



Undergraduate and Graduate
2008–2009 Catalog

Lebanon Valley College

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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, Bachelor of Science in Chemistry, Bachelor of Science in Medical Technology, Associate of Arts, Associate of Science, Master of Business Administration, Master of Music Education, Master of Science Education, Doctor of Physical Therapy.

Major fields of study: accounting, actuarial science, American studies, art and art history, biochemistry and molecular biology, biology, business administration, chemistry, computer science, digital communications, criminal justice, economics, elementary education, English, French, German, health-care management, health science, historical communications, history, mathematics, medical technology, music, music business, music education, music recording technology, philosophy, physical therapy, physics, political science, psychobiology, psychology, religion, sociology, Spanish.

Special programs: secondary education certification; *in cooperation with The Pennsylvania State University, Case Western Reserve University, University of Pennsylvania, and Widener University:* engineering; *in cooperation with Duke University:* forestry, environmental sciences; *in cooperation with approved hospitals:* medical technology.

Special options: departmental honors, double majors, independent study, individualized majors, internships, tutorial study, study abroad, Philadelphia and Washington semester programs.

Number of full time faculty: 100; of the permanent faculty, 85 percent have earned a Ph.D. or equivalent terminal degree.

Student-faculty ratio (FTE): 13:1, with an average class size of 20.

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

Size of campus: 55 buildings. The library contains over 215,000 catalog items.

Residence halls: 34 residential facilities housing 1,184 students in male, female, coed, suite and apartment-style facilities.

Student enrollment: 1,636 full-time undergraduate students, with 157 part-time undergraduates and 143 graduate students.

Student financial aid: approximately 95 percent of full-time students receive financial aid in the form of LVC grants and academic scholarships. In 2006–2007, these awards totaled \$17,474,177, with the average student being \$10,997.

THE MISSION OF THE COLLEGE

Lebanon Valley is a small, private, liberal arts college. Its mission arises directly from its historical traditions and a relationship with the United Methodist Church.

The College's aim is to enable our students to become people of broad vision, capable of making informed decisions, and prepared for a life of service to others. To that end, we seek to provide an education that helps students acquire the knowledge, skills, attitudes and values necessary to live and work in a changing, diverse and fragile world.

Through both curricular and co-curricular activities, we endeavor to acquaint our students with humanity's most significant ideas and accomplishments, to develop their abilities to think logically and communicate clearly, to give them practice in precise analysis and effective performance, and to enhance their sensitivity to and appreciation of differences among human beings.

Lebanon Valley College aspires to pursue this mission within a community in which caring and concern for others is a core value. We value strong and nurturing faculty interacting closely with students; encourage individual student development; and affirm the interrelatedness of liberal learning and the ideal of vocation. We regard the cultivation of wisdom that is the capacity of judging rightly in matters of life and conduct, and a lifelong love of learning as the ultimate reward of the educational experience.

*The College motto is, "You shall know the truth and the truth shall set you free."
(John 8:32)*



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, 3 in mathematics, 2 in science, and 1 in social studies.

Application Procedure

A candidate for admission to Lebanon Valley College must submit a completed application with the application fee, and an official transcript of high school grades. Submission of S.A.T. or A.C.T. results is optional. Students wishing to transfer to Lebanon Valley must submit official transcripts of completed postsecondary work and a College Record Form for each institution attended, in addition to a final high school transcript.

Candidates are encouraged to visit campus for a personal interview. Applicants for admission to certain academic programs (elementary education, music, and physical therapy majors) are required to undergo additional steps. Students are encouraged to view additional details and use the on-line application documents located at the Full-time Admission link on our home-page, www.lvc.edu. For further information, contact:

Admission Office

Lebanon Valley College

101 North College Avenue

Annville, PA 17003-1400

Phone: 717-867-6181 or 1-866-LVC-4ADM

FAX: 717-867-6026

Internet: <http://www.lvc.edu>

E-mail: admission@lvc.edu

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 charges and payments should be addressed to the Business Office.

Refund Policy for Full-time Students

Treatment of Title IV (Federal) Aid When a Student Withdraws

Lebanon Valley College is required by federal statute to determine how much financial aid was earned by students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60 percent of a payment period or term. The Title IV programs that are covered by this statute are: Federal Pell Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), Federal Perkins Loans, and in some cases, certain state grant aid to students.

For a student who withdraws after the 60 percent point-in-time, there are no unearned funds. However, a school must still complete a return calculation in order to determine whether the student is eligible for a post-withdrawal disbursement. The calculation is



based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of un-earned aid using the following formula:

Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution. If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal. The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal. Refunds are allocated in the following order: Unsubsidized Federal Stafford Loans; Subsidized Federal Stafford Loans; Federal Perkins Loans; Federal Parent (PLUS) Loans; Federal Pell Grants for which a return of funds is required; Federal Supplemental Opportunity Grants for which a return of funds is required.

There are some Title IV funds that you were scheduled to receive that you cannot earn once you withdraw because of other eligibility requirements. For example, if you

are a first-time, first-year undergraduate student and you have not completed the first two weeks of your program before you withdraw, you will not earn any Stafford Loan funds that you would have received had you remained enrolled past the second week. If you receive (or Lebanon Valley College or your parent receive on your behalf) excess Title IV program funds that must be returned, Lebanon Valley College must return a portion of the excess equal to the lesser of: 1) your institutional charges multiplied by the unearned percentage of your funds, or 2) the entire amount of excess funds.

The school must return this amount even if it didn't keep this amount of your Title IV program funds. If Lebanon Valley College is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an overpayment. The amount of a grant overpayment that you must repay is half of the unearned amount. You must make arrangements with Lebanon Valley College or the Pennsylvania Department of Education to return the unearned grant funds.

NOTE: The federal government requires that all full-time students make satisfactory academic progress toward a degree or certificate. Please visit <http://www.lvc.edu/financial-aid/> to view the Academic Progress Policy and Requirements.

Treatment of Non-Title IV Aid When a Student Withdraws

Lebanon Valley College follows guidelines for Title IV programs (see above) when calculating the amount of institutional and/or state aid and/or private loans/scholarships that you have earned up to the point of withdrawal. Types of aid covered by this policy include, but are not limited to: Presidential Scholarships (such as Vickroy, Leadership and Achievement Awards), LVC Grant-In-Aid, institutional scholarships, PHEAA State Grant, and/or any other state administered grant funds.

When you withdraw during your period of enrollment the amount of non-Title IV assistance that you have earned up to that point is determined by the same specific formula used to calculate Title IV funds earned. If you receive more assistance than you earned, the excess funds must be returned by Lebanon Valley College and/or you.

Once you have completed more than 60 percent of the period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

Treatment of Institutional Charges When a Student Withdraws

Lebanon Valley College follows guidelines for Title IV programs (above) when calculating the amount of unearned institutional charges to be refunded. Charges eligible for refund are tuition, room, board, private music lessons and overload charges. Once you have completed 60 percent of the period of enrollment, you have earned all of the charges billed for that period.

Refund Policy for Part-time Students

Part-time students should consult the refund schedule published by the Continuing Education Office. However, part-time students receiving federal financial assistance (Title IV) will receive a refund according to federal policy as noted above.

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. An agent has been appointed to process deferred payment applications:

Higher Education Services

P.O. Box 2653

Harrisburg, PA 17105

Phone: 1-800-422-0010

Continuing Education

Students may enroll part time for undergraduate study at Lebanon Valley College through the Office of Graduate Studies and Continuing Education. Students are considered part time if they are enrolled in 1–11 credit hours per semester.

Continuing Education offers credit programs on four levels: certificate, associate, baccalaureate and advanced professional certificates. Certificates are starter programs that approximate the beginning of a four-year college experience, ideal springboards from which to go on for an associate's or bachelor's degree. Advanced professional certificate 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 science from Lebanon Valley or another regionally accredited college or university. In such cases, students must only complete the major requirements for the second degree or a minimum of 30 credits, whichever is greater.

Part-time students enrolled through Continuing Education may register for courses offered during the day, evening, Saturday and summer sessions on the main campus in Annville. To obtain copies of course schedules or to get detailed information on all academic programs for part-time students, call 717-867-6213 or toll free at 1-877-877-0423 or write the Office of Graduate Studies and Continuing Education, Lebanon Valley College, Annville, PA 17003–1400. Information is also available through the LVC website: www.lvc.edu/ce.

A candidate for admission to any of Lebanon Valley College's Continuing Education certificate or degree programs must submit a completed application form with the required application fee. An official high school transcript is required if students have fewer than 24 semester hours of transferable college credits. Students planning to transfer to Lebanon Valley must submit official transcripts of all completed college or university courses. Official transcripts relating to military or business courses also may be evaluated for possible transfer credit. Although candidates may begin taking classes before they have been accepted, they must speak with an advisor before registering for courses. To arrange an admission interview with an advisor, call 717-867-6213 in Annville or toll free at 1-877-877-0423. Decisions on all part-time 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 or her entrance at the College.

Degrees

Baccalaureate Degrees

Lebanon Valley College confers five baccalaureate degrees. Bachelor of Arts for students completing requirements in the following major programs: American studies, Art and Art History, criminal justice, economics, English, French, German, historical communications, history, music, music business, philosophy, political science, religion, sociology, Spanish and certain individualized majors.

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

Associate Degrees

An Associate degree may be earned by students who have been admitted through the office of Graduate Studies and Continuing Education and who have pursued the degree through part-time study. Students may earn an Associate of Science degree in accounting, general studies and business administration or an Associate of Arts degree in general studies.

Privacy of Student Records

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, helps protect the privacy of student records. The Act provides for the right to inspect and review educational records, to seek to amend those records, and to limit disclosure of information from the records. The Act applies to all institutions that are the recipients of federal funding.

Annually, Lebanon Valley College informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This Act, with which the institution intends to comply fully, was designated to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines

for the correction of inaccurate or misleading data through informal and formal hearings.

Students also have the right to file complaints with the FERPA office concerning alleged failures by the institution to comply with the act.

Local policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the following offices: Office of the Registrar, Office of Student Services, and Office of the Dean of the Faculty. The policy is also printed in the Faculty Advising Handbook. The offices mentioned also maintain a Directory of Records that lists all education records maintained on students by this institution.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the Registrar's Office.

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 3 credit hours. Credit for laboratories is generally awarded at one half the regular rate.

Application for Graduation

As a student nears completion of the degree requirements, the student must file an application for the degree and a graduation plan with the Registrar's Office. Graduation application deadlines and the semester Course List and Registration Schedule are available in that office. This application process provides the student with a timely opportunity to review his or her degree requirements and to plan or change the student's course schedule to ensure completion of all requirements.

The student must complete an Application for the Degree and a Graduation Plan, meet with his or her advisor, obtain all required signatures for graduation, including major and minor requirements, and deliver the forms to the Registrar's Office in the Humanities Building.

Graduation Requirements

Candidates for a baccalaureate degree shall complete successfully 120 credit hours, including the requirements for the general education program (see page 22) and the requirements for majors and minors as appropriate. Credit hours are accumulated in three separate categories: general education requirements, major requirements, and electives.

The general education program is that part of the curriculum shared by all students in all majors. The required courses reflect 54-56 credit hours. The major programs each require at least 30 credit hours of course work. Electives are those courses selected by the student that reflect neither major nor general education requirements.

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 the bachelor's degree 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 qualifies as work done in residence.

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 taken in residence. Coursework taken in all of the College's programs qualifies as work done in residence.

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

Students who have 11 or fewer credits remaining to complete the degree may participate in the graduation ceremony.

Advising Program

Each student has a faculty advisor whose role is to counsel about registration procedures, course selections, academic requirements, and regulations. The student is strongly encouraged to obtain the advisor'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 his or her faculty advisor. 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 advisor and permission of the registrar. 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 a senior. Audited courses are counted in determining the course load, but music organizations are not. 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.

Satisfactory Academic Progress

Satisfactory academic progress toward a degree as a full-time student is defined as completion of 24 or more credits per academic year while maintaining a cumulative grade point average of 1.6 (1–27 credits), 1.7 (28–55 credits), 1.8 (56–83 credits), 1.9 (84 or more). A 2.0 grade point average is required for completion of the baccalaureate degree. It is also necessary for full-time students to complete at least 24 credits per academic year in order to maintain eligibility for federal, state and institutional financial aid.

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. However, course work in the major field 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.

Students transferring to Lebanon Valley College in order to complete work on a baccalaureate degree will normally be expected to pass at least one 3-hour course in their intended major for each semester they spend at the college. “Semester” shall normally be defined as 15 credit hours. Beyond this minimum requirement, departments may require additional courses if they so desire.

Lebanon Valley College students enrolled for a degree may not carry courses concurrently at any other institution without prior consent of their advisors and the registrar. Students who desire to study away from campus for summer study must obtain prior approval from their advisors and the registrar.

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. Preference is given to upper-class students in the preregistration process to ensure registration in courses required for their major fields of study. Students desiring to register later than one week after the opening of the semester will be admitted only by special permission of the instructor and 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 advisor. 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 advisor, a student may withdraw from a course during the first 10 weeks of the semester. However, first-time, first-semester freshmen may withdraw from a course at any time through the last day of semester classes with permission of the advisor. A fee is charged for every course added at the student's request after Add/Drop Day.

Students who drop below full-time status (below 12 credits) during the publicized Add/Drop Period (the first full week of classes) will be re-billed as part-time students. Resident students who drop to part-time *must* have the permission of the dean of students. Other considerations regarding financial aid, academic progress, and health insurance must be made before dropping to part-time status.

Students who drop courses after the publicized Add/Drop Period will not have their status changed to part-time. However, consideration must be given to academic progress and future eligibility for financial aid and scholarship monies.

Auditing Courses

Students may register to audit courses with the approval of their academic advisor. Audited courses are counted in considering the course load relative to the limit of hours and may result in an overload charge. 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, with the approval of the instructor, must be accomplished by the end of the tenth 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 a 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 or other programs, the major(s), the minor(s) or secondary education certification. A student may select or cancel a pass/fail registration any time during the first 10 weeks of a semester. Passing with honors will be designated by the grade PH indicating that a grade of B+ or higher was earned. If a student does not pass the course, the student will receive an F on the transcript. See page 17 for grading systems.

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, the course has to be retaken at Lebanon Valley College, and the semester credit hours are given only one time. The higher grade received each time taken is computed in the cumulative 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 advisor and the registrar.

External Summer Courses

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

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 as students-in-absentia. Any student who studies for a semester or academic year at another institution 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 advisor, the registrar and the director of study abroad and domestic 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 associate dean of the faculty. Students on leave are regarded as continuing students and retain their status for registration and room sign-up, if available. 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 associate dean of the faculty—as well as additional documentation—may be required.

Withdrawal from College and Readmission

To withdraw from the 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 associate dean of the faculty.

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. No more than three credits from student teaching (SED 440, ELM 440 and MED 441) may be counted toward a second degree.
6. Graduates from other accredited colleges or universities shall not be required to meet any general education requirements of Lebanon Valley College.
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. No more than three credits from internships may be counted toward a second degree.
9. No courses in the second degree program may be taken pass/fail.

NOTE: Students carrying a second major do not automatically receive a second degree. Student carrying a second major will not receive a second degree without having met all the requirements listed above for a second bachelor's degree.

Undergraduate Nontraditional 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. Except for those seeking a second bachelor's degree, 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 nontraditional means (challenge exams, advanced placement, CLEP, and credit for life experience). All nontraditional means of examination are graded satisfactory (S) or unsatisfactory (U). An unsatisfactory grade on any nontraditional examination will not be recorded on the permanent record.

Challenge Exam Policy

Many LVC courses can be challenged for credit by examination. Full-time students should request challenge examinations through their academic advisors. Part-time students and those students enrolled through continuing education should make application for 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 comprehensive examinations in the subject area. The grading criteria for challenge exams will be determined by each department. The exact nature of the examination will be determined by the faculty member and chairperson of the department involved and may include any means of evaluation normally employed by the department. There is a fee for preparation and grading of each challenge exam, and it 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, writing-intensive courses, and courses with laboratory components are normally not subject to credit by examination. Individual departments may have additional criteria regarding challenge exams. Consult the chairperson of the department in which the course is listed for specific information.

Advanced Placement Policy

Advanced placement with credit in appropriate courses will be granted to entering students who make scores of 4 or 5 on College Board Advanced Placement examinations. The official Advanced Placement *College Grade Report* must be submitted by the student for evaluation by the registrar.

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 appropriate by the registrar and by the chairperson of the department.

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 for general and subject examinations. The English composition essay is required, with a minimum score of 64 and at the 80th percentile for this CLEP examination.

A maximum of six credits shall be awarded for each examination; of these credits, only three 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 nonacademic 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 advisors. 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 advisor 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 advisor, the appropriate department chair, and the associate dean of the faculty. Approval of experiential credit for students enrolled through the continuing education program must be made in writing over the signatures of the director of graduate studies and continuing education, the appropriate department chair, and the associate dean of the faculty.

Experiential credit cannot exceed 6 credit hours in one academic year and cannot exceed a maximum of 12 credit hours in the degree program.

International Baccalaureate Program

Credit for appropriate courses will be granted to entering students who achieve scores of 5, 6 or 7 on International Baccalaureate individual subject examinations. The official International Baccalaureate transcript must be presented by the student for evaluation by the registrar.

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.

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 by 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 or 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 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.

Graduation Honors

After completing a minimum of 60 calculated 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. The minimal requirements for departmental honors are a cumulative GPA of at least 3.0, both at the time of application and at the time of graduation; a written thesis; an oral presentation; and approval by a majority vote of the full-time members of the department. This project is undertaken on a subject of the student's own choosing under the supervision of a faculty advisor. 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 Honesty

Lebanon Valley College expects its students to uphold the principles of academic honesty. Violations of these principles will not be tolerated. Students shall neither hinder nor unfairly assist the efforts of other students to complete their work. All individual work that a student produces and submits as a course assignment must be the student's own.

Cheating and plagiarism are acts of academic dishonesty. Cheating is an act that deceives or defrauds. It includes, but is not limited to, looking at another's exam or quiz, using unauthorized materials during an exam or quiz, colluding on assignments without the permission or knowledge of the instructor, and furnishing false information for the purpose of receiving special consideration, such as postponement of an exam, essay, quiz, or deadline of an oral presentation.

Plagiarism is the act of submitting as one's own the work (the words, ideas, images, or compositions) of another person or persons without accurate attribution. Plagiarism can manifest itself in various ways: it can arise from sloppy, inaccurate note-taking; it can emerge as the incomplete or incompetent citation of resources; it can take the form of the wholesale submission of another person's work as one's own, whether from an online, oral or printed source. The seriousness of an instance of plagiarism—its moral character as an act of academic dishonesty—normally depends upon the extent to which a student intends to deceive and mislead the reader as to the authorship of the work in question. Initially, the instructor will make this determination.

Once academically dishonest work has been submitted, the instructor shall report the suspected incidence to the associate dean of the faculty. At the moment the work has been submitted, the student involved forfeits the right to withdraw from the course or to change his or her course status in any way. The College's expectations and the measures it will apply to support and enforce those expectations are outlined below.

For the first offense of academic dishonesty, the faculty member has the option of implementing whatever grade-related penalty he or she deems appropriate, up to and including failure in the course. The associate dean of the faculty shall send the student a letter of warning, explaining the policy regarding further offenses and the appeal process.

For the second formally established offense of academic dishonesty, failure in the course is mandatory; the associate dean of the faculty shall so inform the faculty member(s) involved. Additionally, the associate dean of the faculty has the authority to take further action against the student, up to and including expulsion from the College.

For the third formally established offense of academic dishonesty, failure in the course and expulsion from the College are mandatory.

The associate dean of the faculty has the authority to determine whether actions or reasonable suspicions of actions by a student constitute "offenses of academic dishonesty" as described above.

Information related to offenses of academic dishonesty must be passed by the faculty member to the associate dean of the faculty who shall retain the information for as long as the student involved is enrolled at the College. Information and evidence concerning academic dishonesty are the property of the College. Once the student has graduated from the College, the associate dean of the faculty will destroy these records.

All actions against a student for academic dishonesty may be appealed by the student

being accused. A written appeal must be presented to the associate dean of the faculty no later than the official date that mid-term grades are due the semester following the semester in which the action was taken against the student. The dean of the faculty will serve as final arbiter.

Academic Probation and Suspension

At the conclusion of each semester, the Dean's Academic Advisory Council meets to review the academic performance of all undergraduate students. The members of the council are the vice president for academic affairs and dean of the faculty, the vice president for enrollment and student services, the dean of student services, and the registrar.

To maintain themselves in good academic standing at the College, students must achieve minimum cumulative grade point averages appropriate to progress toward their degree, and they must complete coursework at a regular and sustained pace. Minimum cumulative GPAs are as follows:

Semester Hours Completed	Required Cumulative GPA
1–27	1.60
28–55	1.70
56–83	1.80
84 or more	1.90

At the conclusion of each semester, the College examines students' academic records. Students who have not achieved the above minimum grade point averages will be given an **Academic Warning**, placed on **Probation**, or **Academically Suspended** from the College.

Academic Warning. The first time students fall below the required cumulative GPA as listed above, they will be given Academic Warning. Academic Warning constitutes a formal notification that a student's academic performance is weak and that he or she needs to devote increased attention to academic work. Students receiving Academic Warning are cautioned that unless they achieve an acceptable cumulative grade point average, they will be placed on Probation and thereby lose the privilege of participating in extracurricular activities (including such activities as intercollegiate sports, student government, campus media, student clubs, and Greek and service organizations).

Probation. Students who fall a second time below the required cumulative GPA (whether in consecutive or nonconsecutive semesters) will be placed on Probation. A student on Probation will not be permitted to take part in extracurricular activities.

Final Probation. Students who fall a third time below the required cumulative GPA (whether in consecutive or nonconsecutive semesters) will be placed on Final Probation. A student on Final Probation will not be permitted to take part in extracurricular activities, and the student will be informed that unless the student restores himself or herself to good academic standing and maintains that status, the student will be suspended from the College.

Academic Suspension. Students will be suspended academically from the College when (1) they fall a fourth time below the required cumulative GPA (whether in consecutive or nonconsecutive semesters); (2) they fail to achieve a cumulative GPA of at least 0.75 at the conclusion of any semester; (3) they have not earned by the conclusion of the second and subsequent semesters of full-time enrollment a total of at least 6

credit hours of coursework for each semester completed. Students suspended will not be permitted to return for at least the full subsequent semester (fall or spring). To request reinstatement, students must submit a written petition to the associate dean of the faculty. A suspended student who returns to the College and who is suspended again for academic reasons will be regarded as permanently separated from the College.

Upon reinstatement to the college, a student will have two semesters to bring up his or her cumulative GPA to the minimum required for good academic standing at the College.

Veterans' Services

Veterans who are eligible to receive educational benefits must report their enrollment to the Financial Aid Office after they register for each semester or summer session. The financial aid office will then submit certification to the Department of Veterans Affairs.

Veterans who are attending Lebanon Valley College for the first time must complete the appropriate forms before certification of enrollment will be sent from the financial aid office to the Department of Veterans Affairs.

Students eligible for veterans benefits who remain 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 Financial Aid Office.

Servicemembers Opportunity Colleges

Lebanon Valley College has been designated as an institutional member of Servicemembers 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 Nonmatriculated Students

Lebanon Valley College offers teacher certification to a variety of special students: students with degrees from other colleges, 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.

All candidates must meet the criteria for Admission to Teacher Certification Candidacy as detailed under the Department of Education, page 70.

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 mission statement. The program includes four components: communications, liberal studies, cross-cultural 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.

Our academic program aims to educate students so that they:

- acquire a broad base of knowledge across the liberal arts disciplines, including both content and method;
- come to understand that facts are important primarily as evidence from which we infer meaning in the form of theories, arguments, and interpretations;
- learn to draw upon and integrate different disciplines when considering particular problems or issues;
- learn to think critically and independently, i.e., to understand, construct, and respond to arguments, and develop a questioning, open-minded attitude;
- learn to communicate clearly and cogently, both in speech and in writing, in listening and in reading;
- acquire sensitivity and skill in interacting with different cultures and traditions, and come to understand and respect differences among human beings;
- establish a foundation for their continuing education, including their intellectual, aesthetic, and moral growth, their personal and vocational development, and their understanding of themselves as citizens at the local and global levels.

The program consists of coursework in the following four areas:

Communications. 15 credit hours.

English Communications (2 courses)

Writing Requirement (3 courses)

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 a student's college career.

English Communications. Courses teach the elements of English composition and the related skills of speaking, reading, critical thinking, and researching.

Requirement: ENG 111 or FYS 100; ENG 112.

First-year students must fulfill the communications component of the General Education Program by enrolling in either First-Year Seminar (FYS 100) or English Communications I (ENG 111). The primary goal of each course is to help first-year students become college-level writers. Students will be assigned the same amount of writing in both FYS 100 and ENG 111. An important difference between the two courses is that each FYS class is organized around a particular topic, and students will write in response to various aspects of that topic, whereas ENG 111 is not organized around a particular topic, so its students can expect to write essays about a variety of different

topics. Students in FYS should expect to do more reading than students in ENG 111. *Writing Requirement.* In addition to English Communications, students must complete three courses designated Writing Process, preferably one each during the sophomore, junior and senior years. Along with course content, faculty will also teach writing in these courses and will make evaluation of writing quality an important factor in the course grade.

Requirement: Three courses from an approved list.

Approved: AMS 201, 223, 229, 450; ART 212, 312, 314, 326, 350, 353; BIO 304, 307, 312, 322, 324; BUS 285, 485; CHM 230, 321, 322; DCOM 285; DSP 340; ECN 321, 332, 410; EDU 311, 450; ELM 371; ENG 213, 221, 222, 225, 226, 310, 315, 330, 341, 342, 350, 360; FRN 410, 420, 430, 440, 450; GMN 410, 460; HIS 205, 206, 207, 208, 217, 226, 250, 310, 312, 315; MBS 371; MED 334; MSC 201; MSC 343; PHL 210, 215, 230, 270, 301, 311, 345, 349; PHT 202; PHY 328; PSC 207, 211, 215, 312, 316, 345, 497, 498, 499; PSY 120, 245, 443; REL 230, 310, 313, 322, 327, 333, 353; SOC 322, 324, 331, 382, 499; SPA 310, 410, 420, 430, 440, 450, 460.

Liberal Studies. 24–26 credit hours.

At least one course in each area and two additional courses in different groups.

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

Courses in this component introduce fundamental concepts, methods and content in disciplines essential to a liberal education.

Requirement: Eight courses, with at least one from each area, and no more than three in any group.

Group I

Area 1: History. Courses acquaint students with some of the principal developments in world or American history. Students analyze problems or controversies, and learn to use different kinds of source material.

Approved: AMS 111, 220, 223, 225, 229, 340; HIS 103, 104, 105, 125, 126, 207, 210, 217, 226, 240; PSC 207; REL 340.

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 101, 102 150; PSC 100, 110, 215, 245; SOC 110, 120, 160. 210, 230, 261, 280.

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 students to think critically about scientific issues.

Approved: BIO 101, 102, 103, 111/113, 112/114; CHM 100, 111/113, 112/114; ESS 110, 120; PHY 100, 101, 102, 103, 104, 111, 112, 120; PSY 120; SCI 100.

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 broaden their understanding of works of art, music and literature and seek both to extend their aesthetic experience and enhance the quality of their critical judgment.

Approved: AMS 201, 331; ART 100, 105, 112, 212, 219, 312, 314, 318, 322, 324, 326, 328, 330, 331, 336, 338; DCOM 495; ENG 120, 221, 222, 225, 226, 227, 228, 229, 495; FRN 410, 420, 430, 440, 450; GMN 410, 460; MSC 100, 101, 200, 201, 242, 343; SPA 410, 420, 430, 440, 450

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 worldviews. Students are encouraged to examine their own moral commitments as they develop an awareness of and tolerance for other value systems.

Approved: AMS 220; PHL 110, 210, 215, 225, 230; REL 110, 160, 201, 202, 230, 251, 310, 338, 339, 352.

Cross-Cultural Studies. 12 credit hours.

Two courses in a foreign language.

One course in Foreign Studies.

One course in Social Diversity Studies.

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

Foreign Language. By learning another language, students see the world from a different linguistic and cultural perspective. 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.

- Options:
1. Continue a previously studied language (two or more years) at the intermediate level. FRN, GMN, SPA 201/202.
 2. Begin a new language. FRN, GMN, ITA, SPA 101/102.
 3. Repeat the elementary level (no language study for five full years). FRN, GMN, SPA 101/102.

4. Complete one advanced course (requires permission from FLG department).

International students who are fluent in a native language other than English are exempt from this requirement.

Foreign Studies. Courses increase students' global awareness by introducing them to 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. Alternatively, students may fulfill this requirement by participating in a semester-long study-abroad program or by completing approved course work that involves substantial on-site immersion in a foreign culture.

Requirement: Choose one course from an approved list.

Approved: ART 334; HIS 273, 274, 275, 303, 304; GMN 305; MSC 202; PHL 252, 254; PSC 211, 212, 213; REL 140, 252, 253, 254, 255, 260, 265; SPA 360, 460.

Social Diversity Studies. Courses focus on the social diversity in the United States and allow students to engage critically the issues—such as race, gender, class, sexual orientation, religion—that historically have divided and defined Americans. Students who participate in semester-long programs in Philadelphia or Washington, D.C., sponsored by the Study Abroad office will be considered to have fulfilled the Social Diversity Studies requirement.

Approved: AMS 120, 241, 242, 247, 280, 330, 362, 420; ENG 420, 421; HIS 220, 241, 242, 330; SDS 330; PSY 247; REL 120; SOC 224, 226, 240, 262 .

SDS 330. Diversity in the Workforce. An investigation of reasons why questions of diversity affect organizations including demographic changes, types of diversity, and relevant federal legislation. Considers differences in race, sex, gender, religion, sexual orientation, ethnic background, age, physical ability/disability and geography. 3 credits.

Disciplinary Perspectives. Three credit hours.

One course from a list approved for this component.

This component offers students an opportunity to bring 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 approach and analyze issues from various points of view. Junior or senior standing is required.

Requirement: One course from an approved list.

Approved: AMS 311, 328; ART 350, 351, 353; DCOM 386; DSP 310, 322, 324, 328, 340, 342, 348, 350, 352, 354, 370, 390; PHL 345, 349; PHT 412; PSC 345, 380; REL 313, 327, 332, 333, 335, 337, 342, 353.

Multidisciplinary Courses (DSP):

The faculty has approved the following multidisciplinary courses. All satisfy the General Education Program requirement for a disciplinary perspectives course. Junior or senior standing is required.

DSP 310. AIDS. An examination of the origins and history of HIV/AIDS, including its economic, political, social, psychological and legal repercussions as well as the basics of virology, serology, epidemiology and diagnostic testing. 3 credits.

DSP 322. *The 20th-Century World.* An exploration of those forces that profoundly changed the institutions and structures of society in the 20th century including migrations within and across national borders, responses to environmental opportunities and threats, and uses and misuses of technology. Examines the rate, direction, and implication of societal and cultural change at national and global levels. 3 credits.

DSP 324. *The American Presidency: Power and Character.* An exploration of the relationship between a president's character and leadership using several administrations as case studies. Provides exposure to the historiographic literature on historical biography, presidential memoirs, the use of primary sources and the interpretation of public opinion. 3 credits.

DSP 328. *Film and the American Identity.* This team-taught interdisciplinary course will critically examine how films reflect, consider, and question the dominant image and understanding of the American identity. 3 credits.

DSP 340. *Myths and Their Meaning.* Looks at the significance Greek and Roman myths hold for us today from the perspectives of literature, psychology, religion, sociology and anthropology. 3 credits.

DSP 342. *Plants and People.* Dependence on certain plants has shaped historical events and cultures, and continues to influence human lives today. This course explores the extent of the impact of plant life on the history, culture, and daily life of human beings. Through lectures, student class presentations, hands-on exercises and field trips, and a one-day field trip to Longwood Gardens, the effect of plants in past and present human lives will be investigated. 3 credits.

DSP 350. *Drugs and Behavior.* This survey course is designed to familiarize students with the physiological, psychological, social and legal aspects of various drugs including alcohol, marijuana, caffeine, over-the-counter drugs, cocaine, heroin and the opiates, LSD hallucinogens, barbiturates, and amphetamines. 3 credits.

DSP 352. *Marx and Marxism.* Karl Marx is among the most influential thinkers in the modern world, and the ideology of Marxism has helped shape the cultural, religious, economic, and political history of the nineteenth and twentieth centuries. This course will examine Marx and Marxism(s) from an interdisciplinary perspective, first by exploring the life and word of Marx, and Marxist parties and movements, and then by examining the effects Marx's thinking has had on global politics, economic theory, religion, and philosophy. By examining the historical and philosophical roots and continuing significance of Marx and Marxism, students will have an occasion to practice a multidisciplinary study of a historical figure and movement and become better informed about intellectual and political history and how those continue to shape the world around us. 3 credits.

DSP 370. *Paranormal Phenomena: A Critical Examination.* By combining ideas from the social and natural sciences, as well as religion and philosophy, this course focuses

on the importance of skepticism, scientific analysis, and valid logic when evaluating fringe-science topics such as ghosts, near-death experiences, psychics, astrology, UFOs and alien abductions, creationism, faith healing, alternative medicine, and other paranormal claims. 3 credits.

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 that appears before registration each semester will describe individual courses in this category. 3 credits.

A student may petition the director of general education to substitute another course in the curriculum for an approved course in any component of the program.

Cooperative Programs

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. Students do three years of work at Lebanon Valley College and then usually do two additional years of work in engineering. Students may study engineering at any accredited engineering school. To assist the student, Lebanon Valley College has cooperative (contractual) agreements with The Pennsylvania State University and Case Western Reserve University in Cleveland. There are three tracks for 3+2 engineering. For most fields of engineering (e.g., civil, mechanical, electrical), the student completes the B.S. physics track. For chemical engineering, the student completes the B.S. chemistry track. For computer engineering, the student completes the B.S. computer science track. For more information, contact Professor Michael Day (director, 3+2 Engineering Program).

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 College. All such students shall take BIO 111, 112, 113, 114, 302; ECN 101,102; MAS 161 or 111; MAS 170, regardless of major, and shall meet the general requirements of the College.

Medical Technology (Clinical Laboratory Science)

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 or 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 Bachelor of Science in Medical Technology by Lebanon Valley College. The College is affiliated with the following hospitals: Jersey Shore Medical Center and Lancaster General Hospital. However, the student is not limited to these affiliations and may seek acceptance at other approved hospitals.

Degree Requirements:

Degree: Bachelor of Science in Medical Technology

Major: BIO 111, 112, 113, 114, 306, 322, eight additional credits in biology not including BIO 101, 102, 103, 400, 500; Immunology, BIO 323, is required by most programs; 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 semester hours of credit are awarded for the successful completion of this year.

Pre-Professional Programs

Pre-Law Program

Lebanon Valley students have done very well at a variety of law schools. Over the years, LVC students who have excelled academically have attended Harvard, Chicago, Columbia, Stanford, Washington and Lee, and William and Mary. Our graduates have also studied at several of Pennsylvania's fine schools of law, including Penn State Dickinson, Temple, Villanova, Duquense, Drexel, and Widener. Lebanon Valley alumni have pursued legal careers with corporations, government, while a number have entered politics.

Students should consult with the pre-law advisor well before commencing the law school application process. The pre-law advisor, Dr. Philip Benesch, will help you decide when to take the Law School Admission Test (LSAT) and which law schools may suit your interests and qualifications. The LSAT is required for acceptance at American Bar Association-approved law schools. The LSAT is given four times during the year, typically in February, June, September, and December, and it may be taken at Lebanon Valley College. For many, it will be beneficial to take an LSAT preparation course. Two are available within a short driving distance of LVC. LVC has teamed with Kaplan to offer practice LSATS in early September and in February. A follow-up workshop will be held approximately two weeks after each practice test. In addition, we strongly recommend that before taking the LSAT, students complete PHL 120 Basic Logic, a course required for the Law and Society minor.

In addition to an applicant's LSAT score, law schools will consider his or her GPA, transcript, letters of recommendation, and personal statement. No single major is identified as an ideal preparation for law school; rather a broad liberal-arts curriculum is pre-

ferred, with courses known for significant reading, writing, and thinking challenges being particularly valued.

A **law and society minor** can be taken alongside any major at LVC. The 18 credit minor is composed of the following courses: 1) PHL 120, Basic Logic; 2) either PHL 215, Social Philosophy, or PHL/PSC 345, Political Philosophy; 3) PSC 215, Law and Government; 4) PSC 316, Civil Liberties and Civil Rights; 5) PSC 400, Internship, and 6) PSC 497, Seminar in Legal Foundations. Further information on the Law and Society minor can be found in the History and Political Science section of the *College Catalog*.

In addition, it is **recommended** that pre-law students take the following courses to fulfill general education requirements or free electives: under Area 1, HIS 125, United States History to 1865, and HIS 126, United States History since 1865; under Area 2, ECN 101, Principles of Microeconomics, ECN 102, Principles of Macroeconomics, and PSC 110, American National Government; under Area 6, PHL 160, Ethics. Other elective courses of potential interest to pre-law students include BUS 371/372, Business Law, and ACT 161/162, Financial and Managerial Accounting.

Students interested in law school should contact the pre-law advisor as early as possible in their studies at Lebanon Valley. Dr. Philip Benesch, the pre-law advisor and director of the Law and Society Program, can be reached by phone at 717-867-6326, at his office HUM 306C, or by email at benesch@lvc.edu.

Pre-Medical, Pre-Dentistry, Pre-Veterinary

Lebanon Valley College offers pre-professional preparation 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 and molecular biology, biology, chemistry or psychobiology.

In addition to the basic natural sciences suited to advanced professional study, the student may participate in an internship program between the College and local physicians or veterinarians. Students not only receive credit for the work, but also gain valuable experience in the field.

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, University of Virginia, Cornell University, The University of Pennsylvania, The University of Pittsburgh, Jefferson Medical School, Lake Erie College of Osteopathic Medicine, The Pennsylvania State University Medical School at Hershey, Temple University School of Pediatric Medicine, The University of Maryland, The Philadelphia College of Osteopathic Medicine, The Pennsylvania College of Pediatric 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 that 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 that 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 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.

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 advisor, 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 that 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 or higher 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 are available in the office of the registrar. The forms must be completed by the student and approved by the student's faculty advisor, the contract instructor, and the department chairperson.

Students may enroll in a maximum of 3 credit hours per independent study in any one semester. A maximum of 6 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 advisor. 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 of 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

Lebanon Valley College has established its own study abroad programs for students majoring in all subjects. All programs ensure a cultural immersion experience for students, with several programs, open to language majors and non-language majors, also offering a language-enhancement opportunity. These programs are located in Argentina, Australia, England, France, Germany, Greece, Italy, New Zealand, Northern Ireland, Spain and Sweden. Lebanon Valley College also offers off-campus academic internship programs in Philadelphia and Washington, D.C. Students in any major field can gain work experience in a large U.S. city while earning academic credits for the semester. Further information on all off-campus programs may be obtained at the Study Abroad Office, HUM 206, ext. 6076. See In-Absentia on page 14.

UNDERGRADUATE DEPARTMENTS AND PROGRAMS

AMERICAN STUDIES PROGRAM

The American studies program is designed to heighten critical awareness and appreciation of what is distinctive about American culture. As a self-consciously interdisciplinary program, American studies is the primary site at LVC for courses dealing in women's studies, ethnic studies, cultural studies, and media studies. Its curriculum regularly touches on issues of class, gender, ethnicity, and multiculturalism. As a result, most of the general education's required courses in cultural diversity studies are listed through the American studies program. The program is also developing courses that will critically explore the interrelationship of religion and politics in the United States, the impacts of consumerism on the American economy and culture, the distinction between 'pop culture' and 'high culture,' and the importance of the counter-cultural movement in American art, literature, and film.

The American studies program draws on faculty from various disciplines and departments from throughout the College, such as religion and philosophy, history and political science, anthropology, art, English, music, and biology. Each class is committed to engendering a culture of participation in which student input and engagement is absolutely essential to the success of the course. Also, the program is known for creating many of the most innovative and experimental courses on campus, such as the team-taught courses on violence and non-violence and on film and the American identity.

The requirements for a major or minor in American studies are relatively light and extremely flexible. This allows many of the majors and minors to add a double-major, and also provides ample opportunity for studying abroad. An undergraduate degree in American studies can lead to a career in teaching, publishing, law, journalism, government, consulting and research, historic preservation, museums, archiving, tourism, or a number of other professions. Many of our graduates also go on to graduate school to earn a master's degree or doctorate in American studies or a related discipline.

Degree requirements:

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

Major Core: 33 credits

Students must take at least six AMS courses, including AMS 111 and AMS 450, and at least one course at the 200 and 300 level.

In addition this minimum of six AMS courses, students must take at least two (and no more than five) courses outside of the program on topics related to U.S. culture. These courses will be chosen in consultation with the advisor.

Minor: 18 credits

AMS 111 and AMS 450 are required, in addition to at least one course at the 200 level and one at the 300 level.

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. 3 credits.

120. Religion in America. A study of the origin and development of religious expression in America. Specific focus is given to elements of diversity in American religious life. Cultural Diversity Studies. 3 credits. [Cross-listed as REL 120.]

140. 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. [Cross-listed as PHL 140.]

201. Music of the United States. 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. Writing Process. 3 credits. [Cross-listed as MSC 201.]

223. American Thought and Culture. A survey of American intellectual history and cultural criticism ranging from Puritanism and Enlightenment Rationalism to multiculturalism, feminism, and post-modernism. Writing process. 3 credits.

225. Democracy in America. This course will explore both the historical origins and development of the cultural ideal of democracy in the United States. By focusing on the cultural ideal of democracy, it will seek to understand the impact and meaning of democracy in America beyond that of political institutions alone. It will include readings and discussions in history, literature, politics, and cultural anthropology. 3 credits.

229. Culture and Conflict in Modern America. An examination of the social, political, economic and cultural upheaval of the 1960s and 1970s in the historical context. Writing process. 3 credits.

240. Working Class Studies. This course incorporates a variety of approaches to working class studies: historical, sociological, cultural, and political. Students will learn about the origins of the modern working class in both 16th century Europe and the slave colonies of the Caribbean. They will also learn about the history and current practice of the labor movement; the different ways workers have organized politically in the past and present; the role of race, gender, national origin, and skill in organizing labor markets and workers' identities; the depiction of workers in the mass media, particularly film. The primary focus of the class will be on the US, but some comparisons to other countries will be made to help highlight what is specifically American about our class system. Cultural Diversity Studies. 3 credits.

247. Psychological Perspective on Gender. This course is designed to address a broad spectrum of issues related to the psychology of gender. Of central importance is the examination of empirical findings related to gender differences and similarities in biological, behavioral, cognitive, social, and emotional domains. The course will also involve a critical examination of the meaning of gender in the field of psychology and in the broader society. Prerequisites: PSY 111, 112, 120 or 130. Cultural Diversity Studies. 3 credits. [Cross-listed as PSY 247.]

260. *African-American Studies.* Students will learn about the African societies and cultures that shaped the skills and mores of enslaved Africans, the economic and politics of the Atlantic slave trade, the variety of slaveries in the Americas, the intersections between sharecropping and Jim Crow, between white supremacy and black exclusion from the 18th to the 20th centuries. Students will gain an appreciation for the complexity of African-American thought and culture over the last century, and the often bewildering identities of contemporary black Americans shaped and fractured by political beliefs, class position, gender and national origins. Cultural Diversity Studies. 3 credits.

280. *Gender and Sexual Minorities in American Culture.* This course explores the lives of those individuals living with a lesbian, gay, bisexual, transgender, or queer identity (LGBTQ) and the relationship these individuals have with those around them. Exploration of the historical and contemporary implications of living with an LGBTQ identity, how these identities develop, the struggle for civil rights and legal protections, and how various factors such as the AIDS crisis, the media, religion, and others impact LGBTQ persons will also be explored. Cultural Diversity Studies. 3 credits.

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.

328. *Film and the American Identity.* This team-taught, interdisciplinary course will critically examine how films reflect, construct, and question the dominant image and understanding of the American identity. Disciplinary perspective. 4 credits.

330. *American Ruling Class.* This course offers students a chance to explore the origins, histories, institutions and current practices of the American aristocracy. Students will learn about how the very rich families that currently enjoy enormous hereditary wealth obtained and maintain their fortunes. Students will also investigate the histories and current policies of the institutions that protect and promote the wealthy such as corporations, the stock market, and government. 3 credits.

331. *American Art. An introduction to art from 1650 to the present day. The course offers a critical grounding in selected themes with an emphasis on cultural history and stylistic change. Includes painting, architecture, film, photography, and sculpture. 3 credits. [Cross-listed as ART 331.]*

340. *One Nation Under God?* This course will explore the relationship between religion and politics in the United States. It will include an examination of the role religion played in the founding vision of our nation's democracy, as well as the important separation between church and state that has been achieved over the course of our nation's history. With this historical backdrop in mind, special emphasis will then be given to the ascendancy of the religious right in recent electoral politics. 3 credits. *[Cross-listed as Religion 340.]*

362. *Multiculturalism and American Identity.* This class offers you a chance to familiarize yourself with the variety of ethnic, racial, gender, and sexual groups and identities in the U.S. You will gain or enhance your intellectual framework for understanding and appreciating diversity. It also will prepare you to survive and thrive in our complex and

challenging world. The course relies on history, literature, and cultural studies and will be challenging but also fun. Social diversity studies. 3 credits.

400. Internship. Field experience at a cultural agency. Ordinarily intended for juniors and seniors. Prerequisite: GPA of 2.50 in major and permission of department chair. Minimum 3 credits.

420. African-American Literature. This course examines African-American literature from the 19th century to the present. It will provide a foundation in African American literary traditions, including the slave narrative, texts from the Harlem Renaissance, and the writings of the Black Arts Movement. The discussion format of the course will provide space for students to explore how African-American writers have uniquely addressed issues of race, gender, national identity, slavery, and citizenship. Social diversity studies. 3 credits. [Cross-listed as ENG 420.]

450. Senior 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 a holistic approach to a topic or subject. 3 credits.

Faculty

Gary Grieve-Carlson, professor of English. Director of general education program. *Ph.D., Boston University.*

Grieve-Carlson teaches courses in American literature, American Studies, Greek myth, and grammar. He has been a Fulbright Junior Lecturer in Germany and has published on American cultural criticism and twentieth-century poetry. Serving as director of general education, he organizes the yearly colloquium and supervises the First-Year Seminars.

John Hinshaw, associate professor of history. Director of the American studies program. *Ph.D., Carnegie Mellon University.*

Hinshaw teaches courses on modern American history, black history, urban history, African history, world history, labor history, and specialized courses in race and ethnicity. He has written and edited books on the industrial revolution in world history, the steel industry and steel workers in Western Pennsylvania, and the labor movement in the United States.

Renee Lapp Norris, associate professor of music. *Ph.D., University of Maryland.*

Norris teaches the music history sequence, American music history, other topics courses, and form and analysis.

Michael Pittari, associate professor of art. *M.F.A., University of Tennessee.*

Pittari's abstract paintings incorporate color, line, and surface to address issues of balance and compatibility. He is a former editor of the journal *Art Papers*, with research interests in design, film and critical theory. He is represented by Marcia Wood Gallery

in Atlanta and has exhibited throughout the United States. He teaches studio art and design in addition to courses on film theory.

Jeffrey W. Robbins, associate professor of religion and American studies.

Ph.D., Syracuse University.

Robbins' area of specialization is in continental philosophy of religion. He is also interested in the relationship between religion and politics. His teaching interests include contemporary religious thought, world religions, film theory, and religion and culture. He is the author of two books, *Between Faith and Thought: An Essay on the Ontological Condition* (2003), and *In Search of a Non-Dogmatic Theology* (2004), and editor of the forthcoming *After the Death of God* with John D. Caputo and Gianni Vattimo.

Catherine Romagnolo, assistant professor of English.

Ph.D., University of Maryland.

Romagnolo teaches courses in American literature, women's literature, and various forms of writing. She has published on topics such as American literature and narrative theory and is working on a project on narrative beginnings.

Donald E. Byrne, professor *emeritus* of religion.

Ph.D., Duke University.

Byrne's scholarship has focused on American folk religion, particularly as expressed in the Methodist and Roman Catholic communities. Other interests include American studies, religion and ethics, religion and literature, peace studies, and mysticism.

Jean-Paul Benowitz, adjunct instructor in history.

M.A., Millersville University.

Benowitz teaches American history. His research and teaching interest is on U.S. political history for the period since 1928, with particular focus on the Roosevelt-Truman and Kennedy-Johnson administrations. Related fields of interest include social, cultural, and diplomatic history for the period since 1945. He is completing a doctorate at Temple University.

R. Troy Boyer, adjunct instructor in American studies.

ABD, Indiana University.

His dissertation at the University of Indiana is titled "Datt Drunne Deheem (Down Home); Sense of Place in Pennsylvania Dutch Country." He teaches introductory American studies, popular culture, and other courses.

Eugene Raymond Kelly, assistant director of student activities and student development. adjunct instructor of American studies.

M.S., West Chester University.

DEPARTMENT OF ART AND ART HISTORY

In the art and art history program we challenge students to explore the creative process and to engage with art objects—whether in the art studio, the exhibition space, the print media or the commercial world—with energy, commitment, and critical insight. Our goal is to foster graduates who recognize and uphold the essential contribution of the visual arts to human society.

The degree program in art and art history offers studio art and design, art history, and art education (K-12). Students can take a wide variety of courses that include digital media, film, and museum study. Central to the program is a direct engagement with works of art; thus, most courses include a field trip to a museum, gallery, or private collection.

The department is situated in the newly redesigned Lynch Memorial Hall, containing classrooms with state-of-the-art digital projection systems; dedicated painting, sculpture, and design studios; private studio spaces for advanced students; and a large photographic darkroom. The nearby Gladys M. Fencil Art Building contains dedicated studios for drawing and ceramics, including potter's wheels, kilns, and raku equipment. Next door is the Suzanne H. Arnold Art Gallery, hosting museum-quality exhibitions of work by innovative contemporary artists and historical masters, and housing a dynamic permanent art collection for instruction and student research.

Graduates of the art and art history program can pursue a wide variety of creative endeavors, including commercial illustration and fashion design; magazine layout and editing; stage, exhibition, and/or website design; photographic research; and art gallery management. Students who successfully complete the art certification program are qualified to teach kindergarten through 12th grade. The art and art history program also prepares students for graduate school in art history, studio art, architecture, or art therapy, which can lead to professional work as an artist or to a career in teaching and research, journalism, conservation, museum curatorship, design, architecture, or art therapy.

There are no prerequisites for entry into the art and art history program. A high advanced placement score may entitle a student to advanced studio or art history course placement.

Art and Art History Program

Degree Requirements:

Degree: Bachelor of Arts with a major in art and art history; certification in art education.

Major: Core requirements: ART 100, 105, 112, 209, 212. Seven additional ART courses. ART 405 (39 credits).

Art Education Certification Requirements: ART 100, 105, 112, 209; 211 or 225; 212, 213, 219, 223; 312 or 314; 355. Two additional courses from those offered to art and art history majors (39 credits). Certification candidates must also take ART 360; EDU 110, 310; ELM or SED 280, SED 440; SED 430, 431; and PSY 180. (Minimum cumulative GPA of 3.0; other State requirements apply.)

Minor: ART 100, 105, 112, 209, 212, and one additional course from those offered to art and art history majors (18 credits).

Courses in Art and Art History (ART):

100. Concepts in the Visual Arts. This course explores fundamental issues in the production and interpretation of art. Representation and style, changing ideas of beauty, the artist in society, art and controversy, and the relationship of art to visual culture are studied as the basis for gaining a greater understanding of images. 3 credits.

105. Fundamentals of Drawing. Using a variety of media, this essential studio course explores drawing as a way of seeing and recording traditional and experimental visual information from the world around us. Principles of composition and explorations of personal expression are also introduced. 3 credits.

112. Art Survey: Ancient-Gothic. An introduction to art and architecture in its historical and cultural context from the ziggurats of Mesopotamia and the pyramids of dynastic Egypt to the temples of ancient Greece and Rome, the mosaics of Byzantium, and the illuminated manuscripts and soaring cathedrals of medieval Europe. Attention is paid to skills in critical description and visual analysis. 3 credits.

120. Introduction to Art Therapy. This course explores the history of the art therapy profession and the development of creative expression in young people up to the age of fourteen. Emphasis is placed on the use of different art media, approaches, and techniques. 3 credits.

209. Fundamentals of Sculpture. Through the use of time-honored materials—plaster, clay, and wood—this studio course investigates three-dimensional form as a basis for art and design. Modeling, carving, mold-making, metalworking, and assemblage are introduced as essential sculptural processes in a variety of projects. 3 credits.

211. Photography. This course explores the technical and conceptual elements of fine-art, film-based photography. Students are introduced to the operation of the camera, processes of film development and black-and-white printing, compositional and aesthetic principles, and thematic explorations. Single lens reflex camera with manual mode required. 3 credits.

212. Art Survey: Renaissance–Postmodern. From Giotto to Giacometti, Fragonard to Frank Lloyd Wright, an examination of the visual and material culture of the Western world from the fourteenth century to the present day. Special attention is paid to aesthetics, economics, gender, and nationalism. Writing process. 3 credits.

213. Fundamentals of Design. An introduction to the fundamental elements of art and design. Students work with graphic symbols, theories of visual perception, principles of composition, and color interaction in a variety of studio projects. 3 credits. [Cross-listed as DCOM 255.]

217. Figure Drawing. This course calls on traditional methods of anatomical study for an intensive exploration of human form as a central component of drawing and expressive mark-making. Students consider historical and contemporary figurative art as a basis for the development of individual concepts. Prerequisite: ART 105 or by permission. 3 credits.

219. *Fundamentals of Painting.* Using art-historical examples, this course introduces the physical and visual properties of paint. Through a variety of projects, students explore the expressive potential of this medium and learn basic techniques of professional studio practice, such as constructing a painting support and working safely with paint. Prerequisite: ART 105 or by permission. 3 credits.

221. *Watercolor.* This course introduces the unique physical and visual properties of watercolor paint. Individual pictorial development is emphasized through a variety of subjects, with a focus on historical and contemporary uses of the medium. Prerequisite: ART 105 or by permission. 3 credits.

223. *Ceramics.* Students explore a number of essential ceramic techniques, such as pinch-, coil-, and slab-construction, wheel-throwing, and a range of low-temperature surface treatments. The course focuses on fundamental principles of design, with reference to ceramic history and contemporary uses of the medium. 3 credits.

225. *Printmaking.* In this studio course students explore a variety of techniques and approaches central to the history of printmaking, including relief printing, intaglio, collographs, and monotypes. Students also learn how prints are handled and exhibited. Prerequisites: ART 105 or by permission. 3 credits.

305. *Intermediate Drawing.* Students move beyond Fundamentals of Drawing to explore the expressive and thematic potential of a variety of media and subjects. Attention is paid to the history of drawing and to the development of individual concepts and professional studio practices. Prerequisite: ART 105 or by permission. 3 credits.

309. *Pastel.* This course introduces students to the visual and tactile properties of pastel and explores the expressive potential of the medium through a variety of techniques, from non-directional mark-making to edge-building. Attention is paid to the history of pastel and to basic rules of conservation and framing. Prerequisites: ART 105 or by permission. 3 credits.

312. *Renaissance Art.* Focusing on the late thirteenth to the end of the sixteenth century, this course offers a comprehensive survey of the major monuments, themes, and developments of Renaissance art in Europe. Works by Giotto, Van Eyck, Brunelleschi, Botticelli, Dürer, Michelangelo, Raphael, and Titian, among others, are examined. Particular attention is paid to the antique tradition in the arts, development of the professional artist, church patronage, and the development of modern political and economic systems. Prerequisites: ART 100 or ART 112 or ART 212. Writing process. 3 credits.

314. *Art in the Age of Romanticism.* This course uncovers the roots of modernism by tracing patterns of change in the art of France, Spain, England, and the German states from the 1780s to the 1860s. Painting and sculpture are examined in the context of political unrest, urban and industrial expansion, colonialism, the lure of the Orient, new criticism, and the burgeoning art market. Artists include David, Goya, Friedrich, Constable, and Courbet. Prerequisites: ART 100 or ART 112 or ART 212. Writing process. 3 credits.

315. *Intermediate Sculpture/Ceramics.* This course offers an intensive exploration of the making of sculpture, extending beyond fundamental processes to more advanced areas of thematic study. Historical and contemporary viewpoints are examined. Prerequisites: ART 209 or by permission. 3 credits.

318. *Greek and Roman Art and Architecture.* A survey of ancient Greek and Roman art and architecture, highlighting major stylistic phases, monuments, and objects of art from the Greek Archaic period to the fall of Rome. The cultural, philosophical, political, and economic contexts from which Greek and Roman art emerged, and classical revivals in post-medieval Europe and in America, are also explored. Prerequisites: ART 100 or ART 112. 3 credits.

319. *Intermediate Painting.* This course takes a thematic approach to painting, focusing on such areas of study as figuration and abstraction. Emphasis is on process, technique, and individual conceptual investigations within historical and contemporary models. Prerequisites: ART 219 or by permission. 3 credits.

322. *Italian Baroque Art and Architecture.* This course surveys painting, sculpture, and architecture in a social, political, and cultural context in 17th- and 18th-century Italy. The work of the Carracci, Caravaggio, Bernini, and Borromini will be examined. Students explore such issues as patronage by private citizens, nobles, and popes; art and religion; the classical tradition; and art and architectural theory. Prerequisites: ART 112 or ART 212. 3 credits.

324. *Northern European Art, 17th and 18th Centuries.* An introduction to the art of the Low Countries and France, including the work of Rubens, Rembrandt, and Vermeer; the French Caravaggisti, Poussin, Claude, Watteau and Boucher. Particular attention is paid to questions of stylistic, geographical, and political difference and to the social circumstances in which works were produced, viewed, and sold. Prerequisites: ART 112 or ART 212. 3 credits.

326. *Impressionism and Post-Impressionism.* An examination of the origins, making and meaning of Impressionist and Post-Impressionist paintings in the context of momentous social and economic change in 19th-century France. Artists include Manet, Degas, Monet, Cézanne, Gauguin and Van Gogh. Particular attention is paid to artist training; the exhibition, sale, and collecting of art; and new choices of subject matter. Prerequisites: ART 100 or ART 212. 3 credits.

328. *Modern Art.* An overview of modern and postmodern art from the 1890s to the present, including important stylistic movements such as Cubism, Dada and Surrealism, Abstract Expressionism, Pop Art, and a number of postmodern approaches since 1960. The focus will be on the ideas, works, and critical reception of specific artists, widened to include issues of race and gender and related developments in politics and literature. Prerequisites: ART 212. 3 credits.

331. *American Art.* An introduction to American art from 1650 to the present day. The course offers a critical grounding in selected themes, with an emphasis on cultural history and stylistic change. Includes painting, architecture, film, photography, and sculpture. 3 credits. [Cross-listed as AMS 331.]

334. *East Asian Art.* An introductory survey of the art and architecture of China and Japan from the Neolithic age to the 20th century, examined in a social, cultural and political context. Among the topics covered: Jōmon pottery in Japan; Buddhist caves in China; imperial palaces in Chang'an and Beijing; Japanese castles; landscape, figure, scroll, and screen painting; and Eastern gardens. Foreign studies. 3 credits.

336. *East West: Art and Cultural Interchange from Hellenism to the Modern Era.* An examination of the impact of Eastern culture, aesthetics, and formal design on Western art and architecture, from the Hellenistic Greek embrace of Persian and Indian motifs to the intersection of nonwestern ideas and the oeuvre of Picasso. The impact of Western motifs on Japanese art in the 19th century is also explored. Attention is given to Western historical conceptions of “otherness” and to the limitations of Western critical approaches to art history. Prerequisites: ART 100 or ART 212. 3 credits.

338. *Rome.* This course investigates the art, culture, and architecture of Rome from the pre-Republican era to the 20th century. Organized thematically and chronologically, the course considers such topics as: images of authority (Republican & Empire); subterranean Rome: the catacombs; the path of the medieval pilgrim; antiquity and its reinterpretations in the Renaissance; the papacy and urban planning in Counter-Reformation Rome; the Grand Tour; and Mussolini and fascist architecture. Prerequisites: ART 112 or ART 212. 3 credits.

340. *Museum Studies.* This course examines the history, principles, and practices of art museums. Students investigate issues related to the development, care, and use of museum collections; the function, management, and operation of museums of art; museum education; curatorial methods and exhibition development; and research and catalogue writing. Participants plan, organize, and mount a temporary exhibition at the Suzanne H. Arnold Art Gallery. Prerequisites: ART 112 and ART 212. 3 credits.

345. *Digital Video.* This course introduces students to the basic principles and practices of digital video creation and production. This course allows the student to build their digital videomaking skills by having them conceive, storyboard, film, edit, and author projects in DVD format. To complement their practical knowledge, the course gives the students theoretical understanding of how moving and time-based imagery function both conceptually and expressively. 3 credits. [Cross-listed as DCOM 345.]

350. *Paris: Art, Culture and Urban Development.* An exploration of the art, architecture, culture, and urban planning of Paris from Roman settlement to modern capital city. Students assess the ways in which the demands of patrons, the vision of urban administrators, and the increasing power of the middle class tempered the aims of artists in the city over the centuries. “Visits” include Notre Dame, the Louvre palace, Montmartre, and even the Paris sewers, with excursions to Versailles and other royal chateaux. Writing process. Disciplinary perspective. 3 credits.

351. *Color: Art and Cultural Context.* This course immerses students in a thematic investigation of color as a dynamic force in human perception, the natural world, and popular contemporary culture. Perceptual experiments, readings, and film screenings help to uncover the vital role color plays in our understanding of the world around us. Disciplinary perspective. 3 credits.

353. *Visual Art and Religious Experience.* An exploration of the way in which the visual arts have come to embody religious experience in Native American, Buddhist, and Abrahamic traditions. A series of comparative studies introduce students to socioreligious content in art and diverse impulses to worship. Writing process. Disciplinary perspective. 3 credits. [Cross-listed as REL 353.]

355. *Digital Graphic Design.* The course will focus on blending the creative and technical aspects of developing electronic images. Students will apply traditional art methods and techniques to the electronic canvas. Additionally, the course will serve to provide a historical perspective of electronic imaging and examine the limitations and possibilities of working in the electronic medium. 3 credits. [Cross-listed as DCOM 355.]

360. *Teaching Art in the Elementary and Secondary School.* Using skills in drawing, painting, sculpture, printmaking and ceramics, certification candidates learn how to address all ability levels in the elementary- and secondary-school art classroom. The course addresses the needs of students with disabilities, as well as classroom management and organization, approaches to school administration, budgeting, lesson planning, grading, special events, and ways to establish assignment deadlines. Prerequisites: open only to Art Education Certification candidates. 3 credits.

405. *Advanced Study.* The focus of this course is an extensive research project in art history or the creation and exhibition of a unique body of work in the art studio, facilitated by individual tutorials and group discussion. 3 credits

Faculty

Barbara Anderman, associate professor of art. Chairperson.

Ph.D., Rutgers, The State University of New Jersey.

Anderman's research and publications have focused on French genre painting and art theory in the Baroque and early modern period. She has served as a consulting editor to The Metropolitan Museum of Art in New York. She teaches courses in 18th- and 19th-century art and architecture, and the art and culture of Paris.

G. Daniel Massad, artist-in-residence.

M.F.A., The University of Kansas.

Pastel on paper is his primary medium. His work is in many public collections, including The Metropolitan Museum of Art, Philadelphia Museum of Art, Smithsonian American Art Museum, and Art Institute of Chicago. He is represented by Forum, with galleries in New York City and Los Angeles. He teaches advanced studio courses and Greek and Roman Art and Architecture.

Michael Pittari, associate professor of art.

M.F.A., The University of Tennessee.

Pittari's abstract paintings incorporate color, line, and surface to address issues of balance and compatibility. He is a former editor of the journal *Art Papers*, with research interests in design, film and critical theory. He has exhibited his work throughout the United States. He teaches studio art and design in addition to courses on color and film theory.

Scott Schweigert, director of the Suzanne H. Arnold Art Gallery and assistant professor of art.

M.A., The George Washington University.

Schweigert is a specialist in Renaissance and Southern Baroque art, whose research interests include issues of art patronage in Baroque Rome and architecture of the 15th to 18th century. He has worked at several museums and a commercial old-master gallery in Washington, D.C. He teaches courses in Museum Studies, Renaissance and Baroque art, and the art and culture of Rome.

Grant Taylor, assistant professor of art history and digital communications.

Ph.D., The University of Western Australia.

Taylor's interdisciplinary research centers on the symbiotic relationship between art, science, and technology in the late twentieth century. His work has been published in the journal *Consciousness, Literature and the Arts*. In his native Australia, he has directed a documentary and exhibited his films and digital art. He teaches courses in modern art, design theory, and digital film production.

Karen Beall, adjunct instructor in art.

M.F.A., The University of Tennessee.

Beall is a nationally recognized sculptor, whose work has been exhibited in New York, Los Angeles, and Philadelphia. Her work is on permanent display at the Hartsfield Atlanta International Airport as a part of the airport's public art collection. She teaches courses in ceramics and sculpture.

Marie Riegle-Kinch, adjunct assistant professor of art.

M.F.A., The Pennsylvania State University. Riegle-Kinch has exhibited her mixed media drawings and paintings throughout the United States. A writer as well as a professional artist, she has received an award for her fiction for children. She teaches courses in drawing, illustration, and religious art.

Nancy Williams, adjunct instructor in art education.

M.Ed. Millersville University.

Williams has over seventeen years experience teaching in secondary education in the public school system, specializing in advanced placement studio art and fine arts metals. Her work has been exhibited at Millersville University and regional galleries. She teaches courses in drawing and art education.

DEPARTMENT OF BIOLOGY

Biology Program

The Biology Department attempts to share with all LVC students the role of living organisms within the universe. We encourage the students to understand how these organisms interact with each other and their environments and are the result of the complex interplay of ordinary chemicals, arranged according to the fundamental laws of physics and assembled in mathematically predictable ways.

The goal of the Biology Department is to produce graduates who are well versed in the principles and techniques of biology, have the intellectual training to investigate novel concepts, have the ability to learn independently, interpret and articulate clearly their findings, possess the highest scholarly standards of the discipline, and maintain honest academic conduct.

The Biology Department curriculum (1) employs the underlying principles of biology and requires a background in the supporting disciplines; (2) requires the application of the scientific method in the laboratory or field; (3) integrates informational retrieval, the synthesis of ideas into a coherent whole, and the communication of research findings; and (4) prepares students for advanced study in medical, dental and veterinary professional schools, graduate schools, and employment in technical fields.

Degree Requirements:

Degree: Bachelor of Science with a major in biology.

Major: BIO 111, 112, 113, 114, 201, 499; one course each in the general areas of physiology, cellular and subcellular biology, botany, morphology and population biology (33 credits). CHM 111, 112, 113, 114, 213, 214, 215, 216 (16 credits); PHY 103, 104 or 111, 112; MAS 161 or 111 (60-62 total credits).

Minor: BIO 111, 112, 113, 114; plus four additional courses in biology at 200 or above except BIO 400 and 500. (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 430, 431 and 440.

Courses in Biology (BIO):

BIO 111, 112, 113 and 114 are prerequisite for all upper-level courses in biology unless otherwise noted. Students must achieve at least a C- average (1.67) in BIO 111/113 and BIO 112/114 before taking upper level BIO courses.

101. Human Biology. 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 Heredity. This course is intended for the non-science major. Although the major emphasis of this course is on the inheritance of traits in humans, topics ranging from basic cell reproduction through gamete production and early developmental stages are also covered. Classical genetics, in both humans and other organisms, including both chromosomal and gene genetics, as well as population genetics, molecular genetics and application of genetics to biotechnology and genetic engineering are discussed.

The laboratory is intended to give the student “hands-on” experience in making observations, performing experiments and working with scientific equipment. Topics to be covered in the laboratory include studying prepared slides, performing genetic crosses, activating genes in bacteria, isolating DNA and learning about DNA fingerprinting. 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. Must be taken concurrently with Biology 113. 3 credits.

112. General Biology II. This course, also rigorous and designed for science majors, covers concepts in physiology, botany, embryology, and ecology. Must be taken concurrently with Biology 114. 3 credits.

113. General Biology I Laboratory. Laboratory exercises include enzyme kinetics, carbohydrate analysis, isolation and identification of plant pigments, microscopy, and histological techniques. Must be taken concurrently with Biology 111. 1 credit.

114. General Biology II Laboratory. Laboratory exercises include shark anatomy, invertebrate dissection, animal development, plant development in angiosperms, Stomate response to environmental changes, animal taxonomy, and an ecological field study. Must be taken concurrently with Biology 112. 1 credit.

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.

212. Animal Behavior. A study of the basic concepts of invertebrate and vertebrate behavior with emphasis on the development, genetics, physiology and evolution of behavior. Laboratory exercises include ethogram construction, avian foraging, aggressive display analysis and estrous cycle regulation. Prerequisite: BIO 112 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.

222. Human Physiology. The design of this course is intended to impart an understanding of the basic concepts of human physiology with emphasis on neuromuscular,

cardiovascular, and endocrine physiology. Laboratory exercises place emphasis on effective experimental designs and data analysis in the study of physiological mechanisms. Lab exercises cover such topics as muscle contraction measurements, spirometry, and EKG analysis. 4 credits. Does not fulfill a biology major requirement.

302. *Plant Diversity.* The development and diversity of fungi, algae and land plants and the relationships between them. Field and laboratory work familiarizes the student with the structure and reproduction of algae and plants and with the identification and pollination of flowering plants in the local flora. 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. Writing process. 4 credits.

305. *Cell and Tissue Biology.* A study of cell ultrastructure and the microscopic anatomy of vertebrate tissues, including the structure and function of membranes and organelles, cell motility and excitability, and vertebrate tissue similarities and specialization in relation to function. Laboratory includes the preparation and staining of sections using selected histochemical and histological procedures as well as a variety of microscopic techniques. 4 credits.

306. *Microbiology.* A study of the morphology, physiology and biochemistry of representative 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. Writing process. 4 credits.

312. *Ecology I.* An examination of the basic concepts of ecology with extensive laboratory work and field experiences in freshwater, marine and terrestrial ecosystems. Writing process. 4 credits.

322. *Vertebrate 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. One semester of chemistry or permission. Writing process. 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: CHM 111, 113 or equivalent or permission. 4 credits.

324. *Invertebrate Physiology.* A study of many of the invertebrate phyla, concentrating on the physiological mechanisms controlling movement, metabolism, information, and control and reproduction. Writing process. 4 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.

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. *Ecology II.* 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 and Molecular Biology Program

The Biology Department offers a biochemistry and molecular biology program in conjunction with the Chemistry Department, described on page 61. The major in biochemistry and molecular biology 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 and molecular biology.

Major: BIO 111,112, 113, 114, 201; CHM 111, 112, 113, 114, 213, 214, 215, 216; BCMB 401, 421, 422, 430, 499; MAS 161; PHY 103, 104 or 111, 112 (51 credits); nine credits from BIO 304, 305, 306, 307, 322, 323, 404 and CHM 305, 306, 307, 308, 311.

Courses in Biochemistry and Molecular Biology (BCMB):

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 pages 42 and 138. 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, 113, 114, 212, 322 or 324 (16 credits); PSY 111, 120, 130, 285, 378, 379 (18 credits); BIO 499 or PBI 499; CHM 111, 112, 113, 114 (8 credits); MAS 161; plus 8 additional credits in the sciences in consultation with advisor. 54 total credits.

Courses in Psychobiology (PBI):

378. 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. Prerequisite: PSY 111, 112, 120, 130 or permission; completion of a biology course is recommended. 3 credits. [Cross-listed as PSY 378.]

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

Faculty

Kristen L. Boeshore, assistant professor of biology.

Ph.D., Case Western Reserve University.

She teaches developmental biology and general biology. Her research interests focus on development and regeneration of the nervous system.

Dale J. Erskine, professor of biology. Chairperson.

Ph.D., University of Oklahoma.

He teaches vertebrate physiology, human biology, AIDS, and general biology. His research interests are in t

Stacy A. Goodman, professor of biology.

Ph.D., The Pennsylvania State University.

She teaches general biology, animal behavior, coordinates the general biology laboratories, and supervises the senior seminar. Her research interests include the functioning of carbonic anhydrase isozymes and the role of PDH kinase in sepsis.

Courtney M. Lappas, assistant professor of biology.

Ph.D., University of Virginia; Postdoctoral Fellow, NIAID, 2007

She teaches immunology, molecular biology and general biology. She is interested in T lymphocyte biology, with special emphasis on both the role played by T cell subsets in various inflammatory disorders and the potential use of adenosine analogs to modulate these untoward responses.

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.

Rebecca A. Urban, visiting assistant professor of biology.

Ph.D., Binghamton University.

She teaches ecology, plant diversity, and general biology. Her research is on plant ecology with a focus on invasive species and freshwater macrophytes.

Allan F. Wolfe, professor of biology.

Ph.D., University of Vermont.

He teaches cell and tissue biology, invertebrate physiology, electron microscopy, and general biology, 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 or organization of the digestive, reproductive and neurosensory systems. He is also chairman of the Health Professions Committee.

Anna F. Tilberg, adjunct instructor in biology.

B.A., University of Pennsylvania.

She served on the staff of the Milton Hershey Medical Center and teaches human biology and general biology laboratory.

Susan Verhoek, professor *emerita* of biology.

Ph.D., Cornell University.

Stephen E. Williams, professor *emeritus* of biology.

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

Paul L. Wolf, professor *emeritus* of biology.

Ph.D., University of Delaware.

DEPARTMENT OF BUSINESS AND ECONOMICS

The Department of Business and Economics offers programs leading to the Bachelor of Science degree in accounting, business administration, and health-care management, and the Bachelor of Arts degree in economics. A major in music business is also offered jointly with the Music Department. All programs are enhanced by the liberal arts core required of all Lebanon Valley College students. This interdisciplinary knowledge base is essential for assuming leadership positions in the changing environment.

Accounting and business administration students complete a common body of knowledge in close conformity with the national standards for the study of business as recommended by The Association of Collegiate Business Schools and Programs (ACBSP). This comprehensive background in business fundamentals helps graduates prepare for business careers and graduate school.

Economics students study the choices we must make in a world of resources that have competing uses. The major in economics includes preparation in accounting, mathematics, political science and economics. Economics majors are typically preparing for graduate study or for a variety of entry-level positions in business and government.

Many major courses also cover selected liberal arts core requirements. Students are encouraged to use their 25–30 free electives to enrich and enhance their overall college resume. Students often add breadth or even double major within the Department, complete a complementary major or minor, complete for-credit internships, study abroad, or study in Philadelphia or Washington, DC. Students working closely with their academic advisor can take full advantage of these opportunities and still graduate on time.

Students have several study abroad options with business classes conducted in English. This includes programs at the London Metropolitan University; Monash University in Australia; the Umbra Institute in Perugia, Italy; and Waikato University in New Zealand. Students seeking to develop their foreign language skills beyond the introductory level have a number of programs to choose from. Most programs are bi-lingual, mixing classes in the native language with classes taught in English. The Philadelphia and Washington, DC programs combine academic study and pre-professional internships.

The department is a member of the Association of Collegiate Business Schools and Programs (ACBSP) and the Middle Atlantic Association of Colleges of Business Administration (MAACBA).

Accounting Program

The program in accounting offers the Bachelor of Science degree in accounting. Majors receive an excellent foundation for seeking professional certification as a C.P.A. or C.M.A. The accounting curriculum prepares students for careers in public accounting, government, industry or finance.

The curriculum includes an array of introductory, intermediate and advanced accounting topics integrated with courses in business and other supporting fields.

Degree Requirements:

Degree: Bachelor of Science with a major in accounting.

Major: Foundation Courses: ACT 161, 162; ECN 101, 102; MAS 111, 150 or 161; MAS 170, 270 or 372; BUS 130, 160. Core Courses; BUS 230, 285, 340, 361, 371, 460,



485; ACT 251, 252, 353 or 455; two electives in accounting not to include ACT 400 (60 credits).

Minor: ACT 161, 162, 251, 252, 353 or 455, six credit hours of accounting electives not to include internship credit (21 credits).

Courses in Accounting (ACT):

161. Financial Accounting. Basic concepts of accounting including accounting for business transactions, preparation and use of financial statements, and measurement of owners' equity. 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 161 with a minimum grade of "C-" or better. 3 credits.

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. Prerequisite: ACT 162. 3 credits.

252. Intermediate Accounting II. Study of the accounting for noncurrent assets, long-term liabilities and stockholder's equity, including analysis of financial statements. Prerequisite: ACT 251 with a minimum grade of "C-" or better. 3 credits.

253. Intermediate Accounting III. This course is a continuation of ACT 252 with the study of the measurement and reporting of income taxes, pensions, leases, accounting

changes, disclosure issues, the cash flow statement, and the effects of errors. The course also addresses international accounting standards as they compare to U.S. GAAP and international reporting issues for U.S. companies. Case study component. Strongly recommended for students planning to take the CPA exam. Prerequisite: ACT 252. 3 credits.

280. *Financial Fraud: Prevention and Detection.* This course explores the pervasiveness, causes, and types of financial crimes currently being encountered. Using text, discussion, problems, and case studies, the course identifies methods of fraud detection, investigation, and prevention. Prerequisites: ACT 162 or permission of the instructor. 3 credits.

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

352. *Governmental and Nonprofit Accounting.* Basic concepts of fund and budgetary accounting used for financial activities of governmental units and not-for-profit organizations. Prerequisite: ACT 162. 3 credits.

353. *Cost Accounting.* Analysis and use of techniques for cost management and control; the accumulation and recording of the costs including job-order, process and standard cost systems, the joint and by-product costing; contemporary topics such as activity based costing and just-in-time manufacturing. Prerequisite: ACT 162. 3 credits.

400. *Internship.* Practical and professional work experience related to the student's career interests, involving both on-site and faculty supervision. Generally limited to juniors and seniors. All internships are graded pass/fail. Prerequisites: 2.75 GPA, permission of the chairperson, completion of department's application form. 1-12 credits. Internship credit does not fulfill required electives in the major.

451. *Individual Income Tax.* Analysis of the federal income tax laws as applied to individuals; case problems, preparation of returns. Prerequisite: ACT 162. 3 credits.

452. *Corporate Taxation.* Analysis of the federal income tax laws as applied to corporations, partnerships and fiduciaries; case 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.

Business Administration Program

This popular program offers the Bachelor of Science degree in business administration. This major is designed to prepare the student for a variety of entry-level and middle-management positions in industry, government and service organizations.

The business curriculum conforms closely to the national common body of knowledge recommended by The Association of Collegiate Business Schools and Programs (ACBSP) and provides a solid background in the fundamentals of business. Majors complete a general business curriculum that prepares them for a variety of positions. Students desiring more in-depth study in a specific area of business may select a focus

area composed of optional courses. Such focus areas include human resource/labor relations, international relations, marketing and public relations, and organizational psychology.

Degree Requirements:

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

Major: Foundation Courses; ECN 101, 102; ACT 161, 162; MAS 111, 150 or 161; 170, 270 or 372; BUS 130, 160. Core Courses; BUS 230, 285, 340, 350, 361, 371, 376, 383, 450, 460, 485. (57 credits.)

Minor: ECN 101; ACT 161; BUS 130, 230, 340, 371; one 300/400 business elective not to include internship credit. (21 credits.)

Courses in Business (BUS):

130. Modern Business Organizations. The course focuses on understanding the composition of modern business organizations with respect to the value chain they are a part of, relationships with other organizations in the value chain, and the functions and processes organizations use to create and deliver value to customers, stakeholders, and society. The course includes an introduction to key business communication software. Prerequisites: freshman or sophomore standing only or by permission. 3 credits.

160. Computer Applications. An extensive introduction to spreadsheet, database, and Internet applications software as used in business. Through hands-on classroom instruction, computer-aided learning, and course project assignments, students learn the use of the major analytical software packages that are commonly used in business. The class teaches the basic principles of using this software to solve problems and to enhance critical thinking skills. 3 credits.

230. Principles of Management. A study of the management theory, organizational theory, and management skills as applied to the effective and efficient operation of both for-profit and not-for-profit entities. Emphasis is on the organization's structure, leadership, interpersonal relationships, and managerial functions. Prerequisites: Completion of BUS 130 or, for returning adults, degree completion students, and Health Care Management students, significant work experience. Accounting, business administration, and health care management majors need a cumulative GPA of 2.00 or greater in all foundation courses completed to date. 3 credits.

285. Organizational Communications. The development of writing, speaking and listening skills for business management. Prerequisites: ENG 111 and 112. Majors in accounting, business administration, and health care management need a cumulative GPA of 2.00 or greater in all foundation courses completed to date. Writing Process. 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 & Organizational Buying Behavior. This course focuses on the analysis of the factors affecting the purchasing decision in the marketplace and the application of behavioral and social science concepts to the study of individual and group

buying behavior. The course emphasizes the use of this understanding in making marketing mix decisions. Prerequisites: BUS 230 and BUS 340 or permission. 3 credits.

350. *Organizational Behavior.* 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 BUS 130, or permission. 3 credits.

361. *Principles of 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; and other financial topics. Prerequisite: ACT 162; ECN 101, 102. 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: BUS 361. 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.* Elementary principles of law relating to business. Includes agency, employment, commercial paper, security devices, insurance, partnerships, corporation, estates and bankruptcy. 3 credits.

374. *Personal Selling and Sales Management.* The study of personal selling as a communication process and the management of the personal selling force. Emphasis is placed upon the development, implementation and evaluation of the sales presentation; and upon the role of the sales manager in staffing, compensating, motivating, controlling and evaluating the sales force. Effective oral and written communication is stressed. Prerequisite: BUS 340. 3 credits.

376. *International Business Management.* Studies management techniques and procedures in international and multinational organizations. Prerequisite: BUS 130, 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 162, BUS 130. 3 credits.

383. *Management Science.* An introduction to the techniques and models used in management science. Topics include forecasting, inventory control models, linear programming, product scheduling, and simulation. Prerequisites: MAS 150 and MAS 170 with a minimum grade of C- or better, BUS 130, ACT 161, 162. 3 credits.

400. *Internship.* Practical and professional work experience related to the student's career interests, involving both on-site and faculty supervision. Generally limited to juniors and seniors. All internships are graded pass/fail. Prerequisites: 2.75 GPA, permission of the chairperson, completion of department's application form. 1-12 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: BUS 130. 3 credits.

450. Business Ethics and Social Responsibility. This course examines the major ethical issues, social responsibilities, and ethical dilemmas facing business and business managers in today's global environment. Students develop an understanding of the difference between what is legal and what is ethical and clarify their approach to ethical issues. Prerequisites: BUS 130, BUS 230 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 162, BUS 130 or permission. 3 credits.

485. Strategic Management. 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: BUS 130, 340, 361 and senior standing or permission. Writing process. Prerequisite: Last semester seniors only. 3 credits.

Economics Program

The major in economics deals with decisions and choices made by individuals and firms and with the micro and macroeconomic consequences of those choices. Economists have a wide variety of employment opportunities in government and the private sector. The major includes courses in accounting, mathematics, political science and economics.

Degree Requirements:

Degree: Bachelor of Arts with a major in economics.

Major: Foundation Courses: PSC 110, one of these three mathematics sequences: either MAS 150, 161 or MAS 161, 162 or MAS 111, 112; MAS 170, 270 or 372; ECN 101 and 102. Core Courses: ECN 201, 202, 405, and four additional elective courses in economics at the 200 level or above, not including internship credit. (39 credits.)

Minor: ECN 101, 102, 201, 202, and two additional courses in economics at the 200 level or above, not including internship credit. (18 credits.)

Courses in Economics (ECN):

101. Principles of Microeconomics. The course examines how individuals and firms make choices within the institution of free-market capitalism. Individuals decide how much of their time to spend working and what to buy with the earnings of their labor. Firms decide how much to produce and in some cases what price to charge for their goods. Together these choices determine what is produced, how it is produced, and for whom it is produced in our economic system. 3 credits.

102. Principles of Macroeconomics. This course extends the study of consumer and producer choices to discover how they affect the nation's economy. Macroeconomics deals with the economy as a whole as measured by the key variables of inflation, un-

employment, and economic growth. Emphasis is on both Keynesian and classical theories and how they predict what monetary and fiscal policies can be used to affect these variables and reach national economic goals. 3 credits.

201. *Intermediate Microeconomic Analysis.* This course covers the major theories of mainstream neoclassical economics. There is intensive study of the models of consumer and firm behavior that permit understanding of how the prices and quantities of goods and services are determined in a free market capitalistic system. The implications for social welfare, and equity and efficiency issues that are inherent in the free-market system are emphasized. Prerequisites: ECN 101 and 102. 3 credits. Economics majors need a cumulative GPA of 2.00 in all foundation courses completed to date.

202. *Intermediate Macroeconomic Analysis.* In this course, students develop a model of the macroeconomy which permits them to analyze the nature of the business cycle. The assumptions built into the model can be altered, rendering it capable of examining the macroeconomy from various theoretical viewpoints. In addition to unemployment, inflation and economic growth, the course covers real business cycles, the macroeconomic implications of free trade, and emphasizes the microeconomic foundations of macroeconomics. Prerequisites: ECN 101 and 102. 3 credits. Economics majors need a cumulative GPA of 2.00 in all foundation courses completed to date.

250. *Public Choice Economics.* This course concerns itself with how individuals and groups make decisions in the context of the family, interest groups, bureaucracies and the government. It goes beyond individual choice and private markets to group interests and activities. It emphasizes the ethical and political nature of all economic choices. Prerequisites: ECN 101 and 102. 3 credits.

312. *Money and Banking.* The study of the nature and functions of money and credit, including the development and role of commercial and central banking, structures of the Federal Reserve System, and monetary and banking theory, policy and practice. The course considers the political nature of money and the tension between fiscal and monetary policy making. Prerequisites: ECN 101 and 102. 3 credits.

316. *Environmental Economics.* Environmental economics stresses the co-evolution of human preferences, understanding, technology and cultural organization. This approach differs from that of conventional economics and conventional ecology in the importance it attaches to environment-economy interactions. The role that our economic system plays in decisions affecting the sustainability of our ecosystems is emphasized. Prerequisites: ECN 101 and 102. 3 credits.

317. *Natural Resource Economics.* Natural resource economics refers to the application of economic principles to the management of natural resources. It involves the study of resource use and conservation, utilization rates of renewable and non-renewable resources, the issue of economy size and the limits to growth, the natural resource economic issues of development versus preservation, and the issue of natural resource accounting. Prerequisite: ECN 101 and ECN 102. 3 credits.

321. *Public Finance.* This course extends the study of public economics to its application in the principles of taxation and public expenditures. Topics include the structure of the Federal Budget, the national debt and fiscal deficits, but also state and local fi-

nancing and the division of responsibilities between the federal and local governments. Prerequisites: ECN 101 and 102. Writing process. 3 credits.

331. *International Finance.* This course extends the Keynesian Macroeconomic model to incorporate international financial flows; the determinants of the balance of payments; foreign exchange markets; exchange rate regimes; history of international economic institutions; and macroeconomic policy options. The course contains lectures, student presentations, theoretical problem solving, economic analysis of real-world events, reading, analyzing, and writing on academic and current event articles. Prerequisite: ECN 101 and ECN 102. Writing process. 3 credits.

332. *International Trade.* This course introduces the theory and practice of international economic relations. It includes, not only the history and purpose of trade and the traditional theory of the gains from trade, but also the more modern theory of trade with imperfect competition. The history and nature of the institutional structures of trade (World Trade Organization) are covered. Prerequisites: ECN 101 and 102. Writing process. 3 credits.

333. *Game Theory: Economic Applications.* Game theory studies how “rational” players should act and interact in strategic situations. In economics, players include people, firms, or countries. Game theory also helps predict and explain players’ actions. Cooperative and non-cooperative games are used to measure behavior and identify ideal strategies in situations as diverse as industrial negotiations, marriage bargaining, and international environmental agreements. Prerequisites: ECN 201 or permission. 3 credits.

400. *Internship.* Practical and professional work experience related to the student’s career interests, involving both on-site and faculty supervision. Generally limited to juniors and seniors. All internships are graded pass/fail. Prerequisites: 2.75 GPA, permission of the chairperson, completion of department’s application form. 1-12 credits. Internship credit does not fulfill required electives in the major.

405. *Applied Econometrics.* In this course students apply statistical techniques to study the quantitative measurement and analysis of actual economic phenomena, describing economic relationships, and test hypothesis about economic theory and forecasting future economic events. Applications include examining violations of the classical assumptions and testing for specification errors. Prerequisite: MAS 170, 270 or 372; ECN 201 and ECN 202 or permission of the instructor. 3 credits.

410. *Senior Seminar.* This small seminar course is a reading course in support of the research interests of the professor, the student, or both. Our ideas for the senior seminar are exciting and advantageous for students and professors. The content and structure of the course will depend on the research interests of the professor, but will always require from each student a major paper related to this area. Reading and critiquing articles from refereed economic journals and the popular press are also included. Prerequisites: ECN 201 and ECN 202 and junior standing. Writing process. 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: Health Care Management Foundation Courses: ECN 101, 102; ACT 161, 162; MAS 170, 270 OR 372; BUS 130 (may be waived for prior work experience). Core Courses: ENG 111; SOC 324; BUS 215, 230, 285, 340, 350, 371, 420, 450, (or PHL 160), 487; 12-15 credits in sociology, psychology, or other disciplines approved by the director of continuing education (at least 6 credits in courses at the 200 level or higher). (63-66 credits total).

Admission to this degree program is open only to adults who have completed successfully an accredited diploma or associate degree program 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, Clinical Perfusionist, Surgical Technician.

Courses in Health Care Management (BUS):

215. Health Care Finance. An examination of the financial issues 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. Prerequisites: ECN 101, 102. 3 credits.

487. Health Care Management. A capstone course to study the administrative processes of America's health care industry including institutional infrastructure, 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

Tami L. Barton, assistant professor of accounting.

M.B.A. (Finance) St. Joseph's University.

A CPA, Barton has professional experience in accounting, income tax, financial reporting, auditing, business valuation in public accounting, and extensive experience in corporate accounting. She teaches courses in financial accounting, managerial accounting, intermediate accounting, advanced accounting, and auditing.

John D. Grigsby, assistant professor of business administration.

J.D., Duquesne University.

A CPA and CFP, Grigsby has more than twenty-five years of professional experience in public accounting, corporate accounting, government accounting, and the practice of law. He has been teaching at the collegiate level since 1985. He will teach courses in

business law, ethics, and accounting. His research interests are in the areas of tax policy, financial statement fraud and accounting ethics, and small business taxation.

Joel A. Kline, associate professor of business administration.

M.J.P.R.A., Temple University.

Kline co-owned a marketing and technology firm and his chief interests are in new media and business technology. He is accredited in public relations (APR) by the Public Relations Society of America and is pursuing his doctorate in technical communications and rhetoric through Texas Tech University. He also serves as the director of the interdisciplinary Digital Communications Program.

Robert W. Leonard, professor of business administration.

M.B.A., The Ohio State University.

Leonard has been a management consultant for 20 years, working with over 300 organizations. He has received numerous state and federal grants for his work with nonprofit organizations and has owned his own nonprofit training corporation since 1986. He has completed all doctoral coursework at The Ohio State University in organizational behavior and social psychology.

R. Anthony Maynard, assistant professor of economics.

Ph.D., University of Tennessee.

Maynard's interests include international economics, developmental, environmental and natural resource economics, international finance, and international trade. He has published in the *Journal of Economic Issues*, and he also serves as a referee for *Ecological Economics* and *History of Economic Review*.

Neil Perry, assistant professor of economics.

Ph. D., La Trobe University.

Perry's research interests include environmental economics with specialization in the economics of biodiversity conservation, game theory, mathematical economics, and environmental taxation. He has published in the *Journal of Economic Perspectives* and serves as a referee for *Ecological Economics* and *History of Economic Review*.

Barney T. Raffield III, professor of business administration.

Ph.D., Union Graduate School.

Dr. Raffield has been named a Fulbright Scholar to Ukraine at the State Academy of Management in Donetsk. He teaches marketing and international business and is also a faculty member for the M.B.A. program and consults with area businesses.

David V. Rudd, professor of business administration. Chairperson.

Ph.D., George Washington University.

Rudd's research interests are in the application of marketing principles, especially direct marketing, to the problems of social service delivery. He teaches marketing courses.

Gail Sanderson, associate professor of accounting.

M.B.A., Boston University.

A CPA, Sanderson has professional experience in accounting, income tax, computer systems analysis and design. She teaches courses in financial and managerial accounting, intermediate accounting, and government and not-for-profit accounting.

David M. Setley, assistant professor of business administration.

D.B.A. Business Administration, Nova Southeastern University.

Setley is an experienced and successful entrepreneur who started and built three companies. He brings that experience with him along with his teaching experience in the areas of management, leadership, entrepreneurship, and business ethics.

Edward J. Sullivan, associate professor of business administration and economics.

Ph.D., The Pennsylvania State University.

Sullivan has published articles in business and economic journals and specializes in monetary, macro and financial economics. He teaches courses in principles of finance, management science, money and banking, and economics.

Karen M. Dielmann, adjunct instructor in business administration.

M.A., Indiana University of Pennsylvania.

Dielmann has extensive experience in human resource areas. She teaches human resource management and diversity in the workforce courses.

Douglas C. Gautsch, adjunct instructor in business administration.

M.B.A., Lebanon Valley College.

Gautsch works in logistical/transportation business development. He teaches courses in business and management.

John A. Guerrisi, adjunct instructor in accounting.

M.B.A., The Pennsylvania State University.

Guerrisi has extensive experience in accounting and finance related functions. He teaches various accounting courses.

Thomas J. Murray, adjunct instructor in business administration.

M.B.A., Lebanon Valley College.

Murray brings to the classroom extensive experience in project management and strategic planning. He teaches courses in computer applications, principles of business, international business, and strategic management.

Mary A. Winnerling, adjunct instructor in health-care management.

M.M., The Pennsylvania State University.

Winnerling has extensive experience in the health-care field as a project coordinator and nurse manager. She teaches health care management, organization communications, and business management.

Michael C. Zeigler, adjunct instructor in business administration.

M.Ed., The Pennsylvania State University.

Zeigler works for the college in the computer services department as director of client services. He teaches courses in management information systems and computer applications.

DEPARTMENT OF CHEMISTRY

Chemistry Program

Chemistry is the “central science” that provides the fundamental understanding needed for protecting our environment, improving our health, 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 academic, industrial or governmental laboratories where they find positions in research and development, analysis, or quality control. Possibilities outside the laboratory include teaching, sales, marketing, technical writing, business and law. Many chemistry students earn doctoral degrees in chemistry or biochemistry or in the areas of medicine, dentistry or veterinary medicine.

The Department of Chemistry is located on the upper two floors of the newly renovated Neidig-Garber Science Center. Among the major scientific equipment holdings used by students in laboratory courses and in research are a liquid chromatograph-mass spectrometer (LC-MS-MS), a superconducting nuclear magnetic resonance spectrometer (FTNMR), a MALDI-TOF mass spectrometer, a liquid scintillation counter, an infrared spectrometer (FTIR), high-performance liquid chromatographic (HPLC) systems, UV-visible spectrophotometers, a laser-Raman spectrophotometer, a gas chromatograph-mass spectrometer (GC-MS), a chemisorption analyzer, and an atomic absorption spectrophotometer. Most laboratories have computers on the benchtop for data entry and analysis, and the department maintains a molecular modeling laboratory.

The department actively 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 external grants that faculty receive to support their projects. The department also maintains an active internship program, actively assisting students in finding opportunities in industrial or academic laboratories.

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 certified 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 45.

The chemistry department also participates in the 3+2 Engineering Program and directs the chemical engineering track. For details, see Cooperative Programs on page 25.

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, 230, 305, 306, 307, 308, 311, 312, 321, 322, 411; BCMB 421; three credits from CHM 414–



498 or 590 or BCMB 422; four 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, 230, 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 BCMB 421, 422; three credits from CHM 215, 216, 307, 308, 321, 322 or BCMB 430.

Secondary Teacher Certification: Students seeking secondary certification in chemistry must take BIO 111, 112; BCMB 421; CHM 360 and 21 credits of education courses, including EDU 110 and SED 430, 431 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.

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, 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.

230. Inorganic Chemistry Laboratory. Students will be exposed to a number of advanced synthetic methods including inert atmosphere manipulations, high vacuum and temperature dehydrations, mixed solvent crystallizations, and photochemical transformations. Writing process. Corequisite: CHM 222. 1 credit.

305. Analytical Chemistry. Topics for this course include statistical methods; activity and activity coefficients; chemical equilibria involving complex systems; volumetric analyses including acid/base, precipitation, redox, and compleximetric titrations; principles of electrochemistry, potentiometry, electrogravimetry, coulometry, and voltammetry. 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. Volumetric, spectrophotometric, and electrochemical methods 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, 312. Physical Chemistry I, II. The study of chemical systems from a molecular perspective. Basic concepts of quantum chemistry applied to atomic and molecular structure. Thermodynamic laws and functions applied to mechanical, thermal, and material equilibrium in gases, liquids, and solids. Also included are electrochemical systems, as well as kinetic and transport processes occurring in gases, in solutions, and at

solid surfaces. Prerequisites: CHM 112, MAS 162, and PHY 104 or 112 for CHM 311 and CHM 311 for CHM 312. 3 credits per semester.

321, 322. *Physical Laboratory I, II.* Experimental study of the principles of physical chemistry. Work involves spectroscopy (IR, UV/VIS, fluorescence, Raman, and NMR), calorimetry, refractometry, conductivity, and viscometry applied to atomic and molecular structure, thermodynamics, phase and reaction equilibrium, and chemical kinetics. Prerequisite or corequisite: CHM 311 for CHM 321 and CHM 312 for CHM 322. Writing process. 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.

414. *Advanced Organic Chemistry.* A study of advanced topics in the field of organic chemistry. The course covers mechanistic and synthetic chemistry with an emphasis on current and classical organic chemical literature. Prerequisites: CHM 213 and 214. 3 credits

421. *Chemometrics.* The application of multivariate statistics to experimental design and data analysis. Topics include experimental design, pattern recognition, calibration, optimization, signal processing, and peak resolution. Some familiarity with computers and chemical instrumentation is recommended. Prerequisite: CHM 112. 3 credits

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.

Course in Science (SCI):

100. *Introduction to Science.* The study of scientific principles and experiments applicable to a person's everyday experiences. Student projects are selected from the areas of biology, chemistry and physics. The course is open to all students and is appropriate for those intending to teach elementary school. Laboratory experience included. 4 credits.

Faculty

Marc A. Harris, associate professor of chemistry.

Ph.D., University of Nevada, Reno.

Research interests include the synthesis of macrocyclic azacrown and crown ether bipyridine analogues and their coordination complexes with Pt(II), Pd(II), and Rh(I). These complexes are investigated for their host-guest interactions with both small alkali metal cations and organic substrates.

Anderson L. Marsh, assistant professor of chemistry.

Ph.D., University of Michigan; postdoctoral study, University of California, Berkeley.
Physical Chemistry. Research interests are in the area of nanoscience. Model nanostructured catalysts are being prepared, characterized, and investigated in reaction studies. Semiconductor nanocrystals are also being synthesized, characterized, and applied to problems of environmental and biological interest.

Owen A. Moe Jr., professor of chemistry. Chairperson.

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

Analytical Chemistry/Biochemistry. Research interests in biochemistry involve elucidation of enzyme active site topography and function using enzyme kinetics, protein modification, and mass spectrometry. Research projects in analytical chemistry include studies of the solvent dependence of oxidation-reduction reactions of organic molecules and the applications of MALDI mass spectrometry to the study of proteins.

Walter A. Patton, associate professor of chemistry.

Ph.D., Lehigh University; postdoctoral study, National Institutes of Health.

Research interests include the elucidation of structure-function relationships in proteins. Most recently his work focuses on the features of E. coli GMP synthetase that facilitate ammonia transfer from a domain where it is synthesized to the domain in which it is utilized. His work integrates chemical, biochemical, and molecular biological methods (e.g. polymerase chain reaction) to make designer proteins at the DNA level. Once expressed in bacteria, these proteins are purified in order to study their function.

Timothy J. Peelen, assistant professor of chemistry.

Ph.D., University of Pittsburgh; postdoctoral study, University of Wisconsin-Madison.

Research interests focus on the development of asymmetric reactions catalyzed by simple organic molecules (organocatalysts). The reaction mechanisms of organocatalyzed reactions are studied by using kinetics and by structural analysis of reaction intermediates.

Donald B. Dahlberg, professor *emeritus* of chemistry.

Ph.D., Cornell University

Research interests in the area of chemometrics, the application of advanced statistical methods to chemistry. He works to apply chemometrics to analytical methods used in food and pharmaceutical industrial laboratories. He also serves as internship advisor in the natural sciences.

Cynthia R. Johnston, lecturer in chemistry.

B.S., Lebanon Valley College.

Johnston is focusing her efforts on the development of science curricula for the elementary school classroom and on instructing those studying to teach in the elementary school.



CITIZENSHIP EDUCATION PROGRAM

The College offers a program for students seeking certification to teach Citizenship Education in the secondary schools. The program includes three required components: the Citizenship Education core, the secondary education core, and a major in one of the following disciplines: history, political science or economics. Graduation requirements for any of these majors are noted in this catalog under the appropriate department. There is no major in citizenship education. NOTE: The Commonwealth of Pennsylvania has also reinstated a social studies certification. The College anticipates that it will reinstate this certification program. Dr. James H. Broussard is the coordinator of the Citizenship Education Certification Program.

Program Requirements:

Citizenship Education core courses: ECN 101, 102; HIS 103, 105, 125, 126, 202; PSC 110, 130, 210, an upper division course in American government (PSC 330 State and Local Politics recommended); and either HIS 360 or PSC 360. (36 credits).

Secondary Education core courses: EDU 110, SED 280, 430, 431, 440. 22–24 credits. Students must conform to state guidelines that require two math courses and an English or American literature course in addition to the general education requirements. Students must apply to the certification program after completing at least 48 credits (including the math and English courses) with a 3.0 grade point average and must maintain that average in order to proceed to student teaching and certification.

Major courses: history, political science, or economics. (39–40 credits).

DIGITAL COMMUNICATIONS PROGRAM

The Digital Communications Program explores the fundamental elements of communication, business, design, and technology. The program fosters critical reasoning and learning so graduates have the ability to evolve as quickly as current technology.

The program is interdisciplinary and combines classes from the art, business, English, and computer science departments into one degree. After graduating with a B.S. in digital communications, the student is prepared to enter a wide range of technology-related positions in marketing, public relations, information technology, journalism, graphic design, Internet development, multimedia, and programming.

The creation of content, both written and visual, remains at the heart of this subject. Students will study art, writing and marketing in the context of content creation for the New Media. Students will learn the theory behind the design of effective presentations and will employ existing multimedia technologies to create them. The techniques with which content is created, processed and delivered are found in the study of programming and computer science. Students in the program will choose a discipline related to the program and complete advanced coursework to form a cognate in that area. Students will also investigate and carefully consider the social, ethical, and legal ramifications of the information technology revolution.

The program, designed to be interdisciplinary and integrative, emphasizes critical thinking, creativity and analysis, rather than specific applications and technologies. The General Education Program at the College, together with the courses in the students' cognate areas, will expose the students to the fundamental questions of how information is created, processed, understood, and communicated in those disciplines.

Degree Requirements:

Degree: Bachelor of Science with a major in Digital Communications.

Major Core: CSC 122, 245; DCOM 130, 230, 330, 430, 440; DCOM 255, 355; DCOM 265, 365; DCOM 285, 385.

In addition to the core, each major must select a concentration in design, business, communications, or computer science and take three additional courses from the concentration department. (48 credits.)

Courses in Digital Communications (DCOM):

130. Introduction to Digital Communications. A broad survey of the curriculum making up the Digital Communications major. This includes the authoring of content (text, visual, aural); designing presentations for that content; understanding the processes, components; and distribution of information technology; introducing the legal and ethical environments, and comprehending the integrative nature of design, business, communication and technology in society's culture. 3 credits.

210. Graphic Design. An introductory studio/lecture course designed to increase visual literacy and vocabulary, develop design skills and present the creative possibilities of the computer as an art-making and editing tool. 3 credits.

230. Information Law and Ethics. This course will examine the legal and ethical issues arising from the information age. Topics such as copyright, patent, privacy, security, libel, liability, and government regulation will be explored. 3 credits.

255. *Fundamentals of Design.* An introduction to the fundamental elements of art and design. Students work with graphic symbols, theories of visual perception, principles of composition, and color interaction in a variety of studio projects. 3 credits. [Cross-listed as Art 213.]

265. *E-Commerce.* An exploration of the important technologies related to doing business on the Internet. Topics include e-commerce, advertising, customer support, and business-to-business applications. Emphasis on how businesses implement these technologies, resource requirements, cost-to-benefit analysis. 3 credits.

285. *Writing for Digital Media.* This course will provide students with the skills, theories of design, and experience to design viable digital media projects that meet specific goals and target specific audiences. Prerequisite: DCOM 210, or permission. Usually offered fall semester. Writing process. 3 credits.

345. *Digital Video.* This course introduces students to the basic principles and practices of digital video creation and production. This course allows the student to build their digital video making skills by having them conceive, storyboard, film, edit, and author projects in DVD format. To complement their practical knowledge, the course gives the students theoretical understanding of how moving and time-based imagery function both conceptually and expressively. 3 credits.

355. *Digital Graphic Design.* The course will focus on blending the creative and technical aspects of developing electronic images. Students will apply traditional art methods and techniques to the electronic canvas. Additionally, the course will serve to provide a historical perspective of electronic imaging and examine the limitations and possibilities of working in the electronic medium. 3 credits.

365. *Business of Information.* An exploration of the way businesses utilize technology to operate effectively. The course will focus on how businesses generate, manage, store, and distribute information that is key to performance of business objectives. Topics will include Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), Supply Chain Management (SCM), e-Marketing, and Business Intelligence. Prerequisite: DCOM 265, or permission. 3 credits.

385. *Multimedia.* This course will reinforce and build upon the design skills, theories, and experience from Writing for Digital Media I, and focus on the production and post-production/development process. Prerequisite: DCOM 285, or permission. 3 credits.

430. *Capstone I.* Capstone I teaches the theory and application of planning projects in the field of digital communications. The course covers principles of project management, research, and project strategy. Additionally, topics of professionalism, client interface, modes of communication, and collaborative group theory and practice are explored. The course prepares the student for Capstone II which is the practicum course for students to produce the actual project.

440. *Capstone II.* Capstone II is a practicum class where students work on a project for external clients. Capstone II simulates the collaborative and interdisciplinary environment of the field of digital communications. The course takes the integrative theory and skills from the four areas of concentration (visual, content, commercial, and tech-

nological) and builds upon theory and application explored in Capstone I to develop a multi-disciplinary team of students to deliver an appropriate project.

485. Media Theory. This course explores the influence of technology on literary (written) culture, establishing a historical perspective on the way we produce, communicate, and receive cultural works and how different technologies influence the production, dissemination and reception of cultural artifacts. Prerequisite: junior standing or permission. 3 credits.

495. Storytelling: Books to Video Games. From classic novels and poetry, to popular fiction, to hypertext/media, participants will explore how the art of storytelling changes with the medium in which the story is told. This course first focuses on close reading and analysis of literature, and then explores the aesthetic and theoretical implications and opportunities of hypertext/media that have created a rich new platform for the creation of literary and artistic works. Prerequisite: Junior standing or permission. This course fulfills an English 390 (Literature) requirement. It also meets an L5 requirement in the General Education Program. 3 credits.

Faculty

Joel A. Kline, associate professor of business administration. Director of the Digital Communications Program.

M.J., Temple University.

Jeffrey J. Ritchie, associate professor of English and digital communications.

Ph.D., Arizona State University.

Grant D. Taylor, assistant professor of art and digital communications..

Ph.D. University of Western Australia.

Scott F. Landis, adjunct instructor in digital communications.

J.D., The Dickinson School of Law.

Landis is a partner with the central Pennsylvania law firm of Barley Snyder, LLC., where he counsels clients in the areas of copyrights, trademarks, trade secrets, software and technology licensing, Internet and e-commerce law, and general business issues. He teaches Information Law and Ethics.

Jason Carl Say, adjunct instructor in digital communications.

B.A., Lebanon Valley College.

Say works in project management for a local web technologies company. He has managed large-scale technology and web integration for a hospital and owned his own website development firm serving small business clients. He teaches the Capstone courses and coordinates real-world projects as students work with industry clients during the capstone experience.

DEPARTMENT OF EDUCATION

The Department of Education certifies students in elementary, special education, English as a Second Language (ESL), and secondary education.

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

Certification in two or more areas of teacher preparation is possible; however, such certification requires meticulous attention to scheduling and may require additional semesters. Elementary education majors who, as freshmen, begin to pursue elementary, special education, or ESL certifications, will be able to complete them within their four years of study, unless they add other elements to their studies, such as pursuing an additional minor, double majoring, going abroad, etc. Careful and early scheduling can avoid misconceptions about such issues.

The State of Pennsylvania is in the process of making major changes to all teacher certification programs. These changes will go into effect with the incoming class of 2009 and will result in the current certification requirements becoming void after January 1, 2013. Any certification program begun before the fall semester 2009 and not completed before January 1, 2013 will result in the State not accepting your application for certification. There is no provision in the law for exceptions to this rule.

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 live and work.

In accord with the regulations set forth in Chapter 354, General Standards for the Institutional Preparation of Professional Educators, the following criteria must be met by all candidates who seek teacher certification at Lebanon Valley College:

I. Admission to teacher certification candidacy is neither automatic nor synonymous with admission to the College or to the major.

II. All teacher candidates must be admitted to teacher certification candidacy by a formal and clearly delineated process that is distinct from admission to the College and/or to the major.

III. Admission to teacher certification candidacy is contingent upon the completion of these criteria:

- (1) completion of a minimum of 48 college credits;
- (2) an overall GPA, after having completed 48 or more college credits, of at least 3.0;
- (3) completion of at least one English composition course;
- (4) completion of one English or American literature course;
- (5) completion of two college level mathematics courses;
- (6) passing scores on these PRAXIS Tests: PPST Reading; PPST: Writing; PPST: Mathematics.
- (7) completion of the Application for Admission to Teacher Certification Candidacy form, available from the major adviser.

IV. Those students who do not meet the above criteria may continue to pursue teacher certification, even though they are not and cannot be considered candidates for teacher certification until all of the above requirements have been met.

V. Once all of the above requirements have been met, the student must see his or her advisor to complete the Application for Admission to Teacher Certification Candidacy form,

VI. Students who are not formally admitted to teacher certification candidacy cannot student teach nor will they be able to be recommended for teacher certification upon graduation.

VII. Students who have been formally admitted to teacher certification candidacy, but who afterward fall below the required overall GPA of 3.0, may continue in the program; however, they may not student teach unless and until they have achieved the required overall GPA of 3.0.

VIII. Students must have the required overall GPA of 3.0 at the time of graduation in order to be eligible for recommendation by the college for teacher certification.

Title II

In accordance with state and federal regulations, Lebanon Valley College regularly reports the aggregate student data to the Pennsylvania Department of Education. HEA – Title II 2006–2007 academic data (the last year of available data) shows the Basic Skills pass rate for the 97 students taking the assessment to be 96/97 or 99 percent, the Academic Content Areas (reported elementary, music) pass rate for the 78 students taking the assessment to be 76/78 or 97 percent, and the Teaching Special Populations (special education) pass rate for the 84 students taking the assessment to be 84/84 or 100 percent. Many factors, such as the number of students in the program, number of tests required for licensure, the number of licensure candidates who complete all required exams before graduation, and the number of teacher certification candidates who actually take the licensure exams, affect the overall College scores.

Education Program

Degree Requirements:

There is no major or minor in general education.

Courses in Education (EDU):

110. Foundations of Education. A study of the legal, social, historical and philosophical foundations of American education correlated with a survey of the principles and theories of influential educators. Includes required weekly field practicum (two hours per week minimum). Limited to any student desiring teacher certification in any content area with an approved PDE certification program or permission of instructor. 3 credits.

140. Educational Technology and Instructional Media. An introduction to the educational technologies used in the classroom based on the Pennsylvania Science and Technology Standards. Among the topics covered are computer hardware, peripherals, and operating systems; multimedia production; software evaluation and use; web page evaluation and construction; and ethical and societal issues related to the use of technology. Prerequisites: freshman or sophomore education majors or other certification candidates with permission of the instructor. 3 credits.

310. *An Introduction to Exceptionalities in Children and Youth.* 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 required weekly field experience in local programs designed to meet the needs of exceptional children. Prerequisites: limited to any student desiring teacher certification in any content area with an approved PDE certification program or permission of the instructor. 3 credits.

450. *Curriculum and Instruction for the Young Adolescent.* The course will examine the historic and philosophic contexts of middle level education and current issues affecting middle schools including the specific characteristics of young adolescents, developmentally appropriate curriculum, instruction and assessment, the guidance and teaching roles of middle school teachers, cultural diversity and communication with parents and the public. Prerequisite: Limited to teacher certification candidates or permission of instructor. 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.

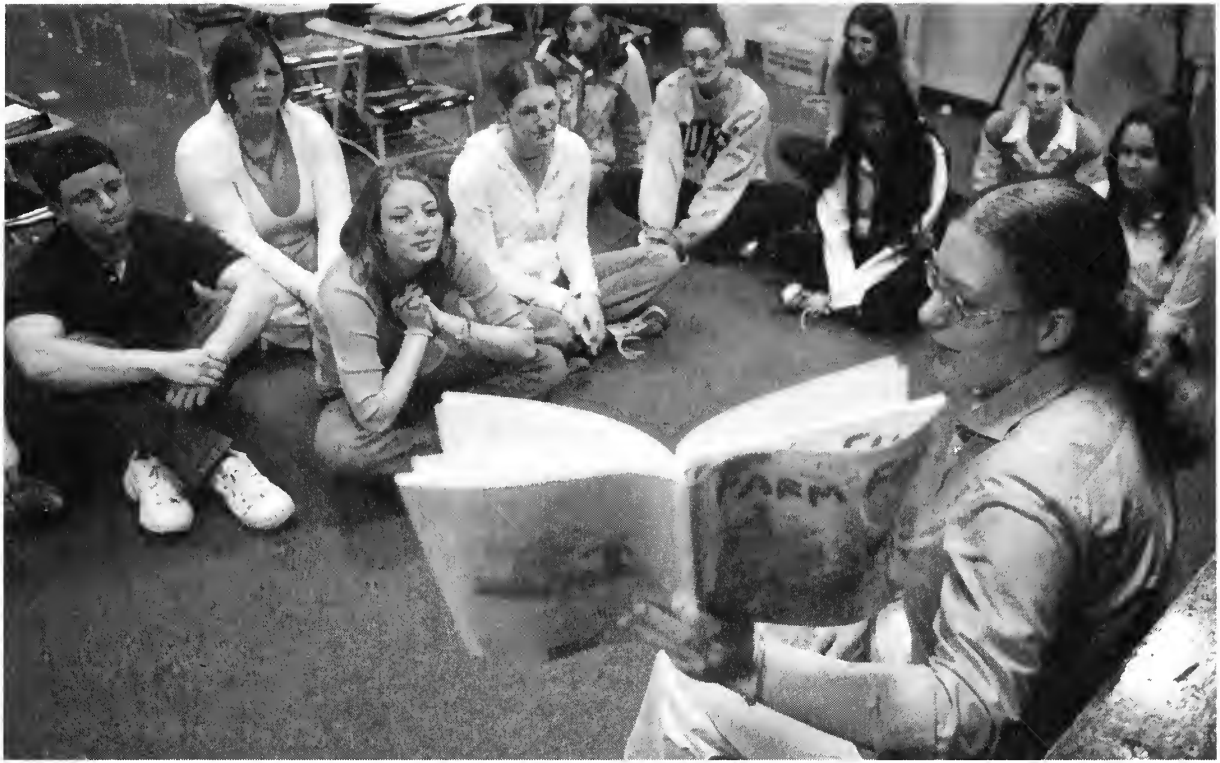
The field-centered component in the program requires extensive and carefully sequenced opportunities to work with teachers and children in a variety of school settings during all four years of preparation for teaching. The Education Department has established strong relationships with local public, parochial and private schools. Majors spend an average of two hours per week each semester in various classrooms, observing teachers and children, aiding, tutoring, providing small-group and whole-class instruction, and completing tasks on increasingly challenging levels of involvement. Student teacher candidates spend the semester immediately preceding the student teaching semester with their assigned cooperating teachers. 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, 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, 140, 310; ELM 130, 220, 230 250, 271, 332, 344, 362, 371, 372, 401 or ART 120, 499; HIS 125; two college-level mathematics courses, an English composition course, and an American or British literature course; PSY 180 (52–56 credits).

Note: Students may graduate with the BS degree without completing student teaching. Students who are pursuing teacher certification must also 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):

130. Science I. A survey of basic science concepts in earth and space science, physical science (physics and chemistry), biological science and environmental/ecological studies based on the study of the Lithosphere/Biosphere relationships of physical geography. The basic science concepts and their content are derived from the Chapter 48 Pennsylvania K–12 Academic Standards of Science and Technology, Environmental/Ecological Education and Geography, the National Geography Standards, the Council of Social Studies Strands, and the National Geographic’s Six Themes of Geography. Attention will be given to such concepts as the solar system; solar energy; representations of the earth’s movement; landforms, soils, and biome regions; processes that form and change the earth’s surface; biogeography – flora and fauna, ecosystems, ecology, and environmental influences. Students explore, through different modes of authentic and formal assessment, media and technology and hands-on activities, the impact of science, technology, environmental/ecological education and geography have on their lives. Prerequisite: Limited to education majors or permission of instructor. 3 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, using notation, listening, movement and creative applications. Limited to education majors or permission of instructor. [Cross-listed as Music Education 220.] 3 credits.

230. Science II. A survey of basic science concepts in earth and space science, physical science (physics and chemistry), biological science and environmental/ecological studies based on the study of the Lithosphere/Biosphere relationships of physical geography. The basic science concepts and their content are derived from the Chapter 48 Pennsylvania K–12 Academic Standards of Science and Technology, Environmental/Ecological

Education and Geography, the National Geography Standards, the Council of Social Studies Strands, and the National Geographic's Six Themes of Geography. Attention will be given to such concepts as the atmosphere/ocean connection, weather/climate and climate regions of the earth, the chemical and physical impact of the hydrosphere/atmosphere on the lithosphere and biosphere and the environmental/ecological influences of the hydrosphere/atmosphere on the lithosphere and biosphere. Students explore, through different modes of authentic assessment and formal assessment, media and technology and hands-on activities, the impact that science, technology, environmental/ecological education and geography have on their lives. Prerequisite: Limited to education majors or permission of instructor. 3 credits

250. *Mathematics in the Elementary School.* A study of basic preschool to sixth grade mathematical concepts with major emphasis on the NCTM and Pennsylvania Academic Standards for Mathematics, the integration of media and technology, writing across the curriculum, student assessments and exceptional children. Attention is given to the development of hands-on teaching activities, simulations and experiences which can be utilized effectively with any classroom population. Limited to education majors or permission of instructor. 3 credits.

271. *Literacy and Literature I.* A course that will focus on the growth and development of the young, emergent reader. The course foundation will be supported by both a balanced literacy approach and the Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening. Stressing the importance of early intervention, students will explore a variety of strategies, methods and assessments to teach reading supported by research. These include, but are not limited to phonological awareness, letter recognition, sound symbol relationships, vocabulary development, kid writing and inventive spelling. Prerequisite: Limited to education majors or permission of instructor. 3 credits.

281–286. *Field Practicum in the Elementary School.* Supervised weekly field experiences (two hours per week minimum) in appropriate school settings. Prerequisite: permission. 0 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 based on the Pennsylvania Academic Standards for Science and Technology. The course emphasizes the experiential nature of science in the elementary classroom with special attention to materials, media and technology, writing across the curriculum, authentic assessment, exceptional children, and methodologies appropriate for kindergarten through sixth grade students. The course integrates a multidisciplinary, whole language approach to teaching physical and environmental science. Prerequisite: Limited to education majors or permission of instructor. 3 credits.

344. *Health Education in the Schools.* Provides the background information and skills teachers need to implement comprehensive school health education. The course includes information on the six categories of risk behavior identified by the Center for Disease Control and Prevention and the Pennsylvania Academic Standards for Science and Technology. The course examines the objectives of Healthy People 2000, the eight components in comprehensive school health, the Safe Schools Act, the National Health Education Standards, comprehensive school health programs, the 10 content areas of

health education, and instructional strategies and materials appropriate to the teaching of health in today's schools. Attention is given to the ethical, moral and religious issues often associated with this area of the school curriculum. Prerequisite: Limited to education majors or permission of instructor. 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, based on the 10 Social Studies Strands of NCSS and the applicable Pennsylvania Academic Standards. 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. Prerequisite: Limited to education majors or permission of instructor. 3 credits.

371. *Literacy and Literature II.* A course that will focus on the growth and development of the beginning reader. The course foundation will be supported by both a balanced literacy approach and the PDE standards for reading, writing, speaking and listening. Stressing the importance of a strong foundation of phonics, vocabulary, fluency and comprehension, students will explore a variety of strategies, methods and assessments to teach reading supported by research. Students will also explore the types of writing, the writing process and conventional spelling instruction. As the writing process is taught, students will demonstrate the process by writing a 3000-word paper on a topic related to the course. The professor will conference with each student during the revising and editing stages of the process. ELM 371 is writing process. Prerequisite: ELM 271, limited to education majors or permission of instructor. 3 credits.

372. *Literacy and Literature III.* A course that will focus on the growth and continued development of the developing reader as independent reading within the curriculum becomes necessary. The course foundation will be supported by both a balanced literacy approach and the PDE standards for reading, writing, speaking and listening. Stressing the importance of comprehension, students will explore a variety of strategies, methods and assessments to teach reading and writing across the content areas as supported by research. This includes but is not limited to writing short stories and informational pieces with an understanding of the stylistic aspects and conventions of composition. Prerequisite: ELM 271, 371, limited to education majors or permission of instructor. 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 and are based on the Pennsylvania Academic Standards for Art. Prerequisite: Limited to education majors or permission of instructor. 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 or students who are seeking certification and have been admitted to teacher certification candidacy status. A cumulative grade point average of 3.0 is required to student teach. Prerequisites: EDU 110, 140, 310; HIS 125; PSY 180; ELM 130, 220, 230, 250, 271, 28X, 332, 344, 362, 371, 372, 401 and permission of the Education Department faculty. 12 credits.

499. Senior Seminar. Special topics related to current concerns in education are researched and presented by the students in the course. Issues related to teaching and to further professional growth are explored. Teams of students are required to do extensive research in an approved topic and to make a computer-based, multimedia presentation of that research to the class. Prerequisite: Limited to senior elementary education majors or permission of instructor. 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 art, biology, chemistry, English, French, German, Spanish, mathematics, physics, social science, and citizenship education.

Candidates are provided with opportunities to observe and to teach in junior high, middle school, and high school settings prior to the full-time student teaching semester. Cooperating teachers are selected through a process involving College faculty, secondary 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: art, biology, chemistry, English, French, German, Spanish, mathematics, physics, psychology [social science] and social studies [citizenship education].)

Secondary Teacher Certification: Students seeking secondary certification must meet all Chapter 354 requirements, complete the approved program in the chosen major and 21 credits in education courses, consisting of EDU 110, SED 430, SED 431 and SED 440. SED 280 or SED 431 must be taken in the fall or spring semester immediately preceding the student teaching semester. SED 280 should be taken at least twice prior to SED 440.

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. Prerequisites: permission. 0 credits.

430. Practicum and Methods I. A study of the basic principles and procedures for middle school and secondary school classroom management and instruction. Prerequisites: EDU 110; secondary teacher certification candidate; junior status; approval of the instructor; must be taken prior to SED 431 or SED 440. 3 credits.

431. Practicum and Methods II. A continuation of the basic principles and procedures for middle school and secondary school classroom management and instruction. Pre-

requisites: EDU 110; SED 280, 430; secondary teacher certification candidate; junior or senior status; approval of the instructor; must be taken prior to SED 440. 3 credits.

440. Student Teaching. Students spend the entire semester in an area school under the supervision of a cooperating teacher. Prerequisites: A cumulative grade point average of 3.0 and admission to teacher certification candidacy are required. (See Education Department III 1-7.) EDU 110; SED 430, 431; open to seniors or students seeking certification only.

Note: It is strongly recommended that SED 430/431 be completed before taking SED 440. Under no circumstances should other courses be taken during the student teaching semester except for SED 431, if it has not been taken in the semester immediately preceding the student teaching semester. SED 431 or SED 280 (0 credit for four hours per week in an assigned classroom with a cooperating teacher) should be taken in the semester immediately preceding the student teaching semester.

Special Education Certification Program

Cognitive, Behavior, Physical/Health Disabilities (CBP/HD)

The Special Education Program consists of five sequential courses and operates in conjunction with the Elementary, Music Education, or Secondary Education Programs. Students complete a full sequence of course work in their majors in addition to their specialized course work in special education. Student teaching experiences are provided in two settings: one in a regular school setting and the second in a special education setting. Program graduates are certified to teach in regular elementary, music education, or secondary school programs and in special education programs for students with mental retardation, learning disabilities, behavior disorders, autism, orthopedic impairments, or multiple disabilities, grades K through 12.

Students pursuing special education certification must at the same time be seeking either elementary, music education, or secondary teacher certification. Special education certification cannot be taken apart from one of these other areas.

Post-baccalaureate candidates who already have a currently valid teaching certificate may apply for admission to the special education program. Each candidate's credentials will be reviewed on an individual basis to ensure adequate preparation for admission to the special education program.

Each course in the program includes mandatory weekly field experiences in a special education setting over the course of the entire semester. One half of the student teaching semester will be completed in a special education setting.

Degree Requirements:

There is no major in special education. Students complete the requirements in their majors and in the chosen area of certification relative to that major and the required courses in special education.

Degree: Bachelor of Arts or Bachelor of Science in the chosen major. (Majors: art, biology, chemistry, elementary, English, French, German, Spanish, mathematics, music education, physics, psychology [social science] and the social studies [citizenship education].)

Courses in Special Education (EDU):

310. *An Introduction to Exceptionalities in Children and Youth.* 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 required weekly field experience in local programs designed to meet the needs of exceptional children. Prerequisites: limited to students enrolled in PDE approval certification programs or permission of the instructor. 3 credits.

311. *Diagnostic and Prescriptive Teaching in Special Education and Included Settings I.* Addresses the diagnosis of and the necessary adaptations to the learning needs of exceptional students, preschool through grade 12. The development and application of curricula, methodologies and classroom practices to respond to the strengths and needs of students with various needs will be developed and applied in real settings. All areas of the various kindergarten through grade 12 curricula, as well as life skills instruction, will be addressed. Includes a required weekly field experience in a special education setting. EDU 311 is writing process. Prerequisites: EDU 110, 310. 3 credits.

312. *Diagnostic and Prescriptive Teaching in Special Education and Included Settings II.* Addresses the diagnosis of and the necessary adaptations to the learning needs of exceptional students, preschool through grade 12. The development and application of curricula, methodologies and classroom practices to respond to the strengths and needs of students will be developed and applied in real settings. All areas of the various kindergarten through grade 12 curricula will be addressed. Includes a required weekly field experience in a special education setting. Prerequisite: EDU 110, 310, 311. 3 credits.

313. *Managing Instructional and Behavioral Components in Special Education and Included Classrooms.* The absolute necessity of knowing how, when, why and the what of dealing effectively with students who have special learning needs will be addressed in this course. Ways of observing, of recording and of responding to student behaviors will be developed. Intervention strategies will be studied and evaluated. Classroom management will be analyzed and reflectively applied. Includes a required weekly field experience in a special education setting. Prerequisites: EDU 110, 310, 311, 312. 3 credits.

314. *Assessment, Evaluation, and Response Strategies for Students with Exceptionalities.* Special education professionals need to use caution in the assessment process and in making educational decisions. There continues to be a need to understand the consequences of labeling and segregating individual students. This course will address the assessment process in light of current research and legislation concerning special education, with attention to recent state and federal legislation and revised mandates. This course also focuses on curriculum based assessments and performance based assessments used to evaluate the rate and quality of student learning and the effectiveness of teacher instruction on an ongoing basis. Includes a required weekly field experience in a special education setting. Prerequisites: EDU 110, 310, 311, 312, 313. 3 credits.

English as a Second Language (ESL)

The ESL Program consists of four sequential courses and operates in conjunction with the Elementary, Music Education, or Secondary Education Programs. Students complete a full sequence of course work in their major in addition to their specialized course work in ESL. Program graduates are certified to teach in regular elementary, music education, or secondary programs and are qualified to apply for Program Specialist Certification for ESL.

Students pursuing ESL program specialist certification must at the same time be seeking either elementary, music education, or secondary teacher certification. ESL certification cannot be taken apart from one of these other areas.

Post-baccalaureate candidates who already have a currently valid teaching certificate may apply for admission to the ESL program. Each candidate's credentials will be reviewed on an individual basis to ensure adequate preparation for admission to the ESL program. Each course in the programs with the exception of EDU 320 includes field experience in an ESL or inclusive setting.

Degree Requirements:

There is no major in ESL. Students complete the requirements in their majors and in the chosen area of certification relative to that major and the required courses in ESL.

Degree: Bachelor of Arts or Bachelor of Science in the chosen major. (Majors: art, biology, chemistry, elementary, English, French, German, Spanish, mathematics, music education, physics, psychology [social science] and social studies [citizenship education]).

Courses in ESL (EDU)

320. Foundations of Language. This course will introduce to students the foundations of language, including syntactic, lexical, phonetic, phonological, and morphological components, with a focus on the English language. It will also review and discuss major theories of first and second language acquisition. Prerequisites: course restricted to elementary or secondary certification candidates, in-service teachers seeking a Program Specialist Certification for ESL, or permission of instructor. 3 credits.

324. Teaching ESL/Materials Development. A course that focuses on the teaching of English to speakers of other languages. Specifically, the course explores the multidimensional nature of the teacher as a learner of teaching, the contexts within which teaching occurs, and the activities and content of secondary language teaching and learning. Throughout the semester students engage in a range of theoretical, pedagogical, and reflective activities. The course includes a required two-hour-per-week field experience in local programs designed to meet the needs of the ESL student. Prerequisites: EDU 320, course restricted to elementary or secondary certification candidates, in-service teachers seeking a Program Specialist Certification for ESL, or permission of instructor. 3 credits.

328. Assessment and Performance. An assessment course with an emphasis on developing and using varieties of multiple assessments for levels/stages of language proficiency, acquisition, and social and subject matter learning. Students become familiar with current Pennsylvania Department of Education approved assessments. The course exposes students to school support services for ESL students such as: "intake" or initial

screening, LEA systems for intervention for ESL students “at-risk” of learning problems and Instructional Support Teams (IST). School support policies for the protection of ESL students in IST or team staffings and LEA models for providing instruction in inclusive settings are also presented and discussed. This course will also examine support services that actively recruit culturally and linguistically diverse (CLD) families for helping to develop and assist in these services. Models of program evaluation using PDE approved assessment instruments for ESL students will be explained. The course includes a required two-hour-per-week field experience in local programs designed to meet the needs of the ESL student. Prerequisites: EDU 324, course restricted to elementary or secondary certification candidates, in-service teachers seeking a Program Specialist Certification for ESL, or permission of instructor. 3 credits.

332. Cultural Awareness – Language, Culture and the Classroom. The course provides important connections between theory and practice. This course also examines the impact of culture and cultural adjustment on learning for ELLs. The course addresses these many questions: What cultural differences most impact students’ learning? What is the link between culture and language? Why learn about culture? What questions should teachers be asking about students’ cultures to understand multicultural students better? How can we help students adjust to our culture while learning language and academics in schools? What do teachers need to know about the cultural adjustment process and why? How can we respect cultural diversity, encourage students to maintain first culture and language while still adjusting to their new culture, without denying our own US culture in the process? Is it really necessary for an ESL or classroom teacher to be knowledgeable about other cultures? What does an ESL teacher need to know about world cultures that will enhance his/her teaching skills and classroom management? What do ESL/EFL students need to know about each others’ cultures? This course will explore answers to these questions, with a focus on intercultural communication, creating understandings between people of different cultures, backgrounds and communication styles. Topics will include socioculture, psychocultural, and environmental influences on language and communication, and how teachers can utilize this knowledge to make instruction of multicultural children more effective and enjoyable by capitalizing on diversity. Parameters for understanding culture, the acculturation process, exploring various cultures, understanding multicultural children, and creating multicultural learning communities will also be topics for consideration. Students investigate the technology and resources available for the teaching of ESL. Applications of “best practices” to classroom settings are an integral component of the course. The course includes a required two-hour-per-week field experience in local programs designed to meet the needs of the ESL student. Prerequisites: EDU 324, EDU 328, course restricted to elementary or secondary certification candidates, in-service teachers seeking a Program Specialist Certification for ESL, or permission of instructor. 3 credits.

Faculty

Cheryl L. George, associate professor of education.

Ph.D., University of North Texas.

She serves as the director of special education, teaches courses in special education, and is the departments liaison with special education administrators and teachers in the in-

intermediate units and in the school districts of the surrounding areas. She supervises student teachers and is the advisor to the Student Council for Exceptional Children.

Donald E. Kline, associate professor of education. Chairperson.

Ed.D., Lehigh University.

He teaches courses in educational technology and supervises student teachers. He serves as the director of instructional design and technology in the department and promotes the integration of the computer and other instructional media in all phases of teacher preparation. He is the College liaison with the Pennsylvania Department of Education, Pennsylvania Science Teachers Association and the National Science Teachers Association.

Herbert Steffy, associate professor of education.

Ed.D. University of Central Florida.

He teaches in courses in the areas of elementary and middle school science and mathematics and supervises student teachers. His special interest is middle childhood education, especially teaching math and science in the middle grades. He serves as the liaison with the National Middle School Association.

Dale E. Summers, professor of education.

Ed.D., Ball State University.

He teaches senior seminars and courses in educational foundations and elementary social studies, and supervises student teachers. He maintains a particular interest in special education for students with behavior disorders at both the elementary and secondary levels. He serves as the College and department liaison with the Lebanon County Chamber of Commerce.

Linda L. Summers, assistant professor of education and director of field experiences.

M.A., Ball State University.

She oversees course-required field experiences and supervises student teachers. She teaches courses in language arts, social studies, and health education.

Karen Walker, assistant professor of education.

Ed.D., Bowling Green State University.

She teaches courses in educational foundations and secondary methods and supervises student teachers. Areas of interest include middle-level education, how students at that age learn and respond to the world around them, and how to meet the needs of every student through the utilization of brain-based learning research, differentiated instruction, learning styles, and multiple intelligences.

M. Jane Yingling, assistant professor of education.

Ph.D., Marywood University.

She serves as assistant to the director of special education. She teaches courses in both special education and elementary education, oversees required field experiences, and supervises student teachers. Her areas of interest include working with children with mild to moderate learning disabilities, inclusion, brain-based learning and resiliency, and literacy.

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, theater or secondary education, the basis for all concentrations is the study of literature. All majors 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 graduate work in literature, theater, or communications, or for professional study in such fields as law and theology. Graduates of the Department of English also are prepared to work in journalism, teaching, editing, public relations, publishing, advertising, theater, business, and other professions.

Independent Study: Juniors and seniors with a minimum 2.00 GPA, who wish to study an in-depth topic that is not covered in any offered courses, may choose to take an independent study. For every semester hour of credit, the student must complete at least 45 clock hours of time working on what should ultimately result in a final formal document. Students are responsible for completing the necessary application forms, which are available in the registrar's office, and finding a professor to oversee their progress.

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.

Departmental Honors: English majors with a minimum 3.50 GPA at the end of their junior year also may choose to apply for departmental honors in conjunction with an independent study. Details are available from the department chairperson.

The English Department offers minors in literature, communications, and theater.

Degree Requirements:

Degree: Bachelor of Arts with a major in English.

Major: Core requirements: ENG 120 ; three from 221–229 (at least two of the three must be from 221–226); 321; 341 or 342 (18 credits). Students must choose one of the concentrations below in addition to the core.

Literature concentration: Three additional survey courses (ENG 221–229); 370; three from among 330, 350, 390-literature, 420, 421 (21 credits).

Communications concentration: ENG 099, 140; five additional communications courses, at least two of which must be at the 300 level (201 or 202, 210–218, 310–315, 380, 390-communications); at least three credits of 400 (21 credits).

Theater concentration: ENG 201–204; three credits of 301; two additional drama-related courses from among the following: 330, 341 or 342, 350, 390-literature, 400 (21 credits).

Secondary Education concentration: One additional survey course from ENG 221–229 (the total of four surveys must include at least three from 221–226); two from among 201, 213, and 218; three from among 330, 350, 370, 390-literature, 420, 421; and 360 (21 credits).



To be certified by the state, secondary education concentrators must also complete EDU 110; SED 280, 430, 431, and 440 (minimum cumulative GPA 3.0, as required by PDE).

Minor (Literature): ENG 120; 221 or 222; two from 225–229; two additional 300 or 400-level literature courses (18 credits).

Minor (Communications): ENG 120, 140, 221 or 222; three additional communications courses (201–218, 310–315, 380, 390-communications) (18 credits).

Minor (Theater): ENG 120; one from 201 or 202, or three credits of 301; 203 or 204; 341 or 342; six additional credits to be selected in consultation with the student's adviser (18 credits).

Courses in English (ENG):

099. Internship Portfolio. A formal collection of the student's completed communications-oriented work, to be submitted to the department as part of the student's formal request to take ENG 400 (Internship). The portfolio must include a minimum of seven examples of communications-related work, three of which must be submissions to *La Vie Collegienne*, the campus newspaper. Offered every semester. 0 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 speaking, reading and research skills. Prerequisite for 112: 111, FYS 100 or permission of chairperson. 3 credits.

120. Introduction to Literature. An introduction to literary genres and to the basic methodology, terminology and concepts of the study of literature. Usually offered every semester. 3 credits.

140. Introduction to Mass Communications. An introduction to career-oriented uses of language and to the skills used universally by reporters, editors, advertising copywriters, public relations personnel and technical writers. Usually offered every semester. 3 credits.

201. Introduction to Acting. The development of skills in speech and movement through the use of theater games and improvisations. Usually offered fall semester. 3 credits.

202. Advanced Acting. An exploration of the relationship between the actor and the text through script analysis and the performance of scenes and monologues. Usually offered spring semester. 3 credits.

203. Stagecraft: Technical Skills. Instruction in the mechanics of backstage theater operations, including lighting as well as set and property construction. Usually offered alternate fall semesters. 3 credits.

204. Theater Production and Performance. Instruction in all aspects of producing and performing a full-length play. Usually offered alternate fall semesters. 3 credits.

210. Management Communications. The development of writing, speaking and listening skills for business management. Prerequisite: ENG 111 and 112, or permission of the instructor. Usually offered alternate spring semesters. 3 credits.

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

214. Creative Writing: Poetry. A workshop in writing poetry. Usually offered alternate fall semesters. 3 credits.

215. Creative Writing: Fiction. A workshop in writing short fiction. Usually offered alternate fall semesters. 3 credits.

216. Technical Applications in Writing. The development of writing, speaking and illustrating skills to convey specialized, often technical information to a non-technical audience. Prerequisite: ENG 111 and 112 or permission of the instructor. Usually offered alternate spring semesters. 3 credits.

218. Oral Communication. Introduction to informative, persuasive and other types of oral communication, with emphasis on the student's own performance as well as the judgment of others' performance. Usually offered alternate spring semesters. 3 credits.

221. Survey of American Literature I. A survey of selected major American authors from the colonial period to about 1900. Writing process. Usually offered every semester. 3 credits.

222. Survey of American Literature II. A survey of selected major American authors from about 1900 to the present. Writing process. Usually offered every semester. 3 credits.

- 225. *Survey of English Literature I.*** A survey of selected major English authors from the Middle Ages to about 1800. Writing process. Usually offered every semester. 3 credits.
- 226. *Survey of English Literature II.*** A survey of selected major English authors from about 1800 to the present. Writing process. Usually offered every semester. 3 credits.
- 227. *World Literature I.*** A survey of selected major writers from earliest literate history to about A.D.1000. This course includes literature from western Europe and non-western cultures. Usually offered fall semester. 3 credits.
- 228. *World Literature II.*** A survey of selected major writers from about A.D. 1000 to about 1800. This course includes literature from western Europe and non-western cultures. Usually offered spring semester. 3 credits.
- 229. *World Literature III.*** A survey of selected major writers from about 1800 to the present. The course includes literature from Europe and Russia, as well as non-western cultures. Usually offered fall semester. 3 credits.
- 301. *Acting Lab.*** A workshop that meets once a week to explore specific issues in acting; course content changes every semester. Usually offered every semester. 1 credit.
- 310. *Advanced Journalism.*** Enhancement of basic journalistic skills by reading and writing longer investigative and feature articles. Writing process. Prerequisite: ENG 213. Usually offered alternate spring semesters. 3 credits.
- 312. *Writing for Radio and TV.*** The development of the basic skills 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. Usually offered fall semester. 3 credits.
- 313. *Advertising Copy and Layout.*** Principles and techniques of copywriting; selection and presentation of sales points; creative strategy in production of layouts. Usually offered alternate fall semesters. 3 credits.
- 314. *Public Relations.*** Purposes and methods of modern public relations as practiced by business and industry, organizations and institutions, trades and professions. Planning of promotional campaigns. Prerequisite: ENG 213, or permission of the instructor. Usually offered alternate fall semesters. 3 credits.
- 315. *Editing.*** Editing theory and exercises in copyreading, rewriting and headlining. Writing process. Prerequisite: ENG 213, or permission of the instructor. Usually offered alternate spring semesters. 3 credits.
- 321. *History and Grammar of the English Language.*** An examination of the evolution of English phonology, morphology, syntax and vocabulary, including current conventions and usage. Usually offered spring semester. 3 credits.
- 330. *Literary Genres.*** A study of one of the various forms of literature, such as the narrative poem, the lyric poem, the novel, the short story, drama, film, the essay, biography, and autobiography. The genre will vary from semester to semester. May be repeated for credit when involving a genre that the student has not previously studied.

Writing process. Prerequisite: Eng 120 or a 200-level survey (221–229). Usually offered every semester. 3 credits.

341. *Shakespeare I.* A concentrated study of early Shakespearean drama, especially the comedies and the histories. Writing process. Prerequisite: ENG 120 or a 200-level survey (221–229). Usually offered alternate spring semesters. 3 credits.

342. *Shakespeare II.* A concentrated study of late Shakespearean drama, especially the tragedies and the romances. Writing process. Prerequisite: ENG 120 or a 200-level survey (221–229). Usually offered alternate spring semesters. 3 credits.

350. *Major Authors.* Intensive study of one or two major literary figures. Subjects have included Chaucer, Eliot, Faulkner, Frost, Joyce, Milton, Morrison, O'Connor, Woolf, and Yeats. The authors will vary from semester to semester. May be repeated for credit. Writing process. Prerequisite: ENG 120 or a 200-level survey (221–229). Usually offered fall semester. 3 credits.

360. *The Teaching of English in Secondary Schools.* The teaching of writing and literature in the junior high and high school classroom, exploring literary, pedagogical, and composition theory as they apply to actual teaching practice. Writing process. Prerequisites: ENG 120 and EDU 110. Usually offered alternate spring semesters. 3 credits.

370. *Literary Theory and Its Applications.* Consideration of fundamental questions such as the definition of literature, the value of literature, and the validity of the literary canon. Provides an introduction to a variety of critical approaches to literary interpretation, on both a theoretical and practical level. Prerequisite: ENG 120. Usually offered alternate spring semesters. 3 credits.

380. *Politics and the Mass Media.* Investigation of the impact of the mass media on the political process and vice versa. Exploration of the history of the interaction between politics and media, and how emerging technologies are changing the face of political communication in the United States. Prerequisites: One of the following: ENG 140; HIS 125, 126, 127; PSC 100, 110, or permission of the instructor. 3 credits.

390. *Special Topics.* Study of important topics from the viewpoint of literature, communications, or a combination of the two. Past topics have included Sports Literature, Writing the Environment, Native American Literature, Film Criticism, Small Town Life, and Creative Nonfiction. May be repeated for credit with a topic not previously studied. Prerequisite: ENG 120 or a literary survey or ENG 213, whichever is most appropriate. Usually offered every semester. Writing process. 3 credits.

400. *Internship.* Practical and professional work experience, on or off campus, related to the student's career interests, involving both on-site and faculty supervision. Generally limited to juniors and seniors. All internships are graded pass/fail. Prerequisites: ENG 099; permission of the chairperson; application form from registrar's office must be completed prior to registration. 1–12 credit hours.

420. *African American Literature.* An examination of African-American literature as a lens through which students may more clearly view the ways that African Americans have contributed to, been influenced by, appropriated and transformed notions of American identity, specifically conceptions of freedom, quality, gender, sexuality, religion,

class, and literature. This course includes the study of slave narratives, fiction, poetry, and/or drama. Usually offered alternate fall semesters. Prerequisite: ENG 120, or permission. 3 credits. [Cross-listed with AMS 420]

421. Literature by Women. An investigation of the ways in which women from a broad diversity of cultural backgrounds respond to and reshape a tradition of literature that has typically been gendered as masculine. Exploration of the effects of culture, ethnicity, class, sexuality, and religion on women's writing. Special emphasis on the history and construction of gender roles, power, and sexuality. Usually offered alternate fall semesters. Prerequisite: ENG 120 or permission. 3 credits.

Faculty

Philip A. Billings, professor of English.

Ph.D., Michigan State University.

He teaches courses in world and American literature as well as poetry and fiction writing. His publications include poems and articles in various magazines as well as three books of poems.

Marie G. Bongiovanni, professor of English. Chairperson.

M.L.A., University of Pennsylvania.

She teaches courses in travel writing, magazine writing, creative nonfiction, and environmental literature. Experienced in journalism, public relations, and freelance writing, she has published one book and numerous articles and essays in national magazines.

Laura G. Eldred, assistant professor of English.

Ph.D., University of North Carolina at Chapel Hill.

She teaches courses in American, British, and Irish literature, mass communications, film, and arts criticism. She has a special interest in postcolonial theory and literature, and has published on the horror genre in film and literature.

Gary Grieve-Carlson, professor of English.

Ph.D., Boston University.

He teaches courses in American literature, American studies, Greek myth, and grammar. He has been a Fulbright Junior Lecturer in Germany and has published on American cultural criticism and 20th-century poetry. Serving as director of general education, he supervises the first-year seminars.

Walter E. Labonte, instructor in English. Supervisor of interns.

M.A., Northeastern University.

He serves the department as supervisor of interns and director of the College Writing Center. He teaches courses in writing, literature, management communications, and the teaching of English in the secondary schools. He is a published writer.

Mary K. Pettice, associate professor of English.

Ph.D., University of Houston.

She teaches courses in journalism, creative writing, and English and American literature. Experienced in the newspaper and publishing worlds, she has also published poetry and short stories.

Kevin B. Pry, associate professor of English.

Ph.D., The Pennsylvania State University.

Dramaturge for local theater companies, he teaches courses in acting, world literature, dramatic literature, and theater production. He also advises Wig and Buckle, the student drama club.

Jeffrey J. Ritchie, associate professor of English and digital communications.

Ph.D., Arizona State University.

He teaches courses communications, digital communications, and British literature. His interests include interactive media and narrative, mulit-media design, and 18th and 19th century British literature. He currently serves as assistant editor of the International Design Media and Arts Association Journal.

Catherine M. Romagnolo, assistant professor of English.

Ph.D., University of Maryland.

She teaches courses in American literature, women's literature, literary theory, and various forms of writing. She has published on topics such as American literature and narrative theory and is working on a project on narrative beginnings.

J. Gabriel Scala, assistant professor of English.

Ph.D., University of Mississippi.

She teaches courses in American literature, African-American literature, and editing as well as creative and various other forms of writing. She has published on topics such as Willa Cather and is a published poet.

Rachel Luckenbill, lecturer in English.

M.A., Villanova University, 2005.

Frances S. Seeger, lecturer in English.

M.A., M.B.A., American University.

Experienced in major market television production and writing, she teaches courses in broadcast journalism, mass communications, public relations, and documentary film. She also serves as advisor of La Vie Collegienne, the student newspaper.

DEPARTMENT OF FOREIGN LANGUAGES

Our language programs have 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, world trade, business, and social service. For many of these careers the study of a language is often combined with majors in other disciplines.

The department encourages students to avail themselves of the College's opportunities for travel and study, particularly Lebanon Valley College programs in Berlin, Germany; Montpellier, France; Salamanca, Spain; Buenos Aires, Argentina; and Perugia, Italy.

The Department of Foreign Languages offers majors in French, German, and Spanish, secondary teacher certification in French, German, and Spanish; Italian at the elementary level; as well as minors in French, German, and Spanish.

Teacher Certification

In addition to majoring in a language, students seeking certification to teach a second language must take FLG 360 and 21 credits in education courses, including EDU 110 and SED 430, 431 and ELM or SED 440.

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: 27 credits in French above the intermediate level including FRN 340 and at least 6 credits of 400-level writing process courses. For teaching certification, FLG 360 is required.

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

Our program in Montpellier, France, is designed for students with varying abilities in French. This program is located at the University of Montpellier in southern France near the Mediterranean Sea. Students are placed in courses at a level appropriate to their skills. All courses are in French.

Courses in French (FRN):

101, 102. *Elementary French I, II.* Introductory courses in French. Aimed at developing basic communicative proficiency in French, and offering 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 and 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.* A course in phonetics and phonology designed to help students acquire standard pronunciation and intonation. Prerequisite: FRN 202 or equivalent. 3 credits.

350. *French Culture and Civilization.* An overview of French and Francophone cultures, history, and geography, with special focus on current issues. Taught in French. Prerequisite: FRN 202 or equivalent. 3 credits.

360. *Cultures and Civilizations of Francophone Countries.* This course explores the cultures and civilizations of Francophone countries outside of France, countries where French is one of the languages spoken and where it is the main vehicle of literature and culture. Prerequisite: FRN 202 or equivalent. 3 credits.

410. *French Literature of the Middle Ages and Renaissance.* A study of French literature from the 9th to the 16th centuries. Works from the medieval epic and courtly romance through Renaissance philosophical essays. Development of advanced communicative skills through literature will be promoted. Prerequisite: FRN 202 or equivalent. Writing process. 3 credits.

420. *French Literature of the 17th and the 18th Centuries.* A study of the spirit and principal authors of French Classicism (with a special emphasis on the theater of Corneille, Racine, and Molière) and the main ideological currents of the 18th century, with a special emphasis on the writers of the Enlightenment and their role in the transition from the old to the new regime (Voltaire, Montesquieu, Diderot, Rousseau, l'Abbé Prévost, Marivaux). Prerequisite: FRN 202. Writing process. 3 credits.

430. *French Literature of 19th Century.* A study of the main ideological and literary currents of the 19th century; Romanticism, Realism, and Symbolism. Emphasis on the works of Flaubert, Balzac, Zola, Maupassant, Baudelaire, and others. Prerequisite: FRN 202. Writing process. 3 credits.

440. *French Literature of the 20th and 21st Centuries.* A study of contemporary society as reflected in the literary evolution from Proust to the *Nouveau Roman* and *Théâtre de l'Absurde*. Such writers as Giraudoux, Anouilh, Malraux, Sartre, Camus,

Ionesco and Becket will be studied. Prerequisite: FRN 202 or equivalent. Writing process. 3 credits.

450. *Modern Theater and Poetry of France.* A study of theater and poetry of the 19th and 20th centuries. Prerequisite: FRN 202 or equivalent. Writing process. 3 credits.

German Program

Degree Requirements:

Degree: Bachelor of Arts with a major in German.

Major: 27 credits in German above the intermediate level, including GMN 340 and at least 6 credits in 400 level writing process courses. For teaching certification, FLG 360 is required.

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

Our program in Berlin, Germany, allows students to complete 8 credits of intermediate or advanced German in one semester. Students also enroll in courses in German civilization taught in English.

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.* A continuation of the first-year courses. 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.

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

301. *Advanced Grammar and Composition.* Intensive practice in written German. Development of advanced writing skills through composition assignments based on contemporary German writing and issues. Prerequisite: GMN 202 or equivalent. 3 credits.

305. *Summer Study in Germany.* This four-week German language and culture course provides students possessing intermediate to advanced proficiency with an intensive linguistic and cultural immersion in an authentic German university environment. It combines daily intensive classroom instruction with organized cultural activities and excursions. Language of instruction is German. Offered each summer. Prerequisite: GMN 202 or equivalent, permission of the instructor. Foreign studies. 4 credits.

310. *Germany Today.* Explores key issues in present-day German society. 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.

340. *The Sounds of German.* A course in the comparative phonetics and phonology of English and German designed to help students acquire standard pronunciation and intonation. Prerequisite: GMN 202 or equivalent. 3 credits.

350. *German Culture and Civilization.* An overview of German culture, history, and geography. Prerequisite: GMN 202 or equivalent. 3 credits.

410. *Readings in German.* Works of fiction and nonfiction selected to explore a particular topic or theme. Students may repeat this course for credit. Prerequisite: GMN 202 or equivalent. Writing process. 3 credits.

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. Writing process. 3 credits.

Italian Program

The department offers elementary Italian on campus and elementary and intermediate Italian through our program in Perugia, Italy. Students study at the Umbra Institute, earn 6 credits in the Italian language and 9 credits through courses in Italian civilization and culture taught in English.

Courses in Italian (ITA):

101, 102. *Elementary Italian, I, II.* Introductory courses in Italian. Seeks to develop basic communicative proficiency in Italian and provide insights into Italian-speaking cultures. 3 credits.

Spanish Program

Degree Requirements:

Degree: Bachelor of Arts with a major in Spanish.

Major: 30 credits in Spanish above the intermediate level; at least 9 credits must be in 400-level writing process courses. At least 15 credits must be obtained at LVC. The 30 credits must include SPA 300, 310, 340, 350 and 360. Students may complete some of these core requirements in Spain.

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

Our program in Spain is located in the university city of Salamanca. Students take courses in Spanish language, history, civilization, economics, and art at the Colegio de España. In Argentina, our program is offered in cooperation with the Fundación José Ortega y Gasset in Buenos Aires, which provides Spanish language courses at the beginning, intermediate, and advanced levels. Students may also enroll in courses taught in English.

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 Hispanic cultures. 3 credits.



201, 202. *Intermediate Spanish I, II.* Begins with a review of material typically covered in a first-year Spanish course followed by further development of proficiency in all four language skills listening, speaking, reading and writing. Also aims to enhance students' knowledge of the cultures of Hispanic peoples. Prerequisite: SPA 102 or equivalent. 3 credits.

211. *Spanish for Physical Therapy and Rehabilitation.* An introduction to the basic conversational and medical/technical vocabulary needed to communicate with Spanish-speaking patients. [Cross-listed as PHY 710.] 2 credits.

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

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

320. *Business Spanish.* A study of the language of business and business practices. Prerequisite: SPA 202 or equivalent. 3 credits.

340. *The Sounds of Spanish.* A course in phonetics and phonology designed to help students acquire standard pronunciation and intonation. Prerequisite: SPA 202 or equivalent. 3 credits.

350. Spanish Culture and Civilization. An overview of Spanish culture, history and geography, with special focus on current issues. Prerequisite: SPA 202 or equivalent. 3 credits.

360. Latin-American Cultures and Civilizations. An overview of Latin American cultures, history and geography, with special focus on current issues. Prerequisite: SPA 202 or equivalent. Foreign studies. 3 credits.

370. Techniques of Translation and 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 or equivalent. 3 credits.

410. Spanish Literature of the Middle Ages and Renaissance. A study of the outstanding works of the period. Prerequisite: SPA 202 or equivalent. Writing process. 3 credits.

420. Spanish Literature of the Golden Age. A study of the major works of the period. Prerequisite: SPA 202 or equivalent. Writing process. 3 credits.

430. Spanish Literature of the 18th and 19th Centuries. Readings from the Enlightenment in Spain and an examination of the major works of romanticism and realism. Prerequisite: SPA 202 or equivalent. Writing process. 3 credits.

440. Spanish Literature of the 20th and 21st Centuries. A study of the literary movements of the century, starting with the Generation '98 and modernism. Prerequisite: SPA 202 or equivalent. Writing process. 3 credits.

450. Latin-American Literature of the 20th and 21st Centuries. A study of the important writers of the century, with emphasis on recent developments. Prerequisite: SPA 202 or equivalent. Writing process. 3 credits.

460. The Age of Discovery. An examination of native cultures before 1492, the arrival of Spanish explorers and their effect on these native populations. Foreign Studies. Prerequisite: SPA 202 or equivalent. Writing process. 3 credits.

Faculty

Jean-Marc Braem, assistant professor of French.

Ph.D., Princeton University.

Braem teaches courses on all levels of Francophone language, culture, and civilization. He has written on censorship in French literature and the instructional use of films in French.

Richard M. Chamberlin, assistant professor of foreign languages.

Ph.D., University of Michigan.

Chamberlin teaches courses at all levels in both French and German. His areas of research are German and French medieval literature, as well as the literary relations between the 20th-century German literature and culture.

Ivette Guzmán Zavala, visiting assistant professor of Spanish.

Ph.D., Rutgers University.

Guzmán Zavala, a native of Puerto Rico, teaches Spanish language courses at all levels. She pursues research interests in Latin America and the Hispanic Caribbean. Her con-

ference presentations and publications chiefly involve the representation of childhood and motherhood in literary texts and the visual arts. She is painter as well as a literary scholar and her works have been featured in solo and group exhibitions.

Diane M. Iglesias, professor of Spanish.

Ph.D., City University of New York.

Iglesias teaches courses in Spanish language, culture, civilization, and literature, and also foreign language teaching methodology. She has published articles and presented numerous papers on Spanish Peninsular literature, teaching methodology, and multiculturalism at international conferences.

Lori Oxford, assistant professor of Spanish.

Ph.D., University of Georgia.

Oxford teaches Spanish courses at all levels. Her research interests center on 20th-century Hispanic American literature and culture with an emphasis on contemporary Cuban narrative and film. She has presented her work at several conferences and has forthcoming publications in these areas. (On leave 2008–2009.)

James W. Scott, professor of German. Chairperson.

Ph.D., Princeton University.

Scott 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 *Iwein*, an Arthurian epic by Hartmann von Aue.

Jared D. Larson, instructor in Spanish.

M.A. Universidad Complutense de Madrid; M.A., University of Delaware.

Larson teaches Spanish language classes. His research has investigated Spanish nationalism and the reemergence of Islam in contemporary Iberia.

José Vargas-Vila, lecturer in Spanish.

M.A. University of Miami.

Vargas-Vila teaches Spanish language at all levels. He has written on Latin American politics and is an enthusiastic sponsor of educational travel.

Theresa Bowley, adjunct instructor in French.

M.A., Middlebury College.

Bowley teaches French language at the elementary and intermediate level.

Rita M. Gargotta, lecturer in Spanish.

M.A., West Chester University.

Gargotta teaches Italian language at the elementary level, and Spanish at the elementary and intermediate levels.

Barbara Nissman-Cohen, adjunct instructor in French.

M.A., Montclair State College.

Nissman-Cohen teaches French language at the elementary level.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

As disciplines, history and political science are closely related. Many students choose a double major or a major/minor combination. Others combine a history or political science major with a major or minor in fields such as economics, foreign languages, philosophy or religion, English, or business. Students in these majors also may choose to work towards certification in Citizenship Education.

History Program

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 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.

Degree Requirements:

Degree: Bachelor of Arts with a major in history.

Major: History 101, 250, 499; four 3 credit 100 level courses. Six electives at the 200 level or above; two must be non-U.S.; two must be 300 level; courses can count towards two requirements. 37 credits.

Secondary Education Concentration: Students shall successfully complete the history major plus HIS 360, The Teaching of Citizenship Education in Secondary Schools. Students shall also complete the Citizenship Education core, a second math course, an English or American literature course, and 21 credits of secondary education courses including EDU 110, SED 280, 430, 431, and 440. Students apply to the certification program after completing at least 48 credits (including the math and English courses) with a 3.0 grade point average, and must maintain that average in order to be certified.

Minor: HIS 101 and 250; three 3-credit, 100-level courses. Three upper division electives, one of which must be at the 300 level, one of which must be non-U.S. 22 credits.

Historical Communications Program

The History Department offers a historical communications program in conjunction with the English Department, described on page 80. The major in historical communications is an interdisciplinary program that provides the opportunity for interested students to engage in a comprehensive study of both history and communications and their interconnectedness. The program is designed to prepare students for professional research, writing and editing positions in such fields as radio, television, motion pictures, cable, popular history magazines, theatrical history, and oral history. Lebanon Valley College is one of the very few colleges to offer such a major.

Degree Requirements:

Degree: Bachelor of Arts with a major in historical communications.

Major: HIS 101, 250, 400. Three 3-credit, 100-level courses. Three upper division electives, one at the 300 level, two non-U.S. Also: ENG 140 and ENG 213. Three additional

electives drawn from ENG 210, 216, 218, 310, 312, 313, 314, 315. DCOM 130, 210 or approved special topics courses. 43 credits.

Courses in History (HIS):

101. History Workshop. This course is designed for beginning history majors and any other students taking a course in history. In this course, students will develop the analytical skills appropriate for writing history papers. Students will work on developing thesis statements, writing comparatively, developing cause and effect, thinking chronologically, and citing properly. Prerequisites: Students must be enrolled in another history course concurrently. 1 credit.

103. The Ancient World: The Dawn of Civilization to the Fall of the Han and Roman Empires. A study of the development of civilizations from the development of human civilizations to the end of the first era of empire building in India, China, and the Mediterranean. Topics include the river valley civilizations of Mesopotamia, Egypt, India, and China; the formation of great philosophies and religious traditions in Asia and Greece; and the first empires in the Mediterranean world, India, and China. 3 credits.

104. The Second Age of Empires: World History from the Fall of Rome to the Mongol Invasions. A study of the second phase of empire building in world history, spanning the period from the fall of Rome in 476 to the end of the Middle Ages in Europe and the end Mongol domination in Asia and Russia by 1450. Topics will include the Byzantine Empire; the gradual recovery of Europe after the fall of Rome; the renewal of China under the T'ang and the Song Dynasties; the Islamic dynasties in the Middle East, Africa, India, and China; and the Mongol invasions. 3 credits.

105. Europe Encounters the World. This course is a survey of modern history, from 1400 to the present. The course will focus on one of the most important aspects of modern history, the processes of colonization and decolonization. The course is framed by three main areas of inquiry. First students explore why it was the Europeans who expanded over the globe from 1500 to 1900. The second theme is the cultural encounter that resulted from European expansion. The final section of the course deals with the twentieth century. The following themes are covered: colonial resistance, the three-world order, and globalization. 3 credits.

125. United States History to 1865. The major events and developments in America from Columbus to the Civil War, with emphasis on the creation of a distinctive American society from the interaction of different cultures, ethnic groups, and ideas. Major themes include the transformation of European cultural ideas in colonial America and the impact of republican ideology, democratization, and the spread of the market economy between the Revolution and the Civil War. 3 credits.

126. United States History Since 1865. American history from 1865 until the present. Students learn about important themes in recent history such as law and order, native land rights, protest movements, foreign policy and its critics, and the rise of corporate power and its economic and political consequences. 3 credits.

202. Historical Geography. A study of the various geographic regions of the world and how the natural environment has influenced historical and cultural development. Prerequisites: Sophomore standing or permission of instructor. 3 credits.

205. *Early Modern Europe.* Selected themes in the cultural, religious, economic, social, and political history of Europe from the end of the fourteenth century to about 1715. After a brief survey of the late Middle Ages, the course will then address focus on the Renaissance, Reformation, age of discovery, and finally state-making in the seventeenth century. Through the examination of these themes the course will chart the shift in the geographic centers of power in early modern Europe from the Mediterranean to Northern Europe and the Atlantic seaboard. Prerequisites: Sophomore standing or permission of the instructor. Writing process. 3 credits.

206. *Revolution and Nationalism.* The course will chart the ways in which the French Revolution and the industrial revolution in Europe shaped the political, economic, social, cultural, and intellectual development of Europe in the nineteenth century. The major themes of the course include the development of the political ideologies that emerged as a result of the French Revolution, industrialization, nationalism, the development of class societies, gradual democratization in parts of Europe, the beginning of the women's movement, challenges to liberalism, and finally, the causes of World War I. Prerequisites: Sophomore standing or permission of the instructor. Writing process. 3 credits.

207. *Europe in the 20th Century.* An introduction to the main political, social, economic, and intellectual developments in twentieth-century Europe. The major themes of the course include the experience of the two world wars; the development of fascist and communist regimes under Lenin and Stalin, Mussolini, and Hitler; the weakness of the western democracies after World War I; the Holocaust; the Cold War; the Communist Bloc; the end to colonialism; the European Union; the development of the welfare state; and the new nationalism. Prerequisites: Sophomore standing or permission of the instructor. Writing process. 3 credits.

208. *Great Britain from 1688 to the Present.* Selected themes in British history from 1688 to the present. The course will begin with the Glorious Revolution of 1688 so as to establish the background for an ongoing discussion of Great Britain's parliamentary tradition. Great Britain's industrial revolution, the rise of a working class, and the politics of labor will constitute another set of related themes. The course will also explore Victorianism and cultural developments in the nineteenth century. Other major topics will include British imperialism, the impact of two world wars, and the relationships among the component parts of the United Kingdom (Ireland, Scotland, Wales, and England). Prerequisites: Sophomore standing or permission of the instructor. Writing process. 3 credits.

210. *The History of Modern France, 1750 to the Present.* A study of French history from 1750 to the 1980s. The course provides an overview of the political, social, economic, and cultural history of France from the late eighteenth to the late twentieth century. The course will address a variety of themes from the standpoint of France's place in European history as a whole but also in terms of the uniqueness of the French experience. Some of the themes covered by the course will include: France's revolutionary tradition; the development of a democratic society; the French pattern of gradual industrialization; the persistence of the French peasantry; the socialist movement and syndicalism; the evolution of the radical right; imperialism; French communism; intellectual movements in literature, philosophy and the arts; France and Europe in the post-war pe-

riod; women in French society; and the role of minorities in France. The course will also examine the ways in which these themes relate to issues confronting contemporary France. Prerequisites: Sophomore standing or permission of the instructor. 3 credits.

217. *Women in Modern Europe, 1750 to the Present.* An exploration of the position of women in Modern Europe from 1750 to the present. The course focuses around the tensions between women's difference and demands for equal treatment as this theme has played out through history. The course will begin with a discussion of gender in history and then proceed to examination of women in pre-industrial Europe, the French Revolution, the industrial revolution, nineteenth-century reform movements, feminism and the suffrage movement. Twentieth century themes include the "new" woman, women in communist Russia and under the fascist regimes, the impact of two world wars on women's roles, the welfare state, and finally, contemporary feminism. Prerequisites: Sophomore standing or permission of the instructor. Writing process. 3 credits.

226. *Age of Jefferson and Jackson.* How the old republican ideal of a virtuous agrarian society struggled to confront the new age of economic modernization, social diversity and sectional tension. Prerequisites: Sophomore standing or permission of the instructor. Writing process. 3 credits.

230. *American Electoral Politics.* This course uses the current presidential election as a case study from which students can analyze the history of American parties and elections. The course will use political science concepts such as realignment and dealignment to study the rise and fall of the various "party systems" in American history, and will attempt to place the current presidential election within its historical context. Prerequisites: Sophomore standing or permission of the instructor. 3 credits. [Cross-listed as PSC 230.]

240. *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. Prerequisites: Sophomore standing or permission of the instructor. 3 credits.

242. *The African-American Experience.* Survey of African-American history from the origins of slavery until the present. The course develops several inter-related themes such as slavery, protest movement and civil rights, economic history, and blacks in Pennsylvania. Prerequisites: Sophomore standing or permission of the instructor. Social diversity studies. 3 credits. [Cross-listed as AMS 242]

245. *Women in America.* The role and status of women in American society from the colonial period to the present. It emphasizes the ways that women's paid and unpaid labor has shaped their status and role in the family, society, and the economy. Prerequisites: Sophomore standing or permission of the instructor. 3 credits.

250. *The Historian's Craft.* An introduction to the basics of historical research and writing. The most important goal of the course is to help students produce a clearly written research paper, with footnotes and a bibliography. A primary source paper and other writing assignments will prepare the students for the achievement of this goal. Class discussion will revolve around analysis of various types of primary sources, secondary sources, journal articles, issues of interpretation, and research methods. The course will also include several research trips to libraries, archives, historical societies,

or local history collections. Prerequisites: at least one of the following: History 103, 104, 105, 125, 126 or 127; or permission of the instructor. Writing process. 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. Prerequisites: at least one of the following: History 103, 104, 125, or 126; or permission of the instructor. 3 credits.

273. *African History.* A survey of African history from the origins of humanity until the present. Students learn more about the modern period, particularly the effects of the slave trade, colonialism, and neocolonialism on Africa. Special emphasis is given to the genocides in the Congo Free State at the end of the nineteenth century and in Rwanda at the close of the twentieth. Prerequisites: Sophomore standing or permission of the instructor. Foreign studies. 3 credits.

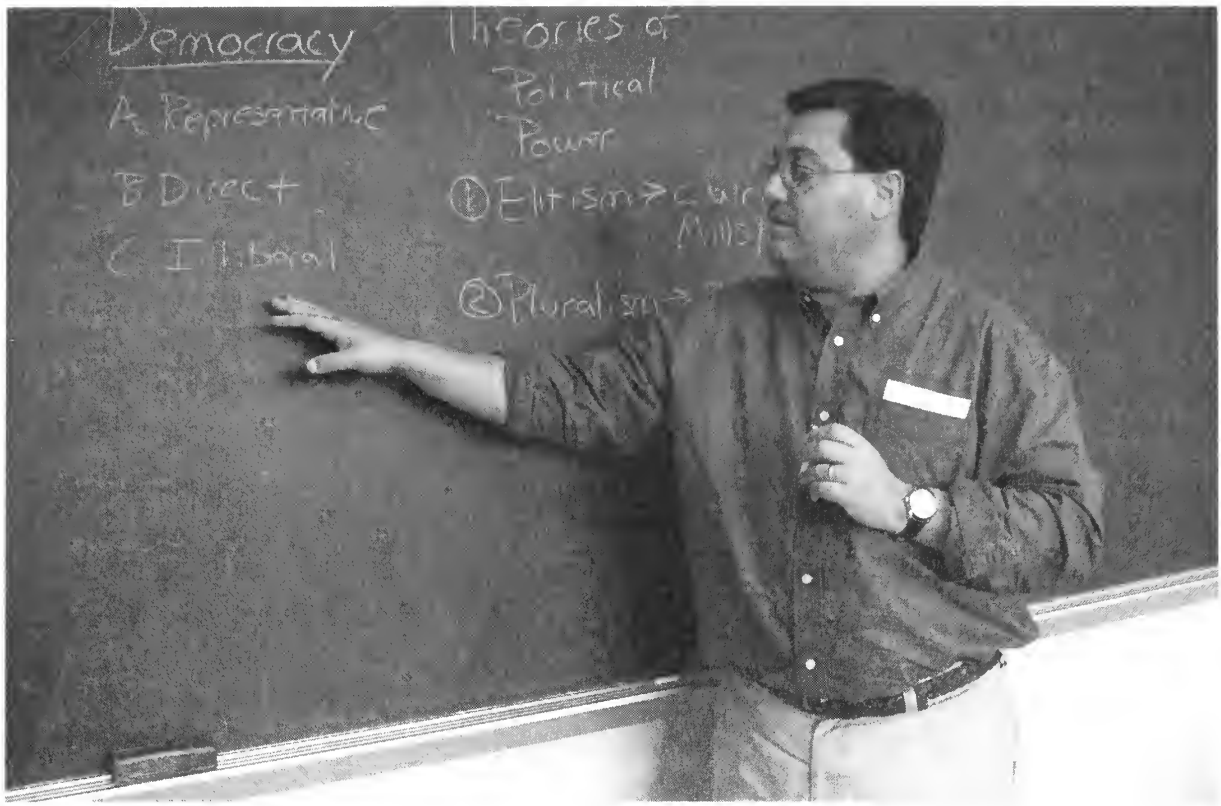
274. *Colonial Latin America.* Latin America from its prehistory to the end of independence movements in the 1820s. Topics will include early civilizations such as the Maya, Aztec, and Incas; the confrontation between the Amerindians and the European colonizers; the development of Latin American societies under Portuguese and Spanish rule; slavery; the colonial economy; and finally, independence movements. Prerequisites: Sophomore standing or permission of the instructor. Foreign studies. 3 credits.

275. *Modern Latin America.* Latin American civilization from the emergence of independent states, relationships with the United States and the modern regional distinctions. Prerequisites: Sophomore standing or permission of instructor. Foreign studies. 3 credits.

303. *Seminar on the History of South Africa.* A seminar on the history of South Africa from the 1600s until the end of apartheid in the early 1990s. Topics include early colonization, conflicts between European settlers and natives and between the English and the Afrikaaner republics, the development of capitalism, the dynamics of black South Africans under apartheid, and the bloody struggle for and against national liberation in the early 1990s. Prerequisites: Junior standing or permission of the instructor. History 273 is recommended. Foreign studies. 3 credits.

304. *Seminar on the History of Brazil.* A study of the history of Brazil from the colonial period through the present day. The primary focus will be on the period from the arrival of the Portuguese Court in 1808 until the “abertura,” or re-democratization of the 1980s. Some of the topics that will be covered in the course include: 1) the historical development of the Brazilian nation-state and 2) the development of a Brazilian “national” culture. Thus recurrent themes will include political organization and participation, economic growth and development, nationalism, authoritarianism and re-democratization, social organization and stratification, cultural production, and race relations. Prerequisites: Junior standing or permission of the instructor, History 274 or 275 is recommended. Foreign studies. 3 credits.

310. *Seminar on World War I.* This course provides an in-depth study of World War I. The topics covered include the causes of the war; the military history of the war; the social, economic, and cultural changes that resulted; the terms and consequences of the peace; and the ways in which the memories of the war were constructed. Although the



course will focus on Europe where most of the war was fought, students will also examine the impact of the war on Russia and Europe's overseas colonies. Prerequisites: Junior or senior standing and one prior history course or permission of the instructor. Writing process. 3 credits.

312. *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. Prerequisites: Junior or senior standing and one prior history class or permission of the instructor. Writing process. 3 credits.

315. *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. Prerequisites: Junior or senior standing and one prior history class or permission of the instructor. Writing process. 3 credits.

330. *The Ruling Class.* This course offers students a chance to explore the origins, histories, institutions, and current practices of the American aristocracy. Students will learn about how the very rich families that currently enjoy enormous hereditary wealth obtained and maintain their fortunes. Students will also investigate the histories and current policies of the institutions that protect and promote the wealthy such as corporations, the stock market, and government. Social diversity studies. 3 credits. [Cross-listed as AMS 330.]

360. *The Teaching of Citizenship Education in Secondary Schools.* A course for those preparing to teach history, political science, economics, and geography at the secondary level. Topics include issues and trends in secondary education, history of historical pedagogy, professional development and course enrichment resources, teaching techniques,

the uses of technology, and student motivational techniques. Required for all history majors seeking citizenship education certification. Does not count towards the major. Prerequisites: admission to the Citizenship Education Program. 3 credits. [Cross-listed as PSC 360.]

400. Internship. Field experience related to student's work, research interests, or graduate school plans. A journal and paper in addition to field work are required. Students may take up to 6 credits per semester and up to 12 credits during the summer. Prerequisites: Junior or senior status; overall GPA of at least 2.5; completion of registration forms; approval of internship site by student's advisor prior to registration; approval of department chair. 3–12 credits.

499. Senior Seminar in History. Focus on a theme in history such as World War I, the industrial revolution, or the Enlightenment. These topics will be approached from a variety of perspectives (economic, political, or social for example) and from the viewpoint of many national histories. Class meetings will include discussion of course readings, research methods, and the historiography related to the theme of the course. Students will write a research paper on some aspect of the course topic utilizing a variety of primary and secondary sources and present their research to the class. Prerequisites: Senior history majors or permission of the instructor. 3 credits.

Political Science Program

Political scientists study government institutions and the political systems related to them. Students who major in political science take courses to give them a thorough understanding of the American political system, the political systems of other nations, and international politics. Twenty-four of the 39 credits in this major are taken in core requirements, and the remainder consist of elective credits chosen by students in accordance with their interests.

A degree in political science opens the door to a wide variety of careers. Political science majors have become lawyers, high school and junior high school teachers, college professors, journalists, law enforcement officers, business people, consultants, lobbyists, and government officials. The political science major is an integral component of the Pre-law, Criminal Justice, and Citizenship Education programs.

Degree Requirements:

Degree: Bachelor of Arts with a major in political science.

Major: ECN 101 or 102; PSC 100, 110, 210, 245, 345, 370; one course from PSC 497, 498 or 499; five additional elective courses in political science (39 credits).

Minor: PSC 100, 110, 210, 245, 345 and one elective course in political science (18 credits).

Law and Society Minor

The Political Science Department offers a law and society minor which can be taken alongside any major at LVC. The minor is an interdisciplinary program that introduces students to the American legal system through a study of the United States Constitution and its normative and political context. The program is expected to be of particular use to those students who intend to apply to law school. An internship and a capstone seminar in legal foundations are required for this minor.

Degree Requirements:

Minor: PHL 120; PSC 215, 316, 400, 497; and either PHL 215 or PHL/PSC 345 (18 credits)

Courses in Political Science (PSC):

100. Introduction to Political Science. This course is designed as a broadly-based introduction to the discipline of political science. It will acquaint students with the concepts, structures, trends, and belief systems that form the basis of political activity throughout the world. Those taking the course will leave with an enhanced understanding of the multiple ideologies, institutions, issues, and actors that shape and drive politics. 3 credits.

110. American National Government. This course provides a survey of key developments, institutions, and issues in American politics. Topics include the ideas that shaped the original American political system, the presidency; Congress and federal courts; the operation of political parties and interest groups; domestic and foreign policy debates; and contemporary issues such as civil rights and affirmative action. 3 credits.

142. Statistics and Data Analysis. This laboratory course explores the basic quantitative and qualitative statistics and data-based analytical methods used by scientists to interpret and understand behavior. Topics include the logic of the scientific method applied to data analysis, descriptive statistics, the foundations and utility of inferential statistics, and the statistical methodologies of simple and advanced hypothesis testing. Students will also design, analyze, and present the results of their own original data-collections project. 4 credits. [Cross-listed as PSY 130.]

210. Comparative Politics. This is an introduction to the study of comparative politics: the comparison of political systems in order to understand how and why these systems function differently. The course is built around three fundamental questions: What is comparative politics? What kinds of phenomena do we compare? What are the major theoretical approaches that guide our studies? We also examine distinctions between the “developing” and the “developed” worlds, and between authoritarian and democratic political regimes. Prerequisites: sophomore standing or permission of the instructor. 3 credits.

211. The Developing Nations. A survey of the developing nations of Latin America, Asia, Africa, and the Middle East. This class explores why some countries are “developed” and others not. The course examines some of the major explanations for development, both economic and political. Following an overview of each of the developing regions, the class will analyze some of the major issues facing developing nations today. Topics include democratization, religion and politics, ethnic conflict, women and development, and revolution. Prerequisites: sophomore standing or permission of the instructor. Writing process. Foreign studies. 3 credits.

212. Politics of Latin America. The course is designed as an introduction to Latin American politics. We focus on two major trends that have characterized the region throughout its post-independence history: episodic waves of political democratization and democratic breakdown, and a common but changing series of economic systems. We also examine the political role played by the military, the quest for political equality

among various groups in society, and the evolving political and economic relationships between Latin American states and the U.S. 3 credits.

213. *Politics of the Middle East.* Sometimes called the cradle of civilization, the Middle East is home to approximately 330 million people, vast oil resources, and the world's fastest-growing religion. It also faces formidable political, social, and economic challenges. In fact, it may well be the most contentious region in the world today. This course examines selected domestic and international political developments in the modern Middle East. We discuss Arabism, political Islam, secular-religious tensions within and between Middle East states, and state-society relations (e.g., opposition movements, human rights, gender issues). We also analyze international relations within and without the region, namely the Arab-Israeli conflict, the Iraq-Iran conflict, and U.S. foreign policy toward the region (including the impact of the war on terrorism). We will supplement our readings and discussions with several films and periodic guest speakers (depending upon availability). An underlying theme of the course is the potential for democratization in the Middle East. 3 credits.

230. *Electing the President.* This course uses the current presidential election as a case study from which students can analyze the history of American parties and elections. The course will use political science concepts such as realignment and de-alignment to study the rise and fall of the various "party systems" in American history, and will attempt to place the current presidential election within its historical context. Prerequisites: sophomore standing or permission of the instructor. 3 credits. [Cross-listed as HIS 230]

245. *International Relations.* This course is designed to introduce students to the study of international relations. The course hinges on a series of questions: Who are the principal actors in the international system? What are the theoretical ways of discerning why these actors do what they do? How has the international system evolved into its present form? What are the central issues confronting the international system? 3 credits.

250. *Public Policy Analysis.* This course describes the public policy process and analyzes various areas of substantive domestic policy at the national level. Topics covered include budgeting and taxation, education, health, welfare, and the environment. Prerequisites: sophomore standing and PSC 110 or permission of the instructor. 3 credits.

260. *The Presidency and Congress.* This course will examine the Presidency and Congress as institutions and as policy-making agents of the federal government. It will focus on the necessary and frequently confrontational interaction between these two political branches of government with special emphasis on separation of powers doctrine and constitutional law. Prerequisites: sophomore standing and PSC 110 or permission of the instructor. 3 credits.

261. *Congress and the Legislative Process.* An examination of the Congress as an institution undergoing dynamic change; emphasis upon recruitment of legislators, institutional and informal rules, the committee system, and legislative procedures. 3 credits.

262. *The Presidency in the Political System.* Both the institution of the presidency and the person of the president will be examined from a number of analytical perspectives. Some of the specific topics we will be covering include: presidential history; the relationship between the presidency and the public via campaigns and elections, public opinion, the mass media, political parties, and interest groups; the presidential institution and the psychological elements of presidents; inter-branch relations among the presidency, Congress, and the courts; and the presidency and domestic, economic, and foreign policymaking. 3 credits.

310. *Comparative Political Institutions.* Institutions are generally defined either as the structures of politics, or the rules of the political game accepted by all—or virtually all—important players. Traditionally, the most important of these political institutions are the constitution, the executive, the legislature, and the judiciary. In this course, we will examine major political institutions from a comparative perspective. We consider cases in both the developed and developing worlds. Prerequisites: junior standing and PSC 210 or permission of the instructor. 3 credits.

312. *American Foreign Policy.* This course offers a two-part examination of American foreign policy. The first part will be an extensive survey of U.S. foreign policy from its inception as a nation through today. A critical theme will be the U.S. tradition of unilateralism, not isolationism. The second part will examine the policy-making process itself, focusing on the multiple actors and cross-cutting interests that comprise U.S. foreign policy decision-making. Prerequisites: sophomore standing or permission of the instructor. Writing process. 3 credits.

313. *American National Security Policy.* The course will examine all areas in which contemporary U.S. security policy is formulated and implemented. The overall goal of the course is for students to develop their abilities to interrelate the concepts and substance of U.S. security. 3 credits.

315. *Law and Government.* This course uses key cases to study important doctrines established by the Supreme Court with respect to the structure and functions of the constitutional system (judicial, legislative and executive power and federalism). Students will also examine the Court's rulings concerning election law, voting rights, and constitutional protections of property rights and related contractual obligations. There is a particular emphasis on various forms of textual interpretation used by individual justices to apply the Constitution in deciding cases and writing opinions. Prerequisites: sophomore standing or permission of the instructor. PSC 110 strongly recommended. 3 credits.

316. *Civil Liberties and Civil Rights.* This course uses key cases to study important doctrines established by the Supreme Court with regard to civil rights and civil liberties. Students will examine the Court's rulings concerning the establishment and free exercise of religion, protection of freedom of speech and of the press, privacy rights (abortion and sexual freedom), the rights of the accused in the criminal justice system, and the law governing racial or sexual discrimination. The course places particular emphasis on various forms of textual interpretation used by individual justices to apply the Constitution

in deciding cases and writing opinions. Prerequisites: sophomore standing or permission of the instructor. PSC 110 strongly recommended. 3 credits.

320. *Electoral Politics.* The dynamics of the electoral process in the United States, with emphasis on the role of parties, public opinion and interest groups. Prerequisites: PSC 110, sophomore standing or permission of the instructor. 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. Prerequisites: sophomore standing and PSC 110 or permission of the instructor. 3 credits.

345. *Political Philosophy.* Students in this course study the development of Western political thought from Classical Greece to modern times, examining the conceptual evolution of citizenship, civic obligation, and the nature of justice, and exploring the connection between moral and positive law in the western tradition. Prerequisites: junior standing or permission of the instructor. Writing process. Disciplinary perspectives. 3 credits. [Cross-listed as PHL 345.]

360. *The Teaching of Citizenship Education in Secondary Schools.* A course for those preparing to teach history, political science, economics, and geography at the secondary level. Topics include issues and trends in secondary education, history of historical pedagogy, professional development and course enrichment resources, teaching techniques, the uses of technology and student motivational techniques. Required for all political science majors seeking citizenship education certification. Does not count towards the major. Prerequisites: admission to the Citizenship Education Program. 3 credits. [Cross-listed as HIS 360.]

370. *Research Methods in Political Science.* This is an introduction to the design and evaluation of political research: formulating clear hypotheses, developing appropriate measures, analyzing data using simple statistical methods and qualitative techniques; emphasizes clear exposition of arguments, interpretations, and findings. Prerequisites: junior standing or permission of the instructor. 3 credits.

380. *EU Simulation.* This course will offer an enriching, hands-on, interdisciplinary exploration of the dynamic processes of policy formation in the core institutions of the European Union. Students will prepare for participation in the simulation held each November in Washington, D.C., organized by the mid-Atlantic European Union Simulation Consortium (MEUSC). This experiential learning program endeavors to connect American students to EU policy makers and policy making in a unique way. Students will be engaged in discussions and debates about the EU. A distinct theme is chosen as the focus of the simulation each year. 3 credits.

400. *Internship.* Field experience in law- or politics-related environment. Prerequisite: GPA of 2.50 in major and permission of department chair. Students taking more than six internship credits in political science please note: PSC 400 may count for no more than two elective courses in the PSC major. 1-12 credits.

497. Seminar in Legal Foundations. This capstone seminar examines the historical and philosophical development of constitutional law in the United States; the seminar emphasizes the dynamic relationship between the law and moral and political philosophy. Prerequisites: junior or senior standing and completion of PHL 215, PHL/PSC 345 or PHL/PSC 342. Writing process. 3 credits.

498. Seminar in U.S. Politics. This seminar allows junior and senior political science majors to pursue a research interest in U.S. politics within a broad topic area prescribed for each semester the seminar is given. Prerequisites: Major or minor in political science and junior or senior standing. Writing process. 3 credits.

499. Seminar in World Politics. This seminar allows junior and senior political science majors and minors to pursue a research interest in politics outside the U.S. within a broad topic area prescribed for each semester the seminar is given. Prerequisites: major or minor in political science and junior or senior standing. Writing process. 3 credits.

Faculty

Philip J. Benesch, assistant professor of political science.

Ph.D., University of Delaware.

He teaches courses in political philosophy, constitutional law and American government. His research interests include Socratic, Marxist, and modern democratic political theory, and the intersections of law and normative philosophy. He serves as the College's pre-law advisor and directs the minor in law and society.

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 formerly served as executive director of the Society for Historians of the Early American Republic.

Christopher J. Dolan, assistant professor of political science.

Ph.D., University of South Carolina.

He teaches U.S. politics and international relations in such areas as presidential politics, U.S. foreign policy, U.S. national security policy, relations between the executive and legislative branches, economic policy, and other related topics. He has written numerous articles and books, including such titles as *The Presidency and Economic Policy*, *In War We Trust*, and *Striking First: Preventative Doctrine and the Reshaping of U.S. Foreign Policy*.

John H. Hinshaw, assistant professor of history. Chairperson. Director of the American Studies Program.

Ph.D., Carnegie Mellon University.

He teaches courses on modern American history, black history, urban history, African history, world history, labor history, and specialized courses in race and ethnicity. He has written and edited books on the industrial revolution in world history, the steel industry and steel workers in Western Pennsylvania, and the labor movement in the United States.

Diane E. Johnson, *associate professor of political science.*

Ph.D., University of Santa Barbara.

She teaches introduction to political science, research methods, and lower- and upper-level courses in comparative politics, including Latin American politics, the politics of developing nations, and comparative political institutions. Her main research interests are democratization, the effects of globalization, and political communication. She specializes in the politics of Latin America.

Rebecca K. McCoy, *associate professor of history.*

Ph.D., University of North Carolina at Chapel Hill.

She teaches world civilization and specialized courses in European history. Her research focuses on the social, religious and political history of France from the 17th to the 19th century. Other teaching and research interests include the history of European women, 20th-century Europe, and the development of nationalism and national identity.

Michael J. Schroeder, *assistant professor of history.*

Ph.D., University of Michigan.

A social, cultural, and political historian specializing in Latin America and Nicaragua, he is co-author of the widely used college textbook *The Twentieth Century and Beyond* (McGraw-Hill, 2007) and author of numerous scholarly articles and chapters in his area of expertise. His teaching interests embrace the Atlantic World since 1500 with a focus on the United States and Latin America since the Age of Revolution.

Jean-Paul Benowitz, *adjunct instructor in history.*

M.A., Millersville University.

He teaches American history. His research and teaching interest is on U.S. political history for the period since 1928, with particular focus on the Roosevelt-Truman and Kennedy-Johnson administrations. Related fields of interest include social, cultural and diplomatic history for the period since 1945. He is completing a Ph.D. at Temple University.

Michael A. Worman, *adjunct professor of political science.*

Ph.D. Florida State University.

His teaching interests include American politics, state and local government, and public policy. He brings long experience in state and local government and educational administration to the classroom.

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. The increasing national need for quantitatively prepared individuals makes our program even more attractive today. Actuaries, computer programmers, college professor, mathematics and computer science teachers, college professors, 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 are excellent preparation for numerous and varied areas of work and study.

The department was cited in the Mathematical Association of America's 1995 publication, *Models That Work*, for its exceptional program and for its service to students. It offers majors in actuarial science, computer science and mathematics; secondary teaching certification in mathematics; and minors in mathematics and computer science.

Departmental graduates have earned doctorates in economics, physics, statistics, and computer science as well as mathematics. Other graduates have completed law school. Many graduates have earned the designation of Fellow of the Society of Actuaries or of the Casualty Actuarial Society.

Mathematical Sciences Department majors are active in student government, athletics, musical organizations, and other activities. The department is always well represented in the list of students named to *Who's Who in American Colleges and Universities*. There are two active student clubs, the Math Club and the Student ACM Chapter.

The Mathematical Science Department also directs the computer engineering track in the 3+2 Engineering Program. For details, see Cooperative Programs on page 25.

Mathematics Program

The Mathematics major is the cornerstone of the program in the Department of Mathematical Sciences. Each faculty member in the department has a doctorate in some area of mathematics. Operations research analyst, computer support consultant, computer analyst, and secondary school teacher are job descriptions of some recent graduates. Other graduates have chosen to use mathematics as preparation for graduate school in areas such as economics, management, operations research, and statistics.

Degree Requirements:

Degree: Bachelor of Science with a major in mathematics.

Major: MAS 099, MAS 111, 112, 113, 114, 202, 222, 251, 261, plus five MAS courses numbered 200 or above, including at most one of MAS 266, 270 or ASC 385; at least four of MAS 311, 322, 325, 335, 371, 372, 390; and at least one of MAS 311 or 322. A 400 level ASC course may substitute for 335 and ASC 385 may substitute for MAS 266 or MAS 270 (37 credits).

Mathematics majors are advised to take at least one computer science course or have equivalent experience.

Minor: MAS 161, 162, 222 and either 251 or 202; three courses from CSC 144 or MAS courses numbered 200 or higher. One ASC course may be substituted for one of the elective 200 or higher level math courses. (21 credits)

Students may attempt any combination of double majors or major/minor within the Department of Mathematical Sciences. But no course, except where required by number in both programs, may be used in more than one program.

Secondary Teacher Certification: Students seeking secondary certification in mathematics must complete: a mathematics major including MAS 270, 322, 325; MAS 360; CSC 144; EDU 110; and SED 430, 431, 440.

Courses in Mathematics (MAS):

099. Presentation Attendance. The aim of this course is exposure to mathematics beyond the classroom curriculum. The course requirement is attendance at a minimum of six formal presentations on mathematical topics given at conferences, colloquia, or symposia at a minimum of two separate events (that is, a conference or event). Presentations should have a title and abstract and may be given by faculty or students; poster sessions do not count. 0 credits.

100. Concepts of Mathematics. A study of a variety of topics in mathematics. Many introduce modern mathematics and most do not appear in the secondary school curriculum. 3 credits.

102. Pre-Calculus. A review of precalculus mathematics including algebra and trigonometry. 3 credits. A student may not receive credit for this course after completing MAS 111, 161, or the equivalent.

111, 112. Analysis I, II. A calculus sequence for department majors and other students desiring a rigorous introduction to elementary calculus. Prerequisite: placement testing or MAS 102; MAS 111 is a prerequisite for MAS 112. Corequisites: MAS 113, 114. 4 credits per semester. A student may not receive credit for both MAS 112 and MAS 162.

113, 114. Introduction to Mathematical Thinking I, II. An introduction to college mathematics for potential mathematical science majors. Prerequisite: placement testing or MAS 102. Corequisite: MAS 111, 112. 1 credit per semester.

150. Finite Mathematics. Introduction to mathematical techniques used in quantitative analysis in business and economics. Topics include sets, linear relations, matrices, linear programming, probability and interest. 3 credits.

161, 162. Calculus I, II. A calculus sequence covering functions, limits, differentiation, integration and applications. Prerequisite: placement testing or MAS 102. MAS 161 or MAS 111 is a prerequisite for MAS 162. 3 credits per semester. A student may not receive credit for both MAS 112 and MAS 162.

170. Elementary Statistics. An introduction to elementary descriptive and inferential statistics with emphasis on conceptual understanding. 3 credits. A student may not receive credit for MAS 170 after completing MAS 372. A student may not receive credit for both MAS 170 and MAS 270.

202. Foundations of Mathematics. Introduction to logic, set theory, and proof techniques. Prerequisites: MAS 251 or permission. 3 credits.

222. Linear Algebra. An introduction to linear algebra including systems of equations, vector spaces and linear transformations. Prerequisite: MAS 112 or MAS 261. 3 credits.



251. Discrete Mathematics. Introduction to mathematical ideas used in computing and information sciences: logic, sets and sequences, matrices, combinatorics, induction, relations and finite graphs. Prerequisites: MAS 112 or MAS 162. 3 credits.

261. Calculus III. Multivariate calculus including partial differentiation, multiple integration, vector fields and vector functions. Prerequisites: MAS 112 or MAS 162. 3 credits.

266. Differential Equations. An introduction to ordinary differential equations. Prerequisites: MAS 162 or 112. 3 credits.

270. Intermediate Statistics. A more advanced version of MAS 170 intended for students with some calculus background. Similar to MAS 170 with more extensive content. 3 credits. A student may not receive credit for both MAS 170 and MAS 270.

311. Real Analysis. Convergent and divergent series, limits, continuity, differentiability and integrability; Fourier series. Prerequisites: MAS 202, 222, 251. 3 credits.

322. Abstract Algebra. Introduction to algebraic structures including groups, rings and fields. Prerequisites: MAS 202, 222, 251. 3 credits.

325. Geometry. Axiomatic development of absolute, Euclidean and non-Euclidean geometries. Prerequisites: MAS 202, 222, 251. 3 credits.

335. Operations Research. Introduction to some operations research techniques including linear programming, queuing theory, project scheduling, simulation and decision analysis. Prerequisites: MAS 202 or 222 or 251. 3 credits.

360. Teaching of Mathematics in Secondary Schools. A course to ensure prospective mathematics teachers at LVC are knowledgeable and competent in the aspects of teaching that pertain specifically to the teaching of mathematics in Pennsylvania schools, as defined in the PDE Standards. Study of educational theories, research, and practices in the context of actual use of the same. Taught as a lab course. Prerequisites: declared secondary education mathematics major and junior standing; EDU 110. 3 credits.

371. Mathematical Probability. A mathematical introduction to probability, discrete and continuous random variables, and sampling. Prerequisites: at least two of MAS 222, 251, and ASC 281 or junior standing. 3 credits.

372. Mathematical Statistics. An introduction to the mathematical foundations of statistics including sampling distributions, estimation, hypothesis testing, linear models and multivariate distributions. Prerequisites: MAS 371. 3 credits.

Actuarial Science Program

Actuaries are business professionals who use expertise in mathematics, economics, finance and management to define, analyze and solve financial and social problems. Actuaries are employed by insurance companies, consulting firms, pension/benefit consulting firms, large corporations, and federal and state government agencies. Actuarial credentials, which are earned after obtaining a bachelor's degree, result from completing the rigorous education and examination program administered by either the Casualty Actuarial Society or the Society of Actuaries.

The Actuarial Science Program at Lebanon Valley College was established in the 1960s and is coordinated by Professor Hearsey, who is an Associate of the Society of Actuaries. With over 120 graduates working in the profession, including 53 fellows and 39 associates, Lebanon Valley is recognized as having one of the leading undergraduate actuarial education programs in the U.S.

The College's actuarial curriculum is designed to help actuarial students prepare for the curricula of the professional actuarial societies including all 2005 and 2006 revisions. The program introduces students to material on the first four examinations in the Society of Actuaries and Casualty Actuarial Society examination programs.

The rigorous standards of the program, including the required passing of at least one actuarial examination, has resulted in a nearly 100 percent placement record of Lebanon Valley College actuarial science graduates in professional actuarial positions.

Degree Requirements:

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

Major: ASC 281, 385, 481, and one of 386, 472, 482; CSC 144; MAS 111, 112, 113, 114, 202, 222, 261, 371, 372; ECN 101, 102; ACT 161 (49 credits). The Course P/Part 1 or Course FM/Part 2 examination of the Society of Actuaries/Casualty Actuarial Society must be passed before senior standing is reached.

Students may attempt any combination of double majors or major/minor within the Department of Mathematical Sciences. But no course, except where required by number in both programs, may be used in more than one program.

Courses in Actuarial Science (ASC):

281. Probability for Risk Management. An introduction to risk management in property/casualty and life insurance with emphasis on probability concepts. Prerequisite: MAS 112. 3 credits.

385. Mathematics of Finance I. Measurement of interest, time value of money, annuities, amortization and sinking funds, bonds, capitalized cost, net present value, yield rates, yield curves, duration, immunization; derivative products including calls, puts, forwards, and swaps. Prerequisite: MAS 112. 3 credits.

386. Mathematics of Finance II. Parity, binominal pricing, Black-Scholes pricing, hedging, exotic options, and interest rate models. 3 credits.

471. Regression and Time Series Analysis. An introduction to regression and time series models with emphasis on economic applications. Prerequisite: MAS 372. 3 credits.

472. Loss Distributions and Credibility Theory. An introduction to loss distributions and credibility theory with emphasis on actuarial applications. Corequisite: MAS 372. 3 credits.

481. Actuarial Mathematics I. Survival distributions, life insurance, life annuities, benefit premiums and reserves. Prerequisite: ASC 385. Corequisite: MAS 371. 3 credits.

482. Actuarial Mathematics II. Multiple life and decrement models, expenses, individual and collective risk models, compound distributions, including applications. Prerequisites: ASC 385, 481. 3 credits.

Computer Science Program

Computer science is the study of what can be done with machines. This discipline is part mathematics, part engineering, part philosophy, part linguistics, and part experimental science (without all the mess).

Our computer science curriculum is distinguished primarily by two characteristics. The first is our emphasis on computer programming. Five of the required seven CS courses are primarily about programming, and programming plays an important role in most of the advanced courses. This emphasis develops strong analysis and problem-solving skills.

The second characteristic of the computer science major is its decidedly mathematical nature. Our students take 19 credits of mathematics (seven courses), more than is typical of undergraduate CS programs. This math foundation gives our students an analytical background that applies broadly in their CS coursework, helping them become better programmers and analysts.

Degree Requirements:

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

Major: CSC 143, 144, 221, 253, 282, 331, 332; two of 441, 442, 448, 451, 452, 481, 482; either 400 or 500; MAS 111, 112, 113, 114, 222, 251, 270; one of ENG 210, ENG 216, BUS 285 (50 credits).

Minor: CSC 143, 144, 221, 253, 282, and one CSC course numbered 300 or above; MAS 111 or 161 and MAS 112 or 162 or 270 (22 credits).

Students may attempt any combination of double majors or major/minor within the Department of Mathematical Sciences. But no course, except where required specifically by number in both programs, may be used in more than one program. The success of this combination of programming and math is regularly demonstrated by the considerable success of the LVC competition programming team.

Courses in Computer Science (CSC):

122. Programming for Applications. Topics include algorithms, data types, graphical user interfaces, objects, event handlers, and database programming. This course does not prepare students for more advanced computer science courses, but it does satisfy the core requirement in computer programming for Digital Communications majors. We will use Visual Basic. 3 credits.

143. Introduction to Computer Science. A broad introduction to the field of computer science. Topics covered include history, algorithms and problem solving, logic, hardware design, and programming. Intended for first-year Computer Science majors and others intending to take programming courses. 3 credits.

144. Introduction to Programming (with Java). Foundational aspects of computer programming. Algorithms and data; control structures; the design of small programs. Class and object basics. Uses the Java programming language. 3 credits.

221. C++ Language Primer. A 1-credit, self-paced course in the basics of the C++ language. Revisits many of the topics from CSC 144 in this new language. Students will complete 5-10 short programming projects. Prerequisites: CSC 144 or permission. 1 credit. Pass/fail only.

245. Concepts of Networking and Database. This course has three distinct segments: 1) principles of computer networks and the Internet, 2) database design concepts, and 3) network database applications. Hands-on. Prerequisite: CSC 122 or 144 or permission of the instructor. 3 credits.

253. Computer Architecture. The design and organization of a computer's processor, instruction set, and memory. Assembly language, interrupts and I/O devices. Caching and pipelining. Prerequisite: CSC 143, 144. 3 credits.

282. Data Structures. Implementing, using, and analyzing such abstract structures as lists, stacks, queues, and trees. The design of abstract data types in C++. Prerequisites: CSC 143, 144, 221. 3 credits.

331. Software Design I. A survey of modern techniques for designing complex software systems. Investigates both programming techniques and processes. Includes substantial programming projects that continue in CSC 332. Prerequisite: CSC 282. 3 credits.

332. Software Design II. A continuation of CSC 331. Must be taken in the semester immediately following CSC 331. Prerequisite: CSC 331. 3 credits.

441. Operating Systems. Theory and practice of modern operating systems. Topics include memory management, file systems, scheduling, concurrency, distributed processes, and security. Prerequisite: CSC 282 and MAS 251. 3 credits.

442. Networks. Network design and implementation. Topics include layered network design, types of hardware, low-level protocols, packets, frames, routing, security, and so on. Prerequisite: CSC 282 and MAS 251. 3 credits.

448. Databases. The theory, structure and implementation, and application of modern database systems. Prerequisite: CSC 282. 3 credits.

451. Theory of Programming Languages. Examines the design of computer programming languages and the tools that process them. Includes an examination of several current languages, and an introduction to the design and implementation of compilers. Prerequisite: CSC 282 and MAS 251. 3 credits.

452. Artificial Intelligence. An introduction to the field of AI. Topics include expert systems, goal-seeking algorithms, neural networks, genetic algorithms, computer vision, language recognition. Prerequisite: CSC 282 and MAS 251. 3 credits.

481, 482. Advanced Topics in Computer Science I, II. Topics to be selected from current areas of interest and research in Computer Science. Prerequisites: CSC 282, MAS 251. 3 credits.

Faculty

Christopher J. Brazfield, associate professor of mathematical sciences.

Ph.D., University of Oregon.

Brazfield teaches mathematics and actuarial science. He oversees the department web site. His research interests are in the area of noncommutative algebra. He advises mathematics and other department majors.

J. Patrick Brewer, associate professor of mathematical sciences.

Ph.D., University of Oregon.

Brewer teaches mathematics and actuarial science. His graduate degree was earned in the area of algebra, and he is broadening his areas of expertise to include statistics and actuarial science. He is advisor for the Math Club. Professor Brewer advises mathematics and actuarial science majors.

Michael D. Fry, professor of mathematical sciences.

Ph.D., University of Illinois.

An avid practitioner of computer science and an accomplished mathematician. Trained as an algebraist, he has become a computer scientist as well with special interests in graphics, fractals, and applications of group theory. Professor Fry advises computer science majors.

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

Ph.D., Washington State University.

Hearsey is an Associate of the Society of Actuaries (ASA) and an active member of the academic actuarial community. He serves as the Society of Actuaries liaison representative to the Mathematical Association of America and is a member of the Joint CAS/SoA Validation by Educational Experience Administration Committee. Although

his original mathematics interest was topology, his primary interests are now actuarial mathematics and finance. He advises actuarial science majors.

David W. Lyons, associate professor of mathematical sciences.

Ph.D., University of North Carolina at Chapel Hill.

Lyons has broad mathematical interests in the areas of geometry, topology, algebra, and computer visualization. His current research is in mathematical physics in the area of quantum information theory. His pedagogical scholarship centers around the use of visualization, particularly with animation, for teaching mathematical concepts. Away from the office, he is advisor and master instructor for the Taekwondo Club. He advises math majors.

Mark A. Townsend, professor of mathematical sciences.

Ed.D., Oklahoma State University.

Townsend is a winner of the Lindback Award for Distinguished Teaching. Trained as a numerical analyst, he has developed a wide range of other interests including introductory computer science. He advises mathematics majors interested in secondary education.

Kenneth F. Yarnall, associate professor of mathematical sciences. Acting chairperson. Coordinator, Computer Science Program.

Ph.D., University of South Carolina.

Yarnall has interests ranging from pure mathematics to computer science to history and philosophy of science. Trained as an analyst, he teaches both mathematics and computer science. He advises computer science majors. He is the advisor for the Association for Computing Machinery student chapter, and he advises computer science majors.

Timothy M. Dewald, adjunct assistant professor of mathematical sciences.

M.Div., Andover Newton Theological School.

Dewald is interested in the history of mathematics and enjoys teaching all students, especially those with math anxiety. He teaches elementary statistics. He has won the Knisely Teaching Award.

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 will receive a commission as a second lieutenant in the U.S. Army, the U.S. Army Reserve, or the Army National Guard, upon graduation. Then they will 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 Military Science Department, 717-245-1221 or 888-356-3942, for further information. Course instruction is held at Millersville University.

Program participants may take part in various enrichment activities during the academic year: rappelling, rifle qualification, leadership exercises, land navigation, orientation trips, and formal social functions. Program participants may also apply for special training courses during the summer: airborne school, air assault schools, and cadet troop leader training.

Scholarships: Army ROTC offers four-, three- and two- year scholarships, awarded strictly on merit, to the most outstanding students who apply. The scholarship is valued at \$29,000 a year. In addition to paying all or part of your tuition, the scholarship offers a stipend of \$300–500 a month plus \$1,200 a year for books. All scholarship recipients remain eligible for financial aid.

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.

Leader Development and Assessment Course (LDAC): This practicum consists of a five-week summer training program at Fort Lewis, Wash. LDAC 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 NALC is required prior to commissioning and is normally attended during the summer between the junior and senior years. Participants receive room, board, travel expenses, medical care, and pay.

DEPARTMENT OF MUSIC

Students in the Department of Music may major in one of four areas: music, music business, music education, or music recording technology. Each student in the B.A. (MUS or MBS), B.M. (MRT), or B.S. (MED) programs is required to take a core of courses in music theory and music history. Each student also completes additional course work particular to his or her area of interest.

Music Program

Music majors will exhibit proficiency at the piano and in voice. To achieve these proficiencies, students take MSC 510, 511, 512, and 513, and/or 520. Precise requirements for the proficiencies and the recital attendance requirement are found in the Department of Music Student Handbook, and in the courses-in-music section of this catalog. Music majors (except music business students) will be in at least one major ensemble (identified as Marching Band, Symphonic Band, College Choir, 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. Students in the jazz studies concentration will take 530 private applied each semester. They will also take at least three credits of 530 jazz studies starting in the junior year. The theory or composition concentration students will take 530 private applied each semester. Theory concentration students will take at least one 530 individual instruction theory credit in the senior year. Composition concentration students will take at least four credits of 530 individual instruction composition starting no later than the junior year. Concentrations identified in the Department of Music Student Handbook include: piano, organ, voice, instrumental, sacred music, jazz studies, theory or composition.

Degree: Bachelor of Arts in music (MUS).

Majors: Core courses in three of the music degree programs are: MSC 099, 115, 116, 117, 118, 215, 217, 241, 242, 246 and 328. MSC 530 for all degree 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; Jazz Studies concentration: MSC 201, 218, 416 and 530 jazz studies (at least three semesters); Theory concentration: MSC 216, 315, 329, 416 and 530 individual instruction theory (at least the final semester); Composition concentration MSC 216, 315, 416, and 530 individual instruction composition (at least four semesters).

Minor: MSC 099 (two semesters), 101, and three music literature courses from among the following: 100, 200, 201, 202, 241, 242, or 343. Minors also take MSC 530 for four semesters and must participate in any music ensemble for four semesters.

Student Recital

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 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.

101. Fundamentals of Music. For music minors and non-music majors, an introduction to the rudiments of music: notation, key signatures, theory, aural theory and so forth. 3 credits.

110. Class Piano for Beginners. 1 credit.

111. Class Guitar for Beginners. Student provides his or her own instrument. 1 credit.

115. Music Theory I. A study of the rudiments of music and their notation. Harmonization of melodies and basses with fundamental triads. Analysis. Music core course. Prerequisite: audition for admission or permission from instructor. 2 credits.

116. Music Theory II. A study of diatonic tonal harmony, including all triads and seventh chords, nonharmonic material and elementary modulation. Music core course. Prerequisite: MSC 115 or permission of the instructor. 2 credits.

117. Aural Theory I. The singing and aural recognition of intervals, scales, triads and simple harmonic progressions. Music core course. Prerequisite: audition for admission or permission from instructor. 2 credits.

118. Aural Theory II. A continuation of MSC 117, emphasizing clef reading, modality, modulation and more complicated rhythmic devices and harmonic patterns. Music core course. Prerequisite: MSC 117 or permission of the instructor. 2 credits.

200. Topics in Music. Designed primarily for the non-music major, the course will focus on genre and period studies. 3 credits.

201. Music of the United States. A historical survey of U.S. music emphasizing stylistic developments and illustrative musical examples from colonial times to the present. Includes American musical theater, jazz, folk and popular styles. Writing process. 3 credits. [Cross-listed as AMS 201.]

202. World Musics. A general introduction to musical styles, compositional practices, and aesthetics of specific people groups within the Americas, Asia, and Africa. It discusses traditional, popular, and art music styles, and presents music intimately tied to value systems and social practice. Foreign Studies. 3 credits.

215. Music Theory III. A study of chromatic tonal harmony, including secondary dominants, augmented sixth chords, tertian extensions, altered chords and advanced modulation. Music core course. Prerequisite: MSC 116 or permission of the instructor. 2 credits.

216. Music Theory 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. Prerequisite: MSC 215 or permission of the instructor. 2 credits.

217. Aural Theory III. A continuation of MSC 118, emphasizing chromatic materials and more complex modulations, chord types, rhythms and meters. Music core course. Prerequisite: MSC 118 or permission of the instructor. 2 credits.

218. Jazz Theory. A study of jazz theory, including notation, extended chords, improvisation and practice. Prerequisites: MSC 115, 116, and 215. 2 credits.

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.

241. 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. Music core course. 3 credits.

242. 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.

246. Principles of Conducting. Principles of conducting and baton technique. Students conduct ensembles derived from class personnel. Music core course. 2 credits.

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. Prerequisite: MSC 215 or permission of instructor. 2 credits.

329. *Form and Analysis II.* An advanced course in analysis, focusing on the methodologies and concepts of music design originated by the Austrian theorist Heinrich Schenker. Emphasis is placed on the appropriate use of symbols and terminology in the reading and construction of graphs of complete tonal compositions. Prerequisite: MSC 328 or permission of instructor. 2 credits.

343. *20th-Century Music.* An advanced course in music history. Beginning with late-19th-century musical developments, the course continues chronologically through the 20th century. Designed for music majors and interested non-majors who read music well. Prerequisite: MSC 242 or permission of the instructor. Writing process. 3 credits.

345. *Advanced Instrumental Conducting.* Emphasis on practical work with instrumental groups. Rehearsal techniques are applied through individual experience. Prerequisite: MSC 246 or permission of the instructor. 2 credits.

347. *Advanced Choral Conducting.* Emphasis is on advanced technique with and without baton, score preparation, interpretation and pedagogy relating to choral organizations. Prerequisite: MSC 246 or permission of the instructor. 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 church music program. Includes the development of a choir program, methods and techniques of rehearsal, budget preparation, and committee and pastoral relationships. 3 credits.
- 510. Class Piano Instruction I.** First course in the sequence designed for music majors with minimal piano skills in preparing for piano proficiency. 1 credit.
- 511. Class Piano Instruction II.** Second course in the sequence designed for music majors in preparing for piano proficiency. Prerequisite: MSC 510 with a minimum of "C-" or better, or permission of instructor. 1 credit.
- 512. Class Piano Instruction III.** Third course in the sequence designed for music majors in preparing for piano proficiency. Prerequisite: MSC 511 with a minimum of "C-" or better, or permission of instructor. 1 credit.
- 513. Class Piano Instruction IV.** Fourth course in the sequence designed for music majors in preparing for piano proficiency. Prerequisite: MSC 512 with a minimum of "C-" or better, or permission of instructor. 1 credit.
- 520. Class Voice Instruction.** Designed for music majors with minimal vocal experience. Preparation for department voice proficiency requirements. 1 credit.
- 530. Individual Instruction** (Voice, Piano, Orchestral and Band Instruments; Jazz studies; theory; composition. Additional fees apply). 1 credit.
- 540. Individual Instruction** (Voice, Piano, Orchestral and Band Instruments; additional fees apply). 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. One semester satisfies one unit of physical activity 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.

Sec. 1. 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.

604. College Choir.

Sec. 2. Open to all students by audition, the College Choir performs all types of choral literature. 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. 3. Woodwind Quintet. 1/2 credit.

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

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

615. Brass Ensembles.

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

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

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

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

Music Business Program

The Bachelor of Arts: emphasis in music business (B.A.) is a liberal arts-based music business curriculum that builds on the strengths of current programs in business and music.

Degree Requirements:

Degree: Bachelor of Arts: emphasis in music business (MBS).

Music Business (B.A.): MSC 099 (8 semesters); 115, 116, 117, 118, 201, 241, 242, 510, 511, 512, 513, 520 (1 semester, or voice proficiency), 530 (8 semesters), any music ensemble (8 semesters); MBS 179 (4 semesters), 371, 372, 373, 400; ACT 161, 162; BUS 230, 285, 371, 380; and ECN 101 or 102.

Courses in Music Business (MBS):

MBS 179. Music Business Colloquium. A first-year through senior-level course for all music business majors. The class is a forum for speakers from the industry and returning summer MBS interns to discuss current events in the music industry. The class is the catalyst for the design and facilitation of the annual music industry conference (LVC-MIC) held each fall, market research, and the record label. Prerequisites: music business major or permission. 1 credit.

371. Introduction to the Music Business. This course examines how the music business operates, delving into a wide range of issues and areas, such as publishing, record labels, retail, distribution, agents and managers, and current issues in the industry. Writing process. 3 credits.

372. Music Copyright, Contracts, and Cash. An in-depth examination of publishing and recording contracts, music copyright law, and music licensing. Prerequisite: MBS 371 or permission of the instructor. 3 credits.

373. Music Industry Entrepreneurship. This course for music business majors explores entrepreneurship in the music industry. The class revolves around the creation of a practical music business and an accompanying detailed business plan that is submitted to a participating financial institution for review. Student teams also engage with actual music businesses to provide marketing, distribution, research, and other services. The class discusses techniques and practices of management, operations, marketing, and other skills needed to run a successful music business. Prerequisites: MBS 371 AND 372 (taken in the sophomore year); BUS 340 and/or permission of the instructor. 3 credits.

400. Internship. Prerequisites: Completion of all program requirements and permission of the instructor. 3-12 credits.

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 12, 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 (MED).

Music Education (B.S.): Core courses plus: MED 136, 223, 227, 330, 331, 333, 334, 335, 336, 441, 442; MSC 216, 316, 416; EDU 110; PSY 120 (recommended), 180; two college-level mathematics courses and one American or English literature course; and a 3.00 cumulative grade point average. Music education majors are permitted to register



for only one half-hour lesson in their principle performance medium during the student teaching semester if they are preparing a recital. This is accomplished by petition.

Courses in Music Education (MED):

136. Survey of Music Education. A first-year field experience with a classroom component. 1 credit.

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. [Cross-listed as Elementary Education 220.] 3 credits.

223. Brass Methods. A study of the brass family. Emphasis on pedagogical techniques. Mixed brass ensemble experience. 2 credits.

227. Percussion Methods. A study of the percussion family. 1 credit.

280. Field Practicum in Music Education. Optional supervised field experiences in appropriate settings. Required pass/fail. Prerequisites: EDU 110 and permission. 1–3 credits.

330. Woodwind Methods. A study of the woodwind family. 2 credits.

331. String Methods. A study of the string family. 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 educa-

tion, 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. Writing process. 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 credit.

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.

441. Student Teaching: Instrumental. 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 3.00 during the first six semesters (effective for students entering the program in the fall of 2003).
- (2) two college-level mathematics courses and one American or English literature course.
- (3) successful completion of piano and voice proficiency juries.
- (4) completion of music core courses and MED 136, 223, 227, 330, 331, 333, 334, 335, 336; MSC 216, 316, including field experiences, 345 or 347 and EDU 110.
- (5) approval of the music faculty. Students are responsible for transportation; the College cannot ensure that student teaching placement can be in a local geographic area. 8 or 4 credits.

442. Student Teaching: Vocal. Same as MED 441. 8 or 4 credits.

Music Recording Technology Program

The Bachelor of Music: emphasis in music recording technology (B.M.) is designed to prepare students for today's rapidly developing interactive media and music recording industries.

Degree Requirements:

Degree: Bachelor of Music: emphasis in music recording technology (MRT).

Music Recording Technology (B.M.): Core courses plus: MRT 177, 219, 277, 278, 373, 374, 377, 400, 474; MBS 371; PHY 101, 102, 203, 212, 350; MAS 102 (or MAS 161).

Courses in Music Recording Technology (MRT):

177. Survey of the Music Industry. This course is intended to expose first-year MRT majors to the music industry overall and help them determine their choice of major. Class sessions will involve discussion, demonstration, and visits with MRT seniors who have completed their internships. 1 credit.

219. Ear Training for Recording Engineers. Critical listening skills are developed through class demonstration and ear-training exercises. Specific skills include hearing

and discriminating frequencies, levels, processing, phase, etc. while listening musically to various production styles. Prerequisite: MRT 277. 1 credit.

277. *Recording Engineering I.* Fundamentals of the recording arts including basic audio signal and acoustics theory, recording consoles, microphone design and technique, and signal processing. Students work in on-campus studios to complete lab assignments and projects. Prerequisite: PHY 102 or permission. 3 credits.

278. *Recording Engineering II.* Multitrack studio production techniques are further developed through class discussion, in-class recording sessions, and project assignments. Audio theory, processes, and issues are examined in-depth. Prerequisite: MRT 277, MRT majors only. 3 credits.

373. *Electronic Music.* An in-depth look at the history, use and development of electronic music. Emphasis in MIDI, sequencing, transcription, sound design, synthesis techniques, sampling and studio production integration. Prerequisite: MRT 278 or permission of instructor. 3 credits.

374. *Digital Audio.* An in-depth examination of the principles and applications of digital audio in today's recording and interactive media industries. Topics discussed include: digital audio fundamentals, recording and reproduction systems theory, computer-based recording and editing, and audio for CD-ROM; and other new media applications. Prerequisite: MRT 278 or permission of instructor. 3 credits.

377. *Recording Engineering III.* A continuation of MRT 277/278, this 3rd course in the recording engineering sequence focuses on stereo recording, surround recording and mixing, and mastering. The emphasis is on listening critically for mic placement, understanding hall acoustics, applying musical decisions during the recording process, exploring new directions in surround sound for music production, and developing a musical, artistic, and technical awareness of issues involved in mastering projects for commercial release. Prerequisite: MRT 278, MRT majors only. 3 credits.

400. *Internship.* Practical on-the-job experience provides students insight, exposure, and experience in an area of interest within the music/interactive media industry. Prerequisites: MRT 373, 374, 377, and permission of the program director. 3 credits. The internship can be taken either in the last semester, in the summer between junior and senior years, or full-time in the last semester for 12 credits. A full-time internship, if all other coursework and music requirements are completed, allows students to relocate for the term.

474. *Music Production Seminar.* Advanced issues of music production are discussed and practiced. These include musicality, client relations, engineering, budgets, etc. An individual emphasis is provided to help the student focus on these technical, artistic, organizational and personal aspects. The course centers around completion of a major project. Prerequisite: MRT 374, 377, or permission of instructor. 3 credits.

Faculty

Johannes M. Dietrich, associate professor of music.

D.M.A., University of Cincinnati College-Conservatory of Music.

Dietrich teaches violin, viola, the string methods course, principles of conducting, and advanced instrumental conducting. He directs the Lebanon Valley College Symphony Orchestra, coaches chamber ensembles, and performs solo recitals.

Scott H. Eggert, professor of music.

D.M.A., University of Kansas.

Eggert teaches music theory, aural theory, counterpoint, orchestration, and composition. He is active as a composer and has premiered major works on and off campus.

Eric Fung, assistant professor of music.

D.M.A., The Juilliard School.

Fung teaches applied piano and courses in music and aural theory. He regularly performs as a soloist and as an accompanist.

Barry R. Hill, professor of music. Director of the Music Recording Technology Program.

M.M., New York University., D.Ed., The Pennsylvania State University

A member of the National Academy of Recording Arts and Sciences and the Audio Engineering Society, Hill is responsible for developing curriculum, maintaining the on-campus recording studios, and teaching courses in the MRT program. As a recording engineer, he has a long list of album credits, including several national chart-placing singles; his knowledge of music technology has been employed in record production, concert performances, theater sound design, theme park shows, system installations, workshops, and seminars. For fun, he teaches a graduate course, entitled Psychology of Music Teaching and Learning, for the Master of Music Education Program at LVC.

Mary L. Lemons, associate professor of music. Director of the Music Education Program.

Ed.D., University of Illinois at Urbana-Champaign.

Coordinator of music education, she teaches music education methods courses, arranges and supervises music student teaching, and advises the campus MENC: The National Association for Music Education student chapter.

Rebecca C. Lister, assistant professor of music.

D.M., Florida State University.

Director of vocal studies, Lister teaches applied voice, vocal literature, pedagogy, and diction.

Mark L. Mecham, 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 Lebanon Valley College Concert Choir and Chamber Choir, Mecham also serves as adjudicator, clinician and consultant.

Shelly Moorman-Stahlman, associate professor of music.

D.M.A., University of Iowa.

Moorman-Stahlman teaches private organ and piano lessons, organ literature, organ pedagogy, and sacred music courses, and coordinates class piano instruction. She directs the handbell choir, performs frequently in solo organ recitals, and advises the Sigma Alpha Iota chapter.

Renee Lapp Norris, associate professor of music.

Ph.D., University of Maryland.

A musicologist by training, Norris teaches the music history sequence, American music history, topics courses, and form and analysis.

Victoria Rose, assistant professor of music.

M.M. Towson State University.

Teaching applied and class voice, Rose is an active recitalist and oratorio soloist in Central Pennsylvania, Philadelphia, and Baltimore. In 2003–2004, she will direct the College Choir.

Jeff Snyder, associate professor of music, Director of the Music Business Program.

M.S., Kutztown University.

He has designed curricula and presented seminars in audio recording and MIDI for several artists, public schools, colleges, universities and technical schools. He has produced, engineered and been a session player on 20th century and commercial jingles, songs and recordings.

Thomas M. Strohman, associate professor of music.

M.M., Towson State University.

He is responsible for woodwind studies and 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.

Sweigart teaches applied piano and courses in keyboard harmony, form and analysis, and piano pedagogy. He regularly performs as a soloist and as an accompanist.

Susan Szydowski, director of special music programs.

B.A., Colby College.

She has pursued graduate studies at Temple University.

Michelle L. Barraclough, adjunct assistant professor of music..

M.M., The Catholic University of America.

Teacher of applied flute, Barraclough also directs the Flute Ensemble and teaches flute literature and pedagogy.

Beverly K. Butts, adjunct assistant professor of music.

M.M., Michigan State University.

A well-known soloist, orchestral musician, and teacher in the region, Butts teaches applied clarinet, clarinet literature, and pedagogy courses.

Marie-Aline Cadieux, adjunct assistant professor of music.

D.M.A., Ohio State University.

Visiting artist and active recitalist, Cadieux teaches applied cello.

Cheryl L. Campbell, adjunct instructor of music.

M.M., Westminster Choir College of Rider University.

Campbell teaches class and applied piano.

Christopher D. Campbell, adjunct assistant professor of music.

D.M.A., Shenandoah Conservatory of Shenandoah University.

Music educator and performer, Campbell teaches applied instrument.

John E. Copenhaver, adjunct assistant professor of music.

M.M., West Chester University.

Music educator and performer, Copenhaver teaches applied trumpet.

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 Lebanon Valley College Low Brass Ensemble. He performs on the trombone and appears nationally as a soloist and clinician.

Suzanne D. Fox, adjunct assistant professor of music.

M.M., University of Miami.

A well-known music educator and performer in the region, Fox teaches French horn.

Emily Y. Frantz, adjunct assistant professor of music.

M.M.T., Temple University.

A professional music therapist and performer, Frantz teaches applied oboe.

Ai-Lin Hsieh, adjunct assistant professor of music.

D.M.A., University of Maryland.

Active cello recitalist, Hsieh teaches the fundamentals of music course.

Linda W. Hummel, adjunct assistant professor of music.

M.A., The Pennsylvania State University.

Music educator and vocal performer, Hummel teaches Introduction to Music.

Robin Lilarose, adjunct instructor in music.

B.S., Elizabethtown College.

An active performer in regional orchestras and chamber ensembles, Lilarose teaches applied flute.

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 assistant professor of music.

M.M., Combs College of Music.

He is a professional guitarist in the tri-state area and teaches private lessons, class guitar, guitar ensemble, and jazz theory.

Robert A. Nowak, adjunct assistant professor of music.

M.M., University of Miami.

He teaches percussion and directs the Percussion Ensemble.

Andrew Roberts, adjunct instructor in music.

B.M., Berklee College of Music.

A well-known composer, arranger, keyboardist, and music director in the region, Roberts teaches jazz studies.

Josh Tindall, adjunct instructor of music.

B.A., Lebanon Valley College.

Tindall teaches class and applied piano.

Joe Trojcak, adjunct instructor in music recording technology.

B.A., West Chester University.

Trojcak owns Progressive Enterprises Sound Studios, a facility that provides audio production for music, corporate, and political clients. He has taught one of the MRT recording classes, is a seminar speaker for the program, and hosts many of our interns.

Craig Underwood, adjunct instructor in music recording technology.

B.M., Lebanon Valley College.

Tom Volpicelli, adjunct instructor in music recording technology.

B.A., Gettysburg College.

A member of NARAS and AES, Volpicelli teaches the capstone Music Production Seminar course for the MRT program. He is CEO and president of The Mastering House, Inc., and has a long track record in the recording industry (notably live recording and mixing for the King Biscuit Flower Hour productions). His company offers mastering, authoring, production, and programming for multimedia and Internet-based applications.

Julia P. Wagner, adjunct assistant professor of music.

M.A., Ithaca College.

A professional bassoonist, Wagner plays with several regional symphonies.

Michael Wojdylak, adjunct assistant professor of music.

D.D.S., University of Maryland.

Wojdylak directs the College choir and teaches private voice lessons.

DEPARTMENT OF PHYSICAL THERAPY

Health Science Program

This curriculum shall only be completed by students enrolled in the six-year Doctor of Physical Therapy (DPT) program. At the end of four years of study, students enrolled in the DPT program will receive a Bachelor of Science in health science. In order to proceed into the professional phase of the DPT program, students must maintain: (1) a minimum cumulative 3.0 GPA in all coursework; (2) a minimum cumulative science GPA of 2.5 (the required biology, chemistry, physics, anatomy, and physiology courses), and (3) no individual science grade lower than a C (2.0). Science courses may be repeated only once to meet the GPA requirement. All required courses must be taken for a grade. Departmental students not meeting the GPA requirements at the end of the third year may complete their senior or fourth year requirements and graduate with the health science major but may not continue into the professional (graduate) phase.

Required pre-professional course work includes completion of the general education program and major requirements including 18 credit hours in a cognate discipline or minor of choice. In fulfilling the cognate requirement, students must take at least two courses at the 300-level or higher.

Doctor of Physical Therapy degree requirements can be found on page 171.

Lebanon Valley College's Doctor of Physical Therapy Degree Program is accredited by the Commission on Accreditation in Physical Therapy Education.

Degree Requirements:

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

Major: BIO 111, 112, 113, 114, 222; CHM 111, 112, 113, 114; PHY 103, 104; MAS 170 or 270, or PSY 130; PSY 111 or 112; SOC 110 or 120; PHT 311, and a choice of PHT 412 or SOC 324. (44 total credits.)

No minor is offered in health science.

All courses are limited to students enrolled in the health science-DPT track with the exception of PHT 412.

Courses in Health Science (PHT):

202. Comparative Health Care Professions and Systems. An independent study course to be completed while enrolled in the Study Abroad Program. Students compare the health care system in the visited country with the complex system present in the United States of America. Writing process. 3 credits.

311. Fundamentals of Anatomy. This course is designed to introduce students to the basics of human anatomy. The course will cover human muscle origins, insertions, and actions as well as describing in depth systemic anatomy of the skeletal, circulatory, respiratory, renal, reproductive, and nervous systems. The course will use a traditional lecture format and a weekly laboratory session using ADAM computer imaging anatomy software. Prerequisite: BIO 112 and permission of the instructor. 4 credits.

412. Psychosocial Aspects of Disease and Disability. A survey course of the psychosocial implications of illness and disability. Specific attention is given to cultural differences, adjustment models, family stress from caregiving, family violence, and normal grieving processes. Disciplinary perspective. 3 credits.

502. Professional Issues of Physical Therapy Practice I. Introduces professional-phase students to key professional and practice issues including professional roles, health care communication, professional organizations, and health policy. 3 credits.

504. Professional Issues of Physical Therapy Practice II. Continued study of professional and practice issues focusing on patient care documentation, ethical and legal aspects of practice, and the role of teaching and learning in clinical practice. 4 credits.

511. Human Anatomy. Explores human neuromusculoskeletal, cardiovascular, pulmonary, and integumentary systems. Laboratory exercises include cadaveric dissection. Prerequisite: GPA greater than 3.0. 5 credits.

514. Pathophysiology. Examines basic human pathology and medical principles, including, but not limited to, inflammation, infection, systemic conditions, diagnostic imaging, genetics, and clinical laboratory tests. 4 credits.

516. Biomechanics and Kinesiology. Examines tissue and joint structure and function, and the mechanical principles involved in human motion. The laboratory portion will introduce students to the basics of postural and gait assessment. Prerequisite: PHT 312. 4 credits.

518. Exercise Science. Examines skeletal muscle structure and function and cardiovascular, respiratory, and neuromusculoskeletal physiology related to physical activity and exercise in general and special patient/client populations. Current methods of nutritional and physical assessment will be evaluated. 3 credits.

520. Motor Control. This course will focus on the processes that govern human movement acquisition and control across the lifespan and will prepare students to apply principles of motor development, motor control, and motor learning to clinical practice. Emphasis will be placed on developing a working knowledge of the neural, physical, and behavioral aspects of human movement and the process involved in acquiring and refining motor skills across the lifespan. 2 credits.

532. Clinical Examination. An introduction to the tests and measurements used by physical therapists in the clinical and research settings. Laboratory sessions will provide the student with an opportunity to integrate concepts and apply the therapeutic interventions discussed in lecture. 4 credits.

534. Cardiovascular/Pulmonary Physical Therapy. Examines the physical therapy management of individuals with cardiac and respiratory dysfunction. Particular attention is focused on exercise prescription, patient management in various clinical settings, current medical and surgical procedures, and guidelines and education for inpatient and outpatient rehabilitation. 4 credits.

542. Pharmacology in Rehabilitation. Provides a general introduction to pharmacological principles including basic pharmacokinetics and pharmacodynamics. Descriptions of general classes of medications and their impact and utilization in rehabilitation are stressed. 2 credits.

550. Evidence Based/Critical Inquiry Physical Therapy I. Provides a critical appreciation of basic science, clinical, and grounded theory research to the evolution of phys-

ical therapy as an evidence based clinical health professional discipline. 2 credits.

560. Clinical Education and Practice I. Introduction and orientation to clinical education and practice for the doctor of physical therapy program, including performance expectations and requirements for clinical education. Students will participate in focused observation in local clinical facilities. Personal transportation is required. 1 credit.

Faculty

Stan M. Dacko, associate professor of physical therapy. Chairperson.

Ph.D., Hahnemann University

He teaches cardiopulmonary, advanced neuroscience, and differential diagnosis. His research interests are related to motor control and interventions for neurodegenerative diseases.

Marcia Epler, associate professor of physical therapy.

Ph.D., Temple University

She teaches clinical examination, the musculoskeletal course series, and differential diagnosis. Her research interests include clinical and functional outcome and orthoses efficacy. Clinical practice areas include orthopedics and sports medicine.

Claudia C. Gazsi, assistant professor of physical therapy. Director of clinical education.

M.H.A., The Pennsylvania State University

She teaches foundational professional issues courses and oversees the clinical education course series. Her interests include fall reduction, balance, and vestibular disorders.

Michael E. Lehr, clinical assistant professor of physical therapy.

M.S., University of the Sciences in Philadelphia; doctoral candidate, Temple University

He teaches clinical examination and clinical interventions. His research interests include manual therapy, functional exercise/movement, and clinical decision making within the orthopedics and sports medicine field.

Victoria Marchese, assistant professor of physical therapy

Ph.D. Hahnemann University

She teaches pathophysiology and evidence based/critical inquiry. Her research interests involve the investigation of exercise as an intervention and the development of functional outcome measures for children with cancer.

Roger M. Nelson, professor of physical therapy.

Ph.D. University of Iowa

He teaches the evidence based/critical inquiry physical therapy series. His research interests include outcome modeling using activity-based methodology and patient satisfaction.

Kathryn N. Oriel, assistant professor of physical therapy.

Ed.D., Idaho State University

She teaches Pediatrics and Health promotion. Her research interests are related to school-based physical therapy practice and infant/toddler development.

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 second floor of the Neidig-Garber Science Center. In addition to the introductory physics laboratories, the department maintains an atomic/nuclear laboratory, computational physics laboratory, electronics laboratory, optics laboratory, atomic force microscope laboratory, and student research laboratory.

Students majoring in physics take advantage of close contact with faculty, work as paid laboratory assistants, pursue independent study or research/internships, 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.

The requirements for the physics major, like other majors at LVC, are designed so students can study abroad for one semester (typically in their junior or senior year). Hence, students can combine their study of physics with the richness of an international experience by participating in any college-wide study-abroad program (e.g., New Zealand Program).

The Physics Department also directs the 3+2 Engineering Program. For details, see Cooperative Programs, page 27.

Degree Requirements:

Degree: Bachelor of Science with a major in physics.

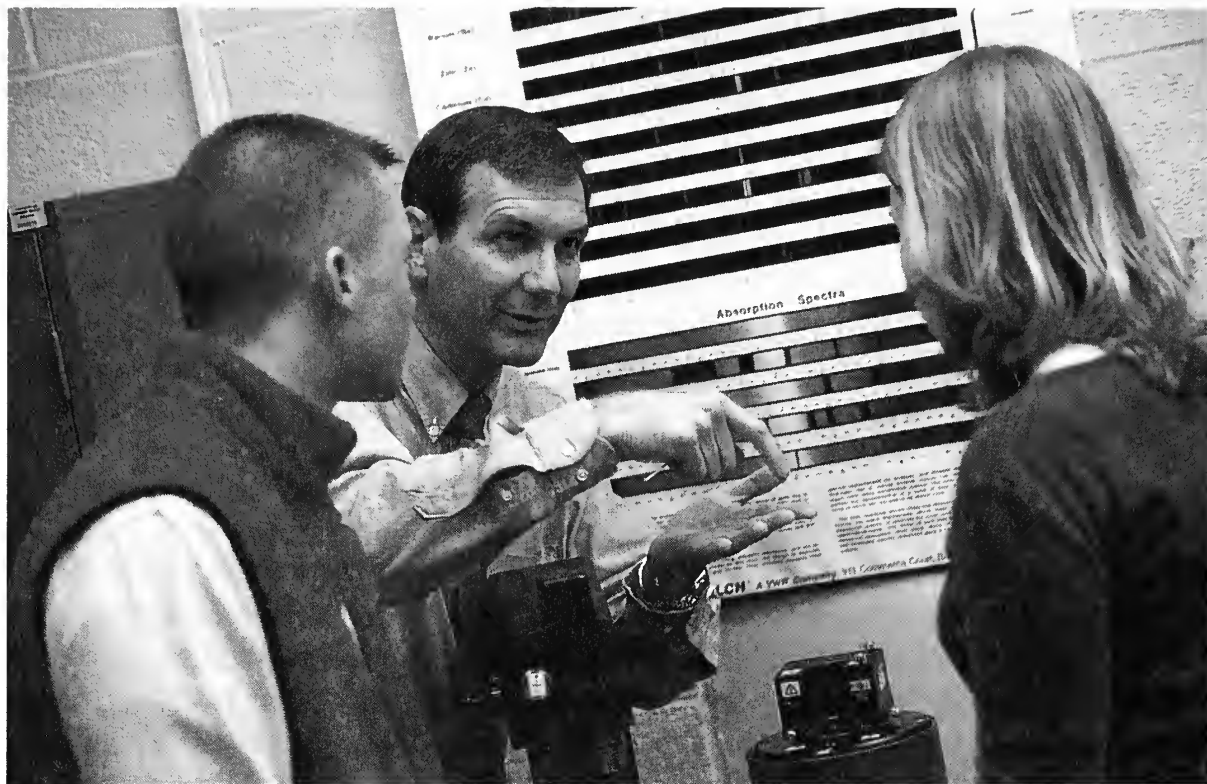
Major: PHY 111, 112, (or 101, 102 or 103, 104 with permission), 211, 311, 312, 321, 322, 327, 328 and four additional semester hours above 211; MAS 161, 162, 261 and 266 or MAS 111, 112, 261 and 266 (43–47 credits).

Minor: PHY 111, 112 (or 101, 102 or 103, 104), 211, plus 6 credits in physics above 211; MAS 111 or 161 (21–23 credits).

Secondary Teacher Certification: Along with the major requirements, students seeking secondary certification in physics must take additional courses in education and the sciences. Contact the department for the courses required.

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.

101, 102. *Fundamentals of 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. Emphasis and applications appropriate for music recording technology majors. Prerequisite: PHY 101 (or equivalent) for PHY 102. 4 credits per semester.

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. Prerequisite: PHY 103 (or equivalent) for PHY 104.

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. Prerequisite: PHY 111 (or equivalent) for PHY 112. 4 credits per semester.

120. *Principles of Astronomy.* An introduction to the forces that shape the solar system and the universe as well as the tools used to observe them. It presents a comprehensive review of the modern scientific view of the physical universe. Topics include the history of astronomy, astronomical technology, and the structure and evolution of astrophysical

systems including the solar system, Sun, other stars, and galaxies. Laboratory work required. [Cross-listed as Earth and Space Science 120.] 4 credits.

203. Musical Acoustics. The study of wave motion, analysis and synthesis of waves and signals, physical characteristics of musical sounds, musical instruments, the acoustical properties of rooms and studio design principles. Prerequisite: PHY 102, 104 or 112 or permission. 3 credits.

211. Atomic and Nuclear Physics. An introduction to modern physics, including special relativity, the foundation of atomic physics, quantum theory of radiation, the atomic nucleus, radioactivity and nuclear reactions, with laboratory work in each area. Prerequisite: PHY 102, 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 102, 104 or 112, or permission. 4 credits.

261. Introduction to Computational Physics. An introduction to the approximate numerical solution of physical problems with computers. The course focuses on problems from mechanics, electromagnetics, and quantum mechanics that are not analytically solvable. Topics include realistic projectile motion, planetary motion, and electromagnetic fields produced by charge and current distributions. Prerequisites: PHY 102, 104, or 112 and MAS 111 or 161. 3 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 areas of mechanics, AC and DC electrical measurements, optics, atomic physics, and nuclear

physics, with emphasis on experimental design, measuring techniques and analysis of data. Prerequisite: PHY 211. PHY 328 is writing process. 1 and 2 credits per semester.

350. Audio Electronics. A study of electronics as used in the audio and telecommunications industries. Various principles of signals including frequency, bandwidth, modulation and transmission are discussed. Studio maintenance and repair techniques are emphasized. Laboratory work 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.

428. Advanced Instrumentation. Theory of operation of the atomic force microscope, the scanning electron microscope and nuclear magnetic resonance spectrometer. Through laboratory exercises and experimental work, students will learn the proper use and application of these instruments. Prerequisites: PHY 327 or permission (advanced students in the sciences or technical fields are encouraged to consider this course). 1 to 3 credits.

Faculty

Michael A. Day, professor of physics.

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. Day also worked for Shell Oil as a geophysicist. He recently spent one year teaching in China. In 1999, he received the Vickroy Award for distinguished teaching.

Barry L. Hurst, associate professor of physics. Chairperson.

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. Recently, Hurst was awarded an National Science Foundation grant in atomic force microscopy.

Scott N. Walck, associate professor of physics.

Ph.D., Lehigh University; postdoctoral research, University of Rochester and Naval Research Laboratory.

He enjoys mathematical physics and quantum mechanics. Walck studies quantum information theory, particularly the theory of quantum entanglement, and collaborates with students in this research. The aesthetic appeal in mathematical descriptions of physical reality drives his interest in physics.

Allen C. Boyer, adjunct instructor of physics

D.Ed., Pennsylvania State University.

Thesis research was on superconducting properties of the metal tantalum. Served as the science coordinator for Manheim Township School District developing curricula and laboratories. Interests include science education and inquiry oriented approaches to teaching physics.

Thomas G. Hollingsworth, adjunct instructor in physics.

M.S., Gonzaga University.

He is a retired U.S. Air Force command pilot with extensive experience in aviation. He manages a variety of the departmental outreach programs and is a member of the Hershey School Board. His interests include secondary education, introductory college physics, and atomic force microscopy.

Earth and Space Science Program

Two courses in earth and space science are offered to acquaint students with the physical aspects of the world in which they live and to introduce them to earth and space science as a discipline. These courses are recommended for all students who wish to broaden their understanding of the world.

Courses in Earth and Science (ESS):

110. Principles of Geology. An introduction to the dynamic Earth and the interrelations of both the internal and external processes which shape it. This course offers an overview of the history and evolution of Earth in the context of plate tectonics. It explores the nature of volcanoes, earthquakes, mountain building processes, weathering, erosion, and the various origins and compositions of Earth materials. Opportunities for hands-on inquiry are provided for the student in both the laboratory and in the field. 4 credits.

120. Principles of Astronomy. An introduction to the forces that shape the solar system and the universe as well as the tools used to observe them. It presents a comprehensive review of the modern scientific view of the physical universe. Topics include the history of astronomy, astronomical technology, and the structure and evolution of astrophysical systems including the solar system, Sun, other stars and galaxies. Laboratory work required. 4 credits. [Cross-listed as PHY 120.]

DEPARTMENT OF PSYCHOLOGY

The Psychology Department at Lebanon Valley College seeks to foster the development of a thoughtful, flexible, and scientific approach toward human behavior, guided by critical analyses of empirical research. Our curriculum is a student-oriented, liberal arts program that prepares students, following graduation, for applied entry positions in the work force, or for graduate studies in a range of areas such as psychology, neuroscience, social work, medicine, business, education, and law. The program allows our students to arrive at a thorough understanding of processes underlying behavior, with a broader goal of applying this knowledge to one's own life and society in general. This goal is consistent with the mission of the College, which is to enable "students to become people of broad vision, capable of making informed decisions and prepared for a life of service to others."

The department offers students the benefits of a strong classroom-based traditional background in a variety of behavioral subdisciplines, along with providing opportunities to become involved in the field of psychology in an applied manner. Many psychology majors gain practical knowledge through (1) participation in independent and collaborative research projects under the guidance and supervision of individual faculty members, as well as (2) our extensive internship program, which allows students to receive college credit for work experience relevant to their particular interests within the field of psychology. Overall, the Department of Psychology at Lebanon Valley College offers the "best of both worlds": experiences and facilities usually associated only with larger universities, along with individualized instruction and advisement characteristic of small liberal arts institutions.

Psychology Program

The psychology program requires all majors to complete a minimum of 42 credits of psychology coursework. All majors initially complete several foundation courses, which include introductions to a vast array of subfields within psychology, as well as laboratory-based exposure to the nature of research design and analysis. Students then complete courses within each of five critical psychological subdisciplines (human development, psychopathology, biopsychology, cognition, and social processes), which include additional, advanced, lab-based research. Finally, all majors complete an integrative capstone experience, which includes coursework surveying the history of psychology, as well as the completion of an individualized internship or research project.

Degree Requirements:

Degree: Bachelor of Science with a major in psychology.

Major: PSY 111, 112, 120, 130, 199, and 443; one course from 325, 333, 347, 364, or 379; one course from 400, 410, 420, or SED 440; an additional 6 PSY credits. Students must also complete one course from each of the following five core areas: biopsychology: 280, 285, 378; cognition: 250, 260, 363; human development: 230, 235, 324; social processes: 240, 245, 247, 255, 346; psychopathology: 265, 268, 270, 332. (42-52 credits).

Minor: PSY 111, 112, 120, and 130; 6 credits at the 200-level or higher; 3 credits at the 300-level. (23 credits).

Courses in Psychology (PSY):

111. General Psychology I. This survey course examines the relationship between research and theory in the field of psychology. A brief review of the history of psychology allows students to understand the evolution of the discipline. The remainder of the course provides an overview of the basic research areas of psychology, including physiological psychology, sensation and perception, learning and memory, language and cognition, and human development. 3 credits.

112. General Psychology II. This survey course examines the relationship between research and theory in the field of psychology, with emphasis on the field of applied psychology. Individual and societal influences on physical and psychological health will be examined. Topics will include psychological testing, personality theory, intelligence, motivation and emotion, social behavior, and psychological disorders and treatment. 3 credits.

120. Introduction to Experimental Psychology. An introduction to psychology as a science, emphasizing laboratory research. Students complete literature reviews, design and conduct a psychological experiment, perform data analysis and interpretation, and review scientific ethics. In addition, subdisciplines of psychology, and methodology specific to each, are explored. Writing process. 4 credits.

130. Statistics and Data Analysis. This laboratory course explores the basic quantitative and qualitative statistics and data-based analytical methods used by scientists to interpret and understand behavior. Topics include the logic of the scientific method applied to data analysis, descriptive statistics, the foundations and utility of inferential statistics, and the statistical methodologies of simple and advanced hypothesis testing. Students will also design, analyze, and present the results of their own original data-collection project. 4 credits. [Cross-listed as Political Science 142.]

180. Child Development and Education. A survey of major ideas in child development and educational psychology, with an emphasis on classroom applications. Topics include human development, intelligence, language, learning, memory, motivation, social and cultural contexts of development, and assessments. 3 credits.

199. Sophomore Seminar. This course is designed to help clarify students' interests and long-term plans in the field of psychology. Topics include identifying the academic and interpersonal abilities necessary to become a successful student at the undergraduate level and beyond, reviewing the broad skills and values related to different careers in psychology, preparing students for the different elements of job searching and applying to graduate school, exploring employment options in psychology available to individuals with bachelor's and graduate degrees, and reflecting on one's own skills/interests to develop a general career plan for their post-collegiate life. This is a pass/fail course for all students. 1 credit.

230. 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, identity and self-concept, sexual development, values, and transition to adulthood. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

235. *Psychology of Adult Development and Aging.* A study of research, literature, and theories concerned with psychological change in the adult, from early adulthood to death. Current research methods and findings are covered in the areas of physical, cognitive, personality, and social changes in the adult years. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

240. *Organizational Psychology.* Psychological principles applied to organizational behavior. Topics include individual factors (personality, attitudes, perceptions), group dynamics, personnel selection and training, communication, leadership, ergonomics and organizational change. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

245. *Personality.* A study of the major theories of personality, with emphasis on psychoanalysis, humanistic psychology, behaviorism, social learning, and trait theory. Prerequisites: PSY 111, 112, 120, or 130. Writing process. 3 credits.

247. *Psychological Perspectives on Gender.* This course is designed to address a broad spectrum of issues related to the psychology of gender. Of central importance is the examination of empirical findings related to gender differences and similarities in biological, behavioral, cognitive, social, and emotional domains. The course will also involve a critical examination of the meaning of gender in the field of psychology and in the broader society. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

248. *Health Psychology/Behavioral Medicine.* This course is designed as an introduction to health psychology/behavioral medicine. It will consider the role of psychology in the health field, including medical settings. It covers the relationship between psychological factors and physical disease from predisposition through maintenance. The study of behavioral medicine will include treatment of stress and stress-related disorders, preventive health behaviors and factors related to adherence of treatment programs. It also explores the psychological connections of pain and pain management, and how personal control is related to both health and the disease process. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

250. *Sensory and Perceptual Processes.* Surveys structures and functions of, and research strategies to examine, the various sensory systems with particular emphasis on the visual system. Physiological, psychological and philosophical aspects of perception are discussed. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

255. *Evolutionary Psychology.* This course is an approach to psychology in which knowledge and principles from evolutionary biology are used to research the structure of the human mind. Topics will include the adaptive problems of survival, mating, parenting, kinship, cooperation, warfare, and conflict between the sexes. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

260. *Learning and Memory.* This course explores various processes involved in knowledge acquisition, storage, and retrieval. Specific topics include associative learning mechanisms, the impact of reinforcement and punishment on behavior, generalization and discrimination, memory encoding, long-term memory storage and retrieval, memory distortions, and the sources of individual differences in learning and memory. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

265. *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 111, 112, 120, or 130. 3 credits.

268. *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 111, 112, 120, or 130. 3 credits.

270. *Forensic Psychology.* This course will focus on three critical areas that fall under the umbrella of forensic psychology. First, students will be introduced to the area of legal psychology, including applied empirical research on issues important to the legal system such as eyewitness accuracy, police selection, jury decision making, and legal assumptions about human behavior relevant to the rights of defendants, victims, children, and consumers of mental health services. Second, the area of psychological jurisprudence will be explored by studying efforts to develop a philosophy of law and justice based on psychological values. Third, students will be introduced to the concepts generally thought of as forensic psychology, such as criminal profiling, insanity defense, competence to stand trial, and child custody decisions. Prerequisite: SOC 110 or PSH 111. 3 credits. [Cross-listed as SOC 270.]

280. *Introduction to Neuropsychology.* This course serves as an introduction to the content areas and methodology of neuropsychology, the study of the relationships between brain function and behavior. Topics include basic communication in the nervous system, organization and function of sensory and motor systems, hemispheric specialization, localization of function, brain injury and plasticity, and issues associated with neuropsychological assessment. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

285. *Introduction to Psychopharmacology.* This course surveys the most commonly used substances to treat mental disorders, such as antianxiety, antidepressant, antipsychotic, mood-stabilizer, psychostimulant, and cognitive enhancer medications. The course also discusses the brain and its most common neurotransmitters, how transmitting neurons send and receive electrochemical information, the pharmacokinetics (metabolism and elimination) and pharmacodynamics (absorption, distribution, and effects) of each drug, as well as the action sites, side effects, and mechanisms of each drug. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

290–298. *Special Topics.* 1–6 credits.

324. *Psychology of Child Development.* This course provides a broad foundation for understanding child development through an integration of practical, theoretical, and research orientations. Attention is given to both cultural and biological determinants of social, cognitive, physical, and emotional development, focusing on individual differences as well as group similarities. Prerequisites: PSY 111, 112, 120 and 130, or permission of the instructor. 3 credits.

325. *Child Development Laboratory.* The course will provide students with experience planning (including IRB approval), observing, measuring, and analyzing child behavior

using the methods employed by developmental researchers. This is intended to supplement the theory and research background they receive in PSY 324. Prerequisites: PSY 111, 112, 120, and 130; students must also have either completed or be currently enrolled in PSY 324. 1 credit.

332. *Psychological Testing and Assessment.* An introduction to the principles of psychological measurement, methods of test design and construction, and applications and interpretations of existing psychological tests. Prerequisites: PSY 111, 112, 120 and 130, or permission of the instructor. 3 credits.

333. *Psychological Testing and Assessment Laboratory.* Students will be given the opportunity to experience how psychological tests are designed and evaluated. Each student will conduct a literature review on their selected topics, and then design, construct, distribute, and evaluate the validity/reliability of a psychological test instrument consistent with a research theme that will change every year. Prerequisites: PSY 111, 112, 120, and 130; students must also have either completed or be currently enrolled in PSY 332. 1 credit.

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 111, 112, 120 and 130, or permission of the instructor. 3 credits.

347. *Social Psychology Laboratory.* This course is intended to provide students with hands-on experience in the types of survey design, observational research, and lab-based experimentation consistent with group behavior, interpersonal relationships, and the interaction between social issues and popular culture. The course culminates in the presentation of data from students' original research within social psychology. Prerequisites: PSY 111, 112, 120, and 130; students must also have either completed or be currently enrolled in PSY 346. 1 credit.

360. *The Teaching of Social Science in Secondary Schools.* This course is designed for students seeking certification to teach social science courses (psychology, sociology, and anthropology) at the secondary school level. Under the supervision of College faculty, students will be responsible for preparing lecture and lab materials, teaching selected topics, and preparing, administering, and evaluating course assignments and exams. 1 credit.

363. *Cognitive Science.* This course explores the human mind by integrating philosophical, psychological, and biological perspectives on the nature of thought processes. Specific topics discussed in this framework include attention, perception, consciousness, memory, language, reasoning, intelligence, and thought-related dysfunctions. Prerequisites: PSY 111, 112, 120 and 130, or permission of the instructor. 3 credits.

364. *Cognitive Science Laboratory.* This is an advanced, hands-on seminar in cognitive science, which will allow students to explore a preferred interest in human thinking via laboratory research. Students will review the literature on their chosen topic, design an experiment addressing this issue, and then collect and analyze the data from their ex-

periment. The course culminates with an oral and written presentation of their research. Prerequisites: PSY 111, 112, 120, and 130; students must also have either completed or be currently enrolled in PSY 363. 1 credit.

378. *Physiological Psychology.* A study of the biological basis (substrates) of behavioral processes. The course focuses on the physiology of reflexes, sensation and perception, learning and memory, sleep, ingestive behaviors, emotion and psychopathology. Prerequisites: PSY 111, 112, 120 and 130, or permission of the instructor. 3 credits. [Cross-listed as PBI 378.]

379. *Physiological Psychology Laboratory.* Students will be introduced to methods used in the study of the nervous system and its influence on behavior. Lab work will include collecting, analyzing, and reporting data from physiological studies, as well as sheep brain dissection and stereotaxic neurosurgery. In addition, students must complete an APA style proposal for an individual research project. Prerequisites: PSY 111, 112, 120, and 130; students must also have either completed or be currently enrolled in PSY 378. 1 credit.

400. *Internship.* This course focuses on practical and professional work experience related to the student's work or research interests or graduate school plans. Internships are limited to off-campus sites only. Students should not take more than six credits per semester. This will be a pass/fail course for all students. Prerequisites: PSY 111, 112, 120, 130, and at least 6 completed credits at the 200 level or higher; overall GPA of at least 2.5; completion of departmental form; approval of internship site by student's adviser prior to registration. 1–12 credits.

410. *Independent Laboratory Research.* This advanced seminar allows students to explore their own research-based interests in psychology via the completion of a laboratory experiment on a psychological topic of their choosing. Students will review the literature on their topic in an integrative manner, formulate a novel experiment that addresses some aspect(s) of their chosen discipline, collect and analyze data for their experiment, and then present their findings in the form of a conference-style oral presentation and a complete APA-style research manuscript. Prerequisites: PSY 111, 112, 120, 130, at least 6 completed credits at the 200 level or higher, and a meeting with the course instructor prior to the start of the semester to begin discussing possible research topics. Students may enroll in a maximum of 3 credit hours per independent laboratory research in any one semester. A maximum of 6 credit hours in independent laboratory research may be used toward the graduation requirements. 3 credits.

420. *Independent Reading.* This is an advanced seminar in psychological science, where all students will research topics on the same specified theme, selected by the instructor (this theme will be different with each offering of the course). Students will produce an integrative literature review of their issue and develop some conclusions about their topic, then present their insights in both oral and written forms. Prerequisites: PSY 111, 112, 120, 130, at least 6 completed credits at the 200 level or higher, and a meeting with the course instructor prior to the start of the semester to begin discussing possible research topics. 2 credits.

443. History and Theory. A study of the history of psychology, including philosophical precursors to psychology, early and modern schools of thought within psychology, important trends, and famous psychologists. Prerequisites: PSY 111, 112, 120, 130, and at least 6 completed credits at the 200 level or higher. Writing process. 3 credits.

Faculty

Deanna L. Dodson, professor of psychology; associate dean of the faculty.

Ph.D., University of Memphis.

Her teaching interests are in psychobiology, experimental psychology, and general psychology. Her current research areas include hemispheric specialization and handedness, and developmental patterns in lateralization. She is a member of the Association for Psychological Science, Sigma Xi, and the Eastern Psychological Association.

Michael Kitchens, assistant professor of psychology.

Ph.D., University of Mississippi.

His teaching interests include social psychology, the science of emotion, experimental psychology, and general psychology. His research interests focus on emotion regulation, self-regulation impairment or failure, and the consequences these processes have for interpersonal relationships. He is a member of the Association for Psychological Science and the Society for Personality and Social Psychology.

Louis B. Laguna, associate professor of psychology.

Ph.D., University of Nebraska-Lincoln.

His teaching interests are in clinical psychology, psychopharmacology and forensic psychology. He supervises internship students and is a Pa. state-licensed clinical psychologist. His research interests include psychophysiological processes of fear and a variety of topics in police and forensic psychology. He is a member of the Pennsylvania Psychological Association.

Lou Manza, professor of psychology. Chairperson.

Ph.D., City University of New York.

His teaching interests include cognitive processes, research design and analysis, the history of psychology, and paranormal phenomena. His research interests focus on perceptual sets, and schema development/change, as applied to pseudoscientific beliefs. He is a member of the Association for Psychological Science, the Eastern Psychological Association, Division 2 of the American Psychological Association (Teaching of Psychology), Psi Chi, and an associate member of the Committee for Skeptical Inquiry.

Heather Mitchell, assistant professor of psychology.

Ph.D., University of Memphis.

Her teaching interests include learning and memory, cognitive science, statistics, research methods, introductory psychology and psychology of language. Her primary research interests are discourse processes, humor studies, learning, tutoring, creativity, intelligence, and problem solving. She is a member of the International Society for Humor Studies, the Society for Text & Discourse, and the Association for Psychological Science. She is also the faculty advisor for the LVC chapter of Psi Chi (the national honor society in psychology).

Michelle Niculescu, visiting assistant professor of psychology.

Ph.D., Temple University School of Medicine.

Her teaching interests include physiological psychology, psychopharmacology, general psychology, experimental psychology, and sensory and perceptual processes. Her research interests include the biology and psychology behind drug abuse and addiction. She is a member of the Society for Neuroscience, the Research Society on Alcoholism, the American Psychological Association, and the Association for Psychological Science.

Kerrie D. Smedley, associate professor of psychology.

Ph.D., University of Nebraska-Lincoln.

Her teaching interests include general psychology, life span development, and the psychology of gender. Her research interests include cognitive aging, worry, and depression across the adult years. She is a member of the Association for Psychological Science and the Human Behavior and Evolution Society, and is the faculty advisor for the Psychology Club.

Jamie M. Bolton, adjunct lecturer in psychology.

M.S., Millersville University.

Her teaching interests are in clinical psychology, personality theories, psychopathology, social psychology, and child development and education. She is employed as a mobile therapist/behavior specialist consultant for children/adolescents by Philhaven BHRS in Mount Gretna, Pa.

Richard J. Tushup, adjunct assistant professor of psychology.

Ph.D., University of Delaware.

His teaching interests are in experimental, neuropsychology and abnormal psychology. He is a staff psychologist at a local Veterans Administration hospital.

Wayne David Schmoyer, adjunct lecturer in psychology.

Psy.D., Philadelphia College of Osteopathic Medicine.

His teaching interests are in clinical psychology and neuropsychology. He is on staff at Riverside Associates., P.C., in Harrisburg, PA.

McKenzie L. Walker, adjunct lecturer in psychology.

M.S., Millersville University.

Her teaching interests are in developmental psychology, clinical psychology and abnormal psychology. She is a mental health therapist at Philhaven Behavioral Health in Mount Gretna, PA.

DEPARTMENT OF RELIGION AND PHILOSOPHY

Many majors in religion or philosophy 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. A major in religion or philosophy may be combined with a major or minor in another subject.

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, 140, 201 or 202, 310; one course from 252, 253, 254 or 260; and five 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, 140, 201 or 202; one course from 252, 253, 254, or 260; and two additional courses in religion, of which at least one must be in 300-level courses. (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.

120. Religion in America. A study of the origin and development of religious expression in America. Special emphasis will be given to issues of religious diversity. Cultural Diversity Studies. 3 credits. [Cross-listed as AMS 120.]

140. Encountering World Religions. This course examines the beliefs and practices of some of the world's major religious traditions and significant religious movements, focusing predominantly on non-Christian or non-European traditions. The course will be oriented topically (ritual, theology, etc.), geographically (India, the Middle East, etc.), or thematically (religion in the modern world, religious encounters in history, etc.). Foreign studies. 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 I. A study of the Hebrew scriptures (known to Christians as the Old Testament) and related literature, including their historical and social context. 3 credits.

202. Biblical Literature II. A study of the New Testament and related literature, including its historical and social context. 3 credits.

230. Philosophy of Religion. A study of the issues raised for philosophy by contemporary religious thought. The course examines such topics as faith and reason; faith

and culture; and interpretations of revelation, symbolism and religious language. Writing process. 3 credits. [Cross-listed as PHL 230.]

251. *Judaism.* A survey of the development of Judaism and its contemporary teachings and practices. 3 credits.

252. *Indian Religions and Philosophies.* An examination of the major religious/philosophical traditions of India, orthodox and heterodox, as expressed in both literature and practical effects in culture. Foreign studies. 3 credits. [Cross-listed as PHL 252.]

253. *Buddhism.* A study of the development of Buddhism, including its teaching, practice and influence as one of the great missionary religions. Foreign studies. 3 credits.

254. *Chinese Religious and Philosophical Traditions.* A study of the principal Chinese religious/philosophical traditions, including Confucianism, Taoism, Mohism and Chinese Buddhism. Key writings are examined together with their historical background. Foreign studies. 3 credits. [Cross-listed as PHL 254.]

255. *Islam.* This course will introduce students to the historical origins and development of Islam. Foreign studies. 3 credits.

260. *The Sacred and Society.* A study of debates concerning the sacred origins of society in China, India and Western Europe. The course includes claims for divine sanctions for societal structures as well as opposing views. Foreign studies. 3 credits.

265. *Myth and Metamorphoses.* A study of God in a variety of cultures, including India, Egypt and Greece at periods when writers were adapting mythic traditions and formulating less poetic, more literally minded views of the divine. The course also explores a variety of theoretical approaches to myth. Foreign studies. 3 credits.

310. *History of Christian Thought.* An examination of the history of Christianity and the development of Christian thought through the reading and discussion of primary works in Christian theology and philosophy. Writing process. 3 credits.

313. *The Search for Jesus.* This course will examine ancient texts, contemporary commentaries, historical reconstructions, and artistic and literary depictions in its search for Jesus. Writing process. Disciplinary perspective. 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. Writing process. 3 credits. [Cross-listed as SOC 322.]

327. *Creation and Cosmos.* A study of religious and scientific theories of the origins of the cosmos from the Presocratics through contemporary cosmologists. The course examines developments of scientific theories of the cosmos in ancient Greece, the adaptation of those theories in the medieval church, the critique of ancient and medieval views in the early modern period, and the development of new theories in recent times. Writing process. Disciplinary perspective. 3 credits. [Cross-listed as PHL 327.]

332. *Religion in Literature.* A study of religious and moral issues in contemporary fiction, poetry and non-fiction. Disciplinary perspective. 3 credits.

333. *Religion and Film.* This course will introduce students to the basic history of film and film studies. Writing process. Disciplinary perspective. 3 credits.

338. *Postmodern Philosophy and Theology.* This course will trace the historical development of contemporary religious thought in the West, beginning with the period of the Enlightenment and extending into the present. 3 credits.

339. *Existentialism and Religion.* This course will be a focused study of many of the main texts, thinkers, and themes in existentialist philosophy and theology. We will see how existentialist thinkers have engaged and reacted to both traditional philosophy and each other in their attempts to locate truth in the concreteness of experience rather than in the realm of ethereal and abstract ideas. 3 credits.

340. *One Nation Under God?.* This course explores the relationship between religion and politics in the United States. It will include an examination of the role religion played in the founding of our nation's democracy, the important separation between church and state that has been achieved over the course of our nation's history, and the ascendancy of the religious right in recent electoral politics. 3 credits. [Cross-listed as AMS 340.]

352. *God.* Views of God as expressed in a variety of contexts from late antiquity to the early modern period, including Christian and Islamic views, as influenced by Platonism. Topics include proofs for the existence of God, arguments concerning God's nature, the limits of reason and the role of faith in discussing God. 3 credits.

353. *Visual Art and Religious Experience.* An exploration of the way in which the visual arts have come to embody religious experience in Native American, Buddhist and Abrahamic traditions. A series of comparative studies introduce students to socioreligious content in art and diverse impulses to worship. Writing process. Disciplinary perspective. 3 credits. [Cross-listed as ART 353.]

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, and reality and their relation to human nature.

Degree Requirements:

Degree: Bachelor of Arts with a major in philosophy.

Major: PHL 120, 210, 301 and 311; PHL 252 or 254; 2 courses listed as PHL 270 (seminar in the history of philosophy); PHL 499; at least 2 additional courses in philosophy. (30 credits.)

Minor: PHL 120, 210, 270; PHL 301 or 311; 2 additional courses in philosophy. (18 credits.)

Courses in Philosophy (PHL):

110. *Introduction to 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.

210. 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. Writing process. 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. Writing process. 3 credits.

222. 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. [Cross-listed as AMS 222.]

230. Philosophy of Religion. A study of the issues raised for philosophy by contemporary religious thought. The course examines such topics as faith and reason; faith and culture; and interpretations of revelation, symbolism and religious language. [Cross-listed as REL 230.] 3 credits.

252. Indian Religions and Philosophies. An examination of the major religious/philosophical traditions of India, orthodox and heterodox, as expressed in both literature and practical effects in culture. Foreign studies. 3 credits. [Cross-listed as Religion 252.]

254. Chinese Religious and Philosophical Traditions. A study of the principal Chinese religious/philosophical traditions, including Confucianism, Taoism, Mohism and Chinese Buddhism. Key writings are examined together with their historical background. Foreign studies. 3 credits. [Cross-listed as REL 254.]

270. Seminar in the History of Philosophy. An examination of the major periods in the history of philosophy, this requirement for the major will introduce students to both the figures and the methodology of each time period. The specific focus of the course will vary from semester to semester, rotating through the various historical periods. Seminars will include: Ancient Philosophy, Modern Philosophy, the Enlightenment, 19th Century, 20th Century. Prerequisite: one course in philosophy. Writing process. 3 credits.

301. Key Authors. Intensive studies of individual great philosophers or principal schools. Potential authors include Aristotle, Kant, Nietzsche, etc. Prerequisite: one course in philosophy. Writing process. 3 credits.

311. Key Issues. An intensive study of individual issues within the discipline of philosophy. Topics will vary from semester to semester. Potential issues include: "Nothing," "Women in Philosophy," "God," "Post-modern Philosophy and Theology," "Existentialism," etc. Prerequisite: one course in philosophy. Writing process. 3 credits.

345. Political Philosophy. Students in this course study the development of Western political thought from Classical Greece to modern times, examining the conceptual evolution of citizenship, civic obligation, and the nature of justice, and exploring the

connection between moral and positive law in the western tradition. Prerequisites: sophomore standing or permission of the instructor. Writing process. Disciplinary perspective. 3 credits. [Cross-listed as PSC 345.]

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. Writing process. Disciplinary perspective. 3 credits.

499. *Senior Seminar.* This is an advanced seminar course for senior philosophy majors. Students will complete a major paper, integrating their research, writing, and analytical skills. 3 credits.

Faculty

J. Noel Hubler, associate professor of religion and philosophy. Chairperson.

Ph.D., The University of Pennsylvania.

He specializes in philosophy of truth and knowledge, with an interest in both contemporary issues and historical perspectives. He has studied cosmology and theories of matter from antiquity to the modern period. He is also the translator of *Ezekiel for the New English Translation of the Septuagint*, Oxford University Press.

Jeffrey W. Robbins, associate professor of religion and philosophy.

Ph.D., Syracuse University.

His area of specialization is in continental philosophy of religion. His teaching interests include contemporary religious thought, world religions, religion and culture, and film theory. In addition to teaching courses in religion, he regularly teaches in the American Studies program and serves as the director of the college colloquium. He is the author of two books, *Between Faith and Thought: An Essay on the Ontotheological Condition* (2003), and *In Search of a Non-Dogmatic Theology* (2004), and editor of *After the Death of God* (2007), with John D. Caputo and Gianni Vattimo, and two others *The Sleeping Giant Has Awakened; The New Politics of Religion in the United States* (2008).

Matthew Sayers, visiting assistant professor of religion.

Ph.D., University of Texas, Austin.

He recently completed his dissertation “Feeding the Ancestors: Ancestor Worship in Ancient Hinduism and Buddhism.” His area of specialization is the religions of ancient India as revealed in the Sanskrit texts of the Brahmins and their interlocutors. He is most interested in engaging the debate over the nature of the relationship of ancient Hinduism and Buddhism. He plans to develop the work of his dissertation into a book on the ritual of shraddha, the ancestral rite shared by the religions of ancient India and expand his study of ancestor worship to the later periods of Indian religious history. His teaching interests include the introduction to religion, comparative religion, death and dying, the problem of evil, comparative myth, and the various religious traditions of India, specifically, and Asia more broadly.

Noëlle Vahanian, assistant professor of religion.

Ph.D., Syracuse University.

Her area of specialization is at the crossroads of philosophical theology, Continental philosophy, and political theory. Her teaching interests include the history of philosophy, ethics, and philosophy and literature. She is the author of *Theology, Language, and Desire: A Genealogy of the Will to Speak* (2003).

Robert Valgenti, assistant professor of philosophy.

Ph.D., DePaul University.

He specializes in 19th and 20th century continental philosophy, hermeneutics, and Kant studies. His research has focused primarily on the relation of recent Italian philosophy to the history of German and French continental thought. He is the translator of *Luigi Pareyson's Truth and Interpretation*, forthcoming from SUNY Press.

Paul M. Fullmer, adjunct assistant professor of religion

Ph.D., The Graduate Theological Union

Fullmer specializes in the New Testament with interests in the Gospel of Mark, ancient fiction, and Koine Greek. He is co-author of a series of workbooks entitled *Read Greek by Friday*. His teaching interests include biblical literature, world religions, and freshman writing.

David W. Layman, adjunct assistant professor of religion.

Ph.D., Temple University.

A specialist in the history of American religious thought, he teaches a variety of courses, including world religions, religion in America, and history of Christianity.

Jonathan Terry, adjunct assistant professor of religion.

Ph.D., Temple University.

A specialist in American religious history and religious expression in contemporary American culture.

Warren K.A. Thompson, professor *emeritus* of philosophy.

M.A., University of Texas.

He teaches a course on the Holocaust.

DEPARTMENT OF SOCIOLOGY AND CRIMINAL JUSTICE

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, 321, 499; 21 additional credits in sociology excluding internships (33 credits).

Minor: SOC 110, 311, 321; three elective courses in sociology excluding internships (18 credits). For criminal justice majors, the minor requires: SOC 110, 311, 321 and four electives that do not count toward the criminal justice major.

Criminal Justice Program

The criminal justice major is a multi-disciplinary approach to examining the patterns associated with various crimes, theories of crime causation, victimization and society's response to crime. The components of the criminal justice system, including law enforcement, the courts, and corrections, are analyzed. Study of the criminal justice system includes a critical approach to examining the goals and controversies associated with crime control policies.

Degree Requirements:

Degree: Bachelor of Arts with a major in criminal justice.

Major: SOC 110, 245, 278, 311, 331, 333, 499; PSC 110, 316; 6 credits of internship in Sociology, Political Science or Psychology; two courses from SOC 220, 271, 272, 290 (topics in Criminology/Criminal Justice), SOC/PSY 270, PSC 415, or PSY 265. Total credits 39.

Courses in Sociology (SOC):

110. Introduction to Sociology. An introduction to the sociological perspective with a focus on how individual behavior is shaped by the social context. The nature and characteristics of human societies and social life are examined from a perspective known as the "sociological imagination." Topics range from the influence of culture on human behavior, the development of the self, group dynamics, deviance, population, and social inequality. 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 are examined from a constructionist perspective. Topics selected for study vary according to societal trends, but typically include an examination of social change, poverty, globalization, environmental degradation, deviance, and health. Prerequisite: SOC 110. 3 credits.

220. Forensic Evidence. This course involves the application of scientific methods to solving crimes. The course will explore the many ways in which an offender leaves evidence behind at a crime scene and carries evidence away from that crime scene. A range of topics will be covered including, but not limited to: ballistics, DNA, fingerprints, tire prints, odontology and entomology. Prerequisite: SOC 110. 3 credits.

224. Native American Experience. A review of the development of Native American society, culture, politics, and economy from prehistory to the present with special emphasis on the relationships between Native Americans and other immigrants to North America. 3 credits.

226. 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. Prerequisite: SOC 110, 3 credits.

230. Sociology of Marriage and the Family. An overview of family focusing on family structure and interaction. Diverse topics range from sexuality and love, mate selection and dating, parenting, dysfunctional families, and divorce. A historical and cross-cultural approach is employed in addition to a sociological approach. Prerequisite: SOC 110. 3 credits.

240. Diversity and Understanding. The major objective of this course is to help students become aware of the degree to which behavior (including one's own) is culturally determined. As we continue to move toward a global society with increasingly frequent intercultural contacts, we need more than simple factual knowledge about cultural differences; we need a framework for understanding inter-cultural communication and cross-cultural human relations. Through lecture, discussion, simulations, case-studies, role-plays and games, students will learn the inter-cultural communication framework and the skills necessary to make them feel comfortable and communicate effectively with people of any culture and in any situation involving a group of diverse backgrounds. Prerequisite: SOC 110. 3 credits.

245. Crime and Criminals. An examination of different types of crime including a broad range of violent crimes and property crimes. Profiling and criminal typologies will be explored. Specific crimes such as arson, kidnapping, stalking, and homicide will be studied. Case studies of prototypical offenders will be included. Prerequisite: SOC 110. 3 credits.

251. 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. Prerequisite: SOC 110. 3 credits.

252. *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.

261. *Perspectives on Aging.* Introduction to the study of aging from a multidisciplinary perspective. Topics include the biology of aging, demographic trends in aging, and aging impacts on social institutions and society. Policies on aging are reviewed. Prerequisite: SOC 110. 3 credits.

262. *Race, Minorities and Discrimination.* An examination of the patterns of structured inequality in American society, including a variety of minority, racial, and ethnic groups. Prerequisite: SOC 110. 3 credits.

270. *Forensic Psychology.* This course will focus on three critical areas that fall under the umbrella of forensic psychology. First, students will be introduced to the area of legal psychology, including applied empirical research on issues important to the legal system such as eyewitness accuracy, police selection, jury decision making, and legal assumptions about human behavior relevant to the rights of defendants, victims, children, and consumers of mental health services. Second, the area of psychological jurisprudence will be explored by studying efforts to develop a philosophy of law and justice based on psychological values. Third, students will be introduced to the concepts generally thought of as forensic psychology, such as criminal profiling, insanity defense, competence to stand trial, and child custody decisions. Prerequisite: SOC 110 or PSY 111. 3 credits. [Cross-listed as PSY 270.]

271. *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. Prerequisite: SOC 110. 3 credits.

272. *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. 3 credits.

278. *Juvenile Justice.* An examination of the causes and effects of juvenile delinquency, the juvenile justice system and treatment programs for the juvenile offender. Prerequisite: SOC 110. 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. 3 credits.



311. *Research Methods in Sociology.* Experiential-based course covering fundamental concepts and problems in social science research. Topics include ethics or research on human behavior, design, measurement, sampling, and interviewing and questionnaire construction. There is an emphasis on four research methods: available data, survey research, experiments, and field research. Prerequisite: SOC 110, junior standing or permission. 3 credits.

321. *Social Theory.* An intensive examination of the major sociological theorists and movements. Prerequisite: SOC 110, plus 9 credits of 200-level or above of Sociology 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. Writing process. Prerequisite: SOC 110, junior standing or permission. Writing process. 3 credits. [Cross-listed as REL 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. Writing process. Prereq-

quisite: SOC 110, plus 9 credits of 200-level or above of Sociology or permission. Writing process. 3 credits.

325. *Urban Sociology.* The city provides a setting for cultural events, commerce, innovative services, and the arts. The city is also associated with crime, poverty, and environmental problems. Throughout the course a variety of approaches to urban life and change will be considered by combining theories of the urban world, empirical study, and urban field experience. Topics include city growth and decline, urban life-styles, and the impact of city life on individuals, families, neighborhoods, and government. Prerequisite: SOC 110, plus 6 credits of 200-level or above sociology courses, or permission. 3 credits.

331. *Criminology.* An examination of the causes of crime. The question of whether or not such victimless crimes such as pornography, prostitution and drug use should be considered crimes is explored. This is primarily a theory course for criminal justice majors. Prerequisite: SOC 110 and SOC 245, and junior standing, or permission. Writing process. 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. Prerequisite: SOC 110, 245, and 6 additional credits in sociology and junior standing or permission. 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, junior standing or permission. 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, junior standing or permission. 3 credits.

370. *Adoption.* This course will focus on populations involved in adoption, including birth parents, adoptees, foster and adoptive families and agencies, in both domestic and transnational adoptions. Special consideration will be given to recent policies and vehicles that have been put into place to facilitate the permanency placement of children. A consideration of ethics in adoption will be a central theme of the course. An examination of cultural, economic and policy factors in countries involved in transnational adoption will be included. The health (both physical and psychological) and cultural issues of adoptees and services that address these will be addressed. Prerequisite: SOC 110 plus 6 hours of 200-level or above sociology courses or permission. 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: SOC 110, 6 credits of sociology, junior standing, or permission. Writing process. 3 credits.

400. Internship. Field experience for sociology or criminal justice majors. Seniors only. Prerequisites for criminal justice majors: SOC 245, 331, and 333. Prerequisites for sociology majors: SOC 311, 321, and 12 additional credits in Sociology courses numbered 250 or above. 3-12 credits.

499. Senior 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: SOC 110 plus SOC 311, 321, or 331 and 9 additional credits in sociology. This course is for sociology majors and criminal justice majors only. Writing process. 3 credits.

Faculty

Sharon O. Arnold, associate professor of sociology. Chairperson.

M.A. University of Akron.

Among her teaching interests are medical sociology, diversity, and intercultural communication. Her research interests include the development of a cross-cultural framework for medical care delivery, especially doctor-patient interactions and the culture and re-entry shock that persons experience who spend significant time abroad.

Marianne Goodfellow, assistant professor of sociology.

Ph.D., The Pennsylvania State University.

Her areas of interest include social problems, sociology of the family, sociology of aging, sociology of work and sociology of gender roles. Her research has focused on issues of aging, rural homeless services, and domestic violence.

Carolyn R. Hanes, professor of sociology.

Ph.D., University of New Hampshire.

Her areas of interest include criminology, criminal justice, mass media. She is interested in the use of a variety of learning techniques.

Daniel Simpkins, lecturer in sociology.

Ph.D., University of North Carolina at Chapel Hill.

His teaching specialty is in the area of anthropology.

GRADUATE ACADEMIC PROGRAMS

Lebanon Valley College offers four graduate programs. These are the Master of Business Administration (MBA), the Master of Music Education (MME), the Master of Science Education (MSE), and the Doctor of Physical Therapy (DPT) programs.

The Master of Business Administration Program is a multi-disciplinary program designed to prepare graduates for managerial responsibilities at various levels of business organizations. This program provides a strong theoretical foundation as well as operational expertise in the areas of finance, management, marketing, human resource management, and operations management.

The Master of Music Education Program is designed to be completed over the course of three summers. Addressing the graduate education needs of K–12 music teachers (the program is accredited by the National Association of Schools of Music), the curriculum includes experiences in foundations and principles of music education, research methods, music technology, and the psychology of music learning plus several elective choices.

The Master of Science Education Program employs a collaborative learning approach with classes designed to apply to any age range, from K-12. High school teachers work alongside middle school and elementary teachers, with each benefiting from the experience and insight of their colleagues. This learning environment helps MSE students to prepare their own students for success in state and national science assessments.

The Doctor of Physical Therapy Program is a six-year program of study for students who will receive a preliminary baccalaureate degree in health science after four years of course work.

Graduate Program Policies and Procedures

Academic Advising and Registration

Graduate students should contact their academic advisors prior to class registration. The advisor will develop a graduation plan with the student. All course registrations require the advisor's approval.

Veteran Registration

The College meets all of the criteria of Veterans Education under the provisions of Title 38, United States Code, Section 3675. The graduate programs have been approved for payment assistance. Veterans pay the cost of tuition, fees, books and supplies directly to the College. Applicants having any questions concerning their veteran's benefits should contact the College's veterans' representative in the Financial Aid Office.

Transfer Credit

A maximum of 9 credits (a maximum of 6 core credits) may be transferred from another graduate program with the approval of the program director/coordinator 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 a graduate degree may not take courses concurrently at another educational institution without prior consent of the academic advisor 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 designated withdrawal date. Thereafter, the appropriate letter grade will be assigned for the course.

No graduate course may be taken pass/fail, except MSE 830 or MME 805/806.

Review Procedure

Every student's academic progress shall be reviewed at the end of each academic period by the academic advisor. 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 Office of Graduate Studies and Continuing Education to the Vice President of Academic Affairs and Dean of the Faculty.

Course Withdrawal and Tuition Refund

Any student who withdraws from courses for which he or she is registered must notify the Graduate Studies and Continuing Education Office. 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 available on the GS and CE webpages.

Time Restriction

The maximum time for completion of a graduate 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 Honesty

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 program director/coordinator in writing. A letter of warning shall be sent to the student by the program director/coordinator explaining the consequences and the right of appeal. For the second offense, failure in the course and expulsion from the graduate program and College are mandatory.

Address Changes

Any change of address must be reported to the Office of Graduate Studies and Continuing Education as soon as possible.

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. Graduate students should contact the Financial Aid Office at 717-867-6181 to discuss financial aid eligibility.

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 percent of tuition. Students who participate in an employer reimbursement program may be eligible for the deferred tuition option. Some employers authorize the College to bill them directly. In this case, students must present billing authorization when they register. Information on direct bill and deferred tuition options can be found on the Graduate Studies and Continuing Education webpages.

Withdrawal from Program and College and Readmission

To withdraw from Lebanon Valley College, a graduate student must complete an official withdrawal form obtained from the academic advisor. To apply for readmission, a graduate student must have the written approval of the director of graduate studies and continuing education.

MASTER OF BUSINESS ADMINISTRATION

The MBA Program at Lebanon Valley College is a unique program that combines liberal arts studies with career preparation in the field of business administration. The multi-disciplinary nature of the curriculum includes standard MBA-level courses along with exposure to courses in executive communications, executive leadership, and corporate and organizational ethics.

MBA Admissions

Candidates for admission must have a bachelor's degree from an accredited college or university as well as the interest, aptitude, and ability to undertake graduate studies. All candidates must provide official transcripts of undergraduate and graduate work, a completed application, and a current resume. Applicants have the option of reporting scores from the Graduate Management Admissions Test (GMAT) or of providing documentation of at least three years of substantial managerial level professional experience. Documentation must include two letters of reference from immediate supervisors and a personal statement of how the candidate will benefit from and contribute to the MBA program. Reporting a GMAT score is also optional for those applicants who achieved an undergraduate GPA of at least 3.25 or those who have completed advanced degrees (master's or doctoral level). All candidates must schedule a personal interview with the coordinator of the MBA program.

Graduate admission is on a rolling basis; action usually will be taken within four weeks of receipt of all required documentation. Qualified candidates may register for

up to two graduate classes while completing the application process.

Graduation Requirements

A candidate for the MBA degree must complete a minimum 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.

Prerequisites

Prospective students must demonstrate that they have command of the undergraduate common body of knowledge, including finance, accounting, economics, marketing, computer applications, statistics, and quantitative methods. Prerequisites can be satisfied by the completion of undergraduate courses, by a waiver for knowledge gained through life experience or by examination.

Degree: Master of Business Administration.

Graduate Core: ENG 825; LSP 835; MGT 805, 815, 820, 860, 895; PHL 830; PSY 810 (27 credits) and three of the following ACT 875; ECN 865; MGT 800, 850, 855, 870, 880; 890, special topics (9 credits). Total of 36 credits.

MBA Courses:

ACT 875. Managerial Decision Making. Provides students previously exposed to managerial accounting principles with the essential tools and strategies managers need to develop data for making decisions related to pricing strategy; product expansion, discontinuance or redesign; performance measurement; resource allocation and management; merger and acquisition planning, and other types of managerial decisions. Stresses ways to avoid mistakes that result when internal decision-making is based on data developed for external financial reporting. Business topics covered include financial statement analysis, responsibility accounting, Economic Value Added (EVA), and Activity Based Costing (ABC). 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.

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. (Must be one of the first 3 courses taken in the MBA program.) 3 credits.

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. Surveys mathematical foundations of management science. The course includes a review of probability and statistical concepts that will be necessary to understand the quantitative techniques introduced in the course. A philosophy of problem solving will be introduced as well as system thinking and the use

of models in problem solving. The course will provide the student with the quantitative tools to be applied to the problems and case studies in MGT 820, Operations Management. 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*. 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. Operations 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 mathematical foundations and quantitative techniques of management science/operations research (MS/OR), related MS/OR tools and applications, the priority/capacity organizational concepts and the strategy underlying operations. Introduces appropriate computer software. Prerequisite: MGT 800 recommended. 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 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. 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 890. Special Topics. Special topics courses provide the opportunity to explore current topics relevant to the study of business management. 3 credits.

MGT 895. Strategic Management. 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. Includes: 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.

MBA Administration and Resident Faculty

Joel A. Kline, associate professor of business administration.

M.J., Temple University.

Kline teaches the special topics course E-business.

Robert W. Leonard, professor of business administration.

M.B.A., Ohio State University.

Leonard teaches organizational behavior.

Barney T. Raffield III, professor of business administration. Coordinator of the MBA Program.

Ph. D., Union Graduate School.

Raffield teaches courses in marketing and international business management.

David V. Rudd, professor of business administration. Chairperson.

Ph.D., George Washington University

Rudd teaches courses in marketing.

MASTER OF MUSIC EDUCATION

The Master of Music Education (MME) Program is designed to meet the regional needs of area K–12 music educators. It is a summer only program in which a student can, with careful advising, complete the degree in three summers. It is offered in response to a significant regional need met by on- and off-campus expertise and a shared interest in improving the quality of music education in this part of the Commonwealth.

MME Admissions

While prior teaching experience is not a requirement for entrance into this degree program, individuals considering pursuit of a master's degree in music education should plan on teaching one to three years prior to initial enrollment or before completing the degree. It is the conviction of this faculty that graduate study will be more meaningful to the individual if he or she has first gained experience in the field.

All candidates must have a bachelor's degree in music from a regionally accredited college or university and submit an official transcript with the application. Any graduate courses to be considered for transfer (up to nine credits, a maximum of 6 credits in the core) also require an official transcript sent by the respective colleges or universities to the Office of Graduate Studies and Continuing Education. Priority for core courses will be given to students matriculated into the MME program.

All candidates must submit a current resume and a personal written statement (one page) indicating why they wish to pursue this degree with the application form and required application fee.

All candidates must hold and submit a copy of a current Teaching Certificate in Music with the application.

All candidates must submit three letters of recommendation with the application, which address the candidate's readiness for graduate study.

Graduate admissions are on a rolling basis; action will be taken promptly after all paperwork has been received and evaluated.

Degree Requirements

Every MME candidate must complete 30 graduate credits, 21 of which must be earned at Lebanon Valley College. Of a possible 9 credits in transfer work, only 3 credits may be counted in the core of the MME program. There are four required core courses (12 credits). The capstone experience includes either a project or a thesis (3 credits). The other 15 credits will be selected from among several elective opportunities. Courses in the Lebanon Valley College MME Program are taught on the Annville campus.

Degree: Master of Music in Music Education

Core Courses: MME 801, 802, 803, 804 (12 credits), and 805 (project) or 806 (thesis).

MME Courses:

MME 801. Foundations of Music Education. A consideration of philosophical and historical issues in music education and their implications for developing curricular and instructional approaches to the field. A core course. 3 credits.

MME 802. Research Methods in Music Education. A study in the organization, presentation, interpretation, and documentation of research that makes use of encyclopedias, indices, databases, and other aids. A core course. 3 credits.

MME 803. Technology for Music Educators. An exploration of how technology can enhance the music learning process. This course examines what's involved in planning, configuring, and teaching various technology systems and applications so as to facilitate creative interaction with musical experiences. A core course. 3 credits.

MME 804. Psychology of Music Learning. An investigation and discussion of theories of learning as they relate to the teaching of music. This course includes the study of specific teaching strategies and the nature of musical response. A core course. 3 credits.

MME 805. Project. 3 credits, or

MME 806. Thesis. 3 credits.

MME 830. Private Applied. 1 credit. (Up to a maximum of 3 elective credits in the program.)

MME 890. Elective courses will be offered as special topics courses, then given permanent numbers as the program develops and matures (e.g., Teaching Choral Music, Teaching General Music, Teaching Instrumental Music, Theory for Teaching, Graduate Music History Seminar, Music in Early Childhood, Music and the Exceptional Child, Statistics for the Music Researcher, Conducting, Arranging [band scoring, choral arranging, jazz arranging], and so forth).

MME Administration and Resident Faculty

Barry R. Hill, professor of music, director of the music recording technology program, MME advisor.

D.Ed., The Pennsylvania State University.

Mary L. Lemons, associate professor of music, MME advisor.

Ed.D., University of Illinois at Urbana-Champaign.

Mark L. Mecham, professor of music, director of MME Program.

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

Jeff Snyder, associate professor of music, assistant director of the music recording technology program, MME advisor.

M.S., Kutztown University.

MASTER OF SCIENCE EDUCATION

Students enrolled in this program will concentrate on the principles and content of science as well as on the appropriate teaching strategies to convey these concepts to their students. The courses are designed to maximize the opportunity for using hands-on, minds-on science processing skills needed by students in the 21st century. This learning environment helps MSE students to prepare their own students for success on all forms of state and national science assessments. The program will culminate with the satisfactory completion of a research project in science education.

MSE Admissions

To qualify for admission to the Master of Science Education Program, the applicant must fulfill the following requirements:

- An applicant must hold a baccalaureate degree from a regionally accredited institution and must arrange to have official transcripts submitted for each undergraduate institution attended. If transfer credits are to be considered, transcripts from graduate courses must also be requested by the applicant.
- An applicant should hold a valid teaching certificate. Otherwise, applicants may be considered for entrance after meeting with the MSE coordinator.
- An applicant must have achieved a 3.0 quality point average (QPA) on a four point scale for the baccalaureate degree. An applicant with less than the 3.0 QPA may be admitted with provisional status pending satisfactory completion of six semester hours of graduate study with a 3.0 or above.
- An applicant must submit three letters of recommendation in support of their admission to the graduate program.
- An applicant must submit a personal statement that addresses their career goals and reason for pursuing a graduate degree in science education.

Degree Requirements

A candidate for the MSE degree must complete a minimum of 30 credits, of which 21 must be earned at Lebanon Valley College. Only 6 credits may be transferred into the core. There are eight core courses (24 credits), one elective of the student's choice (3 credits), and an independent research project (3 credits), for a total of 30 credits. A candidate must achieve at least a 3.00 cumulative average to be certified for graduation.

Degree: Master of Science Education.

Graduate Core: MSE 800, 801, 802, 803, 805, 809, 810, 829, 830 and one of any elective offered. Total of 30 credits.

MSE Courses:

MSE 800. Introduction to Science in the Classroom. This is an introduction to the content and methodology of science instruction as it relates to hands-on, minds-on, science-process skills appropriate for school classrooms. This course showcases constructivist strategies, which will be used in subsequent classes. 3 credits.

MSE 801. Principles of Biology and Life Science. This course addresses biology and life science concepts prevalent in virtually all science curricula, as well as those set forth in the National Science Education Standards. Students engage in the use of scientific

methods to address topics typically taught in biology and life science courses. 3 credits.

MSE 802. *Principles of Chemistry.* This course utilizes concepts in chemistry to make connections to common substances. Establishing chemistry as an integral part of everyday life, as well as discoveries made by chance, will make this topic relevant to all students. 3 credits.

MSE 803. *Principles of Physics and Physical Science.* Utilize hands-on experimental methods to gain confidence and experience with inquiry-based learning of physics. Topics include motion, heat, light, electricity, and magnetism. 3 credits.

MSE 805. *Principles of Earth and Space Science.* The interaction and effects of geology, meteorology and space exploration will be explored in this course. Field study is combined with experimental inquiries from exemplary curricula to illustrate critical connections of physics, chemistry, and biology with the earth sciences. 3 credits.

MSE 806. *Principles of Field Biology/Ecology.* Environmental studies illustrating the basic principles of field biology and ecology will be used to demonstrate the interdependence of living and non-living systems. Current topics in ecology, as they relate to the preservation of our planet and its resources, will be addressed. This course will focus on the collection of data and/or organisms outside the classroom. Appropriate methods for K-12 students will be utilized and practiced. 3 credits.

MSE 807. *Microscopy.* This course will introduce the use of a variety of microscopes, starting with the hand-held microscopes and continuing through compound and dissecting microscopes. It culminates with the use of the scanning electron microscope. Students also will master preparative techniques and slide making. 3 credits.

MSE 809. *Curriculum Design I.* This course will address the question: “How does a standards driven science curriculum enhance student learning that is focused on science literacy?” Focusing on curriculum design using a “backward design” model, students will identify the desired results of a science curriculum based on the National Science Education Standards, the PA Academic Standards for Science and Technology, the PA Academic Standards for Environment and Ecology and the PA assessment anchors. Students will explore research-based rationale for reform in science education and address the use of statistics in analyzing science education research as well as local, state, and national assessments. Enduring understandings, content worthy of understanding and the development of essential questions for science courses will be addressed. 3 credits.

MSE 810. *Curriculum Design II.* This course is a continuation of Curriculum Design I and must be scheduled for the semester following Curriculum Design I. After identifying the desired results of a science curriculum, students will determine acceptable and appropriate assessments that probe evidence of student understanding. A variety of assessment techniques with a focus on differentiated and authentic performance-based assessments will be presented. Finally, using clearly identifiable results and appropriate evidence of understanding, students will plan differentiated learning experiences and instruction to develop student understanding. Prerequisite: MSE 809. 3 credits.

MSE 814. *History of Science.* The historical prospective of science and scientists from ancient through modern history. Focus will include discoveries and scientists from both

sexes and all ethnic backgrounds. Methods of integrating history and science in the elementary/middle school classroom will be addressed. 3 credits.

MSE 815. *Recent Advances in Science.* Modern concepts and recent advances in science will be studied through books, news magazines and newspapers. 3 credits.

MSE 816. *Science, Technology and Society.* The educational objective for quality science education is to produce a society which is literate in science, able to solve problems and can function as critical thinkers. This course utilizes biotechnology, among other areas of study, as a method of illustrating the need for and ultimate use of science and technology so they benefit society. Ethical issues involving science and technology will be discussed. 3 credits.

MSE 820. *Seminar.* This course will permit some flexibility to explore current topics in elementary/middle school education as they arise. Seminar courses permit special topics to be included in the course of study. Recent offerings include literacy in science, forensics, and multimedia science. In addition, certain transfer courses may be valid for degree accreditation but may not be a complete match in the courses listed. 3 credits.

MSE 829. *Research Methods.* This course is designed to develop the understanding of the methods employed in planning and developing research in science. You will gain experience in generating ideas for research, critically evaluating literature, synthesizing and presenting results of research and writing in a clear and organized way. 3 credits.

MSE 830. *Independent Research in Science Education.* A topic relevant to the teaching of science in the elementary/middle school classroom will be researched with the approval of the student's adviser. The topic of research should be well documented in professional journals and studies. 3 credits.

MSE 850. *Independent Study.* 1–6 credits.

MSE Administration and Resident Faculty

Michael A. Day, professor of physics.

Ph.D., University of Nebraska.

Day teaches history of physics and summer independent studies.

Elaine Feather, director of Graduate Studies and Continuing Education.

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

Michael B. Kitchens, assistant professor of psychology.

Ph.D., University of Mississippi.

He teaches research methods and supervises research.

Donald E. Kline, associate professor of education.

Ed.D., Lehigh University.

Kline supervises research.

Louis B. Laguna, associate professor of psychology.

Ph.D., University of Nebraska.

Laguna teaches research methods and supervises research.

Lou Manza, professor of psychology.

Ph.D., City University of New York.

Manza teaches research methods and supervises research.

Walter A. Patton, associate professor of chemistry.

Ph.D., Lehigh University.

Patton supervises research and teaches summer seminar courses.

Kerrie D. Smedley, associate professor of psychology.

Ph.D., University of Nebraska.

Smedley teaches research methods.

Patricia Woods, coordinator of the MSE Program.

B.S., Niagara University

Woods teaches the introductory course in science education and the curriculum course.

Allan F. Wolfe, professor of biology.

Ph.D., University of Vermont.

Wolfe teaches microscopy and supervises research.

DOCTOR OF PHYSICAL THERAPY

The Physical Therapy Program consists of a six-year program of study leading to a Doctor of Physical Therapy (D.P.T.) degree. Students receive a baccalaureate degree in health science after successful completion of four years of coursework. See Health Science Program information on page 132.

The program consists of two distinct phases: pre-professional education (three years, or approximately 100 semester credit hours); and professional education (three years, approximately 108 semester credit hours).

Lebanon Valley College's Doctor of Physical Therapy Degree Program is accredited by the Commission on Accreditation in Physical Therapy Education.

All required courses must be taken for a grade except PHT 760, 762, 764, and 860 which are pass/fail. See the *Physical Therapy Handbook* and *Clinical Education Manual* for detailed grading information.

Degree: Doctor of Physical Therapy.

Prerequisites: two semesters each of general biology, chemistry, and physics; one semester upper level human anatomy and physiology, introductory psychology and sociology, and elementary statistics.

Professional required courses: PHT 412, 502, 504, 511, 514, 516, 518, 520, 532, 534, 542, 550, 710, 716, 720, 726, 728, 730, 732, 736, 738, 740, 750, 752, 762, 764, 802, 830, 832, 834, 836, 850, 860.

PHT Courses:

710. Spanish for Physical Therapy and Rehabilitation. An introduction to the basic conversational and medical/technical vocabulary needed to communicate with Spanish-speaking patients. 2 credits. [Cross-listed as Spanish 211.]



714. *Advanced Neuroscience.* Building on material learned in PHT 420, this course looks in more detail at pathology, neurophysiology and sensorimotor control, in context to common neurologic conditions and diseases. 2 credits.

716. *Health Promotion for Self and Society.* Covers health and health promotion topics across the lifespan. Students will begin to identify community needs that would benefit from a physical therapy program of prevention, health promotion, wellness, and screening services. 2 credits.

720. *Neuroscience.* Examines the anatomy and physiology of the nervous system and changes that occur across the life-span, relevant pathophysiology and the functional manifestations of this pathology, and acquisition of basic neurologic examination skills. 4 credits.

726. *Clinical Interventions I.* First of a two-course sequence designed to instruct students in the use of therapeutic modalities to affect change in human tissues. Laboratory exercises include applying modalities, gait training with various devices, and therapeutic exercise. 4 credits.

728. *Musculoskeletal I.* First of a two-course sequence providing an in-depth study of the evaluation, assessment, and treatment methods used in the management of musculoskeletal pathology and/or injury. This first component of the two course sequence will emphasize the upper and lower limbs, with an introductory component to the spine. 4 credits.

730. *Clinical Interventions II.* A continuation of Clinical Interventions I. This course will examine edema and integumentary concerns, and specific exercise techniques, including stabilization and aquatics. 4 credits.

732. *Musculoskeletal II.* Second of a two course sequence providing an in-depth study of the evaluation, assessment, and treatment methods used in the management of musculoskeletal pathology and injury. This course will build upon material studied in PHT 430 and emphasize anatomical, biomechanical, and physiological factors relevant to musculoskeletal dysfunction. 3 credits.

736. *Neuromuscular Physical Therapy I.* Provides an examination of techniques used in the examination and assessment of persons with nervous system dysfunction. 4 credits.

738. *Geriatrics Physical Therapy.* Presents the aging process in relation to pathokinesiology, the immune system, cardiopulmonary system, musculoskeletal system, neuromuscular function, and therapeutic intervention adaptation. 3 credits.

740. *Prosthetics and Orthotics.* Provides a detailed examination of the physical therapy management of individuals requiring splinting or bracing, as well as individuals with amputations requiring prosthetic devices. 2 credits.

750. *Evidence Based/Critical Inquiry II.* This is the second in a series of a four-part course sequence of critical inquiry/evidence-based physical therapy. In this course, the student will begin the process of developing a case study (using a clinical case that was obtained in the student's first clinical affiliation) that is evidenced-based. Continued development of the clinical research process is presented. 2 credits.

752. *Evidence Based/Critical Inquiry III.* This is the third course in a four-part course sequence of critical inquiry/evidence-based physical therapy. The concepts of sensitivity, specificity, responsiveness to change and the epidemiologic concepts of: prevalence, incidence, ratios, and proportions are covered. Development and publication of the second case report is accomplished. 2 credits.

760. *Clinical Education and Practice II.* The initial seven-week, full-time supervised clinical learning experience where students are given the opportunity to develop competence in the physical therapy management of individuals with various musculoskeletal, cardiovascular/pulmonary, integumentary, and/or neuromuscular disorders in the acute or subacute care environment. 3 credits.

762. *Clinical Education and Practice III.* The second seven-week, full-time supervised clinical learning experience where students expand their competence in the physical therapy management of individuals with various musculoskeletal, cardiovascular/pulmonary, integumentary, and/or neuromuscular disorders in the acute, subacute care, or ambulatory environment. 3 credits.

764. *Clinical Education and Practice IV.* The third seven-week, full-time supervised clinical learning experience where students expand their competence in the physical therapy management of individuals with various musculoskeletal, cardiovascular/pulmonary, integumentary, and/or neuromuscular disorders in the acute, subacute care, or ambulatory environment. 3 credits.

802. *Physical Therapy Administration and Management.* Examines current issues and trends in physical therapy clinical management. 4 credits.

830. *Neuromuscular Physical Therapy II.* Examines in detail through a case-based approach specific neurologic conditions, the resulting impairments and functional limitations, and the physical therapy management of persons presenting with these conditions. 4 credits.

832. *Pediatric Physical Therapy.* Presents an introduction to the physical therapy management of pediatric patients. Topics include normal motor development, and client examination, evaluation, and intervention aimed at improving function and limiting disability. 4 credits.

834. *Selected Physical Therapy Practice Topics.* This course will cover specialized physical therapy practice areas and advanced evaluative, assessment, and interventional strategies for special populations. 2 credits.

836. *Differential Diagnosis.* Designed to integrate the curricular content to date. In this capstone course, students will demonstrate differential diagnosis as it relates to autonomous practice in realistic clinical situations. 3 credits.

850. *Evidence Based/Critical Inquiry IV.* This is the final course in a four-part course sequence of critical inquiry/evidence-based physical therapy. The final case study is prepared as a formal written document and also as a platform presentation using the evidence for all 6-components of the patient/client management model. 2 credit.

860. *Clinical Education and Practice V.* The final full-time supervised clinical experience spanning sixteen weeks in a clinical setting of choice. Students will demonstrate entry-level patient management skills for pediatric and/or adult individuals with complex medical diagnoses and functional deficits utilizing an evidence-based approach. 12 credits.

DPT Administration and Resident Faculty

Stan M. Dacko, associate professor of physical therapy. Chairperson.

Ph.D., Hahnemann University.

He teaches cardiopulmonary, advanced neuroscience and differential diagnosis. His research interests are related to motor control and interventions for neurodegenerative diseases.

Marcia Epler, associate professor of physical therapy.

Ph.D., Temple University.

She teaches clinical examination, the musculoskeletal course series, and differential diagnosis. Her research interests include clinical and functional outcome and orthoses efficacy. Clinical practice areas include orthopedics and sports medicine.

Claudia C. Gazsi, assistant professor of physical therapy. Director of clinical education.

M.H.A., The Pennsylvania State University.

She teaches foundational professional issues courses and oversees the clinical education course series. Her interests include fall reduction, balance, and vestibular disorders.

Michael E. Lehr, clinical assistant professor of physical therapy.

M.S., University of the Sciences in Philadelphia; Doctoral candidate, Temple University tDPT program.

He teaches clinical examination and clinical interventions. His research interests include manual therapy, functional exercise/movement, and clinical decision making within the orthopedics and sports medicine field.

Victoria Marchese, assistant professor of physical therapy.

Ph.D., Hahnemann University.

She teaches pathophysiology and evidence based/critical inquiry. Her research interests involve the investigation of exercise as an intervention and the development of functional outcome measures for children with cancer.

Roger M. Nelson, professor of physical therapy.

Ph.D. University of Iowa.

He teaches the evidence based/critical inquiry physical therapy series. His research interests include outcome modeling using activity-based methodology and patient satisfaction.

Kathryn N. Oriel, assistant professor of physical therapy.

Ed.D., Idaho State University.

She teaches Pediatrics and Health Promotion. Her research interests are related to school-based physical therapy practice and infant/toddler development.

Theodore Yanchuleff, adjunct professor of physical therapy.

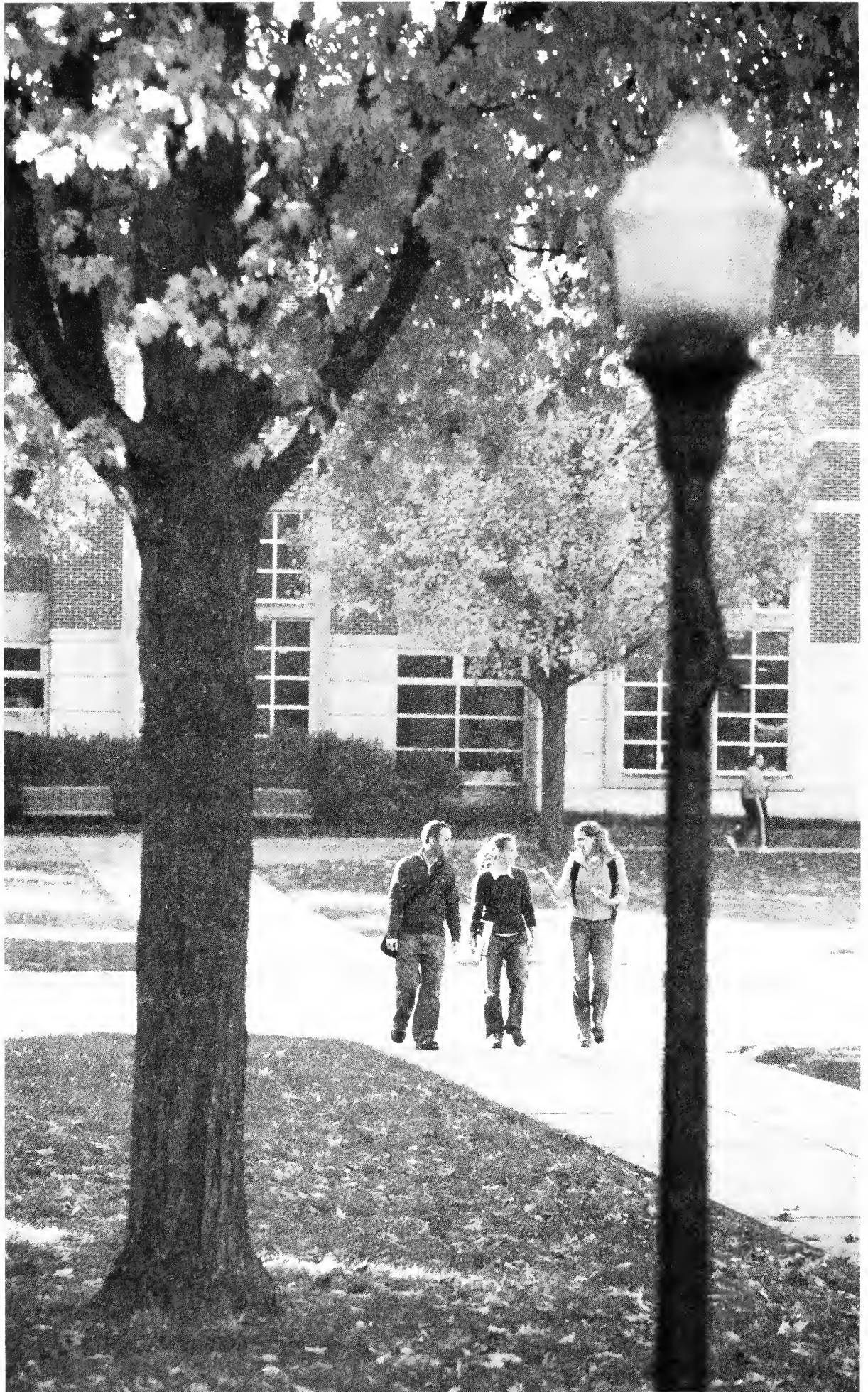
M.P.A., Pennsylvania State University

Patricia Gallo-Maydwell, adjunct professor of physical therapy.

M.S., Long Island University.

David Patrick, adjunct professor of physical therapy.

M.S.P.T., C.P.O., University of Pennsylvania.



DIRECTORY

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Trustees

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Edward H. Arnold, *B.A., L.H.D.; Chairman, C.E.O. and President, Arnold Logistics (2008).*

Katherine J. Bishop, *B.A., M.B.A.; President, Lebanon Seaboard Corporation (2009).*

Edward D. Breen, *B.S.; Chairman and C.E.O., Tyco Electronics (beginning October 2004) (2010).*

Rev. Alfred T. Day III, *B.A., M.Div.; Senior Pastor, Historic St. George's Methodist Church in Old City. (2010).*

Wesley T. Dellinger, *CRS, GRI, CSP, '75, B.S.; Realtor, Brownstone Real Estate Company (2009).*

Geret DePiper '68, *B.A.; Retired Senior Vice President and Chief Operating Officer, CSX World Terminals, LLC (2010).*

Ronald J. Drnevich, *B.S.; President, Gannett Fleming Inc. (2008).*

Charles R. Fisher, '09 *Student, Lebanon Valley College (2009).*

James Glasgow, *B.A, Managing Director/Partner, Five Mile Capital Partners, Inc. (2011).*

Gary Grieve-Carlson, *B.A., M.A., Ph.D.; Professor of English, Director of General Education, Lebanon Valley College (2009).*

Robert Harbaugh, *B.S., M.D.; Professor and Chairman, Department of Neurosurgery, The Pennsylvania State University, Milton S. Hershey Medical Center (2009).*

Wendie DiMatteo Holsinger, *B.A., M.Ed.; Chief Executive Officer, A.S.K. Foods, Inc. (2008).*

John F. Jurasits Jr., *B.S.; Retired Vice President, Solution Technologies, Inc. (2009).*

F. Obai Kabia '73, *B.S., M.P.A.; Operations Officer, United Nations Organization (2010).*

George J. King, *B.S.; CPA; Chief Financial Officer, Energy Intelligence Group; President, RWS Energy Services, Inc. (2008).*

Louis B. Laguna, *B.S., M.S., M.A., Ph.D.; Associate Professor of Psychology (2010).*

Malcolm L. Lazin '65, *B.S., J.D.; Executive Director, Equality Forum (2008).*

William Lehr Jr., *B.B.A, J.D.; Community Volunteer, Retired Senior Vice President and Secretary, Hershey Foods Corp. (2008).*

Stephen C. MacDonald, *B.A., Ph.D.; President, Lebanon Valley College.*

James M. Mead, *B.S., M.A.; Retired President and CEO, Capital Blue Cross (2009).*

Daniel K. Meyer '81, *B.A. M.D.; Assistant Professor of Medicine, UMONJ-Robert Wood Johnson Medical School, Camden, and Program Director, Infectious Diseases Fellowship Program at Cooper University Hospital (2009).*

John S. Oyler, *A.B., J.D.; Partner, McNeese Wallace & Nurick, LLC (2009).*

Thomas E. Philips, *B.A., M.B.A.; Retired Senior Resident Vice President Merrill Lynch Central Penn Complex (2010).*

Lynn G. Phillips '68, *B.S., M.Ed., Ed.D.; Retired, Aresty Institute of Executive Education, Wharton School of the University of Pennsylvania (2009).*

George M. Reider Jr. '63; *Retired Insurance Executive and Former Insurance Commissioner, State of Connecticut; Retired Teacher, University of Connecticut and Fordham University of Law (2010).*

Richard T. Reynolds, *B.S.; President, Reynolds Construction Management, Inc. (2008).*

Stephen H. Roberts '65, *B.S.; President, Echo Data Services, Inc. (2010).*

Elyse E. Rogers '76, *B.A., J.D.; Attorney, Keefer Wood Allen & Rahal, LLP (2009).*

Frank R. Sourbeer '72, *B.A.; President & C.E.O., Wilsbach Distributors, Inc. (2009).*

Kristen Uhas '10, *Student, Lebanon Valley College (2010).*

Scott N. Walck, *B.S., M.S., Ph.D., Associate Professor of Physics, Lebanon Valley College (2011).*

Albertine P. Washington, *B.A., P.D.; Retired Elementary Educator, Lebanon School District (2010).*

Samuel A. Willman '67, *B.S., M.Com.; President, Delta Packaging, Inc. (2008).*

Harry B. Yost Esq. '62, *B.S., LL.D., LL.M.; Attorney, Senior Partner, Appel & Yost, LLP (2009).*

Emeriti

Raymond H. Carr; *Realtor; Commercial and Industrial Developer.*

Ross W. Fasick '55, *B.S., M.S., Ph.D., L.H.D.; Retired Senior Vice President, E.I. DuPont de Nemours & Co.*

Eugene C. Fish Esq., *B.S., J.D., L.H.D.; Chairman and President, Peerless Industries, Inc.; Chairman of the Board, Eastern Foundry Company; Managing Partner, Romeika, Fish and Scheckter.*

Eugene R. Geesey '56, *B.S.; Retired Owner/President, CIB, Inc.*

Darwin G. Glick '58, *B.S.; Retired President, Glick, Stanilla and Siegel, C.P.A.*

Martin L. Gluntz '53, *B.S., M.S., Ph.D.; Retired Vice President, Technical Services, Hershey International Division, Hershey Foods Corporation.*

Thomas W. Guinivan '39, *A.B., M.Div., M.S.T., D.D.; Retired Pastor, United Methodist Church.*

Elaine G. Hackman '52, *B.A.; Retired Business Executive.*

Gerald D. Kauffman '44, *A.B., M.Div., D.D., Officer of the Courts, County of Cumberland; Pastor Emeritus, Grace United Methodist Church, Carlisle.*

Kenneth H. Plummer; *Retired President, E.D. Plummer Sons, Inc.*

Thomas C. Reinhart '58, *B.S. L.H.D.; Retired Owner/President, T.C.R. Packaging, Inc.*

Bruce R. Rismiller '59, *B.A., M.Ed.; Retired Executive Vice President, Northwest Airlines.*

F. Allen Rutherford Jr. '37, *B.S., LL.D.; Retired Ernst & Young C.P.A.*

Daniel L. Shearer '38, *A.B., S.T.M., D.D.; Retired Pastor, United Methodist Church.*

Morton Spector, *L.H.D.; Chairman of the Board, Design House Kitchens and Appliances.*

Elizabeth K. Weisburger '44, *B.S., Ph.D., D.Sci.; Retired Chief of Carcinogen Metabolism and Toxicology Branch, National Cancer Institute.*

Harlan R. Wengert, *B.S., M.B.A., D.Sci.; Retired Chairman of the Board, Wengert's Dairy, Inc.*

E.D. Williams Jr., *L.H.D.; Private Investor.*

J. Dennis Williams, *B.A., M.Div., D.Min., D.D.; Retired United Methodist Clergyman; Senior Pastor, St. John's United Methodist Church.*

Honorary

Suzanne H. Arnold, *L.H.D.; Community Leader and Philanthropist.*

Bishop Marcus Matthews, *B.S., D.M.; The United Methodist Church, Philadelphia Area.*

Bishop Jane Allen Middleton, *B.A., M.Div.; The United Methodist Church, Harrisburg Area, Northeastern Jurisdiction.*

ADMINISTRATION

President

Stephen C. MacDonald, 1998–; *President, Professor of Humanities. B.A., Tufts University, 1969; Ph.D., University of Virginia, 1977.*

Beth Esler, 2004–; *Executive Assistant to the President, 2004–; B.A., Dickinson College, 1985.*

General College Officers

Anne M. Berry, 2000–; *Vice President for Advancement, 2000–. A.B., Franklin & Marshall College, 1977.*

William J. Brown, 1980–; *Vice President of Enrollment, 2007–. B.A., Lebanon Valley College, 1979, M.B.A., Philadelphia College of Textiles and Science, 1988.*

Deborah R. Fullam, 1982–; *Vice President and Controller, 1995–. B.S., Lebanon Valley College, 1981; M.B.A., Philadelphia University, 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.*

Bryan V. Hearsey, *Acting Vice President for Academic Affairs and Dean of the Faculty. 2008–. B.A., Western Washington State College, 1964; M.A., Washington State University, 1966; Ph.D., 1968.*

Gregory H. Krikorian, 2007–; *Vice President of Student Affairs, 2007–. B.A. Niagara University, 1984; M.A., Bowling Green State University, 1990.*

Robert A. Riley, 1976–1978, 1988–; *Vice President of Information Technology Services, 1995–. B.S., Elizabethtown College, 1976.*

ADMINISTRATIVE OFFICERS

Academic

Bryan V. Hearsey, *Acting Vice President for Academic Affairs and Dean of the Faculty. 2008–. B.A., Western Washington State College, 1964; M.A., Washington State University, 1966; Ph.D., 1968.*

Crista A. Detweiler, 2002–; *Assistant to the Director of the Suzanne H. Arnold Art Gallery, 2002–. B.A., Shippensburg University, 1992; M.A., University of Maryland, 2002.*

Timothy M. Dewald, 1989–; *Coordinator of Academic Advising and Community Programming, 2001–. B.A., Dickinson College, 1970; M.Div., Andover Newton Theological School, 1975.*

Deanna L. Dodson, 1994–; *Associate Dean of the Faculty, Professor of Psychology. B.S., Tennessee Technological University, 1985; M.S., Memphis State University, 1988; Ph.D., 1992.*

- John C. Donohue, 2003–; *Assistant Director of Media Services, 2003–. B.M., Lebanon Valley College, 2000.*
- James P. Duffy, 2007–; *Coordinator of Recruitment and Retention Services, Graduate Studies and Continuing Education. B.A., Lynchburg College, 2000; M.Ed., 2002.*
- Elaine Feather, 1989 – 99, 2004–. *Director of Graduate Studies and Continuing Education. B.S., State University of New York at Cortland, 1965; M.S., State University of New York at Brockport, 1973.*
- Yvonne M. Foster, 2003–; *Coordinator of Disability Services, 2003–. B.S., Millersville University, 1992; M.S., 1995; M.S., Philadelphia College of Osteopathic Medicine, 2001.*
- Andrew S. Greene, 1990–; *Director of Media Services, 1992–. B.S., Kutztown University, 1990.*
- Gary Grieve-Carlson, 1990–; *Director of General Education, 2001–. B.A., Bates College, 1977; M.A., Binghamton University, 1980; Ph.D., Boston University, 1988.*
- Julia L. Harvey, 1998–; *Technical Services Librarian. A.A., Cottey College, 1977; B.A., Cedar Crest College, 1979; M.S., Drexel University, 1981; M.A., Rider University, 1990.*
- Marcus Horne, 1992–; *Science Departments Stock Coordinator, Hazardous Waste Materials Officer. B.S., Lebanon Valley College, 1992.*
- Patricia A. Kaley, 1987–; *Registrar, 2004–. B.A., Lebanon Valley College, 1996.*
- Jeremy A. Maisto, 2004–; *Associate Registrar, 2004–. B.A., Drew University, 2000.*
- Donna L. Miller, 1986–; *Interim Librarian, 1986–. B.S., Millersville University, 1984; B.A., Lebanon Valley College, 1993; M.L.S., Drexel University, 1986.*
- Heather H. Mitchell, 2005–; *Director, Youth Scholars Institute, 2008–. B.S., Lambuth University, 2000; M.S., University of Memphis, 2003; Ph.D., 2005.*
- Frank Mols, 2007–; *Director of the Bishop Library, 2007–. B.A., University of Pittsburgh, 1971; M.L.S., 1973.*
- John J. Peck, O.S.B., 1999–; *Adjunct Catholic Chaplain, 1999–. Saint Vincent College and Seminary; Franciscan University.*
- Jill Russell, 2001–; *Director of Study Abroad, 2001–. B.S., University of New Hampshire, 1993; M.S., University of Victoria, 1999.*
- Scott A. Schweigert, 2002–; *Director of the Suzanne H. Arnold Art Gallery and Assistant Professor of Art. B.A., Dickinson College, 1992; M.A., The George Washington University, 1996.*
- Susan Szydowski, 1995–; *Director of Special Music Programs, 1995–. B.A., Colby College, 1996.*
- Patricia L. Woods, 2007–; *Coordinator of the MSE Program, 2007–. B.S., Niagara University, 1976.*

Administrative Affairs

Robert E. Hamilton, *Vice President for Administration*.

Matthew C. Craig, 2007–; *College Store Assistant*, 2007–. B.S., *Lock Haven University*, 2006.

Ann C. Hayes, 2006–; *Director of Human Resources*, 2006–. B.A., *Millersville University*, 1983; M.P.A., *The Pennsylvania State University*, 1995; P.H.R., *Society of Human Resource Management*, 1996.

Margaret A. Lahr, 1988–; *Director of Housekeeping Services*, 1988–.

Donald Santostefano, 2006–; *Director of Facilities Services*, 2006–. B.S., *Fairfield University*, 1975; M.S., *Rensselaer Polytechnic Institute*, 1979.

Harold G. Schwalm, 1994–; *Director of Building Maintenance*, 1994–.

Chad Schreier, 2005–; *Manager of the College Store*, 2005–. B.A., *Lebanon Valley College*, 2005.

Victoria Trostle, 2004–; *Manager of Service Response Operations*, 2007–; B.S., *The Pennsylvania State University*, 1974.

Kevin R. Yeiser, 1982–; *Director of Grounds Maintenance*, 1982–.

Allen R. Yingst, 1989–; *Director of Public Safety*, 1990–.

Athletics

Richard L. Beard, 1994–; *Director of Athletics*, 2007–. B.A., *Lebanon Valley College*, 1989; M.B.A., 1992.

Joseph E. Buehler III, 2004–; *Assistant Football Coach*, 2004–. B.A., *Lebanon Valley College*, 1989; M.Ed., *Millersville University*, 2004.

Keith Evans, 1992–; *Head Baseball Coach*, 2003–. B.S., *California University of Pennsylvania*, 1990.

Lauren N. Frankford, 2002–; *Head Women's Soccer Coach*, 2002–. B.A., *Gettysburg College*, 2000.

Mary M. Gardner, 1994–; *Aquatic Director, Head Swim Coach*, 1997–. B.A., *Gettysburg College*, 1977; M.Ed., *The Pennsylvania State University*, 1996.

Todd Godowski, 2006–; *Head Women's Basketball Coach*, 2006–. B.A., *Clark University*, 1990.

Kenneth C. Grimes, 2005–; *Head Men's Soccer Coach*, 2005–. B.S., *Elizabethtown College*, 1997; M.Ed., *Millersville University*, 2004.

Stacey L. Hollinger, 1998–; *Head Softball Coach*, 1998–; *Assistant Field Hockey Coach*, 1994–; *Compliance Coordinator*, 2004–. B.S., *Millersville University*, 1989.

Laurel Martin, 2001–; *Head Field Hockey Coach*, 2001–. B.S., *University of North Carolina at Chapel Hill*, 1991.

Brad F. McAlester, 1994–; *Head Men's Basketball Coach, 1994–; B.A., Southampton College of Long Island University, 1975.*

James P. Monos Jr., 2004–; *Head Football Coach, 1986–1996; 2004–. B.S., Shippensburg State College, 1972; M.Ed., Western Maryland College, 1978.*

Alfred A. Moten Jr., 2006–; *Head Men's and Women's Track and Field Coach, 2006–. Alameda College and University, 2003.*

Cliff Myers, 1994–; *Head Men's & Women's Tennis Coach, 1994–; B.A., Penn State University, 1972.*

James O'Brien, 2008–; *Head Men's and Women's Cross Country Coach, 2008–. B.S. Political Science, Lebanon Valley College, 2007.*

Steven C. Orme, 2006–; *Assistant Athletic Trainer, 2006–; B.S., Brigham Young University, 2005; M.Ed., University of Virginia., 2006.*

Vincent E. Pantalone, 2004–; *Assistant Football Coach, 2004–, B.A., Moravian College, 1977; Secondary Certificate, Penn State Capitol Campus, 1989.*

Wayne Perry, 1987–; *Head Women's Volleyball Coach, 1988–. B.S., Lebanon Valley College, 1978.*

Edward J. Russell, 2007–; *Head Ice Hockey Coach, 2007–; B.A., University of New Hampshire, 1995.*

Louis A. Sorrentino, *Golf Coach, 1989–; B.A., Lebanon Valley College, 1954; M.S., Bucknell University, 1961.*

James E. Stark, 1986–; *Athletic Trainer, 1986–. B.S., Lock Haven University, 1983; M.Ed., Shippensburg University, 1986.*

Advancement

Anne M. Berry, *Vice President for Advancement.*

Kristy A. Adams, 1999–; *Director of Web Communications, 2007–; B.S., Drexel University, 1995.*

Shanna G. Adler, 1992–; *Director of Advancement Services, 2005–; B.S., Bucknell University, 1992.*

Kelly A. Alsedek, 1998–; *Associate Director of College Relations/Director of Publications, 2002–; B.A., Gettysburg College, 1971.*

Jasmine A. Bucher, 2001–; *Assistant Director of College Relations for Print and Web, 2007–; B.A., Lebanon Valley College, 1997; M.A., The Pennsylvania State University, 2004.*

Michelle A. Campbell, 2008–; *Assistant Director of Alumni Programs, 2008–. B.A., Juniata College, 2008.*

Jamie N. Cecil, 2004–; *Director of Annual Giving, 2006–. B.A., The Pennsylvania State University, 2000; M.B.A., Lebanon Valley College, 2007.*

Lauren McCartney Cusick, 2002–; *Director of Media Relations, 2002–. B.A., University of Massachusetts at Amherst, 1971; M.A., Rutgers, The State University of New Jersey, 1974.*

Timothy E. Flynn, 2007–; *Sports Information Director, 2007–. B.A., Lebanon Valley College, 2005.*

Thomas M. Hanrahan, 1997–; *Director of College Relations, 1999–. B.A., East Stroudsburg University, 1990; M.Ed., 1992; D.Ed., The Pennsylvania State University, 2004.*

Jayanne N. Hayward, 2005–; *Director of Alumni Programs, 2007–. B.A., Lebanon Valley College, 2001.*

Alexandra R. Olexy, 2001–; *Director of Advancement Special Events, 2001–. B.A., The Pennsylvania State University, 1999.*

Cindy L. Progin, 1998–; *Director of Advancement Research, 2004–; B.A., Lebanon Valley College, 2004.*

Jessica B. Ritchie, 2000–; *Director of Leadership Gifts, 2006. B.A., Lebanon Valley College, 1999; M.B.A., Lebanon Valley College, 2006.*

Todd C. Snovel, 2006–; *Assistant Director of Annual Giving, 2006–; B.A., Lebanon Valley College, 2006.*

Enrollment

William J. Brown, *Vice President of Enrollment.*

Dorothy A. Brehm, 1993–, *Assistant Director of Financial Aid, 2003–. B.S., The Pennsylvania State University, 1976.*

Vicki J. Cantrell, 1991–; *Assistant Director of Financial Aid, 2002–. B.A., Lebanon Valley College, 1999.*

Kendra M. Feigert, 2004–; *Director of Financial Aid, 2004–; B.A. Bloomsburg University, 1995; M.S., Millersville University, 1998.*

Kristi Harshman, 2007–; *Admission Counselor, 2007–. B.A., Wake Forest University, 2007.*

Sara E. Kehler, 2006–; *Admission Counselor, 2006–. B.A., Susquehanna University, 2006.*

Keo Oura Kounlavong, 2002–; *Assistant Director of Admission, 2005–; B.A., Ursinus College, 2000.*

Alan T. Paynter, 2001–; *Assistant Director of Admission, 2006–. B.S. Ed., Kutztown University, 1997.*

Susan Sarisky, 1993–; *Director of Admission, 2001–. B.A., Lebanon Valley College, 1992; M.Ed., Temple University, 1999.*

Erin N. Sanno, 2001–; *Assistant Director of Admission, 2004–. B.A., Lebanon Valley College, 1998. .*

E.J. Smith, 2007–; *Admission Counselor*, 2007–. *B.S.W.*, *Lebanon Valley College*, 1990.

Financial Affairs

Deborah R. Fullam, *Vice President and Controller*.

Robert J. Brestensky, 2007–; *Staff Accountant*, *B.S.*, *California University of PA*, 2004.

Dana K. Leshner, 1990–; *Director of Payroll and Benefits Administration*, 2007–. *B.A.*, *Millersville University*, 1977.

Jennifer S. Liedtka, 1994–; *Institutional Data Analyst*, 2005–. *B.S.*, *Lebanon Valley College*, 1992; *M.B.A.*, *Lebanon Valley College*, 2000.

Ben D. Oreskovich, 1994–; *Associate Controller*, 1999–. *A.S.*, *Danville Area Community College*, 1990; *B.S.*, *The Pennsylvania State University*, 1993.

Carrie Skovrinskie, 2004–; *Director of Student Accounts*, 2004–. *B.S.*, *Lebanon Valley College*, 1998; *M.A.*, *The Pennsylvania State University*, 2001.

Information Technology Services

Robert A. Riley, *Vice President of Information Technology Services*.

Robert J. Dillane, 1985–; *Director of Information Management Services*, 1986–. *B.S.*, *Lebanon Valley College*, 1977.

Stanley A. Furmanak, 1990–; *Senior Web Programmer*, 2007–; *Systems and Reference Librarian*, 1994–2007. *B.A.*, *University of Scranton*, 1978; *M.A.*, *The Catholic University of America*, 1981; *M.L.S.*, *Southern Connecticut State University*, 1984.

Todd M. Gamble, 1998–; *Senior PC Support Specialist*, 2006–. *B.S.*, *Lebanon Valley College*, 1998.

Kent A. Harshman, 2002–; *Database Analyst/Programmer*, 2002–. *B.S.*, *Lock Haven University*, 1980.

Angela E. Kinney, 2000–; *Database Specialist*, 2000–. *B.S.*, *Geneva College*, 1992.

David W. Shapiro, 2000–; *Director of Technical Services*, 2005–. *B.A.*, *Lebanon Valley College*, 1999.

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 Client Services*, 1990–. *B.S.*, *The Pennsylvania State University*, 1979; *M.Ed.*, 1995.

Student Affairs

Gregory H. Krikorian, 2007–; *Vice President for Student Affairs*, 2007–. *B.A.*, *Niagara University*, 1984; *M.A.*, *Bowling Green State University*, 1990.

Valerie G. Angeli, 2003–; *Staff Nurse*, 2003–. *B.S.N.*, *Lebanon Valley College*, 1982; *R.N.*, *Diploma*, *Geisinger Medical Center School of Nursing*, 1982.

- Richard L. Beard, 1994–; *Director of the Arnold Sports Center, 1997–. B.A., Lebanon Valley College, 1989; M.B.A., 1992.*
- Jennifer Dawson Evans, 1991–; *Director of Student Activities and the College Center, 1995–. B.S., Kansas State University, 1989; M.S., Shippensburg University, 1991.*
- James A. Felton, 2006–; *Director of Multicultural Affairs, 2007–. B.A., McDaniel College, 1995; M.S., 1998.*
- Paul Fullmer, 2005–; *Chaplain, 2005–; B.S., University of Southern California, 1990; M.Div., Fuller Theological Seminary, 1994; Ph.D., Graduate Theological Union, Berkeley, 2005.*
- Alison K. Gallagher, 2005–; *Residential Life Area Coordinator, 2005–. B.A., Alvernia College, 2002; M.Ed., Alvernia College, 2005.*
- Sharon Givler, 2003–; *Director of Career Services, 2005–. B.A., Geneva College, 1974; M.Ed., Millersville University, 1984.*
- Julie A. Gordon-Dueck, 1997–; *Counseling Psychologist, 1997–; B.A., Fresno Pacific College, 1985; M.A., Ph.D., California School/Professional Psychology, Fresno, 1993.*
- John T. Hower, 1988–; *Counseling Psychologist, 1988–. B.A., Wheaton College, 1970; M.A., Rosemead School of Psychology, 1974; Ph.D., 1977.*
- Lynda Hower, 1993–; *Therapist, 1993–. B.A., Wheaton College, 1971; M.S.W., Temple University, 1992.*
- Eugene R. Kelly, 2004–; *Assistant Director of Student Activities and Student Development, 2004–. B.A., Lebanon Valley College, 2001; M.S., West Chester University, 2003.*
- Jason A. Kuntz, 2000–; *Director of Residential Life, 2005–. B.A., Baldwin-Wallace College, 1996; M.Ed., University of South Carolina, 1998.*
- Robert K. Nielsen, 1993–; *College Physician, 1993–. M.D., Albany Medical College, 1975.*
- Amy E. Ricedorf, 2007–; *Residential Life Area Coordinator, 2007–. B.S. Towson University, 2004; M.S., Shippensburg University of Pennsylvania, 2007.*
- Angela Strickler, 1998–; *Therapist, 1998–. B.S., Millersville University, 1989; M.S.W., Temple University, 1994.*
- Nathaniel Stutzman, 2006–; *Residential Life Area Coordinator, 2006–; B.A., Eastern University, 2005.*
- Juliana Z. Wolfe, 1975–1978; 1979–; *Director of Health Center and Head Nurse, 1979–. R.N., Diploma, St. Joseph's Hospital, 1963.*
- Rosemary Yuhas, 1973–; *Dean of Student Affairs, 1991–. B.S., Lock Haven University, 1966; M.Ed., West Chester University, 1970.*



FACULTY

Active

Barbara J. Anderman, 2001–; *Associate Professor of Art. Chairperson of the Department of Art and Art History. B.A., M.A., University of St. Andrews, Scotland, 1971; M.A., Rutgers University, 1994; Ph.D., 2000.*

Sharon O. Arnold, 1986–; *Associate Professor of Sociology. Chairperson of the Department of Sociology. B.A., University of Akron, 1964; M.A., 1967; M.S.W., Temple University, 1994.*

Tami L. Barton, 2008–; *Assistant Professor of Accounting. B.S., Shepherd College, 1986; M.B.A., St. Joseph's University, 1996.*

Philip J. Benesch, 2005–; *Assistant Professor of Political Science. B.A., University of London, 1981; M.A., London School of Economics, 1982; Ph.D., University of Delaware, 2003.*

Philip A. Billings, 1970–; *Professor of English. B.A., Heidelberg College, 1965; M.A., Michigan State University, 1967; Ph.D., 1974.*

Kristen L. Boeshore, 2005–; *Assistant Professor of Biology. B.S., Lebanon Valley College, 1992; Ph.D., Case Western Reserve University, 1998.*

Marie G. Bongiovanni, 1990–; *Professor of English. Chairperson of the Department of English. B.A., Temple University, 1977; M.B.A., Drexel University, 1982; M.L.A., University of Pennsylvania, 1996.*

- Jean-Marc Braem, 2002–; *Assistant Professor of French. Licencié, Université Libre de Bruxelles, 1980; M.A., Princeton University, 1985; Ph.D., 1989.*
- Christopher Brazfield, 1999–; *Associate Professor of Mathematical Sciences. B.A., Reed College, 1993; M.S., University of Oregon, 1995; Ph.D., 1999.*
- J.Patrick Brewer, 1997–; *Associate Professor of Mathematical Sciences. B.S., Northern Arizona University, 1991; M.S., University of Oregon, 1993; Ph.D., 1997.*
- James H. Broussard, 1983–; *Professor of History. A.B., Harvard University, 1963; M.A., Duke University, 1965; Ph.D., 1968. (Sabbatical leave, 2007 fall semester.)*
- Richard M. Chamberlin, 2006–; *Assistant Professor of Foreign Languages. B.A., Hillsdale College, 1988; A.M., University of Michigan, 1990; Ph.D., 1977*
- Stan M. Dacko, 2003–; *Associate Professor of Physical Therapy. Chairperson of the Department of Physical Therapy. B.A., Rutgers University, 1974; M.S., Boston University, 1983; Ph.D., Hahnemann University, 1997.*
- Michael A. Day, 1987–; *Professor 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).*
- Johannes M. Dietrich, 1995–; *Associate Professor of Music. B.M., Montana State University, 1990; M.M., University of Cincinnati College-Conservatory of Music, 1992; D.M.A., 1996.*
- Christopher J. Dolan, 2007–; *Assistant Professor of Political Science. B.A., Siena College, 1995; M.A., Northeastern University, 1997; Ph.D., University of South Carolina, 2002.*
- Laura G. Eldred, 2007–; *Assistant Professor of English. B.A., College of William and Mary, 1998; M.A., University of North Carolina at Chapel Hill, 2000; Ph.D., 2006.*
- Marcia Epler, 2003–; *Associate Professor of Physical Therapy. B.A., Ithaca College, 1973; B.S., 1975; M.Ed., Temple University, 1981; Ph.D., 1996.*
- Scott H. Eggert, 1983–; *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. Chairperson of the Department of Biology. B.A., University of Maine at Portland, 1974; M.A., State University of New York at Buffalo, 1976; Ph.D., University of Oklahoma, 1981. (Sabbatical leave, 2009 spring semester.)*
- Michael D. Fry, 1983–; *Professor of Mathematical Sciences. B.A., Immaculate Heart College, 1975; Ph.D., University of Illinois, 1980. (Sabbatical leave, 2009 spring semester.)*
- Eric Fung, 2005–; *Assistant Professor of Music. B.M., The Eastman School of Music, 1997; M.M., The Eastman School of Music, 1999; D.M.A., The Juilliard School, 2005.*
- Rita M. Gargotta, 2008–; *Lecturer in Spanish; 1991–2008, Adjunct Instructor in Spanish. B.S., West Chester State College, 1972; Diploma, University of Sevilla; M.A., 1976.*

Claudia C. Gazsi, 2001–; *Assistant Professor of Physical Therapy. Academic Coordinator of Clinical Education. B.S., West Virginia University, 1981; M.H.A., The Pennsylvania State University, 2000.*

Cheryl George, 1998–; *Associate Professor of Education. B.S., Texas Christian University, 1984; M.Ed., University of North Texas, 1988; Ph.D., 1993.*

Marianne Goodfellow, 2006–; *Assistant Professor of Sociology. B.A., State University of New York, College of Arts and Sciences at Plattsburgh, 1979; m.A., The Pennsylvania State University, 1982; Ph.D., The Pennsylvania State University, 1995.*

Stacy A. Goodman, 1996–; *Professor of Biology. B.S., Westminster College, 1991; Ph.D., The Pennsylvania State University, 1996.*

Gary Grieve-Carlson, 1990–; *Professor of English. Director of General Education. B.A., Bates College, 1977; M.A., Binghamton University, 1980; Ph.D., Boston University, 1988.*

John D. Grigsby, 2006–; *Assistant Professor of Business Administration. B.S., Duquesne University, 1978; M.S., Bucknell University, 1986; J.D., Duquesne University, 1990; L.L.M., Georgetown University Law Center, 1994.*

Ivette Guzmán-Zavala, 2007–; *Visiting Assistant Professor of Spanish. B.A., University of Puerto Rico, 1991; M.A., Syracuse University, 1998; Ph.D., Rutgers University, New Brunswick, 2004.*

Carolyn R. Hanes, 1977–; *Professor of Sociology. B.A., Central Michigan University, 1969; M.A., University of New Hampshire, 1973; Ph.D., 1976.*

Marc A. Harris, 2000–; *Associate Professor of Chemistry. B.A., University of Arizona, 1994; Ph.D., University of Nevada at Reno, 1999.*

Bryan V. Hearsey, 1971–; *Acting Vice President for Academic Affairs and Dean of the Faculty, 2008–2009 academic year; 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.*

Christopher J. Heffner, 2008–; *Assistant Professor of Music; 2007–2008, Visiting Assistant Professor of Music. B.M.E., Western Kentucky University, 1997; M.M., University of Florida, 2003; Ph.D., 2007.*

Barry R. Hill, 1993–; *Professor of Music. Director of the Music Recording Technology Program. B.S., Music with Recording Arts, University of North Carolina at Asheville, 1989; M.M., New York University, 1996.*

John H. Hinshaw, 2000–; *Associate Professor of History. Chairperson of the Department of History and Political Science. B.A., Macalester College, 1985; M.A., Carnegie Mellon University, 1988; Ph.D., 1995.*

J. Noel Hubler, 1995–; *Associate Professor of Religion and Philosophy. Chairperson of the Department of Religion and Philosophy; B.A., University of Pennsylvania, 1981; Ph.D., 1995. (Sabbatical leave, 2008 fall semester.)*

- Barry L. Hurst, 1982–; *Associate Professor of Physics. Chairperson of the Department of Physics. B.S., Juniata College, 1972; Ph.D., University of Delaware, 1982.*
- Diane M. Iglesias, 1976–; *Professor of Spanish. B.A., Queens College, 1971; M.A., 1974; Ph.D., City University of New York, 1979.*
- Diane E. Johnson, 2004–; *Assistant Professor of Political Science. B.A., Pepperdine University, 1980; M.A., California State University, Fresno, 1983; M.A., 1993; M.A., University of California, Santa Barbara, 1999; Ph.D., 2003.*
- Cynthia R. Johnston, 1991–; *Lecturer in Chemistry. B.S., Lebanon Valley College, 1987.*
- Michael B. Kitchens, 2007–; *Assistant Professor of Psychology. B.A., University of Mobile, 2000; M.A., University of Mississippi, 2004; Ph.D., 2007.*
- Donald E. Kline, 1997–; *Associate Professor of Education. Chairperson of the Department of Education. B.S., Lebanon Valley College, 1966; M.Ed., Millersville University, 1975; M.S.Ed., Shippensburg University, 1977; Ed.D., Lehigh University, 1990.*
- Joel A. Kline, 1999–; *Associate Professor of Business Administration. Director of the Digital Communications Program. A.S., Harrisburg Area Community College, 1985; B.S., B.A., Lebanon Valley College, 1989; M.J.P.R.A., Temple University, 2002. (Sabbatical leave, 2009 spring semester.)*
- Walter Labonte, 1992–; *Instructor in English. Director of Writing Center. B.S., Northeastern University, 1968; M.A., 1977; M.Ed., Curry College, 1984.*
- Louis B. Laguna, 1999–; *Associate Professor of Psychology. B.S., The Pennsylvania State University, 1990; M.S., Millersville University of Pennsylvania, 1992; M.A., University of Nebraska, 1995; Ph.D., 1998. (Sabbatical leave, 2008 fall semester.)*
- Courtney M. Lappas, 2008–; *Assistant Professor of Biology. B.S., University of Richmond, 2000; M.S., University of Virginia, 2003; Ph.D., 2006.*
- Michael E. Lehr, 2008–; *Clinical Assistant Professor of Physical Therapy. B.S., Lock Haven University, 1995; M.P.T., University of the Sciences in Philadelphia, 1999.*
- Mary L. Lemons, 1996–; *Associate Professor of Music. B.S., University of Illinois at Urbana-Champaign; M.S., 1990; Ed.D., 1998.*
- Robert W. Leonard, 1988–; *Professor of Business Administration. B.A., Ohio University, 1977; M.A., St. Francis School of Industrial Relations, 1978; M.B.A., Ohio State University, 1986. (Sabbatical leave, 2009 spring semester.)*
- Rebecca C. Lister, 2003–; *Assistant Professor of Music. B.M., James Madison University, 1988; M.M., Florida State University, 1992; D.M., 1997.*
- Rachel R. Luckenbill, 2007–; *Lecturer in English. B.A., Lebanon Valley College, 2002; M.A., Villanova University, 2005.*
- David W. Lyons, 2000–; *Associate Professor of Mathematical Sciences. B.S., Davidson College, 1981; Ph.D., University of North Carolina at Chapel Hill, 1996.*

- Stephen C. MacDonald, 1998–; *President, Professor of Humanities. B.A. Tufts University, 1969; Ph.D., University of Virginia, 1977.*
- Louis Manza, 1995–; *Professor of Psychology. Chairperson of the Department of Psychology. B.A., State University of New York at Binghamton, 1988; M.A., Brooklyn College, 1991; M.Phil., City University of New York, 1991; Ph.D., 1992.*
- Victoria G. Marchese, 2007–; *Assistant Professor of Physical Therapy. B.S., University of Tennessee, 1994; Ph.D., MCP Hahnemann, 2001.*
- Anderson L. Marsh, 2005–; *Assistant Professor of Chemistry. B.S., Hampden-Sydney College, 1998; Ph.D., University of Michigan, 2003.*
- 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.*
- Raymond A. Maynard, 2002–; *Assistant Professor of Economics. B.A., University of Sussex, 1987; M.A., University of Tennessee, 1992; Ph.D., 2000.*
- Rebecca McCoy, 1998–; *Associate Professor of History. Chairperson of the Department of History and Political Science. A.B., Mount Holyoke College, 1975; M.A., University of North Carolina, 1980; Ph.D., 1992. (Spring 2009, on-site director-New Zealand.)*
- Mark L. Mecham, 1990–; *Clark and Edna Carmean Distinguished 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.*
- Heather H. Mitchell, 2005–; *Assistant Professor of Psychology. Director of Youth Scholars Institute. B.S., Lambuth University, 2000; M.S., University of Memphis, 2003; Ph.D., 2005.*
- Owen A. Moe Jr., 1973–; *Vernon and Doris Bishop Distinguished Professor of Chemistry. Chairperson of the Department of Chemistry. B.A., St. Olaf's College, 1966; Ph.D., Purdue University, 1971.*
- Shelly Moorman-Stahlman, 1997–; *Associate Professor of Music. B.Mus., University of Missouri-Kansas City, 1985; M.M., 1986; D.M.A., University of Iowa, 1990.*
- Roger M. Nelson, 2002–; *Professor of Physical Therapy. Certificate in Physical Therapy, 1965; M.S., Boston University, 1971; Ph.D., The University of Iowa, 1981.*
- Michelle Niculescu, 2007–; *Visiting Assistant Professor of Psychology. B.S., Muhlenberg College, 1999; Ph.D., Temple University, School of Medicine, 2005.*
- Renee Lapp Norris, 2002–; *Associate Professor of Music. B.A., West Chester University, 1991; M.M., University of Maryland, 1994; Ph.D., 2001. (Sabbatical leave, 2009 spring semester.)*
- Kathryn N. Oriel, 2005–; *Assistant Professor of Physical Therapy. B.S., University of Sciences, Philadelphia, 2000; Ed.D., Idaho State University, 2003.*

Lori Oxford, 2007–; *Assistant Professor of Spanish. B.A., University of South Carolina, 1998; M.A., Georgia State University, 2002; Ph.D., University of Georgia, 2007. (On leave 2008–2009 academic year.)*

Walter A. Patton, 1999–; *Associate Professor of Chemistry. B.S., Susquehanna University, 1988; Ph.D., Lehigh University, 1993.*

Timothy J. Peelen, 2005–; *Assistant Professor of Chemistry. B.S., Calvin College 1996; Ph.D., University of Pittsburgh, 2002.*

Neil Perry, 2004–; *Assistant Professor of Economics. B.B., La Trobe University, 1993; M.C., University of Melbourne, 1995; Ph.D., LaTrobe University, 2006.*

Mary K. Pettice, 1994–; *Associate Professor of English. B.A., Illinois Wesleyan University, 1982; M.S., University of Illinois, 1983; M.A. 1986; Ph.D., University of Houston, 1994. (Sabbatical leave, 2009 spring semester.)*

Michael Pittari, 2002–; *Associate Professor of Art. Acting Chairperson of the Department of Art and Art History. B.F.A., University of Florida, 1989; M.F.A., University of Tennessee, 1995. (Sabbatical leave, 2009 spring semester.)*

Sidney Pollack, 1976–; *Professor of Biology. B.A., New York University, 1963; Ph.D., University of Pennsylvania, 1970.*

Kevin B. Pry, 1991–; *Associate Professor of English. B.A., Lebanon Valley College, 1976; M.A., The Pennsylvania State University, 1980; Ph.D., 1984.*

Barney T. Raffield III, 1990–; *Professor of Business Administration. Coordinator of the MBA Program. B.B.A., Southern Methodist University, 1968; M.B.A., 1971; Ph.D., Union Graduate School, 1982.*

Jeffrey J. Ritchie, 2002–; *Associate Professor of English and Digital Communications. B.S. and B.A., Indiana University, 1989; M.A., University of South Carolina, 1993; M.Ed., Arizona State University, 1998; Ph.D., 2000.*

Jeffrey W. Robbins, 2002–; *Associate Professor of Religion and Philosophy. B.A., Baylor University, 1994; M.Div., Texas Christian University, 1997; M.Phil., Syracuse University, 1999; Ph.D., 2001. (Sabbatical leave, 2009 spring semester.)*

Catherine Romagnolo, 2004–; *Assistant Professor of English. B.S., University of Florida, 1991; M.A., University of Maryland, 1997; Ph.D., 2003. (On leave 2008–2009 academic year.)*

Victoria Rose, 2003–; *Assistant Professor of Music. B.M., Peabody Conservatory of the Johns Hopkins University, 1972; M.M., Towson State University, 1994.*

David Rudd, 2005–; *Professor of Business Administration. Chairperson of the Department of Business and Economics. B.S., University of Wisconsin, 1966; M.B.A., University of Minnesota, 1973; Ph.D., George Washington University 1996.*

Gail A. Sanderson, 1983–; *Associate Professor of Accounting. B.A., Hobart and William Smith Colleges, 1970; M.B.A., Boston University, 1977. (Sabbatical leave, 2008–2009 academic year.)*

- Matthew R. Sayers, 2008–; *Visiting Assistant Professor of Religion*. B.A. *University of Maryland Baltimore County*, 2000; M.A., *Florida State University*, 2002.
- J. Gabriel Scala, 2008–; *Assistant Professor of English*. A.A., *Fayetteville Technical Community College*, 1995; B.A., *Methodist College*, 1997; M.F.A., *Bowling Green State University*, 2003, Ph.D., *University of Mississippi*, 2007.
- Michael J. Schroeder, 2008–; *Assistant Professor of History*. B.A., *University of Minnesota*, 1987; Ph.D., *University of Michigan*, 1993.
- James W. Scott, 1976–; *Professor of German*. Chairperson of the Department of Foreign Languages. B.A., *Juniata College*, 1965; Ph.D., *Princeton University*, 1971.
- Frances S. Seeger, 2005–; *Lecturer in English*. B.A., *Lebanon Valley College*, 1972; M.A., *American University*, 1973; M.B.A., 2002.
- David M. Setley, 2008–; *Assistant Professor of Business Administration*. B.S.B.A., *Kutztown University*, 1977; M.B.A., 2000; D.B.A., *Nova Southeastern University*, 2005.
- Daniel Simpkins, 1998–; *Lecturer in Sociology*. B.A., *West Georgia College*, 1976; M.A., *University of North Carolina at Chapel Hill*, 1984; Ph.D., 1992.
- Kerrie D. Smedley, 1997–; *Associate Professor of Psychology*. B.S., *The Pennsylvania State University*, 1990; B.Ed., 1991; M.A., *University of Nebraska*, 1996; Ph.D., 1997.
- Jeff Snyder, 1997–; *Associate Professor of Music and Assistant Director of Music Recording Technology*. A.A., *Pensacola Junior College*, 1982; B.A., *University of West Florida*, 1984; M.S., *Kutztown University*, 1998.
- Herbert L. Steffy, 2008–; *Associate Professor of Education*. B.S., *Eastern Mennonite University*, 1968; M.S. Ed., *James Madison University*, 1975; M.Ed., *University of Central Florids*, 1994; Ed.D., 1998.
- Thomas M. Strohman, 1977–1983; 1987–; *Associate Professor of Music*. B.S., *Lebanon Valley College*, 1975; M.M., *Towson State University*, 1998.
- Edward J. Sullivan, 2001–; *Associate Professor of Business Administration and Economics*. B.S., *St. Peter's College*, 1972; M.A., *The Pennsylvania State University*, 1975; Ph.D., 1985.
- Dale E. Summers, 1990–; *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–; *Assistant Professor of 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.
- Grant D. Taylor, 2005–; *Assistant Professor of Art History and Digital Communications*. B.F.A., *University of Western Australia*, 2000; Ph.D., 2005.

Mark A. Townsend, 1983–; *Professor of Mathematical Sciences*. B.S., Bethany Nazarene College, 1965; M.A., Oklahoma University, 1969; Ed.D., Oklahoma State University, 1983.

Rebecca A. Urban, 2008–; *Visiting Assistant Professor of Biology*. B.S., Binghamton University, 2001; M.S., 2004.

Noëlle Vahanian, 2005–; *Assistant Professor of Religion*. Baccalauréat, Lycée International des Pontonniers, 1988; B.A., Syracuse University; M.A., M.Phil., Ph.D., 1999.

Robert T. Valgenti, 2006–; *Assistant Professor of Philosophy*. B.A., College of the Holy Cross, 1993; M.A., Fairleigh Dickinson University, 1998; Ph.D., DePaul University, 2006.

José Vargas-Vila, 2008–; *Lecturer in Spanish*; 2002-2008, *Adjunct Instructor in Spanish*. A.A., Miami-Dade Community College, 1976; B.A., Florida International University, 1978; M.A., University of Miami, 1992.

Scott N. Walck, 1999–; *Associate Professor of Physics*. B.S., Rensselaer Polytechnic Institute, 1988; M.S., Lehigh University, 1992; Ph.D., 1995.

Karen Walker, 2005; *Assistant Professor of Education*. B.A., California State University, Los Angeles, 1974; M.Ed., California State University, Los Angeles 1986; Ed.D., Bowling Green State University, 2001.

Allan F. Wolfe, 1968–; *Professor of Biology*. B.A., Gettysburg College, 1963; M.A., Drake University, 1965; Ph.D., University of Vermont, 1968.

Kenneth Yarnall, 1996–; *Associate Professor of Mathematical Sciences*. B.S., South Carolina College, 1986; Ph.D., University of South Carolina, 1992.

M. Jane Yingling, 2001–; *Associate Professor of Education*. B.S., Lock Haven University, 1972; M.A., Shippensburg University, 1996; Ph.D., Marywood University, 2004.

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.

Howard L. Applegate, 1983–2000; *Professor Emeritus of History and American Studies*. B.A., Drew University, 1957; M.A., Syracuse University, 1960; Ph.D., 1966.

Susan L. Atkinson, 1987–; *Professor Emerita of Education*. B.S., Shippensburg University, 1972; M.Ed. (Elementary Education), 1973; M.Ed. (Special Education), 1979; D.Ed., Temple University, 1987.

Eloise P. Brown, 1961–1987; *Readers' Services Librarian Emerita*. B.S.L.S., Simmons College, 1946.

Donald E. Byrne, Jr., 1971–2005; *Professor Emeritus of Religion and American Studies*. B.A., St. Paul Seminary, 1963; M.A. Marquette University, 1966; Ph.D., Duke University, 1972.

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.

Richard F. Charles, 1988–1997; *Vice President Emeritus for Advancement*. A.B., Franklin & Marshall College, 1953.

Charles T. Cooper, 1965–1979; *Associate Professor Emeritus of Spanish*. B.S., U.S. Naval Academy, 1942; M.A., Middlebury College, 1965.

Richard D. Cornelius, 1985–2001; *Professor Emeritus of Chemistry*. B.A., Carleton College, 1969; Ph.D., University of Iowa, 1974.

Salvatore S. Cullari, 1986–2003; *Professor Emeritus of Psychology*. B.A., Kean College, 1974; M.A., Western Michigan University, 1976; Ph.D., 1981.

George D. Curfman, 1961–1996; *Professor Emeritus 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, 1980–2001; *Professor Emeritus of Chemistry*. B.S., University of Washington, 1967; M.S., Cornell University, 1969; Ph.D., 1971.

Robert S. Davidon, 1970–1984; *Professor Emeritus of Psychology*. A.B., University of Illinois, 1940; M.A., University of Pennsylvania, 1946; Ph.D., 1951.

Alice S. Diehl, 1966–1997; *Technical Processes Librarian Emerita*. A.B., Smith College, 1956; B.S., Carnegie Institute of Technology, 1957; M.L.S., University of Pittsburgh, 1966.

Phylis C. Dryden, 1987–2004; *Professor Emerita of English*. B.A., Atlantic Union College, 1976; M.A., State University of New York at Albany, 1984; D.A., 1988.

William H. Fairlamb, 1947–1990; *Professor Emeritus of Music*. Mus.B., cum laude, Philadelphia Conservatory, 1949.

Arthur L. Ford, 1965–2001; *Professor Emeritus of English*. A.B., Lebanon Valley College, 1959; M.A., Bowling Green State University, 1960; Ph.D., 1964.

Michael A. Grella, 1980–2001; *Professor Emeritus of Education*. B.A., St. Mary's Seminary and University, 1958; M.A., West Virginia University, 1970; Ed.D., 1974.

Klement M. Hambourg, 1982–1995; *Professor Emeritus 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.

John H. Heffner, 1972–2005; *Professor Emeritus of Philosophy*. B.S., Lebanon Valley College, 1968; B.A., 1987; A.M., Boston University, 1971; Ph.D., 1976; M.A.R., Lancaster Theological Seminary, 2002.

Paul Heise, 1991-2004; *Professor Emeritus 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, 1989-2004; *Professor Emerita of Economics*. B.A., Bucknell University, 1954; M.B.A., Lehigh University, 1982; Ph.D., 1990.

John P. Kearney, 1971-2006; *Professor Emeritus of English*. B.A., St. Benedict's College, 1962; M.A., University of Michigan, 1963; Ph.D., University of Wisconsin, 1968.

Nevelyn J. Knisely, 1963-2003; *Lecturer Professor Emerita of Music*. B.M., Oberlin College, 1951; M.F.A., Ohio University, 1953.

David I. Lasky, 1974-1995; *Professor Emeritus of Psychology*. A.B., Temple University, 1956; M.A., 1958; Ph.D., 1961.

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.

Leon E. Markowicz, 1971-; *Professor Emeritus of Business Administration*. A.B., Duquesne University, 1964; M.A., University of Pennsylvania, 1968; Ph.D., 1972; M.A., Antioch University, 1998.

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.

William J. McGill Jr., 1986-1998; *Senior Vice President and Dean of the Faculty Emeritus*. A.B., Trinity College, 1957; M.A., Harvard University, 1958; Ph.D., 1961.

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.

Philip G. Morgan, 1969-2003; *Professor Emeritus of Music*. B.M.E., Pittsburg State University (Kansas), 1962; M.S., 1965.

John D. Norton, 1971-; *Professor of Political Science*. B.A., University of Illinois, 1965; M.A., Florida State University, 1967; P.D., American University, 1973.

Sharon Hall Raffield, 1990-; *Associate Professor of Sociology*. A.B., Wheaton College, 1963; M.S.W., Washington University, 1967.

Jacob L. Rhodes, 1957-1985; *Professor Emeritus of Physics*. B.S., Lebanon Valley College, 1943; Ph.D., University of Pennsylvania, 1958.

Joëlle L. Stopkie, 1989-2002; *Professor Emerita of French*. Licence, Sorbonne, 1960; M.A., New York University, 1963; Ph.D., Bryn Mawr College, 1979.

Warren K.A. Thompson, 1967-1997; *Professor Emeritus of Philosophy*. A.B., Trinity University, 1957; M.A., University of Texas, Austin, 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.

Susan E. Verhoek, 1974–; *Professor Emerita of Biology*. B.A., *Ohio Wesleyan University*, 1964; M.A., *Indiana University*, 1966; Ph.D., *Cornell University*, 1975.

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*.

Stephen E. Williams, 1973–; *Professor Emeritus of Biology*. B.A., *Central College*, 1964; M.S., *University of Tennessee*, 1966; Ph.D., *Washington University, St. Louis*, 1971.

Paul L. Wolf, 1966–; *Professor of Emeritus Biology*. B.S., *Elizabethtown College*, 1960; M.S., *University of Delaware*, 1963; Ph.D., 1968.

Glenn H. Woods, 1965–1990; *Associate Professor Emeritus of English*. A.B., *Lebanon Valley College*, 1951; M.Ed., *Temple University*, 1962.

Adjunct

Michelle Barraclough, 2003–; *Adjunct Instructor in Music*. B.F.A., *Indiana University of Pennsylvania*, 1993; M.M., *Catholic University*, 1996.

Linda Beck, 2006–; *Adjunct Instructor in English*. B.A., *Millersville University*, 1986; M.Ed., *Temple University*, 1995.

Jean-Paul Benowitz, 1998–; *Adjunct Instructor of History*. B.S., *Eastern Mennonite University*, 1991; M.A., *Millersville University*, 1993; additional graduate study at *Temple University*.

Beth A. Berret, 2004–; *Adjunct Instructor in Business Administration*. B.A., *Bloomsburg University*, 1978; MBA, *Philadelphia University*, 1984.

Kathleen K. Blouch, 2001–; *Adjunct Assistant Professor of Science Education*. B.A., *Messiah College*, 1983; M.Ed., *Millersville University*, 1987; Ph.D., *Temple University*, 2000.

Theresa Yohn Bowley, 1993–; *Adjunct Instructor in French*. B.A., *Barrington College*, 1981; M.A., *Middlebury College*, 1982.

Allen C. Boyer, 2004–; *Adjunct Instructor in Physics*. B.S., *Lebanon Valley College*, 1953; M.Ed., *Temple University*, 1961; Ed.D., *Pennsylvania State University*, 1975.

Beverly Ann K. Butts, 2000–; *Adjunct Assistant Professor of Music*. B.S., *Lebanon Valley College*, 1978; M.M., *Michigan State University*, 1980; additional graduate study at *New York University*.

Marie-Aline Cadieu, 2003–; *Adjunct Instructor in Music*. B.A., *University of Illinois*, 1987; M.M., *Northwestern University*, 1989; D.M.A., *Ohio State University*, 1999.

Christopher D. Campbell, 2005–; *Adjunct Assistant Professor of Music*. B.S., *Clarion University*, 1988; M.M.E., *Miami University, Oxford, Ohio*; D.M.A., *Shenandoah Conservatory of Shenandoah University*, 2002.

John E. Copenhaver, 2003–; *Adjunct Assistant Professor in Music*. B.S., *Lebanon Valley College*, 1987; M.M., *West Chester University*, 1992.

- Kerry E. Cunningham, 2005–; *Adjunct Instructor in Business Administration*. B.S., Millersville University, 1988; M.B.A., Lebanon Valley College, 2004.
- Melanie A. M. Demartyn, 2001–; *Adjunct Instructor in Art*. B.A., Shepherd College, 1978; M.A., Indiana University of Pennsylvania, 1983.
- James A. Diehm, 1997–; *Adjunct Instructor in Education*. B.A., Albright College, 1961; M.A., Lehigh University, 1968; *Administrative Certification*, Temple University, 1972.
- Karen Dielmann, 1998–; *Adjunct Instructor in Business Administration*, B.S., The Pennsylvania State University, 1978; M.A., Indiana University of PA, 1982.
- Joseph DiSanto, 1992–; *Adjunct Instructor in English*. B.S., St. Joseph's University, 1967; *Department of Defense Information Officers' School*, 1969; M.A., Annenberg School of Communications, University of Pennsylvania, 1970.
- Michelle Dubiach, 2005–; *Adjunct Instructor in Science Education*. B.A., University of Pittsburgh, 1990; M.S.Ed., The Pennsylvania State University, 1997.
- James A. Erdman II, 1983–; *Adjunct Instructor in Music*.
- Candice Falger, 1999–; *Adjunct Instructor in Science Education*. B.A., Millersville University, 1974; M.B.A., Lebanon Valley College, 2008.
- Suzanne D. Fox, 1998–; *Adjunct Assistant Professor of Music*. B.S., Lebanon Valley College, 1977; M.M., University of Miami, 1979.
- Emily Y. Frantz, 2001–; *Adjunct Assistant Professor of Music*. B.M., Temple University, 1996; M.M.T., Temple University, 2003.
- Ming Gao, 2002–; *Adjunct Instructor in Linguistics*. B.A., Beijing Second Foreign Language Institute, 1982; M.A., Canberra College of Advanced Education, 1984; Ph.D., Lehigh University, 1999.
- Douglas C. Gautsch, 1999–; *Adjunct Instructor in Business Administration*. B.S., Lebanon Valley College, 1997; M.B.A., 1999.
- Lyle Heberling, 2004–; *Adjunct Instructor in Business Administration*. B.S., Lehigh University, 1983; M.B.A., Tiffin University, 2000.
- Ai-Lin Hsieh, 2005–; *Adjunct Assistant Professor of Music*, B.M., Shoochow University, Taipei, Taiwan, R.O.C.; M.M., The Eastman School of Music, 2000; D.M.A., University of Maryland, 2005.
- Linda Hummel, 2002–; *Adjunct Assistant Professor of Music*. B.S., Susquehanna University, 1969; M.A., The Pennsylvania State University, 1975.
- Richard Johnson, 2001–; *Adjunct Instructor in Art*. B.S., Millersville University.
- Cheryl L. Kilhefner, 2005–; *Adjunct Instructor of Music*. B.A., Lebanon Valley College, 2003; M.M., Westminster Choir College of Rider University, 2005.
- Elvin LaCoe, 2003–; *Adjunct Instructor in Education*. Ed.D., Nova Southeastern University.

David W. Layman, 1993–; *Adjunct Assistant Professor of Religion. A.B., University of Chicago, 1977; Ph.D., Temple University, 1994.*

Robin Lilarose, 2001–; *Adjunct Instructor of Music. B.S.M.T., Elizabethtown College, 1983.*

Lac Longson, 2001–; *Adjunct Instructor in Mathematics, B.S., Lebanon Valley College, 1989; M.B.A., Kutztown University, 2000.*

Dennis Maust, 2004–; *Adjunct Instructor in Art. M.F.A., Rochester Institute of Technology.*

James Miller, 1989–; *Adjunct Instructor in Music.*

William R. Miller, 1994–; *Adjunct Instructor in Physics. B.A., Gettysburg College, 1956; M.A., University of Delaware, 1961; Ph.D., 1965.*

Thomas J. Murray, 1999–; *Adjunct Instructor in Business Administration. B.A., Lebanon Valley College, 1995; M.B.A., 1999.*

Joseph D. Mixon, 1991–; *Adjunct Instructor in Music. B.A., Moravian College, 1981; M.M., Combs College of Music, 1990.*

Bruce G. Nilson, 2004–; *Adjunct Instructor in Business Administration. B.A., West Virginia University, 1978; M.A., The Pennsylvania State University, 1981.*

Barbara Nissman-Cohen, 2001–; *Adjunct Instructor in French. Premier Degré, La Sorbonne, 1975; B.A., Ithaca College, 1976; M.S., Montclair State College, 1984.*

Robert A. Nowak, 1988–; *Adjunct Assistant Professor of Music. B.S., Mansfield State College, 1973; M.M., University of Miami, 1975.*

Lynn G. Phillips, 2006–; *Adjunct Instructor in Business Administration. B.S., Lebanon Valley College. 1968; M.S., Temple University, 1971; Ed.D., University of Pennsylvania, 1987.*

Jeffrey Remington, 1998–; *Adjunct Instructor in Science Education. B.A., Indiana University of Pennsylvania, 1986; M.Ed., The Pennsylvania State University, 1992.*

Joey Rider, 2002–; *Adjunct Instructor in Science Education. B.S., Susquehanna University, 1996; M.S.E., Lebanon Valley College, 2002.*

Marie Riegler-Kinch, 1980–; *Adjunct Assistant Professor of Art. B.A., Gettysburg College, 1973; M.F.A., The Pennsylvania State University, 1979.*

Andrew Roberts, 1998–; *Adjunct Instructor in Music. B.M., Berklee College of Music, 1989.*

Christopher A. Shaak, 2002–; *Adjunct Instructor in Sociology. B.A., Indiana University of Pennsylvania, 1992; M.S., Shippensburg University, 1998.*

DeAnna Spurlock, 1997–; *Adjunct Instructor in English. B.A., University of Wisconsin, 1968; M.A., 1970.*

Anna F. Tilberg, 1982–; *Adjunct Instructor in Biology*. B.A., *University of Pennsylvania*, 1969.

Josh Tindall, 2006–; *Adjunct Instructor of Music*. B.A., *Lebanon Valley College*, 2004.

Geno Torri, 2002–; *Adjunct Instructor in Science Education*. B.S., *California State University*, 1973; M.A.T., *University of Pittsburgh*, 1974; M.S.Ed., *Shippensburg University*, 1976; Ph.D., *Nova Southeastern University*, 1995.

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Richard J. Tushup, 1989–; *Adjunct Assistant Professor of Psychology*. A.B., *St. Vincent Seminary*; M.A., 1971; Ph.D., *University of Delaware*, 1977.

Francis J. Vottero, 2000–; *Adjunct Instructor in Economics*. B.A., *Susquehanna University*, 1968; M.A., *The Pennsylvania State University*, 1971.

Julia P. Wagner, 2001–; *Adjunct Assistant Professor of Music*. B.S., *Messiah College*, 1978; M.M., *Ithaca College*, 1981.

Michael Wojdylak, 2001–; *Adjunct Assistant Professor of Music*. B.S., *The Pennsylvania State University*, 1977; M.AGR., 1983; D.D.S., *University of Maryland*, 1987; B.A., *Lebanon Valley College*, 1997; M.M., *Marywood University*, 2003.

Deborah Worthen, 2002–; *Adjunct Instructor in Science Education*. B.S., *The Pennsylvania State University*, 1993; M.S.E., *Lebanon Valley College*, 2001.

Adjuncts in Medical Technology

Jersey Shore Medical Center: Medical Advisor, Brian Erler, M.D., Ph.D.; *Program Director*, Perla L. Simmons, M.P.A., B.S.M.T. (ASCP) S.H., N.C.A. (CLS); *Assistant Program Director/Education Coordinator*, Mary Jane C. Schaefer, M.S., M.P.A.

Lancaster General Hospital: Medical Director, James T. Eastman, M.D.; *Program Director*, Wendy Gayle, M.T. (ASCP) S.H.

COLLEGE SUPPORT STAFF

Joy L. Albright.....	Information Technology Services Office
Deborah L. Atkins.....	Music Department
Debra J. Bishop.....	College Center
Judith S. Blouch	Associate Dean and Academic Services Office
Marilyn E. Boeshore	Alumni Office
Carol L. Brashear	Physical Therapy Department
Donna L. Brickley	Information Technology Services Office
Jo Lynn Brummer	Development Office
Wendy L. Carfagno	President of the College Office
Becky Chanas	Library
Scott J. Conrad.....	Library
Susan L. Donmoyer	Business and Economics
Becky A. Firestone	Registrar's Office
Mary E. Fisher	Administration and Controller Offices
Paula Gahres.....	Chaplain's Office
Cheryl A. George	Media Center
Tara N. Gerstner	Business Office
Susan M. Greenawalt.....	Graduate Studies and Continuing Education Office
Daniel J. Grodzinski	LVC Sports Center
Karen M. Grubb	Humanities Departments and General Education
Nancy J. Hartman.....	Business Office
Kristie Hatfield.....	Facilities Services
Pamela S. Hillegas.....	Athletic Office
Sharon B. Hurst.....	Development Office
Constance W. Kershner	Business Office
Susan M. Krall.....	Library
Charlene R. Kreider.....	Human Resources
Deborah L. Lutz	Advancement Office
Karen R. McLucas	Admission Office
Shawn A. Miller	Development Office
Tami S. Morgan.....	Admission Office
Laura C. Orme.....	Career Services
Ann K. Pinca	Administration and Controller Office

Jill M. Rabuck.....	Annual Giving
Christine M. Reeves.....	Development Office
L. Anne Ristenbatt	Copy Center and Mail Services
Alice J. Rulapaugh	Student Affairs Office
Carol A. Sabados	Biology Department
Ann E. Safstrom	Music Department
Denise D. Sanders	Library
Lynne M. Shapiro.....	Registrar's Office
Barbara A. Smith	Vice President for Academic Affairs and Dean of the Faculty Office
Wendy E. Smith.....	LVC Sports Center
Susan M. Snyder.....	Mathematical Sciences; Art and Art History and Psychology Departments
Sharon L. Stamm.....	English; Political Science; and Sociology and Criminal Justice Departments
Jay L. Sorrentino	Athletic Equipment Manager
LaRue A. Troutman.....	Financial Aid Office
Nathaniel C. Tulli	Information Technology Services Office
Victoria Van Hise.....	Associate Dean and Academic Services Office
Matthew P. Velazquez	Information Technology Services Office
Nancy J. Waite	Education Department
Barbara E. West	Chemistry and Physics Departments
Sarah R. Wickenheiser	LVC Sports Center
Anita L. Williams.....	College Relations
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. Vlasisavljevic, M.B.A., Assistant Professor of Accounting
- 1995 David I. Lasky, Ph.D., Professor of Psychology
- 1996 James W. Scott, Ph.D., Professor of German
- 1997 Howard L. Applegate, Ph.D., Professor of History and American Studies
- 1998 Mark L. Mecham, D.M.A., Professor of Music
- 1999 Michael A. Day, Ph.D., Professor of Physics
- 2000 Jeanne C. Hey, Ph.D., Associate Professor of Economics
- 2001 Allan F. Wolfe, Ph.D., Professor of Biology
- 2002 Marie G. Bongiovanni, M.L.A., Associate Professor of English
- 2003 Carl T. Wigal, Ph.D., Professor of Chemistry
- 2004 Mary L. Lemons, Ed.D., Associate Professor of Music
- 2005 Jeffrey W. Robbins, Ph.D., Assistant Professor of Religion
- 2006 J. Patrick Brewer, Ph.D., Associate Professor of Mathematical Sciences
- 2007 Philip A. Billings, Ph.D., Professor of English
- 2008 M. Jane Yingling, Ph.D., Associate Professor of Education

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 24 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 in Music
- 1994 Timothy M. Dewald, M.Div., Adjunct Instructor in Mathematical Sciences
- 1995 Léonie Lang-Hambourg, M.A., Adjunct Assistant Professor of German
- 1996 Cynthia R. Johnston, B.S., Adjunct Instructor in Chemistry
- 1997 Richard J. Tushup, Ph.D., Adjunct Assistant Professor of Psychology
- 1998 Arlen J. Greiner, M.S., Adjunct Assistant Professor of Physics
- 1999 Leslie E. Bowen, M.F.A., Lecturer in Art
- 2000 Patricia M. Meley, M.A., Adjunct Instructor in American Studies
- 2001 Robert A. Nowak, M.M., Adjunct Assistant Professor of Music
- 2002 Gene G. Veno, M.P.A., Adjunct Instructor in Business Administration
- 2003 Marion M. Markowicz, M.S.S., Adjunct Instructor in Sociology
- 2004 Jeff Remington, M.Ed., Adjunct Instructor in Science Education
- 2005 James A. Erdman II, Adjunct Instructor in Music.
- 2006 Marie Riegle-Kinch, M.F.A., Adjunct Assistant Professor of Art
- 2007 Anna F. Tilberg, B.A., Adjunct Instructor in Biology
- 2008 Joseph D. Mixon, M.M., Adjunct Instructor in Music

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's Doctor of Physical Therapy Degree Program is accredited by the Commission on Accreditation in Physical Therapy Education.

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.

STATEMENT ON NON-DISCRIMINATION

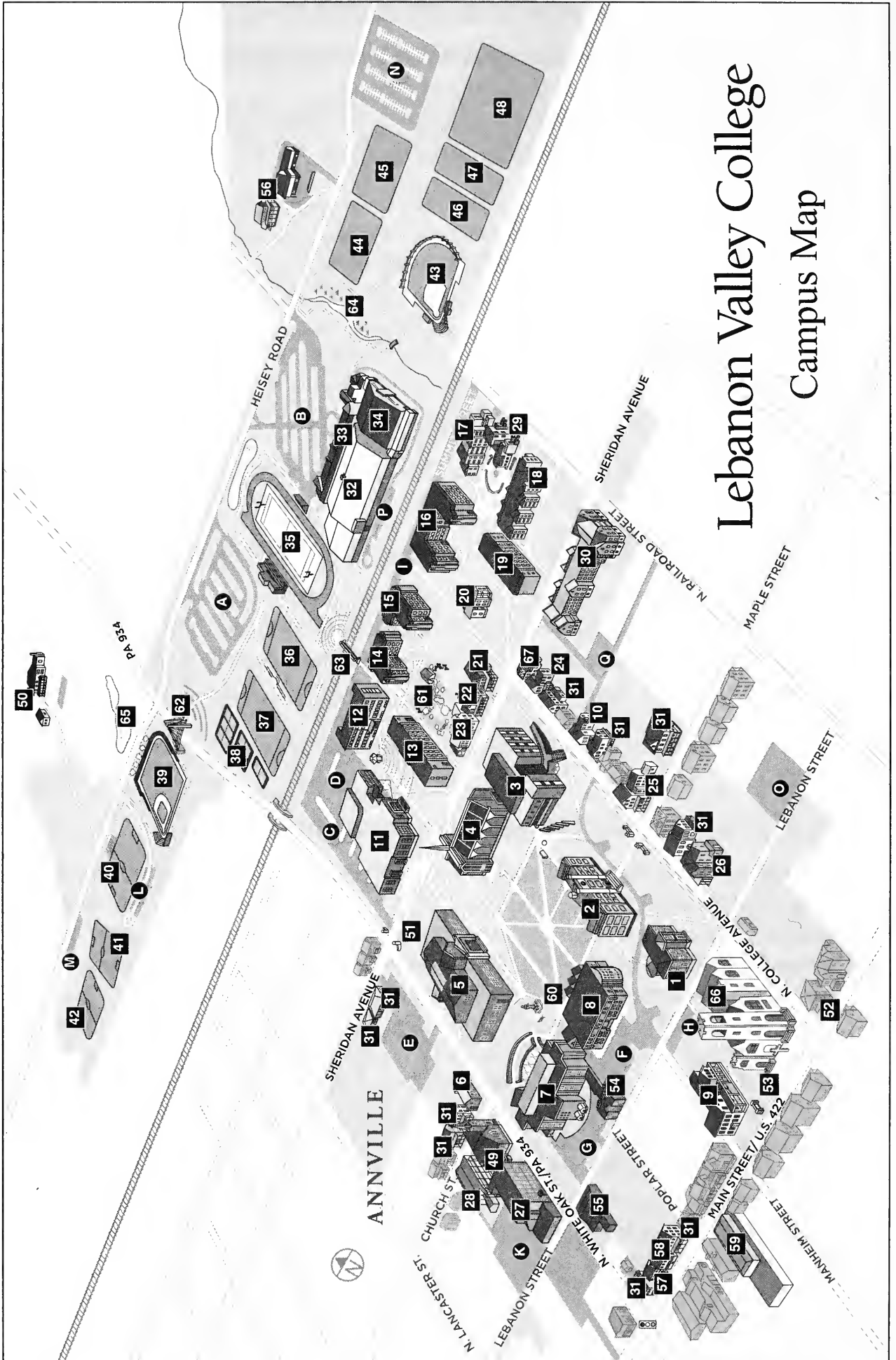
Lebanon Valley College does not discriminate on the basis of race, color, religion, gender, national origin, age, sexual orientation, disability, or age in its programs or activities. The College is committed to a policy of equal opportunity in all aspects of employment, including application, promotion, and transfer. Anyone who believes that he/she has been subjected to discrimination in violation of this policy is encouraged to report the problem to the EEO/Title IX Coordinator or the Vice President for Academic Affairs.

STUDENT RETENTION

Lebanon Valley College participates in student financial assistance programs under Title IV of the Higher Education Act of 1965. According to the requirements of the Student Right-to-Know legislation, the college is required to report annually the graduation rates within 150 percent of the normal time to complete a degree to students and prospective students.

The cohort of 417 full-time, first-time degree-seeking undergraduates who entered Lebanon Valley College in the fall of 2001 consisted of 187 men and 230 women. At the end of four years, 266 had completed a bachelor's degree. At the end of the fifth year, another 23 had completed a bachelor's degree. By 2007, at the end of the sixth year, an additional 3students had completed a bachelor's degree. The Student Right-to-Know Completion or Graduation Rate Calculation for the 2001 cohort is 70 percent. This information has been submitted to the U.S. Department of Education.

Detailed information on student retention and graduation rates is available in the Office of the Registrar.



Lebanon Valley College

Campus Map

ACADEMIC AND ADMINISTRATIVE BUILDINGS

1. **Carnegie Building:** Admission and Financial Aid
2. **Humanities Center and Administrative Offices:** American Academic Departments; American Studies Program, English Department, Foreign Languages Department, History and Political Science Department, Religion and Philosophy Department, Sociology and Criminal Justice Department
- Administrative Offices:** Business Office, Copy Center, Disabilities Services, Graduate Studies and Continuing Education, Mail Room, Media Services, President, Registrar, Study Abroad, Telephone Services, Vice President and Controller, Vice President and Dean of the Faculty, Vice President for Administration
3. **Blair Music Center:** Music Department, Lutz Recital Hall, Music Recording Technology Studios
4. **Miller Chapel:** Chaplain's Office, Chapel, Classrooms
5. **Lynch Memorial Hall:** Art and Art History Department and Gallery Offices, Business and Economics Department, Education Department, Emmett C. Roof Management Department Wing, Information Technology Services, Psychology Department, William H. Lodge Mathematical Sciences Center
6. **Fencil Building:** Art Studios

7. **Neidig-Garber Science Center:** Biology Department, Chemistry Department, Physics Department
8. **Vernon and Doris Bishop Library**
9. **Laughlin Hall Advancement Office:** Alumni Programs, Annual Giving, College Relations, Development, Leadership Gifts, Planned Giving
10. **Wagner House:** Student Services Offices

RESIDENTIAL LIFE BUILDINGS

11. **Allan W. Mund College Center:** Career Services, College Store, Conference Services, Dining Halls, Leedy Theater, Multicultural Affairs Office, Student Activities Offices, Student Newspaper, WLVC Radio, The Underground

12. **Mary Capp Green Residence Hall**
13. **Vickroy Residence Hall**
14. **Keister Residence Hall**
15. **Hammond Residence Hall**
16. **Funkhouser Residence Hall**
17. **Marquette Residence Hall**
18. **Dellinger Residence Hall**
19. **Silver Residence Hall**
20. **North College Residence Hall**
21. **Shroyer Health Center**
22. **Sheridan Avenue Residence Hall**
23. **Centre Residence Hall**
24. **Weimer Residence Hall**
25. **Friendship House Residence Hall**
26. **Reber Residence Hall**
27. **Derrickson Hall A:** Student Apartments
28. **Derrickson Hall B:** Student Apartments
29. **New Student Center**
30. **Stanson Residence Hall**
31. **Student Housing**

ATHLETIC AND RECREATION FACILITIES

32. **Edward H. Arnold Sports Center:** Indoor Track, Intercollegiate Athletics, Pool, Recreational Facilities
33. **The Heilman Center:** Athletic Training Facilities, Classrooms, Fitness Center, Physical Therapy Program, Wellness Pool
34. **LVC Gymnasium**
35. **Henry and Gladys Arnold Field**
- 36–37. **Field Hockey Complex**
38. **Tennis Courts**
39. **McGill Baseball Park**
40. **Herbert Soccer Field**
- 41–42. **Practice Soccer Fields**
43. **Softball Park**
44. **Rohland Intramural Field**
45. **Intramural Field**
- 46–47. **Practice Football Fields**
48. **Future Athletic Field**

OTHER FACILITIES

49. **Suzanne H. Arnold Gallery:** Suzanne H. Arnold Art Gallery, Zimmerman Recital Hall
50. **Kreiderheim:** President's Residence
51. **Benjamin Cantor Entrance**
52. **South Campus Entrance**
53. **Bollinger Plaza**
54. **Heating Plant**
55. **Maintenance Shops**
56. **Maintenance Offices**
57. **Frank Aftosmes House**
58. **Middle Atlantic Conference Offices**
59. **Allen Theatre and MJ's Coffeehouse**
60. **Carmean Plaza**
61. **Peace Garden**

62. **Fasick Bridge**
63. **Pedestrian Bridge**
64. **Wetlands/Environmental Study Area**
65. **Williams Woods**
66. **Annvil United Methodist Church**
67. **Public Safety**

PARKING LOTS

Resident Students & ASC Members

- A. Red Lot
 - B. Red Lot
 - N. Gold Lot
- Staff and Visitors*
- C. Silver Lot
 - D. Silver Lot
 - E. Silver Lot
 - F. Silver Lot
 - G. Silver Lot
 - H. Silver Lot
 - O. Silver Lot
 - P. Silver Lot
 - Q. Silver Lot

Commuter, Part-time Students and Visitors

- I. Green Lot
 - C and D. overflow A + B
- Derrickson Hall Residents*
- K. Blue Lot
 - E. Designated Area
- Unrestricted*
- L. Soccer/Baseball Lot
 - M. Soccer Practice Lot

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PHONE NUMBERS

College Offices*

Academic Offices	6208
Academic Support	6988
Admissions	6181
Business Office	6300
Career Planning and Placement	6235
College Center	6161
College Store	6313
Computer Lab (general)	6067
Computer Science Lab	6067
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	6355
Art and Art History	6015
Biology	6175
Business Administration	6101
Chemistry	6140
Economics	6330
Education	6305
English	6240
Foreign Language	6250
History	6355
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.

2008–2009 ACADEMIC CALENDAR

First Semester		Second Semester	
August	23	Saturday, 8 a.m.	Residence halls open for new students
	24	Sunday, Noon	Residence halls open for students
	25	Monday, 8 a.m.–5 p.m.	Advising Day
	25	Monday, 2:30–3:30 p.m.	New Student Program
	25	Monday, 4:30 p.m.	Opening Convocation
	26	Tuesday, 8 a.m.	Add/Drop period begins
	26	Tuesday, 8 a.m.	Day Classes Begin
	26	Tuesday, 11 a.m.–12:30 p.m.	New Student Program
	26	Tuesday, 6 p.m.	Evening classes begin
	28	Thursday, 11 a.m.–12:30 p.m.	New Student Program
September	2	Tuesday, 4:30 p.m.	Add/Drop period ends. Last day to drop course without a grade of “W”
October	10	Friday, 5 p.m.	Fall break begins
	14	Tuesday, 6 p.m.	Classes resume
	15	Wednesday, 12 p.m.	Mid-term grades due
	17	Friday–Sunday	Homecoming/Family Weekend
	17	Friday, 4:30 p.m.	Incomplete grades due
	31	Friday, 4:30 p.m.	Last day to change registration or withdraw from a course
November	7	Friday, a.m.	Spring 2009 registration begins
	17	Monday, Midnight	Spring 2009 registration ends
	26	Wednesday, Noon	Thanksgiving vacation begins
December	1	Monday, 8 a.m.	Classes resume
	5	Friday, 4:30 p.m.	Last day for first-semester freshman to withdraw from a course
	5	Friday, 5 p.m.	Day classes end
	6	Saturday	Reading Day
	7	Sunday	Reading Day
	8–13	Monday–Saturday	Final examinations
	13	Saturday, 5 p.m.	Semester ends
	17	Wednesday, Noon	Final grades due
	19	Monday, Noon	Residence halls open for students
	19	Monday	Martin Luther King, Jr. Holiday
	20	Tuesday, 8 a.m.	Add/Drop period begins
	20	Tuesday, 8 a.m.	Day classes begin
	20	Tuesday, 6 p.m.	Evening classes begin
	27	Tuesday, 4:30 p.m.	Add/Drop period ends. Last day to drop a course without a grade of “W”
	17	Tuesday, 11 a.m.	Founders Day
	27	Friday, 5 p.m.	Spring vacation begins
	9	Monday, 8 a.m.	Classes resume
	18	Wednesday, Noon	Mid-term grades due
	20	Friday, 4:30 p.m.	Incomplete grades due
	20	Friday, 4:30 p.m.	Last day to change registration or withdraw from a course
	27	Friday, 4:30 p.m.	Graduation Plans due for students graduating in May, August, and December 2010
	9	Thursday, 5 p.m.	Easter Break begins
	13	Monday, 6 p.m.	Classes resume
	17	Friday, a.m.	Fall 2009 registration begins
	27	Monday, Midnight	Fall 2009 registration ends
	6	Wednesday, 4:30 p.m.	Last day for first-semester freshmen to withdraw from a course
	6	Wednesday, 5 p.m.	Day classes end
	7	Thursday	Reading Day
	8–9	Friday–Saturday	Final Examinations
	10	Sunday	Reading Day
	11–14	Monday–Thursday	Final Examinations
	14	Thursday, 9:30 p.m.	Semester Ends
	15	Friday, Noon	Senior grades due
	16	Saturday, 9 a.m.	Baccalaureate Service
	16	Saturday, 11 a.m.	140th Commencement
	22	Friday, Noon	Final grades due



Lebanon Valley College
101 North College Avenue
Annville, PA 17003-1400

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