

UNDERGRADUATE AND GRADUATE CATALOG

1994 – 1995



Lebanon Valley College
of Pennsylvania

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LEBANON VALLEY COLLEGE

Founded: 1866, as a private coeducational institution on the site of the Annville Academy. Became a four-year institution by 1883 as the lower grades were phased out.

Curriculum: a four-year program of study in the liberal arts with an academic year comprised of fall and spring semesters and an optional summer term.

Degrees granted: Bachelor of Arts, Bachelor of Music, Bachelor of Science, Associate of Arts, Associate of Science, Master of Business Administration.

Major fields of study: accounting, actuarial science, biochemistry, biology, chemistry, computer science, economics, elementary education, English, French, general studies, German, health care management, history, hotel management, international business, management, mathematics, music, philosophy, physics, political science, psychobiology, psychology, religion, sociology, sound recording technology, Spanish.

Special programs: military science (ROTC), secondary education certification; *in cooperation with Thomas Jefferson University:* cytotechnology, cytogenetics, diagnostic imaging, occupational therapy, physical therapy; *in cooperation with University of Pennsylvania and Case Western Reserve University:* engineering; *in cooperation with Duke University:* forestry, environmental management; *in cooperation with approved hospitals:* medical technology, nuclear medicine technology.

Special options: departmental honors, double majors, college honors program, independent study, individualized majors, internships, leadership studies program, tutorial study, study abroad, Washington semester program.

Number of faculty: 67.5; of the permanent faculty 82 percent have earned a Ph.D. or equivalent terminal degree.

Student-faculty ratio: 14:1, with an average class size of 25.

Location: Annville, founded in 1799, is a small town of approximately 5,000 people located in south central Pennsylvania. Driving times: Hershey, Pa., 10 minutes, Harrisburg, 1/2 hour; Baltimore, 2 hours; Philadelphia, 2 hours; New York, 3 hours; Washington, D.C., 3 hours.

Size of campus: 28 buildings situated on over 200 acres. The library contains over 160,000 catalog items, and the college's five student computer labs house 127 personal computers. The sports center is nationally recognized for its water fitness program.

Residence halls: Nine residence halls housing 850 students in male, female and coed facilities.

Student enrollment: 965 full-time undergraduate students, with 502 part-time undergraduates and 213 graduate students.

Student financial aid: approximately 80 percent receive financial aid. Total financial aid for 1993 was \$4,200,000. Average LVC grant was \$4,700.

THE MISSION OF THE COLLEGE

The Mission of Lebanon Valley College arises directly from its origins as a church related college. We emphasize that fact by maintaining affiliation with the United Methodist Church and by affirming the Judeo-Christian tradition as the perspective for our policies.

The best way to understand the mission of Lebanon Valley College is to focus on what it is we hope for our students. We want our students:

- to develop a genuine concern for cooperative living and community service;
- to attain a heightened sense of moral and spiritual values through a deepened awareness of how people have thought of themselves in relation to nature, to society, and to God;
- to appreciate the close and unmistakable relationship among rational thought, creative imagination, and moral commitment; and
- to deal candidly and intelligently with the past, the present, and the future and their interrelationship.

This assertion of hope for our students possesses three distinctive characteristics.

- (1) While this is not a list of priorities in rank order, neither is it mere coincidence that cooperation with and service to others comes first.
- (2) Moral commitment is not affirmed as one of a laundry list of qualities, nor does it appear as an afterthought. Rather it is inherent or explicit in all the desired outcomes.
- (3) The broad description of our program which these objectives implies identifies qualities which we attempt to achieve through both general education and major study, but the stress throughout is on interrelationships, not on knowledge in isolation. We want our students to be as knowledgeable, as aesthetically sensitive, as skillful as possible, but we want more than that for them.

The motto of the college, taken from the Gospel of John, is "You shall know the truth and the truth shall make you free." But our aim is not merely to free our students from ignorance, superstition, prejudice, narrowness of vision. It is also to free them for a life of service to others. That purpose we affirm in the concept of leadership which gives focus to the ideals of education by reiterating the central value of the liberal arts tradition in a democratic society: to prepare people to make a difference, to contribute significantly to their various communities.

UNDERGRADUATE INFORMATION

Admission For Full Time Students

High School Preparation

All admission candidates should have completed 16 credit units and graduated from an accredited secondary school, or present an equivalency certificate (G.E.D.). Of the 16 units, 4 should be in English, 2 in foreign language, 2 in mathematics, 1 in science and 1 in social studies.

Application Procedure

A candidate for admission to Lebanon Valley College must submit a completed application form with the required application fee, Scholastic Aptitude or American College Test results and an official transcript of high school grades. Students planning to transfer to Lebanon Valley must submit official transcripts of completed college or university work.

All candidates are encouraged to visit campus for a personal interview. Applicants for admission into music, music education or sound recording technology programs are required to audition on campus; audition applications are available from the Admission Office. For further information contact:

Admission Office

Lebanon Valley College
101 North College Avenue
Annville, PA 17003-0501
Phone: (717) 867-6181 or (800) 445-6181
FAX: (717) 867-6026

Student Finances

Payment for tuition, room, board, and other charges is due by a published deadline prior to the beginning of each semester. Students failing to meet this deadline will be required to make special arrangements with the Business Office before their course registrations will be processed. Questions about student finances should be addressed to the Business Office.

Refund Policy

Students withdrawing from a course, or the school, will receive a refund prorated according to the following schedule:

<u>Time Period</u>	<u>Refund</u>
During the first week of classes	100%
During the second week of classes	80%
During the third week of classes	50%
After the third week of classes	0%

Summer School–	
During the first week of classes	100%
During the second week of classes	50%
After the second week of classes	0%

Part–time and continuing education students should consult the refund schedule published by the Continuing Education Office.

No refund is allowed on room charges.

Refund Policy During First Semester

A student who is attending Lebanon Valley College for the first time will receive a refund according to the federal policy established by the Higher Education Amendments of 1992. The pro-rata refund policy applies to new students whose date of withdraw is within the first 60 percent of the semester for which the student has been billed. This refund policy allows for a refund of tuition, fees, room and board for the portion of the semester for which the student has been charged that remains in this period but for which the student will not be enrolled. A copy of the federal pro-rata refund policy is on file in the Financial Aid Office.

Alternative Payment Plan

Lebanon Valley College offers a payment plan for those families who, after exploring other options, prefer to spread payments over a 10-month period. Two agents have been appointed to process deferred payment applications:

Academic Management Services, Inc.
 50 Vision Boulevard
 P.O. Box 14608
 East Providence, RI 02914–0608
 Phone: 1–800–556–6684

T.I.P.
 (Tuition Installment Plan)
 P.O.Box 2541
 Harrisburg, PA 17105-2541
 Phone: 1-800-851-4770

The college has no financial interest in either of these plans and offers them as a convenience to students and parents.

Continuing Education Office

Students may enroll part-time at Lebanon Valley College through Continuing Education. Students are considered part-time if they are enrolled for 0 – 11 credit hours per semester. The Continuing Education Office offers credit programs on four levels: certificate, associate, baccalaureate, and diploma. Certificates are starter programs that approximate the beginning of a four–year college experience, ideal spring–boards from which to go on for an associate or bachelor’s degree. Diploma programs are intended for persons who have already been awarded a bachelor’s degree in one discipline and desire to study another discipline in some depth.

A second bachelor’s degree may be awarded to adult students who already have received a bachelor of arts or sciences from Lebanon Valley or another accredited college or university.



Meeting with a continuing education counselor is required prior to registering for courses.

In such cases, students only must complete the major requirements for the second degree or a minimum of 30 credits, whichever is greater.

Courses taught through Continuing Education are offered during evenings, weekend and summer sessions on the main campus in Annville and through our Lancaster Center on the Franklin & Marshall College Campus. The Continuing Education Office publishes course schedules for the fall, spring and summer sessions. To obtain copies of course schedules or get detailed information on all academic programs for adults call 717-867-6213 in Annville or 717-399-4419 in Lancaster or write Continuing Education Office, Lebanon Valley College, Annville, PA 17003-0501.

A candidate for admission to any of Lebanon Valley College's Continuing Education degree programs must submit a completed application form with the required application fee. An official high school transcript is required if students have less than 24 semester hours of transferable college credits. Students planning to transfer to Lebanon Valley must submit official transcripts of any completed college or university courses. Official transcripts relating to military or business courses also may prove to be useful. Although students may begin taking classes before they have been accepted, they must speak with a counselor before registering for courses. To arrange an admission interview with a counselor call 717-867-6213 in Annville or 717-399-4419 in Lancaster. Decisions on all adult student applications usually are made within one month after the last required transcript is received.

UNDERGRADUATE ACADEMIC REGULATIONS AND PROCEDURES

Attendance at Lebanon Valley College is a privilege, not a right. To provide the necessary atmosphere in which teaching and learning can occur, the college expects that the conduct of all campus citizens will conform to accepted standards. The college has the right to require the withdrawal of any student whose actions are inimical to the purposes of the institution. The following academic regulations are announcements and do not constitute a contract between the student and the college. The college reserves the right to change these regulations and procedures as it deems necessary for the accomplishment of its purposes, but wherever possible, a student will proceed to graduation under the regulations in effect at the time of his/her entrance at the college.

Degrees

Baccalaureate Degrees

Lebanon Valley College confers six baccalaureate degrees. Bachelor of Arts for students completing requirements in the following major programs: American studies, economics, English, French, German, history, music, philosophy, political science, psychology, religion, sociology, Spanish and certain individualized majors.

Bachelor of Science for students completing requirements in the following major programs: accounting, actuarial science, health care management, biochemistry, biology, chemistry, computer information systems, computer science, cooperative engineering, cooperative forestry, elementary education, hotel management, international business, management, mathematics, music education, physics, psychobiology, and certain individualized majors. Bachelor of Science in Chemistry, Bachelor of Science in Medical Technology, and Bachelor of Music: Emphasis in Sound Recording Technology for students completing requirements for the appropriate major program.

Associate Degrees

Through the Continuing Education Office part-time students may earn the Associate of Science degree in accounting, general studies or management, or the Associate of Arts degree in general studies.

Privacy of Student Records

In accordance with the Family Rights and Privacy Act of 1974 the college releases no student education records without written consent and request of the student, or as prescribed by law.

A student has the right to inspect his or her educational records maintained by the college. It is the student's responsibility to contact the appropriate office of the college to make the necessary arrangements.

The college makes public such directory information as name, address, telephone, date of birth, major field of study, degrees and awards received, previous schools attended, participation in activities, and athletic information.

Credit Hours

A credit hour is the unit to measure academic progress. Each course has a credit designation approximately equal to the number of hours to be spent in class each week. A course requiring three hours of class attendance each week will carry three credit hours. Credit for laboratories is generally awarded at one-half the regular rate.

Graduation Requirements

Candidates for a baccalaureate degree shall complete successfully 120 credit hours including the requirements for the general education program (see page 19), and the requirements for majors and minors as appropriate. Credit hours are accumulated in three separate categories: general education requirements, major requirements, and electives.

In addition, candidates shall complete successfully two units of physical education selected from a list of approved activities. Students shall not satisfy the physical education requirement by taking the same activity unit twice. Students shall have a maximum of one physical education unit waived for successful completion of any of the following: one season of a varsity sport, one semester of marching band, or one semester of military science. Continuing education students are exempt from the physical education requirement.

Candidates for an associate's degree must accumulate at least 60 credit hours including the course work appropriate to their major program. Fifteen of the last 18 credit hours toward the degree must be in residence.

Candidates for a degree must obtain a cumulative grade point average of 2.00 and a major grade point average of 2.00

The general education program is that part of the curriculum that is shared by all students in all majors. The required courses reflect 54-56 credit hours.

The major programs each require at least 24 credit hours of course work.

Electives are those courses selected by the student that reflect neither major nor general education requirements.

Candidates for degrees must also take in residence 30 credit hours of the 36 taken immediately prior to graduation. Course work taken in all of the college's programs qualify as work done in residence.

Advising Program

Each student has a faculty adviser whose role is to counsel about registration procedures, course selections, academic requirement, and regulations. The student is required to obtain the adviser's counsel and approval before registration, withdrawal, election of pass/fail option, and/or change in credit/audit status.

Arrangement of Schedules

Each student arranges a semester program of courses in consultation with, and by approval of, his or her faculty adviser. Students already in attendance do this during registration periods. New students accomplish this on orientation days.

Limit of Hours

To be classified as full time, a student must take at least 12 credit hours in a semester. Seventeen credit hours is the maximum permitted without approval from the student's adviser and permission of the registrar. Audited courses are counted in determining the course load, but music organizations are not. To be permitted to take more than 17 credits the student should have a cumulative grade point average of 3.0 or higher, or be enrolled in the Honors Program, or be a senior. Students shall pay the prevailing tuition rate for each credit hour beyond 17 (not counting music organizations).

Class Standing

Students are classified academically at the beginning of each year. Membership in the sophomore, junior or senior classes is granted to students who have earned a minimum of 28, 56, or 84 credit hours respectively.

Transfer Credit

A student applying for advanced standing after having attended another accredited institution shall send an official transcript to the dean of admission. If requested, the student must provide copies of the appropriate catalogs for the years of attendance at the other institution or institutions.

Credits are accepted for transfer provided the grades are C- (1.67) or better and the work is equivalent or similar to work offered at Lebanon Valley College. Grades thus transferred count for credit hours only, not for quality points.

A candidate for admission holding an associate degree from a regionally accredited college can be admitted with full acceptance of course work at the previously attended institution. Course work in the major field, however, for which the applicant has received a D shall not be counted toward fulfilling the major requirement.

Because Lebanon Valley College is a liberal arts institution, consideration of full acceptance of the associate degree will be granted with the understanding that the candidate has followed a basic course of study compatible with the curriculum and academic programs of the college and has been enrolled in a transfer program. A total of 60 credits will be accepted for an

associate degree and 57 credits for a diploma program. A maximum of 90 credit hours will be accepted toward a baccalaureate degree.

In most instances the applicant may be expected to complete the baccalaureate degree within two years. However, when the requirements of a particular major field or the nature of the previous study demand additional work beyond two years, the applicant will normally be notified at the time of admission.

Discontinuance of Courses

The college reserves the right to withdraw or discontinue any course.

Registration and Preregistration

Students are required to register for courses on designated days of each semester. Students who register later than the designated times shall be charged a fee. Students desiring to register later than one week after the opening of the semester will be admitted only by special permission of the registrar.

On entering Lebanon Valley College students indicate that they are open or that they have a particular intended major. Students may make a formal declaration of major during the second semester of their freshmen year, and must make a formal declaration by the time they have completed 60 credit hours.

Change of Registration

Change of registration, including pass/fail elections, changes of course hours credit, changes from credit to audit and vice versa, must be approved by signature of the adviser. In most instances, registration for a course shall not be permitted after the course has been in session for one full week. With the permission of the adviser, a student may withdraw from a course during the first ten (10) weeks of the semester. However, first semester freshmen may withdraw from a course at any time through the last day of semester classes with permission of the adviser. A fee is charged for every change of course made at the student's request after Add/Drop Day.

Auditing Courses

Students may register to audit courses with the approval of their academic adviser. Audited courses are counted in considering the course load relative to the limit of hours. No grade or credit is given for an audited course, but the registrar will record the audit on the transcript if the student attends regularly. A change of registration from credit to audit or from audit to credit must be accomplished by the end of the eighth week of semester classes.

Pass/Fail

After attaining sophomore standing (28 credit hours) a student may elect to take up to two courses per semester and one per summer session on pass/fail basis; however, only six such courses can be counted toward graduation requirements. No courses elected by students to be taken pass/fail may be used to meet the requirements of the general education program, the major(s), the minor(s), and secondary education certification. A student may select or cancel a pass/fail registration any time during the first eight weeks of a semester. Passing with honors will be designated by the grade PH indicating that a grade of B+ or higher was earned.

Repetition of Courses

A student may repeat as often as desired, for a higher grade, a previously taken course, subject to the following provisions: the course must have been taken in courses staffed by the college at the Annville campus and/or the Lancaster center or Pennsylvania School of Art & Design in Lancaster. Semester hours credit are given only once. The grade received each time taken is computed in the semester grade point average. Each semester grade report will show hours credit each time passed, but the total hours toward a degree will be equal only to the semester hours credit for the course. For a course previously passed P/F, the grade received in the subsequent registration for regular grade is the "higher grade." Each grade received remains on the permanent record and a notation is made thereon that the course has been repeated.

Concurrent Courses

A student enrolled for a degree at Lebanon Valley College may not carry courses concurrently at any other institution without prior consent of his or her adviser and the registrar.

External Summer Courses

A student registered at Lebanon Valley College may not obtain credit for the courses taken during the summer in another college, unless such courses have prior approval of his or her adviser and the registrar.

Attendance Policy

Each student is responsible for knowing and meeting all requirements for each course, including regular class attendance. At the opening of each semester the instructors shall clearly inform students of class attendance regulations. Violations of those regulations shall make the student liable to receive a grade of F in the course. Upon the recommendation of the instructor and the approval of the registrar a grade of W will be assigned during the first ten (10) weeks of the semester, and an F will be assigned after that date.

Excused absences do not absolve students from the necessity of fulfilling all course requirements.

In-Absentia

The college treats students in domestic or foreign study programs and in the Washington Semester Program as students-in-absentia. Any student who studies for a semester or academic year at another institution but with the intent of returning to the college is

considered a matriculated student. A student desiring in-absentia status should complete the form in the registrar's office and secure the approval of the adviser, the registrar and the associate dean for international programs. Students will receive information on registration and room sign-up after they notify the registrar of their address abroad or in the United States.

Leave of Absence

For reasons of health or in other compelling circumstances students may request a voluntary leave from the college for one or two semesters. A student desiring such a leave should complete the form available from the registrar and secure the approval of the vice president of the college and dean of the faculty. Students on leave are regarded as continuing students and retain their status for registration or room sign-up. Students on leave will receive information on those procedures and will be asked to verify their return. The college reserves the right to require a leave of absence for medical reasons at any time it is deemed reasonably necessary to protect the student, other students, members of the college community, or the interests of the college itself. Before a student returns from a medical leave of absence, a clearance interview with one of the counseling psychologists, the dean of students or the vice president of the college and dean of the faculty as well as additional documentation may be required.

Withdrawal from College and Readmission

To withdraw from college a student must complete an official withdrawal form obtained from the registrar. Continuing education students must complete an official withdrawal form obtained from the director of continuing education. Readmission of a student requires written permission from the vice president of the college and dean of the faculty.

Advanced Placement

Advanced placement with credit for appropriate courses shall be granted to entering students who make scores of 4 or 5 on College Board Advanced Placement examinations. For scores of 3, final determination is made by the appropriate department. Advanced placement without credit may be granted on the basis of the Achievement Tests of the College Board examinations or such other proficiency tests as may be determined by the registrar and by the chairperson of the department.

Second Bachelor's Degrees

A person who has earned a bachelor's degree from Lebanon Valley College or another accredited college or university may earn a second bachelor's degree by meeting the following requirements:

1. A minimum of 30 additional undergraduate credits must be completed successfully at Lebanon Valley.
2. All graduation requirements for the major of the second degree must be met satisfactorily.
3. Course work completed successfully as part of the first degree program may be used to satisfy the graduation requirements of the second major.
4. No course already taken in the first degree program may be repeated in the second degree program.

5. Credits from student teaching (SED 440, ELM 440 and MSC 441) may not be counted toward a second degree.
6. Graduates from other accredited colleges or universities shall not be required to meet any Lebanon Valley general education requirements.
7. No courses in the second degree program may be met satisfactorily through such non-traditional means as challenge examinations, CLEP, or credit for life experience.
8. Credits from internships may not be counted toward a second degree.
9. No courses in the second degree program may be taken Pass/Fail.

Undergraduate Non-Traditional Credit

Lebanon Valley College recognizes the ability of highly motivated students to master specific areas of study on their own initiative and provides programs to allow these students the opportunity to gain credit. Any matriculated student may earn a maximum of 30 credits toward a bachelor's degree or a maximum of 15 credits toward an associate's degree through non-traditional means (experiential credit, advanced placement, CLEP, challenge exams).

Challenge Exams Policy

Only the courses listed in the college curriculum may be challenged for credit. Full-time students should request challenge examinations through their academic advisers. Part-time students and those students enrolled through the continuing education program should make application of challenge exams through the Continuing Education Office. All requests must be approved by the registrar and the chairperson of the department in which the course is listed.

Challenge exams are considered to be comprehensive examinations in the subject area and are graded Pass/Fail. The grading criteria for passing a challenge exam shall be determined by each department. There is a fee for each challenge examination. This fee is for preparation and grading of the examination and is charged without regard to the test results. Challenge exams may not be taken by students who have received any grade in a course equivalent to or more advanced than the course for which the student is requesting credit by examination. Challenge exams may not be used for the purpose of acquiring credit for a course previously failed. Practicums, internships, seminars, research courses, independent study, and courses with required laboratory components are not subject to credit by examination.

CLEP (College Level Examination Program) Policy

Credit shall be granted to those students who score well on CLEP examinations that are approved by the college. To receive credit, a student must score above the 50th percentile on the objective section and above a C, as determined by the appropriate academic department, on the essay section.

A maximum of 6 credits shall be awarded for each examination; of these credits, only 3 may be applied to the general education requirements in the appropriate area. Credit shall be granted only to students who have matriculated at Lebanon Valley College. Normally, requests for CLEP credit must be approved by the registrar before the student has completed 30 credits.

Credit for Life Experience Policy

Lebanon Valley College provides for the awarding of undergraduate academic credit for knowledge acquired through non-academic experience in subjects in the college curriculum. The experience should have a direct relation to the material taught in a course in the college curriculum and should extend over a sufficient period to provide substantive knowledge in the relevant area. Matriculated students who believe they qualify for such credit may petition the appropriate department through their academic advisers. Students enrolled in the Continuing Education program must petition through the Continuing Education Office. This petition must:

- (1) detail the relevant experience in question
- (2) provide appropriate supporting evidence
- (3) note the equivalent college course by department and number
- (4) state the number of credit hours sought.

The appropriate department will consult with the academic adviser or the Continuing Education Office to determine the best means (interview, examination, portfolio, etc.) for evaluating the experience.

Approval of experiential credit for full-time students must be made in writing over the signatures of the academic adviser, the appropriate department chairperson, and the dean of the college. Approval of experiential credit for students enrolled through the continuing education program must be made in writing over the signatures of the director of continuing education, the appropriate department chairperson, and the vice president of the college and dean of the faculty.

Experiential credit cannot exceed six credit hours in one academic year and cannot exceed a maximum of twelve credit hours in the degree program.



Students take a break between classes.

Grading Systems and Grade Point Averages

Student work is graded A (excellent), B (good), C (satisfactory), D (requirements and standards met a minimum level), F (course requirements not met). For each credit hour in a course, students receive the following quality points:

A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	D-	.67
C+	2.33	F	.00

F carries no credit or quality points, but grades of F are used in calculating the grade point averages. The cumulative grade point average is calculated by dividing the quality points by the credit hours completed.

Candidates for a degree must obtain a cumulative grade point average of 2.00, and a major grade point average of 2.00. Only grades in courses taken at Lebanon Valley College, the Lebanon Valley College in Cologne Program, the Regent's College Study Abroad Programme and the Washington Semester Program are used to determine grade point averages.

Continuing education degree candidates admitted before July 1, 1989 must meet graduation requirements by earning a cumulative grade point average of 1.75. All students and continuing education candidates admitted after July 1, 1989 must meet graduation requirements of earning a grade point average of 2.00. All students must have a 2.00 grade point average in their major, any second major, and any minor.

A student may not take a course that has a prerequisite course he/she has failed.

In addition to the above grades, the symbols I and W are used. I indicates that the work is incomplete (certain required work postponed by the student for substantial reason with the prior consent of the instructor), but otherwise satisfactory. This work must be completed within the first eight weeks of the next semester, or the I will be changed to an F. Appeals for an extension of time must be presented to the registrar by the first week of the next semester. W indicates withdrawal from a course through the tenth week of semester classes except for first-semester freshmen who may withdraw from a course through the last day of the semester. For physical education a grade of either S (satisfactory) or U (unsatisfactory) is recorded.

Once a grade has been recorded it may not be changed without the approval of the instructor and the registrar. Students who feel the grade may be inaccurate should contact the instructor at once, but in no case later than the end of the semester following the course in question.

Academic and Graduation Honors

The Dean's List

Students achieving a 3.40 or higher grade point average while carrying at least 12 credit hours for grade shall be named to the Dean's List at the end of each semester.

Continuing education students shall be named to the Continuing Education Dean's List by meeting the following terms:

- (1) must be matriculated in certificate, degree or teacher certification programs
- (2) must be enrolled for at least 6 credit hours
- (3) must achieve a minimum semester grade point average of 3.40

Graduation Honors

After completing a minimum of 60 credit hours of residence work a student may qualify for graduation honors. The honors to be conferred are Summa Cum Laude for grade point averages of 3.75 – 4.0, Magna Cum Laude for grade point averages of 3.60 – 3.74, and Cum Laude for grade point averages of 3.40 – 3.59.

Departmental Honors

All major programs provide the opportunity for departmental honors work during the junior and senior years. For specific information, interested students should contact the appropriate department chairperson. Generally, departmental honors consist of a reading and/or research project producing a thesis or essay. This project is undertaken on a subject of the student's own choosing under the supervision of a faculty adviser. Opportunity also exists to do creative work. A maximum of 9 hours credit may be earned in departmental honors.

Phi Alpha Epsilon

Students graduating with grade point averages of 3.50 or higher are eligible for induction into Phi Alpha Epsilon, provided they have earned a minimum of 60 credit hours of residence work.

Academic Dishonesty

Students are expected to uphold the principles of academic honesty. Academic dishonesty shall not be tolerated.

For the first academic dishonesty offense, no action shall be taken beyond failure from the course, at the option of the faculty member. A letter of warning shall be sent to the student by the vice president of the college and dean of the faculty, explaining the policy regarding further offenses, and the right of appeal.

For a second offense, failure in the course is mandatory, and the dean shall so inform the faculty member(s) involved. Additionally, the vice president of the college and dean of the faculty has the authority to take further action, up to and including expulsion from the college.

For a third offense, failure in the course and expulsion from the college are mandatory.

The vice president of the college and dean of the faculty has the authority to make a determination of whether actions or reasonable suspicions of actions by a student constitute academic dishonesty "offenses" as above.

Information related to academic dishonesty offenses must be passed by the faculty member to the vice president of the college and dean of the faculty. The dean shall retain the information for at least as long as the student involved is enrolled at the college. Information and evidence concerning academic dishonesty are the property of the college.

All actions against a student for academic dishonesty offenses can be appealed to the vice president of the college and dean of the faculty, who will serve as final arbiter.

Probation and Suspension

Students can be placed on academic probation, suspended or dismissed if their academic standing fails to come up to the grade point average shown in the following table:

Semester <u>Hours</u>	<u>Probation</u>	Suspension or <u>Dismissal</u>
1 – 18	1.50	
19 – 36	1.60	1.50 cumulative
37 – 54	1.70	
55 – 72	1.80	1.70 cumulative
73 – 90	1.90	
91 or more	2.00	1.90 cumulative

A student placed on academic probation is notified of such status by the vice president of the college and dean of the faculty and informed of the college regulations governing probationers. Students on probation are expected to regulate their work and their time in a most determined effort to bring their performances up to the required standard. A student on probation who desires to begin a new activity or continue in an activity already begun, shall submit an appeal to the vice president of the college and dean of the faculty. After consultation with the student’s major adviser and parents, the vice president of the college and dean of the faculty will render a binding decision.

A student suspended for academic reasons normally is not eligible for reinstatement for one semester. A student seeking reinstatement must petition in writing to the vice president of the college and dean of the faculty.

A student twice suspended shall be considered for readmission only after completing appropriate academic work at an accredited college.

Veterans’ Services

Veterans who are eligible to receive educational benefits must report their enrollment to the registrar after they register for each semester or summer session. The registrar will then submit certification to the Veterans Administration.

Veterans who are attending Lebanon Valley College for the first time must complete the appropriate forms in the registrar’s office before certification will be sent to the Veterans Administration.

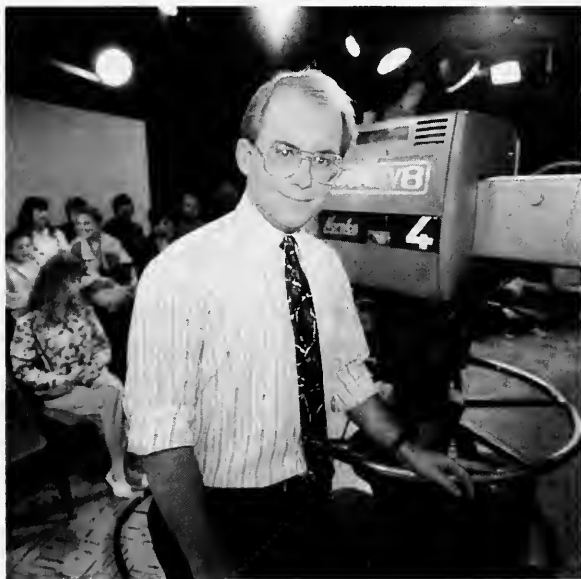
Students eligible for veterans benefits who remains on academic probation for two consecutive semesters must be reported to the Department of Veterans Affairs. Veterans with questions about the college or their status with the college should contact the registrar.

Servicemember's Opportunity Colleges

Lebanon Valley College has been designated as an institutional member of Servicemember's Opportunity Colleges (SOC), a group of over 400 colleges providing post secondary education to members throughout the world. As an SOC member, Lebanon Valley College recognizes the unique nature of the military life-style and has committed itself to easing the transfer of relevant course credits, providing flexible residency requirements, and crediting learning from appropriate military training and experiences.

Teacher Certification for Non-Matriculated Students

Lebanon Valley College offers teacher certification to a variety of special students: students with degrees from other colleges, or teachers seeking certification in other fields, or Lebanon Valley College alumni seeking certification for the first time. All students must present official transcripts of college work or their previous teacher certification to the registrar. The Education Department, the registrar and the appropriate academic department shall evaluate the record and recommend the appropriate course of action. A fee shall be charged for this service.



*Internships at area businesses
often lead to full-time
positions after graduation.*

UNDERGRADUATE ACADEMIC PROGRAMS

General Education Program

Through the General Education Program the college most directly expresses its commitment to the ideal of liberal education that underlies its statement of purpose. The program has four components: communications, liberal studies, foreign studies and disciplinary perspectives. This program seeks to prepare graduates who are broadly competent, skilled in communication, capable of analysis and interpretation, tolerant and able to continue to learn in a rapidly changing world.

The General Education Program aims to help students:

- strengthen their capacities for critical thinking and rational analysis;
- practice clear and effective communication;
- learn methods essential for study and research;
- develop breadth through fundamental studies in basic liberal arts disciplines;
- improve their ability to make informed aesthetic and moral assessments;
- understand and appreciate cultures and traditions different from their own;
- integrate different ways of learning and understanding.

The program consists of coursework in the following four areas:

Communications. 15 credit hours.

- English Communications (2 courses)
- Writing Requirement (3 courses)
- Electronic Information Proficiency

This component recognizes the central role communication plays in learning and in life. Courses teach the principles of clear and effective communication and provide opportunities to practice and refine them throughout the student's college career.

English Communication. Courses teach the elements of English composition and the related skills of speaking, reading, listening, word processing, and bibliographic access through database searching.

Requirement: ENG 111/112 or HON 201.

Writing Requirement. In addition to English communication, students must complete three courses designated Writing Intensive during the sophomore, junior and senior years. Faculty teaching these courses will provide coaching in writing and make evaluation of writing quality an important factor in the course grade.

Requirement: Three courses from an approved list.

Approved: AMS 253; BIO 102, 103, 307, 312, 322; CHM 222, 321, 322; ECN 312, 321, 332, 401, 411; ELM 361, 499; ENG 213, 221, 222, 225, 226, 311, 315, 331, 332, 334, 335, 341, 342, 343, 499; FRN 410, 420, 430, 440, 450; GPY 212; GMN 400-419, 460; HIS 205, 206, 207, 225, 226, 227, 253, 321, 322, 325, 326; HON 500; LSP 350; MGT 325, 326, 330, 420, 425, 480, 485; MSC 120, 334, 341, 342; PHL 215, 300, 301-335, 336, 349; PSY 120, 321, 339, 343, 443; REL 311, 312, 322, 342; SOC 322, 324, 331, 333, 362, 382; SPA 310, 410, 420, 430, 440, 450, 460.

Electronic Information Proficiency. There is no specific computer course requirement. Courses in the General Education Program will build on the base established in English Communications to include other computer applications and modes of information access and retrieval as appropriate.

Liberal Studies. 27-29 credit hours.

3 courses in each group with at least 1 course from each area.

Group I	Group II	Group III
History	Natural Science	Literature and Fine Art
Social Science	Mathematics	Religion and Philosophy

Courses in this component provide breadth by introducing fundamental concepts, methods, and content in disciplines essential to a liberal education.

Requirement: Three courses from each group with at least one from each area.

Group I

Area 1: History. Courses acquaint students with historical methodology and with some of the principal developments in European and American history.

Approved: AMS 111; HIS 101, 102, 125, 126.

Area 2: Social Science. Courses establish and explore patterns of human culture and social organization including international aspects of the world by examining the relationships among individuals and the structures and processes of societies. They draw on the theories and methodological approaches used in the social sciences and prepare students to evaluate, integrate, and communicate information and issues related to human behavior.

Approved: ECN 100, 101; HON 202; PSC 111, 112, 130; PSY 100; SOC 110, 120.

Group II

Area 3: Natural Science. Courses present findings, concepts, and theories of science, develop an understanding of scientific methods of inquiry, engage students directly in the practice of science, and prepare them to understand the relationship between science and technology.

Approved: BIO 101, 102, 103, 111, 112; CHM 100, 111/113, 112/114; PHY 100, 103, 104, 111, 112; PSY 120.

Area 4: Mathematics. Courses introduce pivotal mathematical ideas, abstract mathematical constructs, and mathematical applications. They make students aware of the powers and limitations of mathematics and emphasize the role of mathematics in our society.

Approved: MAS 100, 111, 112, 150, 161, 162, 170, 270.

Group III

Area 5: Literature and Fine Art. Courses acquaint students with significant works of artistic expression and with their historical and cultural contexts. They help them analyze and appreciate works of art, music, and literature and seek both to extend their aesthetic experience and enhance the quality of their critical judgment.

Approved: ART 110, 201, 203; ENG 200, 221, 222, 227, 228; FAR 160; HON 204; MCS 100, 120, 200, 342.

Course in Fine Arts (FAR):

FAR 160. The Aesthetic Experience. This interdisciplinary course looks at works of art as individual creative acts and as products of a specific socio-historical context. It introduces students to techniques of form and analysis in music, art and literature and also traces the changes and developments in these forms of expression during the 19th and 20th centuries. 3 credits.

Area 6: Religion and Philosophy. Courses introduce major religious or philosophical perspectives, the critical study of value judgments, and the understanding that all judgments and value systems are grounded in particular world views. Students are encouraged to examine their own moral commitments as they develop an awareness of and tolerance for other value systems.

Approved: HON 203; PHL 110, 160, 230, 240; REL 110, 120, 160.

Foreign Studies. 9 credit hours.

2 courses in a foreign language.

1 course from a list approved for this component.

This component responds to a contemporary world in which communication, travel and trade increasingly juxtapose different cultures, values and ideas. Courses help students understand, interpret, and appreciate different cultural, social, moral, economic and political systems.

Foreign Language. By learning another language students gain a perspective essentially apart from their native tongue and culture. These courses help students understand that all languages solve similar problems of expressing thought, but that each language provides special access to a particular human society.

Requirement: Two courses at the intermediate level.

Courses: FRN 201/202; GER 201/202; SPA 201/202.

Exceptions: students may substitute elementary courses (FRN, GMN, RSN, SPA 101/102) if they

- 1) wish to begin a new language;
- 2) had less than two years of the language in high school;
- 3) have had no language study for five years.

Foreign Studies. Courses introduce important aspects of societies in Asia, Africa, the Middle East, and the Americas to foster an understanding of cultural, social, political, religious, or economic systems outside the European tradition. Courses may compare European societies with other societies or address factors that influence culture as long as these other considerations do not obscure the primary goal of studying essentially different cultures.

Requirement: Choose one course from an approved list.

Approved: ENG 390; HIS 271, 273, 275, 277; PSC 140; REL 115, 116; SPA 460.

Disciplinary Perspectives. 3 credit hours.

1 course from a list approved for this component.

Certain problems are addressed best from the perspective of more than one discipline. This component offers students an opportunity to bring the insights from different disciplines to the analysis of a complex issue. Courses incorporate content and approaches from at least two disciplines, ask students to draw on their own disciplinary perspectives, and challenge them to view issues from various points of view. Junior or senior standing is required.

Requirement: one course from an approved list.

Approved: AMS 311; DSP 390; ECN 390; HIS 325, 326; LSP 350; PHL 334, 349 or REL 342; PSY 390; REL 332, 390.

Interdisciplinary Course (DSP):

DSP 390. Special Topics. This number designates a special topics course in the disciplinary perspectives component of the General Education Program. Faculty may make use of this opportunity to design a course outside normal departmental offerings. The course selection booklet which appears before registration each semester will describe individual courses in this category. 3 credits.

A student may petition the vice president of the college and dean of the faculty to substitute another course in the curriculum for an approved course in any component of the program.

Honors Program

The honors program is designed for superior students who are keenly motivated to expand their intellectual horizons, develop their originality and curiosity, and challenge their intellectual abilities.

The program seeks to sharpen critical and analytical thinking, develop verbal and written expression, encourage intellectual independence, and foster sensitive and informed investigation of human values.

To achieve these goals, the program offers a demanding, stimulating and integrated alternative to a portion of the general requirements of the college.

Entering students and first semester freshmen are selected for the program on the basis of interviews and scholastic records. Any student who has a 3.0 grade point average or better after the first semester of the freshman year may enter the honors program and take HON 202 after consultation with the honors director.

Program Requirements:

Students graduate with college honors if they have completed HON 201 or ENG 111-112, HON 202, 203, 204, one honors seminar and one independent study project, and have a 3.0 grade point average or better overall. In addition to the honors program and major requirements, honors students must complete the general education program of the college.

Courses in Honors (HON):

201. Honors Communication. Writing and speaking clear, grammatical and articulate English. Listening and reading well. Searching information sources and applying those sources ethically. Analyzing and drawing conclusions. 3 credits.

202. The Individual and Society. An investigation into the structures of society, their origins, and their impact upon human values. Emphasis on the interaction of the individual and the socio-cultural environment. Evaluation of the approaches of the various social sciences. 3 credits.

203. Human Existence and Transcendence. A close examination of questions and issues pertaining to human existence and the ways in which humankind has attempted, religiously and philosophically, to rise above the conditions of human existence. This course seeks to describe and examine the commonalities and differences between religion and philosophy as each discipline addresses itself to existence and transcendence. 3 credits.

204. Human Creativity. A study of the major forms of literature, music, and plastic art, designed to acquaint students with functions, values and aesthetic and cultural contexts of art, as well as to enhance their response to art works. 3 credits.

Honors Seminar. The honors seminar is an intensive study of topics offered for junior and senior honors students. The honors students choose the topic for the seminar, help select the

instructor and assist in the design of the seminar with the instructor. Each participant in the honors program shall complete one honors seminar.

Honors Project Study . An independent study project, the capstone of the honors program, provides the opportunity to carry out an extensive academic study of the student's own design. The project, overseen by a faculty director and two faculty readers, must be approved by the honors directors well as the faculty team. When acceptable to an academic department such independent study may serve as the basis for departmental honors. Upon completion, the project will be presented publicly. 3 credits.

Leadership Studies Program

The Leadership Studies Program provides a thorough grounding in the fundamentals of leadership, in both theory and application. This program consists of a five-course sequence spread over the four years of undergraduate study. None of these courses may be taken Pass/Fail.

The Leadership Studies Program is available to all students in the college who wish to broaden their understanding of leadership theories and processes and to increase their self-awareness in their roles as leaders and followers.

The Leadership Studies Program seeks to achieve the following outcomes for all participating students:

1. An understanding of the theories and models of leadership.
2. Knowledge of how people in diverse social and cultural contexts have assumed leadership roles and performed as leaders.
3. A critical awareness of how ethics and values help determine whether responsible leadership or mere manipulation (the irresponsible use of power and authority) will occur.
4. Increased self-awareness and understanding of how a person's behavior affect relationships in leader/follower situations.
5. Awareness and appreciation of the responsibilities and difficulties inherent in leadership.
6. Enhanced potential to assume a role as leader or responsible follower within a group, organization or community.

Program Requirements:

ENG 112 with Leadership Theme; Leadership Roles and Responsibilities Elective; Leadership Contexts Elective; LSP 350; and LSP 400 (15 – 18 credits).

Courses in Leadership (LSP):

ENG 112 with Leadership Theme

Leadership Elective I: Roles and Responsibilities

PHL 160; REL 160; PHL 215; HON 203; PSC 220; PHL 349; PHL 360.

Leadership Elective II: Contexts of Leadership

PSY 100; SOC 110; PSC 130; HON 202; AMS 311; HIS 325; HIS 326;
HIS 327; MGT 330.

ENG 350. *Advanced Leadership Studies.* Readings and analyses of leadership models and theories using biographies and autobiographies of leaders from several disciplines.

400. *Leadership Internship.* Students select a worksite and study the organizational leadership at that site. Can be done over the summer. Prerequisite: LSP 350; 2.5 GPA 3 – 6 credits.

Faculty

Daniel B. McKinley, director of leadership studies. Assistant professor of leadership studies. *M.A., University of Maryland. M.A.L.S., Wesleyan University.*

Mr. McKinley maintains an interest in small group development, communication skills, and career development. He teaches executive leadership in the MBA program.

Leon E. Markowicz, professor of leadership studies.

Ph.D., University of Pennsylvania.

He teaches courses in the Leadership Studies Program. He serves local business as a communications consultant. Dr. Markowicz is a Fellow of the Pennsylvania Writing Project and is active in the Lancaster–Lebanon Writing Council.

Cooperative Programs

Allied Health Professions

Lebanon Valley College has established a cooperative program with Thomas Jefferson University in Philadelphia, Pa., for students interested in the allied health professions. The College of Allied Health Sciences of Thomas Jefferson University offers baccalaureate programs in cytotechnology, cytogenetics, diagnostic imaging (radiography/ultrasound), nursing, and occupational therapy, and also offers an entry-level master's program in physical therapy.

Students spend two years at Lebanon Valley College taking required courses in the basic sciences and other disciplines. During the second year, application is made to Thomas Jefferson University. Admission to Thomas Jefferson University is not automatic, and depends upon the academic record, recommendations and an interview. If accepted, the student spends two years (three years for physical therapy) at Thomas Jefferson University taking professional and clinical courses. Upon successful completion of the program, the student is awarded a baccalaureate degree (or master's, for physical therapy) by Thomas Jefferson University.

Lebanon Valley College also maintains a cooperative program with Hahnemann University in Philadelphia for students interested in medical technology (“2+3”). Students spend two years at Lebanon Valley and three years at Hahnemann University. The program at Hahnemann University combines both classroom/laboratory study and off-campus work experience. Admission procedures are similar to those described above. Upon successful completion of this program, the student is awarded the baccalaureate degree by Hahnemann University.

Engineering

In the cooperative “3+2” engineering program a student earns a B.S. degree from Lebanon Valley College and a B.S. degree in one of the fields of engineering from another institution. Lebanon Valley has cooperative agreements with Case Western Reserve University, Cleveland, Ohio; University of Pennsylvania, Philadelphia; and Widener University, Chester, Pa. Students who pursue this cooperative engineering program take three years of work at Lebanon Valley College and then usually take two additional years of work in engineering.

Forestry and Environmental Studies

Students completing a three-year program at Lebanon Valley College studying the liberal arts and the sciences basic to forestry and environmental sciences may apply for admission to the cooperative forestry and environmental studies program with Duke University, School of the Environment, Durham, N.C. Upon completion of the first year of the two-year (plus one summer) program at Duke University, the student will receive the Bachelor of Science degree from Lebanon Valley College. After completion of the program at Duke, the student will receive the professional degree of Master of Forestry (M.F.) or Master of Environmental Management (M.E.M.) from Duke University. Students may major in biology, economics, political science, or mathematics at Lebanon Valley College.

Program Requirements:

Students interested in pursuing career preparation in forestry or in environmental studies through the cooperative program (“3+2”) with Duke University may major in biology, economics, political science or mathematics at Lebanon Valley. All such students shall take BIO 111, 112, 302; ECN 101,102; MAS 161 or 111; MAS 170, regardless of major, and shall meet the general requirements of the college.

Medical Technology and Nuclear Medicine Technology

The student spends three years at Lebanon Valley College taking courses to fulfill the requirements of the college and of the National Accrediting Agency for Clinical Laboratory Sciences. Before or during the third year of the program, the student applies to a hospital with a CAHEA approved school of medical technology where he/she spends the fourth year in training. Admission is not automatic and depends upon the academic record, recommendations and an interview. Upon satisfactorily completing the clinical year, the student is awarded the degree of Bachelor of Science in Medical Technology by Lebanon Valley College. The college is affiliated with the following hospitals: Sacred Heart Hospital (in Allentown), Polyclinic Medical Center of Harrisburg, Jersey Shore Medical Center–Fitkin Hospital, Lancaster General Hospital, and Reading Hospital and Medical Center. However,

the student is not limited to these affiliations and may seek acceptance at other approved hospitals. (Refer to the Allied Health Professions section for additional programs in medical technology.)

Degree Requirements:

Degree: Bachelor of Science in Medical Technology

Major: BIO 111, 112, 306, 322, eight additional credits in biology; CHM 111, 112, 113, 114, 213, 214, 215, 216; Phy 103, 104; MAS 170 (51 credits). The senior year is spent off-campus at an accredited hospital school of medical technology. It is the student's responsibility to apply and become accepted into a hospital program. Thirty (30) semester hours of credit are awarded for the successful completion of this year.

In addition to the degree described above, Lebanon Valley College also offers a cooperative program in medical technology with Thomas Jefferson University and a "2+3" program with Hahnemann University, both in Philadelphia.

The college offers a program for students interested in nuclear medicine technology ("3+1"). The college is affiliated with the schools of nuclear medicine technology at the University of Virginia Medical Center and J.F. Kennedy Medical Center, Edison, N.J. Admission is not automatic and depends upon the academic record, recommendations and an interview. Application may also be made to other accredited programs. Upon successful completion of the program, the student is awarded the baccalaureate degree by Lebanon Valley College.

Pre-Professional Programs

Pre-Law Program

Although there is no pre-law major or department, a pre-law student is advised to take certain courses which will help prepare him or her for law school and a legal career. Each student should confer with the pre-law adviser in selecting a specific pattern of courses appropriate to that student's objectives. Generally recommended courses are as follows: ACT 161, ECN 101, 102, MGT 371, 372, PSC 111, 112, 315, 316, and 415.

Pre-Medical, Pre-Dentistry, Pre-Veterinary

Lebanon Valley College offers pre-professional information in the medical (medicine, osteopathy, optometry, podiatry, pharmacy, chiropractic and dentistry) and veterinary fields. Students interested in one of these careers usually follow a science curriculum with a major in biochemistry, biology, chemistry or psychobiology.

In addition to the basic natural sciences suited to advanced professional study, the student who is interested in veterinary medicine may participate in a cooperative program between the college and local veterinarians, specializing in both small and large animal medicine. Students not only receive credit for the work, but also gain valuable experience in the field.

For those students interested in podiatry, Lebanon Valley College and the Pennsylvania College of Podiatric Medicine have established an accelerated curriculum consisting of a

minimum of 90 undergraduate semester hours and four years of podiatric medical education. Following three years of study at Lebanon Valley College a student may be recommended for further study at the Pennsylvania College of Podiatric Medicine. Lebanon Valley College then awards the baccalaureate degree, with a major in biochemistry, biology, chemistry or psychobiology, to those students who complete successfully one year of basic science education at the Pennsylvania College of Podiatric Medicine.

A health professions committee coordinates the various plans of study in addition to offering advice and assistance to those persons interested in health professions careers.

Lebanon Valley College graduates have been admitted to some of the nation's finest schools including Johns Hopkins University Medical School, The University of Pennsylvania, The University of Pittsburgh, Jefferson Medical School, The Milton S. Hershey Medical Center, Temple University, The University of Maryland, The Philadelphia College of Osteopathic Medicine, The Pennsylvania College of Podiatric Medicine and the Pennsylvania College of Optometry.

Individualized Major

The option of an individualized major is available to students who desire a field of concentration which is not substantially addressed by any one department. The faculty represents a diverse set of interests and perspectives that provides a considerable resource for those students who would like to develop a major around concerns that do not fall into traditional disciplinary areas. As a liberal arts institution, the college and its faculty are willing to help a student develop a program of study using interdisciplinary courses.

A student planning an individualized major should prepare an application which includes courses relevant to the topic and secure the written endorsement of at least two faculty advisers for the proposed major which shall consist of at least 24 credits above the 100 level.

The student should submit the application to the vice president of the college and dean of the faculty for final approval. The student will work closely with the advisers. Any changes in the program must be submitted to the dean for approval.

Degree: Bachelor of Arts or Bachelor of Science degree (depending upon concentration) with an individualized major.

Requirements: Those courses specified within the approved individualized major plus those courses to meet the general requirements of the college.

General Studies Program

The associate degree program in general studies is intended for students who do not wish to concentrate in a single area. In this program students select their courses freely from among the arts, humanities, sciences, and social sciences.

Degree: Associate of Arts or Associate of Science with a major in General Studies. Open only to part–time students matriculated through the Continuing Education Office.

Requirements: 27 credits from the general requirements including ENG 111, 112, and one course from each of the liberal studies and foreign studies areas; 33 credits of free electives; a cumulative grade point average of 2.00.

Internships

An internship is a practical and professional work experience that allows students to participate in the operations of business, industry, education, government, or not–for–profit organizations. Internships provide students with opportunities to integrate their classroom learning with on–the–job experiences and to test practical applications of their liberal arts education in a variety of settings.

To be eligible for an internship sponsored by an academic department or program, a student generally will have junior or senior standing. Students must request and receive permission from departmental chairpersons or program directors to enroll in internships. The student must also enlist a faculty internship supervisor from the department sponsoring the internship and an on–site internship supervisor from the internship location. Application forms for internships are available in the office of the registrar. The application form shall be completed by the student and approved by the student’s academic adviser, faculty internship supervisor, on–site internship supervisor, and the department chairperson prior to registration.

For each semester hour of credit, the intern should invest at least 45 hours of time at the internship location. Academic departments and programs establish other specific criteria and procedures for internships. In addition to the practical on–site experience, internships have an academic component which may include readings, reports, journals, seminars, and/or faculty conferences. A student may enroll for 1–12 credit hours of internship during any one semester. A student may use a maximum of 12 credit hours of internship to meet graduation requirements. All internships have a course number of 400.

Independent Study

Independent study provides an opportunity to undertake a program of supervised reading, research, or creative work not incorporated in existing formal courses. The independent study should result in a formal document. Independent study shall not be used to approximate an existing course or to cover projects more properly described as internships. Junior or senior standing and a minimum GPA of 2.00 are required.

For one semester hour of credit, the independent study student should invest at least 45 clock hours of time in reading, research, or report writing. The independent study involves a contract between the student and the faculty member (contract instructor) who will oversee the study. Written application forms regarding the independent study will be available in the office of the registrar. The forms must be completed by the student and approved by the student’s faculty adviser, the contract instructor and the department chairperson.

Students may enroll in a maximum of three credit hours per independent study in any one semester. A maximum of six credit hours in independent study may be used toward the graduation requirements. All independent studies have a course number of 500.

Tutorial Study

Tutorial study provides students with a special opportunity to take an existing formal course in the curricula that is not scheduled that semester or summer session. Students desiring a tutorial study must have an appropriate member of the faculty agree to supervise the study on a one on one basis.

For one semester hour of credit, the student should invest at least 45 clock hours of time in the tutorial study. The tutorial study essentially involves a contract between the student and the faculty adviser. The typical tutorial study involves readings, research, report writing, faculty conferences, and examinations. All tutorial study courses have the same course number as the existing formal catalog course.

Special Topics Courses

From time to time, departments may offer Special Topics courses using the following course numbers: 290–298, 390–398, 490–498 and 590. Special Topics courses are formal courses that are not listed permanently in the curricula and that are offered infrequently. These courses examine comparatively narrow subjects that may be topical or special interest. Several different topics may be taught in one semester or academic year. A specific course title shall be used in each instance and shall be so noted on the student record.

Study Abroad

Students have opportunity for study abroad through the college's membership in the International Student Exchange Program, which consists of a network of more than 150 colleges and universities in 24 countries. Additionally, the college has affiliation agreements with Regent's College in London; Anglia Polytechnic University, England; and The Athens Centre, Greece. A consortium consisting of Allegheny College, Gettysburg College and Lebanon Valley College sponsors a Program in Cologne, Germany. The college also assists students in locating and gaining admission to other foreign study programs; however participation in programs other than the International Student Exchange Program may affect the level of financial aid provided. In all cases, the proposed course of study must be approved by the appropriate department. See In–Absentia on page 11.

Washington Semester Program

Juniors and seniors in any major field, who have at least a 2.5 grade point average and have had basic courses in American national government, are eligible to participate in this program with approval of their department chairperson. This program is offered in cooperation with The American University in Washington, D.C. Information is available from the chairperson of the Department of Political Science and Economics. See In–Absentia on page 11.

UNDERGRADUATE DEPARTMENTS AND PROGRAMS

DEPARTMENT OF ART

The Art Department, through course work and the minor program, provides an opportunity for creative expression and a richer understanding of accomplishments in the visual arts.

Art Program

Degree Requirements:

No major is offered in art.

Minor: ART 110, 121, 201, 203, 1 elective course in art (15 credits).

Courses in Art (ART):

110. Introduction to Art. An exploration of meaning in the visual arts. The subject is approached through discussions of perception, the aesthetic experience, and form/content analyses of painting, sculpture, and architecture. 3 credits.

121. Drawing I. An introduction of the fundamentals of drawing. Students will practice seeing and rendering the contour line, the gestural line, mass and volume, texture, negative space and linear relationships. A variety of drawing media will be explored. 3 credits.

122. Drawing II. An introduction to advanced drawing skills. Students will practice and improve the fundamental drawing skills emphasized in Drawing I. Students learn to shift their attention from the isolated object to the whole image, focusing on the creation of three-dimensional space in a fully realized composition. The figure and the landscape will serve as the subjects. Toward the end of the semester color will be introduced. Prerequisite: ART 121 or permission. 3 credits.

201. Art History I. Prehistoric through Medieval Art. A survey of painting, sculpture and architecture beginning with prehistoric sites in Europe and the Near East, followed by studies of ancient Egypt, Mesopotamia, Greece, Rome and Europe in the Middle Ages. 3 credits.

203. Art History II. Renaissance to 20th century. A survey of individual masters and their major schools, the course covers the period from the close of the medieval era to the modern day and includes stylistic analyses and historical contexts for painting, sculpture, and architecture of each period. 3 credits.

205. American Art History. An examination of the architecture, painting, sculpture, and the decorative arts from the colonial period to the present day with emphasis on the 20th century. 3 credits.

401. Art in the Elementary School. Introduction to creative art activity for children in elementary school. Topics covered include philosophical concepts, curriculum, evaluation and studio activity involving a variety of art media, techniques, and processes. 3 credits.

Faculty

Leslie E. Bowen, adjunct instructor in art.
M.F.A., Pennsylvania Academy of Fine Art.
She teaches art history, painting and drawing.

David R. Brigham, assistant professor of art and American studies.
Ph.D., University of Pennsylvania.
Dr. Brigham is an art historian and is the director of the Suzanne H. Arnold Art Gallery.

G. Daniel Massad, artist-in-residence.
M.F.A., University of Kansas.
He has achieved national status as a pastel artist.

R. Gordon Wise, adjunct professor of art.
Ed.D., University of Missouri.
Dr. Wise is a Professor of Art at Millersville University and specializes in art education.

*Artist-in-residence
Dan Massad recently
sold a pastel to the
Metropolitan Museum
of Art.*



DEPARTMENT OF BIOLOGY

Biology Program

The aims of the program for biology majors are:

- (1) to provide a thorough understanding of the principles of biology and background in disciplines basic to biology;
- (2) to develop skills in the application of the scientific method and in the retrieval and communication of technical information;
- (3) to train students for employment at the baccalaureate level and to provide preparation for those interested in graduate, professional and medical programs.

Degree Requirements:

Degree: Bachelor of Science with a major in biology.

Major: BIO 111, 112, 201, 499; one course each in the general areas of physiology, cellular and subcellular biology, botany, and morphology, and 4 additional hours of biology (33 credits). CHM 111, 112, 113, 114, 213, 214, 215, 216 (16 credits); PHY 103, 104 or 111, 112; MAS 161 or 111 (61–63 total credits).

Minor: BIO 101, 102, or BIO 111, 112, 201; plus 3 additional courses in biology (24 total credits).

Secondary Teacher Certification: Students seeking secondary certification in biology must take BIO 312, 360 and 21 credits in education courses including EDU 110 and SED 420, 430 and 440.

Courses in Biology (BIO):

BIO 111 and 112 are prerequisite for all upper-level courses in biology unless otherwise noted.

101. Human Biology I. The human organism is utilized as the primary focus to elucidate physiological principles for non-science majors. Topics include nutrition, homeostasis, major organ systems, immunity, and exercise physiology. Laboratory exercises include sensory physiology, respiration, blood pressure, exercise physiology, and ECG. 4 credits.

102. Human Biology II. Also designed for the non-science major, this course emphasizes the mastery of certain biological principles as applied primarily to humans. Topics include reproduction, development, classical and molecular genetics, and ecology. Laboratory exercises supplement lecture topics and include an examination of mitosis and meiosis, *Drosophila* genetics, gene activity, population genetics, and development. 4 credits.

103. Environmental Science. Designed for non-science majors, the course serves as an introduction to ecological principles and their applications to understanding the causes and

current status of environmental problems. Options for dealing with these problems are evaluated. Possible topics for discussion are overpopulation, food and water resources, ozone depletion, global warming, deforestation, acid rain, biodiversity, erosion, loss of wetlands, energy sources, pollution, eutrophication and waste disposal. Laboratory exercises are designed to illustrate ecological concepts presented in lecture. 4 credits.

111. General Biology I. A rigorous study of basic biological principles, which is designed for science majors. Topics emphasized include cell biology, genetics, taxonomy, histology, and evolution. Laboratory exercises include enzyme kinetics, carbohydrate analysis, isolation and identification of plant pigments, histological techniques, and animal taxonomy. 4 credits.

112. General Biology II. This course, also rigorous and designed for science majors, covers concepts in physiology, embryology, botany and ecology. Laboratory exercises include shark anatomy, invertebrate dissection, animal development, plant development in angiosperms, and stomate response to environmental changes. Prerequisite: BIO 111 or permission. 4 credits.

201. Genetics. A study of the principles, mechanisms and concepts of classical and molecular genetics. The laboratory stresses key concepts of genetics utilizing both classical and molecular approaches. Laboratory exercises include analysis of nucleic acids, genetic crosses, and studies of bacteria, bacteriophages and plasmids. Prerequisites: one year of chemistry or permission. 4 credits.

221. Comparative Vertebrate Anatomy. The comparative anatomy of vertebrates with emphasis on the evolutionary relationships among the various lines of vertebrates. Intensive laboratory work involves dissections and demonstrations of representative vertebrates. 4 credits.

302. Survey of the Plant Kingdom. The development and diversity of plants and the relationships between them. Field and laboratory work familiarizes the student with the structure of plants and with the identification of flowering plants in the local flora. Prerequisite: BIO 112 or permission. 4 credits.

304. Developmental Biology. An organismal and molecular approach to the study of animal development using typical invertebrate and vertebrate organisms. The laboratory includes the study of slides as well as experiments on fertilization, regeneration and metamorphosis. 4 credits.

305. Vertebrate Histology and Microtechnique. A study of the microscopic anatomy of vertebrate tissues, with illustrations of basic tissue similarities and specialization in relation to function. The laboratory work includes the preparation of slides utilizing routine histological and histochemical techniques. 4 credits.

306. Microbiology. A study of the morphology, physiology, and biochemistry of represen-

tative microorganisms. The laboratory emphasizes basic bacteriological techniques and procedures. Prerequisite: three semesters of chemistry or permission. 4 credits.

307. *Plant Physiology.* A study of the functioning of plants, with emphasis on vascular plants. Prerequisite: three semesters of chemistry or permission. 4 credits.

312. *Fundamentals of Ecology.* An examination of the basic concepts of ecology with extensive laboratory work and field experiences in freshwater, marine, and terrestrial ecosystems. Prerequisites: BIO 112 or permission. 4 credits.

322. *Animal Physiology.* A study of the principles of vertebrate body function, with emphasis on the mechanisms by which cells and organs perform their functions and the interactions of the various organs in maintaining total body function. Prerequisites: BIO 101 or 112 and one semester of chemistry, or permission. 4 credits.

323. *Introduction to Immunology.* An introduction to the anatomical, physiological, and biochemical factors underlying the immune response. The course begins with a discussion of non-specific immunity, cellular immunity, and antibody-mediated immune responses. The course then moves into a study of contemporary immunological topics which are discussed with respect to major research papers in each area. Topics include autoimmunity, histocompatibility, immunogenetics, and acquired immune deficiencies. Prerequisites: BIO 111,112 and CHM 111,113 or equivalent or permission. 3 credits.

360. *The Teaching of Biology in Secondary Schools.* A course designed for students seeking certification to teach biology in secondary education. Responsibilities include assisting in the preparation of materials and equipment for lab; supervision of lab work; and preparation, administration, and evaluation of quizzes and lab tests. Prerequisite: permission of the instructor. 1 credit.

402. *Invertebrate Zoology.* A study of most of the invertebrate phyla, concentrating on movement, metabolism, information and control, reproduction and association between animals. 4 credits.

404. *Electron Microscopy.* An introduction to the use of techniques for scanning and transmission electron microscopic studies. Through laboratory experience the students will learn the proper use, application, and limitations of the appropriate instruments. Prerequisite: BIO 305 or permission of instructor. 4 credits.

409. *Quantitative Ecology.* An intensive study of ecological processes emphasizing the quantitative aspects of ecology at the population and community levels. Prerequisite: permission of the instructor. 4 credits.

499. *Seminar.* Each senior student is required to do independent library research on an assigned topic and to make an oral presentation to the biology faculty and students. This course may be repeated. 1 or 2 credits.

Biochemistry Program

The Biology Department offers a biochemistry program in conjunction with the Chemistry Department, described on page . The major in biochemistry is an interdisciplinary program that provides an opportunity for interested students to engage in a comprehensive study of the chemical basis of biological processes. It is designed to prepare students for advanced study in medical, dental, and other professional schools, for graduate programs in a variety of subjects including biochemistry, clinical chemistry, pharmacology, molecular biology, genetics, microbiology, and physiology, and for research positions in industrial, academic, and government laboratories.

Degree Requirements:

Degree: Bachelor of Science with a major in biochemistry.

Major: BIO 111, 112, 201; CHM 111, 112, 113, 114, 213, 214, 215, 216; BCH 401, 421, 422, 430, 499; MAS 161; PHY 103, 104 or 111, 112 (51 credits); 9 credits from BIO 305, 306, 307, 322, 323, 404 and CHM 305, 306, 307, 308, 311.

Courses in Biochemistry (BCH):

401. Molecular Biology. Gene structure, function and regulation at the molecular level in prokaryotic and eukaryotic organisms. Recombinant DNA techniques (genetic engineering) and gene sequencing are covered in detail. Prerequisite: Three semesters of chemistry and BIO 201 or permission of the instructor. 4 credits.

421, 422. Biochemistry I, II. The study of the chemistry of proteins, lipids, and carbohydrates. Topics covered include amino acid chemistry, protein structure, molecular weight determination, ligand binding, enzyme kinetics, enzyme and coenzyme mechanisms, membrane systems, membrane transport, intermediary metabolism, metabolic control, electron transport, and oxidative phosphorylation. Prerequisites: CHM 214, 216 and 312 or permission. 3 credits per semester.

430. Biochemistry Laboratory. Investigations of the properties of proteins, nucleic acids, carbohydrates, and lipids. Prerequisites: CHM 214, 216. 1 credit.

499. Biochemistry Seminar. Readings, discussions, and reports on special topics in biochemistry. 1 credit.

Psychobiology Program

The major in psychobiology is offered jointly by the Departments of Biology and Psychology, described on page . This interdisciplinary major emphasizes the physiological substrates and consequences of behavior. Consisting of a combination of psychology and biology course work, the program prepares students for graduate study in medicine, veterinary medicine, graduate programs in psychology, animal behavior, physiological psychology, psychopharmacology, behavior genetics, and neuroscience, as well as research positions in industry, universities, hospitals, and government laboratories.

Degree Requirements:

Degree: Bachelor of Science with a major in psychobiology.

Major: BIO 111, 112, 201, 322 (16 credits); PSY 110, 335, 358 plus two courses from the following: PSY 120, 216, 355, 356, 431 (16 credits); PSY 491 or BIO 491, BIO 499 or PBI 499, BIO 500 or PSY 500 (8 credits); CHM 111, 112, 113, 114 (8 credits); MAS 161 and CSC 125 or 170 (6 credits); plus 8 additional credits in the sciences in consultation with adviser. Recommended CHM 213, 214, 215, 216, PHY 103, 104 or 111, 112. 62 total credits.

Courses in Psychobiology (PBI):

358. Physiological Psychology. A study of the biological mechanisms underlying behavior processes. The course focuses on the physiology of reflexes, sensation and perception, learning and memory, sleep, ingestive behaviors and motivation and emotion. The laboratory portion of the course includes sheep brain dissection. Prerequisite: PSY 110, 120 or permission; completion of a biology course is recommended. 3 credits. {Cross-listed as Psychology 358.}

499. Psychobiology Seminar. Readings, discussions, and reports on selected topics in psychobiology. Prerequisite: permission. This course may be repeated. 1 credit.

Faculty

Dale J. Erskine, professor of biology.

Ph.D., University of Oklahoma.

He teaches animal physiology, introduction to immunology, human biology, psychobiology, and participates in general biology. He believes in introducing his students to a wide range of laboratory experiences including modern instrumentation and computer-assisted data collection. His research interests are in temperature regulation and thermal tolerance, heat energy budgets, and computer analysis and simulation of animal-environment interactions. He is also director of the Summer Youth Scholars Institute.

Sidney Pollack, professor of biology.

Ph.D., University of Pennsylvania.

He teaches courses in genetics, microbiology, human biology, and general biology. He is the academic adviser for students preparing for the allied health professions. His research interests include paramecium genetics.

Susan Verhoek, professor of biology.

Ph.D., Cornell University.

She teaches plant form and function at the general biology level, and form, interrelationships and systematics of non-vascular and vascular plants at the advanced level. Her research is on the pollination biology and systematics of members of the Agave family. A past president of the Society for Economic Botany, she has a long-standing interest in the interactions of plants and humans, and, as author of a field identification book, a continuing interest in plants that flower in the spring.

Stephen E. Williams, professor of biology.

Ph.D., Washington University, St. Louis.

He teaches molecular biology, plant physiology and the biochemical portions of general biology. He is a plant and cell physiologist who, working together with Lebanon Valley College students and scientists at other institutions, has made most of the major contributions to the understanding of the physiology of carnivorous plants during the past twenty years, including the discovery of the mechanism of Venus flytrap closure. He has over six years of experience automating laboratory instruments with microcomputers. He is regularly a faculty member at Cornell University during the summer session.

Paul L. Wolf, professor of biology. Chairperson.

Ph.D., University of Delaware.

He teaches courses in general biology, comparative vertebrate anatomy, ecology and environmental science. His research interests focus on the ecology of wetlands with particular emphasis on saltmarshes of Eastern United States and methane production in freshwater marshes. He also holds the position of Adjunct Professor of Marine Biology in the Graduate College of Marine Studies, University of Delaware.

Allan F. Wolfe, professor of biology.

Ph.D., University of Vermont.

He teaches comparative histology, developmental biology, invertebrate zoology, electron microscopy, general biology, and parasitology, and directs independent study in cell biology using electron microscopic and histological techniques. His current research utilizes the brine shrimp, *Artemia*, to study the cell and tissue levels of organization of the digestive, reproductive, and neurosensory systems.

Anna F. Tilberg, adjunct instructor in biology.

B.A., University of Pennsylvania.

She is on the staff of the Milton Hershey Medical Center and teaches human biology.



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adviser will help you with
career decisions.*

DEPARTMENT OF CHEMISTRY

Chemistry Program

Chemistry is the "central science" that provides the fundamental understanding needed for protecting our environment, maximizing the yield from limited natural resources, improving our health, and creating new materials for tomorrow's products. Indeed, chemistry is essential to understanding life itself.

Career opportunities in chemistry are numerous and diverse. Many students enter industrial or governmental laboratories where they find positions in environmental analysis, quality control, or research and development. Possibilities outside of the laboratory include teaching, sales, marketing, technical writing, business, and law. Many chemistry students continue their education in graduate school in chemistry or biochemistry, or in professional schools in the areas of medicine, dentistry, or veterinary medicine.

At Lebanon Valley College the Department of Chemistry is located on the upper two floors of the Garber Science Center. Major scientific equipment available to students includes two nuclear magnetic resonance spectrometers, a liquid scintillation counter, a fourier transform infrared spectrometer, a high performance liquid chromatographic system, a diode-array UV-visible spectrophotometer, a gas chromatograph-mass spectrometer, and an atomic absorption spectrophotometer. Computers available to students in the department include Macintosh and IBM-compatible machines.

The department encourages students to discover the excitement and challenge of laboratory research. Research programs are conducted during both the academic year and the summer. Students are paid for summer research either from college funds or from grants that professors receive to support their projects.

Two degrees are available to those interested in chemistry, and one for those interested in biochemistry. The Bachelor of Science in Chemistry is the more demanding of the two degrees in chemistry, and is recognized by the American Chemical Society. This degree has a required research component and is recommended for students who wish to become practicing chemists or enroll in graduate school. Other students opt for the standard Bachelor of Science, majoring in chemistry.

The major in biochemistry is offered jointly with the Biology Department. For the major program and course descriptions in biochemistry, see page 34.

Degree Requirements:

Degrees: Bachelor of Science in Chemistry, Bachelor of Science with a major in chemistry.

Majors: (B.S. in Chemistry) CHM 111, 112, 113, 114, 213, 214, 215, 216, 222, 305, 306, 307, 308, 311, 312, 321, 322, 411; 6 Credits from CHM 491-498 or 590 or BCH 421, 422; 4 credits of CHM 510; MAS 161, 162; PHY 111, 112 (63-64 credits).

(B.S., major in chemistry) CHM 111, 112, 113, 114, 213, 214, 215, 216, 222, 305, 306, 307, 308, 311, 312, 321, 322; MAS 161, 162; PHY 111, 112; (50–51 credits).

Minor: CHM 111, 112, 113, 114; 12 Credits from CHM 213, 214, 222, 305, 306, 311, 312, 411 or BCH 421, 422; 3 Credits from CHM 215, 216, 307, 308, 321, 322 or BCH 430.

Secondary Teacher Certification: Students seeking secondary certification in chemistry must take CHM 360 and 21 credits education courses including EDU 110 and SED 420, 430 and 440.

Courses in Chemistry (CHM):

100. Introduction to Chemistry. An introduction to the principles of chemistry including mathematical tools, atomic structure, stoichiometry, elementary concepts of equilibrium, bonding, and organic chemistry. Intended for non-science majors. Laboratory experience included. 4 credits. Students who have received credit for CHM 111 may not take CHM 100.

109. Chemical Skills. A step-by-step approach to solving chemical problems. Topics include the application of mathematical tools in introductory chemistry and techniques for finding the proper approach to solve problems. The course is designed to be taken concurrently with CHM 111. 1 credit.

111, 112. Principles of Chemistry I,II. An introduction to chemistry for the science major. First semester topics include atomic and molecular structure, chemical reactions, calculations involving chemical concentrations, gas laws, and bonding. Second semester covers kinetics, acids and bases, equilibrium, oxidation–reduction chemistry, thermodynamics, electrochemistry, and nuclear chemistry. Prerequisite: one year of high school chemistry or permission. 3 credits per semester.

113, 114. Introductory Laboratory I,II. Laboratory courses to accompany 111 and 112. Experiments cover stoichiometry, gas laws, quantitative analysis, equilibrium, electrochemistry, chemical synthesis, and the use of computers for collecting data. Students are introduced to instrumentation including infrared, UV–visible, NMR and atomic absorption spectrometers. Prerequisite or corequisite: CHM 111 for CHM 113 and CHM 112 for CHM 114. 1 credit per semester.

213, 214. Organic Chemistry I,II. An introduction to the principles of organic chemistry. The focus of the course is on the structure of organic molecules and how the structure of various functional groups affects their reactivity. The concepts of reactivity, structure and mechanism are applied to organic synthesis. Prerequisite: CHM 112. 3 credits per semester.

215, 216. Organic Laboratory I,II. An introduction to the practice of classical organic chemistry and modern instrumental organic chemistry. The techniques of organic synthesis are taught along with instrumental methods including infrared, nuclear magnetic resonance, and mass spectrometry. Prerequisite or corequisite: CHM 114 and CHM 213 for CHM 215 and CHM 214 for CHM 216. 1 credit per semester.

222. Introductory Inorganic Chemistry. The application of elementary principles of chemistry to provide a basis for understanding the physical and chemical properties of the elements. Topics include periodicity, acidity or basicity of metal cations and oxoanions, precipitation reactions, oxidation–reduction chemistry and the structures of solids. Prerequisite: CHM 112. 3 credits.

305. Analytical Chemistry. Gravimetric, volumetric, and electro–chemical methods of chemical analysis covered. Includes statistical methods of data treatment and rigorous considerations of complex chemical equilibria. Prerequisites: CHM 112 and MAS 161. 3 credits.

306. Instrumental Analysis. Basic types of chemical instrumentation and their applications in analytical chemistry are examined. These include gas and liquid chromatography; infrared, UV–VIS, fluorescence, atomic absorption, and plasma emission spectrophotometry; nuclear magnetic resonance and mass spectrometry; and radiochemical methods. Prerequisites: CHM 112 and MAS 161. 3 credits.

307. Quantitative Analysis Laboratory. Techniques of gravimetric, volumetric, and electro–chemical analysis are applied to the analysis of unknowns. Prerequisite or corequisite: CHM 305. 1 credit.

308. Instrumental Analysis Laboratory. Chemical instrumentation is utilized in analytical method development and analysis. Prerequisite or corequisite: CHM 306. 1 credit.

311. Physical Chemistry I. The study of thermodynamic laws and functions, including phase and reaction equilibria. Systems under study include ideal and real gases, ideal and non–ideal solutions, and multi–component phase transitions. Prerequisites: CHM 112, MAS 161, and PHY 104 or 112. 3 credits.

312. Physical Chemistry II. The study of chemical systems from a molecular perspective. Basic concepts of quantum chemistry and statistical theory applied to atomic and molecular structure. Also included are electrochemistry, kinetics, and transport processes. Prerequisite: CHM 311. 3 credits.

321, 322. Physical Laboratory I, II. Application of chemical instrumentation to a study of the principles of physical chemistry. Experimental work involves calorimetry, refractometry, conductivity, viscometry, and atomic absorption, FTIR, UV–VIS, and NMR spectroscopy applied to the study of phase and reaction equilibria, kinetics, and atomic and molecular structure. Prerequisite or corequisite: CHM 311 for CHM 321 and CHM 312 for CHM 322. 1 credit per semester.

360. The Teaching of Chemistry in Secondary Schools. A course designed for students seeking certification to teach chemistry in secondary education. Topics include evaluation of laboratory experiments, demonstrations, textbooks, and computer software. Prerequisites: CHM 112, 114. 3 credits.

411. Advanced Inorganic Chemistry. A study of bonding theories, molecular structure, spectroscopy, and reaction mechanisms with special emphasis on transition metal complexes. Prerequisite: CHM 312. 3 credits per semester.

510. Chemical Research. Chemical research conducted under the supervision of a faculty member. This course introduces the students to the methods and analysis involved in research. A major written report and an oral presentation are required. Prerequisites or corequisites: CHM 305 and 311 and senior standing. 1 to 4 credits per semester.

Faculty

Richard D. Cornelius, professor of chemistry. Chairperson.

Ph.D., University of Iowa; postdoctoral research, University of Wisconsin.

Inorganic Chemistry. Professor Cornelius works at the border of inorganic chemistry and biochemistry. He has interests both in the fundamental mechanisms of phosphoryl transfer reactions and in the development of platinum compounds that hold promise for anti-cancer activity. He and his students synthesize new compounds containing phosphates and study the rates of reactions of these compounds. He also has earned a national reputation for his work with computers in chemical education.

Donald B. Dahlberg, professor of chemistry.

Ph.D., Cornell University; postdoctoral work, University of Toronto.

Physical chemistry and chemometrics. Dr. Dahlberg does research in the application of multivariate statistics to chemical problems. He is also an industrial consultant in this area. He is presently studying the use of chemometrics and Fourier transform infrared spectroscopy in the analysis of edible oils. Food manufacturers must perform dozens of expensive and time-consuming analyses to guarantee the quality of their products. Through the use of modern chemical instrumentation and sophisticated mathematical techniques, it may be possible to replace these tests with just one.

Beátrice Féron-Gooding, assistant professor of chemistry.

Ph.D., Institut de Recherches sur la Catalyse.

Inorganic Chemistry. Dr. Gooding's research efforts focus on synthetic aluminosilicates called zeolites. She hopes that her work to synthesize zeolites having large pore sizes will yield structures having catalytic properties.

Owen A. Moe Jr., professor of chemistry.

Ph.D., Purdue University; postdoctoral study, Cornell University.

Biochemistry. Professor Moe is interested in applying the array of new techniques in biotechnology to practical problems. He is currently working on the use of immobilized enzymes for the synthesis of bio-organic compounds. Processes that he is developing are designed to use stable, inexpensive polyphosphates for the regeneration of ATP. ATP regeneration is a required, but currently an expensive, step in the use of enzyme reactors for organic synthesis.

Carl T. Wigal, assistant professor of chemistry.

Ph.D., Miami University, Ohio.

Organic Chemistry. Professor Wigal's research is aimed at developing new strategies for synthesizing natural products. Of particular interest to Dr. Wigal are the synthetic and mechanistic aspects of addition reactions to 1,4-quinones. He also is actively developing microscale experiments for organic chemistry.

H. Anthony Neidig, professor and chairperson *emeritus*.

Ph.D., University of Delaware.

Recipient of the Chemical Manufacturers' Association College Chemistry Teacher Award in 1970 and the E. Emmet Reid Award for excellence in teaching in a small college in 1978. Professor Neidig's pursuits include the development and publication of laboratory experiments for introductory chemistry.

Cynthia R. Johnston, adjunct instructor in chemistry.

B.S., Lebanon Valley College.

Chemical Education. Professor Johnston is focusing her efforts on the development of science curricula for the elementary school classroom and on teaching those studying to teach elementary school.



The Chemistry Department encourages students to discover the excitement and challenge of laboratory research.

DEPARTMENT OF EDUCATION

The Department of Education prepares students for both elementary and secondary teaching.

Post-baccalaureate certification is also available for those who wish to become elementary or secondary school teachers or for those already certified who want to add elementary or secondary education to an existing certificate.

Dual certification, at both the elementary and secondary levels, or in more than one secondary area, is possible; however, such certification requires meticulous attention to scheduling and often requires additional semesters.

The Education Department is intent on preparing well-rounded and qualified graduates who will exercise genuinely professional and personal leadership roles in the schools and communities where they will work.

Education Program

Degree Requirements:

There is no major in education.

Minor: EDU 110, GPY 212; one of ELM 270, ELM 341, ELM 361; one of ELM 250, ELM 332, GPY 111; one of EDU 346, SED 420, EDU 442; ELM 280 or SED 280, 1–3 credits (16–18 credits).

Courses in Education (EDU):

110. Foundations of Education. *A study of the social, historical and philosophical foundations of American education correlated with a survey of the principles and theories of influential educators. Includes required field practicum. 3 credits.*

310. The Education of the Exceptional Child. An introduction to current research and practices concerning the range of exceptionalities in children. The course includes attention to policies, legislation, programs, methods and materials. Various resource personnel are invited to address pertinent issues. The course includes a minimum of one hour per week field experience in local programs designed to meet the needs of exceptional children. Prerequisites: EDU 110, PSY 100 or PSY 120, or permission of instructor. 3 credits.

346. Educational Technology and Instructional Media. A study of the preparation and use of instructional technology, media, and equipment. 3 credits.

Elementary Education (Teacher Certification) Program

The Education Department is committed to preparing elementary education majors who have a thorough grounding in the disciplines they will teach within the context of a strong liberal arts foundation. The program includes intensive training in the content and methodologies of all elementary school subjects.

The field-centered component in the program provides extensive and carefully sequenced opportunities to work with teachers and children in a variety of school settings during all four years of preparation for teaching. The Education Department has established strong relationships with the local public schools and has entered into an educational partnership with The Children's School, a local private elementary school. Majors spend an average of two hours per week each semester in various public school classrooms, observing teachers and children, aiding, tutoring, providing small-group and whole-class instruction, and completing tasks on increasingly challenging levels of involvement. Seniors spend the fall semester in full-time student teaching with cooperating teachers who have been carefully chosen for that role. Additional opportunities are provided for our students to work in nursery schools, child care centers, Head Start programs, middle schools, and in classes for exceptional children.

Degree Requirements:

Degree: Bachelor of Science with a major in elementary education.

Major: Elementary education majors must take: EDU 110, 310; ELM 220, 250, 270, 332, 341, 342, 344, 361, 362, 499; ART 401; GPY 111; HIS 125; MAS 100 or equivalent; PSY 100 or 120, 220, 321 (57 credits).

Note: Students who are pursuing teacher certification must complete 12 credit hours of ELM 440 Student Teaching in addition to completing all requirements for the major in Elementary Education.

Courses in Elementary Education (ELM):

220. Music in the Elementary School. A course designed to aid elementary education majors in developing music skills for the classroom, including the playing of instruments, singing, using notation, listening, movement, and creative applications. 3 credits. {Cross-listed as Music 220.}

250. Mathematics in the Elementary School. A study of basic preschool to sixth grade mathematical concepts with major emphasis on problem solving, estimating, and computers. The course is designed to view mathematics as a multidisciplinary subject. Attention is given to the development of hands-on teaching activities, simulations, and experiences which can be utilized effectively with any classroom population. 3 credits.

260. Principles and Practices in Early Childhood Education. An introduction to contemporary research, theories, programs, curricula, methods, and materials in early childhood education, nursery school through grade 2. Includes required field experience in a local early childhood center. 3 credits.

270. Children's Literature. A study of literature for children from infants through grade 8, including extensive classroom examination of books, poetry, storytelling, and audiovisual resources in children's literature. 3 credits.

280. Field Practicum in the Elementary School. Supervised field experiences in appropriate school settings. Prerequisite: permission. 1–3 credits.

332. The Physical Sciences in the Elementary School. A study of basic concepts in general science, earth and space science, physical and biological science, and environmental studies. The course emphasizes the experiential nature of science in the elementary classroom with special attention to the materials and methodologies appropriate to young children. 3 credits.

341, 342. Teaching of Reading I, II. The fundamentals of teaching children to read from the readiness programs of early childhood education to the more comprehensive techniques required to teach reading in all subject areas of the curricula in elementary and middle schools. Effective reading programs, methods, and materials are examined first hand. Includes during each semester one hour per week of reading enrichment for selected elementary school students. Prerequisite: ELM 270. 3 credits per semester.

344. Health and Safety Education. A study of basic health and safety practices and procedures as applied to the elementary school, including attention to curriculum, resources, materials and methodologies. Prerequisites: EDU 110; PSY 220; Elementary Education major. 3 credits.

361. Language Arts in the Elementary School. The content, methods and materials for teaching oral and written language beginning with early childhood: listening, speaking, creative and practical writing, as well as the related skills of creative dramatics, handwriting, grammar and usage. The course is designed to assist teachers in helping children to communicate effectively and responsibly in a creative manner. 3 credits.

362. Social Studies in the Elementary School. An examination of the content, methods and role of social studies in the elementary school, beginning with early childhood. The curriculum is examined from two vantage points: the daily lives of children as they relate to developing values and attitudes and the planned study of people as they live and have lived in our world. The development of a teaching unit and the examination of learning resources are required. 3 credits.

440. Student Teaching. Each student spends an entire semester in an area school under the supervision of a carefully selected cooperating teacher. Open to seniors only. A cumulative grade point average of at least 2.00 is required. Prerequisites: EDU 110,310; PSY 220,321; ELM 250,270,280,332,341,342,361,362, and permission of the Education Department faculty. 3–12 credits.

499. Senior Seminar. Special topics related to current concerns in education are researched and discussed by the participants in the course. Issues related to teaching and to further professional growth are explored. 3 credits.

Secondary Teacher Certification Program

Students pursuing secondary teacher certification are prepared for teaching by completing an intensive program in the departmental major(s) of their choice in conjunction with a carefully sequenced professional education component within the Education Department. Both the major program and the professional education component are completed within the context of a strong foundation in the liberal arts.

Departmental majors may seek certification in biology, chemistry, English, French, German, Spanish, mathematics, physics, and social studies.

Opportunities are provided candidates to observe and to teach in junior high and high school settings prior to the full-time student teaching semester. Cooperating teachers are selected through a process involving college faculty, public school personnel, and the student teachers, thus assuring the most beneficial placements possible.

Degree Requirements:

There is no major in education for those interested in secondary teaching. Students complete the requirements in their chosen major and the designated professional education courses.

Degree: Bachelor of Arts or Bachelor of Science in the chosen major. (Majors: biology, chemistry, English, French, German, Spanish, mathematics, physics, and social studies.)

Secondary Teacher Certification: Students seeking secondary certification in social studies (except American studies and history majors) must take SED 360, the approved program in the chosen major and 21 credits in education courses including EDU 110 and SED 420, 430 and 440. SED 280 should be taken at least twice prior to SED 440. SED 420 and 440 comprise the student teaching semester of the senior or post graduate year.

Courses in Secondary Education (SED):

280. Field Practicum in the Secondary School. Supervised field experiences in appropriate school settings. Designed to offer practical experiences for prospective secondary teachers or students planning an educational ministry. Prerequisites: permission. 1–3 credits.

360. The Teaching of Social Studies in Secondary Schools. A study of curricular patterns and teaching methodologies for the social studies. Students will prepare instructional objectives, select and organize subject matter, investigate a variety of learning activities and strategies for developing inquiry, decision-making, and values. 1–2 credits. Not open to American studies or history majors.

420. Human Growth and Development. A survey of human characteristics, research in developmental psychology and their implications for teaching and learning. Prerequisite: EDU 110; secondary teacher certification candidate; junior or senior status; approval of instructor. 3 credits.

430. *Practicum and Methods.* A study of the basic principles and procedures for secondary classroom management and instruction. Prerequisite: EDU 110; secondary teacher certification candidate; junior or senior status; approval of instructor. 3 credits.

440. *Student Teaching.* Students spend an entire semester in an area school under the supervision of a carefully selected cooperating teacher. Open to seniors only. Requirements are:

- (1) a grade point average of at least 2.00 in the major field
- (2) completion of all courses required of the major for student teaching
- (3) completion of professional education courses required for student teaching
- (4) approval of the major adviser and of the director of secondary student teaching.

Prerequisites: EDU 110, SED 430. SED 420 is normally taken concurrently with SED 440. 3–12 credits.

Geography Program

Courses in geography are offered to acquaint students with the physical and cultural aspects of the world in which they live and to introduce them to geography as a discipline. The courses are recommended for all students who wish to broaden their understanding of the world.

Courses in Geography (GPY):

111. *Physical Geography.* A survey of the physical aspects of the earth and its impact on life. Attention is given to the solar system, the earth's movements, climate, weather, landforms, ecology, environmental awareness, and the processes that form and change the earth's surface. Students explore through current events, geographic searches, slides, lectures, and discussions the impact that physical geography has on their everyday lives. Requirement for elementary education certification. Prerequisite: Elementary Education major or permission of instructor. 3 credits.

211. *American Cultural Geography.* A study of how the natural environment has influenced the historic development of American culture, including the geographic distribution of population groups, religious denominations and practices, language patterns, architectural styles, and the like. 3 credits.

212. *Cultural Geography.* A survey of the various geographic regions of the world and their cultural features, including their natural resources, economy, social and religious customs, food supply, populations, ecology, and topical geography. Special attention is given to heightening students' international awareness and appreciation for diverse cultures. 3 credits.

Faculty

Susan L. Atkinson, associate professor of education.

Ed.D., Temple University.

She teaches method courses in mathematics, science, social studies, and language arts, plus courses in the foundations of education and physical geography. She supervises student teachers. Her research interests are in the area of matching student/teacher learning styles to increase academic achievement. Her areas of interest include multidisciplinary curricula, classroom management and early childhood education. She is the adviser for the college's professional teaching organization, which includes secondary, elementary, and music education majors.

Andrew J. Brovey, assistant professor of education.

Ed.D., Lehigh University.

He teaches courses in educational foundations and elementary mathematics and science education, and in secondary methodology and assists in the supervision of student teachers at the elementary and secondary levels. He serves as the director of instructional design and technology in the Education Department to develop and promote the integration of computer technology in all phases of teacher preparation and to improve student access to technology-based learning in the schools. He periodically works with the broader college community in the utilization of computer-based technology in the classroom and in research.

Michael A. Grella, professor of education. Chairperson.

Ed.D., West Virginia University.

He teaches courses in children's literature, reading, early childhood education, and exceptional children. He coordinates reading-related practica in the public schools and supervises student teachers. He serves as the department's chief liaison with public school personnel and with the Pennsylvania Department of Education. He maintains a special interest in the acquisition of literacy at the primary grade levels and in learning disabilities.

Dale E. Summers, assistant professor of education.

Ed.D., Ball State University.

He teaches courses in educational foundations, world cultural geography, American cultural geography, secondary school curricula and methodologies, and adolescent development. He serves as supervisor of student teachers and helps to monitor pre-student teaching field experiences. He maintains a particular interest in special education for the emotionally disturbed at both the elementary and secondary level.

Linda L. Summers, instructor in education.

M.A., Ball State University.

She serves as the director of elementary and secondary field experiences for the Education Department. She teaches courses in educational foundations, language arts, social studies, and health. She supervises elementary and secondary student teachers. Areas of interest in education include early childhood education, thematic approaches to learning, the use of integrated curriculum, and cooperative learning.

DEPARTMENT OF ENGLISH

English Program

The major in English introduces students to the humanistic study of language. While English majors may choose to concentrate in literature, communications or secondary education, the basis for all concentrations is the study of literature. All majors also learn the skills of clear, concise and correct expression as well as of effective collection, organization, and presentation of material. Such study prepares the student for more advanced work in many fields. Graduates of the Department of English are prepared to work in journalism, teaching, editing, public relations, publishing, advertising, government, industry, the ministry, and law.

The English Department offers a major program with concentrations in literature, communications, and secondary education, as well as minors in both literature and communications.

Degree Requirements:

Degree: Bachelor of Arts with a major in English.

Major: Core requirements: ENG 200; three from 221–228; 331; 341 or 342; 499 (21 credits). Students must choose one of the concentrations below in addition to the core.

Literature concentration: Three additional survey courses (ENG 221–228); three additional major authors (ENG 343–349) or special topics courses (ENG 390–399) or genre (ENG 334, 335, 338, 339) courses (39 credits).

Communications concentration: ENG 213; four additional communications courses (ENG 210–220, 311–315, 332,336); 3 credits of ENG 400 (39 credits).

Secondary Education concentration: Two additional survey courses from ENG 211–228 (must include both 221, 222); three additional major authors (ENG 343–349) or special topics (ENG 390–399) or genre (Eng 334, 335, 338, 339) courses; ENG 218; Eng 332; FLG 250; and either ENG 213 or ENG 336 (48 credits).

Minor (Literature): ENG 200; ENG 221 or 222; two from ENG 225, 226, 227, 228; two additional literature courses (18 credits).

Minor (Communications): ENG 200, 213, 221 or 222; three additional communications courses (18 credits).

Courses in English (ENG):

101, 102. English as a Second Language. Emphasis on advanced reading, writing, listening and speaking skills for students for whom English is the second language. The second semester is a continuation of the same skills. 3 credits.

111, 112. English Communications I, II. Both semesters help the student find her or his own

voice within the demands and expectations of public expression. Both courses emphasize the development of clear, organized and rhetorically effective written prose. 112 also emphasizes reading and research skills. Prerequisite for 112: 111 or permission of chairperson. 3 credits.

200. Introduction to Literary Studies. An Introduction to genres and to the basic methodology, tools, terminology and concepts of the study of literature. 3 credits.

210. Management Communications. The development of reading, writing, speaking and listening skills for business management. Prerequisite: ENG 111, 112 or permission.

213. Journalism. The development of the basic skills of journalistic writing such as interviewing, covering meetings, gathering and reporting news and features according to standard formats and styles; the course also discusses legal and ethical aspects of journalism. Prerequisite: ENG 111, 112 or permission. 3 credits.

216. Technical Writing. The development of writing skills within the context of specialized, usually technical or scientific, subject matters, with emphasis on style and forms. Prerequisite: ENG 111 and 112 or permission. 3 credits.

218. Oral Communication. Introduction to oral communication, both formal and informal. 3 credits.

219. Creative Writing: Fiction. A workshop in writing short fiction. 3 credits.

220. Creative Writing: Poetry. A workshop in writing poetry. 3 credits.

221. Survey of American Literature I. A survey of selected major American authors from the colonial period to about 1880. 3 credits.

222. Survey of American Literature II. A survey of selected major American authors from about 1880 to the present. 3 credits.

225. Survey of English Literature I. A survey of selected major English authors to about 1800. 3 credits.

226. Survey of English Literature II. A survey of selected major English authors from about 1800 to the present. 3 credits.

227. World Literature I. A survey of selected major writers from the early Hebrews and Greeks to the 17th century. 3 credits.

228. World Literature II. A survey of selected major writers from the 17th century to the present. 3 credits.

311. Feature Writing. Instructions and practice in writing feature articles for newspapers, trade journals and magazines; free lance marketing and market analysis. Prerequisite: ENG 213. 3 credits.

312. Radio and TV Writing. Theory and technique of writing news and features for broadcast media. Editing and rewriting press association dispatches, gathering local news, recording interviews and preparing newscasts and feature programs. Prerequisite: ENG 213. 3 credits.

313. Advertising Copy and Layout. Principles and techniques of copywriting; selection and presentation of sales points; creative strategy in production of layouts. Prerequisite: ENG 213. 3 credits.

314. Public Relations. Purposes and methods of modern public relations as practices by business and industry, organizations and institutions, trades and professions. Public opinion evaluation. Planning of public relations programs. Prerequisite: ENG 213. 3 credits.

315. Editing. Editing theory and exercises in copyreading, rewriting and headlining. Prerequisite: ENG 213. 3 credits.

331. History and Traditional Grammar of English. An examination of the evolution of English sounds, grammatical forms and vocabulary, as well as a survey of conventions and current usage. 3 credits.

332. Theory of Composition. A study of ancient and modern ideas on the writing process and the teaching of writing. 3 credits.

334. The Novel I. A survey of the development of the novel from the beginning of the genre through the Romantic period. 3 credits.

335. The Novel II. A survey of the development of the novel from Realism to the present.

336. Theater Workshop. A workshop in the elements of theater with classroom practice in production of scenes and whole plays. 3 credits.

338. Dramatic Literature I. A survey of dramatic literature from the Greeks to about 1850, with attention to theater modes and techniques. 3 credits.

339. Dramatic Literature II. A survey of dramatic literature from about 1850 to the present, with attention to theater modes and techniques. 3 credits.

341. Shakespeare I. A concentrated study of early Shakespearean drama, especially the comedies and the histories. 3 credits.

342. Shakespeare II. A concentrated study of late Shakespearean drama, especially the tragedies and the romances. 3 credits.

343–349. Major Authors. An examination of works of major authors in American, English, and World literature. 3 credits.

390–399. Special Topics. 3 credits.

499. Seminar. The topics of this culmination of a liberal education in English vary. The course is taught as a seminar with much of the teaching being done by the students. 3 credits.

Faculty

Philip A. Billings, professor of English. Chairperson.

Ph.D., Michigan State University.

He teaches courses in contemporary literature as well as creative writing. His publications include poems in various magazines and two books of poems based on people living in the region.

Marie G. Bongiovanni, assistant professor of English.

M.B.A., Drexel University.

Experienced in journalism and business, she teaches management communications, editing and journalism. She recently completed a summer writing program at Bennington College and is presently studying for her masters in literature at the University of Pennsylvania.

Phyllis C. Dryden, associate professor of English.

D.A., State University of New York at Albany.

She is a specialist in composition theory, linguistics and American Studies and has business experience. She has published poetry, fiction, newspaper and magazine articles. In 1991 and 1993 she won NEH Summer Seminar grants to study British literature. She also directs the department internship program.

Arthur L. Ford, professor of English.

Ph.D., Bowling Green State University.

He has published books on several American authors, including Thoreau and Creeley, and articles on composition theory and the computer in composition. Recent Fulbright lectureships in Syria and China have resulted in several research projects.

Gary Grieve–Carlson, assistant professor of English.

Ph.D., Boston University.

He has taught at the University of Tennessee and Virginia Polytechnic Institute, and has been a Fulbright Junior Lecturer in Germany. He has published several articles on American cultural criticism and 20th century poetry, and also teaches in the American Studies program.

John P. Kearney, professor of English.

Ph.D., University of Wisconsin.

He is a 19th century British literature scholar currently working on a book on Dickens. He also teaches technical writing.

Mary K. Pettice, assistant professor of English.

Ph.D., University of Houston

She teaches journalism, creative writing and British literature along with serving as adviser to the student newspaper. She is also a published poet and short-story writer.

Kevin B. Pry, lecturer in English.

Ph.D., The Pennsylvania State University.

Dramaturge for local theater companies; he teaches Dramatic Literature, Theater Workshop and World Literature, and he advises the student drama club.



The English Department offers a major with concentrations in literature, communications, and secondary education.

DEPARTMENT OF FOREIGN LANGUAGES

The study of a foreign language has three aims: to develop fluency in the basic communication skills, to provide an understanding of the cultural heritage of the people who use the language, and to understand language as the fundamental medium by which humankind thinks and interacts.

The Department of Foreign Languages prepares the language major for a career in a variety of fields: teaching, diplomatic and government service, foreign trade, business and social service. For many of these careers the study of a foreign language is often combined with majors in other disciplines.

The department encourages students to avail themselves of the college's opportunities for foreign travel and study, including the International Student Exchange Program and the program in Cologne, Germany.

The Department of Foreign Languages offers majors in French, German and Spanish, secondary teacher certification in foreign language, as well as minors in the three languages. In addition, coursework, but no major or minor, is offered in Greek and Russian. The department also offers the major in International Business jointly with the Management Department.

Foreign Languages Program

Degree Requirements:

No major is offered in foreign language. Majors are offered in French, German and Spanish

Secondary Teacher Certification: Students seeking elementary or secondary certification in a foreign language must take FLG 360 and 21 credits in education courses including EDU 110 and SED 420, 430 and ELM or SED 440.

Courses in Foreign Language (FLG):

260. Approaches to Culture. A survey of contemporary life in French, German and Spanish speaking countries. Topics may include customs, values, social structures, geography, and current issues. Taught in English. 3 credits.

350. Linguistics. A study of the field of linguistics. Investigates language as a system of signs and as a culturally conditioned behavior. 3 credits.

360. The Teaching of Foreign Language in Schools. A comprehensive study of modern teaching methods, with emphasis on practicing basic classroom skills for elementary through secondary school level instruction. Prerequisite: FRN 202, GMN 202, or SPA 202. 3 credits.

French Program

Degree Requirements:

Degree: Bachelor of Arts with a major in French.

Major: 24 credits in French above the intermediate level, FLG 350 (27 credits).

Minor: 12 credits in French above the intermediate level. Courses in advanced conversation and composition as well as in culture are strongly recommended.

Courses in French (FRN):

101,102. Elementary French I,II. Introductory courses in French. Aimed at developing basic communicative proficiency in French. Also offers insights into French-speaking cultures. 3 credits.

201,202. Intermediate French I,II. Review of material typically covered in a first-year French course. Aimed at building students' proficiency in all four language skills—listening, speaking, reading and writing—and at enhancing their knowledge of the cultures of French-speaking people. Prerequisite: FRN 102 or equivalent. 3 credits.

300. Advanced Conversation. Intensive practice in spoken French. Discussions on a wide range of topics related to French life and contemporary society. Prerequisite: FRN 202 or equivalent. 3 credits.

310. Advanced Grammar & Composition. Intensive practice in written French. Development of advanced writing skills through composition assignments based on contemporary French writing and issues. Prerequisite: FRN 202 or equivalent. 3 credits.

320. Business French. A study of the language of business and business practices of France and French-speaking countries. Prerequisite: FRN 202 or equivalent. 3 credits.

340. The Sounds of French: Intensive Listening Comprehension Skills. An intensive listening comprehension class in which students are exposed to, and tested in, many registers of spoken French: stories, lectures, movies, advertising, radio, television, conversation, announcements, instructions, etc. The objective is to provide students with a listening immersion in the Francophone world. Prerequisite: FRN 202 or equivalent. 3 credits.

350. Issues in French Culture. Discussion of an important issue in France from different points of view. Taught in French. Prerequisite: FRN 202 or equivalent. 3 credits.

410. French Literature of the Middle Ages and Renaissance. A study of medieval French literature to 1600. Works from the medieval epic and courtly romance through Renaissance philosophical essays. Development of advanced communicative skills through literature will be promoted. Prerequisite: FRN 300 or 310 or permission. 3 credits. (Writing Intensive)

420. French Literature of the 17th Century. A study of the spirit and principal authors of French Classicism with a special emphasis on the theater of Corneille, Racine and Molière. Prerequisite: FRN 300 or FRN 310 or permission. 3 credits. (Writing Intensive)

430. French Literature of the 18th and 19th Centuries. A study of the main ideological currents of the 18th and 19th centuries: the faith in reason, the emergence of pre-romanticism, romanticism and realism. Emphasis on the works of Voltaire, Montesquieu, Diderot, Rousseau, l'Abbé Prévost, Marivaux, Hugo, Flaubert, Balzac, Zola, and Baudelaire. Prerequisite: FRN 300 or FRN 310 or permission. 3 credits. (Writing Intensive)

440. French Literature of the 20th Century. A study of contemporary society as reflected in the literary evolution from Proust to the *Nouveau Roman* and *le théâtre de l' Absurde*. Such writers as Giraudoux, Anouilh, Malraux, Sartre, Camus, Ionesco, Becket will be studied. Prerequisite: FRN 300 or FRN 310 or permission. 3 credits. (Writing Intensive)

450. Modern Theatre and Poetry of France. A study of theater and poetry of the 19th and 20th centuries. Prerequisite: FRN 311 or FRN 316 or permission. 3 credits.

German Program

Degree Requirements:

Major: 24 credits in German above the intermediate level; FLG 350. (27 credits).

Minor: 12 credits in German above the intermediate level. Courses in advanced conversation and composition as well as in culture are strongly recommended.

Courses in German (GMN):

101,102. Elementary German I,II. Introductory courses in German. Aimed at developing basic communicative proficiency in German. Also offers insights into German-speaking cultures. 3 credits.

201,202. Intermediate German I,II. Review of material typically covered in a first-year German course. Aimed at building students' proficiency in all four language skills—listening, speaking, reading and writing – and at enhancing their knowledge of the cultures of German-speaking people. Prerequisite: GMN 102 or equivalent. 3 credits.

203,204; 303,304; 403,404. Language & Culture I, II. An immersion course on three levels offered in Cologne, Germany. German in context with a grammar review, practical exercises and discussion of cultural issues. Placement determined in Cologne. Prerequisite: GMN 102 or equivalent. 3 credits.

310. Germany Past and Present. Studies the major epochs of German cultural history and describes the chief characteristics of present-day German society. Prerequisite: GMN 202 or equivalent. 3 credits.

316. Composition & Conversation. Intensive practice in the interactive skills of speaking and writing. Review of grammar and emphasis of practical situations. Prerequisite: GMN 202 or equivalent. 3 credits.

320. Business German. A study of the language of business and business practices of Germany and German-speaking countries. Prerequisite: GMN 202 or equivalent. 3 credits.

330. German Short Fiction. A reading course in the Cologne program for the intermediate student. Study of short texts to develop more advanced skills and introduce the techniques of literary analysis. Prerequisite: GMN 102 or equivalent. 3 credits.

350. Issues in German Culture. Study of a major issue from various points of view. Readings in German and English; discussion and writing in German and English. Prerequisite: GMN 202 or equivalent. 3 credits.

370. Techniques of Translation & Interpretation. Emphasizes the skills needed for accurate and idiomatic translation of German texts into English. Discussion of more complex grammatical structures. Prerequisite: GMN 202 or equivalent. 3 credits.

400-419. Readings in German. Works of fiction and nonfiction selected to explore a particular topic or theme. Prerequisite: GMN 202 or equivalent. 3 credits. (Writing Intensive)

460. Lyric Poetry. A study of German song from *minnesang* to contemporary rock. Involves both texts and music as appropriate. Prerequisite: GMN 202 or equivalent. 3 credits. (Area 5, Writing Intensive)

Greek Program

Degree Requirements:

Only coursework is offered in Greek.

Courses in Greek (GRK):

101,102. Elementary Greek I,II. Introductory study in the basics of ancient Greek. 3 credits.

Russian Program

Degree Requirements:

Only coursework is offered in Russian.

Courses in Russian (RSN):

101,102. Elementary Russian I,II. Introductory courses in Russian. Aimed at developing basic communicative proficiency in Russian. Also offers insights into Russian-speaking cultures. 3 credits.

Spanish Program

Degree Requirements:

Degree: Bachelor of Arts with a major in Spanish.

Major: 24 credits in Spanish above the intermediate level; FLG 350 (27 credits). For teaching certification, FLG 440 is required.

Minor: 18 credits in Spanish above the intermediate level. Courses in advanced conversation and composition as well as in culture are strongly recommended.

Courses in Spanish (SPA):

101,102. Elementary Spanish I,II. Introductory courses in Spanish. Aimed at developing basic communicative proficiency in Spanish. Also offers insights into Spanish-speaking cultures. 3 credits.

201,202. Intermediate Spanish I,II. Review of material typically covered in a first-year Spanish course. Aimed at building students' proficiency in all four language skills—listening, speaking, reading and writing—and at enhancing their knowledge of the cultures of Spanish-speaking people. Prerequisite: SPA 102 or equivalent. 3 credits.

300. Advanced Conversation. Intensive practice in spoken Spanish. Discussions on a wide range of topics related to Spanish life and contemporary society. Prerequisite: SPA 202. 3 credits.

310. Advanced Grammar & Composition. Discussion of more complex grammatical structures. Intensive practice in written Spanish. Development of advanced writing skills through composition assignments based on contemporary Spanish writing and issues. Prerequisite: SPA 202. 3 credits. (Writing Intensive)

340. The Sounds of Spanish: Intensive Listening Comprehension. An intensive listening comprehension class in which students are exposed to, and tested in, many registers of spoken Spanish: stories, lectures, movies, advertising, radio, television, conversation, announcements, instructions, etc. The objective is to provide students with a listening immersion in the Hispanic world. Prerequisite: SPA 202. 3 credits.

350. Issues in Spanish Culture. Discussion of an important issue in Spain from various points of view. Taught in Spanish. Prerequisite: SPA 202 or equivalent. 3 credits.

360. Issues in Latin-American Culture. Discussion of an important issue in Latin America from various points of view. Prerequisite: SPA 202 or equivalent. 3 credits.

370. Techniques of Translation & Interpretation. Studies methods of translation and interpretation. Oral and written texts will be used to work both from Spanish to English and English to Spanish. Prerequisite: SPA 202. 3 credits.

450. Latin-American Literature of the 20th Century. A study of the important writers of the century, with emphasis on recent developments. Prerequisite: SPA 202 or equivalent. 3 credits. (Writing Intensive)

460. The Age of Discovery. An examination of the Aztec, Mayan and Incan civilizations before 1492 and the philosophy of the Spanish explorers from 1492 on. Prerequisite: SPA 202. 3 credits. (Foreign Studies, Writing Intensive)

Faculty

Diane M. Iglesias, professor of Spanish. Chairperson.

Ph.D., City University of New York.

She teaches courses in Spanish language, and in Spanish and Latin American culture, civilization and literature. She has presented research papers in medieval balladry and the Spanish Golden Age theater at scholarly conferences. She is currently researching the modern Latin American novel. She is particularly interested in the concept of "magical realism" as it applies to the works of Gabriel García Márquez.

James W. Scott, professor of German.

Ph.D., Princeton University.

He teaches German and courses in the culture, civilization and literature of German-speaking countries. His most recent scholarly presentations have ranged from Kafka's short fiction to cabaret in the GDR and communicative testing. At present he is preparing a new translation of *Iweil*, an Arthurian epic by Hartmann von Aue. He chairs a state selection committee for the Congress-Bundestag Youth Exchange Program and is a member of the American Association of Teachers of German taskforce on distance learning.

Joëlle L. Stopkie, associate professor of French.

Ph.D., Bryn Mawr College.

She teaches courses in language, culture and literature. She coordinates and supervises study programs in France. She is currently interested in methodology and Francophone studies.

Andrés Zamora, assistant professor of Spanish.

M.A., University of Southern California, Los Angeles.

He teaches subjects from basic language to literature, art and culture of the Hispanic world. He has worked on Medieval literature, the Golden Age Comedia, Cervantes and the Modern Latin American Novel. He is studying the poetics of the Spanish Novel in the 19th and 20th centuries.

Svetlana A. Bird, adjunct instructor in Russian.

M.A., Moscow State Pedagogical University.

She teaches courses in Russian language, culture and civilization. Her special interests include Russian literature, contemporary cinematography and poetry.

Theresa Bowley, adjunct instructor in French.

M.A., Middlebury College.

She teaches courses in French language, culture and civilization. Her special interests include French culture, French language structure and French cooking.

Léonie Lang-Hambourg, adjunct assistant professor in German.

M.A., University of Oregon, Diploma Interpreter and Translator, Muncher Dolmetscherschule.

Experienced as an interpreter and translator, she teaches beginning and intermediate German and courses in advanced German grammar and style, as well as conversation and composition, translation and business German.

DEPARTMENT OF HISTORY AND AMERICAN STUDIES

By examining human behavior in the past, the study of history can help people better understand themselves and others. Students of history also learn how to gather and analyze information and present their conclusions in clear, concise language.

An undergraduate degree in history or American studies can lead to a career in teaching at the college or high school level, law, government, politics, the ministry, museums and libraries, journalism or editing, historical societies and archives, historical communications or a number of other professions.

American Studies Program

Degree Requirements:

Degree: Bachelor of Arts with a major in American Studies.

Major: AMS 111, 211, 253, 311, 485; ART 205 or MSC 120; ENG 221, 222; GPY 211; HIS 321, 322; HIS 325 or 326; PHL 240 or REL 120 (39 credits).

Minor: AMS 111, 211, 253; 1 course from the following: ART 205, ENG 221, 222, MSC 120; 1 course from the following: HIS 321, PHL 240, REL 120; 1 course from the following: AMS 311, HIS 322, 325, 326; and 1 elective course to be chosen from among courses required for the major in American Studies or approved by the Director of the American Studies Program (21 credits.)

Secondary Teacher Certification: Students seeking secondary certification must take HIS 360 and 21 credits in education courses including EDU 110 and SED 420, 430 and 440.

Courses in American Studies (AMS):

111. *Introduction to American Studies.* An interdisciplinary approach to the study of America's heritage and the distinguishing features of the American mind and character. 3 credits.

211. *American Folklore.* A study of the historical growth of American folklore; such genres as folk art, folk music, and folk speech; contemporary expressions, including regional and ethnic variations; and the dynamics of folk performance in socio-cultural context. 3 credits.

230. *American Folk Religion.* A study of the folk traditions of selected American denominations and sects and of the theological implications of secular folklore. Emphasis will be placed on field work as well as on analysis. 3 credits. {Cross-listed as Religion 230.}

253. *Applied American Studies.* An introduction to non-teaching careers in American Studies. Students examine the basics of archival management, museum curatorship, oral history, corporate history and historical communication and interpretation. 3 credits. {Cross-listed as History 253.}

311. American Science and Technology. A study of American science and technology and their interrelations with economic, cultural, political and intellectual developments. Prerequisite: Any laboratory science course. 3 credits.

485. American Studies Seminar. A capstone course organized around a major theme or issue in the American experience. Themes and issues vary from year to year as the seminar rotates among faculty in several academic departments. Students are able to integrate their educational experience and implement further the interdisciplinary methodology in an holistic approach to a topic or subject. 3 credits.

History Program

Degree Requirements:

Degree: Bachelor of Arts with a major in history.

Major: HIS 101, 102, 125, 126, 251, 253, two upper-level courses in American history, two upper-level courses in European history (from HIS 205, 206, 207), two non-western history courses and two elective upper-level courses in history. For students attending graduate school, HIS 499 is strongly recommended (42 credits).

Secondary Teacher Certification: Students seeking secondary certification must take HIS 360 and 21 credits in education courses including EDU 110 and SED 420, 430 and 440.

Minor: HIS 101, 102, 125, 126, 251, 253; one upper-level course in American history and one upper-level course in European history (from HIS 205, 206, 207) (24 credits).

Courses in History (HIS):

101. Western Civilization to the 14th Century. The development of the western world from its Near Eastern and Mediterranean origins to the eve of the Renaissance. 3 credits.

102. Western Civilization since the 14th Century. A study of how life in the late 20th century has been influenced by historical developments in Europe and America, including the growth of science, the rise of nation states, social classes and values, and changing views of the world. 3 credits.

125. Survey of United States History I. The story of America from Columbus to the Civil War. 3 credits.

126. Survey of United States History II. The story of America from Reconstruction to the present. 3 credits.

205. Early Modern Europe. The Renaissance, Reformation, Scientific Revolution, and the development of national political states, especially in the 17th and 18th centuries. 3 credits.

- 206. *Revolution & Nationalism, 1789–1914.*** A study of the effects of the French Revolution and the Industrial Revolution on Europe. Particular attention is paid to the rise of class antagonisms and national rivalries. 3 credits.
- 207. *Europe in the 20th Century.*** Developments in Europe from 1900 to the present are investigated, with special focus on the role of Germany, the Nazi Era and the post-World War II conditions. 3 credits.
- 225. *The American Revolution.*** An in-depth study of why Americans declared their independence and how they won the Revolution and worked to build a republic in a hostile world of monarchies. Particular attention is paid to major issues on which historians of the period disagree. 3 credits.
- 226. *Age of Jefferson & Jackson.*** How the old republican ideal of a virtuous agrarian society struggles to confront the new age of economic modernization, social diversity, and sectional tension. 3 credits.
- 227. *Civil War and Reconstruction.*** A study of how sectional divisions over slavery led to a bloody war and a bitter postwar effort to reshape Southern society. 3 credits.
- 251. *History and Historians.*** The first half of this course covers the lives and ideas of the great historians from ancient times to the modern world; the second half of the course covers recent interpretations of American history. 3 credits.
- 253. *Applied Historical Studies.*** An introduction to non-teaching careers in history. Students examine the basics of archival management, museum curatorship, oral history, corporate history and historical communications and interpretations. 3 credits. {Cross-listed as American Studies 253.}
- 271. *History of China and Japan.*** An analysis of political, economic and cultural institutions of China and Japan with special emphasis on the western impact on these institutions after 1500. 3 credits.
- 273. *History of Africa.*** African civilization from its origins in the ninth century to the present day, with emphasis on the impact of colonialism, regional distinctions, and the emergence of independent states. 3 credits.
- 275. *History of Latin America.*** Latin American civilization from its origins to the present, with emphasis on the impact of colonialism, the emergence of independent states, relationships with the United States, and the modern regional distinctions. 3 credits.
- 277. *History of the Middle East.*** Middle Eastern civilization from the rise of Islam to the present, with emphasis on the Arabian peninsula, the Fertile Crescent, Iran, Turkey, and Egypt, particularly after 1914. The origins and development of the modern state of Israel are also analyzed. 3 credits.

301. *European Social History.* An inquiry into the lives and experiences of ordinary folk. Topics include women, laboring classes, and popular culture. 3 credits.

307. *Survey of Russian History.* The development of Russia and the Soviet Union from Kievan beginnings to the present, with emphasis upon the period since 1600. 3 credits.

321. *American Social and Cultural History to 1860.* An analysis of immigration and ethnicity, the role of women, the frontier, rural and urban life, the underclass, religion, utopianism, education, literature, the arts, science, intellectual life, reform movements and other factors influencing society. 3 credits.

322. *American Social and Cultural History Since 1860.* An analysis of immigration and ethnicity, the role of women, the frontier, industrialization, urbanization, the underclass, religion, education, literature, the arts, science and technology, intellectual life, reform movements and other factors influencing society. 3 credits.

325. *American Business History to 1920.* An analysis of the role of business in America from the colonial period to 1920. Topics include managerial leadership, entrepreneurship, the development of the American economy, and the relationships between business, government, trade unionism and society. 3 credits. {Cross listed as Management 325.}

326. *American Business History Since 1920.* An analysis of the role of business in America during the 20th century. Topics include managerial leadership, entrepreneurship, the development of the American economy, and the relationships between business, government, trade unionism, and society. 3 credits. {Cross listed as Management 326.}

327. *American Military History.* An analysis of American military institutions from Old World tradition to the post-Persian Gulf era with emphasis on the U.S. Army. 3 credits.

360. *The Teaching of History in Secondary Schools.* A course for those preparing to teach history at the secondary level. Topics include issues and trends in history education, history of historical pedagogy, professional development and course enrichment resources, teaching techniques, the uses of technology and student motivational techniques. 3 credits. Required of all history majors seeking secondary certification.

499. *Seminar.* A comprehensive study of an important historical topic. May be taken more than once on different topics. Some seminars may emphasize reading and evaluating important works of history; others may emphasize the writing of a research paper based on original sources. 3 credits.

Faculty

Howard L. Applegate, associate professor of history and American studies. Chairperson. *Ph.D., Syracuse University.*

His teaching is focused on American history, with a strong specialization in business, labor

and economic history. He is a historical analyst of the American automotive and grocery chain retailing industries.

David R. Brigham, assistant professor of American studies and art.

Ph.D., University of Pennsylvania.

He teaches American studies and art history courses. His scholarship is focused on American social and cultural history.

James H. Broussard, professor of history.

Ph.D., Duke University.

He teaches American history and historiography. His research and publications concentrate on the Jefferson–Jackson era, the South, and American politics. He is also executive director of the Society for Historians of the Early American Republic.

Donald E. Byrne Jr., professor of history and religion, director of American Studies Program.

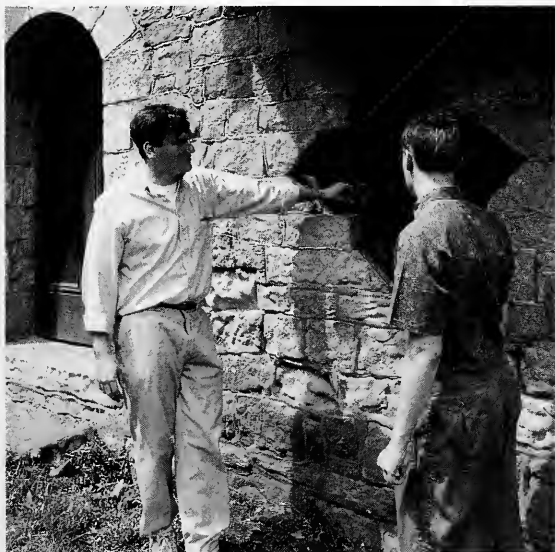
Ph.D., Duke University.

His teaching centers on the history of Christianity and religion in America. His scholarship has focused on American folk religion; other interests include religion and literature, peace studies, and mysticism.

Richard A. Joyce, associate professor of history.

M.A., San Francisco State College.

He teaches modern European history and is interested in social and intellectual history.



*Students work as interns
at area historical
sites such as the
Cornwall Iron Furnace.*

DEPARTMENT OF MANAGEMENT

The Department of Management offers programs leading to the bachelor of science degree in accounting, hotel management, management, and international business (jointly with Foreign Languages Department). The department also offers minors in accounting, hotel management, and management.

The department's programs are designed to provide students with a sound, integrated knowledge of accounting and management principles, and related courses from supporting disciplines. The Department's programs are enhanced by the liberal arts and leadership studies core required of all students, and by the extensive application of computers in relevant courses. This interdisciplinary knowledge base is essential for assuming leadership and management positions in the changing world of the 1990s and beyond.

Management students are provided with a common body of knowledge in close conformity with the national standards for the study of business administration as recommended by the American Assembly of Collegiate Schools of Business. As a result, our graduates are well prepared for admittance to M.B.A. programs.

Opportunities are available for qualified and interested students to undertake an independent study project or an internship in consultation with a member of the department faculty.

Accounting Program

Degree Requirements:

Degree: Bachelor of Science with a major in accounting.

Major: ACT 151, 152, 233, 251, 252, 353; 9 credit hours accounting electives; ECN 101, 102; MGT 322, 330, 361, 485; ENG 210; MAS 150 (or 111 or 161); MAS 170 (or 270 or 372); PHL 360 (59 credits).

Minor: ACT 151, 152, 251, 252, 353, ACT 233 or CSC 125; 6 credit hours of accounting electives (26 credits).

Courses in Accounting (ACT):

151. Principles of Accounting I. Fundamental principles and concepts of accounting encompassing business transactions, the accounting cycle, and classified financial statements including discussion of various topics relating to balance sheet and income statement items. For accounting majors. Credit not awarded for both ACT 151 and ACT 161. 4 credits.

152. Principles of Accounting II. A continuation of Principles of Accounting I focusing upon accounting concepts, partnerships, and business transactions related to corporate liabilities, equity, and investments. Includes basic financial analysis. For accounting majors. Prerequisite: ACT 151; or ACT 161 with minimum grade of B and permission. A student must attain a grade of "C-" or above in ACT 151 as a prerequisite for this course. 4 credits.

161. Financial Accounting. Basic concepts of accounting including accounting for business transactions, preparation and use of financial statements, and measurement of owners' equity. An introductory course for non-accounting majors. Credit not awarded for both ACT 151 and ACT 161. Prerequisite: sophomore standing or permission. 3 credits.

162. Managerial Accounting. Cost-volume-profit relationships, cost analysis, business segment contribution, profit planning and budgeting as a basis for managerial decision making. Prerequisite: ACT 151 or ACT 161; sophomore standing or permission. A student must attain a grade of "C-" or above in ACT 161 as a prerequisite for this course. 3 credits.

233. Computer Applications in Business. An introduction to personal computers and their use as a business management tool. Through classroom instruction and laboratory exercises students learn computer applications that influence managerial decision-making processes. Topics include word processing, business graphics, electronic spreadsheets and database management. Prerequisite: ACT 151 or 161, ECN 101 or 102, or permission. 3 credits. {Cross-listed as Economics 233 and Management 233.}

251. Intermediate Accounting I. Study of the theory and development of generally accepted accounting principles as they relate to financial reporting; the application of these principles to the preparation of financial statements; special emphasis on revenue recognition as well as valuation, classification and disclosure of current assets. Computer component. Prerequisite: ACT 152. 3 credits.

252. Intermediate Accounting II. Analysis of accounting valuation problems, classification, and disclosure as they relate to plant assets, intangibles, liabilities, and stockholders' equity. Prerequisite: ACT 251. 3 credits.

253. Intermediate Accounting III. Analysis of more specialized financial accounting topics including pension plans, post-retirement benefits, leases, income taxes, accounting charges, cash flow statement, financial statement analysis, and changing prices. Computer component. Strongly recommended for all accounting majors, especially those intending to take the CPA exam. Prerequisite: ACT 252. 3 credits.

351. Advanced Accounting. Study of theory and standards with application to such special topics as income presentation, interim reporting, and per-share disclosures. Emphasis on business combinations and consolidated financial presentations. Prerequisite: ACT 252. 3 credits.

352. Governmental and Non-Profit Accounting. Basic concepts of fund and budgetary accounting used for financial activities of governmental units and other not-for-profit organizations. Prerequisite: ACT 152. 3 credits.

353. Cost Accounting. The accumulation and recording of the costs associated with the manufacturing operation including job-order, process and standard cost systems, and joint and by-product costing. Prerequisite: ACT 152. 3 credits.

451. Individual Income Tax. Analysis of the federal income tax laws as applied to individuals; case problems, preparation of returns. Prerequisite: ACT 152 or 161. 3 credits.

452. Corporate Income Tax. Analysis of the federal income tax laws as applied to corporations, partnerships and fiduciaries; case problems, preparation of returns. Prerequisite: ACT 451. 3 credits.

455. Auditing. A study of the process of evaluation of internal controls and interpretation of financial information to permit an auditor to express a professional opinion on financial reports. Prerequisite: ACT 252. 3 credits.

Health Care Management Program

The major in health care management is designed for people in health care fields who possess an associate degree or diploma and professional certification. These qualifications are required for admission to the program. The program combines studies in the liberal arts and management, plus business practices common to the health care industry.

Degree Requirements:

Degree: Bachelor of Science with a major in health care management.

Major: ACT 161, 162, ECN 101, 102, 315, ENG 111, 210, LSP 100, MGT 233, 330, 487, PHL 360; SOC 324; 9–12 credits in sociology, psychology, or other disciplines approved by the director of continuing education; and any four of the following courses (12 credits): MAS 170, MGT 322, 340, 350, 361, 371, 372, 384, 420, 425 (60–63 total).

Admission to this degree program is open only to adults who have completed successfully an accredited diploma or associate degree program also with certification by a state governmental agency or a national professional accrediting organization in the following fields: Clinical Medical Assistant, Cytotechnologist, Dental Hygienist, Emergency Medical Technician, Medical Laboratory Technician, Nuclear Medicine Technologist, Occupational Therapy Assistant, Physical Therapy Assistant, Radiologic Technologist, Registered Nurse, Respiratory Therapist.

Hotel Management Program

Degree Requirements:

Degree: Bachelor of Science with a major in hotel management.

Major: HTM 111, 112, 211, 222, 231, 311, 322, 331, 411, 422, 431; ACT 161, 162; ECN 101; MGT 330, 340, 420, 485; ENG 210; PHL 360 (60 credits).

Minor: HTM 111, 112, 211, 222, 231, 311; ACT 161 (21 credits).

Courses in Hotel Management (HTM):

111. Introduction to the Hospitality Industry. History, development and operation of the hospitality industry. Emphasis on current organization, problems, opportunities and trends. Overview of how the hospitality industry functions in the world economy. Management orientation stressed. 3 credits.

112. Front Office Management. An analysis of the integrated functions of the front office and housekeeping departments. Topics include work and information flow within and between departments, demand forecasting, pricing strategies, reservations and control, front desk responsibilities, guest services, emergency procedures, night auditing, and a general introduction to the art of innkeeping. Materials, equipment and techniques involved in the housekeeping function will also be analyzed. Prerequisite: HTM 111. 3 credits.

211. Hotel Law. Fundamentals of hotel law including innkeeper laws and dramshop laws. The case study method develops an awareness and understanding of the legal problems confronting hotel managers. 3 credits.

221. The Psychology and Sociology of Leisure. An analysis of the fundamental psychological and sociological concepts and theories related to the motivation for travel. Review of consumer behavior in the hotel industry. Evaluating customer needs and services. Prerequisite: HTM 111 or permission. 3 credits.

222. Food and Beverage Management I. Introduction to the food and beverage functions with emphasis on menu planning and purchasing. Includes fundamentals and language, systems, equipment, operational responsibilities, management organizational patterns, nutrition, storage, and sanitation. Prerequisite: HTM 111. 3 credits.

231. Supervised Field Experience: Front Office Management. Emphasizes selected aspects of front office management. Accompanied by readings, reports, journals, and faculty conferences. One hundred thirty-five (135) hours of field work in the hotel industry. Prerequisite: HTM 112 and permission. 3 credits.

311. Advanced Hotel Management. An analysis of the following aspects of hotel organizations: health, safety and security; building and grounds; equipment purchase, repair and maintenance; facilities design; renovation and maintenance; internal controls; and energy management. Prerequisite: HTM 112. 3 credits.

322. Food and Beverage Management II. Analysis of the food and beverage functions with emphasis on production and services. Prerequisite: HTM 112. 3 credits.

331. Supervised Field Experience: Marketing. Emphasizes selected aspects of marketing techniques and research. Accompanied by readings, reports, journals, and faculty conferences. One hundred thirty-five (135) hours of field work in the hotel industry. Prerequisite: HTM 112, MGT 340 and permission. 3 credits.

411. Hotel Financial Management. To develop an understanding of common techniques and methods by which management in the hospitality industry can interpret, analyze, and make decisions based on information provided by the accounting system. Prerequisite: ACT 161,162. 3 credits.

422. Food and Beverage Management III. Advanced analyses of the food and beverage functions with emphasis on cost control and profit planning. Relevant computer software applications are reviewed in depth. Prerequisite: HTM 322. 3 credits.

431. Supervised Field Experience: Accounting and Finance. Emphasizes selected aspects of accounting and financial management concepts and techniques. Accompanied by readings, reports, journals, and faculty conferences. One hundred thirty-five (135) hours of field work in the hotel industry. 3 credits.

International Business Program

The program in international business provides an opportunity to integrate the study of business with the knowledge of a foreign language and culture. It is designed to equip students with the background and skills necessary to work with foreign corporations within the United States and with American corporations abroad. While acquiring a strong liberal arts background, students who elect this major will receive training in accounting, management, economics and political science. They also will become familiar with a foreign culture and will acquire proficiency in French, German or Spanish. International business majors are encouraged to apply for internships to gain valuable field experience.

Degree Requirements:

Degree: Bachelor of Science with a major in international business.

Major: ACT 161, 162; ECN 101, 102, 332; MGT 233, 330, 340, 361, 376, 485; two courses from PSC 130, 210, or 312; MAS 150 or 161 or 111; MAS 170 or 270, or 372; FRN, GMN, SPA 315, 316; and two other courses in the selected foreign language above the intermediate level (57 credits).

International business majors must complete an international internship working for a corporation in a foreign setting or participate in a study abroad program as part of their major requirement. Internships must be approved by the department chairperson. Prerequisite: junior/senior standing.

Management Program

Degree Requirements:

Degree: Bachelor of Science with a major in management.

Major: ACT 161, 162; ECN 101, 102; ENG 210; MGT 233, 322, 330, 340, 361, 371, 460, 483, 485; MAS 150 (or 111 or 161); MAS 170 (or 270 or 372); PHL 360 (51 credits).

Minor: ACT 151 or 161; ECN 101; MGT 233 or CSC 125; MGT 330, 340, 371; 3 credit hours of management electives (18 credits).

Courses in Management (MGT):

100. Business and Its Environment. An overview of business operations for the non-business major. Specialized fields within business organizations are analyzed. The environment and the role of business in modern society are examined. Not open to accounting, economics, management, or international business majors. 3 credits.

233. Computer Applications in Business. An introduction to personal computers and their use as a business management tool. Through classroom instruction and laboratory exercises students learn computer applications that influence managerial decision-making processes. Topics include word processing, business graphics, electronic spreadsheets and database management. Prerequisite: ACT 151 or 161, ECN 101 or 102, or permission. 3 credits. {Cross listed as Accounting 233 and Economics 233.}

250. Real Estate Fundamentals and Practice. This course acquaints the student with aspects of listing, selling, and leasing property. Includes listing and selling techniques; contracts; financing including FHA and VA; qualifying the customer; settlement procedures including prorations; and special fields of real estate such as development and construction. 3 credits.

322. Quantitative Methods. An introduction to some of the quantitative methods used in modern management and economics. Topics include probability concepts, forecasting, decision theory, linear programming, queuing theory, network models, and Markov analysis. Prerequisites: C- or above in MAS 150 and 170, and junior standing. 3 credits. {Cross-listed as Economics 322.}

325. American Business History to 1920. An analysis of the role of business in America from the colonial period to 1920. Topics include managerial leadership, entrepreneurship, the development of the American economy, and the relationships between business, government, trade unionism and society. 3 credits. {Cross listed as History 325.}

326. American Business History Since 1920. An analysis of the role of business in America during the 20th century. Topics include managerial leadership, entrepreneurship, the development of the American economy, and the relationships between business, government, trade unionism and society. 3 credits. {Cross listed as History 326.}

330. Principles of Management and Organizations. A study of management principles, organizational theory, and administrative techniques as applied to the effective and efficient operation of both profit and nonprofit organizations. Emphasizes the organization's structure, leadership, interpersonal relationships, and managerial functions. Prerequisite: junior standing or permission. 3 credits.

340. Principles of Marketing. An overview of marketing from the management perspective.

Topics include marketing strategies; marketing research; consumer behavior; selecting target markets; developing, pricing, distributing, and promoting products and services and non-profit marketing. Prerequisite: junior standing or permission. 3 credits.

341. Consumer Behavior. Analysis of factors affecting purchase decisions in the marketplace; application of behavioral and social science concepts to the study of consumer behavior. Emphasis on use of knowledge of consumer behavior for marketing decisions. Prerequisite: MGT 330 and MGT 340, or permission. 3 credits.

350. Organizational Behavior and Development. A detailed study of theories and models of organizational behavior and development, with emphasis on the practical application of these models in the workplace to improve individual, group, and organizational performance. Prerequisite: junior standing and MGT 330, or permission. 3 credits.

361. Managerial Finance. A study of financial management covering analysis of asset, liability and capital relationships and operations; management of current assets and working capital; capital planning and budgeting; capital structure and dividend policy; short and intermediate term financing; internal and external long term financing; mergers and acquisitions; multinational operations; and corporation failures and liquidation. Prerequisite: ACT 152 or ACT 162; ECN 101, 102; MGT 322. 3 credits.

362. Investments. An analysis of investment and its relation to other economic, legal, and social institutions. The course includes discussion of investment principles, machinery, policy, management investment types, and the development of portfolios for individuals and institutions. Prerequisite: MGT 361. 3 credits.

364. Advertising. The role advertising plays in American life and its effect upon consumer behavior. Analysis of media strategies, functions of advertising agencies, creation of successful advertisements, and the legal and ethical restraints on advertising. Prerequisite: MGT 340. 3 credits.

371. Business Law I. Elementary principles of law relating to the field of business. The course covers contracts, government regulation of business, consumer protection, bankruptcy, personal property, real estate, bailments, insurance and estates. 3 credits.

372. Business Law II. A study of the elementary principles of law relating to business. Covers the areas of agency, employment, commercial paper, security devices, partnerships, corporation, estates. 3 credits.

376. International Business Management. Studies management techniques and procedures in international and multinational organizations. Prerequisite: MGT 340. 3 credits.

380. Small Business Management. A study of small business, including organization, staffing, production, marketing, and profit planning. Cases are used extensively in presenting the course material. Prerequisite: ACT 152 or 162, MGT 330, or permission. 3 credits.

384. Marketing Research. This course is an introduction to the methodology of marketing research. Specific topics covered include problem formulation, research design, sample design, data collection, analysis and interpretation of data, and presentation of research findings. Prerequisite: MGT 330 and MGT 340. 3 credits.

420. Human Resource Management. This course examines the problems in effectively recruiting, selecting, training, developing, compensating, and disciplining human resources. It includes discussions on both equal employment opportunity and labor-management relations. Prerequisite: MGT 330 or permission. 3 credits.

425. Labor Management Relations. Emphasizes origin, growth, and development of labor organizations and their impact on management practices. Topics include legislation affecting industrial relations; collective bargaining; contract administration; industrial jurisprudence; and arbitration. Prerequisite: MGT 330 or permission. 3 credits.

460. Management Information Systems. Examines data sources and the role of information in management planning, operations, and control in various types of business environments. Treats information as a key organization resource parallel to people, money, materials, and technology. Prerequisite: ACT 152 or 162, MGT 233, MGT 330, or permission. 3 credits.

480. Contemporary Issues in Management. A study of contemporary issues that managers will be called upon to deal with in the management of business and organizations. Topics will include: drug testing in the workplace, the effect of AIDS in business, dual career couples, sexual harassment, stress and executive burnout, equal employment opportunity, benefits, business ethics, unions and management, non-smoking policies, eldercare, childcare and the workplace. Prerequisite: junior or senior standing, or permission. 3 credits.

483. Production and Operations Management. An overview of the production/operations management function as applied to both manufacturing and service organizations. It provides a background of the concepts and processes used in the production/service operations area. Integrated throughout are considerations of the information systems, the people involved, the quantitative techniques employed, and the international implications. Prerequisite: MGT 322 and MGT 330, or permission. 3 credits.

485. Business Policy. A capstone course to study administrative processes under conditions of uncertainty, integrating prior studies in management, accounting, and economics. Uses case method and computer simulation. Prerequisites: MGT 330, 340, 361 and senior standing, or permission. 3 credits.

487. Health Care Management. A capstone course to study the administrative processes of America's health care industry including institutional infra-structure, governance systems, financial systems, personnel systems, quality controls, nursing and clinical services, and marketing. The course integrates prior study in health care, management, accounting, and economics. Students will develop problem solving skills and an appropriate management style. Prerequisite: senior standing or permission. 3 credits.

Faculty

Donald C. Boone, assistant professor of hotel management.

M.B.A., Michigan State University.

He has 18 years of hotel industry experience and has taught several years in Hotel Management programs. Mr. Boone serves as Coordinator of the Hotel Management Program and teaches Hotel Management, Management and Accounting. Mr. Boone has received the designation of CHA, and is a non-practicing CPA.

Daniel A. Cesta, assistant professor of accounting.

M.S., State University of New York at Albany.

Mr. Cesta has over four years experience in the public sector as a CPA. He teaches Principles of Accounting, Financial Accounting, Managerial Accounting, Auditing, and Governmental and Non-Profit Accounting.

Sharon F. Clark, associate professor of management. Chairperson.

J.D., University of Richmond.

She has several years experience in private law practice and several years as a supervisory tax attorney with the Internal Revenue Service. Dr. Clark teaches corporate income tax and a variety of management courses including Human Resource Management, Business Law, Labor-Management Relations, Hotel Law, and Contemporary Issues in Management. Dr. Clark also serves as a consultant to several corporations on issues in the workplace, including the American Work Disabilities Act and Sexual Harassment.

Robert W. Leonard, associate professor of management.

M.B.A., Ohio State University.

M.A., St. Francis Graduate School of Industrial Relations

Mr. Leonard teaches Managerial Finance, Principles of Management, Management Information Systems, Production Operations Management, Organizational Behavior and Development, Labor-Management Relations, and Computer Applications. Mr. Leonard is also director of Lebanon Valley's Supervisory Management Institute.

Barney T. Raffield III, associate professor of management.

Ph.D., Union Graduate School.

Dr. Raffield teaches courses in Marketing, Business Policy, Advertising, Consumer Behavior, and International Business Management. He has just completed co-authoring a textbook on Marketing Management. Dr. Raffield also provides consulting work for several area small businesses in the areas of marketing and advertising.

Gail Sanderson, assistant professor of accounting.

M.B.A., Boston University.

A C.P.A., Ms. Sanderson has professional experience in accounting (public and private sectors); income tax; computer systems analysis and design. Ms. Sanderson teaches Financial and Managerial Accounting, Cost Accounting, Individual Income Tax, Intermediate Accounting, Management Information Systems, and Advanced Accounting.

Barbara S. Wirth, assistant professor of accounting.

M.B.A., Lehigh University.

Ms. Wirth has worked in the public sector as a C.P.A. for eight years. She teaches Auditing, Governmental and Non-Profit Accounting, Principles of Accounting, and Managerial Accounting.

Sharon L. Worley, instructor of management and accounting.

B.A., San Jose State College.

Ms. Worley has many years experience in the public sector as a C.P.A. and corporate controller. She teaches Quantitative Methods, Financial Accounting and Managerial Accounting and also serves as a management consultant to area businesses.

Robert W. Biddle Jr., adjunct instructor in hotel management.

Ed.M., The Pennsylvania State University.

Mr. Biddle is Culinary Arts Instructor at Milton Hershey School.

Ordelia W. Jennings, adjunct assistant professor of accounting.

M.B.A., Rutgers University.

Ms. Jennings has worked in the public sector as a CPA and has several years of industry experience with a Fortune 500 corporation. Ms. Jennings teaches Financial and Managerial Accounting, Intermediate Accounting, Individual Income Tax, and Corporate Income Tax.

Michael C. Zeigler, adjunct instructor in management.

B.S., The Pennsylvania State University.

Mr. Zeigler is Director of User Services at Lebanon Valley College and teaches Computer Applications in Business.



Dr. Raffield, associate professor of management, takes a moment to discuss an assignment with a student.

DEPARTMENT OF MATHEMATICAL SCIENCES

The Lebanon Valley College Department of Mathematical Sciences has long offered a rigorous mathematics program within the context of a liberal arts education. Today an increasing national need for mathematically prepared individuals has made our program even more attractive. Computer scientists, secondary school mathematics and computer science teachers, college professors in mathematical sciences, actuaries, operations research analysts, and statisticians are in high and continuing demand. In addition, the mental discipline and problem solving abilities developed in the study of mathematics have long been recognized as excellent preparation for numerous and varied areas of work or study.

The department offers majors in actuarial science, computer science, applied computer science, and in mathematics, and minors in computer science and in mathematics.

Five students from this department have earned Fulbright Scholarships in recent years for graduate study abroad. Departmental graduates have earned Ph.D.s in physics, statistics and computer science as well as mathematics. Other graduates have completed law school. Many graduates are Fellows of the Society of Actuaries and the Casualty Actuarial Society. Regularly, nearly one-sixth of the Lebanon Valley students named to the *Who's Who in American Colleges and Universities* will be students from this department.

Actuarial Science Program

An actuary is a business professional who uses mathematical training to define, analyze and solve financial and social problems. Actuaries are employed by insurance companies, consulting firms, large corporations, and the federal and state governments. The Society of Actuaries and the Casualty Actuarial Society establish and monitor the professional qualifications of actuaries through a series of rigorous examinations.

The Actuarial Science program at Lebanon Valley College was established in the mid 1960s and is coordinated by Professor Hearsey, an Associate of the Society of Actuaries. Lebanon Valley College has nearly 100 alumni working in the actuarial profession. The coursework is selected to provide a foundation in mathematics, accounting and economics and to prepare students for courses 100–150 of the Society of Actuaries syllabus and parts 1–4 of the Casualty Actuarial Society syllabus. A student may prepare for additional examinations through independent study. Lebanon Valley College is the only small undergraduate liberal arts college in North American with such an extensive actuarial science major. Lebanon Valley has had nearly 100 percent placement of actuarial science graduates, with graduates employed by over 50 organizations.

Degree Requirements:

Degree: Bachelor of Science with a major in actuarial science.

Major: Three of ASC 385, 481, 482, 484; CSC 125; MAS 111, 112, 202, 222, 371, 372, 471 and one of MAS 363 or 335; ECN 101, 102; ACT 151, 152 or 161, 162. (52 credits.) The Course 100/Part 1 examination of the actuarial societies must be passed before the end of the semester preceding the graduation semester.

Courses in Actuarial Science (ASC):

385. *The Theory of Interest.* Measurement of interest, the time value of money, annuities, amortization and sinking funds, bonds and related securities, depreciation and capitalized cost. Prerequisite: MAS 112. 3 credits.

481,482. *Actuarial Mathematics I and II.* Survival distributions and life tables; life insurance; life annuities; net premiums; premium reserves; multiple life functions; multiple decrement models; valuation theory for pension plans; the expense factor; and non-forfeiture benefits and dividends. Prerequisite: Core. (MAS 111,112,202,222, CSC 125). Corequisite: MAS 371,372. 3 credits each.

484. *Casualty Actuarial Mathematics.* An introduction to mathematical techniques of casualty actuarial work including credibility theory, risk theory, and losses distributions. Prerequisite: Core. Corequisite: MAS 372. 3 credits.

Computer Science Program

In new facilities and with a wide range of available computer equipment, the department offers a flexible program in computer science. Two distinct majors offer opportunities and challenges for the theoretically minded, and for those whose interests are directed towards applications.

The program in computer science was recently revised and all courses were modified to reflect the latest changes in the field, both in hardware and in software. The result is a compact sequence of courses of introductory material and in specialized advanced topics that allow immediate adaptation of the state of the art, and to the interests of the students. Particular attention is given to graphics and its application to fractals.

Separate computer laboratories in the department and in the computer center allow the students liberal access to a large variety of microcomputers and to a DEC VAX system. An expanding network facilitates the use of major operating systems and allows experimentation with some of the latest computer communication devices.

Degree Requirements:

Degree: Bachelor of Science degree with a major in applied computer science; Bachelor of Science degree with a major in computer science.

Major: (Applied Computer Science) CSC 125, 148, 249, 282, 321, 448, 481 or 344, 400 or 500; ENG 210 or 216; MAS 111 or 161, 251, 270; 15 coordinated hours in an area of computer application to be arranged with adviser (51–53 credits).

Major: (Computer Science) CSC 125, 148, 249, 282, 321, 344, 481, 482 or 448, 400 or 500; ENG 210 or 216; MAS 111, 112, 202, 222, 251, 270 (52 credits).

Minor: (Computer Science) CSC 125, 148, 249, 282, and one CSC course numbered 300 or higher; MAS 161,251 (21 credits).

Note: No course outside of the core (MAS 111, 112, 202, 222, CSC 125) may be used to meet the requirements of more than one major or minor within the Department of Mathematical Sciences.

Courses in Computer Science (CSC):

125. Computer Tools: An Introduction to Computer Science. Introduction to fundamental concepts of computer science through exploration of application software. Topics include: information storage, retrieval, and communication, user interfaces, algorithms, spreadsheet, data bases, and expert systems. 3 credits.

148. Computers and Programming in Pascal. Introduction to programming in Pascal. Prerequisite: CSC 125. 3 credits.

170. Computers and Programming in Basic. Introduction to the basic concepts and terminology of computer hardware, software, operating systems and languages. Programming in Basic. Cannot be used toward a major in computer science or applied computer science. 3 credits.

249. Advanced Programming with C++. Features of the C language. Functions, strings, pointers, structures, files, objects, libraries and multiple modules. Prerequisite: CSC 148. 3 credits.

282. Data Structures. Lists, stacks, queues, trees, tables and networks. Prerequisite: CSC 249, MAS 251. 3 credits.

321. Survey of Computer Languages: FORTRAN, COBOL, and C. Syntax, mechanics of writing programs, and evaluation of the languages. Prerequisite: CSC 148. 3 credits.

344. Computer Architecture with MACRO. The organization of computers. Topics include instruction sets, registers, memory, devices and interrupts. Prerequisite: CSC 249. 3 credits.

448. Database Management. Database structure and implementation. Prerequisite: CSC 282. 3 credits.

481,482. Advanced Topics in Computer Science I,II. Topics to be selected from current areas of interest and concern in computer science. Possible topics include graphics, compiler construction, operating systems, networks, and artificial intelligence. Prerequisites: CSC 282, MAS 251. 3 credits per semester.

Mathematics Program

The increasing role of technology in modern society and the broadening scope of the scientific paradigm have generated a growing need for mathematicians in business, industry and government. Also, the national goal of improving the mathematical competence of high school graduates has created a demand for teachers and professors in mathematics that will not subside for many years. A bright and rewarding future awaits anyone who chooses

mathematics as his or her profession.

The department continues its reputation of preparing its students for a variety of mathematical specialties by maintaining high standards of performance. A full roster of traditional courses, seminars, and independent study prepares our students for a career or graduate study.

A group of core courses sets the foundations of mathematical knowledge and gives the student time to discover the direction of his or her interest. Advanced courses prepare the student for graduate study, the teaching profession, and a variety of careers in statistics, operations research, and research and development in industry and business.

Close cooperation with other departments allows the student also to have a major or minor in another field to enhance the opportunities after graduation.

Degree Requirements:

Degree: Bachelor of Science with a major in mathematics.

Major: MAS 111, 112, 202, 222, 251, five additional MAS courses numbered 200 or higher subject to: no more than one numbered below MAS 300, at least one of 270 or 372, at least one of 322, 325, 411, 412, at least one of 335, 363; MAS 498, MAS 499; CSC 125 (39 credits).

Minor: MAS 161, 162, 202, 222, 251, and one MAS course numbered 300 or higher; CSC 125 (22 credits).

The mathematics minor is not available for actuarial science majors. No course outside of the core (MAS 111, 112, 202, 222, CSC 125) may be used to meet the requirements of more than one major or minor within the Department of Mathematical Sciences.

Secondary Teacher Certification: Students seeking secondary certification in mathematics must take MAS 360 and 21 credits in education courses including EDU 110, and SED 420, 430 and 440.

Courses in Mathematics (MAS):

100. Concepts of Mathematics. A study of a variety of topics in mathematics. Topics may include: patterns and inductive reasoning, calculators, number systems, nature of algebra, interest, installment buying, and geometric concepts. 3 credits.

102. Pre-Calculus, Algebra and Trigonometry. A review of college algebra and trigonometry. Algebraic expressions and equations, inequalities, absolute value, exponents, logarithms, functional notation, graphs of functions, systems of equations, modeling and work problems, angular measurement, trigonometric functions, identities, formulas, radian measure, graphs of trigonometric and inverse functions. 3 credits.

111,112. Analysis I,II. A rigorous calculus sequence for departmental majors and other students desiring a theoretical presentation of elementary calculus. Prerequisite: placement

testing or MAS 102. 5 credits per semester.

150. Finite Mathematics. Introduction to finite mathematics with emphasis on economic and business applications. Topics include sets, lines and systems of equations, matrices, linear programming, probability, statistics, Markov processes, mathematics of finance. 3 credits.

161. Calculus I. The first course of a calculus sequence with emphasis on applications. Functions and limits, differentiation, integration, introduction to logarithm and exponential functions. Prerequisite: placement testing or MAS 102. 3 credits.

162. Calculus II. Continuation of topics from MAS 161. Additional applications of differentiation and integration, logarithm and exponential functions, inverse trigonometric and hyperbolic functions, improper integrals, Hôpital's rule, infinite series, and conic sections. Prerequisite: MAS 161. 4 credits.

170. Elementary Statistics. Elementary descriptive and inferential statistics. Topics include graphical representation, measure of central tendency, probability, binomial distribution, normal distribution, hypothesis testing, and estimation. 3 credits.

202. Foundations of Mathematics. Introduction to logic, set theory and cardinal numbers. Prerequisite: MAS 112 or MAS 162. 3 credits.

211. Analysis III. Continuation of Analysis I,II and Calculus I and II. Prerequisite: MAS 112 or MAS 162. 3 credits.

222. Linear Algebra. Vectors, matrices, and systems of equations. Prerequisite: MAS 112 or MAS 162. 3 credits.

251. Discrete Mathematics. Introduction to mathematical ideas used in computing and the information sciences logic, boolean algebra, sets and sequences, matrices, combinatorics, induction, relations, and finite graphs. Prerequisite: MAS 111 or MAS 161. 3 credits.

266. Differential Equations. First and second order differential equations, partial differential equations. Prerequisite: MAS 211. 3 credits.

270. Intermediate Statistics. An advanced version of MAS 170. Prerequisite: MAS 111, 161 or permission of instructor. 3 credits. (Credit may not be received for both MAS 170 and 270.)

322. Abstract Algebra. Fundamentals of groups, rings, fields. Prerequisite: MAS 222. 3 credits.

325. Geometry. Axiomatic development of Absolute, Euclidean and non-Euclidean geometries. Prerequisite: MAS 112 or MAS 162. 3 credits.

335. Operations Research I. Linear programming, dynamic programming, integer program-

ming, queueing theory, project scheduling, stochastic simulation, and decision analysis. Prerequisite: MAS 222,371. 3 credits.

336. Operations Research II. Continuation of topics from MAS 335, and selected topics from goal programming, network analysis, game theory, stochastic processes, inventory theory, forecasting, and reliability. Prerequisite: MAS 335. 3 credits.

360. The Teaching of Mathematics in Secondary Schools. A course for those preparing to teach mathematics at the secondary level. Topics include: issues and trends in mathematics education, history of mathematical pedagogy, enrichment and professional development resources, teaching techniques, and use of technology. Prerequisite: Core. 3 credits.

363. Numerical Computation. A survey with topics from: finite arithmetic, root-finding algorithms, numerical integration and differentiation, interpolation, systems of equations, splines, numerical solution of differential equations, Monte Carlo methods, optimization, least squares. Prerequisite: MAS 112 or MAS 162 and CSC 125. 3 credits.

371. Mathematical Probability. Random variables, discrete and continuous and distributions. Prerequisite: MAS 112. 3 credits.

372. Mathematical Statistics. A theoretical introduction to estimation, tests of hypotheses, regression, and analysis of variance. Prerequisite: MAS 371. 3 credits.

411. Real Analysis. Topology of the real numbers. Continuity, convergence. Measure theory, Lebesgue Integration. Prerequisite: Core. 3 credits.

412. Functions of a Complex Variable. Analytic functions. Cauchy theorem, conformal mapping. Prerequisite: Core. 3 credits.

471. Applied Statistics. An application oriented presentation of analysis of variance, regressions, and time series analysis. Prerequisite: MAS 372. 3 credits.

498. Problem Solving/Recreational Math. A survey of interesting, challenging, and entertaining problems with emphasis on problem solving techniques. Prerequisite: Core. 1 credit.

499. Famous Problems. A survey of famous problems from mathematics; solved and unsolved, ancient and modern. Prerequisite: Core. 1 credit.

Faculty

Michael D. Fry, associate professor of mathematical sciences.

Ph.D., University of Illinois.

Dr. Fry is president of the Susquehanna Valley Chapter of the Association for Computing Machinery, and is a member of the Executive Board of the Eastern Pennsylvania and Delaware Section of the Mathematical Association of America. His interests include geometry of fractals, mathematical computing, analysis of algorithms, graphics, and programming from machine language up. He teaches courses at all levels in computer science, statistics, upper level geometry and algebra, and other mathematics courses.

Bryan V. Hearsey, professor of mathematical sciences. Chairperson. Coordinator, Actuarial Science Program.

Ph.D., Washington State University.

Dr. Hearsey is an Associate of the Society of Actuaries, serves on the Society of Actuaries Career Encouragement Committee, and is the Society of Actuaries Liaison Representative to the Mathematical Association of America. He is a member of the Mathematical Association of America and serves on their American Junior High School Exam Committee and on the Committee on American Mathematics Competitions. He teaches actuarial science courses and a broad range of mathematics courses.

Thomas Jyh-cheng Liu, assistant professor of mathematical sciences.

Ph.D., University of Illinois.

Dr. Liu has earned an M.S. each in Computer Science and Engineering. He is a multidiscipline researcher and teacher. He is interested in computer architecture, artificial intelligence, computer applications in natural science and applied mathematics. He teaches a broad range of computer science courses and applied mathematics courses.

Joerg W. P. Mayer, professor of mathematical sciences.

Ph.D., University of Giessen.

Dr. Mayer has extensive experience in undergraduate and graduate teaching, and in government and industrial consulting. His publications range from mathematical research to educational philosophy, including numerous reviews in mathematical and computer sciences, and textbooks on algebraic topology and computer assembly language. His teaching interests lie in advanced mathematics and basic computer science.

Horace W. Tousley, associate professor of mathematical sciences.

M.S.I.E. (OR), University of Alabama.

Mr. Tousley is a career military logistician and operations research practitioner. He is interested in mathematical modeling, quantitative methods, and applications. He teaches operations research, selected upper division courses, and a broad range of other courses.

Mark A. Townsend, associate professor of mathematical sciences.

Ed.D., Oklahoma State University.

Dr. Townsend is most interested in numerical analysis, applied mathematics, teacher education, and innovative methods for teaching mathematics to college students. He is a

recipient of LVC's Vickroy Award for Distinguished Teaching. He teaches a wide range of mathematics courses, from freshman level courses for humanities and business majors to upper level courses for math majors.

Timothy M. Dewald, adjunct instructor in mathematical sciences.

M.Div., Andover Newton Theological School.

Rev. Dewald is interested in the history of mathematics and enjoys teaching students with "math anxiety". He teaches the pre-calculus course and Concepts of Mathematics. He is a winner of the Knisely Teaching award.

John F. Nau Jr., adjunct assistant professor of mathematical sciences.

M.S., Rensselaer Polytechnic Institute.

Interested in mathematical modeling in teaching systems management. Teaching specialty is applied mathematics.



Computer applications are an integral part of the mathematics program.

MILITARY SCIENCE PROGRAM

The Military Science Program adds another dimension to a Lebanon Valley College liberal arts education with courses that develop a student's ability to organize, motivate and lead.

Participation in military science courses during the freshman and sophomore years results in no military obligation. Courses during these years orient students on the various roles of Army officers. Specifically, these courses stress self-development: written and oral communication skills, leadership, bearing and self-confidence.

Individuals who elect to continue in the program during the junior and senior years shall receive a commission as a second lieutenant in the United States Army upon graduation. They shall be required to serve three months to four years in the active Army, depending upon the type of commission.

Options are available for those individuals who encounter scheduling conflicts or who desire to begin participation after their freshman year. Contact the Professor of Military Science, Dickinson College, 717-245-1221, for further information.

Program participants may take part in various enrichment activities during the academic year: rappelling, rifle qualification, cross-country skiing, white-water rafting, leadership exercises, land navigation, orientation trips and formal social functions. Program participants may also apply for special training courses during the summer: airborne, air assault and northern warfare schools.

Financial Assistance: Books and equipment for military science courses and the ROTC program are provided free of charge to all cadets. All juniors and seniors in the ROTC program (Advanced Course) and scholarship cadets are paid a tax-free subsistence allowance of \$100 per month and receive certain other benefits.

Scholarships: Army ROTC scholarships based on merit are available. Recipients receive 80 percent tuition (Lebanon Valley College will provide a 20 percent supplement to the 80 percent tuition for qualified applicants), academic fees, a semester allowance for books and supplies, and a \$100 per month subsistence allowance. Cadets and other Lebanon Valley students may compete for three-year (starts in sophomore year) scholarships. Recipients agree to a service obligation. For additional information, contact the Professor of Military Science, Dickinson College, 717-245-1221.

Corresponding Studies Program: Students participating in an off-campus study program in the United States or abroad may continue participation in either the Army ROTC Basic Course or Advanced Course and receive the same course credit and benefits as a student enrolled in the on-campus program. Scholarship students also are eligible to participate in this program.

Advanced Leadership Practicum: The practicum consists of a six-week summer training program at an Army installation that stresses the application of military skills to rapidly

changing situations. Participants are evaluated on their ability to make sound decisions, to direct group efforts toward the accomplishment of common goals and to meet the mental and physical challenges presented to them. Completion of this practicum is required prior to commissioning and is normally attended between the junior and senior years. Participants receive room, board, travel expenses, medical care, and pay.

Degree Requirements:

Requirements: MIL 101, 102, 201, 202, 301, 302, 401, 402; HIS 327.

Courses in Military Science (MIL):

101,102. Introduction to Military Science. Emphasizes developing self-confidence and bearing. Instruction and weekly practical training in the basic skills of map reading, rappelling, weapons, communications, first aid, tactical movements, customs, courtesies, public speaking, and leadership. Meets one hour per week, two or three Saturdays of adventure training and one formal social event each semester. 1 credit each semester.

201,202. Application of Military Science. Advanced instruction in topics introduced in the first year. Participation in operations and basic tactics to demonstrate leadership problems and to develop leadership skills. Meets two hours per week each semester. Also two to three Saturdays of adventure training and one formal social event each semester. 1 credit each semester.

301,302. Advanced Application of Military Science. Emphasis on leadership. Situations require direct interaction with other cadets and test the student's ability to meet goals and to get others to do the same. Students master basic tactical skills of the small unit leader. Meets two hours per week and selected weekends each semester. Prerequisite: Open only to Advanced Course cadets. 1 credit each semester.

401,402. Command and Staff. Emphasis is placed on developing planning and decision-making capabilities in the areas of military operations, logistics, and administration. Meets two hours per week and selected weekends each semester. Prerequisite: Open only to Advanced Course cadets. 1 credit each semester.

Faculty

Deborah L. Geiger, adjunct assistant professor of military science.
M.S., Virginia Polytechnic Institute. Captain, United States Army.

Robert Knight, senior trainer of military science.
A.S., Fayetteville Technical Institute. Master Sergeant, United States Army.

Michael MacWelch, adjunct instructor of military science.
B.A., Frostburg State University. Captain, United States Army.

Harry Owens, professor of military science.
J.D., Detroit University of Law. Lieutenant Colonel, United States Army.

DEPARTMENT OF MUSIC

Students in the Department of Music may major in one of three areas: music, music education, or sound recording technology. Each student, regardless of major, is required to take a core of courses in music theory and music history. Each student also completes additional course work particular to his/her area of interest.

Music Program

Music majors will exhibit proficiency at the piano and in voice, each to be determined by jury. Precise requirements for these proficiencies and the Recital Attendance requirement are found in the Department of Music Student Handbook. To prepare for proficiency juries, students can take MSC 510 and/or 520. Music majors will be in at least one major performing ensemble (identified as either Marching Band, Symphonic Band, Concert Choir, or Symphony Orchestra) each fall and spring semester. All students may earn up to 12 credits for ensemble participation. They will enroll in private study on their principal instrument/voice during each fall and spring semester.

Students registered for private instruction in the department are not permitted to study in that instructional area on a private basis with another instructor, on or off campus, at the same time.

Degree Requirements:

The Bachelor of Arts in Music (B.A.) is designed for those students preparing for a career in music with a strong liberal arts background. All B.A. candidates will take an hour lesson per week in their principal performance medium. The Theory/Composition concentration students will take 530 private applied and 530 individual composition each semester to fulfill this requirement. B.A. in Music students are expected to give a one-half junior recital, and a full senior recital. These are given in consultation with and at the recommendation of their private instructor and a pre-performance jury. Concentrations identified in the Department of Music Student Handbook include: Piano, Organ, Voice, Instrumental, Sacred Music, and Theory/Composition.

Degree: Bachelor of Arts in Music.

Majors: Core courses in all music degree programs are: MSC 099, 115, 116, 117, 118, 215, 217, 246, 328, 341 and 342. MSC 530 for B.S. and B.M. candidates, and MSC 540 for B.A. candidates. In addition, music majors will be in either MSC 601, 602, 603 or 604 each semester, exceptions noted previously.

Music (B.A.): Core courses plus: Piano concentration: MSC 216, 306, 316, 406 and 600; Voice concentration: MSC 216, 233, 326 and 327; Organ concentration: MSC 216, 316, 351, and 352; Instrumental concentration: MSC 216, 345, 403, 405 and 416; Sacred Music concentration: MSC 216, 347, 351 or 334, and 422; Theory/Composition concentration: MSC 216, 315, 329, 416 and 500: Senior Composition Project.

Minor: MSC 099 (two semesters), 100, 115, 116, 117, 341 or 342 plus one music literature elective: MSC 120, 200, 341 or 342. Minors also take MSC 530 for four semesters and must participate in a music ensemble for four semesters.

Student Recitals

Student recitals are of inestimable value to all music students in acquainting them with a wide range of the best music literature, and in developing musical taste and discrimination. Performing in a recital provides the experience of appearing before an audience and helps to develop self reliance and confident stage demeanor. Students at all levels of performance ability appear on regularly scheduled student recitals depending on their degree program, performance readiness, and in consultation with the private teacher.

Courses in Music (MSC):

099. Recital Attendance. Designed for music majors and minors and graded on a Satisfactory/Unsatisfactory basis. Music core course. 0 credits.

100. Introduction to Music. For the non-music major, a survey of Western music designed to increase the individual's musical perception. 3 credits.

110. Class Piano for Beginners. 1 credit.

111. Class Guitar for Beginners. Student provides their own instrument. 1 credit.

115. Harmony I. A study of the rudiments of music and their notation. Harmonization of melodies and basses with fundamental triads. Analysis. Music core course. 2 credits.

116. Harmony II. A study of diatonic tonal harmony, including all triads and seventh chords, nonharmonic material and elementary modulation. Music core course. 2 credits.

117. Ear Training and Sight Singing I. The singing and aural recognition of intervals, scales, triads and simple harmonic progressions. Music core course. 2 credits.

118. Ear Training and Sight Singing II. A continuation of MSC 117, emphasizing clef reading, modality, modulation and more complicated rhythmic devices and harmonic patterns. Music core course. 2 credits.

120. American Music History. A historical survey of American music emphasizing stylistic developments and illustrative musical examples from colonial times to the present. Includes American musical theater, jazz, folk and popular styles. 3 credits.

123. Brass I. A study of the trumpet and trombone. Emphasis on pedagogical techniques. 1 credit.

124. Brass II. A study of the remainder of the brass family (horn, baritone, tuba). Emphasis on pedagogical techniques. Mixed brass ensemble experience. 1 credit.

- 127. Percussion I.** A study of the snare drum. 1/2 credit.
- 200. Topics in Music.** Designed primarily for the non–music major, the course will focus on genre and period studies. 3 credits.
- 215. Harmony III.** A study of chromatic tonal harmony, including secondary dominants, augmented sixth chords, tertian extensions, altered chords and advanced modulation. Music core course. 2 credits.
- 216. Harmony IV.** A study of 20th century compositional techniques, including modal and whole–tone materials, quartal harmony, polychords, atonality, serialism and various rhythmic and metric procedures. 2 credits.
- 217. Ear Training and Sight Singing III.** A continuation of MSC 118, emphasizing chromatic materials and more complex modulations, chord types, rhythms and meters. Music core course. 2 credits.
- 220. Music in the Elementary School.** A course designed to aid elementary education majors in developing music skills for the classroom, including the playing of instruments, singing, notation, listening, movement, and creative applications. 3 credits. {Cross–listed as Elementary Education 220. }
- 228. Percussion II.** A study of the remainder of the percussion instruments (timpani, bass drum and others). 1/2 credit.
- 231. Woodwind I.** A study of the clarinet. 1 credit.
- 232. Woodwind II.** A study of the remainder of the woodwind family (flute, oboe, saxophone, bassoon). 1 credit.
- 233. Diction.** An introduction to the pronunciation of singer’s English, German, French, Italian, and Latin, utilizing the International Phonetic Alphabet. Required of voice concentration majors, the course is open to other students with permission of the instructor. 2 credits.
- 246. Principles of Conducting.** Principles of conducting and baton technique. Students conduct ensembles derived from class personnel. Music core course. 2 credits.
- 280. Field Practicum in Music Education.** Supervised field experiences in appropriate settings. Required pass/fail. Prerequisites: EDU 110 and permission. 1–3 credit(s).
- 306. Piano Literature.** A survey of the development of the piano and its literature with emphasis on piano methods books and related materials. 2 credits.
- 315. Counterpoint.** Introductory work in strict counterpoint through three– and four–part work in all the species. 2 credits.

316. Keyboard Harmony. Score reading and the realization of figured bass at the keyboard, transposition, and improvisation. The successful completion of a piano jury is required for admission to the course. 2 credits.

326. Vocal Literature. A survey of solo vocal literature with emphasis on teaching repertoire. Extensive listening is required. Students may have opportunities to perform the works studied. 2 credits.

327. Vocal Pedagogy. This course prepares the advanced voice student to teach private lessons at the secondary school level. Students are expected to develop vocal exercise procedures, become familiar with suitable teaching repertoire and apply teaching procedures in a laboratory situation. Selected writings in vocal pedagogy and voice therapy will be studied. 2 credits.

328. Form and Analysis I. A study through analysis and listening of simple and compound forms, variations, contrapuntal forms, rondo and sonata forms. Emphasis is placed primarily upon structural content. The course provides experience and skill in both aural and visual analysis. Music core course. 2 credits.

329. Form and Analysis II. A study through analysis and listening of fugal forms, suite, complex sonata forms and techniques for analysis of certain contemporary styles of music. 2 credits.

333. Methods and Materials, General Music: Elementary. A comprehensive study of general music teaching at the elementary school level, the philosophy of music education, varied approaches for developing conceptual learning and music skills, creative applications, and analysis of materials. 3 credits.

334. Choral Literature and Methods. A study of literature, materials, and approaches appropriate for choral and general music classes in grades 6–12. 3 credits.

335. Instrumental Literature and Methods. A study of literature, materials, philosophy, and methods applicable to the teaching of instrumental ensembles (including marching band) from elementary through high school levels. 3 credits.

336. Music Education Field Practicum. Students are placed in schools one hour per week where they are involved in a teaching/learning environment. 1 credit.

337. String I. A study of violin, viola, cello, string bass. 1 credit.

338. String II. A continuation of MSC 337. 1 credit.

341. History and Literature of Music I. A survey course in the history of Western music (in the context of world musics of various cultures), with emphasis on stylistic developments and illustrative musical examples, from early music through the Baroque era. 3 credits.

342. History and Literature of Music II. A survey course in the history of Western music (in the context of world musics of various cultures), with emphasis on stylistic developments and illustrative musical examples, from the classical period to the present. Music core course. 3 credits.

345. Advanced Instrumental Conducting. Emphasis on practical work with instrumental groups. Rehearsal techniques are applied through individual experience. 2 credits.

347. Advanced Choral Conducting. Emphasis is on advanced technique with and without baton, score preparation, interpretation and pedagogy relating to choral organizations. 2 credits.

351. Organ Literature. A historical survey of representative organ literature from earliest times to the present day. 2 credits.

352. Organ Pedagogy. Designed with a practical focus, this course surveys various methods of organ teaching. Laboratory teaching and selection of appropriate technical materials for all levels are included. 2 credits.

401. Instrument Repair. A laboratory course in diagnosing and making minor repair of band and orchestral instruments. 2 credits.

403. Instrumental Pedagogy. A survey of teaching materials that relate to the student's performance area. Students may be expected to apply teaching procedures in a laboratory situation. 2 credits.

405. Instrumental Literature. A survey of literature (solo and chamber) that relate to the student's performance area. 2 credits.

406. Piano Pedagogy. A practical course that explores fundamental principles necessary to be an effective piano teacher. Subjects include practice techniques, memorization and the selection of appropriate technical materials for both beginners and advanced students. Laboratory teaching may be required of the student. 2 credits.

416. Orchestration. A study of instrumentation and the devices and techniques for scoring transcriptions, arrangements and solos for orchestra and band, with special emphasis on practical scoring for mixed ensembles as they occur in public schools. Laboratory analysis and performance. Scoring of original works. 2 credits.

422. Church Music Methods and Administration. A course that acquaints students with the total church music program. Topics include the development of a choir program, methods and techniques of rehearsal, budget preparation, and committee and pastoral relationships. 3 credits.

441. Student Teaching. Music education majors spend a semester in the music department of a school district under the supervision of cooperating teachers. Prerequisites:

- (1) a cumulative grade point average of at least 2.00 during the first six semesters
- (2) successful completion of piano and voice juries
- (3) completion of music core courses and MSC 123, 124, 127, 216, 228, 231, 232, 316, 333, 334, 335, 336, including field experiences, 345 or 347 and EDU 110
- (4) approval of the music faculty. Students are responsible for transportation; the college cannot insure that student teaching placement can be in a local geographic area.

6/6 for a total of 12 credits.

500. Independent Study. See requirements on page 27. 1–3 credit(s).

510. Class Piano Instruction. Designed for music majors with minimal piano skills. Preparation for department piano proficiency requirements. 1 credit.

520. Class Voice Instruction. Designed for but not restricted to music majors with minimal vocal skills. Preparation for department voice proficiency requirements. 1 credit.

530. Individual Instruction (Voice, Piano, Orchestral and Band Instruments). 1 credit.

540. Individual Instruction (Voice, Piano, Orchestral and Band Instruments). 2 credits.

600. Accompanying. Under the guidance of a piano instructor the piano concentration student prepares accompaniments for recital performance. One credit per semester is given for one solo recital or two half recitals. A maximum of two credits, usually distributed over the last three years, may be earned. 1–2 credit(s).

Music Ensembles

601. Marching Band. The principal band experience during the fall semester open to all students by audition. Performs for home football games. Practical lab experience for music education majors. Each semester satisfies 1 credit of Physical Activity (Area 9) of the general education requirements. Satisfies large ensemble requirement. 1 credit.

602. Symphonic Band. The principal band experience during the spring semester, open to all students by audition. The Symphonic Band performs original literature and arrangements of standard repertoire. Satisfies large ensemble requirement. 1 credit.

603. Symphony Orchestra. Various symphonic literature is studied and performed. In the second semester the orchestra accompanies soloists in a concerto-aria concert and on occasion combines with choral organizations for the performance of a major work. Open to all students by audition. Satisfies large ensemble requirement. 1 credit.

604. Concert Choir. Open to all students by audition, the Concert Choir performs all types of choral literature. In addition to local concerts, the choir tours annually. Satisfies large ensemble requirement. 1 credit.

605. Chamber Choir. Open to all students by audition, the Chamber Choir performs chamber vocal literature from madrigals to vocal jazz. 1/2 credit.

610. Woodwind Ensembles.

Sec. 1. Clarinet Choir. 1/2 credit.

Sec. 2. Flute Ensemble. 1/2 credit.

Sec. 3. Woodwind Quintet. 1/2 credit.

Sec. 4. Saxophone Ensemble. 1/2 credit.

615. Brass Ensembles.

Sec. 1. Brass Quintet. 1/2 credit.

Sec. 2. Tuba Ensemble. 1/2 credit.

Sec. 3. Low Brass Ensemble. 1/2 credit.

Sec. 4. Valley Slides. 1/2 credit.

616. Percussion Ensemble. 1/2 credit.

620. String Ensemble. 1/2 credit.

625. Jazz Ensembles.

Sec. 1. Jazz Band. 1/2 credit.

Sec. 2. Small Jazz Ensemble. 1/2 credit.

630. Chamber Ensembles.

Sec. 1. Guitar Ensemble. 1/2 credit.

635. Handbell Choir.

Sec. 1. Beginning. 1/2 credit.

Sec. 2. Advanced. 1/2 credit.

Music Education Program

The Bachelor of Science in Music Education (B.S.), approved by the Pennsylvania Department of Education and accredited by the National Association of Schools of Music, is designed for the preparation of public school music teachers, kindergarten through grade twelve, instrumental and vocal. Piano and voice proficiencies for the music education major prepare the candidate to meet the standards of the Pennsylvania Department of Education and are administered by competency jury. Students participate in student teaching in area elementary and secondary schools. In all field experiences, as well as the student teaching semester, each student is responsible for transportation arrangements. During the student teaching semester, the candidate is not required to register for recital attendance, private lessons, or an ensemble.

Degree Requirements:

Degree: Bachelor of Science in Music Education.

Music Education (B.S.): Core courses plus: MSC 123, 124, 127, 216, 228, 231, 232, 316, 333, 334, 335, 336, 337, 338, 345 or 347, 416, 441, EDU 110, PSY 120, and 220. Music education majors are permitted to register for only one half-hour lesson in their principal performance medium during the student teaching semester if they are preparing a recital.

Sound Recording Technology Program

The Bachelor of Music: Emphasis in Sound Recording Technology (B.M.) is designed for students who wish to gain theoretical and practical knowledge necessary for careers in the fields of audio production, radio, television, and film.

Degree Requirements:

Degree: Bachelor of Music: Emphasis in Sound Recording Technology

Sound Recording Technology (B.M.): Core courses plus: SRT 277, 278, 377, 386, 388, 400, 487, PHY 103, 104, 110, 212, 350, MAS 102 (or higher), CSC 125 or MGT 233.

Courses in Sound Recording Technology (SRT):

277. Recording Technology I. An introduction to the fundamentals of sound recording technology. Topics include sound and listening, the basic audio chain, microphones, analog tape machines, basic mixers, and equipment interface. Mastery of the fundamentals will facilitate students to engineer simple and multi-microphone two-track stereo recordings. Prerequisite for non-majors: permission of the instructor. 3 credits.

278. Recording Technology II. This course begins with multi-track consoles and tape machines, and continues study of multi-track techniques and mixdown, microphone placement, reverberation, equalization, compressors and expanders, noise reduction, and the decibel. Emphasis is on critical listening and practical applications. Students learn to engineer multi-microphone, multi-track recordings and mixdown sessions. Prerequisite: SRT 277. 3 credits.

377. Recording Technology III. This course examines advanced techniques of recording and mixing, special effects and digital effects processors, and analog tape machine theory and alignment. Also studied are digital technologies, and time code usage. Mastery of these topics will facilitate students to engineer multi-microphone multi-track production. Prerequisite: SRT 278. 3 credits.

386. Recital Recording Practicum. Students record a chamber music performance, applying researched techniques, and produce a recording comparable to commercial release standards. Prerequisite: SRT 377. 1 credit.

388. Audio Topics Practicum. Students study topics of individual interest, ranging from research to production, technique, and maintenance. Prerequisite: SRT 377; non-majors require permission of instructor. 3 credits.

400. Internship. 4 credits.

487. Advanced Audio Topics Practicum. Students study senior level topics of individual interest including advanced research, applications, and production. Prerequisite: SRT 377; non-majors require permission of instructor. 3 credits.

500. Independent Study. 1–3 credit(s).

Faculty

George D. Curfman, professor of music education.

Ed.D., The Pennsylvania State University.

He teaches music education methods courses and coordinates music student teaching. He serves as a consultant/clinician for the Pennsylvania Music Educators Association and advises the campus Pennsylvania Collegiate Music Education Association.

Scott H. Eggert, associate professor of music.

D.M.A., University of Kansas.

He teaches music theory, composition, music history, class and applied piano. He is active as a composer and has premiered major works on and off campus.

Klement M. Hambourg, associate professor of music.

D.M.A., University of Oregon.

He teaches violin and viola and string methodology; coaches chamber ensembles and conducts the College–Community Orchestra. He performs in solo recitals, is a member of the Reading Symphony, and has conducted at the Allegheny Summer Festival of Music.

Robert H. Hearson, associate professor of music.

Ed.D., University of Illinois.

A low brass specialist, he directs the bands, teaches courses in instrumental music education and brass pedagogy, and supervises music student teaching activities. He is founder/director of the LVC Summer Music Camp and host conductor/coordinator of the LVC Honors Band. He maintains a special interest in brass ensemble music, and is active as a performer, clinician, adjudicator, and guest conductor.

Barry R. Hill, instructor in music.

B.S., Music with Recording Arts, University of North Carolina at Asheville.

He is director of the sound recording technology program. He teaches sound recording technology courses and administers other aspects of the program, including supervision of interns.

Mark L. Mecham, associate professor of music. Chairperson.

D.M.A., University of Illinois at Urbana–Champaign.

His doctorate is in choral music, and he has experience in choral conducting, music education, and voice. Conductor of the LVC Concert Choir and Chamber Choir, he also serves as adjudicator, clinician, and consultant.

Philip G. Morgan, associate professor of music.

M.S., Pittsburg State University (Kansas).

He teaches applied voice with specialization in vocal technique, vocal pedagogy and vocal literature. He performs frequently in solo recitals, oratorios, and chamber recitals in the United States and Europe. He serves as vocal coach for HersheyPark's summer shows.

Suzanne Caldwell Riehl, assistant professor of music and director of special music programs.

M.M., Westminster Choir College.

She teaches applied organ and piano, sacred music courses, and theory classes for the preparatory department. She performs frequently in solo organ and harpsichord recitals.

Thomas M. Strohman, instructor in music.

B.S., Lebanon Valley College.

He is responsible for woodwind studies, jazz studies, and directs the jazz ensembles. A founding member of the jazz ensemble "Third Stream," he has recorded for Columbia Artists.

Dennis W. Sweigart, professor of music.

D.M.A., University of Iowa.

He teaches applied piano and courses in keyboard harmony, form and analysis and piano pedagogy. He regularly performs as a soloist and as an accompanist. He serves as the faculty adviser to Phi Mu Alpha Sinfonia, the men's music fraternity.

Joseph G. Bashore, adjunct instructor in music.

M.F.A., University of Iowa.

He teaches applied piano and is an active performer and accompanist in the region.

Teresa R. Bowers, adjunct instructor in music.

M.M., Ohio State University.

She teaches applied flute, double reeds, flute pedagogy, and conducts the flute ensemble. She is a member of Duo Francais, a flute-harp duo, and frequently appears as a recitalist and clinician.

James H. Boyer, adjunct instructor in music.

B.E.E., University of Delaware.

He is an instructor in the sound recording technology program. Currently vice-president of KAO Infosystems Company in Lancaster, he engineered all of Billy Joel's albums between 1977 and 1986.

Erwin P. Chandler, adjunct assistant professor of music.

M.M., Indiana University.

He teaches applied horn and is active as a composer/arranger and conductor.

James A. Erdman II, adjunct instructor in music.

Retired solo trombonist, "The Presidents Own" United States Marine Band, Washington,

D.C. He teaches low brass instruments and is founder and director of the LVC Low Brass Ensemble. He is active as a performer on the trombone and appears nationally as a soloist and clinician.

Timothy M. Erdman, adjunct instructor in music.

B.S., Temple University.

Formerly trumpet soloist, "The President's Own" United States Marine Band, Washington, D.C.; he has been principal trumpet with the Harrisburg and Reading Symphonies. Instructor of applied trumpet, he is a member of "Basic'ly Brass," a professional brass quintet.

Nevelyn J. Knisley, adjunct associate professor of music.

M.F.A., Ohio University.

She performs extensively as a piano soloist, accompanist and chamber music performer. She serves as faculty adviser to Sigma Alpha Iota, the women's music fraternity.

James E. Miller, adjunct instructor in music.

A member of the jazz ensemble "Third Stream," his teaching specialty is string bass and electric bass. He has played with several regional symphonies in the area.

Joseph D. Mixon, adjunct instructor in music.

M.M., Combs College of Music.

He is a professional guitarist in the tri-state area and teaches private lessons and class guitar.

Robert A. Nowak, adjunct instructor in music.

M.M., University of Miami.

He teaches percussion and directs the Percussion Ensemble.

Lawrence Oncley, adjunct instructor in music.

Ph.D., Indiana University.

He teaches applied cello and performs with the Reading Symphony and the Susquehanna String Quartet.

Victoria Rose, adjunct instructor in music.

M.M., Towson State University.

Teaching class voice and private lessons, she is an active recitalist and oratorio soloist in Central Pennsylvania, Philadelphia and Baltimore.

William F. Stine, adjunct instructor in music.

M.M., West Chester University.

He is an instructor in the sound recording technology program.

DEPARTMENT OF PHYSICAL EDUCATION

Physical Education Program

Although the college does not offer a major in physical education, two units of physical education are required for graduation. The program encourages attitudes and habits of good health, while developing physical capacities and skills that will enrich life.

Courses in Physical Education (PED):

102. Aerobic Exercises. A combination of exercise and dance steps in rhythmic movements. The course promotes the value of a total fitness program, including diet and weight control and heart rate monitoring.

113. Bowling. Instruction in the techniques, etiquette, history and method of scoring. About eight weeks will be spent in league play.

122. Fitness. Examination of varied programs for fitness, with emphasis on diet and weight control, cardiovascular efficiency, strength improvement, and flexibility training.

125. Golf. Instruction in the techniques, tactics, rules and etiquette of golf.

135. Racquetball. Instruction in the tactics, techniques and different forms of competition used in racquetball.

146. Tennis. Instruction in the techniques, rules and tactics, with extensive practice in singles and doubles.

160. Swimming. Beginning, intermediate and advanced instruction.

162. Water Exercise. Includes water-walking, water running and other aerobic water exercises for swimmers and non-swimmers. Utilizes water as resistance to improve strength and cardiovascular endurance.

167. Scuba. Instruction by certified dive shop. Learn to use the equipment in sports center pool and then go to various sites for dives.

168. Life Guarding. Instruction for Red Cross certification in life guard training.

170. Skiing. Beginning, intermediate and advanced instruction at Blue Marsh Ski Area.

180. Team Sports. Softball, volleyball and basketball, four to five weeks of each, emphasizing team concepts.

190. Varsity Sports. Participation in an intercollegiate varsity sport.

Students shall complete successfully two units of physical education selected from a list of approved activities. Students shall not satisfy the physical education requirement by taking the same activity unit twice. Students shall have a maximum of one physical education unit waived for successful completion of any of the following: one season of a varsity sport, one semester of marching band, or one semester of military science.

Faculty

O. Kent Reed, associate professor of physical education. Chairperson.

M.A. in Ed., Eastern Kentucky University.

He instructs the fitness and weight training classes and utilizes body fat percentages, pulse rate and recovery, strength testing devices and workout charts. He also instructs team activities such as softball and volleyball. Responsibilities in the athletic department are track and field and cross country.



Participation in an intercollegiate varsity sport qualifies as one of the physical education requirements.

DEPARTMENT OF PHYSICS

Physics Program

Physics, the most fundamental science of the physical world, combines the excitement of experimental discovery and the beauty of mathematics. The program in physics at Lebanon Valley College is designed to develop an understanding of the fundamental laws dealing with motion, force, energy, heat, light, electricity and magnetism, atomic and nuclear structure, and the properties of matter.

Students major in physics as a preparation for professional careers in industry as physicists and engineers, and education as high school and college teachers. Other possibilities include technical writing, sales and marketing. Physics students can continue their professional training by going to graduate school in physics and engineering, or to other professional schools offering degrees in such fields as health physics and business.

The facilities of the Physics Department are located on the fourth floor of the Garber Science Center. In addition to the introductory physics laboratory, the department maintains an x-ray laboratory, optics laboratory, atomic physics laboratory, electronics laboratory, and nuclear physics laboratory. Students majoring in physics also have the opportunity to use equipment (e.g., electron microscope, mass spectrometer, nuclear magnetic resonance spectrometer) maintained by other science departments.

Students majoring in physics take advantage of close contact with faculty, work as paid laboratory assistants, pursue independent study or research, and participate in the local chapter of the Society of Physics Students. Summer research opportunities, supported by college funds or external grants, are available for physics students.

Students majoring in physics also have a unique opportunity for study abroad. A student can spend a semester, typically in the senior year, as a physics student at the University of Surrey in England. This opportunity combines a continuing education in physics with the richness of an international experience.

The Physics Department also directs the “3+2” Engineering program. For details see Cooperative Programs, page .

Degree Requirements:

Degree: Bachelor of Science with a major in physics.

Major: PHY 111, 112, 211, 311, 312, 321, 322, plus 6 additional semester hours (at least 2 in experimental physics); MAS 161, 162, 211 and 266 or MAS 111, 112, 211 and 266. (43–46 credits)

Minor: PHY 111, 112 (or 103, 104), 211, plus 6 credits in physics at or above the 200 level; MAS 111 or 161. (21–23 credits)

Secondary Teacher Certification: Students seeking secondary certification in physics must take PHY 360 and 21 credits in education courses including EDU 110 and SED 420, 430 and 440.

Courses in Physics (PHY):

100. Physics and Its Impact. A course that acquaints the student with some of the important concepts of physics, both classical and modern, and with the scientific method, its nature and its limitations. The role of physics in the history of thought and its relationships to other disciplines and to society and government are considered. The weekly two-hour laboratory period provides experience in the acquisition, representation, and analysis of experimental data, and demonstration of the physical phenomena with which the course deals. 4 credits.

103,104. General College Physics I,II. An introduction to the fundamental concepts and laws of the various branches of physics, including mechanics, heat, sound, electricity, magnetism, optics, and atomic and nuclear structure, with laboratory work in each area. 4 credits per semester.

110. The Physics of Music. The study of wave motion, analysis and synthesis of waves, resonance, physical characteristics of music sounds, musical instruments, the reproduction and amplification of sound, and the acoustical properties of rooms. A working knowledge of algebra is required. 3 credits.

111,112. Principles of Physics I, II. An introductory course in classical physics, designed for students who desire a rigorous mathematical approach to college physics. Calculus is used throughout. The first semester is devoted to mechanics and heat, and the second semester to electricity, magnetism, and optics, with laboratory work in each area. Prerequisite or corequisite: MAS 111 or 161. 4 credits per semester.

211. Atomic and Nuclear Physics. An introduction to modern physics, including the foundation of atomic physics, quantum theory of radiation, the atomic nucleus, radioactivity, and nuclear reactions, with laboratory work in each area. Prerequisite: PHY 104 or 112, MAS 111 or 161, or permission. 4 credits.

212. Introduction to Electronics. The physics of electrons and electronic devices, including diodes, transistors, power supplies, amplifiers, oscillators, switching circuits, and integrated circuits, with laboratory work in each area. Prerequisite: PHY 104 or 112, or permission. 4 credits.

302. Optics. A study of the physics of light, with emphasis on the mathematics of wave motion and the interference, diffraction and polarization of electromagnetic waves. The course also includes geometric optics with applications to thick lens, lens systems, and fiber optics. Prerequisites: PHY 112 and MAS 112. 3 credits.

304. Thermodynamics. A study of the physics of heat, with emphasis on the first and second laws of thermodynamics. Applications of thermodynamics to physics and engineering are included. Elements of kinetic theory and statistical physics are developed. Prerequisites: PHY 112 and MAS 112. 3 credits.

311,312. Analytical Mechanics I,II. A rigorous study of classical mechanics, including the motion of a single particle, the motion of a system of particles, and the motion of a rigid body. Damped and forced harmonic motion, the central force problem, the Euler description of rigid body motion, and the Lagrange generalization of Newtonian mechanics are among the topics treated. Prerequisites: PHY 111 and MAS 266. 3 credits per semester.

321,322. Electricity and Magnetism I,II. Theory of the basic phenomena of electromagnetism together with the application of fundamental principles of the solving of problems. The electric and magnetic properties of matter, direct current circuits, alternating current circuits, the Maxwell field equations, and the propagation of electromagnetic waves are among the topics treated. Prerequisites: PHY 112 and MAS 266. 3 credits per semester.

327,328. Experimental Physics I,II. Experimental work selected from the area of mechanics, AC and DC electrical measurements, optics, atomic physics, or nuclear physics, with emphasis on experimental design, measuring techniques, and analysis of data. Prerequisite: PHY 211. 1 credit per semester.

350. Audio Electronics. A study of electronics as used in audio engineering. The course examines RC and LC circuits, filters, impedance, audio frequency amplifier circuits, and basic digital theory. Laboratory work is included. Prerequisite: PHY 212. 3 credits.

360. The Teaching of Physics in Secondary Schools. A course designed to acquaint the student with some of the special methods, programs, and problems in the teaching of physics in secondary schools. Required for secondary certification in physics. 1 credit.

421,422. Quantum Mechanics I,II. A study of selected topics in modern physics, utilizing the methods of quantum mechanics. The Schrodinger equation is solved for such systems as potential barriers, potential wells, the linear oscillator, and the hydrogen atom. Perturbation techniques and the operator formalism of quantum mechanics are introduced where appropriate. Prerequisites: PHY 211 and MAS 266, or permission. 3 credits per semester.

Faculty

Michael A. Day, associate professor of physics. Chairperson.

Ph.D., University of Nebraska.

He has two doctorates: one in physics, one in philosophy. His publications are in theoretical physics (specializing in anharmonic solids), the philosophy of science and the teaching of physics. He also worked for Shell Oil as a geophysicist.

Barry L. Hurst, associate professor of physics.

Ph.D., University of Delaware.

His background in sputtering involves investigating the material ejected from ion bombarded surfaces using the technique of secondary ion mass spectrometry. Other interests include electronics and experimental design.

J. Robert O'Donnell, professor *emeritus* of physics.

M.S., University of Delaware.

He is interested in the physics of music, including the acoustical properties of the guitar.

Jacob L. Rhodes, professor *emeritus* of physics.

Ph.D., University of Pennsylvania.

His background is nuclear physics with interests in the relationship of physics and society.

Arlen J. Greiner, adjunct instructor of physics.

M.S., Franklin and Marshall College.

Having been an engineer for RCA and GE for over 25 years, his background includes physics and engineering with a specialization in electronics.



Students majoring in physics have the opportunity to work with faculty members on research projects.

DEPARTMENT OF POLITICAL SCIENCE AND ECONOMICS

Political Science Program

Political scientists study government and politics with a particular interest in the political behavior of individuals, groups, and institutions. Many pre-law students major in this discipline (see page 113 for offerings in the pre-law program). Other majors have gone on to graduate school or careers in politics.

Degree Requirements:

Degree: Bachelor of Arts with a major in political science.

Major: PSC 111, 112, 130, 210, 220, 350 and six additional elective courses in political science (36 credits).

Minor: PSC 111, 112, 130, 210, 220, and one additional elective course in political science (18 credits).

Courses in Political Science (PSC):

111. American National Government I. The nature of American democracy, constitutional foundations of American government, the federal system, civil rights and liberties, political behavior, political parties, and campaigns and elections. 3 credits.

112. American National Government II. The structures and functions of American government (Presidency, Congress, courts, and bureaucracy), and the foreign and domestic policy making process. 3 credits.

130. International Politics. The origin, forms, dynamics, and prospects of the international political pattern, with emphasis on current developments and changing concepts in world politics. 3 credits.

140. Modern Asia. A broadly interdisciplinary survey of the development of modern East and Southeast Asia. The region's diverse social, cultural, political, and economic characteristics are examined, and particular attention is given to the complex relationship between Asia and the West. 3 credits.

210. Comparative Government. A comparative study of important political systems of the world, including an introduction to the basic methodologies. PSC 111 and 112 strongly recommended as preparation. 3 credits.

211. The Developing Nations. A survey of the developing nations of Latin America, Asia, Africa, and the Middle East. The political economy of development, in both its domestic and international dimensions is emphasized. Prerequisites: PSC 111/ 112 strongly recommended. 3 credits.

216. *Quantitative Methods in Behavioral Science.* Evaluation of behavioral research emphasizing the descriptive and inferential statistics used in experiments and correlational studies. Pre-requisite or corequisite: PSY 100 or 120. 3 credits. {Cross-listed as Psychology 216.}

220. *Political Philosophy.* A survey of Western philosophies and theories of government, ancient and modern. {Cross-listed as Philosophy 220.}

250. *Public Policy Analysis.* This course gives students an understanding of the public policy process and of policy analysis at the national level of government. The course includes theories of policy-making as well as an examination of such substantive policy areas as foreign, defense, subsidy, and redistributive policies. Prerequisites: PSC 111 and 112, or permission of the instructor. 3 credits.

260. *The President and Congress.* This course will examine the Presidency and Congress as institutions and as policy-making agencies of the government. It will focus on the necessary interactions between these two branches of the national government. Prerequisite: PSC 112.

312. *American Foreign Policy.* A survey of the external relations of the American government, emphasizing 20th century developments. Subjects include diplomacy, military affairs, geographic and regional problems, trade and aid, technology and underdevelopment, alliances, nuclear problems, and opposing ideologies. PSC 111 and 112 strongly recommended as preparation. 3 credits.

315. *American Constitutional Law I.* Constitutional law and interpretation and the powers of government. Topics include judicial review, national supremacy, private property, contracts, commerce powers, equal rights, and civil liberties. PSC 111 and 112 strongly recommended. 3 credits.

316. *American Constitutional Law II.* Constitutional law and interpretation and the Bill of Rights. Emphasis is given to civil liberties, equal rights, and rights of the accused. PSC 111 and 112 strongly recommended. 3 credits.

320. *Electoral Politics.* The dynamics of the electoral process, with emphasis on presidential and congressional elections and the role of parties, public opinion, and interest groups. 3 credits.

330. *State and Local Government.* Governmental institutions, characteristics of state and local political systems and the major inter-governmental problems in state and local relations with the federal government. 3 credits.

350. *Seminar in Politics.* This seminar allows junior and senior Political Science majors to pursue a research interest within a broad topic area prescribed for each semester the seminar is given. Students will present their work at an undergraduate research conference. 3 credits. Prerequisites: major in Political Science and junior or senior standing.

415. Foundations of American Law. An historical survey of American legal development from colonial times to the present. The course is a supplement to Constitutional Law. Strongly recommended for pre-law students. Prerequisite: PSC 111, 112 or permission of the instructor. 3 credits.

420. Seminar in World Politics. A consideration of significant theories of international relations and their applicability to such selected contemporary issues as superpower relations, conflict resolution, arms control, and economic interdependence. Prerequisites: PSC 130, or permission of the instructor. 3 credits.

Economics Program

Economists study the economic system and the actors and factors within that system. In addition to the traditional major in economics which deals with decisions and choices made by individuals and firms, the department offers a concentration in public policy. This concentration includes courses in political science as well as government service-oriented internships and emphasizes the application of economic methodology and analytical tools to the choices made by society as a whole.

Degree Requirements:

Degrees: Bachelor of Arts with a major in economics.

Major: (Economics) ECN 101, 102, 201, 202, 312, and four additional elective courses in economics; ACT 161; MAS 150 or 161 or 111; MAS 170 or 270 or 372 (36 credits).

Major: (Economics: Public Policy Concentration) ECN 101, 102, 201, 202, 250, 321, 400, 410, and 315 or 316; PSC 111, 112 and 250; and ACT 161, MAS 150, MAS 170 or 270 or 372 (48 credits).

Minor: (Economics) ECN 101, 102, 201, 202, 312; and one additional economics elective course (18 credits).

Courses in Economics (ECN):

100. Public Issue Economics. This course for the non-major covers public policy issues from the viewpoint of the economist. It looks at how individuals and also groups like corporations and governments make decisions about how resources are used. Issues covered remain current but may include the environment, income distribution, education, race, gender, trade, growth and unemployment. 3 credits. (Students having completed ECN 101 and/or 102 may not receive credit for ECN 100.)

101. Principles of Microeconomics. An introductory study of microeconomic principles, with emphasis on price, production, and distribution theories under conditions of varying market structures. Factor market analysis as well as implications for welfare economics and public policy are considered. 3 credits.

102. Principles of Macroeconomics. An introductory study of macroeconomic principles, with emphasis on national income determination, the price level, employment, economic growth, money and banking, and government monetary and fiscal policies. Prerequisite: ECN 101. 3 credits.

201. Intermediate Microeconomic Analysis. Managerial and economic decision-making of business firms, with emphasis on sales, costs, profit and resource allocation. Pareto optimality and the equity-efficiency trade-off are covered. Prerequisites: ECN 101 and 102. 3 credits.

202. Intermediate Macroeconomic Analysis. A study of national income and employment theory, with primary emphasis on determination of the levels of employment and prices. The problems of unemployment and inflation are analyzed and appropriate monetary and fiscal policies considered. Prerequisites: ECN 101 and 102. 3 credits.

233. Personal Computer Applications in the Business and Economic Environment. An introduction to personal computers and their use as an economic analytical and business management tool. Topics include economic data analysis, economic graphics, and decision support systems. Prerequisites: ECN 101 and 102, or permission. 3 credits. {Cross-listed as Accounting 233 and Management 233.}

250. Public Choice Economics. Public choice theory is concerned with non-market decision-making and choices made by such groups as families, interest groups, bureaucracies and governmental bodies. In contrast, traditional economic theory focuses on choices made by individuals and firms and the interaction of these players in private markets. Public Choice sometimes is regarded as the economic analysis of government but this course is broader, including all market participants. Prerequisites: ECN 101 and 102. 3 credits.

312. Money and Banking. Nature and functions of money and credit, including the development and role of commercial and central banking, structure and functions of the Federal Reserve System, and monetary and banking theory, policy, and practice. Prerequisites: ECN 101 and 102. 3 credits.

315. Health Care Finance and Economics. Analysis of the economic problems of health and medical care to determine how to provide the best health care to the most people in a cost-effective manner. Examination of the principal elements of health care, including the physician, the hospital, and the pharmaceutical industry, as well as the influence of government and the insurance industry. All economic analysis will be considered within the context of medical ethics and societal values. Prerequisite: ECN 101 and 102. 3 credits.

316. Ecological Economics. This course focuses on the economics of the ecology or how to achieve a sustainable environment on the local, regional and global levels. Ecological economics, going beyond better-known environmental economics, stresses the co-evolution of human preferences, understanding, technology and cultural organization. Prerequisites: ECN 101 and 102. 3 credits.

321. Public Finance. A study of the economic functioning of government, including principles of taxation, public expenditures, debt, and fiscal policy. Prerequisites: ECN 101 and 102. 3 credits.

322. Quantitative Methods. An introduction to some of the quantitative methods used in modern management and economics. Topics include probability concepts, forecasting, decision theory, linear programming, queuing theory, network models, and inventory models. Prerequisites: MAS 150 and 170. 3 credits. {Cross-listed as Management 322.}

332. International Economics. A study of theories and empirical analysis of international relations. Topics include analyses of free exchange of goods, factors, and money, restrictive trade policies, and freer economic practices. Prerequisites: ECN 101 and 102. 3 credits.

410. Senior Seminar. The Senior Seminar allows junior and senior Policy Economics students (and others with the permission of the instructor) to pursue a research interest of their own choosing but which is expected to be related to their Internship work or to the local economy, either of nearby counties or of the state. Prerequisites: ECN 101, 102, 201, 203 and either 250 or permission of the instructor.

Criminal Justice Program

For students interested in the field of Criminal Justice (including police work, counseling juvenile offenders, court assistants, probation work, and other areas), the courses listed below constitute the Criminal Justice program. The chairs of the Sociology and Social Work and the Political Science and Economics Departments function as advisers for this program. Interested students should consult with one of these advisers.

Degree Requirements:

There is no major or minor in Criminal Justice, but the program can be most easily combined with a major in political science or sociology. However, the program is not confined to majors in these areas.

The courses required are as follows: PSC 112,315,316,415; SOC 110,331,333; one of the following: SOC 278, SOC 371, SOC 372; six credits of PSC, PSY, SOC, or SWK 400. (30 credits.)

Faculty

D. Eugene Brown, professor of political science.

Ph.D., State University of New York at Binghamton.

Dr. Brown teaches international studies, with a particular emphasis on Asia. He has written two books on American foreign policy and a number of papers, articles, monographs, and book chapters on Japanese foreign policy. From 1989–1991 he was Visiting Professor of Foreign Policy at the U.S. Army War College.

Paul A. Heise, assistant professor of economics.

Ph.D., New School for Social Research.

Dr. Heise's chief areas of interest are public policy and the history of economic thought. He has served in several positions in the Executive Office of the President. He has published in the United States and abroad on labor and multinational corporations and on the philosophy of Adam Smith.

Jeanne C. Hey, assistant professor of economics.

Ph.D., Lehigh University.

Dr. Hey's specialty areas are in economic theory, econometrics, environmental economics, and health economics. Her professional affiliations include the American Economic Association, the American Finance Association, and the Association for Evolutionary Economics.

John D. Norton, professor of political science. Chairperson.

Ph.D., American University.

Dr. Norton teaches courses in American government, constitutional law, political theory, and American politics. He is the pre-law adviser for the college. His professional and research interests are in the areas of American Constitutionalism, history of political thought, and political rhetoric.



Small classes allow for informal discussions between the instructor and students.

DEPARTMENT OF PSYCHOLOGY

Psychology Program

The goal of psychology is the scientific description and explanation of behavior. This goal is approached in diverse ways: from laboratory experiments on animal behavior at one extreme, to clinical interventions having therapeutic behavioral objectives at the other. This diversity makes psychology important to fields such as business, education, and medicine, and makes it an integral part of any liberal arts education.

The undergraduate major in psychology at Lebanon Valley College incorporates many aspects of psychology. It includes elements of a general education as well as elements more specially tailored to each student's career training. Some students completing the major have gone on to prestigious graduate schools while others have utilized their undergraduate training to take jobs in their specialty areas immediately upon graduation. The departmental degree requirements are sensitive to this career diversity.

Degree Requirements:

The courses required of all psychology majors, include: The Individual and Society (PSY 100), General Psychology (PSY 110), Experimental Psychology (PSY 120), Psychological Statistics (PSY 216), and the History of Psychology (PSY 443). These courses provide a firm foundation for specialization in any of the content areas of psychology.

The student majoring in psychology is also expected to focus in one of four content areas:

- (1) clinical/counseling/school psychology
- (2) experimental psychology
- (3) developmental psychology
- (4) industrial/organizational psychology

The three required courses in an area of specialization are intended to link the liberal arts background to specific career goals.

In addition to these general and specialized courses, all psychology majors are encouraged to participate in the educational process beyond the classroom through independent studies, laboratory research, and internships. The department is committed to providing opportunities for work experiences as a component of the psychology major.

Degree: Bachelor of Arts with a major in psychology.

Major: PSY 100, 110, 120, 216, 443; one course from: 335, 355, 356, 358; one course from 321, 332, 343, 346, 443; and three additional courses from a single specialty area (31 credits). For a concentration in clinical/counseling psychology the additional courses should be from 332, 335, 339, 343, 431, 432. For a concentration in experimental/physiological psychology the additional courses should be from 335, 346, 355, 356, 358, 359. For a concentration in

organizational/industrial psychology the additional courses should be from 332, 335, 337, 339, 346, 359. For a concentration in developmental psychology the additional courses should be from 321, 322, 326, 343, 346, 359.

Minor: PSY 100, 110, 120, 216 and three elective courses in psychology (22 credits). For an emphasis in clinical/counseling psychology the electives should be from 332, 343, 431, 432. For an emphasis in experimental/physiological psychology two of the electives should be from 335, 346, 355, 357, 359, 350, 443. For an emphasis in organizational/industrial psychology two of the electives should be from 332, 335, 337, 339, 346. For an emphasis in developmental psychology two of the electives should be from 321, 322, 326, 343.

Courses in Psychology (PSY):

100. Psychology: The Individual and Society. An introduction to psychology as a social science. The emphasis is on the interactions of the individual and society that influence development, learning, motivation, sexuality, and identity, as well as social and emotional adjustment. 3 credits.

110. General Psychology. A survey course examining the relationship between research and theory in the field of psychology. The course is intended to give the student an overview of all areas of specialization within psychology. 3 credits.

120. Introduction to Experimental Psychology. This course focuses on psychology as a science. It emphasizes laboratory research, and covers topics relevant to scientific research, and science in general (eg. research design, experimental methods, data analysis and interpretation, and scientific ethics). Various topics of experimental psychology (eg. sensory and perceptual processes, learning and memory, psychological testing, and social behaviors) are discussed. 4 credits.

216. Quantitative Methods in Behavioral Science. Evaluation of behavioral research emphasizing the descriptive and inferential statistics used in experimental research and correlational studies. Prerequisite or corequisite: PSY 100, 110, or 120. 3 credits. {Cross-listed as Political Science 216.}

220. Educational Psychology. Studies of cognitive, behavioral, emotional and social processes in the school; required for certification in elementary and music education. Prerequisite: PSY 100, 110 or 120. 3 credits.

321. Psychology of Child Development. A study of the patterns of cognitive, social and emotional developmental changes occurring during childhood. Special attention is given to research studies, developmental mechanisms and theories of development. Prerequisite: PSY 100, 110 or 120. 3 credits.

322. Psychology of Adolescent Development. A study of the psychological characteristics and changes occurring during adolescence. Topics include psychological development, social influences, cognitive and intellectual development, emotional development, identity

and self–concept, sexual development, values, and transition to adulthood. Prerequisite: PSY 100, 110 or 120. 3 credits.

326. *Psychology of Adult Development.* A study of research literature and theories concerned with psychological change in the adult, from late adolescence to death. The course includes the works of such theorists as Maslow and Erikson. Prerequisite: PSY 100, 110 or 120. 3 credits.

332. *Psychological Testing and Assessment.* Introduction to the principles of psychological measurement, methods of test design and construction, and applications and interpretations of existing psychological tests. Prerequisite: PSY 100, 110 or 120. 3 credits.

335. *Research Design and Statistics.* A survey of experimental designs utilized in psychological investigations. Designs include factorial experiments, field studies, correlative designs and multivariate techniques. The primary readings are selected from current research in clinical, educational, organizational, and laboratory settings. Prerequisites: PSY 120, 216 or permission. 3 credits.

337. *Organizational Psychology.* A study of psychological principles as applied to problems of organizational behavior, with emphasis on personnel selection, human engineering, group dynamics, systems design, training, leadership, and performance evaluation. Prerequisite: PSY 100, 110 or 120. 3 credits.

339. *Career Counseling.* The course surveys assessment of skills and competencies, occupational research, decision–making, and job search strategies. Students are encouraged to apply the theories of career counseling to their own vocational decisions and goals. Prerequisite: PSY 100, 110, 120 or permission. 3 credits.

343. *Personality.* A study of the major theories of personality, emphasizing psychoanalysis, humanistic psychology, behaviorism, social learning, and trait theory. Prerequisite: PSY 100, 110 or 120; junior or senior standing, or permission. 3 credits.

346. *Social Psychology.* A study of the inter– and intra–personal relationships between individuals and groups, with emphasis on theories and research studies. The topics covered may include attitude development and change, conformity, persuasion, person perception, attribution, attraction, and group processes. Prerequisites: PSY 100, 110 or 120; junior or senior standing, or permission. 3 credits.

355. *Learning and Memory.* This course surveys psychological research on learning and memory. Topics include classical and instrumental conditioning, verbal learning, problem solving, basic memory processes, and models of learning and memory. Prerequisite: PSY 100, 110, 120 or permission. 3 credits.

356. *Sensory and Perceptual Processes.* This course focuses on the structures and functions of sensory systems. It includes the study of the visual system as a model to delineate

information processing strategies in the eye, the optic nerve, and the brain. The course will delineate sensory from perceptual processes. The perception of visual, olfactory, auditory, gustatory and vestibular and cutaneous information will be discussed from experimental, physiological, and philosophical perspectives. Prerequisite: PSY 100, 110, 120 or permission. 3 credits.

358. *Physiological Psychology.* A study of the biological mechanisms underlying behavioral processes. The course focuses on the physiology of reflexes, sensation and perception, learning and memory, sleep, and motivation and emotion. The laboratory portion of the course includes sheep brain dissection and behavioral observation. Prerequisite: PSY 100, 110, 120 or permission; completion of a biology course is recommended. 3 credits. {Cross-listed as Psychobiology 358.}

359. *Research Practicum.* A course designed to provide students with the opportunity to develop a research idea and carry it through to completion, with literature, review proposal, pilot study, data analysis, write-up, and presentation. The aim of the course is to give students practical experience in research so that they have a better appreciation of the nature of the research process. 3 credits.

431. *Abnormal Behavior and Experience.* A study of mental, emotional and behavioral problems, including alcohol and drug abuse, brain disorders, criminal and psychopathic behavior, neuroses, psychophysiological reactions, psychoses, sexual deviations, subnormal intelligence, and suicide. Prerequisites: PSY 100, 110 or 120; junior or senior standing or permission. 3 credits.

432. *Introduction to Clinical Psychology.* A study of the ways psychologists assist persons and groups. Particular attention is given to assessment, individual and group therapy, marriage and family counseling, and community psychology. Prerequisites: PSY 100, 110 or 120; PSY 431 or some psychiatric experience, or permission. 3 credits.

443. *History and Theory.* Studies the history of psychology including philosophical concepts, early schools of psychology, important trends, and famous psychologists. Prerequisites: PSY 110; junior or senior standing; or permission. 3 credits.

Faculty

Salvatore S. Cullari, associate professor of psychology. Chairperson.

Ph.D., Western Michigan University.

His teaching interests are in clinical and abnormal psychology, personality and social psychology. His current research areas are in schizophrenia and the study of eating disorders.

Deanna L. Dodson, assistant professor of psychology.

Ph.D., University of Memphis.

Her teaching interests are in lifespan development, experimental psychology and research methods. Her current research areas include hemispheric specialization and handedness, and developmental patterns in lateralization.

David I. Lasky, professor of psychology.

Ph.D., Temple University.

Organizational behavior, research design, and career counseling are the focus of his teaching interests. Current research is in organizational change in the public sector and patients' rights.

Steven M. Specht, assistant professor of psychology.

Ph.D., State University of New York at Binghamton.

His teaching interests include statistics and experimental design, as well as a variety of areas in psychobiology. His current research interests are ingestive behaviors, human taste perception and psychobiology.

Martha Brod, adjunct assistant professor of psychology.

Ph.D., Fordham University.

Her interests include counseling psychology and developmental and educational psychology.

Joseph E. Peters, adjunct associate professor of psychology.

Ph.D., The Pennsylvania State University.

He supervises the internship students. His research interests are in clinical psychology and computer applications to patient management. He is a clinical psychologist at a veterans administration hospital.

Richard J. Tushup, adjunct assistant professor of psychology.

Ph.D., University of Delaware.

His teaching interests are in experimental psychology, neuropsychology and abnormal psychology. He is a staff psychologist at a veterans administration hospital.



Science students get the personal attention of the liberal arts experience as well as the opportunity to work on major research programs.

DEPARTMENT OF RELIGION AND PHILOSOPHY

A major in religion or philosophy may be combined with a major or minor in another subject. Many majors go on to advanced study in graduate or professional schools and seminaries. Our graduates have pursued a wide variety of careers in education, law, ministry and business.

Religion Program

The study of religion is designed to give students insight into the meaning of the religious dimension of human experience. Course work in religion introduces students to the various historical and contemporary expressions of the Judeo-Christian heritage as well as to the diverse religious traditions of humankind.

Degree Requirements:

Degree: Bachelor of Arts with a major in religion.

Major: REL 110, 115, 116, 201, 311, 312, and four additional courses in religion, of which at least one must be in 200-level courses and one in 300-level courses (30 credits).

Minor: REL 110, 115, 116, one from 201, 252, 311,312; and two additional courses in religion (18 credits).

Courses in Religion (REL):

110. Introduction to Religion. An exploration of the many dimensions of religion as a central human experience: self and meaning, religious expression, religious knowledge, religion in its cultural context, and religion and the natural order. 3 credits.

115. World Religions I. An introduction to the major religions of African and middle-eastern origin, with emphasis on Judaism, Christianity and Islam. 3 credits.

116. World Religions II. An introduction to the major religions of far-eastern origin with emphasis on the religious traditions of India, China and Japan. 3 credits.

120. Religion in America. A study of the origin and development of religious expression in America, with particular attention to Protestantism, Roman Catholicism, and Judaism. 3 credits.

160. Religion and Ethics. A study of religion in its relation to moral values, both personal and social, with emphasis on Christian ethics. 3 credits.

201. Biblical Literature. A study of the Bible, including its literary forms and its historical and social context. 3 credits.

202. The Prophets. Studies the lives and writings of the Old Testament prophets and an analysis of their contributions to Judeo-Christian religious thought. 3 credits.

211. *Life and Teachings of Jesus.* An intensive study of the life and message of Jesus as set forth in the Gospels. 3 credits.

212. *Life and Epistles of Paul.* A study of the life, writings, and theological thought of Paul and their relationship with the early Church. 3 credits.

230. *American Folk Religion.* A study of the folk traditions of selected American denominations and sects and of the theological implications of secular folklore. Emphasis will be placed on field work as well as on analysis. 3 credits. {Cross-listed as American Studies 230.}

251. *Judaism.* A survey of the development of Judaism and its contemporary teachings and practices. 3 credits.

252. *Christianity.* A study of the development of the major forms of Christianity including doctrine, ethics, worship, church structure and relationship to culture. 3 credits.

253. *Buddhism.* A study of the development of Buddhism, including its teaching, practice and influence as one of the great missionary religions. 3 credits.

311. *History of Christianity I.* The story of Christianity from the apostolic age to the Renaissance. 3 credits.

312. *History of Christianity II.* The story of Christianity from the Protestant reformation to the ecumenical era. 3 credits.

322. *Sociology of Religion.* The structures and functions of religious organizations and phenomena with emphasis on the varieties of religious expression in America. 3 credits. {Cross-listed as Sociology 322.}

332. *Religion in Literature.* A study of religious and moral issues in contemporary fiction, poetry and non-fiction. 3 credits.

342. *Contemporary Religious Issues.* An advanced study of selected authors or problems arising in contemporary religion. 3 credits.

352. *Theology Seminar.* An intensive study of individual great theologians or theological traditions. 3 credits.

Philosophy Program

The study of philosophy directly involves the student in the process of sharpening critical and analytical abilities. Philosophy courses examine some of the greatest perennial questions of values, knowledge, reality and their relation to human nature.

Degree Requirements:

Degree: Bachelor of Arts with a major in philosophy.

Major: PHL 120, 160, 300; at least one course from PHL 301–336; 12 additional credits in philosophy (24 credits).

Minor: PHL 160, 300; at least one course from PHL 301–336; 9 additional credits in philosophy (18 credits).

Courses in Philosophy (PHL):

110. Problems of Philosophy. Examination of major philosophical issues and the ways major philosophers have dealt with them. 3 credits.

120. Basic Logic. An introduction to the rules of clear and effective thinking. Attention is given to the logic of meaning, the logic of valid inference, and the logic of factual inquiry. Main emphasis is upon deductive logic. Students are introduced to the elements of symbolic logic as well as to traditional modes of analysis. 3 credits.

160. Ethics. An inquiry into the central problems of values applied to human conduct, with an examination of the responses of major ethical theories to those problems. 3 credits.

215. Social Philosophy. An examination of some of the important philosophical issues, including the ethical and valuational, to be found in the social institutions of politics, law, government, and religion. 3 credits.

220. Political Philosophy. A survey of the different Western philosophies and theories of government, ancient and modern, but especially since the sixteenth century. 3 credits. {Cross-listed as Political Science 220.}

230. Philosophy of Religion. A study of the issues raised for philosophy by contemporary religious and theological thought. The course includes critical examinations of such problems as faith and reason; the meaning of revelation, symbolism, and language; the arguments for the existence of God; faith and history; religion and culture. 3 credits.

240. American Philosophy. A survey of philosophical thought in the United States from colonial period to present, with emphasis on the work of Peirce, James, and Dewey. 3 credits.

300. History of Philosophy. The development of philosophical thought from the pre-Socratics through the nineteenth century, with emphasis on philosophy as a discipline of systematic inquiry. 3 credits.

301–335. Major Authors. Intensive studies of individual great philosophers or principal schools. Prerequisite: PHL 300 or permission. 3 credits.

336. *Twentieth Century Philosophy.* Examines representative American, British, and Continental philosophers from 1900 to present. Prerequisite: PHL 300 or permission. 3 credits.

349. *The Holocaust: A Case Study in Social Ethics.* This course examines the moral responsibility of institutions in German society, 1939-1945, for acquiescing to and perpetrating the state-sanctioned killing of European Jews and others. 3 credits.

360. *Business Ethics.* An examination of ethics and values within the context of modern corporate organizations. The course considers issues pertinent to corporate responsibility, whistle-blowing, the profit motive, consumerism, bribery, conflict of interest, and cost/benefit analysis. Some attention is given to classical ethical theories; a considerable portion of the course is devoted to case analysis. Prerequisite: MGT 330 or PHL 110 or by permission (management majors must have junior standing). 3 credits.

Faculty

Delbert Burkett, assistant professor of religion.

Ph.D., Duke University

He specializes in Biblical studies and teaches a variety of courses in religion.

Donald E. Byrne Jr., professor of religion and history. Director of American Studies Program.

Ph.D., Duke University.

His scholarship has focused on American folk religion, particularly as expressed in the Methodist and Roman Catholic communities. Other interests include religion and literature, peace studies, and mysticism. His teaching centers on the history of Christianity and religion in America, and he also participates in the College Honors program.

John H. Heffner, professor of philosophy. Chairperson.

Ph.D., Boston University.

His teaching interests include logic, philosophy of religion, metaphysics, and history of philosophy. He has published articles in major journals and contributed chapters to books in his research specialization, the philosophy of perception. His recent interest in the philosophy of religion has focused on biblical literature and nineteenth century philosophical theology.

Warren K.A. Thompson, associate professor of philosophy.

M.A., University of Texas, Austin.

His teaching specialties are philosophical ethics, bioethics, and business and organizational ethics. He has a particular interest in the ethical implications of the Holocaust, and has recently contributed a chapter for an anthology devoted to philosophy and the Holocaust.

Mark E. Achtermann, adjunct assistant professor of philosophy.

M.A., Chicago Theological Seminary.

He teaches problems of philosophy and is interested in comparative, cross-cultural and cross-disciplinary studies.

Robert W. Dell, adjunct instructor in philosophy.

Ph.D., Drew University.

His interests are in philosophical theology and computer applications in religion and philosophy.

Donald C. Hoepfer, adjunct instructor in philosophy.

M.A., The Pennsylvania State University.

He specializes in the history of philosophy and is a doctoral candidate at Temple University.

Christine M. Kamp-Cichello, adjunct assistant professor of philosophy.

M.A., Boston College.

She teaches courses in ethics and problems of philosophy.

Cynthia L. Kirchoff, adjunct assistant professor of philosophy.

Ph.D., University of Rochester.

A specialist in analytic philosophy, she has experience in business and teaches courses in business ethics.

David W. Layman, adjunct instructor in religion.

Ph.D., Temple University.

He teaches courses in world religions and problems of philosophy.

Steven J. Snyder, adjunct assistant professor of religion.

M.Div., Gordon-Conwell Theological Seminary.

He teaches courses in Biblical literature, and his interests include various aspects of contemporary religion and society. He is completing his doctorate at Boston University.



Small, discussion-based classes offer a more challenging alternative to the general , lecture-type courses.

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

Sociology Program

The major in sociology gives students an understanding of human behavior. By examining the social and cultural forces that shape our lives, students gain a richer understanding of themselves and contemporary social issues. Sociology explores how and why people behave as they do as well as the effects of their behavior on others. In an economy that is moving from a manufacturing base to a service orientation, graduates in sociology are prepared to work in fields where an understanding of the dynamics of human relationships is important.

Degree Requirements:

Degree: Bachelor of Arts with a major in sociology.

Major: SOC 110, 311, 421, 499; 21 additional credits in sociology excluding internships (33 credits).

Minor: SOC 110, 311, 421; 3 elective courses in sociology excluding internships (18 credits).

Courses in Sociology (SOC):

110. Introduction to Sociology. A study of the basic sociological perspective including the nature of society, the influence of culture, the development of the self, and group dynamics. Specific topics include deviance and social control, the family and other institutions, racism, sexism and poverty. 3 credits.

120. Introduction to Anthropology. Introduction to both physical and cultural anthropology including human evolution, human variation, and cross-cultural analysis, and comparison. 3 credits.

210. Social Problems. Contemporary social problems as seen through different analytical perspectives. Problems covered include war and peace, pollution and environmental exploitation, crime and delinquency, and emotional and physical illness. Prerequisite: SOC 110 or 120 or HON 202. 3 credits.

211. Urbanology. An analysis of the city as a unique form of social organization. From a multi-disciplinary perspective, the course presents the nature of urbanization and the impact of urbanism on contemporary society. Prerequisite: SOC 110 or 120 or HON 202. 3 credits.

230. Sociology of Marriage and the Family. An overview of marriage and the family focusing upon love, mate selection, alternative life styles, marital communication, conflict resolution, parenting, divorce and widowhood. Utilizes an historical and cross-cultural perspective in addition to sociological analysis. Prerequisite: SOC 110 or 120 or HON 202. 3 credits.

261. *The Aged and Aging.* An investigation of the process of aging and contemporary issues related to the elderly. Topics covered include Alzheimer's disease, retirement, stereotypes of the elderly and contributions of the elderly to society. Prerequisite: SOC 110 or 120, or HON 202. 3 credits.

278. *Juvenile Delinquency.* An examination of the causes and effects of juvenile delinquency, the juvenile justice system and treatment programs for the juvenile offender. Prerequisite: SOC 110 or 120, or HON 202. 3 credits.

280. *Sexuality and Society.* Study of human sexuality from psychosocial and cultural perspectives. The course will include an examination of such topics as developmental sexuality, gender roles, sexual communication, sexual orientation, coercive sex, sexually transmitted diseases, HIV, and religious and ethical perspectives on sexuality. Prerequisite: SOC 110 or 120, or HON 202. 3 credits.

311. *Research Methods.* A study of the basic concepts and skills involved in critically evaluating and carrying out social scientific research. Topics include values and ethics of research on human behavior, research design, interviewing and questionnaire construction. Prerequisite: SOC 110, junior standing or permission. 3 credits.

322. *Sociology of Religion.* The structure and functions of religious organizations and phenomena with emphasis on the varieties of religious expression in America. Prerequisite: SOC 110 or 120, or HON 202. 3 credits. {Cross-listed as Religion 322.}

324. *Medical Sociology.* An examination of the societal bases of health, illness and health care. The course will include an examination of the three components of medicine: the patient, the medical professional and the health care organization. Specific topics will include: the role of the patient; doctor-patient relationships; the socialization of medical professionals; the hospital as a complex organization, cross-cultural comparisons of health care and current topics of concern such as the AIDS epidemic, new technologies, and social response to the terminally ill patient. 3 credits.

326. *Women's Issues, Women's Voices.* An examination of women's contributions to the world, their roles in social institutions, and issues arising from their uniqueness and social situations. Topics will include images of women and their writings; biology and health; issues of sexuality and gender identity; and women's roles in the family, religion, education, and in the worlds of work and politics. 3 credits.

331. *Criminology.* An examination of the causes of crime. Special attention is given to violent crime, homicide, and rape. In addition, crimes such as arson, robbery, burglary and white collar crime are covered. The question of whether or not such victimless crimes such as pornography, prostitution and drug use should be considered crimes is explored. Prerequisite: SOC 110 or 120, or HON 202. 3 credits.

333. Criminal Justice. A sociological, historical, and philosophical examination of punishment and the criminal justice system. Rights of the accused, victimology, prisons, and the death penalty are studied. 3 credits.

340. Group Structure and Dynamics. An overview of the theory and research on small group organization and process including issues related to leadership, effective communication in groups, conformity and influence. Application of basic principles to practical situations. Exercises designed to improve group leadership and participation skills. Prerequisite: SOC 110 or 120, or HON 202. 3 credits.

351. Death and Dying. Exploration of the basic legal, medical, ethical and social issues related to contemporary understanding of death and dying. Examines the stages of dying, the grief process, euthanasia, suicide, the hospice movement and life after death. Prerequisite: SOC 110 or 120, or HON 202. 3 credits.

362. Race, Minorities and Discrimination. An examination of the patterns of structured inequality in American society, including the class system and racial and ethnic groups. 3 credits.

371. Child Abuse. The study and analysis of child abuse in its various expressions with additional focus on physical and sexual abuse. Emphasis will be on models and theories of causation, dynamics, treatment and research. 3 credits.

372. Substance Abuse. An examination of the problems associated with substance abuse including a study of the prevalent myths concerning substance abuse, an exploration of the causes of substance abuse and an exploration of how it affects the individual, the family and society as a whole. In addition, the course will examine current methods of intervention and treatment. Prerequisites: SOC 110 or 120, or HON 202. 3 credits.

382. Sociology of the Mass Media. Seminar on how society shapes the mass media and the effects of the mass media on individuals and society. Topics include propaganda, television violence and aggression, and advertising. Special attention is given to values and images portrayed by the mass media. Prerequisite: 6 credits in sociology or permission. 3 credits.

421. Social Theory. An intensive examination of the major sociological theorists and movements. Prerequisite: 12 credits in sociology. 3 credits.

499. Seminar. A critical analysis of selected themes and issues in contemporary sociology. Topics may vary. This course is conducted as a seminar requiring extensive student participation. Prerequisite: 12 credits of sociology or permission. 3 credits.

Social Work Program

The social work minor helps to prepare students for beginning professional practice in a variety of social work settings. The minor emphasizes the generalist approach by offering a solid foundation of core courses based on social work theory and practice. The program also

provides students the opportunity to focus upon areas of personal and professional interest by choosing a concentration in such areas as criminal justice, family intervention, and the aged and aging/death and dying.

Degree Requirements:

No major is offered in social work.

Minor: SOC 110; SWK 242, 262, 272, 331; 6 credits of SWK 400; one sociology elective (24 credits).

Courses in Social Work (SWK):

242. Basic Interpersonal Relations Skill Processes. An introduction to the theory and skills of interpersonal relationships that are geared toward helping people resolve personal and social problems. The course features skill-building exercises as well as linkage of theory and skills. Open to students of any major who have an interest in interpersonal relationships or counseling. 3 credits.

262. Social Welfare. An introduction to social welfare policies and institutions including the evolution of the welfare system in our society and its approach to social problems. Focuses upon controversies relevant to public welfare. Prerequisite: SOC 110. 3 credits.

272. Human Behavior in the Social Environment. An examination of the interrelation of biological, psychological and sociocultural systems and their effects on human development and behavior. A life span perspective is used to develop an understanding of the total person as he/she functions in relation to his/her environment at each stage in the developmental process. The impact of diversity in ethnic background, race, class, sexual orientation and culture in a pluralistic society will also be addressed. Prerequisite: SOC 110. 3 credits.

331. Social Work Theory. A consideration of professional social work's knowledge, values, and skills base, with emphasis on generalist social work theory as it is utilized in case management. Prerequisite: SWK 242. 3 credits.

Criminal Justice Program

The chairs of the Sociology and Social Work and the Political Science and Economics Departments function as advisers for the criminal justice program. See page 107 for information on this program.

Faculty

Sharon O. Arnold, associate professor of sociology.

M.A., University of Akron.

Among her teaching interests are sociology of the family, intercultural communication, small groups, and medical sociology. Her research interests are achievement orientation of female students and the use of telecommunications in higher education.

Marianne Goodfellow, lecturer in sociology.
M.A., The Pennsylvania State University.

Carolyn R. Hanes, professor of sociology. Chairperson.
Ph.D., University of New Hampshire.

Her areas of interest include family and marriage, criminology, criminal justice, mass media, and leadership. She is interested in the use of cooperative learning techniques.

Sharon Hall Raffield, associate professor of sociology and social work.
M.S.W., Washington University.

Her areas of interest include social work practice with families, children, and elders as well as policies which impact upon them. She is currently the director of the Honors Program in addition to her position in the department.

Robert D. Gingrich, adjunct lecturer in social work.
M.S., Moravian College.

His teaching specialties include child abuse, juvenile delinquency and sexual abuse.

Holly L. Preston, adjunct instructor in sociology and social work.
M.S.W., Marywood College.

Internships at area hospitals are an important aspect of the social work program.



GRADUATE ACADEMIC PROGRAM

MBA PROGRAM

The Lebanon Valley College MBA Program is an interdisciplinary program designed to prepare graduates for managerial responsibilities at various levels of business organizations. The program provides a strong theoretical foundation as well as operational expertise in the areas of finance, management, marketing, human resource management and production and service management.

The MBA Program at Lebanon Valley College is a unique program that combines liberal arts/general education coursework with career preparation in the field of business administration. The interdisciplinary nature of the curriculum includes standard MBA level courses along with exposure to courses in Executive Communications, Executive Leadership and Corporate and Organizational Ethics.

Degree Requirements:

Every MBA candidate must complete 27 credits of core courses and 9 credits of electives. All courses in the undergraduate common body of knowledge also must be completed successfully. Courses in the Lebanon Valley College MBA Program are taught on the Annville and Lancaster campuses.

Degree: Master of Business Administration

Undergraduate Core (Common body of knowledge): ACT 775; ECN 101, 102; MAS 111 or 150 or 160 or 161, 170 or 270; MGT 233, 322, 330, 340, 361, 460.

Graduate Core: ENG 825; LSP 835; MGT 800, 805, 815, 820, 895; PHL 830; PSY 810 (27 credits) and three of the following ACT 875; ECN 865, 885; MGT 850, 855, 860, 870, 880 (9 credits). Total of 36 credits.

MBA Courses:

ACT 775. Accounting and Financial Applications. A practical look at the financial and managerial areas of accounting. Emphasis will be placed on the four basic financial statements, analytical analysis, cost control and budgeting. In addition, case studies and use of current publications, such as *The Wall Street Journal*, will be stressed. This course is open to MBA students seeking to fulfill the undergraduate accounting prerequisite. It does not count for graduate credit in the MBA program.

ACT 875. Managerial Accounting. This course provides students previously exposed to basic financial and managerial accounting principles with an opportunity to study the structure and use accounting systems designed to aid management in controlling costs and profits. The course stresses financial statement analysis, sources and uses of funds analysis, tax implications on managerial decisions, responsibility accounting and the impact of inflation. 3 credits.

ECN 865. *Entrepreneurship.* Entrepreneurship, intrapreneurship, small business, and acquisitions. Special attention to entrepreneurial behavior, sources of funding, and actual case studies in the development of new enterprises. 3 credits.

ECN 885. *Managerial Economics.* This course focuses on economic planning and decision-making in the firm. The study of actual problems is provided by means of case analysis and independent study. 3 credits.

ENG 825. *Executive Communications.* Organizational communication skills, emphasizing writing, speaking and listening techniques. Interpersonal communication. Explores and increases communication options on individual, group and organizational levels. 3 credits. (Must be one of the first 3 courses taken in the MBA program.)

LSP 835. *Executive Leadership.* Theories and concepts of leadership. Examination of the forces in the leader-follower interaction. Analysis of the skills, behaviors, attitudes, and values of effective and ethical leaders and followers. Application of concepts, information, and experience to case studies. 3 credits.

MGT 800. *Quantitative Analysis.* A survey of mathematical foundations of management science. Topics include linear programming, transportation and assignment problems, decision and network analysis, stochastic processes, queuing, and simulation. Includes an introduction to appropriate computer software. 3 credits.

MGT 805. *Financial Policy.* A quantitative approach to managerial problems of long term financing, asset management, dividend policy, and ethics in the firm and marketplace. Emphasis placed on the application of experience to class discussion based on the use of *The Wall Street Journal*. Required presentation of a current topic. 3 credits.

MGT 815. *Marketing Management.* Seminar focusing on issues in the interplay between marketing and society including the ethics of selling, advertising, marketing research and the social responsibility of marketers. Prerequisite: ENG 825 strongly recommended. 3 credits.

MGT 820. *Production and Service Management.* Systems approaches to management of production and service organizations. Topics include design and control of operations, operations strategy, product and process planning, quality management, human resources, scheduling and control, and materials management. Emphasis is on the priority/capacity organizational concepts, the strategy underlying operations and related MS/OR tools and techniques. Prerequisite: MGT 800. 3 credits.

MGT 850. *Human Resource Management.* A survey of personnel management activities in organizations including exploration of recent developments in the field of human resource management. Topics include human resource planning, recruitment, selection, training, equal employment opportunity, performance appraisal, discipline, career planning, compensation, safety and health. Instruction method includes case study, readings and classroom lecture. Prerequisite: ENG 825, PSY 810 recommended. 3 credits.

MGT 855. Legal Environment of Business. Legal concepts and principles important to business decision making including employment law, labor–management relations and relevant legislation, tax consequences of business transactions, government regulation, contract law and application of the Uniform Commercial Code to business transactions. Case study, readings and classroom lecture. Prerequisite: ENG 825, PHL 830 recommended. 3 credits.

MGT 860. International Business Management. Theories, concepts, practices and techniques of conducting business in foreign countries. The strategic issues, the operational practices, and the governmental relations of multinational companies are analyzed through use of case study, lecture and speakers. Topics include: economic, political and cultural integration; trade restrictions and barriers; overseas investment and financing; entry into foreign markets and marketing strategies. 3 credits.

MGT 870. Labor Management Relations. Labor Management Relations is directed primarily to the understanding of the issues and alternatives arising out of the work place. The course provides both an overview of what has been identified as industrial relations as well as familiarity with the tools used by its practitioners. Students will study negotiation, administration, wage/fringe issues and contents of labor agreements. Prerequisite: ENG 825. 3 credits.

MGT 880. Investments and Portfolio Management. This course acquaints the student with the tools essential for sound money management. Considers the goals of the investor with respect to risk exposure, tax environment, liquidity needs and appreciation versus income potentials. Strategies will be developed to satisfy these objectives. Mathematical models of portfolio selection to help reduce risk through diversification will be developed. Special attention will be paid to the theories of determinants of asset prices, including the capital–asset pricing model. Prerequisite: MGT 805. 3 credits.

MGT 895. Business Policy. The strategic management of large business entities, including the formulation and evaluation of missions, strategies, objectives and policies. Historical and current situations are discussed. Cases are widely used and outside research is required. Prerequisite: 24 hours of graduate credit. 3 credits.

PHL 830. Corporate and Organizational Ethics. The ethical assumptions and implications of corporate and organizational policies and practices. Intensive readings in the literature of both theoretical and applied ethics. Case study analysis. Topics include: corporate and organizational social and political responsibility, ethics and business, ethics and organizational life, and governmental relations. Prerequisite: ENG 825 and LSP 835 or PSY 810. 3 credits.

PSY 810. Organizational Behavior. Systematic presentation of theory and research in areas of organizational behavior; including motivation, group dynamics, leadership, decision–making, organization change, career planning, and communication. 3 credits.

Special Topics. Special topics courses for the examination of current issues or topics of special interest. These courses are formal courses that are not listed permanently in the catalog.

MBA Administration and Resident Faculty

Cheryl L. Batdorf, academic adviser, MBA program
M.B.A., Lebanon Valley College.

Marie G. Bongiovanni, assistant professor of English.
M.B.A., Drexel University.
Ms. Bongiovanni teaches Executive Communications.

Sharon F. Clark, associate professor of management.
J.D., University of Richmond.

Dr. Clark has several years experience in private law practice and several years as a supervisory tax attorney with the Internal Revenue Service.

Jeanne C. Hey, assistant professor of economics.
Ph.D., Lehigh University.

Dr. Hey teaches managerial economics.

Robert W. Leonard, associate professor of management.
M.B.A., Ohio State University.

Mr. Leonard's teaching specialties include finance, production and service management, organizational behavior and development, and labor and industrial relations.

Daniel B. McKinley, director of leadership and student development programs.
M.A., University of Maryland. M.A.L.S., Wesleyan University.

Mr. McKinley maintains an interest in small group development and offers leadership laboratories for communication skills development.

James W. Mentzer Jr., director of the MBA program.
M.B.A., Chaminade University.

Barney T. Raffield III, associate professor of management.
Ph. D., Union Graduate School.

Dr. Raffield teaches courses in marketing and international business management.

Gail Sanderson, assistant professor of accounting.
M.B.A., Boston University, CPA.

Ms. Sanderson has professional experience in accounting (public and private sectors); income tax; computer systems analysis and design.

Warren K. A. Thompson, associate professor of philosophy.

M.A., University of Texas.

Mr. Thompson's teaching specialties are philosophical ethics and business and organizational ethics.

Barbara S. Wirth, assistant professor of accounting.

M.B.A., Lehigh University, CPA.

Ms. Wirth teaches accounting and financial applications.

Graduate Program Policies and Procedures

MBA Admissions

All candidates must have a bachelor's degree from an accredited college or university.

All candidates must submit a current resume and a completed application form with the required application fee. They must take a GMAT examination and have the official test results sent to the MBA Office. Official transcripts of all undergraduate work and any graduate courses to be considered for transfer must be sent by the respective colleges or universities to the MBA Office. An individual interview is strongly recommended.

Graduate admissions are on a rolling basis; action will be taken quickly after all paperwork has been processed.

Academic Advising and Registration

MBA students should meet with the MBA academic adviser prior to class registration. The adviser will develop a graduation plan with the student. All course registrations require the MBA adviser's signature.

Veteran Registration

The college meets all of the criteria of Veterans Education under the provisions of Title 38, United States Code, Section 1775. The MBA program has been approved for payment assistance. Veterans pay the cost of tuition, fees, books and supplies directly to the college. They are reimbursed by the Veterans Administration on a monthly basis. Applicants having any questions concerning their veteran's benefits should contact the college's veterans representative in the Registrar's Office.

Graduation Requirements

A candidate for the MBA must complete a maximum of 36 credits, of which 27 must be earned at Lebanon Valley College. There are nine required core courses (27 credits) and three electives of the student's choice (9 credits) for a total of 36 credits. A candidate must achieve at least a 3.00 cumulative average with a maximum of two C's within the 36 graduate credits to be certified for graduation.

Transfer Credit

A maximum of nine credits (a maximum of six core credits) may be transferred from another

accredited graduate program with the approval of the MBA program director and the registrar. No transfer credit shall be accepted if the grade earned at another institution was less than B. Students wishing to transfer credits may be asked to submit course outline, textbook used, and any reading materials so proper credit may be given.

Concurrent Courses

A student enrolled for the MBA degree may not take courses concurrently at another educational institution without prior consent of the MBA academic adviser and the registrar.

Grading

Student work is graded **A**, **A-**, **B+**, **B**, **B-**, **C+**, **C**, and **F**. Candidates must maintain a grade point average of 3.00 with a maximum of two **C** grades in the program.

In addition, the symbols **I** and **W** are used. **I** indicates work that is incomplete but otherwise satisfactory. It is awarded only for substantial reason and work must be completed in the first eight weeks of the following semester, including summer session, or **I** will be changed to **F**.

W indicates withdrawal from a course through the first 10 weeks. Thereafter, the appropriate letter grade will be assigned for the course.

No MBA course may be taken pass/fail.

Review Procedure

Every student's academic progress shall be reviewed at the end of each academic period by the MBA academic adviser. Any student whose average falls below 3.00 or who earns a C or F in three or more credit hours may be placed on academic probation. A student on academic probation may be required to retake courses or correct other academic deficiencies and must achieve a 3.00 cumulative average within two semesters of being placed on probation. A student may repeat a maximum of two graduate courses with any given course being repeated only once. Students who fail to correct deficiencies may be dropped from the program. A student may appeal any decision of the MBA director to the MBA Advisory Committee.

Course Withdrawal and Tuition Refund

Any student who withdraws from courses for which he or she is registered must notify the MBA adviser in writing. The effective date of withdrawal is the date on which the student notifies the office. Failure to give notice of withdrawal will result in a grade of F. Notifying the instructor does not constitute official withdrawal.

A refund schedule based on official withdrawal date is published in the semester brochure.

Time Restriction

The maximum time for completion of the MBA program is seven years from the date of the admission letter. Students who have not earned the graduate degree during this period shall

have their academic standing reviewed and may be asked to meet additional requirements in order to graduate.

Academic Dishonesty

Students are expected to uphold the principles of academic honesty. Academic dishonesty will not be tolerated.

For the first academic dishonesty offense, failure in the course is mandatory, and the faculty member is required to inform the MBA program director in writing. A letter of warning shall be sent to the student by the MBA program director explaining the consequences and the right of appeal.

For the second offense, failure in the course and expulsion from the MBA program and college are mandatory and without appeal.

Address Changes

Any change of address must be reported to the MBA Office as soon as possible. A forwarding address should also be given to the Postal Service.

Privacy of Student Records

In accordance with the Family Educational Rights and Privacy Act of 1974 (P.L. 39-380) Lebanon Valley College releases no student education records without written consent and request of the student or as prescribed by the law. Each student has access to his or her education records with exclusions only as specified by the law.

Financial Aid

Students may participate in the Stafford Loan Program, a low, simple-interest loan that is available from most lending institutions.

Graduate students should contact the Financial Aid Office at 717-867-6181 to discuss financial aid.

Employee Tuition Reimbursement

Students are encouraged to inquire about tuition reimbursement programs at their places of employment. Most employers of current students provide education subsidies of 50-100% of tuition. Some employers authorize the college to bill them directly. In this case, students must present billing authorization when they register.

Withdrawal from Program and College and Readmission

To withdraw from Lebanon Valley College, an MBA student must complete an official withdrawal form obtained from the MBA academic adviser. To apply for readmission, an MBA student must have the written approval of the MBA program director.

DIRECTORY

BOARD OF TRUSTEES LEBANON VALLEY COLLEGE

Officers

Thomas C. Reinhart '58	<i>Chairperson</i>
Edward H. Arnold	<i>Vice-Chairperson</i>
E.D. Williams Jr.	<i>Vice-Chairperson</i>
Elaine G. Hackman '52	<i>Vice-Chairperson</i>
Harry B. Yost '62	<i>Secretary</i>
Andrea F. Bromberg	<i>Assistant Secretary</i>
Deborah R. Fullam '81	<i>Treasurer</i>
Harlan R. Wengert	<i>Assistant Treasurer</i>
Allan W. Mund	<i>Chairperson Emeritus</i>
F. Allen Rutherford Jr. '37	<i>Chairperson Emeritus</i>
Elizabeth K. Weisburger '44	<i>Chairperson Emerita</i>

Trustees

Edward H. Arnold, *B.A., L.H.D.*; *Chairman and Chief Executive Officer, Arnold Industries, Inc. (1996).*

Katherine J. Bishop, *B.A., M.B.A.*; *Vice President, Lebanon Chemical Corporation (1997).*

Patricia D. Brown, *M.Div., D.A. in Education*; *Director of Office of Spiritual Nurture, Central Pennsylvania Annual Conference of the United Methodist Church (1997).*

Deborah A. Bullock '95, *Student, Lebanon Valley College (1995).*

Donald M. Cooper, *Chairman, President and Chief Executive Officer of CoreStates Hamilton Bank (1997).*

Wesley T. Dellinger GRI '75, *B.S.*; *Realtor, The Prudential Gacono Real Estate (1997).*

John R. Eby '57, *B.S., M.B.A.*; *President, Eby & Associates, Business Consultants (1995).*

Ross W. Fasick '55, *B.S., M.S., Ph.D.*; *Retired Business Executive, E.I. DuPont de Nemours & Co. (1995).*

Rufus A. Fulton, *B.A.*; *President and Chief Executive Officer, Fulton Financial Corporation (1995).*

Eugene R. Geesey, *B.S.*; *Owner/President, CIB, Inc. (1995).*

- Darwin G. Glick '58, *B.S.*; *President, Glick, Stanilla and Siegel, C.P.A. (1996).*
- Martin L. Gluntz '53; *B.S., M.S., Ph.D.*; *Vice President, Technical Services, Hershey Foods Corporation, Hershey International Division. (1996).*
- Arthur L. Goldberg, Esq., *B.A., J.D.*; *Attorney, Goldberg, Katzman and Shipman, P.C. (1995).*
- Elaine G. Hackman '52, *B.A.*; *Retired Business Executive (1997).*
- A.L. Hanford III, *B.A.*; *Owner/Operator, Ladd Hanford Motors, Inc.; President, Photographic Rotary Screen Co. (1997).*
- Bryan V. Hearsey, *B.S., M.A., Ph.D.*; *Professor of Mathematical Sciences, Lebanon Valley College (1996).*
- Wendie DiMatteo Holsinger, *B.A., M.Ed.*; *Chief Executive Officer, A.S.K. Foods, Inc. (1996).*
- Lois G. Johnson, *B.S., M.Ed.*; *Chairperson, Department of English/Reading, Delaware Technical and Community College (1995).*
- Erich G. Linker Jr. '70, *B.S., M.B.A.*; *Senior Vice President and Group Advertising Director, New York Times Magazine Division (1997).*
- Brian R. Mund, *B.S., M.B.A.*; *Owner/President, Surphratt Investments (1996).*
- Thomas C. Reinhart '58, *B.S.*; *Owner/President, T.C.R. Packaging, Inc. (1996).*
- Gail A. Sanderson, *B.A., M.B.A.*; *Assistant Professor of Accounting, Lebanon Valley College (1997).*
- Morton Spector; *Chairman of the Board and Treasurer, D & H Distributing Company (1995).*
- E. Peter Strickler '47, *B.S.*; *President, Strickler Insurance Agency (1995).*
- John A. Synodinos, *B.S., M.S.Ed.*; *President, Lebanon Valley College.*
- Susan E. Verhoek, *B.A., M.A., Ph.D.*; *Professor of Biology, Lebanon Valley College (1995).*
- John Walter, *B.S., J.D.*; *President Judge, Lebanon County Court of Common Pleas (1995).*
- Harlan R. Wengert, *B.S., M.B.A., D.Sci.*; *Chairman of the Board, Wengert's Dairy, Inc. (1996).*

E.D. Williams Jr., *L.H.D.*; *Private Investor (1996)*.

J. Dennis Williams, *B.A., M.Div., D.Min., D.D.*; *Senior Pastor, St. John's United Methodist Church (1997)*.

Samuel A. Willman '67, *B.S., M.Com.*; *President, Delta Packaging, Inc. (1996)*.

Harry B. Yost '62, *Esq., B.S., LL.D., LL.M.*; *Partner, Appel & Yost (1997)*.

Emeriti

William D. Boswell, *Esq., LL.B., Ph.D., LL.D.*; *Attorney, Boswell, Snyder, Tintner & Piccola*.

*William D. Bryson, *LL.D.*; *Retired Business Executive, Walter W. Moyer Company*.

*Curvin M. Dellinger '38, *B.S.*; *President, J.C. Hauer's Sons, Inc.*

Dewitt M. Essick '34, *A.B., M.S.*; *Retired Executive, Armstrong World Industries*.

Eugene C. Fish, *Esq., B.S., J.D., D.H.L.*; *Chairman and President, Peerless Industries; Chairman of the Board, Eastern Foundry Company, Inc.; Managing Partner, Romeika, Fish and Scheckter*.

Thomas W. Guinivan '39, *A.B., B.D., D.D.*; *Retired Pastor, United Methodist Church*.

Paul E. Horn '40, *A.B., D.D., M.Div.*; *Retired Pastor, United Methodist Church*.

Gerald D. Kaufman '44, *A.B., B.D., D.D.*, *Retired Pastor, United Methodist Church; Officer of the Courts, County of Cumberland*.

Allan W. Mund, *LL.D., D.B.A.*; *Retired Chairman of the Board, Ellicott Machine Corporation*.

Harold S. Peiffer '42, *A.B., B.D., S.T.M., D.D.*; *Retired Pastor, United Methodist Church; President, Retired United Methodist Ministers of Lancaster County*.

Kenneth H. Plummer; *Retired President, E.D. Plummer Sons, Inc.*

Jessie A. Pratt, *B.S.*; *Retired Administrative Assistant, Sanctions Division, City of Philadelphia*.

Ezra H. Ranck, *A.B., B.D., D.D.*; *Retired Pastor, United Methodist Church*.

Melvin S. Rife; *Retired Executive, St. Regis Paper Company*.

F. Allen Rutherford Jr. '37, *B.S., LL.D.; Retired Principal, Arthur Young and Company.*

Daniel L. Shearer '38, *A.B., S.T.M., B.D., D.D.; Retired Pastor, United Methodist Church.*

Elizabeth K. Weisburger '44, *B.S., Ph.D., D.Sci.; Retired Chief of Carcinogen Metabolism and Toxicology Branch, National Cancer Institute.*

Charles W. Wolfe, *B.A., M.Div.; Vice President Emeritus, Bucknell University.*

Honorary

Felton E. May, *B.A., D.D., M.Div.; Resident Bishop of the Harrisburg Area, United Methodist Church.*

Susan M. Morrison, *B.A., M.Div., D.Min.; Resident Bishop of the Philadelphia Area, United Methodist Church.*

Anne B. Sweigart, *B.S.; Chairman, President and Chief Executive Officer, Denver and Ephrata Telephone and Telegraph Company.*



Students discuss a class assignment.

ADMINISTRATION

President

John A. Synodinos, 1988–; *B.S., Loyola College, 1959; M.S.Ed., Temple University, 1977.*

Andrea Folk Bromberg, 1992–; *Executive Assistant to the President, 1993–; B.A., American University, 1973; M.B.A., University of Montana, 1978.*

General College Officers

Richard F. Charles, 1988–; *Vice President for Advancement, 1988–. A.B., Franklin & Marshall College, 1953.*

Deborah R. Fullam, 1982–; *Controller, 1990–. B.S., Lebanon Valley College, 1981; M.B.A., Philadelphia College of Textiles & Science, 1988.*

Robert E. Hamilton, 1986–; *Vice President for Administration, 1990–. A.B., Messiah College, 1962; M.Ed., Shippensburg University, 1966; D.Ed., The Pennsylvania State University, 1972.*

William J. McGill Jr., 1986–; *Vice President of the College and Dean of the Faculty, 1986–. A.B., Trinity College, 1957; M.A., Harvard University, 1958; Ph.D., 1961.*

Robert A. Riley, 1976–1978, 1988–; *Executive Director of Computing and Telecommunications, 1988–. B.S., Elizabethtown College, 1976.*

Gregory G. Stanson, 1966–; *Vice President for Enrollment and Student Services, 1991–. B.A., Lebanon Valley College, 1963; M.Ed., University of Toledo, 1966.*

ADMINISTRATIVE OFFICERS

Academic

William J. McGill, *Vice President of the College and Dean of the Faculty.*

Cheryl L. Batdorf, 1993–; *Academic Adviser to the MBA Program, 1993–. B.S., Shippensburg University, 1983; M.B.A., Lebanon Valley College, 1992.*

Karen Diener Best, 1990–; *Registrar, 1990–. B.A., Dickinson College, 1989.*

David R. Brigham, 1994–; *Director of The Gallery, 1994–. B.A., B.S., University of Connecticut, 1986; M.A., University of Pennsylvania, 1987; Ph.D., 1992.*

Barbara Jones Denison, 1987–; *Associate Director of Continuing Education, 1992–. B.A., Lebanon Valley College, 1979; M.A., University of York, 1981; Ph.D., Northwestern University, 1985.*

Alice S. Diehl, 1966-; *Technical Processes Librarian*, 1966-. A.B., *Smith College*, 1956; B.S., *Carnegie Institute of Technology*, 1957; M.L.S., *University of Pittsburgh*, 1966.

Dale J. Erskine, 1983-; *Director, Youth Scholars Institute*, 1985-. B.A., *University of Maine at Portland*, 1974; M.A., *State University of New York at Buffalo*, 1976; Ph.D., *University of Oklahoma*, 1981.

Elaine D. Feather, 1989-; *Director of Continuing Education*, 1989-. B.S., *State University of New York College at Cortland*, 1965; M.S., *State University of New York College at Brockport*, 1973.

Andrew S. Greene, 1990-; *Director of Media Services*, 1992. B.S., *Kutztown University*, 1990.

Leon E. Markowicz, 1971-; *Director of Academic Support Programs*, 1990-. A.B., *Duquesne University*, 1964; M.A., *University of Pennsylvania*, 1968; Ph.D., 1972.

Daniel B. McKinley, 1988-; *Director of Leadership and Freshmen Programs*, 1990-. B.S., *United States Coast Guard Academy*, 1968; M.A.L.S., *Wesleyan University*, 1973; M.A., *University of Maryland*, 1982.

Mary McLeod, 1994-; *Coordinator, Lebanon Valley College Science Education Partnership*, 1994-. B.S., *University of Kentucky*, 1980.

James W. Mentzer Jr., 1994-; *Director of the MBA Program*, 1994-. B.B.A., *The Pennsylvania State University*, 1983; M.B.A., *Chaminade University*, 1988.

Donna L. Miller, 1986-; *Readers' Service Librarian*, 1986-. B.S., *Millersville University*, 1984; B.A., *Lebanon Valley College*, 1993; M.L.S., *Drexel University*, 1986.

P. Robert Paustian, 1991-; *Librarian*, 1991-. B.A., *University of Missouri*, 1971; M.A., *University of Kansas*, 1975; M.A., *University of Missouri*, 1979.

Robert Peregrin, 1993-; *Adjunct Catholic Chaplain*, 1993-. B.A., *The Pennsylvania State University*, 1974; M.Div., *Mary Immaculate Seminary*, 1981.

Suzanne Caldwell Riehl, 1982-; *Director of Special Music Programs*, 1989-. B.A., *Lebanon Valley College*, 1979; M.M., *Westminster Choir College*, 1982.

D. Darrell Woomer, 1992-; *Chaplain*, 1992-. B.A., *Juniata College*, 1964; M.Div., *Pittsburgh Theological Seminary*, 1969; Th.M., 1972; M.A., *Duquesne University*, 1986.

Enrollment and Student Services

Gregory G. Stanson, *Vice President for Enrollment and Student Services.*

Judy Agaoglu, 1993-; *Counseling Psychologist, 1993-. B.A., University of Kentucky, 1962; M.S., Hahnemann University, 1984.*

Louise Answine, 1993-; *Counseling Psychologist, 1993-. B.A., Muhlenburg College, 1984; M.S., Millersville University, 1989; C.A.C., P.C.A.C.B., 1993.*

Susan Borelli-Wentzel, 1990-; *Assistant Director of Admission, 1992-. B.A., Albright College, 1989.*

Mark A. Brezitski, 1986-; *Admission Counselor, 1989-. B.A., Shippensburg University, 1985.*

William J. Brown, Jr., 1980-; *Dean of Admission and Financial Aid, 1993-. B.A., Lebanon Valley College, 1979; M.B.A., Philadelphia College of Textiles and Science, 1988.*

Kathleen Collins, 1993-; *Residence Hall Director, 1993-. B.A., Juniata College, 1992.*

Arlene Doyle, 1992-; *Staff Nurse, 1992-. R.N., Diploma, St. Joseph's Hospital, 1961.*

David C. Evans, 1981-; *Director of Career Planning and Placement, 1989-. B.A., Slippery Rock University, 1969; M.Ed., Rutgers University, 1970.*

Jennifer Dawson Evans, 1991-; *Director of Student Activities, 1991-. B.S., Kansas State University, 1989; M.S., Shippensburg University, 1991.*

Russell L. Gingrich, 1971-; *College Physician, 1971-. B.S., Lebanon Valley College, 1947; M.D., Thomas Jefferson University, 1951.*

Vicki Gingrich, 1994-; *Adviser to International Students, 1994-. B.S., Mansfield University, 1975.*

Ronald K. Good, 1983-; *Associate Director of Admission, 1991-. B.S. in Ed., Millersville University, 1959; M.Ed., 1966.*

John T. Hower, 1988-; *Counseling Psychologist, 1988-. B.A., Wheaton College, 1970; M.A., Rosemead School of Psychology, 1974; Ph.D., 1977.*

Linda Hower, 1993-; *Counseling Psychologist, 1993-. B.A., Wheaton College, 1971; M.S.W., Temple University, 1992.*

Robert M. Kline, 1970-; *College Physician, 1970-. B.S., Lebanon Valley College, 1950; M.D., Thomas Jefferson University, 1955; B.A., Lebanon Valley College, 1971.*

David W. Newell, 1992-; *Assistant Dean of Student Services, 1992-. B.A., Heidelberg College, 1987; M.S., Bowling Green State University, 1989.*

Robert K. Nielsen, 1993-; *College Physician, 1993-. M.D., Albany Medical College, 1975.*

Jennifer Peters, 1994-; *Financial Aid Counselor, 1994-. B.S., Lebanon Valley College, 1992.*

Heather L. Richardson, 1991-; *Admission and Financial Aid Counselor, 1992-. B.S., University of Delaware, 1989.*

Susan Sarisky, 1993-; *Admission Counselor, 1993-. B.A., Lebanon Valley College, 1992.*

Ann Marie Schlottman, 1994-; *Hall Director, 1994-. B.A., Moravian College, 1994.*

Carol D. Sears, 1993-; *College Physician, 1993-. M.D., University of Pittsburgh, 1981.*

Linda M. Smith, 1993-; *College Physician, 1993-. M.D., Boston University, 1990.*

Kimberly D. Taylor, 1994-; *Hall Director, 1994-. B.A., Shippensburg University, 1992; M.A., Bucknell University, 1994.*

Juliana Z. Wolfe, 1975-1978; 1979-; *Director of Health Center and Head Nurse, 1979-. R.N., Diploma, St. Joseph's Hospital, 1963.*

Steven D. Young, 1994-; *Hall Director, 1994-. B.A., Lebanon Valley College, 1991.*

Rosemary Yuhas, 1973-; *Dean of Student Services, 1991-. B.S., Lock Haven University, 1966; M.Ed., West Chester University, 1970.*

Advancement

Richard F. Charles, *Vice President for Advancement.*

Ellen H. Arnold, 1988-; *Director of Development, 1991-. B.A., Bucknell University, 1964.*

C. Paul Brubaker Jr., 1989-; *Director of Planned Giving. B.S., Franklin and Marshall College, 1952; M.B.A., Wharton Graduate School, University of Pennsylvania, 1955.*

John B. Deamer Jr., 1986-; *Director of Sports Information and Athletics Development, 1992-. B.A., LaSalle University, 1985.*

Shanna P. Gemmill, 1992-; *Assistant Director of Annual Giving, 1992-. B.S., Bucknell University, 1992.*

Carolyn A. Lauver, 1992-; *Director of Annual Giving, 1992-*. B.Mus., *College Misericordia, 1963.*

Kenneth L. Lewis Jr., 1994-; *Assistant Director, Alumni and Campaign Programs, 1994-*. B.A., *Lebanon Valley College, 1993.*

Jane Marie Paluda, 1990-; *Director of Publications, 1990-*. B.A., *Moravian College, 1980.*

Judy Pehrson, 1989-; *Director of College Relations, 1989-*. B.A., *University of Michigan, 1968; M.A., 1972; Certificate for Teaching English as a Second Language, Trinity College, London, 1993.*

Mary Beth Strehl, 1990-; *Director of Media Relations, 1993-*. B.A., *Messiah College, 1990.*

Diane E. Wenger, 1989-; *Director of Alumni Programs, 1992-*. B.A., *Lebanon Valley College, 1992.*

James H. Woland, 1991-; *Director of Cultural Programming, 1994-*. B.A., *Shippensburg University, 1967; M.A., 1969.*

Rebecca H. Yoder, 1994-; *Art Development Assistant, 1994-*. B.A., *Lebanon Valley College, 1994.*

Financial Affairs

Deborah R. Fullam, *Controller and Treasurer.*

Ben D. Oreskovich, 1994-; *Assistant Controller, 1994-*. A.S., *Danville Area Community College, 1990; B.S., The Pennsylvania State University, 1993.*

Dana K. Leshner, 1990-; *Assistant, Business Services, 1990-*. B.A., *Millersville University, 1977.*

Computing and Telecommunications

Robert A. Riley, *Executive Director of Computing and Telecommunications.*

Keeta K. Cole, 1992-; *Assistant to the Director of Administrative Computing, 1992-*. B.S., *Lebanon Valley College, 1970.*

Robert J. Dillane, 1985-; *Director of Administrative Computing, 1986-*. B.S., *Lebanon Valley College, 1977.*

T. Russell Embich Jr., 1992-; *Systems Manager, 1992-*. A.S., *Valley Forge Military Junior College, 1989; B.S., Messiah College, 1992.*

Walter L. Smith, 1961-1969; 1971-; *Director of Special Services, 1982-.* B.S., *Lebanon Valley College, 1961; M.S. in Ed., Temple University, 1967.*

Michael C. Zeigler, 1990-; *Director of User Services, 1990-.* B.S., *The Pennsylvania State University, 1979.*

Administrative Affairs

Robert E. Hamilton, *Vice President for Administration.*

Harold L. Fessler, 1984-; *Director of Maintenance, 1984-.*

Robert E. Harnish, 1967-; *Manager of the College Store, 1967-.* B.A., *Randolph Macon College, 1966.*

Margaret A. Lahr, 1988-; *Director of Housekeeping, 1988-.*

George F. Lovell Jr., 1988-; *Superintendent of Buildings and Grounds, 1988-.*

James P. Monos, 1986-; *Assistant Director of Athletics for Recruitment and Retention, 1992-.* B.S., *Shippensburg University, 1972; M.Ed., Western Maryland College, 1978.*

Louis A. Sorrentino, 1971-; *Director of Athletics, 1981-.* B.A., *Lebanon Valley, 1954; M.S., Bucknell University, 1961.*

Kathleen Tierney, 1983-; *Assistant Director of Athletics, Coordinator of Summer Sports Camps, 1988-.* B.S., *State University of New York at Brockport, 1979.*

Kevin R. Yeiser, 1982-; *Director of Grounds, 1982-.*

Allen R. Yingst, 1989-; *Director of Security and Safety, 1990-.*

Athletics

John Gergle, 1994-; *Baseball Coach, 1994-.*

Peg A. Kauffman, 1993-; *Women's Basketball Coach, 1993-.* B.A., *Millersville University, 1987; M.Ed, 1991.*

Lawrence M. Larthey, 1988-; *Wrestling Coach, 1988-.* B.S., *Lebanon Valley College, 1972.*

Brad F. McAlester, 1994-; *Men's Basketball Coach, 1994-.* B.A., *Southampton College of Long Island University, 1975.*

James P. Monos Jr., 1986-; *Football Coach, 1986-; Assistant Director of Athletics for Recruitment and Retention, 1992-.*

Cliff Myers, 1994-; *Head Tennis Coach*, 1994-.

Wayne Perry, 1987-; *Women's Volleyball Coach*, 1988-. B.S., *Lebanon Valley College*, 1978.

Mark Pulisic, 1992-; *Head Soccer Coach*, 1993-.

O. Kent Reed, 1971-; *Men's Track and Field Coach*, *Men's and Women's Cross-Country Coach*, 1971-. B.S., *Otterbein College*, 1956; M.A., *Eastern Kentucky University*, 1970.

Louis A. Sorrentino, *Director of Athletics*, 1971-; *Golf Coach*, 1989-.

James E. Stark, 1986-; *Athletic Trainer*, 1986-. B.S., *Lock Haven University*, 1983; M.Ed., *Shippensburg University*, 1986.

Kathleen M. Tierney, 1983-; *Assistant Director of Athletics*, *Coordinator of Summer Sports Camps*, 1988-; *Field Hockey Coach*, 1983-.



Dr. Jim Scott, professor of German, (right) meets with several of his students.

FACULTY

Active

Howard L. Applegate, 1983-; *Associate Professor of History and American Studies. Chairperson of the Department of History and American Studies. B.A., Drew University, 1957; M.A., Syracuse University, 1960; Ph.D., 1966.*

Sharon O. Arnold, 1986-; *Associate Professor of Sociology. B.A., University of Akron, 1964; M.A., 1967.*

Susan L. Atkinson, 1987-; *Associate Professor of Education. B.S., Shippensburg University, 1972; M.Ed., (Elementary Education) 1973; M.Ed., (Special Education), 1979; D.Ed., Temple University, 1987.*

Philip A. Billings, 1970-; *Professor of English. Chairperson of the Department of English. B.A., Heidelberg College, 1965; M.A., Michigan State University, 1967; Ph.D., 1974.*

Marie G. Bongiovanni, 1990-; *Assistant Professor of English. B.A., Temple University, 1977; M.B.A., Drexel University, 1982.*

Donald C. Boone, 1988-; *Assistant Professor of Hotel Management. B.A., Michigan State University, 1964; M.B.A., 1966.*

David R. Brigham, 1994-; *Assistant Professor of Art and American Studies. B.A., B.S., University of Connecticut, 1986; M.A., University of Pennsylvania, 1987; Ph.D., 1992.*

James H. Broussard, 1983-; *Professor of History. A.B., Harvard University, 1963; M.A., Duke University, 1965; Ph.D., 1968.*

Andrew J. Brovey, 1994-; *Assistant Professor of Education. B.A., Bloomsburg University, 1979; B.S., 1980; M.S., Lehigh University, 1985; Ed.D., 1994.*

D. Eugene Brown, 1983-; *Professor of Political Science. B.S., Western Illinois University, 1969; M.A., State University of New York at Binghamton, 1973; Ph.D., 1982.*

Delbert Burkett, 1994-; *Assistant Professor of Religion. B.A., Abilene Christian University, 1971; M.T.S., Harvard Divinity School, 1973; Ph.D., Duke University, 1989.*

Donald E. Byrne Jr., 1971-; *Professor of Religion and History. Director of the American Studies Program. B.A., St. Paul Seminary, 1963; M.A., Marquette University, 1966; Ph.D., Duke University, 1972. (On leave, spring 1995)*

Daniel A. Cesta, 1994-; *Assistant Professor of Accounting. B.B.A., Sienna College, 1990; M.S., State University of New York at Albany, 1993.*

Sharon F. Clark, 1986-; *Associate Professor of Management. Chairperson of the Department of Management. B.A., University of Richmond, 1969; J.D., 1971.*

Richard D. Cornelius, 1985-; *Professor of Chemistry. Chairperson of the Department of Chemistry. B.A., Carleton College, 1969; Ph.D., University of Iowa, 1974.*

Salvatore S. Cullari, 1986-; *Associate Professor of Psychology. Chairperson of the Department of Psychology. B.A., Kean College, 1974; M.A., Western Michigan University, 1976; Ph.D., 1981.*

George D. Curfman, 1961-; *Professor of Music Education. B.S., Lebanon Valley College, 1953; M.M., University of Michigan, 1957; Ed.D., The Pennsylvania State University, 1971.*

Donald B. Dahlberg, 1980-; *Professor of Chemistry. B.S., University of Washington, 1967; M.S., Cornell University, 1969; Ph.D., 1971.*

Michael A. Day, 1987-; *Associate Professor of Physics. Chairperson of the Department of Physics. B.S., University of Idaho, 1969; M.A., 1975, Ph.D., 1977, University of Nebraska (Philosophy). M.S., 1978, Ph.D., 1983, University of Nebraska (Physics). (On leave, spring 1995)*

Deanna L. Dodson, 1994-; *Assistant Professor of Psychology. B.S., Tennessee Technological University, 1985; M.S., Memphis State University, 1988; Ph.D., 1992.*

Phylis C. Dryden, 1987-; *Associate Professor of English. B.A., Atlantic Union College, 1976; M.A., State University of New York at Albany, 1985; D.A., 1988.*

Scott H. Eggert, 1983-; *Associate Professor of Music. B.F.A., University of Wisconsin (Milwaukee), 1971; M.A., University of Chicago, 1974; D.M.A., University of Kansas, 1982.*

Dale J. Erskine, 1983-; *Professor of Biology. Director of the Youth Scholars Institute. B.A., University of Maine at Portland, 1974; M.A., State University of New York at Buffalo, 1976; Ph.D., University of Oklahoma, 1981.*

Beátrice Féron-Gooding, 1994-; *Assistant Professor of Chemistry. B.S., École Supérieure de Chimie Organique et Minérale, 1982; M.S., Université Pierre et Marie Curie, 1984; Ph.D., Institut de Recherches sur la Catalyse, 1988.*

Arthur L. Ford, 1965-; *Professor of English. Associate Dean for International Programs. A.B., Lebanon Valley College, 1959; M.A., Bowling Green State University, 1960; Ph.D., 1964.*

Michael D. Fry, 1983-; *Associate Professor of Mathematical Sciences. B.A., Immaculate Heart College, 1975; Ph.D., University of Illinois, 1980.*

- Marianne Goodfellow, 1990-; *Lecturer in Sociology. B.A., State University of New York at Plattsburgh, 1979; M.A., The Pennsylvania State University, 1982.*
- Michael A. Grella, 1980-; *Professor of Education. Chairperson of the Department of Education. B.A., St. Mary's Seminary and University, 1958; M.A., West Virginia University, 1970; Ed.D., 1974.*
- Gary Grieve-Carlson, 1990-; *Assistant Professor of English. B.A., Bates College, 1977; M.A., State University of New York at Binghamton, 1980; Ph.D., Boston University, 1988.*
- Klement M. Hambourg, 1982-; *Associate Professor of Music. A.T.C.M., Royal Conservatory of Music, 1946; L.R.A.M., Royal Academy of Music, 1962; A.R.C.M., Royal College of Music, 1962; L.T.C.L., Trinity College of Music (London), 1965; Fellow, 1966; D.M.A., University of Oregon, 1977.*
- Carolyn R. Hanes, 1977-; *Professor of Sociology and Social Work. Chairperson of the Department of Sociology and Social Work. B.A., Central Michigan University, 1969; M.A., University of New Hampshire, 1973; Ph.D., 1976.*
- Bryan V. Hearsey, 1971-; *Professor of Mathematical Sciences. Chairperson of the Department of Mathematical Sciences. B.A., Western Washington State College, 1964; M.A., Washington State University, 1966; Ph.D., 1968.*
- Robert H. Hearson, 1986-; *Associate Professor of Music. B. Music, University of Iowa, 1964; M.A., 1965; Ed.D., University of Illinois, 1983.*
- John H. Heffner, 1972-; *Professor of Philosophy. Chairperson of the Department of Religion and Philosophy. B.S., Lebanon Valley College, 1968; A.M., Boston University, 1971; Ph.D., 1976.*
- Paul A. Heise, 1991-; *Assistant Professor of Economics. B.S.F.S., Georgetown University, 1958; M.A., 1963; M.P.A., Harvard University, 1972; Ph.D., New School for Social Research, 1991.*
- Jeanne C. Hey, 1989-; *Assistant Professor of Economics. B.A., Bucknell University, 1954; M.B.A., Lehigh University, 1982; Ph.D., 1990.*
- Barry R. Hill, 1993-; *Instructor in Music. Director of the Sound Recording Technology Program. B.S., Music with Recording Arts, University of North Carolina at Asheville, 1989.*
- Barry L. Hurst, 1982-; *Associate Professor of Physics. B.S., Juniata College, 1972; Ph.D., University of Delaware, 1982.*
- Diane M. Iglesias, 1976-; *Professor of Spanish. Chairperson of the Department of Foreign Languages. B.A., Queens College, 1971; M.A., 1974; Ph.D., City University of New York, 1979.*

Richard A. Joyce, 1966-; *Associate Professor of History. B.A., Yale University, 1952; M.A., San Francisco State College, 1963.*

John P. Kearney, 1971-; *Professor of English. B.A., St. Benedict's College, 1962; M.A., University of Michigan, 1963; Ph.D., University of Wisconsin, 1968.*

David I. Lasky, 1974-; *Professor of Psychology. A.B., Temple University, 1956; M.A., 1958; Ph.D., 1961.*

Robert W. Leonard, 1988-; *Associate Professor of Management. B.A., Ohio University, 1977; M.A., St. Francis School of Industrial Relations, 1978; M.B.A., Ohio State University, 1986.*

Thomas Jyu-cheng Liu, 1990-; *Assistant Professor of Mathematical Sciences. B.S., Tatung Institute of Technology, 1979; M.S. in Chemical Engineering, University of Illinois at Chicago, 1983; M.S. in Mathematics, 1985; Ph.D., 1988.*

Leon E. Markowicz, 1971-; *Professor of Leadership Studies. A.B., Duquesne University, 1964; M.A., University of Pennsylvania, 1968; Ph.D., 1972.*

G. Daniel Massad, 1985-; *Artist-in-Residence. B.A., Princeton University, 1969; M.A., University of Chicago, 1977; M.F.A., University of Kansas, 1982.*

Joerg W. P. Mayer, 1970-; *Professor of Mathematical Sciences. Dipl. Math., University of Giessen, 1953; Ph.D., 1954.*

Mark L. Mecham, 1990-; *Associate Professor of Music. Chairperson of the Department of Music. B.M., University of Utah, 1976; M.M., 1978; D.M.A., University of Illinois at Urbana-Champaign, 1985.*

Owen A. Moe Jr., 1973-; *Professor of Chemistry. B.A., St. Olaf's College, 1966; Ph.D., Purdue University, 1971. (On leave, spring 1995)*

Philip G. Morgan, 1969-; *Associate Professor of Music. B.M.E., Pittsburg State University (Kansas), 1962; M.S., 1965.*

John D. Norton, 1971-; *Professor of Political Science. Chairperson of the Department of Political Science and Economics. B.A., University of Illinois, 1965; M.A., Florida State University, 1967; Ph.D., American University, 1973.*

Mary K. Pettice, 1994-; *Assistant Professor of English. B.A., Illinois Wesleyan University, 1982; M.S., University of Illinois, 1983; M.A. 1986; Ph.D., University of Houston, 1994.*

Sidney Pollack, 1976-; *Professor of Biology. B.A., New York University, 1963; Ph.D., University of Pennsylvania, 1970.*

- Kevin B. Pry, 1991-; *Lecturer in English. B.A., Lebanon Valley College, 1976; M.A., The Pennsylvania State University, 1980; Ph.D., 1984.*
- Barney T. Raffield III, 1990-; *Associate Professor of Management. B.B.A., Southern Methodist University, 1968; M.B.A., 1971; Ph.D., Union Graduate School, 1982.*
- Sharon Hall Raffield, 1990-; *Associate Professor of Sociology and Social Work. Director of the Honors Program. A.B., Wheaton College, 1963; M.S.W., Washington University, 1967.*
- O. Kent Reed, 1971-; *Associate Professor of Physical Education. Director of the Department of Physical Education. B.S., Otterbein College, 1956; M.A., Eastern Kentucky University, 1970.*
- Gail A. Sanderson, 1983-; *Assistant Professor of Accounting. B.A., Hobart and William Smith Colleges, 1970; M.B.A., Boston University, 1977.*
- James W. Scott, 1976-; *Professor of German. Director of General Education. B.A., Juniata College, 1965; Ph.D., Princeton University, 1971.*
- Steven M. Specht, 1989-; *Assistant Professor of Psychology. B.S., State University of New York at Oswego, 1982; M.A., State University of New York at Binghamton, 1987; Ph.D., 1988.*
- Joëlle L. Stopkie, 1989-; *Associate Professor of French. Licence, Sorbonne, 1960; M.A., New York University, 1963; Ph.D., Bryn Mawr College, 1979.*
- Thomas M. Strohman, 1977-1983; 1987-; *Instructor in Music. B.S., Lebanon Valley College, 1975.*
- Dale E. Summers, 1990-; *Assistant Professor of Education. Director of Elementary and Secondary School Relations. B.S., Ball State University, 1971; M.A., 1973; Ed.D., 1978.*
- Linda L. Summers, 1991-; *Instructor in Education. B.S., Ball State University, 1972; M.A., 1977.*
- Dennis W. Sweigart, 1972-; *Professor of Music. B.S., Lebanon Valley College, 1963; M.M., University of Michigan, 1965; D.M.A., University of Iowa, 1977.*
- Warren K. A. Thompson, 1967-; *Associate Professor of Philosophy. A.B., Trinity University, 1957; M.A., University of Texas, Austin, 1963.*
- Horace W. Tousley, 1981-; *Associate Professor of Mathematical Sciences. A.B., Ripon College, 1951; M.S.I.E., (OR) University of Alabama, 1970.*

Mark A. Townsend, 1983-; *Associate Professor of Mathematical Sciences. B.S., Bethany Nazarene College, 1965; M.A., Oklahoma University, 1969; Ed.D., Oklahoma State University, 1983.*

Susan E. Verhoek, 1974-; *Professor of Biology. B.A., Ohio Wesleyan University, 1964; M.A., Indiana University, 1966; Ph.D., Cornell University, 1975.*

Carl T. Wigal, 1993-; *Assistant Professor of Chemistry. A.S., College of Mount Saint Joseph, 1984; B.S., University of Cincinnati, 1986; Ph.D., Miami University, Ohio, 1990.*

Stephen E. Williams, 1973-; *Professor of Biology. B.A., Central College, 1964; M.S., University of Tennessee, 1966; Ph.D., Washington University, St. Louis, 1971.*

Barbara S. Wirth, 1987-; *Assistant Professor of Accounting, 1988. B.A., Lehigh University, 1979; M.B.A., 1985. (On leave, 1994-1995)*

Paul L. Wolf, 1966-; *Professor of Biology. Chairperson of the Department of Biology. B.S., Elizabethtown College, 1960; M.S., University of Delaware, 1963; Ph.D., 1968. (On leave, spring 1995)*

Allan F. Wolfe, 1968-; *Professor of Biology. B.A., Gettysburg College, 1963; M.A., Drake University, 1965; Ph.D., University of Vermont, 1968.*

Sharon L. Worley, 1994-; *Lecturer in Accounting. B.A., San Jose State College, 1963.*

Andrés Zamora, 1992-; *Assistant Professor of Spanish. B.A., Universidad Complutense de Madrid, 1984; M.A., Auburn University, 1986; M.A., University of Southern California, Los Angeles, 1989.*

Emeriti

Madelyn J. Albrecht, 1973-1990; *Associate Professor Emerita of Education. B.A., Northern Baptist College, 1952; M.A., Michigan State University, 1958; Ph.D., 1972.*

Richard C. Bell, 1966-1987; *Associate Professor Emeritus of Chemistry. B.S., Lebanon Valley College, 1941; M.Ed., Temple University, 1955.*

James O. Bemdeserfer, 1959-1976; *Chaplain Emeritus. A.B., Lebanon Valley College, 1936; M.Div., United Theological Seminary, 1939; S.T.M., Lutheran Theological Seminary, Philadelphia, 1945; S.T.D., Temple University, 1951.*

Eloise P. Brown, 1961-1987; *Readers' Services Librarian Emerita. B.S.L.S. Simmons College, 1946.*

Voorhis C. Cantrell, 1968-1992; *Professor Emeritus of Religion and Greek. B.A., Oklahoma City University, 1952; B.D., Southern Methodist University, 1956; Ph.D., Boston University, 1967.*

- D. Clark Carmean, 1933-1972; *Director Emeritus of Admissions. A.B., Ohio Wesleyan University, 1926; M.A., Columbia University, 1932.*
- Charles T. Cooper, 1965-1979; *Associate Professor Emeritus of Spanish. B.S., U.S. Naval Academy, 1942; M.A., Middleburg College, 1932.*
- Hilda M. Damus, 1963-1976; *Professor Emerita of German. M.A., University of Berlin and Jena, 1932; Ph.D., University of Berlin, 1945.*
- Robert S. Davidon, 1970-1984; *Professor Emeritus of Psychology, 1985. A.B., University of Illinois, 1940; M.A., University of Pennsylvania, 1946; Ph.D., 1951.*
- Carl Y. Ehrhart, 1947-1983; *Professor Emeritus of Philosophy and Dean of the College Emeritus. A.B., Lebanon Valley College, 1940; M.Div., United Theological Seminary, 1943; Ph.D., Yale University, 1954.*
- William H. Fairlamb, 1947-1990; *Professor Emeritus of Music. Mus. B., cum laude, Philadelphia Conservatory, 1949.*
- Elizabeth M. Geffen, 1958-1983; *Professor Emerita of History. B.S., University of Pennsylvania, 1934; M.A., 1936; Ph.D., 1958.*
- Pierce A. Getz, 1959-1990; *Professor Emeritus of Music. B.S., Lebanon Valley College, 1951; M.S.M., Union Theological Seminary School of Sacred Music, 1953; A.M.D., Eastman School of Music, 1967.*
- June E. Herr, 1959-1980; *Associate Professor Emerita of Elementary Education. B.S., Lebanon Valley College, 1943; M.Ed., The Pennsylvania State University, 1954.*
- Thomas A. Lanese, 1954-1978; *Associate Professor Emeritus of Strings, Conducting, and Theory. B. Mus., Baldwin-Wallace College, 1938; Fellowship, Julliard Graduate School; M.Mus., Manhattan School of Music, 1952.*
- Jean O. Love, 1954-1985; *Professor Emerita of Psychology. A.B., Erskine College, 1941; M.A., Winthrop College, 1949; Ph.D., University of North Carolina, 1953.*
- George R. Marquette, 1951-1990; *Vice President Emeritus for Student Affairs. A.B., Lebanon Valley College, 1948; M.A., Columbia University, 1951; Ed.D., Temple University, 1967.*
- Anna D. Faber McVay, 1954-1976; *Professor Emerita of English. A.B., Lebanon Valley College, 1948; M.A., University of Wisconsin, 1950; Ph.D., 1954.*
- H. Anthony Neidig, 1948-1985; *Professor Emeritus of Chemistry. B.S., Lebanon Valley College, 1943; M.S., University of Delaware, 1946; Ph.D., 1948.*

Agnes B. O'Donnell, 1961-1987; *Professor Emerita of English*. A.B., *Immaculata College*, 1948; M.Ed., *Temple University*, 1952; M.A., *University of Pennsylvania*, 1967; Ph.D., 1976.

J. Robert O'Donnell, 1961-1987; *Associate Professor Emeritus of Physics*. B.S., *The Pennsylvania State University*, 1950; M.S., *University of Delaware*, 1953.

Gerald J. Petrofes, 1963-1988; *Associate Professor Emeritus of Physical Education*. B.S., *Kent State University*, 1958; M.Ed., 1962.

Sara E. Piel, 1960-1975; *Professor Emerita of Foreign Languages*. A.B., *Chatham College*, 1928; M.A., *University of Pittsburgh*, 1929; Ph.D., 1938.

Jacob L. Rhodes, 1957-1985; *Professor Emeritus of Physics*. B.S., *Lebanon Valley College*, 1943; Ph.D., *University of Pennsylvania*, 1958.

Robert C. Riley, 1951-1986; *Professor Emeritus of Economics and Business Administration; Vice President and Controller Emeritus*. B.S., *Shippensburg State College*, 1941; M.S., *Columbia University*, 1947; Ph.D., *New York University*, 1962; C.P.M., 1976.

Malin Ph. Saylor, 1961-1980; *Professor Emerita of French*, 1985. *Fil Kand.*, *Universities of Upsala and Stockholm*, 1938.

Ralph S. Shay, 1948-1951; 1953-1984; *Professor Emeritus of History and Assistant Dean of the College Emeritus*. A.B., *Lebanon Valley College*, 1942; A.M., *University of Pennsylvania*, 1947; Ph.D., 1962.

Robert W. Smith, 1951-1983; *Professor Emeritus of Music*. B.S., *Lebanon Valley College*, 1939; M.A., *Columbia University*, 1950.

James M. Thurmond, 1954-1979; *Professor Emeritus of Music Education and Brass*. *Diploma*, *Curtis Institute of Music*, 1931; A.B., *American University*, 1951; M.A., *Catholic University*, 1952; Mus.D., *Washington College of Music*, 1944.

C. F. Joseph Tom, 1954-1989; *Professor Emeritus of Economics*. B.A., *Hastings College*, 1944; M.A., *University of Chicago*, 1947; Ph.D., 1963.

Perry J. Troutman, 1960-1994; *Professor Emeritus of Religion*. B.A., *Houghton College*, 1949; M.Div., *United Theological Seminary*, 1952; Ph.D., *Boston University*, 1964.

L. Elbert Wethington, 1963-1983; *Professor Emeritus of Religion*. B.A., *Wake Forest*, 1944; B.D., *Divinity School of Duke University*, 1947; Ph.D., *Duke University*.

Glenn H. Woods, 1965-1990; *Associate Professor Emeritus of English*. A.B., *Lebanon Valley College*, 1951; M.Ed., *Temple University*, 1962.

Adjunct

Mark E. Achtermann, 1993-; *Adjunct Assistant Professor of Philosophy. B.A., Beloit College, 1985; M.A., Chicago Theological Seminary, 1990.*

Joseph G. Bashore, 1994-; *Adjunct Instructor of Music. B.A., Lebanon Valley College, 1983; M.F.A., University of Iowa, 1986.*

Robert W. Biddle Jr., 1989-; *Adjunct Instructor of Hotel Management. B.S., The Pennsylvania State University, 1977; M.S., 1988.*

Svetlana A. Bird, 1994-; *Adjunct Instructor in Russian. M.A., Moscow State Pedagogical University, 1981.*

Leslie E. Bowen, 1993-; *Adjunct Instructor in Art. B.S.A., Moore College of Art, 1972; M.F.A., Pennsylvania Academy of Fine Art, 1993.*

Theresa Yohn Bowley, 1993-; *Adjunct Instructor in French. B.A., Barrington College, 1981; M.A., Middlebury College, 1982.*

Teresa M. Bowers, 1978-; *Adjunct Instructor in Music. B.M., Susquehanna University, 1973; M.S., Ohio State University, 1974.*

James H. Boyer, 1989-; *Adjunct Instructor in Music. B.E.E., University of Delaware, 1973.*

Marthalee T. Brod, 1992-; *Adjunct Instructor of Psychology. B.A., Houghton College, 1967; M.Ed., Temple University, 1968; Ph.D., Fordham University, 1985.*

Erwin P. Chandler, 1978-; *Adjunct Assistant Professor of Music. B.S., Ithaca College, 1966; M.M., Indiana University, 1971.*

Kim W. Dalton, 1990-; *Adjunct Instructor of Psychology. A.A., Emmanuel College, 1977; B.S., The Pennsylvania State University, 1983; M.S., Millersville University, 1985.*

Gregory L. Davis, 1991-; *Graduate Adjunct Assistant Professor of Accounting. B.A., Gettysburg College, 1981; M.B.A., York College of Pennsylvania, 1988.*

Robert W. Dell, 1994-; *Adjunct Instructor in Philosophy. B.A., McPherson College, 1961; M.Div., Bethany Theological Seminary, 1964; Ph.D., Drew University, 1976.*

Timothy M. Dewald, 1989-; *Adjunct Instructor of Mathematical Sciences. B.A., Dickinson College, 1970; M.Div., Andover Newton Theological School, 1975.*

James A. Erdman II, 1983-; *Adjunct Instructor in Music.*

Timothy M. Erdman, 1988-; *Adjunct Instructor in Music. B.S., Temple University, 1970.*

Dennis N. Eshleman, 1985-; *Adjunct Assistant Professor of Marketing. M.B.A., Columbia University, 1977.*

William R. Fisher, 1991-; *Adjunct Instructor of Education. B.S., Millersville University, 1954; M.Ed., Temple University, 1964.*

V. Carl Gacono, 1985-; *Adjunct Assistant Professor of Real Estate. B.S., Susquehanna University, 1953.*

Rita Gargotta, 1994-; *Adjunct Instructor in Spanish. B.S., West Chester State College, 1972; M.A., 1976; Diploma, University of Saville.*

Deborah L. Geiger, 1993-; *Adjunct Assistant Professor of Military Science. B.A., Alvernia College, 1983; M.S., Virginia Polytechnic Institute, 1992; Captain, United States Army.*

Robert D. Gingrich, 1985-; *Adjunct Instructor in Social Work. M.S., Moravian College, 1968.*

Arlen J. Greiner, 1994-; *Adjunct Instructor of Physics. B.S., Carnegie Mellon University, 1961; M.S., Franklin and Marshall College, 1972.*

Donald C. Hoepfer, 1992-; *Adjunct Instructor in Philosophy. B.A., Lebanon Valley College, 1989; M.A., The Pennsylvania State University, 1990.*

Ordelia W. Jennings, 1992-; *Adjunct Assistant Professor of Accounting. B.A., Washington College, 1976; M.B.A., Rutgers University, 1979.*

Cynthia R. Johnston, 1991-; *Adjunct Instructor of Chemistry. B.S., Lebanon Valley College, 1987.*

Christine M. Kamp-Cichello, 1993-; *Adjunct Instructor in Philosophy. B.A., Boston College, 1982; M.A., 1990.*

Cynthia L. Kirchoff, 1994-; *Adjunct Assistant Professor of Philosophy. B.A., Franklin and Marshall College, 1972; M.A., University of South Florida, 1976; M.A., University of Rochester, 1980; Ph.D., 1986.*

Nevelyn J. Knisely, 1963-; *Adjunct Associate Professor of Music. B.M., Oberlin College, 1951; M.F.A., Ohio University, 1953.*

Léonie Lang-Hambourg, 1992-; *Adjunct Assistant Professor of German. Diplom, Munchener Dolmetscherschule; M.A., University of Oregon, 1976.*

David W. Layman, 1993-; *Adjunct Instructor in Religion. A.B., University of Chicago, 1977; Ph.D., Temple University, 1994.*

- Michael MacWelch, 1994-; *Adjunct Instructor of Military Science. B.A., Frostburg State University, 1986. Captain, United States Army.*
- James Miller, 1989-; *Adjunct Instructor of Music.*
- Joseph D. Mixon, 1991-; *Adjunct Instructor in Music. B.A., Moravian College, 1981; M.M., Combs College of Music, 1990.*
- John F. Nau Jr., 1993-; *Adjunct Assistant Professor of Mathematical Sciences. B.S., United States Military Academy, 1962; M.S., Rensselaer Polytechnic Institute, 1971.*
- Robert A. Nowak, 1988-; *Adjunct Instructor in Music. B.S., Mansfield State College, 1973; M.M., University of Miami, 1975.*
- Lawrence Oncley, 1989-; *Adjunct Instructor in Music. B.S., University of Puget Sound, 1963; B.Mus., 1964; M.Mus., Indiana University, 1968; Ph.D., 1975.*
- Harry Owens, 1994-; *Adjunct Professor of Military Science. B.S., University of Scranton, 1975; M.S., 1976; J.D., Detroit University of Law, 1986. Lieutenant Colonel, United States Army.*
- Joseph E. Peters, 1974-; *Adjunct Associate Professor of Psychology. Ph.D., The Pennsylvania State University, 1973.*
- Holly L. Preston, 1987-; *Adjunct Instructor of Sociology. B.S.W., Shippensburg University, 1977; M.S.W., Marywood College, 1981.*
- Christine J. Rhoads, 1989-; *Adjunct Instructor of Management. B.S., Kutztown University, 1982; M.Ed., Temple University, 1985; Ed.D., Lehigh University, 1990.*
- Victoria Rose, 1993-; *Adjunct Instructor of Music. B.M., Peabody Conservatory of the Johns Hopkins University, 1972; M.M., Towson State University, 1994.*
- Helen D. Schoepfer, 1994-; *Adjunct Instructor of Religion. B.A., College of St. Benedict/St. John's University, 1975; M.A., St. Mary's Seminary and University, 1993.*
- Kirk W. Seibert, 1991-; *Adjunct Instructor of Management. B.A., The Pennsylvania State University, 1969; M.S., Cornell University, 1973; D.S.W., University of Pennsylvania, 1982.*
- Steven J. Snyder, 1991-; *Adjunct Assistant Professor of Religion. A.B., University of Missouri, Columbia; B.J., 1978; M.Div., Gordon-Conwell Theological Seminary, 1985.*
- William F. Stine III, 1989-; *Adjunct Instructor in Music. B.S., Lebanon Valley College, 1969; M.A., West Chester University, 1975.*

Ford S. Thompson, 1985-; *Adjunct Assistant Professor of Psychology. M.A., George Washington University, 1967.*

Anna F. Tilberg, 1982-; *Adjunct Instructor of Biology. B.A., University of Pennsylvania, 1969.*

Hui-Liang (Jeff) Tsai, 1988-; *Adjunct Assistant Professor of Management. M.S.(Statistics), Florida State University, 1971; M.S.(Economics), 1974; Ph.D., 1976.*

Richard J. Tushup, 1989-; *Adjunct Assistant Professor of Psychology. A.B., St. Vincent Seminary; M.A., 1971; Ph.D., University of Delaware, 1977.*

R. Gordon Wise, 1973-; *Adjunct Professor of Art. Ed.D., University of Missouri, 1970.*

Adjuncts in Medical Technology

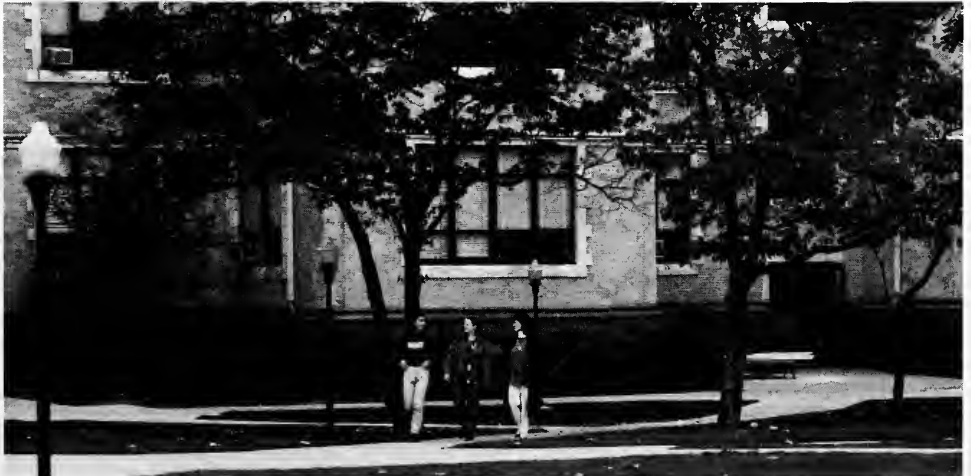
Jersey Shore Medical Center: Medical Director, Martin Krummerman, M.D.; Program Director, Perla Simmons, M.P.A., M.T.(ASCP),S.H.

Lancaster General Hospital: Director, Gerald Fahs, M.D.; Program Director, Nadine Gladfelter, M.S., M.T.(ASCP)

Polyclinic Medical Center of Harrisburg: Director, Frank R. Rudy, M.D.; Program Director, Susan Guiswite, M.T.(ASCP),SBB.

Reading Hospital and Medical Center: Director, I. Donald Stuard, M.D.; Program Director, Sharon Strauss, CLS(NCA)M.T.(ASCP)

Sacred Heart Hospital: Director, Francis V. Kostelnik, M.D.; Program Director, Sandra A. Neiman, M.T.(ASCP),CLS.



Students enjoy a walk on campus.

COLLEGE SUPPORT STAFF

Susan R. Aungst	Library
Phyllis C. Basehore	Management Department
Nancy M. Bieber	Business Office
Marilyn E. Boeshore	Alumni Office
Dorothy A. Brehm	Media Center
Donna L. Brickley	Computing and Telecommunications Office
Jo Lynn Brummer	Advancement Office
Judy E. Burger	Humanities Departments
Vicki J. Cantrell	Financial Aid Office
Lewis H. Cooke Jr.	Athletic Equipment Manager
Monika Edwards	Continuing Education Office
Candice Falger	Chemistry and Physics Departments
Beverly J. Gamble	Student Affairs Office
Susan M. Greenawalt	Continuing Education Office
Nancy J. Hartman	Business Office
Pamela S. Hillegas	Athletic Office
Alice L. Kohr	Student Affairs Office
Charlene R. Kreider	Advancement Office
G. Roz Kujovsky	Chaplain's Office
Pamela V. Lambert	Arnold Sport Center
Patricia A. Laudermilch	Registrar's Office
Deborah L. Lerchen	President of the College Office, Administration and Controller Offices
Diana L. Levensgood	Advancement Office
Bonnie L. Lingle	Music Department
Julie Longenecker	College Relations Office
Sandra K. Lovell	Print Shop and Mail Services
Karen R. McLucas	Admission Office
Gwendolyn W. Pierce	Administration and Controller Offices
Cindy A. Plasterer	Admission Office
Christine M. Reeves	Advancement Office
Sally A. Rivera	Biology, Psychology and Sociology Departments
Ann Safstrom	Education Department
Denise D. Sanders	Mathematical Science Department
Harry Schools	Arnold Sport Center
Patricia A. Schools	Career Planning and Placement Office
Jacqueline F. Showers	Telephone Console Attendant
Barbara A. Smith	Vice President of the College and Dean of the Faculty Office
Denise N. Smith	President of the College Office
Ingeborg M. Snoke	Advancement Office
Ella K. Stott	Library
Pamela J. Stoudt	Library
Linda L. Summers	Registrar's Office
Bonnie C. Tenney	Buildings and Grounds Office
Beverly Yingst	Arnold Sport Center
Susan B. Zearing	Admission Office

THE THOMAS RHYS VICKROY DISTINGUISHED TEACHING AWARDS

The Vickroy Award recipient, who must be a full-time member of the college faculty, is selected by the president of the college after appropriate consultation with alumni, students, faculty and staff. The Vickroy Award replaces the Lindback Award which was presented through the 1993 academic year.

Previous Awardees

- 1985 Leon E. Markowicz, Ph.D., Professor of English
- 1986 Carolyn R. Hanes, Ph.D., Professor of Sociology and Social Work and Leadership Studies
- 1987 Donald E. Byrne, Jr., Ph.D., Professor of Religion
- 1987 Mark A. Townsend, Ed.D., Assistant Professor of Mathematical Sciences
- 1988 William H. Fairlamb, Mus.B., Professor of Music
- 1989 Paul L. Wolf, Ph.D., Professor of Biology
- 1990 Owen A. Moe Jr., Ph.D., Professor of Chemistry
- 1991 Scott H. Eggert, D.M.A., Associate Professor of Music
- 1992 Gary Grieve-Carlson, Ph.D., Assistant Professor of English
- 1993 Diane M. Iglesias, Ph.D., Professor of Spanish
- 1994 Sidney Pollack, Ph.D., Professor of Biology and Barbara S. Wirth, M.B.A., Assistant Professor of Accounting

THE NEVELYN J. KNISLEY AWARD FOR INSPIRATIONAL TEACHING

In 1988, Lebanon Valley College created an award for part-time and adjunct members of the college faculty similar to the philosophy of the Vickroy Award. The first awardee was Nevelyn J. Knisley. After the presentation of the first award, the president of the college named this series of awards for Mrs. Knisley in recognition for her twenty-four years of inspired teaching in music.

Previous Awardees

- 1988 Nevelyn J. Knisley, M.F.A., Adjunct Associate Professor of Music
- 1989 Carolyn B. Scott, B.A., Adjunct Instructor in French
- 1990 Michael J. Asken, Ph.D., Adjunct Associate Professor of Psychology
- 1991 Joanne Cole Rosen, B.A., Adjunct Assistant Professor of Chemistry
- 1992 Kevin B. Pry, Ph.D., Adjunct Assistant Professor of English
- 1993 Thomas M. Strohman, B.S., Adjunct Instructor of Music
- 1994 Timothy M. Dewald, M.Div., Adjunct Instructor of Mathematical Sciences

ACCREDITATION

Lebanon Valley College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

Lebanon Valley College is also accredited by the Pennsylvania Department of Education, the National Association of Schools of Music and the American Chemical Society.

Lebanon Valley College is on the approved list of the Regents of the State University of New York and of the American Association of University Women.

Lebanon Valley College is a member of the following: American Association of Colleges; National Association of Independent Colleges and Universities; Pennsylvania Foundation for Independent Colleges; College Entrance Examination Board; College Scholarship Service; Council of Independent Colleges; National Collegiate Athletic Association; Middle Atlantic States Collegiate Athletic Conference; Penn-Mar Athletic Conference; Central Pennsylvania Field Hockey Association; Eastern College Athletic Conference.

NON-DISCRIMINATION POLICY

Lebanon Valley College does not discriminate on the basis of race, color, national and ethnic origin, sex, age, religion, sexual preference, or handicap.

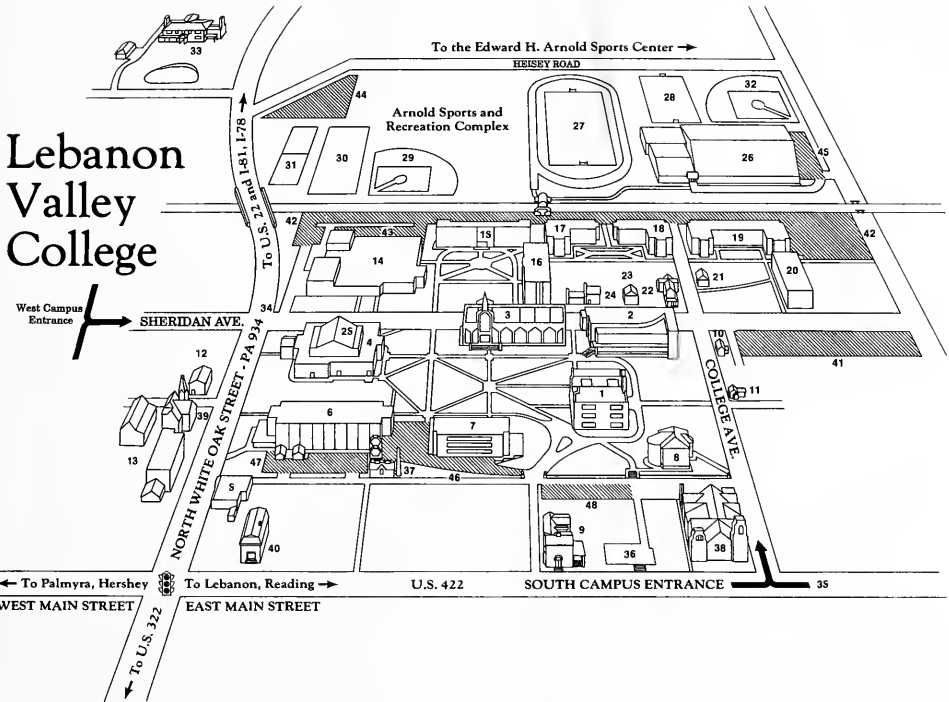
STUDENT RETENTION

Detailed information on student retention and graduation rates is available in the Office of the Registrar.

Production of this catalog is under the direction of the Registrar's Office. Information included is correct as of the date of publication. Unexpected changes may occur during the course of the academic year; therefore, the listing of a course or program in this catalog does not constitute a guarantee or contract that the particular course or program will be offered during a given year.

* All information is correct as of August 1, 1994.

CAMPUS MAP



ACADEMIC AND ADMINISTRATIVE QUADRANGLE

1. **Humanities Center and Administrative Offices:** *Academic Departments:* English Department, Foreign Languages Department, History & American Studies Department, Political Science & Economics Department, Religion & Philosophy Department, Sociology & Social Work Department. *Administrative Offices:* Business Office, Controller & Treasurer, Continuing Education, Copy Center, Mail Room, MBA Office, Media Services, President, Registrar, Secretary of the College, Security & Safety, Telephone Services, Vice President & Dean of the College, Vice President for Administration
2. **Blair Music Center:** Music Department, Education Department, Lutz Recital Hall, Sound Recording Technology Studios, Art Studios
3. **Miller Chapel:** Chaplain
4. **Lynch Memorial Hall:** Intercollegiate Athletics, Emmett C. Roop Management Department Wing, William H. Lodge Mathematical Sciences Center, Computer Services Department
5. **Maintenance Center**
6. **Garber Sciences Center:** Biology Department, Chemistry Department, Physics Department, Psychology Department
7. **Gossard Library**
8. **Carnegie Building:** Admission and Financial Aid
9. **Laughlin Hall:** Advancement Offices: Alumni Programs, Annual Giving, College Relations, Development, Planned Giving
10. **Wagner House:** Student Services Offices
11. **Friendship House:** Academic Support Center, Leadership Studies, International Culture Club
12. **Fencil Building:** Lebanon Valley Child Care & Learning Center
13. **Derickson Hall:** Buildings A and B

RESIDENTIAL QUADRANGLE

14. **Allan W. Mund College Center:** Conference Services, Dining Halls, Leedy Theatre, Student Activities Offices, Career Planning & Placement, College Store, WLVC
15. **Mary Capp Green Residence Hall**

16. **Vickroy Residence Hall**
17. **Keister Residence Hall**
18. **Hammond Residence Hall**
19. **Funkhouser Residence Hall**
20. **Silver Residence Hall**
21. **North College Residence Hall**
22. **Shroyer Health Center**
23. **Sheridan Building:** Middle Atlantic Conference
24. **Centre Residence Hall**
25. **Lynch Gymnasium**

ARNOLD SPORTS & RECREATION COMPLEX

26. **Edward H. Arnold Sports Center:** Indoor Track, Pool, Recreational Facilities, Physical Education
27. **Henry & Gladys Arnold Football Stadium & All-weather Track**
28. **Soccer Field**
29. **Baseball Field**
30. **Field Hockey Field**
31. **Tennis Courts**
32. **Softball Field**

OTHER FACILITIES

33. **Kreiderheim**
34. **West Campus Entrance**
35. **South Campus Entrance**
36. **Bollinger Plaza**
37. **Heating Plant**
38. **Annvile United Methodist Church**
39. **The Gallery:** Suzanne H. Arnold Art Gallery, Zimmerman Recital Hall
40. **Maintenance Offices**

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PHONE NUMBERS

*College Offices**

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Academic Support Program	6249
Admissions	6181
Business Office	6300
Career Planning & Placement	6235
College Center	6161
College Store	6313
Computer Lab (general)	6067
Computer Science Lab	6088
Continuing Education	6213
Dean of Student Services	6233
Financial Aid	6181
Registrar	6215
Safety and Security	6111
Vice president/dean of faculty	6208

*Academic Offices**

American Studies	6356
Art	6015
Biology	6175
Chemistry	6140
Economics	6330
Education	6305
English	6240
Foreign Language	6250
History	6355
Honors Program	6210
Management	6101
Mathematical Sciences	6080
Music	6275
Philosophy	6130
Physical Education	6364
Physics	6150
Political Sciences	6330
Psychology	6195
Religion	6130
Sociology	6155

* Area code 717, prefix 867.

1994 – 1995 ACADEMIC CALENDAR

First Semester

August	27	Sat.	9 a.m.	Residence halls open for new students
	27	Sat.	2 p.m.	Opening Convocation
	28	Sun.	Noon	Residence halls open for upperclassmen
	29	Mon.	1 – 4 p.m.	Add/drop day
	29	Mon.	6:30 p.m.	Evening classes begin
	30	Tue.	8 a.m.	Day classes begin
September	23-25	Fri. - Sun.		Family Weekend
October	12	Wed.	Noon	Mid-term grades due
	14	Fri.	5 p.m.	Fall break begins
	18	Tue.	6:30 p.m.	Classes resume
	21	Fri.	5 p.m.	Change of registration deadline
	21-23	Fri. - Sun.		Homecoming Weekend
November	4	Fri.	5 p.m.	Last day to withdraw from a course
	23	Wed.	3 p.m.	Thanksgiving vacation begins
	28	Mon.	8 a.m.	Classes resume
December	9	Fri.	5 p.m.	Last day for first-semester freshmen to withdraw from a course
	9	Fri.	5 p.m.	Classes end
	12-16	Mon. -Fri.		Final examinations
	16	Fri.	5 p.m.	Semester ends
	22	Thu.	Noon	Final grades due

Second Semester

January	15	Sun.	Noon	Residence halls open
	16	Mon.	9-11 a.m.	Add/drop day
	16	Mon.	1 p.m.	Classes begin (labs only)
February	21	Tue.	11 a.m.	Founders Day
	24	Fri.	5 p.m.	Spring vacation begins
March	6	Mon.	8 a.m.	Classes resume
	8	Wed.	Noon	Mid-term grades due
	17	Fri.	5 p.m.	Change of registration deadline
	31	Fri.	5 p.m.	Last day to withdraw from a course
April	12	Wed.	9:30 p.m.	Easter vacation begins
	17	Mon.	6:30 p.m.	Classes resume
May	4	Thu.	5 p.m.	Last day for first-semester freshmen to withdraw from a course
	4	Thu.	9:30 p.m.	Classes end
	6-11	Sat. - Thu.		Final examinations
	11	Thu.	9:30 p.m.	Semester ends
	12	Fri.	Noon	Senior grades due
	13	Sat.	9 a.m.	Baccalaureate service
	13	Sat.	11 a.m.	126th Commencement
	19	Fri.	Noon	All final grades due



Lebanon Valley College
Annville, PA 17003-0501
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