 credits): This course will cover the history of clinical psychology and closely related fields. An in depth look at diagnostic instruments and methods, therapeutic theories and techniques used to treat individuals and groups will be explored. Professional roles and opportunities for clinical psychologists will also be explored. *Prerequisite: RPS211. (Writing Intensive General Education Course).*

RPS 445 Senior Seminar in Psychology (W-Designation) (3.0 credits): This course has as its primary objective the integration of theoretical concepts from various of fields of psychology. Students taking this course will be required to draw upon content learned in previous psychology courses to develop a thesis paper on a significant issue within the field of psychology. Students will also explore post baccalaureate opportunities through graduate school and employment searches and interview. *Prerequisites: RPS 211, and Seniors only. (Writing Intensive General Education Course).*

RPS 460 Special Topics (3.0 credits): This course covers specialized studies, advanced content, and exploration of topics not typically covered in an existing course. Course content varies by semester and will be announced in the preceding semester. *Prerequisite: RPS 211.*

RPS 461 Special Topics in Abnormal Psychology (3.0 credits): This course covers specialized studies, advanced content, and exploration of topics not typically covered in an existing course. Course content varies by semester and will be announced in the preceding semester. *Prerequisite: RPS 211.*

RPS 462 Special Topics in Alcohol & Drug Addiction (3.0 credits): This course covers specialized studies, advanced content, and exploration of topics not typically covered in an existing course. Course content varies by semester and will be announced in the preceding semester. *Prerequisite: RPS 211.*

RPS 463 Special Topics in Child & Dev Psychology (3.0 credits): This course covers specialized studies, advanced content, and exploration of topics not typically covered in an existing course. Course content varies by semester and will be announced in the preceding semester. *Prerequisite: RPS 211.*

RPS 464 Special Topics in Clinical & Pers Psych (3.0 credits): This course covers specialized studies, advanced content, and exploration of topics not typically covered in an existing course. Course content varies by semester and will be announced in the preceding semester. *Prerequisite: RPS 211.*

RPS 465 Special Topics in Educational Psychology (3.0 credits): This course covers specialized studies, advanced content, and exploration of topics not typically covered in an existing course. Course content varies by semester and will be announced in the preceding semester. *Prerequisite: RPS 211.*

RPS 466 Special Topics in Learn, Memory & Cognition (3.0 credits): This course covers specialized studies,

advanced content, and exploration of topics not typically covered in an existing course. Course content varies by semester and will be announced in the preceding semester. *Prerequisite: RPS 211.*

RPS 467 Special Topics in Physiological Psychology (3.0 credits): This course covers specialized studies, advanced content, and exploration of topics not typically covered in an existing course. Course content varies by semester and will be announced in the preceding semester. *Prerequisite: RPS 211.*

RPS 468 Special Topics in Race, Ethnicity and Gender (3.0 credits): This course covers specialized studies, advanced content, and exploration of topics not typically covered in an existing course. Course content varies by semester and will be announced in the preceding semester. *Prerequisite: RPS 211.*

RPS 469 Special Topics in Social Psychology (3.0 credits): This course covers specialized studies, advanced content, and exploration of topics not typically covered in an existing course. Course content varies by semester and will be announced in the preceding semester. *Prerequisite: RPS 211.*

Sociology-related Course Descriptions

RSO 201 Introduction to Sociology (3.0 credits): What is sociology? What do sociologists study? How do sociologists view the world compared to scholars in other disciplines? Exploration of “the sociological imagination,” origins of sociological thought, unique insights of sociology to vital contemporary issues such as social and economic inequality, politics and power, race relations, crime, education, sex and gender issues. *Prerequisite: None. (Social Relations Requirement; Gen Ed Social Science Elective)*

RSO 202 Introduction to Social and Cultural Anthropology (G - Designation) (3.0 credits): Anthropology considers human existence both across geographic space and through evolutionary time in the effort to cultivate awareness and respect for human diversity. This course introduces anthropology’s ethnographic fieldwork methods and their application for solving contemporary social problems. Students reflect on other ways of life as they question and challenge what they take for granted in their own culture. *Prerequisite: None. (Social Science Gen Ed Elective and Global Designation).*

RSO 203 Introduction to Social Welfare (3.0 credits): An analysis of social welfare as an institution and social work as a profession, with emphasis placed upon their outgrowth from social problems and unmet basic human needs within society. Structured observation will provide an opportunity for students to explore a diversity of agency settings and to distinguish various social work tasks, roles, and levels of intervention. *Prerequisite: None.*

RSO 204 Introduction to Criminology (3.0 credits): This is a basic course in the study of criminal behavior. The course provides an analysis of criminal causation and the differential impact of crime on various segments of society. What is criminology? Who is likely to commit crime? Why is crime high in some areas? Topics include types of crime, predicting offenders, recidivism, victimology, and ways of reducing crime. *Prerequisite: None. (Social Science Gen Ed Elective).*

RSO 219 Introduction to Law and Society (3.0 credits): Examination of the contemporary significance of law in society. Origins of legal rights of Americans, including trial by jury, the First and Fifth Amendments, equal treatment under the law for minorities and for women. Law and Society will examine what a society values, fears and attempts to protect and prevent. This course will examine the impact of race, gender, and class on the legal system. Topics include the perspectives of justice, the legal profession, plea bargaining, and the jury system. There will also be a consideration of contemporary social issues such as censorship, privacy, consumer protection, and the role of social media. *Prerequisite: None. (Social Science Gen Ed Elective).*

RSO 230 Social Problems (W - Designation) (3.0 credits): The application of sociological paradigms (functionalism, conflict, interactionism, feminist, critical race) to both ongoing and emergent social issues. Special consideration is given to issues of race relations, social inequality, and social justice. *Prerequisite: None. (Social Science General Education Course).*

RSO 235 Computer Methods (I - Designation) (3.0 credits): An introduction/review of computer software applications commonly used in the Social & Behavioral Sciences. This will include Microsoft Word, Power Point, and Excel, as well as common statistical packages such as SPSS. *Prerequisite: None.*

RSO 300 Community Involvement (3.0 or 6.0 credits): A service-learning oriented course that requires placement in a community agency. This is a structured field experience involving work in a community organization or social services agency. *Prerequisite: None.*

RSO 301 Social Stratification (W, G - Designation) (3.0 credits): Who gets what, and why? Comparative analysis of class, status, social inequality, economic systems and power in the U.S. in a global perspective. Theories of stratification, social mobility, inequalities of race, class, and gender. Origins and evolutionary path of social inequality. *Prerequisite: RSO 201. (Social Relations Sociology Requirement).*

RSO 303 Early Social Thought (W - Designation) (3.0 credits): A consideration of the origins and evolutionary path of social thought – from ancient times to the modern era, as well as the function of theory in the research process. Special consideration to African, Middle Eastern, and Asian contributions to social thought. Major emphasis on the influence of Marx, Weber, and Durkheim on contemporary paradigms in Sociology. *Prerequisite: RSO 201. (Social Relations Sociology Requirement).*

RSO 304 Intergroup Ethnic Relations (A - Designation) (3.0 credits): Historical, political, and economic conditions contributing to social treatment of various ethnic/racial groups in America. Examination experience of multiple minority groups, immigration, social construction of “race” in America; structural impact on assimilation, acculturation, and upward mobility. Includes American, European, African, Asian and Southeast Asian historical perspectives. *Prerequisite: RSO 201 (Social Relations Sociology Requirement).*

RSO 310 Social Organizational Dynamics (3.0 credits): The nature and forces of organized relationships. Special emphasis upon theoretical and empirical approaches to the study of community, industrial, and political organizations. Social change in modern society and its relationship to social development. *Prerequisite: None.*

RSO 312 Sociology of Marriage and Family (3.0 credits): Cross cultural analysis of the family as a social and cultural institution. Origins of family as a social institution, and consideration of the evolutionary trajectory of family and its role in society. Contemporary and historical trends in marriage, co-habitation, parenting, childcare, domestic chores, public policy and the family. *Prerequisite: RSO 201 (Social Relations Requirement).*

RSO 315 Sociology of Poverty (3.0 credits): Structural and individual causes of poverty; evaluating effectiveness of various anti-poverty programs; impact of poverty on individual’s life course; international perspectives on social welfare and other related public policy. *Prerequisite: RSO 201. (Social Relations Elective).*

RSO 325 Basic Methods of Social Research (I - Designation) (3.0 credits): Consideration of quantitative and qualitative methods of social research. Emphasis on research design and hands-on experience with data collection and analysis. Survey research, secondary data analysis, non-intrusive research methods, and participant observation studies. *Prerequisite: None (Required for Social Relations CJ and Soc Concentrations; Required for Political Science).*

RSO 326 Social Statistics (3.0 credits): Examination of basic statistics as tools for social research. Introduction to levels of measurement and appropriate statistical procedures for each. Descriptive statistics such as percentages, rates, means. Introduction to probability and its relationship to inferential statistics. Sampling distributions, hypothesis testing, causal models, correlation & regression. *Prerequisite: None (Required for Social Relations CJ and Soc Concentrations; Required for Political Science).*

RSO 350 Cult Language and Society (G - Designation) (3.0 credits): What is the relationship between language and culture? How do language and culture work to shape and reflect social existence? Using historical cultural data sets examined through a sociolinguistic lens, this course encourages students to think critically about how culture and language shape present society. *Prerequisite: None. (Social Science General Education Course).*

RSO 366 Peoples and Cultures of Africa (3.0 credits): The people of Africa, their ethnic and tribal divisions, and their cultural behaviors. African cultures examined in historical context using anthropological ethnographic data. *Prerequisite: None. (Social Science General Education Course).*

RSO 370 Crime and Social Order (W- Designation) (3.0 credits): History of diverse schools of thought on the causes of crime. Deviant theories and their social implications; law as an instrument of power and social control; cross cultural studies of crime; the relationship between economics, political institutions and crime; crime and social stratification. This course will examine the various ways the government intervenes in the lives of offenders, victims, and the general public. Issues to be explored include, racial profiling; neighborhoods, disorder and crime; terrorism and social control; punishment and community corrections. *Prerequisite: RSO 204. Writing Intensive Designation.*

RSO 371 Juvenile Offenders (3.0 credits): Analysis, description, and case studies of legal rights, treatment, and rehabilitation of juveniles who have been adjudicated “delinquent.” This course examines the causes and consequences of juvenile delinquency. A thorough examination of approaches to dealing with juvenile offenders and the processes and procedures in juvenile courts. *Prerequisite: RSO 204 or RSO 201*

RSO 372 Offender and Social Policy (3.0 credits): This course will provide students with changing conceptions of how to deal with offenders, including a history of prisons and prison reform. It will also provide an analysis of conflicting goals in public policy, i.e. treatment and rehabilitation vs. punishment and deterrence. The prison industrial complex as a total institution; racial discrimination in the administration of justice; treatment of high vs. low status offenders; probation, parole, halfway houses, etc. This course explores policy approaches to several offenses, including sexual offenses, drugs offenses and terrorism. *Prerequisite: RSO 204.*

RSO 373 Social Deviance (3.0 credits): Analytical study of deviance and social control. Survey of theories relating to deviance, conformity and social control. Importance of the concept of deviance in regulating human behavior in organized society; effects of stigma on interaction processes. We will address questions such as: Why do people deviate? Why do we label certain behaviors as deviant and not others? Who labels whom deviant and why? We will also discuss how social status affect deviant behavior. We will explore how formal and informal agents of social control respond to deviance. Topics to be examined include - media and social construction of crime and deviance, and the different forms of deviance. *Prerequisite: RSO 204 or RSO 201.*

RSO 374 Non-Institutional Treatment Offenders (3.0 credits): Critical examination and analysis of trends in the treatment of criminal offenders in the community with major focus on community treatment centers, halfway houses, furlough programs, drug treatment centers, and community responsibility in the treatment process. *Prerequisite: RSO 201 or RSO 204.*

RSO 404 Social Movements and Change (3.0 credits): Examination of historical and contemporary social movements and their contribution to social change. Consideration of strategies of organizing and coordinating social movements. Theoretical approaches to the explanation of social movements. *Prerequisite: RSO 201.*

RSO 409 Urbanization and Crime Behavior (3.0 credits): A critical examination of the modernization and urbanization processes and their relations to criminal conduct. Differential effects of these processes on ethnic and cultural groups in today's urban American Society. The dynamic nature of both processes on diverse populations in the community. We will also examine immigration and crime, and the impact of globalization on criminal behavior. *Prerequisite: RSO 204.*

RSO 416 Analysis Eth Min Offender (A - Designation) (3.0 credits): Study and evaluation of the social, psychological, and cultural aspects of the ethnic minority offender. Special emphasis given to crime prevention; community values and morals; law enforcement, adjudication, and corrections relationships. *Prerequisite: RSO 201 or RSO 204.*

RSO 443 The Harrisburg Internship Semester (THIS) (15 Credits): The Harrisburg Internship Semester is a unique opportunity offered by PASSHE for a qualified student to get hands-on experience working in a state government agency. The student will spend the entire semester in Harrisburg under the supervision of a local instructor – who will maintain frequent contact with the Cheyney University internship supervisor. *Prerequisite: Junior/Senior Status and 3.0 or above GPA.*

RSO 472 Senior Seminar Criminal Justice (W - Designation) (3.0 credits): Advanced studies of selected topics in sociology including theoretical and methodological issues through completion of an original research project. Exploration of professions aligned with a Social Relations degree concentrating in sociology; professional skills development including resume and cover letter writing and interview techniques. Required for majors. *Prerequisite: RSO 201 or RSO 204 and Senior Status.*

RSO 475 Senior Seminar Sociology (W - Designation) (3.0 credits): Advanced studies of selected topics in sociology including theoretical and methodological issues through completion of an original research project. Exploration of professions aligned with a Social Relations degree concentrating in sociology; professional skills development including resume and cover letter writing and interview techniques. Required for majors. *Prerequisite: RSO 201 or RSO 204 and Senior Status.*

RSO 481 Special Topics in Sociology I (3.0 credits): This course covers selected topics in Sociology. Topics include recent developments in the field and/or subject matter not covered in existing courses. *Prerequisite: RSO 201.*

RSO 482 Special Topics in Sociology II (3.0 credits): This course covers selected topics in Sociology. Topics include recent developments in the field and/or subject matter not covered in existing courses. *Prerequisite: RSO 201.*

RSO 483 Special Topics in Criminal Justice I (3.0 credits): This course covers selected topics in Criminal Justice. Topics include recent developments in the field and/or subject matter not covered in existing courses. *Prerequisite: RSO 201.*

RSO 484 Special Topics in Criminal Justice II (3.0 credits): This course covers selected topics in Criminal Justice. Topics include recent developments in the field and/or subject matter not covered in existing courses. *Prerequisite: RSO 201.*

RSO 485 Special Topics in Anthropology I (3.0 credits): This course covers selected topics in Anthropology. Topics

include recent developments in the field and/or subject matter not covered in existing courses. *Prerequisite: RSO 201.*

RSO 486 Special Topics in Anthropology II (3.0 credits): This course covers selected topics in Anthropology. Topics include recent developments in the field and/or subject matter not covered in existing courses. *Prerequisite: RSO 201.*

RSO 490 Internship I (3.0 credits): Designed to evaluate the job performance and proficiency of social relations students in an actual job situation (paid or unpaid). Evaluation is carried out by designated instructor in social relations in conjunction with personnel at the internship agency with a minimum commitment of 120 clock hours on site. Work may be in any social, public, community service-oriented agency or organization on Cheyney University's approved internship list. May also be used to provide student credit for participation in ongoing research projects sponsored by the instructor, depending on the interest of the student and facilities available. *Prerequisite: Permission of instructor.*

RSO 491 Internship II (3.0 credits): Designed to evaluate the job performance and proficiency of social relations students in an actual job situation (paid or unpaid). Evaluation is carried out by a designated instructor in social relations in conjunction with personnel at the internship agency with a minimum commitment of 120 clock hours on site. Work may be in any social, public, community service-oriented agency or organization on Cheyney University's approved internship list. May also be used to provide student credit for participation in ongoing research projects sponsored by the instructor, depending on the interest of the student and facilities available. *Prerequisite: Permission of instructor.*

Study Abroad Course Descriptions

SAB 100 Study Abroad Program (12.0 credits): This course is used as an indicator for students who have completed the application process and have been approved to take courses at an international location. *Prerequisite Approval of advisor.*

Administration

Board of Governors

Cynthia D. Shapira, Chair

David M. Maser, Vice Chair; Chair, Student Success Committee

Samuel H. Smith, Vice Chair; Chair, Governance and Leadership Committee

Marian D. Moskowitz, Vice Chair, Student Success Committee

Neil R. Weaver, Vice Chair, University Success Committee

Senator David Argall

Robert W. Bogle

Rep. Timothy P. Briggs

William A. Gindlesperger

Abigail Hancox (Indiana University Student)

Darrek M. Harshberger (PennWest University Student)

Akbar Hossain, Designee of Gov. Josh Shapiro

Allison A. Jones-Manning

Daniel Klingerman

Dr. Khalid N. Mumin, Acting Secretary of Education

Rep. Brad Roae

Sen. Judith L. Schwank

Governor Josh Shapiro

Dr. Kate Shaw, Designee for Acting Secretary of Education Dr. Khalid Mumin

Larry C. Skinner, Chair, University Success Committee

Skylar Walder (Shippensburg University Student)

Janet L. Yeomans, Chair, Audit and Compliance Committee

Council of Trustees

Ryan Boyer, Chair

Kafi M. Lindsay, Vice Chair (Finance & Administration, Operational Management - Facilities)

Cheryl E. (Merriweather) Harper ('69) (Academic Affairs, Institutional Research, Assessment & Communications, University Self-Study)

Senator Vincent J. Hughes (Institutional Research, Assessment & Communications, Institutional Advancement, Information Technology)

Dr. Leroy D. Nunery (Academic Affairs, Finance & Administration, Operational Management – Facilities, Institutional Research, Assessment & Communications)

Jasmine E. Sessoms (Student Affairs, Institutional Advancement)

Larry C. Skinner ('76) (Student Affairs, Institutional Advancement)

Dr. Robert L. Traynham ('96) (Student Affairs, University Self-Study)

James E. Turner (University Self-Study)

Craig T. Welburn ('71) (Finance & Administration, Operational Management - Facilities)

Dr. Daniel Greenstein, PASSHE Chancellor (*ex-officio*)

President's Executive Leadership Group

Aaron A. Walton, President

Clifton Anderson, Senior Advisor and Chief Strategist

Dr. Pamela Keye, Chief Diversity, Compliance and Social Responsibility Officer and
Acting Director of Institute for African American Contemporary Experience

Dr. Sharon Gramby-Sobukwe, Interim Provost and Chief Academic Officer

Cynthia Moultrie, Chief Administrative Officer and Acting Chief Administrative Officer

Dr. Sue Mukherjee, Chief Student Success Officer and Chief Information Officer

Dr. Kevin Aiken, Chief Advancement Officer

Faculty (A-Z)

Adeyiga, Adedoyin, B.S. Christopher Newport University; Ph.D., Virginia Commonwealth University; Associate Professor and Department Chair, Department of Natural and Applied Sciences

Ara-Eva, Sakkar, B.A. University of Dhaka; M.S. University of Dhaka; M.S. University of California, Los Angeles; Ph.D., University of California, Los Angeles, Professor, Department of Natural and Applied Sciences

Asuzu, Mark, B.S.B.A. University of Nebraska at Omaha; M.S. University of Nebraska at Omaha; Ph.D. State University of New York; Associate Professor, Department of Business, Education and Professional Studies

Barnes, Christopher, B.A. Morgan State University; M.S.T. University of New Hampshire; M.A. University of New Hampshire; Ph.D. University of New Hampshire; Associate Professor, Department of Social and Behavioral Sciences

Bior, Abdelaziz, B.S. University of Khartoum; M.S. University of Khartoum; M.S. University of Colorado Health Sciences Center; Ph.D., Oklahoma State University; Assistant Professor, Department of Natural and Applied Sciences

Black, Herbert, B.A. University of Wisconsin-Milwaukee; M.B.A. Strayer University; DBA Leadership, ABD, University of Phoenix; Ph.D. Grand Canyon University; Associate Professor and Department Chair, Department of Business, Education and Professional Studies

Bowen, Earl, B.A. Saint Paul's College; M.S.W. Temple University; Ph.D. Widener University; Assistant Professor, Department of Social and Behavioral Sciences, Instructor

Dantonio-Madsen, Marietta, B.S. Kutztown University; M.Ed. Marywood University; M.S. Cheyney University of Pennsylvania; Ed.D. Wilmington University; Professor and Department Chair, Department of Humanities

Crenshaw, Ezekiel, Ph.D. Drexel University; B.A. Cheyney University, Assistant Professor, Department of Business, Education and Professional Studies

Ebisike, Ikechukwu (Norbert), B.A. University of Westminster, London; LL.M. University of Kent, Canterbury; Ph.D. Golden Gate University School of Law; M.Phil. University of Pennsylvania; Associate Professor, Department of Social and Behavioral Sciences

Ekwerike, O. Denis B.S. Cheyney University of Pennsylvania; M.Ed. Cheyney University of Pennsylvania; Ed.D. Wilmington College; Associate Professor, Department of Business, Education and Professional Studies.

Gaffin, Virgilette Nzingha, B.A. Rutgers University; M.A. Rutgers University; M.A. Temple University; Ph.D. Temple University; Associate Professor and Department Chair, Department of Social and Behavioral Sciences

George, Norma, B.A. Cheyney University of Pennsylvania; M.Ed. Cheyney University of Pennsylvania; M.A. Middlebury College; D.M.L. Middlebury College; Professor, Department of Humanities

Gooden, Warren, B.A. Lincoln University; M.S. University of Cincinnati; Ph.D. University of Cincinnati; Professor, Department of Natural and Applied Sciences

Hollins, Tamara, B.A. Hendrix College; M.A. Claremont University; M.F.A. Bennington College; Ph.D. Claremont University; Professor, Department of Humanities

Hughes, Steven, B.S. University of Notre Dame; M.S. Cornell University; Ph.D. Cornell University; Professor, Department of Natural and Applied Sciences

Jang, Joseph, M.B.A. Philadelphia University; Ph.D. Argosy University; Assistant Professor, Department of Business, Education and Professional Studies

Killian, Suzanne, B.A. Allentown College of St. Francis de Sales; M.S. California University of Pennsylvania; Assistant(?) Professor and Director of Intramurals Sports

Miles, Vincent, B.A. Mansfield University of Pennsylvania; M.A. Indiana University of Pennsylvania; Ph.D. Indiana University of Pennsylvania; Assistant Professor, Department of Social and Behavioral Sciences

Peters, Krystal, B.S. Cheyney University; M.S. University of Delaware; Assistant Professor, Department of Business, Education and Professional Studies

Ramakrishnan, Jolly, B.A. Rutgers University; M.A. Immaculata University; Professor, Social and Behavioral Sciences, Associate Professor, Department of Social and Behavioral Sciences

Santerre, Nicole, B.A. Cheyney University of Pennsylvania; M.S. University of Louisville; Ph.D., University of Louisville, Assistant Professor, Department of Natural and Applied Sciences

Schumacher, Eric, B.A. East Stroudsburch University of Pennsylvania; M.A. West Chester University of Pennsylvania; Ph.D. New School for Social Research; Professor, Department of Humanities

Smith, Gregory, B.S. Tennessee State University; M.Ed. Temple University; Ed.D. Temple University; Professor, Department of Business, Education and Professional Studies

Spears, Hazel, B.A. University of Southern California; M.A. Princeton University; Ph.D. Princeton University; Associate Professor, Department of Social and Behavioral Sciences

Thomas, Tamika, B.A. Cheyney University of Pennsylvania; M.Ed. Temple University; Psy.D. Philadelphia College of Osteopathic Medicine; Assistant Professor, Department of Social and Behavioral Sciences

Walker, Patricia, B.S. Cheyney University of Pennsylvania; M.Ed. Springfield College; Assistant Professor, Department of Business, Education and Professional Studies

Williams-Bey, Yolanda, B.A. Cheyney University of Pennsylvania; Ph.D. Drexel University; Assistant Professor, Natural and Applied Sciences

Zhang, Fu, B.Eng. Nankai University; M.S. University of Nebraska at Omaha; Ph.D. University of Pittsburgh; Professor, Department of Natural and Applied Sciences