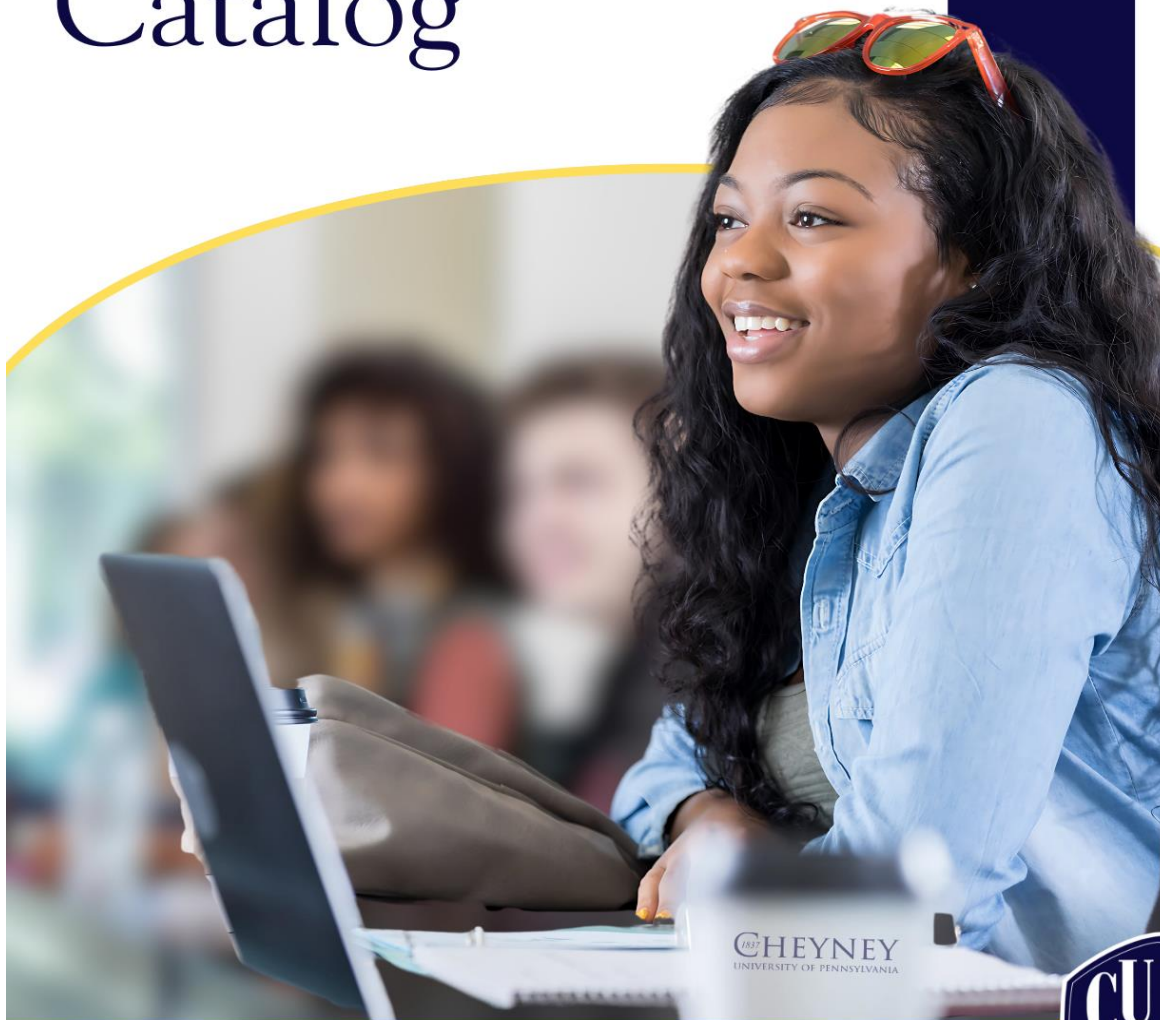


¹⁸³⁷CHEYNEY
UNIVERSITY OF PENNSYLVANIA

Undergraduate Academic Catalog

2024
2025



1837 University Circle
Cheyney, PA 19319
WWW.CHEYNEY.EDU



LEFT INTENTIONALLY BLANK

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



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.

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Welcome to Cheyney University of Pennsylvania



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

- 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
- **Aaron A. Walton, 2017- Present**





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 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.

2024-2025 Academic Calendar

CHEYNEY UNIVERSITY

Academic Calendar

Fall 2024	Fall	Fall I Session	Fall II Session
	15 Weeks	7.5 Weeks	7.5 Weeks
	August 26–December 13	August 26–October 14	October 15–December 13
Fall Payments Due	August 16	August 16	TBD
Financial Removal for Non-Payment	August 16–September 5	August 16–September 5	TBD
Residence Halls Open / Move-In	August 19-24		
Discovery Days	August 20-22		
Classes begin	August 26	August 26	October 15
Add/Drop Period	August 26 - September 3 11:59pm	August 26 - August 29 11:59pm	October 15 – October 18 11:59pm
Academic Convocation	August 28		
Labor Day Holiday (No Classes)	September 2	September 2	
Withdrawal Period Begins – ‘WC’ Grade posted	September 4 – November 1 4pm	August 30 – September 28 4pm	October 21 – November 15 4pm
Roster Verification Period	September 4 – 6	August 30–September 6	October 21 –25
Roster Verification Final Review	September 9 – 11	September 9 - 11	October 28 –31
Census	September 16	September 16	October 21
Midterms Week	October 7-11	September 16-20	November 4-8
Academic Advising Begins	October 14		
Midterm Grades Due @ 11:59pm	October 18	October 1	November 19
Last day to submit Graduation Application for December 2024	October 25		
Student Evaluations of Faculty Teaching Administered	October 28–November 8		
Last Day to Withdraw from a Class by 4pm - Grade of ‘WC’ posted	November 1	September 28	November 15
Incomplete (‘I’) Grades from Spring 2024 converted to ‘F’ Grades	November 1		
Registration Opens for Winterim & Spring 2025 for Continuing Students	November 4		
Early deadline to submit Graduation Application for May 2025	November 22		
Fall & Thanksgiving Break (No Classes)	November 25-29		November 25-29
Last Day of Classes	December 6	October 7	December 6
Reading Day/Exam Study Day	December 9	October 8	December 9
Final Examinations	December 10-13	October 9-14	December 10-13
Residence Halls Close @ 6 pm	December 13		December 13
Final Grades Due @ 11:59pm	December 20	October 24	December 20

Last update: 10/29/2024

CHEYNEY UNIVERSITY

ACADEMIC CALENDAR

WINTERIM 2025	
	5 Weeks
	December 16, 2024 - January 17, 2025
Winterim Payments Due	December 13
Financial Removal for Non-Payment	December 16-20
Classes begin (Monday – Saturday)	December 16
Add/Drop Period	December 17 - December 19 11:59pm
Roster/Attendance Verification Period	December 20-26
Withdrawal Period Begins – ‘WC’ Grade posted	December 20 – January 7 4pm
Christmas Holiday (No Classes)	December 25
Midterms	December 30-31
New Year’s Holiday (No Classes)	January 1
Midterm Grades Due @ 11:59pm	January 3
Last Day to Withdraw from a Class by 4pm - Grade of ‘WC’ posted	January 7
Last Day of Classes	January 14
Final Examinations	January 15-17
ML King, Jr Holiday (No Classes)	January 20
Final Grades Due @ 10:00am	January 21

Last update: 10/29/2024

CHEYNEY UNIVERSITY

Academic Calendar

Spring 2025	Spring	Spring I Session	Spring II Session
	15 Weeks	7.5 Weeks	7.5 Weeks
	January 21 – May 9	January 21 – March 20	March 18–May 9
Spring Payments Due	December 13, 2024	December 13, 2024	TBD
Financial Removal for Non-Payment	January 21-February 1	January 21-February 1	TBD
Residence Halls Open / Move-In	January 16		
Classes begin	January 21	January 21	March 18
Add/Drop Period	January 22 - January 28 11:59pm	January 22 - January 24 11:59pm	March 19 - January 28 11:59pm
Withdrawal Period Begins – ‘WC’ Grade posted	January 29 – March 28 4pm	January 27 – February 21 4pm	March 20 – April 18 4pm
Roster Verification Period	January 29–31	January 27 – 31	March 20-25
Roster Verification Final Review	February 3-6	February 3-6	March 26-28
Census	February 10	February 10	March 20
Last day to submit Graduation Application for May 2025	February 7	February 7	
Spring Break (No Classes)	March 3-9	March 3-9	
Academic Advising Begins	March 10		March 10
Midterms Week	March 17-21	February 10-13	April 7-10
Midterm Grades Due @ 11:59am	March 27	February 19	April 16
Last Day to Withdraw from a Class @ 4pm - Grade of ‘WC’ posted	March 28	February 21	April 18
Registration Opens for Summer & Fall 2025 for Continuing Students	March 31		
Student Evaluations of Faculty Teaching Administered	March 31-April 11		
Incomplete Grades for Fall 2024 & Winter 2025 converted to ‘F’ Grades	April 4		
Early deadline to submit Graduation Application for August 2025	April 18		
Last Day of Classes	May 2	March 7	May 2
Reading Day/Exam Study Day	May 5		May 5
Final Examinations	May 6-9	March 17-20	May 6-9
Residence Halls Close @ 6 pm	May 9		May 9
Final Grades Due @ 11:59pm	May 16	March 26	May 16
COMMENCEMENT	Saturday, MAY 10		

Last update: 10/29/2024

CHEYNEY UNIVERSITY

Academic Calendar

Summer 2025	Summer	Summer I Session	Summer II Session
	11 Weeks	5 Weeks	5 Weeks
	May 27-August 8	May 27-June 27	July 7-August 8
Summer Payments Due	TBD	TBD	TBD
Financial Removal for Non-Payment	TBD	TBD	TBD
Residence Halls Open	TBD	TBD	TBD
Classes begin	May 27	May 27	July 7
Add/Drop Period	May 27- July 18 11:59pm	May 27- June 19 11:59pm	July 8 – August 1 11:59pm
Roster/Attendance Verification Period	May 30-June 2	May 29-June 3	July 9-14
Withdrawal Period Begins - 'WC' Grade posted	May 30 – July 18 4pm	May 29 – June 19 4pm	July 9 – August 1 4pm
Juneteenth Holiday (No Classes)	June 19	June 19	
Midterms Week	June 30-July 3	June 9-12	July 21-24
Independence Day Holiday (No Classes)	July 4		
Midterm Grades Due @ 11:59am	July 9	June 17	July 29
Last day to submit Graduation Application for August 2025	July 11		
Last Day to Withdraw from a Class @ 4pm - Grade of 'WC' posted	July 18	June 19	August 1
Last Day of Classes	August 1	June 20	August 1
Final Examinations	August 4-8	June 23-27	August 4-8
Final Grades Due @ 11:59am	August 14	July 7	August 14

Last update: 10/29/2024



Undergraduate Admissions

Cheyney University Admissions Statement

Cheyney University seeks students who demonstrate initiative, integrity, and maturity to excel in a scholarly environment. Successful applicants exhibit academic potential, self-motivation, and a commitment to lifelong community service.

Admissions decisions are holistic, with no single criterion determining acceptance.

Providing false information in an application or transcript will result in immediate revocation of admission and enrollment. The Director of Admissions has the authority to cancel admission, with appeals directed to the President, whose decision is final.

Application Procedures

- A complete application is required. Applicants are encouraged to apply online. There is no application fee.
- Rolling Admissions: Applications are reviewed on a rolling basis, with priority given to early applicants.
- Transcript Requirement: Students will remain on hold and cannot register for classes, receive a financial aid award letter, or finalize housing until an official high school transcript is received by the deadline stated in the acceptance letter.
- Housing & Financial Aid: Housing applications and FAFSA submissions should be completed well before the first day of classes.
- Official Transcripts: Students must request that their high school guidance office send an official transcript directly to Cheyney University's Office of Admissions.
- Standardized Test Scores (Optional): SAT or ACT scores may be sent from the testing center or included on an official high school transcript.

A. Freshman Application:

To apply for admission, candidates must submit the following to the Office of Admissions:

1. A completed application for admission.
2. An official secondary school transcript.
3. SAT or ACT scores (optional).
4. A **Final Transcript** from the secondary school must be submitted before enrollment.

Accepted Formats for Final Transcripts:

- Parchment
- Naviance
- eScript
- National Student Clearinghouse
- Electronically from a High School Counselor
- U.S. Postal Service

Freshman Admission Criteria

A freshman applicant is a student who has graduated or will graduate from high school and has not enrolled in a post-secondary institution. Admission is based on the following:

Required High School Coursework:

- **English** – 4 units
- **Mathematics** – 3 units
- **Foreign Language** – 2 units
- **Laboratory Science** – 2 units
- **Social Science** – 2 units
- **Academic Electives** – 3 units

Grade Point Average Requirement:

- Minimum **2.0 GPA (weighted)**

B. Transfer Student Admissions

Applicants who have attended **recognized, accredited institutions** may apply for admission with advanced standing, provided they are **academically eligible** to return to their previous institution.

Transfer Admission Requirements:

- A **minimum cumulative GPA of 2.0** from the most recent institution attended.
- **All previous college or university records must be reported** failure to disclose enrollment at another institution may result in dismissal or loss of earned credits.
- **No transfer credit** will be awarded for courses where a grade below “C” was earned.
- Each transcript is evaluated individually based on its alignment with Cheyney University’s curriculum.
- **Students with fewer than 12 transferable credits** must also submit an official high school transcript.

Transfer Application Process

Transfer applicants must submit the following to the Office of Admissions:

1. A **completed application** for admission.
2. **Official transcripts** from all previously attended colleges or universities.
3. Submission of **final official transcript(s) prior to enrollment**.

Recognized Regional Accrediting Bodies:

- Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- WASC Senior College and University Commission (WSCUC)

C. Dual Enrollment Program

Cheyney University offers high-achieving high school juniors and seniors the opportunity to earn **college credit** before completing their high school studies. Eligible students must live close enough to attend in-person classes at the University.

Program Details:

- Dual enrollment students must **meet standard admission requirements** as well as demonstrate their ability to succeed in registered courses.
- These students may later apply for **degree-seeking status** by fulfilling all standard entrance requirements.
- **Strong consideration for future admission** is given to students whose high school grades and college aptitude test scores indicate potential for academic success.

D. Visiting Student

Undergraduate students from any **Pennsylvania State System of Higher Education (PASSHE)** institution may enroll in courses at Cheyney University **without losing** residency at their home institution, eligibility for honors and athletics, or credits toward graduation. **Grades earned at Cheyney University will be fully accepted** and factored into credits earned, GPA, and residency requirements.

Requirements and Conditions

- Students must be **matriculated** at their home university, have completed a **minimum of 12 college-level credits**, and be in **good academic standing**.
- A **maximum of 24 credits** may be earned through the **Visiting Student Policy**.
- Students must provide evidence of **good standing** from their home university to register at Cheyney University. Course enrollment is subject to **priority level and availability**.
- All **credits and grades earned at Cheyney** will be accepted in full by the home university and treated as **resident credits**.
- Students are responsible for **working with an academic adviser** at their home institution to ensure credits apply toward graduation, in accordance with PASSHE policies.
- Students must complete the **Visiting Student Notification Form** and submit it to their home institution **before enrolling at Cheyney**.
- The **Visiting Student Program cannot be used to:**
 - **Repeat courses**.
 - Enroll in **internships or practicums** required for licensure or certification **without written approval** from both the home institution and Cheyney University, subject to placement availability.
- Students must **register and pay tuition** directly to Cheyney University.
- If a student enrolls in courses at **both their home institution and Cheyney during the same term**, they must **register and pay tuition at both universities** accordingly.

E. Non-Degree Seeking Students

Students enrolling in courses for **job-related or personal enrichment** without pursuing a degree will be classified as **non-degree students**.

Key Guidelines:

- Non-degree students may take **credit and non-credit courses** but **cannot progress toward a degree**.
- They are **not eligible** for **Federal Financial Aid**.

F. Re-Admit Students

Students who have previously attended Cheyney University but have not been enrolled for **one or more semesters** must submit a **readmission application** by the deadlines listed on the academic calendar.

Eligibility for Readmission

1. Students in Good Academic Standing

- a. Took a semester off without attending another institution.
- b. Must submit a **readmit admission application** (no application fee) by the deadline.

2. Students Previously on Academic Probation

- a. Must demonstrate **academic progress** by earning a **minimum 2.0 GPA** in recent coursework.
- b. If coursework was completed at Cheyney University as a **non-degree student**, they may apply as a **readmit student** and must submit a readmit application.
- c. If coursework was completed at another institution, the student **must apply as a transfer student**.

3. Students on Conduct Suspension

- a. Must obtain **permission to return** from the Office of Admissions.
- b. Must demonstrate **academic progress** by earning a **minimum 2.0 GPA** in recent coursework.
- c. If coursework was completed at Cheyney University as a **non-degree student (maximum of 6 credits)**, they may apply as a **readmit student** and must submit a readmit application.
- d. If coursework was completed at another institution, they must **apply as a transfer student**.

G. Home-Schooled Students

Home-schooled applicants must meet the **standard application requirements** and provide the following additional documentation:

- **Detailed course descriptions and/or syllabi** for academic work completed through the home-schooling program.

This documentation will assist in evaluating the applicant's academic background and preparedness for university coursework.

H. International Students

Cheyney University is approved by the United States Department of Homeland Security (DHS) as an institution of higher learning for international students. Students applying for admission must present the original and complete academic credentials with the application for admission.

Application Requirements

1. **Completed admissions application.**
2. **Copy of Passport**
3. **Official High School and/or College Transcripts** (Transcripts must be evaluated by an approved agency if needed).

Foreign Credential Evaluation

Students are responsible for all evaluation fees if transcripts need to be translated.

Accredited foreign transcript evaluation companies include members of the National Association of Credential Evaluation Services (NACES). NACES is a trade association of independent, non-governmental organizations that evaluate credentials for people who have studied outside the United States.

Evaluations are required to determine how your academics are graded compared to the U.S. or Canadian education system. Follow the steps below to secure your credential evaluation:

1. Select one of the NACES Agencies to begin your transcript evaluation: NACES Members.
2. Select the course-by-course evaluation option to ensure that your evaluation meets our requirements for admission review. To ensure that Cheyney University receives an official copy of your evaluation, select it from the drop-down box and add it as a recipient.
3. **English proficiency exam** (Only required for non-English speaking students). Students who are not from countries where English is the official language must submit a recent test of English as a foreign language
 - TOEFL score of 79 and above internet-based test
 - IELTS score of 6.0 and above
 - Official ACT 21 & up on the English Section
 - SAT 500 & up on evidence-based reading & writing section
4. **Bank Statement**
5. **Financial Statements** (Affidavit of support).

Financial Statement

1. Applicants must provide a notarized financial statement from their bank showing that the applicant has enough financial support to finance their education in the United States.
2. This statement must be submitted with the application for admission. This amount should be at least \$30,762 (subject to change). Please consult with the Admissions Department about the current cost per year.
3. Applicants must submit an Affidavit of Support.

Issuing the I-20

1. Prior to an I-20 being issued Applicants must pay the Advance Registration Deposit.
2. I-20 forms are issued once all required documents are received the Advance Registration Deposit (U.S. currency).
3. I-20s are not released to a third party. It is issued only to the applicant or mailed directly to the permanent home address listed on the application for admission.
4. The student must present an original copy of the I-20 and the letter of acceptance to the Embassy to authorize travel to the U.S.

SEVIS I-901 Fee

1. Once the I-20 has been issued, the student is responsible for directly paying the \$350 fee (U.S. currency) to the Department of Homeland Security.
2. The I-901 fee must be paid before the student's embassy appointment. Failure to pay this fee may result in denial of F-1 status.
3. No Visitor's Visa will be accepted.

I. Deferred Admission

Students who choose to delay their enrollment at Cheyney University for up to **one year** after high school graduation are encouraged to **apply during their senior year** to secure an admission decision.

Deferral Process:

- A **written request** for deferment must be submitted to the **Director of Admissions** no later than **May 1**.
- To secure a place in the incoming class, students must submit the **non-refundable enrollment deposit** at the time of the deferral request.

Financial Aid

The Office of Student Financial Services (SFS), located in Burleigh Hall, offers financial aid information and counseling to all students attending the University. The types of assistance offered by SFS include student employment, educational loans, scholarships and grants. Debt prevention management and loan repayment options are also available.

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). The student's financial aid offer may contain federal, state, 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 that 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

The U.S. Department of Education's eligibility requirements are that you must:

1. Demonstrate financial need for need-based Federal Student Aid Programs;
2. Be a U.S. Citizen or an eligible noncitizen;
3. Have a valid Social Security Number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);
4. Be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program
5. Maintain satisfactory academic progress;
6. Provide consent and approval to have your Federal Tax Information transferred directly into your *Free Application for Federal Student Aid* (FAFSA) form; and,
7. Show you have a high school diploma or its equivalent (GED or home school completion meeting state requirements).

Students must submit a FAFSA as soon as possible after October 1st to receive maximum consideration for all need-based financial aid administered through the University. The Title IV school code for Cheyney 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. Additional forms or applications may be required, depending on which student aid programs are being sought. Financial aid is available both the regular academic year and the summer sessions.

Student Responsibilities – Students who apply for financial aid have certain responsibilities, which are listed below:

1. Accurately complete and submit the appropriate applications/forms by the published deadline dates.
2. Submit requested materials, corrections, or new information on a timely basis.

3. Meet the regulations and repayment schedule of student loans.
4. Inform the Office of Student Financial Services of any grants, scholarships, or loans received from outside organizations.
5. Inform the Office of Student Financial Services of any information that has changed since applying for aid.
6. Understand the Satisfactory Academic Progress requirements for maintaining financial aid eligibility.
7. Use financial aid funds for educational purposes only.

Financial Aid Programs Available

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.

Educational Loans

Loan programs offer repayable assistance to students who apply and qualify for them. Repayment terms, interest rates, and borrowing limits vary from program to program. Educational loans are a serious and important obligation. Receipt of funds means that the student assumes the legal responsibility for repayment of the loan at a future date. The promissory note for the loan specifies the terms and conditions under which the student is borrowing and the repayment provisions that are in effect. Participation in community service positions after leaving school may provide for repayment of certain student loans.

Federal Direct Subsidized and Unsubsidized Loan-The application for the Federal Direct Loan is the *Free Application for Federal Student Aid* (FAFSA). First-time borrowers will also need to complete a Federal Direct Loan Master Promissory Note (MPN) and entrance counseling to finalize the approval process. Both the MPN and entrance counseling can be completed at <https://studentaid.gov>.

Through this program, freshmen may borrow up to \$5,500 per academic year, sophomores may borrow up to \$6,500 per academic year, and juniors and seniors may borrow up to \$7,500 per academic year. An academic year at Cheyney is defined as the fall, spring, and summer. Subsidized Federal Direct Loans are awarded on the basis of financial need as determined by the FAFSA and require no payment of principal or interest until six months after the student ceases half-time enrollment (6 credits per semester). Unsubsidized Federal Direct Loans require payment or capitalization of interest only during periods of enrollment and the six-month grace period. Following the grace period, both types of Federal Direct Loans are repayable to the US Department of Education, which can also provide current interest rate information.

Additional Unsubsidized Federal Direct Loan funds are available to independent undergraduate students. Freshmen and sophomores may receive up to \$4,000; juniors and seniors may receive up to \$5,000. Dependent students whose parents cannot obtain a Federal Direct PLUS Loan may also be eligible for these additional unsubsidized funds.

Federal Direct PLUS Loan-Parents interested in obtaining the Federal Direct PLUS Loan must establish their eligibility for the loan through a preapproval process at <https://studentaid.gov>. Parents may borrow for their dependent children up to the cost of education minus other financial aid. The loans are repaid starting 60 days after the final disbursement for the loan period is issued, however, in-school deferment provisions are available. The US Department of Education can provide current interest rate and deferment information.

Alternative Loans-A wide variety of privately financed educational loan programs are available for students and

parents. Each of these programs offers unique terms and conditions that affect its availability in particular circumstances.

Grants

Grants are funds that carry no obligation for repayment. These funds are awarded to the student on the basis of financial need.

Federal Pell Grant-The Federal Pell Grant program provides funds to eligible undergraduate students who have not earned a first bachelor's degree or who have not used their lifetime limit. A *Free Application for Federal Student Aid* (FAFSA) must be filed annually to apply for this grant. Awards are based on the number of credits for which a student is enrolled on the 15th day of the term for the Fall and Spring. Students may be eligible for a Pell Grant for fall/spring and summer. A maximum of 12 full-time semesters (or its equivalent) of eligibility is permitted.

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 have 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.

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

- 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)*.

Pennsylvania State Grant-The Pennsylvania State Grant Program, administered by PHEAA, is available to eligible part-time and full-time undergraduate students who are Pennsylvania state residents. You must complete a *Free Application for Federal Student Aid* (FAFSA) by May 1 to be considered. First-time applicants are also required to complete a State Grant information form. Academic progress guidelines require that a student earn 12 new non-remedial credits (or its equivalent for part-time students) for each full-time semester for continued eligibility of grant funds. A maximum of 8 full-time or 16 part-time semesters of eligibility is permitted. During summer sessions, students must be enrolled for a minimum of five weeks.

State Grants-Some state educational agencies offer grant assistance to students who study outside of their state of residency. Out-of-state students are encouraged to investigate opportunities for grant funding from their home state.

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 FAFSA Federal Tax Information (FTI) import process 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 for the student's application to be processed. The institution notifies the student by requesting documentation.

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.

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 3.50 (3.0 annually to retain)
- For first-time college students: Combined SAT scores of 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 3.25.
- 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: Class Attendance - Title IV Requirements

Students who receive Title IV financial aid are expected to attend and engage in class. 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

To be eligible for Title IV aid, a student must maintain satisfactory academic progress (SAP). The SAP policy includes quantitative and qualitative measures reviewed at the end of each semester, including the summer term. Students who are not making SAP are not eligible for Title IV aid, unless they are approved for an appeal. If a student receiving financial aid is academically dismissed from the University, their financial aid will be immediately cancelled for the next semester. The student's SAP status remains in place for any subsequent semester until the student is readmitted to the University. At the end of each semester, after grades have been posted by the Registrar's Office, a report is generated to the Office of Student Financial Services. Students who are not making SAP will receive a notification letter. The students will see their notification in the Banner Self-Service portal.

Qualitative & Quantitative Measures

The SAP standards, which differ from the academic policies set by the Provost, apply to all students seeking Title IV aid, regardless of whether the student received Title IV aid in the past. Students must meet all three measures to be eligible for Title IV aid.

1. Qualitative Measure – Cumulative Cheyney grade point average (GPA)
 - All undergraduate students: Must achieve a minimum cumulative GPA at the end of each semester based on the cumulative credits attempted. The following chart indicates the required minimum GPA based on attempted credits.

Minimum Cumulative GPA	Cumulative Attempted Credits
1.50	1-24 credit hours
1.60	25-36 credit hours
1.75	37-48 credit hours
1.85	49-59 credit hours
2.00	60 credit hours and over (until graduation)

Credits with the following grades will be included in the GPA calculation: A, B, C, D and F. Courses transferred into

Cheyney will not have the grade calculated into the GPA. 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 or taken through the Visiting

Student Program will affect the GPA. This includes courses given a final grade of "TR" or "CR".

2. Quantitative Measure – Cumulative Pace of Completion

- All undergraduate students must complete a percentage of the total cumulative attempted credits.
- Pace of completion is calculated by dividing the number of cumulative credit hours successfully completed by the cumulative number of attempted credit hours.

$$\frac{\text{Cumulative Credit Hours Successfully Completed}}{\text{Cumulative Attempted Credit Hours}}$$

- Credits are considered successfully completed when a grade of A, B, C, or D is earned.
- Transfer credits with a TR or CR are also included as successfully completed and included in the attempted credits.
- Credits taken through the Visiting Student Program.
- Credits with the following grades will be included in attempted credits only: F (Fail), I (Incomplete), AW (Administrative Withdraw), W (Official Withdraw), WC (Class Withdraw), TR and CR (Transfer Credit), and NGR (No Grade Recorded) NG (No Grade Given) N (Academic Amnesty).

The Pace percentage will be graduated for all students enrolled as of the Fall 2024 semester at Cheyney. The following chart will show the pace percentage at the end of the first semester or second semester.

Minimum Required Completion Percentage	GPA Credit Hours Cumulative Attempted
50%	1-12 credit hours
60%	13-24 credit hours
67%	25 credit hours and over (until graduation)

Evaluation Periods

The Student Financial Services Office evaluates SAP at the end of the fall, spring, and summer semesters for all students. All students who are determined to be in Failing calculated status, must submit a SAP Appeal to determine financial aid eligibility for the next semester of enrollment.

Cheyney provides a financial aid warning period for students who are not making SAP for the first time during which they remain eligible for financial aid for one semester. Students may not receive more than 2 warning periods in their academic career and must return to good standing in the semester before being eligible for the second warning period. Students are not required to file an appeal to be eligible for financial aid during the warning period.

A student who is not making SAP and is not eligible for a second warning period but has been granted an appeal approval will be placed on probation for the semester during which they may receive financial aid assistance.

Students placed on Warning or Probation will be referred to the Academic Success Center (ASC) to work with the Academic Navigators. The ASC will evaluate and recommend services to assist the student with improving their academic performance.

A student placed on Probation will need to create an Academic Success Plan with their Academic Navigator to be submitted with the SAP appeal, if the student chooses to appeal.

Regaining Eligibility

Students who do not meet the satisfactory academic progress standards will not be eligible for Title IV aid. Once Title IV aid has been discontinued, it may be considered for reinstatement provided:

- The student has successfully achieved the qualitative and quantitative requirements for SAP based on subsequent non-federal aid funded enrollment attendance and future semester eligibility calculations, OR
- The student has requested reinstatement in writing and has been readmitted to the institution after successful completion of a semester(s) at a community college. A college transcript must be submitted with the SAP appeal.
- Upon receipt of the official community college transcript and transfer credit evaluation, Cheyney will perform a SAP recalculation by adding the approved credits and GPA to the students previous qualitative and quantitative achieved eligibility. If, based on the recalculation and the tables above, the student is determined to be eligible.
- The student will be placed in a PASS status with aid eligibility for the next enrollment semester; OR
- The student has requested reinstatement in writing and has been readmitted to the institution after successful completion of a semester(s) at a community college. A college transcript must be submitted with the SAP appeal.
- Based on the recalculation, including the approved transfer credit and GPA, it is determined the student is NOT achieving an eligibility status, the student will be placed in a FAIL status and required to submit documentation to support the denied appeal, OR
- The student has requested reinstatement in writing after being readmitted to the institution but did not attend community college. If the student has been separated from Cheyney for two (2) years or longer, the student may apply for re-admission to the University. Regarding aid eligibility, the student will return to the same SAP status that was determined prior to separation. The student can submit a SAP appeal for reconsideration of their financial aid eligibility if they were not in good standing.

If a student is deficient in credits and/or GPA at the end of the academic year, summer course(s) may be used to eliminate the deficiency. However, the student would not be eligible for financial aid for the summer course(s) unless the student had an approved SAP appeal. If a student has a GPA deficiency, courses taken elsewhere may not be used to improve this deficiency. Only courses taken at Cheyney or through the Visiting Student Program at another Pennsylvania State System of Higher Education University will count towards the cumulative GPA. Courses taken through the Visiting Student Program may not be used for repeating courses. Visiting Student Program forms are available in the Registrar's Office and should be approved prior to registering for the coursework.

It is the student's responsibility to notify the Student Financial Services Office of any grade changes that can impact the calculation of the SAP status after the semester review is completed. For example, the student had incomplete grades and has now completed the required coursework before the start of the next semester. The student must file a SAP Appeal form and provide a letter explaining the course(s) that had the grade change and request a re-evaluation of their SAP status. Students can review their status with the CU staff to determine if an appeal is needed.

Once a student meets the minimum SAP standards financial aid will be reinstated. Awards cannot be paid retroactively for the payment period(s) during which eligibility was lost.

Treatment of Special Grades

I	Incomplete Grades - given for courses taken and not completed within the semester due to illness or a grave emergency. Students will have a maximum of 12 months after receiving the incomplete to finish all coursework and receive a change of grade. After 12 months the grade will automatically convert to an "F".
IP	In Progress - department designated self-paced courses. Credits may be earned by completion of the required assignments through consecutive enrollment. Interruption in enrollment will result in the IP converting to an F.
CR/TR	Accepted/Transfer credits; count in attempted and earned credits, not calculated in the GPA.
W/WC	Course Withdrawal- official withdrawal from a course given after the end of the drop period; credits count as attempted credits.
W	Semester Withdrawal- used for a total semester withdrawal; credits count as attempted credits.
AUD	Audit- given for courses taken for audit; grades are not calculated in GPA nor counted as attempted credits.
NGR/NG	No Grade Recorded/Received- These credits count as attempted credits.
N*	Indicates academic amnesty and has been excluded from the GPA calculation. The credits count as attempted credits. Sometimes appear as NF or ND on the transcript.
AW	Administrative Withdrawal- effective September 2009. These credits count as attempted credits.

Remedial Coursework – courses are included in the qualitative cumulative GPA calculation for SAP, quantitative pace of completion, and maximum time frame for degree completion. A student will not be allowed to receive

Title IV aid for more than 30 remedial credits.

Repeat Coursework – a course that is repeated in a semester after the semester it was originally taken. All courses are included in attempted credits but only the last grade earned is used in the calculation of cumulative GPA. Any failed course may not be repeated more than 3 times. A previously passed course may only be repeated one time and be counted as aid eligible.

Readmit Students – a student is readmitted to the University; SAP will be based on the student's previous attempted credits and GPA at Cheyney, and all credits and GPA transferred unless the student has been separated from Cheyney and is returning without successful attendance at another institution.

Consortium Coursework – if permitted by the Registrar's office, courses will be treated as CR or TR credits and corresponding grades will be recorded and included in the cumulative calculated GPA. The grade will be counted for both aided and un-aided students. The credits will be counted as both attempted and completed.

Change of Major – all credits are counted towards the maximum timeframe for degree completion, SAP is not reset.

Second Degree – SAP status is reset for the first semester. Undergraduate students who have not borrowed the maximum aggregate amount of loans may have remaining loan eligibility but will not be eligible for Pell or FSEOG as they have graduated from their first bachelor's degree.

Grade Definitions

- A - 4 quality points
- B - 3 quality points
- C - 2 quality points
- D - 1 quality point
- F - 0 quality points

Course in Program of Study (CPOS)

To remain eligible for financial aid, a student must only take courses that count toward their degree plan. Most degree plans have electives built into the plan, but once those electives are filled, a student must only take courses that will move them toward graduation. Therefore, it is important for students to work with their advisor to ensure they can register for courses when they are offered.

Once a student has completed graduation requirements for their major, a student is not eligible for financial aid even if they have not formally applied for graduation. Financial aid can be used to pay for courses in a minor but only when those courses fit into the degree plan. Taking a minor requires a good plan to complete the minor while the major is completed for graduation.

Reinstatement of Financial Aid and Appeals

Filing a SAP Appeal

Students in a FAIL status may submit an appeal, if they have experienced extenuating circumstances that affected their ability to meet the SAP requirements. 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.

Students should submit the appeal **by the priority deadline of August 1 for Fall, December 20 for Spring, and June 1 for Summer approval for financial aid for the 2024-2025 Academic Year.** All submitted complete appeals received after the priority deadline will still be considered.

Effective Fall 2024, the appeal will need to include the following:

- Satisfactory Academic Appeal Form (*see Appendix*);
- A signed statement explaining the extenuating circumstance.
- Supporting documentation of the extenuating circumstances based on the following chart;

Type of extenuating circumstance	Required documentation
Personal illness, surgery, or treatment	Documentation from a doctor's office outlining the illness and recovery time for extended absences, if needed.
Illness of a family member that requires assistance from the student	Documentation from a doctor's office that indicates the illness of the family member. Statement from the student on the assistance that they will provide to the family member that interfered with their courses.
Death of a family member	Death certificate for the family member or the published obituary for the family member.
Death of a close friend	Obituary for the close friend. Statement from the student on how the death interfered with their ability to complete coursework. If the student is in counseling, a statement from the attending therapist, counselor, spiritual leader, physician or other professional that supports the student's statement. The letter must be on an official letterhead and include contact information for the supporting professional.
Disability accommodations that are not meeting needs	Statement from the student on the lack of services and the type of accommodation missing that was needed for the successful completion of their coursework. Documentation regarding where the student made the request for the accommodation and the response or lack of response from that office.
Other adverse situation that caused the inability to attend classes and achieve GPA or Pace	Statement from the student describing the adverse situation and how it affected them. Documentation to support the student's statement. The documentation must be specific to the semester where the SAP calculation was completed.
Students have taken summer courses to improve their GPA or Pace percentage.	Statement from the student that they have taken summer courses based on their advisor's advice. A statement from the student's advisor that the student worked with them to enroll in summer coursework. A copy of their summer course schedule. Summer course completion will be validated by the office against the student's academic transcript.
Courses taken at another school after FAIL SAP	Student statement, transcript, or proof of obtained credential

status	
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The SFS Office will collect the appeal and determine that the documentation is complete and has the appropriate required signatures. Cheyney uses a third-party processor, FAS-Atlanta, whose staff will review the documentation and determine if the appeal is substantiated by the documentation provided. If the documentation is not sufficient, the Cheyney SFS staff will contact the student to provide additional information is being requested. Students will see the documentation needed listed in the Banner Self-Service portal.

If the appeal is denied, the student will receive a denial letter with recommendations of steps to take to achieve academic success. Counseling students on denial appeals is handled by CU SFS staff. A student may appeal a SAP denial to the CU SFS staff and determine if a reconsideration is warranted. CU SFS staff will collect any additional documentation needed. Denial appeals must be requested by the student within 5 working days of the denial notification. Students denied a SAP appeal are responsible for all billed charges on their student account.

Academic Success Plan

Students who have a status of FAIL or have reached the 150% point of the attempted credit maximum for their degree program of study will be required to file an academic plan along with their appeal. To continue their financial aid eligibility, students will be required to submit:

- The SAP appeal form
- A student statement outlining the reason they have not completed their degree in the maximum timeframe. The completion of a minor is not a valid appeal status as maximum timeframe applies only to the student's degree major.
- An approved academic plan from their Academic Navigator outlining how the student will complete the courses needed to complete their degree major within a reasonable number of semesters not to exceed two (2) semesters.

Only courses needed to complete the major will be allowed in the academic plan.

Once they have filed the appeal form with an approved academic success plan, the student's progress will be reviewed at the

end of each semester. Failure to submit the approved academic success plan will prevent the approval of the SAP appeal.

Failure to adhere to the academic plan created for the student and achieving the required GPA will result in termination of Title IV aid.

Maximum Timeframe to complete a degree.

Students must complete their degree within 150% of the time needed to complete a standard four-year degree. To obtain a degree at Cheyney, a student must complete 120 credits but will have up to 180 attempted credits to finish their degree.

$$(120 \text{ credits} \times 150\% = 180 \text{ credits})$$

SFS staff will monitor students who are close to max timeframe beginning at 120 attempted credits and provide a notice to the students explaining the max timeframe rules and potential SAP issue.

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. Visit www.pheaa.org. 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.

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 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 2024-2025 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.

If 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 non-refundable. 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.

To be cleared to attend classes the following steps must be taken:

- Students must be registered.
- 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.
- 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.
- Must be in good academic and behavioral standing with the University.
- 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.) has 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 the Banner 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 **BANNER** 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 to clear, or the student will be required to pay the full balance due. Contact the Office of the Bursar for additional information.

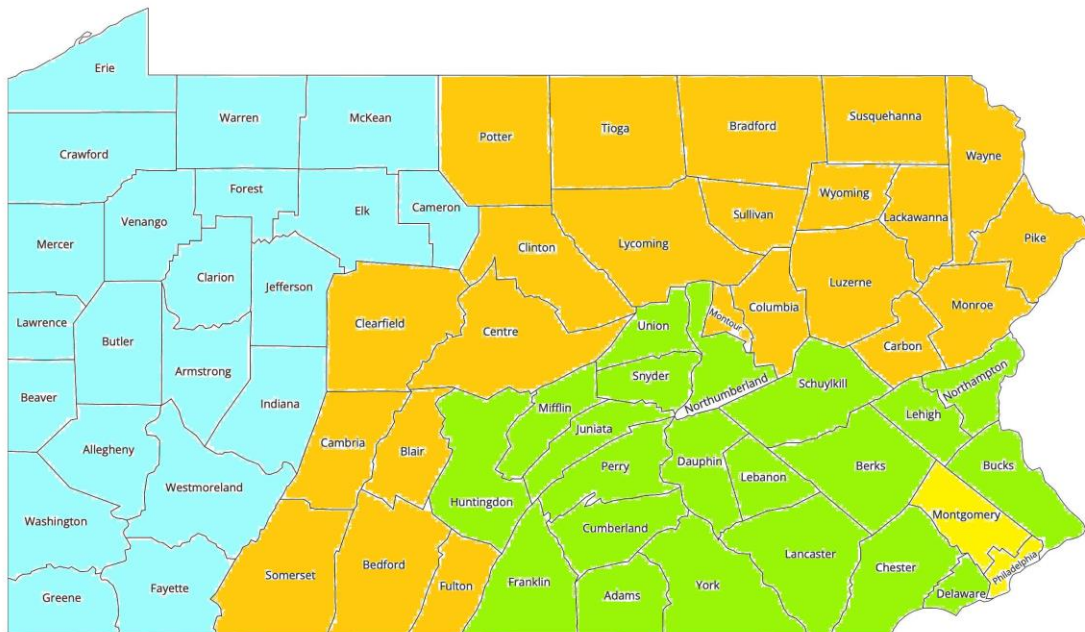
Pennsylvania Domicile Regulations

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 Office of the Registrar at Cheyney University of Pennsylvania 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.

Pennsylvania



For more maps please visit <https://inkpx.com>

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 (ASC) 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. At Cheyney, each member of the Academic Success Center Staff is committed to creating an environment where students will learn to develop the confidence, discipline, and skills they need to succeed — both here and anywhere their future leads. We provide tutors for the following courses:

- Mathematics and Sciences
- Social Sciences (Psychology, Sociology, African American History, History, Philosophy, Criminal Justice, and Political Science)

Students may also participate in individual and group academic support, such as tutorials and skill building workshops. Additionally, students can receive academic coaching for sustained excellence reviewing time management, study skills and strategies, managing test anxiety, academic discipline, and organizational skills. The ASC 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 Monday through Friday. Academic support is offered Mondays thru Thursdays and Weekends. Virtual academic support is available via Zoom with the Director's approval. Staff can be reached on (610) 399-2041.

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 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

Welcome to our campus dining services! We are dedicated to offering delicious and nutritious meal options to our campus community.

Dining Venues:

- The Snack Bar offers a variety of quick bites and grab and go options for students on the move.
- Ada George Dining Hall is our full-service cafeteria that provides a diverse selection of freshly prepared meals for breakfast, lunch, and dinner.

Meal Plans:

- All campus residents are required to have a University meal plan.
- First year students are automatically enrolled in the 19-meal plan, providing three meals per day. Upperclassman can choose between the 19-meal plan (three meals per day) or the 14-meal plan (two meals per day)
- Meal plan balances do not carry over semester to semester, but Flex/Wolfbucks roll over from Fall to Spring each academic year.

Adding Funds:

- To add funds to your Flex/Wolfbucks on your student ID card, please use the below link to access eAccounts (Transact). <https://cuwc-sp.transactcampus.com/eAccounts/AnonymousHome.aspx>

Policies:

- 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/credits are available upon withdrawal from the University. The student must properly check out of the room and return the University Student ID card and room key to the Office of Housing.

Student Employment Opportunities

- Our dining service offers numerous employment opportunities for students each semester.

To learn more about available positions and how to apply, please contact housing@cheyney.edu

Health Services

The Cheyney Health Center is open Monday through Friday from 9:00am to 4:00pm. 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 610-399-2143 or cheyneyhealth@cheyney.edu 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. Office hours are Monday – Friday from 8:30 am – 5 pm; we offer 24-hour Student and Staff Helpdesk support via email at helpdesk@cheyney.edu or by calling (610) 399 – 2222.

The policy on acceptable usage of technology can be found on the university's website at www.cheyney.edu/useoftech.

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, learning management systems and video conferencing technology, television studio and radio station support, support for the campus website and Cheyney social media applications.

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 and online at cheyney.edu/lostid/ and navigating to 'Bursar'.

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 circumstances 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 assignments 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 on 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. Cheyney uses the College Board's Accuplacer test for those students who do not provide SAT/ACT scores. Testing sessions are available before the start of each term. 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: ENGL 0011 (Elements of Writing), MATH 0001 (Basic Math), and MATH 0002 (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 their first semester.

Developmental Course Credits: 1. Count in Attempted Credits; 2. Count in Earned/Passed Credits; 3. Do not count in the Cumulative GPA; and 4. Do not count towards degree completion/graduation requirements. However, Developmental Course Credits do count towards full or part-time status.

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 SPAN 1101 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 11XX, 22XX, 33XX or 44XX. 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 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 preferably be 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.

- W/WC (Withdrawal from a Course) – W/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 when currently enrolled in classes. 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	$4 \times 3 = 12$
2nd Course	B	3	3	$3 \times 3 = 9$
3rd Course	C	2	2	$2 \times 2 = 4$
4th Course	D	1	3	$1 \times 3 = 3$
5th Course	F	0	2	$0 \times 2 = 0$

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 BANNER Self-Service. Additional registration information is available on the Office of the Registrar website and on BANNER Self-Service.

Adding/Dropping Courses

- Courses may be added to the student's schedule via BANNER 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 BANNER 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 **Banner** Self-Service to access and update the information on record in the **Banner** 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) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student’s education records within 45 days after the day Cheyney University of Pennsylvania receives a request for access. A student should submit to the registrar, chairperson, or Chief Academic Officer [or other appropriate official], a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to ask Cheyney University of Pennsylvania to amend a record should write The Office of the Registrar, clearly identify the part of the record the student wants changed and specify why it should be changed.

If Cheyney University of Pennsylvania decides not to amend the record as requested, Cheyney will notify the student in writing of the decision and the students’ right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before Cheyney University of Pennsylvania discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

Cheyney University of Pennsylvania discloses education records without prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by the [School] in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the

board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Cheyney University who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Cheyney University.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Cheyney University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Directory Information

FERPA permits the disclosure of personally identifiable information (PII) from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student —

- To other school officials, including teachers, within [School] whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State- supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” under § 99.37. (§ 99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

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 academic semester. 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.

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.

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.

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, art, and literature 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 that 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			
ENGL 1112	English I	3	Essential Skills
ENGL 1113	English II	3	Essential Skills
ENGL 1114	Speech	3	Essential Skills
EDUC 1110 or PHIL 1110	Introduction to Interpretation and Analysis or Critical Thinking	3	Critical Skills
MATH 1XXX_	Survey of College Math (or higher)	3	Mathematics
RECR 1111	Health and Wellness	2	Health & Wellness
AFAM 2210	African American Experience in a Global Context	3	African Am Experience
GAC 1101*	Freshmen Seminar I	1	Freshman Experience
GAC 1102*	Freshmen Seminar II	1	Freshman Experience
TOTAL			
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>			
RECR ____	Physical Activity	1	Health & Wellness
TOTAL			

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			

**Beginning in fall 2020, new freshmen took GAC120 and GAC121 (Academic Learning Community) courses that are under consideration to meet 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 Arts (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.

Department of Business, Education, and Professional Studies

Dr. Tanya M. Robinson, Chair
Email: trobinson@cheyney.edu

Office:



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 ACCT 2211, ACCT 2212, FINA 2210, BSMG 2210, BSMG 3310, BSMG 4410, MKTG 2210, BUSN 2240, BUSN 3310, BUSN 3330, BUSN 3350 and BUSN 4420. 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 ECED 1131, ECED 2241, ECED 2242, ECED 3301, ECED 3302, ECED 3303, ECED 3304, ECED 3305, ECED 3306, ECED 3307, ECED 3343, ECED 3344, ECED 4401, ECED 4402, ECED 4403, EDUC 4428, SPED 2220, SPED 2224 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 ECED 1131, ECED 2241, ECED 2242, ECED 3301, ECED 3302, ECED 3303, ECED 3304, ECED 3305, ECED 3306, ECED 3307, ECED 3343, ECED 3344, ECED 4401, ECED 4402, ECED 4403, EDUC 4428, SPED 2220, SPED 2224, SPED 3321 and SPED 4421.

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)	PHIL 2213	3
Writing Course (W)	ENGL 4430	3
Global Course (G)		3
A-A Heritage Course (A)		3
Information Literacy Course (I)	ENGL 4430	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 HRTM 1111, HRTM 2221, HRTM 2223, HRTM 3310, HRTM 3321, HRTM 3330, HRTM 3331, HRTM 3333, HRTM 3359, HRTM 3361, HRTM 4421, HRTM 4461, HRTM 4463, HRTM 4464, HRTM 4472, HRTM 4488, HRTM 4499 along with the following 9 credits in ACCT 2211, BSMG 2210 and RECR 3316. 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)

- HRTM 1111 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 **HRTM**

BUSINESS ADMINISTRATION MAJORS

The following Business Administration courses have HRTM equivalents as indicated:

- FINA 2210 Financial Management for HRTM 4488 Hospitality Financial Management
- BUSN 3330 Business Law for HRTM 3333 Hospitality Law
- BSMG 3340 Personnel Management for HRTM 4472 Hospitality Human Resources
- MKTG 2210 Marketing for HRTM 3321 Hospitality Marketing & Sales”

RECREATION & LEISURE MANAGEMENT STUDENTS

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

- RECR 3323 Law in Sport & Physical Education for HRTM 3333 Hospitality Law
- RECR 3324 Sport Marketing for HRTM 3321 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 RECR 3310, RECR 3316, RECR 3317, RECR 3319, RECR 3320, RECR 3321, RECR 3322, RECR 3323, RECR 3324, RECR 3326, RECR 3327, RECR 3338, RECR 3339, RECR 4401 and RECR 4402. 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 RECR 3316 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

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 1101: Freshman Seminar I	1	GAC 1102: Freshman Seminar II	1	AFAM 2210: African-American Experience in Global Context	3	ENGL 1114: Fundamentals of Speech	3
Critical Thinking: EDUC 1110 or PHIL 1110	3	MATH 1104: Survey of College Mathematics	3	Humanities Elective II	3	MKTG 2210: Marketing I	3
ENGL1112: Composition I	3	ENGL 1113: Composition II	3	Social Science Elective I	3	Social Science Elective II	3
Natural Science Elective I	3	Natural Science Elective II	3	BSMG 2210: Introduction to Management	3	BUSN 3310: Business Communications (W)	3
RECR 1111: Health & Wellness	2	Humanities Elective I	3	FINA 2210: Financial Management	3	BUSN 2240: Business Statistics	3
ACCT 2211: Accounting I	3	ACCT 2212: Accounting II	3	RECR 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
ACCT 2211: Principles of Accounting I	3	BSMG 4410: Operations Management (BMG 334)	3	BSMG 3340: Personnel Management	3	BSMG 4450: Organizational Development	3
RECR 3316: Leisure in Modern Society	3	BUSN 4420: Business Policy Seminar (W)	3	BSMG 3350: Organizational Behavior	3	Free Elective 4	3
BUSN 3350: International Business	3	BSMG 3320: Entrepreneurship	3	BSMG 4445: Management Labor Relations	3	Free Elective 5	3
BSMG 3310: Management Information Sys/Comp (I) (BCA 330)	3	BSMG 3330: Organizational Theory and Design	3	Free Elective 2	3	Free Elective 6	3
BUSN 3330: Business Law (BCA 331)	3	Free Elective 1	3	Free Elective 3	3		
TOTAL	15	TOTAL	15	TOTAL	15	TOTAL	12

HRTM Major Courses	Overall Total: 120 Semester Credit Hours
*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, <u>excluding</u> any developmental courses are required for graduation.

Updated as of Sept 2021

Early Childhood Education (PreK-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	AFAM 2210: African-American Experience in Global Context	3	PSYS 2212: Educational Psychology	3
EDUC 1110: Introduction Interpretation & Analysis	3	MATH 1106: Mathematics for Teachers II	3	Natural Science Elective 1	3	Intensive Course 2 (A, I, G designated)	3
ENGL 1112: Composition I	3	ENGL 1113: Composition II	3	ENGL 1114: Fundamentals of Speech	3	Natural Science Elective 2	3
MATH 1105: Mathematics for Teachers I	3	Intensive Course 1 (A, I, G designated)	3	PSYS 2211: Introduction to Psychology	3	ECED 3301: Language and Early Literacy for the Developing Child I PreK-1	3 (f 20)
RECR 1111: Health & Wellness	2	RECR Physical Activity Elective	1	SPED 2220: Basic Concepts in Special Education PreK- 8	3 (f 10)	ECED 3302: Language and Early Literacy for the Developing Child II Grades 2-4	3 (f 20)
ECED 1131: Introduction to PreK - Grade 4 Education	3 (f 20)	ECED 2241: Child Developmental, Cognition and Learning, Prenatal to Age 5	3 (f 10)	SPED 2224: Instructional Strategies & Behavioral Interventions for Inclusion	3 (f 10)	Free Elective (1,2,or 3 credits)	1
		ECED 2242: 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
ECED 3303: Methods in Math & Science for the Developing Child I PreK-1	3 (f 20)	ECED 3306: Curriculum and Assessment Methods PreK-1	3 (f 20)	ECE 401: Classroom Management PreK-4	3	ECED 4428: Student Teaching with Practicum (12 week Assignment)	12 (f 450)
ECED 3304: Methods in Math & Science for the Developing Child II Grades 2-4	3 (f 20)	ECED 3307: Curriculum and Assessment Methods Grades 2-4	3 (f 20)	ECE 402: Integrating the Arts into the Curriculum for the Developing Child	3		
ECED 3305: Social Studies Methods for the Developing Child	3 (f 20)	ECED 3343: Methods and Techniques for Teaching English Language Learners	3 (f 20)	ECE 403: Advocacy in Early Childhood Care and Education	3		
ENGL 3319: Advanced Composition (Humanities Elective)	3	ECED 3344: 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.

Updated as of Oct 2021

Early Childhood (PreK-4) and Special Education (PreK-8) (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	AFAM 2210: African-American Experience in Global Context	3	PSYS 2212: Educational Psychology	3
EDUC 1110: Introduction Interpretation & Analysis	3	MATH 1106: Mathematics for Teachers II	3	Natural Science Elective 1	3	Intensive Course 2 (A, I, G designated)	3
ENGL 1112: Composition I	3	ENGL 1113: Composition II	3	ENGL 1114: Fundamentals of Speech	3	Natural Science Elective 2	3
MATH 1105: Mathematics for Teachers I	3	Intensive Course 1 (A, I, G designated)	3	PSYC 2211: Introduction to Psychology	3	ECE 301: Language and Early Literacy for the Developing Child I PreK-1	3 (f 20)
RECR 1111: Health & Wellness	2	RECR Physical Activity Elective	1	SPED 2220: Basic Concepts in Special Education PreK- 8	3 (f10)	ECED 3302: Language and Early Literacy for the Developing Child II Grades 2-4	3 (f 20)
ECED 1131: Introduction to PreK - Grade 4 Education	3 (f 20)	ECED 2241: Child Developmental, Cognition and Learning, Prenatal to Age 5	3 (f 10)	SPED 2224: Instructional Strategies & Behavioral Interventions for Inclusion	3 (f 10)	ENGL 3319: Advanced Composition (Humanities Elective)	3
		ECED 2242: 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
ECED 3303: Methods in Math & Science for the Developing Child I PreK-1	3 (f 20)	ECED 3306: Curriculum and Assessment Methods PreK-1	3 (f 20)	ECED 4401: Classroom Management PreK-4	3	ECED 4428: Student Teaching with Practicum (12 week Assignment)	12 (f 450)
ECED 3304: Methods in Math & Science for the Developing Child II Grades 2-4	3 (f 20)	ECED 3307: Curriculum and Assessment Methods Grades 2-4	3 (f 20)	ECED 4402: Integrating the Arts into the Curriculum for the Developing Child	3		
ECED 3305: Social Studies Methods for the Developing Child	3 (f 20)	ECED 3343: Methods and Techniques for Teaching English Language Learners	3 (f 20)	ECED 4403: Advocacy in Early Childhood Care and Education	3		
SPED 3321: Assessment, Cognition & Development of High/Low Incidence Disabilities Students PreK-8	3 (f 20)	ECED 3344: Families, Schools, and the Community	3 (f 20)	SPED 4421: 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.

Updated as of Oct 2021

Hotel, Restaurant and Tourism Management

SEMESTER GUIDE

Business 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 1101: Freshman Seminar I	1	GAC 1102: Freshman Seminar II	1	AFAM 2210: African-American Experience in Global Context	3	ENGL 1114: Fundamentals of Speech	3
Critical Thinking: EDUC 1110 or PHIL 1110	3	MATH 1104: Survey of College Mathematics	3	Humanities Elective II	3	HRTM 2223: Travel & Tourism	3
ENGL 1112: Composition I	3	ENGL 1113: Composition II	3	Social Science Elective I	3	Social Science Elective II	3
Natural Science Elective I	3	Natural Science Elective II	3	BSMG 2210: Introduction to Management	3	HRTM 3310: Managing Hotel Operations	3
RECR 1111: Health & Wellness	2	Humanities Elective I	3	HRTM 3330: Menu Planning & Analysis	3	HRTM 3361: Catering	3
HRTM 1111: Introduction to Service Management	3	HRTM 2221: Hospitality Purchasing	3	RECR 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
ACCT 2211: Principles of Accounting I	3	HRTM 3321: Hospitality Marketing & Sales	3	HRTM 3359: Events, Conventions & Meeting Planning	3	HRTM 4499: Senior Seminar	3
RECR 3316: Leisure in Modern Society	3	HRTM 4421: Hospitality Management & Gaming	3	HRTM 4461: Hospitality Cost Control	3	Free Elective	3
HRTM 3333: Hospitality Law	3	HRTM 4463: Internship	3	HRTM 5472: Hospitality Human Resources	3	Free Elective	3
HRTM 3331: Quantity Food Production	3	HRTM 4488: Financial Management	3	Free Elective	3	Free Elective	3
HRTM 4462: Field Experience	3	Free Elective	3	Free Elective	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, <u>excluding</u> any developmental courses are required for graduation.

Updated as of Sept 2021

Recreation and Leisure Management

SEMESTER GUIDE

Business, Education and Professional Studies

Recreation And Leisure 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 1101: Freshman Seminar I	1	GAC 1102: Freshman Seminar II	1	AFAM 2210: African-American Experience in Global Context	3	Humanities Elective II	3
Critical Thinking: EDUC 1110 or PHIL 1110	3	MATH 1104: Survey of College Mathematics	3	ENGL 1114: Fundamentals of Speech	3	RECR 3320: Recreational Management	3
ENGL 1112: Composition I	3	ENGL 1113: Composition II	3	Social Science Elective I	3	Social Science Elective II	3
Natural Science Elective I	3	Natural Science Elective II	3	RECR 3324: Sport Marketing	3	RECR 3327: Outdoor Recreation	3
RECR 1111: Health & Wellness	2	Humanities Elective I	3	RECR 3317: Recreation Programs	3	RECR Major Elective 1	3
RECR 3316: Leisure in Modern Society	3	RECR 3310: Safety Education	3	RECR Physical Activity Elective	1	Free Elective 1 (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
RECR 3319: Leadership I	3	RECR 3321: Organization & Administration	3	RECR 4401: Field Experience	3	RECR 4402: Internship	12
RECR 3323: Law in Sport & Ph Ed (W)	3	RECR 3326: Sport & Society	3	RECR Major Elective 2	3		
Free Elective 2	3	RECR 3339: Recreation & Tech (W)	3	Free Elective 5	3		
Free Elective 3	3	RECR 3322: Leadership II	3	Free Elective 6	3		
Free Elective 4	3	RECR 338: Philosophy of Recreation (I)	3	Free Elective 7	3		
TOTAL	15	TOTAL	15	TOTAL	15	TOTAL	12

Recreation Major Courses Require C	Overall Total: 120 Semester Credit Hours
*A final course grade of C is required for ALL major courses.	GRADUATION REQUIREMENTS A
	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.

Note: A and G designated intensive general education courses should be taken in the selection of Humanities, Natural Sciences, Social Sciences

Updated as of Sept 2021

Business Administration-related Course Descriptions

ACCT 2211 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 or BAA 211.

ACCT 2212 Principles of Accounting II (3.0 credits): A continuation of ACCT 2211 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 or BAA 212.

ACCT 3311 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 or ACCT 2212, with a grade "C" or better. Previously BAA 233 or BAA 311.*

ACCT 3312 Intermediate Accounting II (3.0 credits): A continuation of ACCT 3311 Topics include: plant and equipment, intangibles, investments, long-term liabilities, leases, stockholders' equity and pension accounting.

Prerequisite: BAA311 or ACCT 3311, with a grade "C" or better. Previously BAA 242 or ACCT 3312.

ACCT 3320 Federal Income Tax (Individuals) (3.0 credits): Principles and procedures relating to the determination of taxable income of individuals.

Prerequisite: None. Previously BTX 221 or BAA 320.

ACCT 3325 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 or ACCT 2212. Previously BTX 220 or BAA 325.

ACCT 3330 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 or ACCT 2212. Previously BTX 333 or BAA 330.

ACCT 3335 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 or ACCT 2212. Previously BCA 301 or BAA 335.

ACCT 3355 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 or BMT 210 or MKTG 2210.

ACCT 3364 Accounting II (3.0 credits): A continuation of manufacturing accounting and other cost systems discussed in ACCT 3355. Topics include joint and by-product costing, process costing, inventory planning and control, spoilage, waste, defective units and scrap.

Prerequisite: BAA 355 or ACCT 3355, with a grade "C" or better. Previously BAA 364.

ACCT 4460 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 or ACCT 2212. Previously BAA 467 or BAA 460.

ACCT 4470 Advanced Accounting (3.0credits): Topics covered include partnerships, home-office branch, consolidated financial statements, government accounts and non-profit accounting.
Prerequisite: BAA 312 or ACCT 3312. Previously BAA 476 or BAA 470.

FINA 1120 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.*

FINA 2210 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 MATH 1104 or higher. Previously BCA 211 or BFA 210.

FINA 3310 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 or FINA 2210. Previously BFA 220 or BFA 310.

FINA 3320 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 or FINA 2210. Previously BFA342 or BFA 320.

FINA 3330 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 or FINA 2210. Previously BFA 366 or BFA 330.

FINA 4410 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 or FINA 2210. Previously BFA 367 or BFA 410.

FINA 4420 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 or FINA 2210. Previously BFA 333 or BFA 420.

FINA 4440 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 or FINA 2210. Previously BFA 369 or BFA 440.*

FINA 4455 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 or FINA 2210. Previously BFA 455.

FINA 4460 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 or FINA 3310. Previously BFA 364 or BFA 460.

BUSN 1110 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 or BGN 110.

BUSN 2240 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 MATH 1104 or higher. Previously BCA 240 or BGN 240.*

BUSN 3310 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 several business settings. The 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 or ENGL 1113. Previously BCA 214 or BGN 310.

BUSN 3330 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 or EDUC 1110, or HPH 110 or PHIL 1110. Previously BCA 331 or BGN 330.

BUSN 3350 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 or EDUC 1110, or HPH 110 or PHIL 1110. Previously BCA 250 or BGN 350.

BUSN 4420 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 or BUSN 2240. Previously BCA 420 or BGN 420.

BUSN 4460 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 or BGN 460.

BSMG 2210 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 or BMG 210.

BSMG 3310 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 MATH 1104 or higher. Previously BCA 330 or BMG 310.

BSMG 3320 Entrepreneurship (3.0 credits): The creative aspect of entrepreneurship and starting a small business enterprise. Ways in which a small firm can fulfill the 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 or BSMG 2210. Previously BSB 320 or BMG 320.

BSMG 3330 Organization Theory & Design (3.0 credits): The study of the theories and concepts of organizing and designing organizations.

Prerequisite: BMG 210 or BSMG 2210. Previously BMG 321 or BMG 330.

BSMG 3340 Personnel Management (Human Resource) (3.0 credits): Policies and practices of work force management: recruiting, selection, training, motivation, and collective bargaining.

Prerequisite: BMG 210 or BSMG 2210. Previously BMG 323 or BMG 340.

BSMG 3350 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 or BSMG 2210. Previously BMG 332 or BMG 350.

BSMG 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 or BSMG 2210. Previously BMG 334 or BMG 410.

BSMG 4445 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 or BSMG 2210. Previously BMG 445.

BSMG 4450 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 or BSMG 2210. Previously BMG 457 or BMG 450.

BSMG 4460 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 or BSMG 2210. Previously BMG 422 or BMG 460.

MKTG 2210 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 or BMT 210.

MKTG 3320 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 or MKTG. Previously BMT 321 or BMT 320.

MKTG 3330 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 or MKTG 2210. Previously BMT 330.

MKTG 3340 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 or MKTG 2210. Previously BMT 342 or BMT 340.

MKTG 3350 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 or MKTG 2210. Previously BMT 344 or BMT 350.

MKTG 4440 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 or MKTG 2210. Previously BMT 459 or BMT 440.

MKTG 4450 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 or MKTG 2210, and BGN 240 or BUSN 2240. Previously BMT457 or BMT 450.

MKTG 4455 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 or MKTG 2210. Previously BMT 455.

MKTG 4460 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 or MKTG 2210. Previously BMT 460.

MKTG 4470 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 or MKTG 2210. Previously BMT 468 or BMT 470.*

BUSN 2211 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: BMG 210 or BSMG 2210. Previously BSB 211.*

Economics-related Course Descriptions

ECON 2210 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 or BEC 210.*

ECON 2220 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 or BEC 220.*

ECON 3305 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 or ECON 2210. Previously BEC 305.*

ECON 3320 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 or ECON 2220. Previously BEC 311 or BEC 320.*

ECON 3330 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 or ECON 2210 and BEC 220 or ECON 2220. Previously BEC 300 or BEC 330.*

ECON 4340 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 or BUSN 2240. Previously BEC 416 or BEC 340.*

ECON 4420 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 or ECON 2210 and BEC 220 or ECON 2220. Previously BEC 407 or BEC 420.*

ECON 4440 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 or ECON 2210 and BEC 220 or ECON 2220. Previously BEC 444 or BEC 440.*

Education-related Course Descriptions

CHLD 3323 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. Previously CHV 323.*

ECED 1121 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. Previously ECE 121.*

ECED 1122 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 or ECED 1121. Previously ECE 122.*

ECED 1123 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 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. Previously ECE 123.*

ECED 1131 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 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. Previously ECE 131.*

ECED 1162 Contemporary Programs in Early Childhood (3.0 credits): An introduction to the administration and supervision of early childhood programs. Contemporary issues concerning 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. Previously ECE 162.*

ECED 2241 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 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. Previously ECE 241.*

ECED 2242 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 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. Previously ECE 242.*

ECED 3301 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. Previously ECE 301.*

ECED 3302 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. Previously ECE 302.*

ECED 3303 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 or MATH 1105 and MAT 106 or MATH 1106, Pre-service Academic Performance Assessment (PAPA) and Admission into Teacher Education. Previously ECE 303.*

ECED 3304 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. Previously ECE 304.*

ECED 3305 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 appropriate to PreK-4 learners. Special emphasis will be placed on instructional approaches that actively engage young learners in concept formation, skill introduction and development, values, and individual performance assessment. *Prerequisite: Pre-service Academic Performance Assessment (PAPA) and Admission into Teacher Education. Previously ECE 305.*

ECED 3306 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 and measure it. *Prerequisite: Pre-service Academic Performance Assessment (PAPA) and Admission into Teacher Education. Previously ECE 306.*

ECED 3307 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 and measure it. *Prerequisite: Pre-service Academic Performance Assessment (PAPA) and Admission into Teacher Education. Previously ECE 307.*

ECED 3343 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. Previously ECE 343.*

ECED 3344 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. Previously ECE 344.*

ECED 4401 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. Previously ECE 401.*

ECED 4402 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. Previously ECE 402*

ECED 4403 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. Previously ECE 403.*

EDUC 1100 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. Previously EDU 100.*

EDUC 1110 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. Previously EDU 110.*

EDUC 2211 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. Previously EDU 211.*

EDUC 2213 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. Previously EDU 213.*

EDUC 3302 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. Previously EDU 302.*

EDUC 3308 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. Previously EDU 308.*

EDUC 3309 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 EDU 3308 or Permission of Instructor. Previously EDU 309.*

EDUC 3317 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. Previously EDU 317.*

EDUC 3318 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. Previously EDU 318.*

EDUC 3319 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. Previously EDU 319.*

EDUC 3321 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. Previously EDU 321.*

EDUC 3336 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. Previously EDU 336.*

EDUC 3337 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. Previously EDU 337.*

EDUC 3338 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 to model the constructivist approach in teaching. *Prerequisite: Instructor permission. Previously EDU 338.*

EDUC 4401 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. Previously EDU 401.*

EDUC 4413 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. Previously EDU 413.*

EDUC 4415 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 field experience in selected school settings. *Prerequisite: Permission from Instructor. Previously EDU 415*

EDUC 4416 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 EDUC 3321 or Permission from Instructor. Previously EDU 416.*

EDUC 4428 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. Previously EDU 428*

EDUC 9904 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. Previously EDU 904.*

Special Education-related Course Descriptions

SPED 2220 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. Previously SPE 220.*

SPED 2221 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. Previously SPE 221.*

SPED 2222 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. Previously SPE 222.*

SPED 2224. 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. Previously SPE 224*

SPED 3311 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. Previously SPE 311.

SPED 3312 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. Previously SPE 312.*

SPED 3321 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 or SPED 2224, Pre-service Academic Performance Assessment (PAPA) and admission into Teacher Education. Previously SPE 321.*

SPED 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. Previously SPE 342.*

SPED 4421 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 on instructional lessons that consider multicultural activities and hands-on activities that engage pupils in their learning. *Prerequisite: Pre-service Academic Performance Assessment (PAPA) and admission into Teacher Education. Previously SPE 421.*

SPED 4452 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. Previously SPE 452.*

SPED 4453 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. Previously SPE 453.*

Hotel, Restaurant and Tourism Management-related Course Descriptions

HRTM 1111 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 day trip to NYC are incorporated. *Prerequisite: None. Previously HRM 111.*

HRTM 2221 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. Previously*

HRM 221.

HRTM 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 or HRTM 1111. Previously HRM 223.*

HRTM 2226 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.*

HRTM 2272 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. Previously HRM 272.*

HRTM 3300 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. Previously HRM 300.*

HRTM 3301 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. Previously HRM 301.*

HRTM 3310 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). Previously HRM 310.*

HRTM 3315 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. Previously HRM 315.*

HRTM 3316 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. Previously HRM 316.*

HRTM 3321 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. Previously HRM 321.*

HRTM 3325 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. Previously HRTM 325.*

HRTM 3330 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. Previously HRM 330.*

HRTM 3331 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 or HRTM 3330. Previously HRM 331.*

HRTM 3332 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. Previously HRM 332.*

HRTM 3333 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. Previously HRM 333.*

HRTM 3359 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). Previously HRM 359.*

HRTM 3360 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. Previously HRM 360.*

HRTM 3361 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. Previously HRM 361.*

HRTM 3362 Quantity Food Restaurant Sanitation (3.0 credits): Quantity Food Restaurant Sanitation. *Prerequisite: None. Previously HRM 362.*

HRTM 4405 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. Previously HRM 405.*

HRTM 4407 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. Previously HRM 407.*

HRTM 4421 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. Previously HRM 421.*

HRTM 4422 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. Previously HRM 422*

HRTM 4423 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. *Previously HRM 423.*

HRTM 4457 Field Experience I (1.0 credit): *Prerequisite: None Previously HRM 457.*

HRTM 4458 Field Experience II (1.0 credit): *Prerequisite: None. Previously HRM 458*

HRTM 4459 Field Experience III (1.0 credit): *Prerequisite: None. Previously HRM 459*

HRTM 4460 Field Experience IV (1.0 credit): *Prerequisite: None. Previously HRM 460.*

HRTM 4461 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. Previously HRM 461*

HRTM 4462 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. Previously HRM 462*

HRTM 4463 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. Previously HRM 463*

HRTM 4464 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. Previously HRM 464*

HRTM 4465 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 within hospitality is constructed. A comprehensive study of pastry arts combined with production methods relates to food service management. *Prerequisite: None. Previously HRM 465*

HRTM 4472 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. Previously HRM 472*

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. Previously HRM 488*

HRTM 4490 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. Previously HRM 490*

HRTM 4499 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). Previously HRM 499*

Recreation/Leisure and Physical Activity-related Course Descriptions

RECR 1111 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). Previously REC 111.*

RECR 1113 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). Previously REC 113.*

RECR 1114 Weight Training and Jogging (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). Previously REC 114.*

RECR 1116 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). Previously REC 116.*

RECR 1118 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) Previously REC 118.*

RECR 1120 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). Previously REC 120.*

RECR 1121 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). Previously REC 121.*

RECR 1123 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). Previously REC 123.*

RECR 1124 Tae Kwon Do (1.0 credit): Tae Kwon Do. *Prerequisite None. Previously REC 124.*

RECR 1127 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). Previously REC 127.*

RECR 1130 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). Previously REC 130.*

RECR 1132 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). Previously REC 132.

RECR 1133 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). Previously REC 133.

RECR 1136 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). Previously REC 136.

RECR 1137 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). Previously REC 137.

RECR 1138 Principles of Yoga (1.0 credit): Rebalance body alignment, alleviate stress, 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). Previously REC 138.*

RECR 1140 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). Previously REC 140..*

RECR 1141 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). Previously REC 141.*

RECR 2210 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. Previously REC 210.*

RECR 2211 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. Previously REC 211.*

RECR 2213 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). Previously REC 213.*

RECR 2214 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). Previously REC 214.*

RECR 2215 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). Previously REC*

RECR 2216 Advanced Beginning Swimming (1.0 credit): For the beginning swimmer with some basic skills in the water. A continuation of beginning skills at an advanced level. *Prerequisite: None. (Health and Wellness General Education Course). Previously REC 216.*

RECR 3310 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. Previously REC 310.*

RECR 3314 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. Previously REC 314.*

RECR 3315 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. Previously REC 315.*

RECR 3316 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. Previously REC 316.*

RECR 3317 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. Previously REC 317*

RECR 3318 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. Previously REC 318.*

RECR 3319 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. Previously REC 319.*

RECR 3320 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. Previously REC 320.*

RECR 3321 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. Previously REC 321.*

RECR 3322 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: None. Previously REC 322.*

RECR 3323 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). Previously REC 323.*

RECR 3324 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. Previously REC 324.*

RECR 3325 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). Previously REC 325.*

RECR 3326 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. Previously REC 326.*

RECR 3327 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. Previously REC 327.*

RECR 3333 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. Previously REC 333.*

RECR 3335 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. Previously REC 335.*

RECR 3336 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. Previously REC 336.*

RECR 3337 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. Previously REC 337.*

RECR 3338 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). Previously REC 338.*

RECR 3339 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 recreation, sports management, health and physical education. *Prerequisite: None. (Writing Intensive General Education Course). Previously REC 339.*

RECR 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 hour experiences. Additionally, the course will serve as monitor by presenting a comprehensive overview of the placement application process. *Prerequisite: None. Previously REC 401.*

RECR 4402 Internship (12.0 credits): This course involves placement in a recreation setting under the supervision of a recreation professional. Additionally, 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 or RECR 4401. Previously REC 402.

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.

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Department of Humanities

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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 ART 1111, ART 2202, ART 3313, PHIL 3312, ART 3325 and ECED 4402. 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 COMM 1111, COMM 1113, COMM 1124, COMM 1134, COMM 2212, COMM 2222, COMM 3340, COMM 4413, COMM 4450 and ENGL 3319 and ENGL 3326. Students 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, GRPD 1110, GRPD 2205, GRPD 3322, and two courses in either GRPD 3300, GRPD 3301, GRPD 3304, GRPD 3330 or ART 2220. 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 PHIL 3300, PHIL 3312, PHIL 3330 and PHIL 4450. 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.

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Communication Arts

Humanities Department - 4 year schedule Bachelor of Arts Degree in Communication Arts

Freshman Year	Freshman Year - Fall Semester			Freshman Year - Spring Semester		
	Course	Course Description	Credits	Course		Credits
	ENGL 1112	English I	3	ENGL 1113	English II	3
	GAC 101	Freshman Seminar I	1	GAC 102	Freshman Seminar II	1
	MATH 104	Survey of College Math	3		Physical Education	1
	Comm 1111	Mass Communications in America	3	Comm 1113	Writing for Print Media	3
	EDU 110 or HPH 110	Critical Thinking	3	RERC 1111	Health & Wellness	2
		Humanities Elective	3	ENGL 1114	Fundamentals of Speech	3
				Comm 1125	History of Film	3
			Total	Total		16
Sophomore Year	Sophomore Year - Fall Semester			Sophomore Year - Spring Semester		
	Course	Course Description	Credits	Course		Credits
		Natural Science Elective	3	Comm 2212	Communication Law and Ethics	3
	Comm 1134	Fundamentals of TV Prod I	3		Natural Science Elective	3
	Comm 1124	Fundamentals of Radio Prod I	3	Comm 2222	Broadcast News Reporting	3
	AFAM 2210	African American Experience in a Global Context	3	Comm 1127	Online Comm. & Social Media	3
	Comm 1116	Persuasive Communication	3		Social Science Elective	3
			Total	Total		15
Junior Year	Junior Year - Fall Semester			Junior Year - Spring Semester		
	Course	Course Description	Credits	Course		Credits
	Comm 2211	Mass Media Aesthetics & Criticism	3	Comm 3312	Writing the Feature Story	3
	Comm 2216	Fundamentals of Public Relations	3	Comm 3315	Public Relations Management	3
	Comm 3311	Black Press	3	Comm 3331	Non-linear Video Editing	3
	Comm 3324	Small Format Video Production	3	Comm 4450	Issues in the News	3
		Social Science Elective	3	ENGL 3319	Advanced Composition	3
			Total	Total		15
Senior Year	Senior Year - Fall Semester			Senior Year - Spring Semester		
	Course	Course Description	Credits	Course		Credits
	Comm 4415	Communication Theory	3	Comm 4413	Issues and Topics in Broadcasting	3
	Comm 3340	Technical Writing I	3	Comm 4425	Advanced TV Production	3
	Comm 4423	Issues & Topics in Advertising Publications	3	Comm 4434	Multi-Track Audio Recording	3
	Comm 4424	Writing & Producing Documentary	3	Comm 4460	Communication Internship	3
	ENGL 3326	Advanced Speech	3	Comm 3339	Hip-Hop & AA Lives in the Media	3
			Total	Total		15
Overall Total: 120 Semester Credit Hours						

Liberal Studies – General

Liberal Studies Semester Guide Humanities Department - Bachelor of Arts 2024 - 2025

Freshman Year	Freshman Year - Fall Semester			Freshman Year - Spring Semester		
	Course	Course Description	Credits	Course		Credits
	ENGL 1112	English I	3	ENGL 1113	English II	3
	GAC 1101	Freshman Seminar I	1	GAC 1102	Freshman Seminar II	1
	MATH 1104	Survey of College Math	3		Free Elective	3
		Free Elective	3		Humanities Elective	3
	EDUC 1110 or PHIL 1110	Intro. Interp and Analysis Critical Thinking	3	RECR 1111	Health & Wellness	2
	RECR ____	Physical Education	1	ENGL 1114	Fundamentals of Speech	3
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Communication-related Course Descriptions

COMM 1111 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. Previously HCA 111.*

COMM 1113 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 or ENGL 1113 with a minimum grade of "C". Previously HCA 113*

COMM 1116 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. Previously HCA 116.*

COMM 1124 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 or ENGL 1113 with a minimum grade of "C". Previously HCA 124.*

COMM 1125 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. Previously HCA 125.*

COMM 1134 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 or ENGL 1113 with a minimum grade of "C". Previously HCA 134.*

COMM 2201 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 or ENGL 1113 with a minimum grade of "C". Previously HCA 201.*

COMM 2202 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 or ENGL 1113 with a minimum grade of "C". Previously HCA 202.*

COMM 2203 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 or ENGL 1113 with a minimum grade of "C". Previously HCA 203.*

COMM 2204 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 or ENGL 1113 with a minimum grade of "C". Previously HCA 204.*

COMM 2205 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 or ENGL 1113 with a minimum grade of "C". Previously HCA 205.*

COMM 2206 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 or ENGL 1113 with a minimum grade of "C". Previously HCA 206.*

COMM 2207 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 or ENGL 1113 with a minimum grade of "C". Previously HCA 207.*

COMM 2211 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. Previously HCA 211.*

COMM 2212 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. Previously HCA 212.*

COMM 2216 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 or COMM 1111. Previously HCA 216.*

COMM 2220 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 or ENGL 1113 with a minimum grade of "C". Previously HCA 220.*

COMM 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 or ENGL 1113 with a minimum grade of "C". Previously HCA 222.*

COMM 2224: 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. *Previously HCA 224.*

COMM 2227 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 or COMM 1124 with a minimum grade of "C". Previously HCA 227.*

COMM 3301 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 or COMM 1124 with a minimum grade of "C". Previously HCA 301.*

COMM 3302 Radio Workshop II (1.0 credit): This course focuses on news-gathering, reporting and producing radio news and information. *Prerequisite: HCA 124 or COMM 1124 with a minimum grade of "C". Previously HCA 302.*

COMM 3311 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 or ENGL 1112 with a minimum grade of "C". Previously HCA 311.*

COMM 3312 Writing the Feature Story (3.0 credits): This course focuses on writing the human-interest story

for newspapers and magazines. *Prerequisites: HEN 113 or ENGL 1113 and HCA 113 or COMM 1113 with a minimum grade of "C". Previously HCA 312.*

COMM 3315 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 or COMM 2216 with a minimum grade of "C". Previously HCA 315.*

COMM 3316 Radio Workshop III (1.0 credit): This course focuses on news-gathering, reporting and producing radio news and information. *Prerequisite: HCA 302 or COMM 3302 with a minimum grade of "C". Previously HCA 316.*

COMM 3317 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 or COMM 3316 with a minimum grade of "C". Previously HCA 317.*

COMM 3324 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 or COMM 1134 with a minimum grade of "C". Previously HCA 324.*

COMM 3331 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 or COMM 1134 with a minimum grade of "C". Previously HCA 331.*

COMM 3335 Advanced Radio Production (3.0 credits): This course is a continuation of production, performance and programming skills. *Prerequisite: HCA 124 or COMM 1124 with a minimum grade of "C". Previously HCA 335.*

COMM 3340 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 or ENGL 1113 with a minimum grade of "C". Previously HCA 340.*

COMM 3399 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 COMM 1111 or HEN113 or ENGL 1113. Previously HCA 399.*

COMM 4413 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 or COMM 1111 and HCA 222 or COMM 2222. Previously HCA 413.*

COMM 4415 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". Previously HCA 415.*

COMM 4423 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 or COMM 2216 - Fundamentals of Public Relations. Previously HCA 423.*

COMM 4424 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 or COMM 1134 with a minimum grade of "C". Previously HCA 424.*

COMM 4425 Advanced TV Production (3.0 credits): This advanced course covers elaborate productions involving multiple moving subjects and cameras. *Prerequisites: HCA 134 or COMM 1134 with a minimum grade of "C". Previously HCA 425.*

COMM 4434 Multi-Track Audio Recording (3.0 credits): This course is a continuation of COMM 1124, focusing on the advanced skills required for music recording in a sound studio environment. *Prerequisite: HCA124 or COMM 1124 with a minimum grade of "C". Previously HCA 434.*

COMM 4440 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 or COMM 3340 with a minimum grade of "C". Previously HCA 440.*

COMM 4450 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 or COMM 2222 - Broadcast News Reporting (W) with a minimum grade of "C". Previously HCA 450.*

COMM 4460 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. Previously HCA 460.*

COMM 4461 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. Previously HCA 461.*

English-related Course Descriptions

ENGL 0011 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. Previously HEN 011.*

ENGL 1112 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 or ENGL 0011 with a minimum grade of "C" or placement by examination. Previously HEN 112.*

ENGL 1113 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 or ENGL 1112 with a minimum grade of "C" or placement by examination. Previously HEN 113*

ENGL 1114 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 or ENGL 1112 with a minimum grade of "C". Previously HEN 114.*

ENGL 2202 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 ENGL 1112 and ENGL 1113 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 or ENGL 1112 & HEN113 or ENGL 1113. Previously HEN 202.*

ENGL 2211 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 or ENGL 1113. Previously HEN 211.*

ENGL 2212 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 or ENGL 1113. Previously HEN 212.*

ENGL 3313 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 or ENGL 1113. Previously HEN 313.*

ENGL 3314 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 or ENGL 1113. Previously HEN 314.*

ENGL 3319 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 or ENGL 1113. Previously HEN 319.*

ENGL 3320 - 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 or ENGL 1113. Previously HEN 320.*

ENGL 3321 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 or ENGL 1113 with a minimum grade of "C". Previously HEN 321.*

ENGL 3326 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 or ENGL 1114. Previously HEN 326.*

ENGL 3350 Women in Literature (W - Designation) (3.0 credits): This course exposes students to literature written by, for, and/or about women. *Prerequisite: HEN 113 or ENGL 1113 with a minimum grade of "C". Previously HEN 350.*

ENGL 4415 Introduction to Linguistics (3.0 credits): This course is an introduction to the scientific and social aspects of language systems. *Prerequisite: HEN 113 or ENGL 1113 with a minimum grade of "C". Previously HEN 415.*

ENGL 4417 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 or ENGL 1113 with a minimum grade of "C". Previously HEN 417.*

ENGL 4419 Modern Fiction (W - Designation) (3.0 credits): This course is a study of 20th century American fiction. *Prerequisite: HEN 113 or ENGL 1113 with a minimum grade of "C". Previously HEN 419.*

ENGL 4420 Literary Criticism (3.0 credits): This course focuses on literary theory and the analysis of literature using theory. *Prerequisites: HEN 113 or ENGL 1113 with a minimum grade of "C". Previously HEN 420.*

ENGL 4421 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 or ENGL 1113 with a minimum grade of "C". Previously HEN 421.*

ENGL 4422 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 or ENGL 1113 with a minimum grade of "C". Previously HEN 422.*

ENGL 4423 Age of Satire (3.0 credits): An intensive study of Swift, Pope, Gay, and Fielding as satirists. *Prerequisite: None. Previously HEN 423.*

ENGL 4424 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 or ENGL 1113 with a minimum grade of "C". Previously HEN 424.*

ENGL 4426 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 or ENGL 1113 with a minimum grade of "C". Previously HEN 426.*

ENGL 4428 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 or ENGL 1113 with a minimum grade of "C". Previously HEN 428.*

ENGL 4429 Short Story (W - Designation) (3.0 credits): This course focuses on the structure, content, and context of short stories. *Prerequisite: HEN 113 or ENGL 1113 with a minimum grade of "C". Previously HEN 429.*

ENGL 4432 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. Previously HEN 432.*

ENGL 4433 - Major African Writers (W, G - Designations) (3.0 credits): This course introduces students to major writers from the African world. *Prerequisite: HEN 113 or ENGL 1113 with a minimum grade of "C". Previously HEN 433.*

ENGL 4439 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 or ENGL 1114 with a minimum grade of "C". Previously HEN 439.*

ENGL 4461 - Independent Study English (3.0 credits): This course allows students to conduct a guided research project. *Prerequisite: HEN 420 or ENGL 4420 with a minimum grade of "C". Previously HEN 461.*

ENGL 5517 - Native American Literature (3.0 credits): This course is a survey of Native American literature. *Prerequisite: HEN 113 or ENGL 1113 with a minimum grade of "C". Previously HEN 517.*

Fine Arts-related Course Descriptions

ART 1111 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). Previously HAR 111.*

ART 2202 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). Previously HAR 202*

ART 2211 Ceramics I (3.0 credits): An introduction to basic hand forging techniques of pottery making and ceramic sculpture. *Prerequisite: None. (Humanities General Education Course). Previously HAR 211.*

ART 2220 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). Previously HAR 220.*

ART 3300 Figure Drawing I (3.0 credits): Drawing the human figure, dealing with action, proportion, and anatomy. *Prerequisite: None. Previously HAR 300.*

ART 3302 Printmaking I (3.0 credits): The art of visual expression with etching, lithography, wood cut and linoleum block. *Prerequisite: None. Previously HAR 302.*

ART 3304 Watercolor I (3.0 credits): Watercolor sketching and painting dealing with still life and landscape composition. *Prerequisite: None. Previously HAR 304.*

ART 3305 Watercolor II (3.0 credits): A continuation of HAR 304, with figure compositions as an additional challenge. *Prerequisites: None. Previously HAR 305.*

ART 3306 Oil Painting I (3.0 credits): This is a beginning level course in techniques of oil painting, designed for students. *Prerequisite: Permission of Instructor. Previously HAR 306.*

ART 3307 Oil Painting II (3.0 credits): This is a continuation of techniques and problems in oil painting begun in ART 3306. 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. Previously HAR 307.*

ART 3308 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. Previously HAR 308.*

ART 3309 Sculpture II (3.0 credits): This course is a further exploration of concepts and processes begun in ART 3308– Sculpture I, and additional techniques and processes, such as mold making and casting, fabrication and assemblage. Assignments in various materials. *Prerequisite: None. Previously HAR 309.*

ART 3310 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. Previously HAR 310.*

ART 3312 Modern Art (3.0 credits): The major western modern art movements from impressionism to contemporary developments. *Prerequisite: None. Previously HAR 312.*

ART 3313 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). Previously HAR 313*

ART 3314 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. Previously HAR 314.*

ART 3315 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. Previously HAR 315*

ART 3320 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. Previously HAR 320.*

ART 3325 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. Previously HAR 325.*

ART 3331 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. Previously HAR 331*

ART 3340 Ceramics II (3.00 credits): Students explore wheel-throwing, mold making and other forms. *Prerequisites: None. Previously HAR 212 or HAR 340.*

ART 3341 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 or HAR 341.*

ART 3342 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 or HAR 342*

ART 3343 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 or HAR 343.

ART 4415 Portraiture (3.0 credits) Study of a wide variety of types of life using a variety of media. *Prerequisites: None. Previously HAR 415.*

ART 4428 Field Experiences – Art I (1.0 credits) *Previously HAR 428.*

ART 4429 Field Experiences – Art II (2.0 credits) *Previously HAR 429.*

ART 4430 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. Previously HAR 430.*

MUSI 1101 Band I (1.0 credit): Band I. *Prerequisite: None. (Humanities General Education Course). Previously HUM 101.*

MUSI 1102 Band II (1.0 credit): Band II. *Prerequisite: None. (Humanities General Education Course). Previously HUM 102.*

MUSI 1112 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). Previously HUM 112.*

MUSI 1113 Band I (1.0 credit): Band. *Prerequisite: None. Previously HUM 113.*

MUSI 1114 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). Previously HUM 114.*

MUSI 1115 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). Previously HUM 115.*

MUSI 2200 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) Previously HMU 200.*

MUSI 2201 Music Theory I (3.0 credits): Elementary harmonic techniques utilized in chord structure. Basic skills in keyboard harmony and melodic dictation. *Prerequisite: None. Previously HMU 201.*

MUSI 2202 Music Theory II (3.0 credits): A continuation of Music Theory I; course stresses advanced diatonic and chromatic harmonic techniques. *Prerequisite: HMU 201 or MUSI 2201. Previously HMU 202.*

MUSI 2203 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 MUSI 2201 or equivalent. Previously HMU 203.*

MUSI 2204 Solfeggio and Dictation II (3.0 credits): A continuation of Solfeggio and Dictation I stressing advanced interval modulations and progressions. *Prerequisite: HMU 203 or MUSI 2203 or equivalent. Previously HMU 204.*

MUSI 2205 Fundamentals of Music II (3.0 credits): A continuation of Fundamentals of Music I. *Prerequisite: HMU 200 or MUSI 2200. (Humanities General Education Course). Previously HMU 205.*

MUSI 2206 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. Previously HMU 206.*

MUSI 2207 Band IV (1.0 credit): Band IV. *Prerequisite: A pre-interview/audition required prior to enrollment. (Humanities General Education Course). Previously HMU 207*

MUSI 2212 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). Previously HMU 212.*

MUSI 2214 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 MUSI 2212 or equivalent and permission of instructor. (Humanities General Education Course). Previously HMU 214.*

MUSI 2215 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). Previously HMU 215.*

MUSI 2216 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). Previously HMU 216.*

MUSI 2217 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). Previously HMU 217.*

MUSI 2218 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). Previously HMU 218.*

MUSI 2219 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). Previously HMU 219.*

MUSI 2220 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). Previously HMU 220.*

MUSI 3300 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 MUSI 1112 or its equivalent. Previously HMU 300.*

MUSI 3301 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. Previously HMU 301.*

MUSI 3302 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). Previously HMU 302.*

MUSI 3303 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 MUSI 3302 or equivalent. (African American Heritage General Education Course). Previously HMU 303.*

MUSI 3304 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. Previously HMU 304.*

MUSI 3305 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 MUSI 3304 or equivalent. Previously HMU 305.*

MUSI 3306 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 or MUSI 2000. Previously HMU 306.*

MUSI 3312 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. Previously HMU 312.*

MUSI 3313 Band VI (1.0 credit): Band VI. *Prerequisite: A pre-interview/audition required prior to enrollment. Previously HMU 313.*

MUSI 3314 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. Previously HMU 314.*

MUSI 3315 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. Previously HMU 315.*

MUSI 3316 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. Previously HMU 316.*

MUSI 3317 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. Previously HMU 317.*

MUSI 3318 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. Previously HMU 318.*

MUSI 3320 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. Previously HMU 320.*

MUSI 3321 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. Previously HMU 321.*

MUSI 3322 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. Previously HMU 322.*

MUSI 3323 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. Previously HMU 323.*

MUSI 4405 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. Previously HMU 405*

MUSI 4411 Applied Music Voice I (1.0 credit): Private studio lessons with assigned faculty members. *Prerequisite: None. Previously HMU 411.*

MUSI 4412 Applied Music Piano I (2.0 credits): Studio lessons with assigned faculty members. *Prerequisite: None. Previously HMU 412.*

MUSI 4414 Applied Music Instrument I (1.0 credit): Private studio lessons with assigned faculty member. *Prerequisite: A pre-interview/audition required prior to enrollment. Previously HMU 414.*

MUSI 4415 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. Previously HMU 415.*

MUSI 4416 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. Previously HMU 416.*

MUSI 4418 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. Previously HMU 418.*

MUSI 4419 Band VII (1.0 credit): Band. *Prerequisite: A pre-interview/audition required prior to enrollment. Previously HMU 418.*

MUSI 4420 Band VIII (1.0 credit): Band. *Prerequisite: A pre-interview/audition required prior to enrollment. Previously HMU 420.*

MUSI 4422 Applied Music Voice II (2.0 credits): Continuation of MUSI 4411. *Prerequisite: None. Previously HMU 422.*

MUSI 4423 Applied Music Voice III (2.0 credits): Continuation of MUSI 4422. *Prerequisite: None. Previously HMU 423.*

MUSI 4433 Applied Piano II (2.0 credits): Continuation of MUSI 4412. *Prerequisite: None. Previously HMU 433.*

MUSI 4434 Applied Piano III (2.0 credits): Continuation of MUSI 4433. *Prerequisite: None. Previously HMU 434*

MUSI 4435 Applied Music Voice IV (2.0 credits): Continuation of MUSI 4433. *Prerequisite: None. Previously HMU 435.*

MUSI 4436 Applied Music Voice V (2.0 credits): Continuation of MUSI 4435. *Prerequisite: None. Previously HMU 436.*

MUSI 4446 Applied Music Voice VI (2.0 credits): Continuation of 4436. *Prerequisite: None. Previously HMU 446.*

MUSI 4447 Applied Music Voice VII (2.0 credits): Continuation of MUSI 4446. *Prerequisite: None. Previously HMU 447.*

MUSI 4448 Applied Music Voice VIII (2.0 credits): Continuation of HMU 447. *Prerequisite: None. Previously HMU 448.*

MUSI 4 455 Applied Music Instrument II (2.0 credits): Continuation of M U S I 4 4 1 4 .
Prerequisite: A pre- interview/audition required prior to enrollment. Previously HMU 455

MUSI 4 456 Applied Music Instrument III (2.0 credits): Continuation of M U S I 4 4 5 5 .
Prerequisite: A pre- interview/audition required prior to enrollment. Previously HMU 456.

THEA 1107 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). Previously HTA 107.*

THEA 1113 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). Previously HTA 113.*

THEA 1129 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). Previously HTA 129*

THEA 1144 Movement II (3.0 credits): Advanced techniques and further work in improvisation. Survey and study of styles of movement. *Prerequisite: HTA 113 or THEA 1113. (Humanities General Education Course). Previously HTA 144.*

THEA 2203 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). Previously HTA 203*

THEA 2224 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. Previously HTA 224*

THEA 2235 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). Previously HTA 235*

THEA 2246 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). Previously HTA 246*

THEA 2258 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). Previously HTA 258*

THEA 2269 Theatre Practice IV (1 credit): Theatre Practice. *Prerequisite None. Previously HTA 269*

THEA 3301 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. Previously HTA 301*

THEA 3314 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. Previously HTA 314*

THEA 3317 Play Production (3.0 credits): Study of physical plant, organization, and production problems of the educational, community, and professional theaters. *Prerequisite: None. Previously HTA 317*

THEA 3356 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). Previously HTA 356*

THEA 3372 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). Previously HTA 372*

THEA 3379 Theatre Practice V (1 credit): Continuation of Theatre Practice IV. *Prerequisite: None. Previously HTA 379*

THEA 3380 Theatre Practice VI (1 credit): Continuation of Theatre Practice V. *Prerequisite: None. Previously HTA 380*

THEA 4411 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. Previously HTA 411*

THEA 4444 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. Previously HTA 444*

THEA 4455 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). Previously HTA 455*

THEA 4473 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, Lofton 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. Previously HTA 473*

Graphic Design-related Course Descriptions

GRPD 1100 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 a 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). Previously GRD 100*

GRPD 1110 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). Previously GRD 110*

GRPD 2205 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). Previously GRD 205*

GRPD 3300 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. Previously IAV 311*

GRPD 3301 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. Previously GRD 301*

GRPD 3310 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. Previously GRD 310*

GRPD 3312 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. Previously GRD 312*

GRPD 3314 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. Previously GRD 314*

GRPD 3315 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. Previously GRD 315*

GRPD 3322 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. Previously GRD 322*

GRPD 3330 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. Previously GRD 330*

GRPD 3360 Motion Graphics (3.0 credits): This course covers multimedia, with the emphasis on web production, 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. Previously GRD 360*

GRPD 4400 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. Previously GRD 400*

GRPD 4401 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 specific audiences. *Prerequisite: None. Previously GRD 401*

GRPD 4410 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 or GRPD 1100, GRD 110 or GRPD 1110, GRD 205 or GRPD 2205, IAV 311 or GRPD 3300, GRD 301 or GRPD 3301, GRD 310 or GRPD 3310, GRD 312 or GRPD 3312, GRD 314 or GRPD 3314, GRD 315 or GRPD 3315, GRD 322 or GRPD 3322, and GRD 330 or GRPD 3330. Permission of Instructor. Previously GRD 410*

GRPD 4420 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. Previously GRD 420*

Modern Languages-related Course Descriptions

FREN 1101 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. Previously HLF 101*

FREN 1102 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 FREN 1101 or placement exam. Previously HLF 102*

FREN 2201 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 FREN 1102 or permission of instructor. Previously HLF 201*

FREN 2202 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 FREN 2201 or permission of instructor. (Humanities General Education Course). Previously HLF 202*

FREN 3301 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 or FREN 2202. Previously HLF 301*

FREN 3302 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 or FREN 2202. Previously HLF 302*

FREN 3303 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 or FREN 2202. Previously HLF 303*

FREN 3304 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. Previously HLF 304*

FREN 3311 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. Previously HLF 311*

FREN 3312 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 FREN 3311 or consent of the instructor. Previously HLF 312*

FREN 4401 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 or FREN 3301 Lecture with minimum grade of C or instructor permission. Previously HLF 401*

FREN 4402 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 or FREN 3301 Lecture with minimum grade of C or instructor permission. Previously HLF 402*

FREN 4404 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 or FREN 3301 Lecture with minimum grade of C or instructor permission. Previously HLF 404*

FREN 4405 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 FREN 3301 or consent of the instructor. Previously HLF 405*

FREN 4406 Modern French Novel (G - Designation) (3.0 credits): Most representative novels of the 20th and 21st century. *Prerequisite: None. Previously HLF 406*

FREN 4407 French Poetry (3.0 credits): Major poets and movements including Symbolism, Surrealism, Existentialism and contemporary works. *Prerequisite: HLF 301 or FREN 3301 or consent of the instructor. Previously HLF 407*

FREN 4408 French Literatures Outside of France (G - designation) (3.0 credits): French Literature of Francophone Africa, Caribbean and Canada. *Prerequisite: HLF 301 or FREN 3301 or consent of the instructor. Previously HLF 408*

FREN 4409 Independent Study French (3.0 credits): Directed study in a special area, topics, or under special circumstances. *Prerequisite: Consent of Advisor and department chairperson. Previously HLF 409*

SPAN 1101 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. Previously HLS 101*

SPAN 1102 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 or SPAN 1101. Previously HLS 102*

SPAN 1103 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 or SPAN 1102 with a minimum grade of D. Previously HLS 103*

SPAN 1104 Applied Conversational Spanish II (3.0 credits): Intense study, conducted in Spanish. *Prerequisite: HLS 103 or SPAN 1103 with a minimum grade of D. Previously HLS 104*

SPAN 2201 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 or SPAN 1102. Previously HLS 201*

SPAN 2202 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 SPAN 2201 or permission of instructor. Previously HLS 202*

SPAN 3301 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 SPAN 2202 or permission of instructor. Previously HLS 301*

SPAN 3303 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 or SPAN 3301. Previously HLS 303*

SPAN 3304 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 or SPAN 3301. Previously HLS 304*

SPAN 3306 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 or SPAN 2202, permission of instructor. Previously HLS 306*

SPAN 3307 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. Previously HLS 307*

SPAN 3311 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 or SPAN 3301. Previously HLS 311*

SPAN 3312 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 or SPAN 3301 with a minimum grade of C or permission from the instructor. Previously HLS 312*

SPAN 3313 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 or SPAN 3301 with a minimum grade of C or permission from the instructor. Previously HLS 313*

SPAN 4401 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 or SPAN 3301 with a minimum grade of C or permission from the instructor. Previously HLS 401*

SPAN 4402 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 Exemplares. *Prerequisite: HLS 301 or SPAN 3301 with a minimum grade of C or permission from the instructor. Previously HLS 402*

SPAN 4403 19th Century Spanish Literature (3.0 credits): The Spanish novel, drama, and poetry to 1898. *Prerequisite: HLS 301 or SPAN 3301 with a minimum grade of C or permission from the instructor. Previously HLS 403*

SPAN 4404 Generation of 1898 (3.0 credits): A study of the literature of the Generation of 1898 in Spain, principally Galdos, Unamuno, Baroja, Azorin, Ortega y Gasset and Antonio Machado. *Prerequisite: HLS 301 or SPAN 3301 with a minimum grade of C or permission from the instructor. Previously HLS 404*

SPAN 4405 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 SPAN 3301 or permission of instructor. Previously HLS 405*

SPAN 4406 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 SPAN 3301 or permission of instructor. *Previously HLS 406*

SPAN 4407 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 SPAN 3301 or permission of instructor. *Previously HLS 407*

SPAN 4408 Spanish Poetry (3.0 credits): A survey of Spanish peninsular poetry from the Middle Ages to present. Prerequisite: None. *Previously HLS 408*

SPAN 4421 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. *Previously HLS 421*

SPAN 4499 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. *Previously HLS 499*

Philosophy-related Course Descriptions

PHIL 1110 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. *Previously HPH 110*

PHIL 2211 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. *Previously HPH 211*

PHIL 2213 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. *Previously HPH 213*

PHIL 2219 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. *Previously HPH 219*

PHIL 3300 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. *Previously HPH 300*

PHIL 3311 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. Previously HPH 311*

PHIL 3312 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. Previously HPH 312*

PHIL 3313 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. Previously HPH 313*

PHIL 3314 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. Previously HPH 314*

PHIL 3315 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. Previously HPH 315*

PHIL 3317 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. Previously HPH 317*

PHIL 4401 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. Previously HPH 401*

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Department of Natural and Applied Sciences

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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 alum 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 BIOL 1111/1112 BIOL 1126/1127, BIOL 3312, BIOL 4412, CHEM 1160/1161, CHEM 3313/3314, CHEM 3315/3316, CHEM 3340, and PHSC/PHYS 3311/3312. 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.

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Biology – General

General Biology Semester Guide

Natural and Applied Sciences Department - Bachelor of Science

2024 - 2025

Freshman Year	Freshman Year - Fall Semester			Freshman Year - Spring Semester			
	Course	Course Description	Credits	Course	Course Description	Credits	
	ENGL 1112	English I	3	ENGL 1113	English II	3	
	GAC 1101/1120	Freshman Seminar I	1.5	GAC 1102/1121	Freshman Seminar II	1.5	
	CHEM 1150	General Chemistry I Lecture	3	CHEM 1160	General Chemistry II Lecture	3	
	CHEM 1151	General Chemistry I Laboratory	1	CHEM 1161	General Chemistry II Laboratory	1	
	BIOL 1111	General Biology I Lecture	3	BIOL 1126	General Biology II Lecture	3	
	BIOL 1112	General Biology I Laboratory	1	BIOL 1127	General Biology II Laboratory	1	
EDUC 1110 or PHIL 1110	Critical Thinking	3	AFAM 2210	African American Exper. in a Global Context	3		
Total			15.5	Total			15.5
Sophomore Year	Sophomore Year - Fall Semester			Sophomore Year - Spring Semester			
	Course	Course Description	Credits	Course	Course Description	Credits	
	BIOL 3312	Principles of Genetics	4	ENGL 1114	Fundamentals of Speech	3	
	CHEM 3313	Organic Chemistry I Lecture	3	CHEM 3315	Organic Chemistry II Lecture	3	
	CHEM 3314	Organic Chemistry I Laboratory	1	CHEM 3316	Organic Chemistry II Laboratory	1	
	RECR ____	Physical Education	1	BIOL ____	Major Track Elective	4	
	MATH 1160	Calculus I	4		Free Elective	3	
	RECR 1111	Health and Wellness	2				
Total			15	Total			14
Junior Year	Junior Year - Fall Semester			Junior Year - Spring Semester			
	Course	Course Description	Credits	Course	Course Description	Credits	
	PHSC/PHYS 3311	Physics I Lecture	3	PHSC/PHYS 3317	Physics II Lecture	3	
	PHSC/PHYS 3312	Physics I Laboratory	1	PHSC/PHYS 3318	Physics II Laboratory	1	
	BIOL ____	Major Track Elective	4	BIOL ____	Major Track Elective	4	
	CHEM 3340	Biochemistry	3		Social Science Elective II	3	
		Free Elective	3		Free Elective	3	
		Social Science Elective	3				
Total			17	Total			14
Senior Year	Senior Year - Fall Semester			Senior Year - Spring Semester			
	Course	Course Description	Credits	Course	Course Description	Credits	
		Humanities Elective	3		Humanities Elective II	3	
	BIOL ____	Major Track Elective	4	BIOL 4412	Seminar in Biology	1	
		Free Elective	3		Free Elective	3	
		Free Elective (2,3)	2		Major Track Elective	4	
		Free Elective	3		Free Elective	3	
	Total			15	Total		
Overall Total: 120 Semester Credit Hours							

Biology – PreMed

Biology (Pre-Medicine) Semester Guide

Natural and Applied Sciences Department - Bachelor of Science
2024 - 2025

Freshman Year	Freshman Year - Fall Semester			Freshman Year - Spring Semester		
	Course	Course Description	Credits	Course		Credits
	ENGL 1112	English I	3	ENGL 1113	English II	3
	GAC 1101/1120	Freshman Seminar I	1.5	GAC 1102/1121	Freshman Seminar II	1.5
	CHEM 1150	General Chemistry I Lecture	3	CHEM 1160	General Chemistry II Lecture	3
	CHEM 1151	General Chemistry I Laboratory	1	CHEM 1161	General Chemistry II Laboratory	1
	BIOL 1111	General Biology I Lecture	3	BIOL 1126	General Biology II Lecture	3
	BIOL 1112	General Biology I Laboratory	1	BIOL 1127	General Biology II Laboratory	1
EDUC 1110 or PHIL 1110	Critical Thinking	3	AFAM 2210	African American Exper. in a Global Context	3	
	Total		15.5	Total		15.5
Sophomore Year	Sophomore Year - Fall Semester			Sophomore Year - Spring Semester		
	Course	Course Description	Credits	Course		Credits
	BIOL 3312	Principles of Genetics	4	ENGL 1114	Fundamentals of Speech	3
	CHEM 3311	Organic Chemistry I	4	CHEM 3312	Organic Chemistry II	4
	RECR ____	Physical Education	1	BIOL ____	Major Track Elective (Cellular)	4
	BIOL 3311	Microbiology	4	MATH 1160	Calculus I	4
	RECR 1111	Health and Wellness	2			
	Total		15	Total		15
Junior Year	Junior Year - Fall Semester			Junior Year - Spring Semester		
	Course	Course Description	Credits	Course		Credits
	PHSC/PHYS 3311	Physics I Lecture	3	PHSC/PHYS 3317	Physics II	3
	PHSC/PHYS 3312	Physics I Laboratory	1	PHSC/PHYS 3318	Physics II Laboratory	1
	BIOL 3304	Human Anatomy and Physiology I	3	BIOL 3306	Human Anatomy and Physiology II	3
	BIOL 3305	Human Anatomy and Physiology I Lab	1	BIOL 3307	Human Anatomy and Physiology II Lab	1
	AFAM 2210	African American Exp. in a Global Context	3		Humanities Elective II	3
		Free Elective I	3		Free Elective II	3
	Social Science Elective i	3				
	Total		17	Total		14
Senior Year	Senior Year - Fall Semester			Senior Year - Spring Semester		
	Course	Course Description	Credits	Course		Credits
		Social Science Elective II	3	BIOL ____	Major Track Elective (Molecular)	4
	CHEM 3340	Biochemistry I	3	BIOL 4412	Seminar in Biology	1
		Free Elective III	3	CHEM 3341	Biochemistry II	3
		Free Elective IV	3	CHEM 3342	Biochemistry Laboratory	2
		Free Elective V (3, or 4 credit)	3		Free Elective VI (3, or 4 credit)	3
	Total		15	Total		13
Overall Total: 120 Semester Credit Hours						

Biology – PreNursing/Health Professions

Biology (Pre-Nursing/Health Professions) Semester Guide

Natural and Applied Sciences Department - Bachelor of Science

2024 - 2025

Freshman Year	Freshman Year - Fall Semester			Freshman Year - Spring Semester			
	Course	Course Description	Credits	Course		Credits	
	ENGL 1112	English I	3	ENGL 1113	English II	3	
	GAC 1101/1120	Freshman Seminar I	1.5	GAC 1102/1121	Freshman Seminar II	1.5	
	CHEM 1150	General Chemistry I Lecture	3	CHEM 1160	General Chemistry II Lecture	3	
	CHEM 1151	General Chemistry I Laboratory	1	CHEM 1161	General Chemistry II Laboratory	1	
	BIOL 1111	General Biology I Lecture	3	BIOL 1126	General Biology II Lecture	3	
	BIOL 1112	General Biology I Laboratory	1	BIOL 1127	General Biology II Laboratory	1	
EDUC 1110 or PHIL 1110	Critical Thinking	3	MATH 1111	Intermediate Algebra	3		
		Total	15.5			Total	15.5
Sophomore Year	Sophomore Year - Fall Semester			Sophomore Year - Spring Semester			
	Course	Course Description	Credits	Course		Credits	
	BIOL 3312	Principles of Genetics	4	ENGL 1114	Fundamentals of Speech	3	
	BIOL 3313	Organic Chemistry I Lecture	3	CHEM 3315	Organic Chemistry II Lecture	3	
	BIOL 3314	Organic Chemistry I Laboratory	1	CHEM 3316	Organic Chemistry II Laboratory	1	
	RECR _____	Physical Education	1	BIOL 3316	Vertebrate Embryology	4	
	BIOL 3311	Microbiology	4	AFAM 2210	African American Exper. in a Global Context	3	
	RECR 1111	Health and Wellness	2				
		Total	15			Total	14
Junior Year	Junior Year - Fall Semester			Junior Year - Spring Semester			
	Course	Course Description	Credits	Course		Credits	
	PHSC/PHYS 3311	Physics I Lecture	3	PHSC/PHYS 3317	Physics II Lecture	3	
	PHSC/PHYS 3312	Physics I Laboratory	1	PHSC/PHYS 3318	Physics II Laboratory	1	
	BIOL 3304	Human Anatomy & Physiology I Lect.	3	BIOL 3306	Human Anatomy & Physiology II Lect.	3	
	BIOL 3305	Human Anatomy & Physiology I Lab	1	BIOL 3307	Human Anatomy & Physiology II Lab	1	
	MATH 2205	Statistics	3		Humanities Elective I	3	
		Free Elective I	3		Free Elective II	3	
	Social Science Elective i	3	BIOL 3325	Human Nutrition	3		
		Total	17			Total	17
Senior Year	Senior Year - Fall Semester			Senior Year - Spring Semester			
	Course	Course Description	Credits	Course		Credits	
		Social Science Elective II	3		Free Elective IV (2 or 3 credit)	2	
	CHEM 3340	Biochemistry I	3	BIOL 4412	Seminar in Biology	1	
		Free Elective III	3	BIOL 4422	Molecular Biology	4	
		Humanities Elective II	3	BIOL 3317	Cytology	4	
					Free Elective V (1, 2, Or 3 credit)	1	
		Total	12			Total	12
Overall Total: 120 Semester Credit Hours							

Biology – PrePharmacy

Pre-Pharmacy Semester Guide

Natural and Applied Sciences Department - Bachelor of Science

Freshman Year	Freshman Year - Fall Semester			Freshman Year - Spring Semester			
	Course	Course Description	Credits	Course	Course Description	Credits	
	ENGL 1112	English I	3	ENGL 1113	English II	3	
	GAC 1101/1120	Freshman Seminar I	1	GAC 1102/1121	Freshman Seminar II	1	
	CHEM 1150	General Chemistry I	3	CHEM 1160	General Chemistry II	3	
	CHEM 1151	General Chemistry I Laboratory	1	CHEM 1161	General Chemistry II Laboratory	1	
	BIOL 1111	General Biology I Lecture	3	BIOL 1126	General Biology II Lecture	3	
	BIOL 1112	General Biology I Laboratory	1	BIOL 1127	General Biology II Laboratory	1	
	EDUC 1110 or PHIL 1110	Critical Thinking	3	AFAM 2210	African American Exper. in a Global Context	3	
		Total	15			Total	15
Sophomore Year	Sophomore Year - Fall Semester			Sophomore Year - Spring Semester			
	Course	Course Description	Credits	Course	Course Description	Credits	
	BIOL 3304	Human Anatomy & Physiology I	3	BIOL 3306	Human Anatomy & Physiology II	3	
	BIOL 3305	Human Anatomy & Physiology I Lab	1	BIOL 3307	Human Anatomy & Physiology II Lab	1	
	CHEM 3313	Organic Chemistry I	3	CHEM 3315	Organic Chemistry II	3	
	CHEM 3314	Organic Chemistry I Lab	1	CHEM 3316	Organic Chemistry II Lab	1	
	MATH 1160	Calculus I	4	ENGL 1114	Fundamentals of Speech	3	
	RECR 1111	Health and Wellness	2		Humanities Elective I	3	
	RECR ____	Physical Education	1				
		Total	15			Total	14
Junior Year	Junior Year - Fall Semester			Junior Year - Spring Semester			
	Course	Course Description	Credits	Course	Description	Credits	
	PHSC/PHYS 3311	Physics I	3	PHSC/PHYS 3317	Physics II	3	
	PHSC/PHYS 3312	Physics I Lab	1	PHSC/PHYS 3318	Physics II Lab	1	
	BIOL 3311	Microbiology	3	CHEM 3341	Biochemistry II	3	
	CHEM 3340	Biochemistry	3	CHEM 3342	Biochemistry Lab	2	
		Humanities Elective	3		Social Science Elective II	3	
		Social Science Elective I	3				
		Total	16			Total	12
Senior Year	Senior Year - Fall Semester			Senior Year - Spring Semester			
	Course	Course Description	Credits	Course	Course Description	Credits	
		(P1 Course at Pharmacy School)	3		(P1 Course at Pharmacy School)	3	
		(P1 Course at Pharmacy School)	3		(P1 Course at Pharmacy School)	3	
		(P1 Course at Pharmacy School)	3		(P1 Course at Pharmacy School)	3	
		(P1 Course at Pharmacy School)	3		(P1 Course at Pharmacy School)	3	
		(P1 Course at Pharmacy School)	3		(P1 Course at Pharmacy School)	3	
		Total	18			Total	15
Overall Total: 120 Semester Credit Hours							

Biology-related Course Descriptions

BIOL 1100 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). Previously SLF 100*

BIOL 1111 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). Previously SLF 111*

BIOL 1112 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). Previously SLF 112*

BIOL 1126 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: BIOL 1111 or SLF 111 and BIOL 1112 or SLF 112. Previously SLF 126*

BIOL 1127 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: BIOL 1110 or SLF 110 or BIOL 1111 or SLF 111 and BIOL 1112 or SLF 112. Previously SLF 127*

BIOL 2216 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 BIOL 1126 or SLF 126 and BIOL 1127 or SLF 127. Previously SLF 216*

BIOL 2224 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 BIOL 1126 or SLF 126 and BIOL 1127 or SLF 127. Previously SLF 224*

BIOL 2240 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 BIOL 1126 or SLF 126 and BIOL 1127 or SLF 127. Previously SLF 240*

BIOL 2250 Invertebrate Zoology (4.0 credits): A detailed study of invertebrate animals. Anatomy, physiology, and phylogenetic relationships are emphasized. *Prerequisites: C or better in BIOL 1126 or SLF 126 and BIOL 1127 or SLF 127. Previously SLF 250*

BIOL 3311 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 BIOL 1126 or SLF 126, BIOL 1127 or SLF 127 and CHEM 1150 or SCH 150. Previously SLF 311*

BIOL 3312 Genetics (4.0 credits): An introductory course dealing with the principles and mechanisms of inheritance in plants and animals. *Prerequisites: C or better in BIOL 1126 or SLF 126, BIOL 1127 or SLF 127 and CHEM 1150 or SCH 150. Previously SLF 312*

BIOL 3314 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 BIOL 1126 or SLF 126, BIOL 1127 or SLF 127 and CHEM 1150 or SCH 150. Previously SLF 314*

BIOL 3315 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 BIOL 1126, BIOL 1127 and CHEM 1150. Previously SLF 315*

BIOL 3316 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 BIOL 1126 or SLF 126, BIOL 1127 or SLF 127 and CHEM 1150 or SCH 150. Previously SLF 316*

BIOL 3317 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 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 BIOL 1126 or SLF 126. Previously SLF 317*

BIOL 3320 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 BIOL 1126 or SLF 126, BIOL 1127 or SLF 127 and CHEM 1150 or SCH 150. Previously SLF 320*

BIOL 3321 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 BIOL 3320 or SLF 320. Previously SLF 321*

BIOL 3325 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 BIOL 1126 or SLF 126, BIOL 1127 or SLF 127 and CHEM 1150 or SCH 150. Previously SLF 325*

BIOL 3330 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 BIOL 1126 or SLF 126, BIOL 1127 or SLF 127 and CHEM 1150 or SCH 150. Previously SLF 330*

BIOL 3331 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: BIOL 1111, BIOL 1112, BIOL 1126 or SLF 126, BIOL 1127 or SLF 127, and CHEM 1150 or SCH 150. Previously SLF 331*

BIOL 3332 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: BIOL 1126 or SLF 126, BIOL 1127 or SLF 127 and CHEM 1150 or SCH 150. Previously SLF 332*

BIOL 3335 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 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: BIOL 1111 or SLF 111, BIOL 1112 or SLF 112, BIOL 1126 or SLF 126, BIOL 1127 or SLF 127 and CHEM 1150 or SCH 150. Previously SLF 335*

BIOL 4412 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. Previously SLF 412.*

BIOL 4416 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 BIOL 1126 or SLF 126, BIOL 1127 or SLF 127 and CHEM 1150 or SCH 150. Previously SLF 416*

BIOL 4418 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 BIOL 1126 or SLF 126, BIOL 1127 or SLF 127 and CHEM 1150 or SCH 150. Previously SLF 418*

BIOL 4419 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: BIOL 1111 or SLF 111, BIOL 1112 or SLF 112, BIOL 1126 or SLF 126, BIOL 1127 or SLF 127 and CHEM 1150 or SCH 150. Previously SLF 419*

BIOL 4420 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 BIOL 4419 or SLF 419. Previously SLF 420*

BIOL 4421 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 BIOL 1126 or SLF 126, BIOL 1127 or SLF 127 and CHEM 1150 or SCH 150. Previously SLF 421*

BIOL 4422 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: BIOL 1111 or SLF 111, BIOL 1112 or SLF 112, BIOL 1126 or SLF 126, BIOL 1127 or SLF 127 and CHEM 3340 or SCH 340. Previously SLF 422*

BIOL 4430 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 BIOL 1126 or SLF 126 and BIOL 1127 or SLF 127. Previously SLF 430*

BIOL 4460 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 BIOL 3312 or SLF 312, and C or better in CHEM 3315 or SCH 315. Previously SLF460*

BIOL 4470 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 BIOL 3312 or SLF 312, and C or better in CHEM 3315 or SCH 315. Previously SLF 470*

BIOL 4480 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. Previously SLF 480*

BIOL 4490 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. Previously SLF 490*

Physics Course Descriptions

PHSC 1100 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: MATH 0002 or MAT 002 or placement in Math or higher. (Natural Science General Education Course). Previously SPH 100*

PHSC 1101 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). Previously SPH 101*

PHSC 3311 Physics I (non-calculus) (3.0 credits): This is a one semester course designed to introduce the students to the theories and applications of mechanics, fluid, heat, oscillations, sound, and thermodynamics. The mathematical techniques that will be used in this course are algebra, geometry, and trigonometry. *Prerequisite: C or better in MATH 1111 or MAT 111 or higher math course; corequisite PHSC 3312. Previously SPH 311*

PHSC 3312 Physics I Laboratory (non-calculus) (1.0 credits): is the hands-on laboratory component of part one of introductory physics courses. This one semester course is designed to allow students to take measurements of various physical quantities and experience validation of the theories of mechanics, fluid, heat, oscillations, sound, and thermodynamics. The mathematical techniques that will be used in this course are algebra, geometry and trigonometry, basic statistics. This course will also utilize excel and TI scientific calculator for statistical error analysis. *Prerequisite: C or better in MATH 1111 or MAT 111; corequisite PHSC 3311 Previously SPH 312*

PHSC 3317 Physics II (non-calculus) (3.0 credits): Lecture is a one semester course designed to introduce the students to the theories and applications of Electricity and Magnetism, Geometric and Wave Optics, and Modern Physics. The mathematical techniques that will be used in this course are algebra, geometry, and trigonometry. *Prerequisite: C or better in PHSC 3311 or SPH 311; Corequisite PHSC 3318. Previously SPH 317*

PHSC 3318 Physics II (non-calculus) (1.0 credit): This is the laboratory component of part two of introductory physics courses. This one semester course is designed to allow students to take measurements of various physical quantities and experience validation of the theories of Electricity and Magnetism, Geometric and Wave Optics, and Modern Physics. The mathematical techniques that will be used in this course are algebra, geometry, trigonometry, and basic statistics. Students will utilize excel and TI scientific calculator for statistical error analysis. *Prerequisites: C or better in PHSC 3311 or SPH 311; Corequisite PHSC 3317 Previously SPH 318*

PHYS 3311 Physics I (calculus) (3.0 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 MATH 1160 or MAT 160. Corequisite PHYS 3312. Previously SPY 315*

PHYS 3312 Physics I Laboratory (calculus) (1.0 credits): is the hands-on laboratory component of part one of the physics courses. This one semester course is designed to allow students to take measurements of various physical quantities and experience validation of the theories of mechanics, fluid, heat, oscillations, sound, and thermodynamics. The mathematical techniques that will be used in this course are of advanced mathematics. This course will also utilize excel and TI scientific calculator for statistical error analysis. *Prerequisite: C or better in MATH 1160 or MAT 160; corequisite PHYS 3311. Previously SPY 315*

PHYS 3317 Physics II (calculus) (3.0 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 PHYS 3311 or SPY 315; corequisite PHYS 3318. Previously SPY 316*

PHYS 3318 Physics II (calculus) (1.0 credit): This is the laboratory component of part two of the calculus-based physics courses. This one-semester course is designed to allow students to take measurements of various physical quantities and experience validation of the theories of Electricity and Magnetism, Geometric and Wave Optics, and Modern Physics. The mathematical techniques that will be used in this course are of advanced concepts in calculus. Students will utilize excel and TI scientific calculator for statistical error analysis. *Prerequisites: C or better in PHYS 3311 or SPY 315; corequisite PHYS 3317. Previously SPY 316*

Chemistry-related Course Descriptions

CHEM 1101 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. Previously SCH 101*

CHEM 1150 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). Previously SCH 150*

CHEM 1151 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. *Previously SCH 151*

CHEM 1160 General Chemistry II (3.0 credits): A continuation of Chem 1150. 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 CHEM 1150 or SCH 150. Previously SCH 160*

CHEM 1161 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. *Previously SCH 161*

CHEM 3301 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 CHEM 3315 or SCH 315 or C or better in PHSC 3317 or SPH 315 or C or better in PHYS 3317 or SPY 315, and C or better in MATH 1150 or MAT 150. Previously SCH 301*

CHEM 3302 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). Previously SCH 302*

CHEM 3313 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 CHEM 1160 or SCH 160. Previously SCH 311*

CHEM 3314 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. *Previously SCH 311*

CHEM 3315 Organic Chemistry II (3.0 credits): This course is a continuation of Chem 3313 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 CHEM 3313 or SCH 311. Previously SCH 312*

CHEM 3316 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. *Previously SCH 312*

CHEM 3321 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 CHEM 1160 or SCH 160, co-requisites: PHSC 3317. Previously SCH 321*

CHEM 3322 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 CHEM 3321 or SCH 321. Previously SCH 322*

CHEM 3340 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 CHEM 3313 or SCH 311. Previously SCH 340*

CHEM 3341 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 CHEM 3340 or SCH 340. Previously SCH 341*

CHEM 3342 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 CHEM 3341 or SCH 341. Previously SCH 342*

CHEM 4411 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 CHEM 3322 or SCH 322, C or better in PHYS 3317 or SPY 315, C or better in MATH 1160 or MAT 160. Previously SCH 411*

CHEM 4412 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 CHEM 4411 or SCH 411. Previously SCH 412*

CHEM 4420 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 CHEM 3315 or SCH 315. Previously SCH 420*

CHEM 4430 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 polarographic 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 CHEM 3322 or SCH 322. Previously SCH 430*

CHEM 4445 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. Previously SCH 445*

CHEM 4499 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 CHEM 3315 or SCH 315. Previously SCH 499*

Environmental Science-related Course Descriptions

ECSC 2200 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). Previously SES 200*

ECSC 3310 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 PHSC 1100, or C or better in PHSC 1101, C or better in PHSC 3317 or SPH 315. (Natural Science General Education Course). Previously SES 210.

ECSC 3320 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 CHEM 1150 or SCH 150. Previously SES 320*

ECSC 4445 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. Previously SES 445*

Mathematics-related Course Descriptions

MATH 0001 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. Previously MAT 001*

MATH 0002 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 MATH 0001 or MAT 001 or Mathematics Placement. Previously MAT 002*

MATH 1104 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 MATH 0002 or MAT 002 or Mathematics Placement. Previously MAT 104*

MATH 1105 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 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 MATH 0002 or MAT 002 or Mathematics Placement. Previously MAT 105*

MATH 1106 Mathematics for Teachers II (3.0 credits): This course is a continuation of Math 1105 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 MATH 1105 or MAT 105 or Mathematics Placement. Previously MAT 106*

MATH 1111 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 MATH 0002 or MAT 002 or Mathematics Placement. Previously MAT 111*

MATH 1150 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 MATH 1111 or MAT 111 or Mathematics Placement. Previously MAT 150*

MATH 1160 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 MATH 1150 or MAT 150. Previously MAT 160*

MATH 2202 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 MATH 1150 or MAT 150. Previously MAT 202*

MATH 2205 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 MATH 1111 or MAT 111. Previously MAT 205*

MATH 2270 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 MATH 1160 or MAT 160. Previously MAT 270*

MATH 3301 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 MATH 2270 or MAT 270. Previously MAT 301*

MATH 3310 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 MATH 2205 or MAT 205. Previously MAT 310*

MATH 3313 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 MATH 1150 or MAT 150. Previously MAT 313*

MATH 3321 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 MATH 2270 or MAT 270. Previously MAT 321*

MATH 3331 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 MATH 2270 or MAT 270 and MATH 3313 or MAT 313. Previously MAT 331*

MATH 3335 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 MATH 2270 or MAT 270, MATH 3313 or MAT 313. Previously MAT 335*

MATH 3352 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 MATH 2202 MAT 202. Previously MAT 352*

MATH 3355 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 MATH 3325 or MAT 325. Previously MAT 355*

MATH 3360 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 MATH 2202 or MAT 202, and MATH 2270 or MAT 270. Previously MAT 360*

MATH 3361 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 MATH 3301 or MAT 301. Previously MAT 361*

MATH 3362 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 MATH 2202 or MAT 202. Previously MAT 362*

MATH 4401 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 MATH 3301 or MAT 301. Previously MAT 401*

MATH 4403 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 MATH 3313 or MAT 313. Previously MAT 403*

MATH 4411 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 MATH 3301 or MAT 301. Previously MAT 411*

MATH 4418 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. Previously MAT 418*

MATH 4451 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 MATH 3362 or MAT 326 and MATH 4401 or MAT 401. Previously MAT 451*

MATH 4499 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. Previously MAT 499*

Pre-Pharmacy-related Course Descriptions

SPC 4401 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 4402 Pharmacological Therapeutics, (3.0 credits): The course deals with the study and application of physio-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 4403 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 4404 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 4405 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 4406 Pharmaceutical Chemistry I, (3.0 credits): The course deals with the study and application of physio-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 4407 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 4408 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 4409 Pharmacological Therapeutics II, (3.0 credits): This is a continuation of Pharmacological Therapeutics I. The course deals with the study and application of physio-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 4410 Pharmaceutical Chemistry II, (4.0 credits): This is a continuation of Pharmaceutical Chemistry I. The course deals with the study and application of physio-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 4411 Physio-Chemical Principles of Pharmacy, (2.0 credits): Drug action is dependent on a range of physio-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 physio-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 physio-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 physio-chemical principles play a role. Prerequisites: enrollment in pharmacy school 3+4 program. The course is completed at pharmacy school.

SPC 4412 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 4413 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 4414 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 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.

Department of Social and Behavioral Sciences



Dr. Tamika Thomas, Chair

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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 JPSYC 2211, Theories of Learning PSYC 3300, Personality PSYC 3319, Statistics of Psychology and Education PSYC 3331, Statistics of Psychology and Education II PSYC 3332, Introduction to Experimental Psychology PSYC 4410, Advance Experimental Psychology PSYC 4411 and Senior Seminar in Psychology PSYC 4445. 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 PSYC 2211, Psychology of Learning PSYC 3300 and one course from two of the following three clusters (6 credits):

- a) Social Psychology Cluster: Social Psychology PSYC 3317, Psychology of Small Group Behavior PSYC 3320, Psychology of Black Experience PSYC 3325, Industrial Psychology PSYC 3330
- b) Clinical Cluster: Introduction to Clinical Psychology PSYC 4420, Personality PSYC 3319, Abnormal Psychology PSYC 3314
- c) Developmental Cluster: Child Psychology PSYC 3318, Psychology of Adolescence PSYC 3313, Human Growth and Development PSYC 3316, Educational Psychology PSYC 2212

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 SOCI 2201, Introduction to Social and Cultural Anthropology SOCI 2202, Basic Research Methods SOCI 3325, Social Statistics SOCI 3326, Seminar in Criminal Justice SOCI 4472 and 2 3-credit upper level 300-400 SOCI 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
2024 - 2025

Freshman Year	Freshman Year - Fall Semester			Freshman Year - Spring Semester			
	Course	Course Description	Credits	Course		Credits	
	ENGL 1112	English I	3	ENGL 1113	English II	3	
	GAC 1101	Freshman Seminar I	1	GAC 1102	Freshman Seminar II	1	
	MATH 1104	Survey of College Math	3	PSYC ____	RPS Social Psych Elective *	3	
	PSYC 2211	Intro to Psych	3		Humanities Elective	3	
	EDUC 1110 or PHIL 1110	Intro. Interp and Analysis or Critical Thinking	3	RECR 1111	Health & Wellness	2	
	RECR ____	Physical Education	1	ENGL 1114	Fundamentals of Speech	3	
		Total	14			Total	15
Sophomore Year	Sophomore Year - Fall Semester			Sophomore Year - Spring Semester			
	Course	Course Description	Credits	Course		Credits	
	PSYC 3331	Statistics I	3		Natural Science Elective	3	
	PSYC 3300	Learning	3		Social Science Elective (nonmajor)	3	
	PSYC ____	RPS Develop Elective **	3		Free Elective	3	
	AFAM 2210	African American Experience in a Global Context	3		Free Elective	3	
		Free Elective	3	PSYC 3332	Statistics II	3	
		Free Elective (1, 2, 3)	1				
		Total	16			Total	15
Junior Year	Junior Year - Fall Semester			Junior Year - Spring Semester			
	Course	Course Description	Credits	Course		Credits	
		Social Science Elective (nonmajor)	3	PSYC ____	PSYC Clinical Elective	3	
		Humanities Elective	3	PSYC 4411	Adv. Exp. Psych	3	
	PSYC 4410	Intro to Exp. Psych	3	PSYC ____	RPS Psychio Psych Elective	3	
	PSYC 3319	Personality	3		Social Science Elective (3300-4400)	3	
		Free Elective	3		Free Elective	3	
		Total	15			Total	15
Senior Year	Senior Year - Fall Semester			Senior Year - Spring Semester			
	Course	Course Description	Credits	Course		Credits	
	PSYC 4445	Senior Seminar in Psychology	3		Free Elective	3	
		Free Elective	3		Free Elective	3	
		Free Elective	3		Free Elective	3	
		Free Elective	3		Free Elective	3	
		Free Elective	3		Natural Science Elective	3	
		Total	15			Total	15
Overall Total: 120 Semester Credit Hours							

Social Relations – Criminal Justice

Social Relations - Criminal Justice Semester Guide

Social and Behavioral Sciences Department - Bachelor of Arts

2024 - 2025

Freshman Year	Freshman Year - Fall Semester			Freshman Year - Spring Semester			
	Course	Course Description	Credits	Course		Credits	
	ENGL 1112	English I	3	ENGL 1113	English II	3	
	GAC 1101	Freshman Seminar I	1	GAC 1102	Freshman Seminar II	1	
		Social Science Elective	3		Free Elective	3	
	EDUC 1110 or PHIL 1110	Intro. Interp and Analysis Critical Thinking	3		Humanities Elective II	3	
	RECR 1111	Health & Wellness	2		Social Science Elective II	3	
		Humanities Elective	3	ENGL 1114	Fundamentals of Speech	3	
		Total	15			Total	16
Sophomore Year	Sophomore Year - Fall Semester			Sophomore Year - Spring Semester			
	Course	Course Description	Credits	Course		Credits	
	RECR ____	Physical Education	1		Free Elective	3	
	MATH 1104	Survey of College Math	3		Natural Science Elective	3	
		Free Elective	3	SOCI 2202	Intro to Soc/Cult Anthro	3	
	AFAM 2210	African American Experience in a Global Context	3		Free Elective { 1, 2, 3}	1	
	SOCI 2201	Intro to Sociology	3		Free Elective	3	
		Free Elective	3	SOCI 2204	Intro to Criminology	3	
		Total	16			Total	16
Junior Year	Junior Year - Fall Semester			Junior Year - Spring Semester			
	Course	Course Description	Credits	Course		Credits	
	SOCI 3325	Basic Research Methods	3		Free Elective	3	
	SOCI 2219	Law and Society	3	SOCI 3326	Social Statistics	3	
		Natural Science Elective	3	SOCI 3371	Crime and the Social Order	3	
		Free Elective	3		Free Elective	3	
	SOCI ____	Major Elective	3	SOCI ____	Major Elective (300 or 400)	3	
		Total	15			Total	15
Senior Year	Senior Year - Fall Semester			Senior Year - Spring Semester			
	Course	Course Description	Credits	Course		Credits	
	SOCI 4472	Seminar in Criminal Justice	3	SOCI ____	Major Elective (3300 or 4400)	3	
		Free Elective	3	SOCI ____	Major Elective (3300 or 4400)	3	
		Free Elective	3		Free Elective	3	
		Free Elective	3		Free Elective	3	
	SOCI 3374	Non-Institutional Treatment of Offenders	3				
		Total	15			Total	12
Overall Total: 120 Semester Credit Hours							

Social Relations – Sociology

Social Relations - Sociology Semester Guide Social and Behavioral Sciences Department - Bachelor of Arts 2024 - 2025

Freshman Year	Freshman Year - Fall Semester			Freshman Year - Spring Semester		
	Course	Course Description	Credits	Course	Course Description	Credits
	ENGL 1112	English I	3	ENGL 1113	English II	3
	GAC 1101	Freshman Seminar I	1	GAC 1102	Freshman Seminar II	1
		Social Science Elective	3	PHIL 1110	Critical Thinking	3
	EDUC 1110 or PHIL 1110	Intro. Interp and Analysis or Critical Thinking	3		Humanities Elective II	3
	RECR 1111	Health & Wellness	2		Social Science Elective II	3
		Humanities Elective	3	ENGL 1114	Fundamentals of Speech	3

Social and Behavioral Sciences Course Descriptions

Geography-related Course Descriptions

GEOG 1111 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. Previously RGE 111*

History-related Course Descriptions

HIST 1101 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). Previously RHI 101*

HIST 1102 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). Previously RHI 102*

HIST 2201 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. Previously RHI 201*

HIST 2202 History of Africa II (W, G Designations) (3.0 credits): A continuation of HIST 2201. 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. Previously RHI 202*

HIST 2203 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) Previously RHI 203*

HIST 2211 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). Previously RHI 211*

HIST 2212 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). Previously RHI 212*

HIST 2216 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) Previously RHI 216*

HIST 2217 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) Previously RHI 217*

HIST 3311 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. Previously RHI 311*

HIST 4490 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. Previously RHI 490*

Political Sciences-related Course Descriptions

POLI 1101 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). Previously RPO 101*

POLI 1102 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). Previously RPO 102*

POLI 1111 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). Previously RPO 111*

POLI 2211 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). Previously RPO 211*

POLI 2212 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). Previously RPO 212*

POLI 2213 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. Previously RPO 213*

POLI 3311 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). Previously RPO 311*

POLI 3312 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. Previously RPO 312*

POLI 3313 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. Previously RPO 313*

POLI 3314 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. Previously RPO 314*

POLI 3315 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. Previously RPO 315*

POLI 3316 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. Previously RPO 316*

POLI 4410 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. Previously RPO 410*

POLI 4411 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. Previously RPO 411*

POLI 4412 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). Previously RPO 412*

POLI 4413 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 or POLI 1102. Previously RPO 414*

POLI 4415 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. Previously RPO 415*

POLI 4416 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). Previously RPO 416*

POLI 4418 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. *Previously RPO 418*

POLI 4450 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 or POLI 1101. Previously RPO 450*

POLI 4470 Political Science Seminar (W - Designation) (3.0 credits): None. *Prerequisite: None. (Writing Intensive General Education Course). Previously RPO 470*

Psychology-related Course Descriptions

PSYC 2211 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). Previously RPS 211*

PSYC 2212 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). Previously RPS 212*

PSYC 2217 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 demonstration. *Prerequisite: RPS 211 or PSYC 2211. (Social Science General Education Course). Previously RPS 217*

PSYC 3300 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 or PSYC 2211. (Social Science General Education Course). Previously RPS 300*

PSYC 3308 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) Previously RPS 308*

PSYC 3311 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 or PSYC 2211 and RPS 212 or PSYC 212. Previously RPS 311*

PSYC 3314 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 or PSYC 2211. (Social Science General Education Course) Previously RPS 314*

PSYC 3316 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 or PSYC 2211. (Social Science General Education Course). Previously RPS 316*

PSYC 3317 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 or PSYC 2211. (Social Science General Education course). Previously RPS 317*

PSYC 3318 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 or PSYC 2211. (Social Science General Education Course). Previously RPS 318*

PSYC 3319 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 or PSYC 2211. (Social Science and Writing Intensive General Education Course). Previously RPS 319*

PSYC 3320 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 intra-group conflict and cooperation are studied as aspects of group structure and process. Students observe and participate in small group processes. *Prerequisite: RPS 211 or PSYC 2211. (Social Science General Education Course). Previously RPS 320*

PSYC 3321 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 or PSYC 2211. Previously RPS 321*

PSYC 3325 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). Previously RPS 325*

PSYC 3326 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) Previously RPS 326*

PSYC 3330 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 or PSYC 2211. (Social Science General Education Course). Previously RPS 330*

PSYC 3331 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 MATH 0002 or higher. Previously RPS 331*

PSYC 3332 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: MAT 002 or MATH 0002 or higher. Previously RPS 332*

PSYC 4405 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 or PSYC 2211. Previously RPS 405*

PSYC 4408 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 or PSYC 2211. Previously RPS 408*

PSYC 4409 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 or PSYC 2211. Previously RPS 409*

PSYC 4410 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 or PSYC 2211. (Information Literacy Intensive General Education Course). Previously RPS 410*

PSYC 4411 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 or PSYC 2211, and RPS 410 or PSYC 4410. (Information Literacy Intensive General Education Course). Previously RPS 411*

PSYC 4420 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 or PSYC 2211. (Writing Intensive General Education Course). Previously RPS 420*

PSYC 4445 Senior Seminar in Psychology (W-Designation) (3.0 credits): This course has as its primary objective the integration of theoretical concepts from various 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 or PSYC 2211, and Seniors only. (Writing Intensive General Education Course). Previously RPS 445*

PSYC 4460 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 or PSYC 2211. Previously RPS 460*

PSYC 4461 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 or PSYC 2211. Previously RPS 461*

PSYC 4462 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 or PSYC 2211. Previously RPS 462*

PSYC 4463 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 or PSYC 2211. Previously RPS 463*

PSYC 4464 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 or PSYC 2211. Previously RPS 464*

PSYC 4465 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 or PSYC 2211. Previously RPS 445*

PSYC 4466 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 or PSYC 2211. Previously RPS 466*

PSYC 4467 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 or PSYC 2211. Previously RPS 467*

PSYC 4468 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 or PSYC 2211. Previously RPS 468*

PSYC 4469 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 or PSYC 2211. Previously RPS 469*

Sociology-related Course Descriptions

SOCI 2201 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) Previously RSO 201*

SOCI 2202 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). Previously RSO 202*

SOCI 2203 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. Previously RSO 203*

SOCI 2204 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). Previously RSO 204*

SOCI 2219 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). Previously RSO 219*

SOCI 2230 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). Previously RSO 230*

SOCI 2235 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. Previously RSO 235*

SOCI 3300 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. Previously RSO 300*

SOCI 3301 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 or SOCI 2201. (Social Relations Sociology Requirement). Previously RSO 301*

SOCI 3303 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 or SOCI 2201. (Social Relations Sociology Requirement). Previously RSO 303*

SOCI 3304 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 or SOCI 2201 (Social Relations Sociology Requirement). Previously RSO 304*

SOCI 3310 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. Previously RSO 310*

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 or SOCI 2201 (Social Relations Requirement). Previously RSO 312*

SOCI 3315 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). Previously RSO 315*

SOCI 3325 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). Previously RSO 325*

SOCI 3326 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). Previously RSO 326*

SOCI 3350 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). Previously RSO 350*

SOCI 3366 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). Previously RSO 366*

SOCI 3370 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 or SOCI 2204. Writing Intensive Designation. Previously RSO 370*

SOCI 3371 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 SOC 2204 or RSO 201 or SOCI 2201. Previously RSO 371*

SOCI 3372 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 or SOCI 2204. Previously RSO 372*

SOCI 3373 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 affects 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 SOCI 2204 or RSO 201 or SOCI 2201. Previously RSO 373*

SOCI 3374 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 SOCI 2201 or RSO 204 or SOCI 2204. Previously RSO 374*

SOCI 4404 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 or SOCI 2201. Previously RSO 404*

SOCI 4409 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 or SOCI 2204. Previously RSO 409*

SOCI 4416 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 is given to crime prevention; community values and morals; law enforcement, adjudication, and corrections relationships. *Prerequisite: RSO 201 or SOCI 2201 or RSO 204 or SOCI 2204. Previously RSO 416*

SOCI 4443 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. Previously RSO 443*

SOCI 4472 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 SOCI 2201 or RSO 204 or SOCI 2204 and Senior Status. Previously RSO 472*

SOCI 4475 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 SOCI 2201 or RSO 204 or SOCI 2204 and Senior Status. Previously RSO 475*

SOCI 4481 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 or SOCI 2201. Previously RSO 481*

SOCI 4482 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 or SOCI 2201. Previously RSO 482*

SOCI 4483 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 or SOCI 2201. Previously RSO 483*

SOCI 4484 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 or SOCI 2201. Previously RSO 484*

SOCI 4485 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 or SOCI 2201. Previously RSO 485*

SOCI 4486 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 or SOCI 2201. Previously RSO 486*

SOCI 4490 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. Previously RSO 490*

SOCI 4491 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. Previously RSO 491*

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.*

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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

Eva, Sakkar, B.Sc. University of Dhaka; M.Sc. University of Dhaka; M.S. University of California, Los Angeles; Ph.D., University of California; Professor, Department of Natural and Applied Sciences

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