DIRECTORY

ADDRESS—Duquesne University,
600 Forbes Avenue, Pittsburgh, Pa. 15282
Telephone, Call specific number (see following)
for other offices, call 396-6000

ADMISSION—Dean of Domestic Admissions
and International Affairs
Administration Building, First Floor
Telephone (412) 396-5000
(600) 456-0590 (Outside of 412 Area Code)

ADVISORS
College of Liberal Arts
College Hall, Room 212
Telephone (412) 396-6389/5905
Division of Continuing Education
Rockwell Hall, Room 210
Telephone (412) 396-5034
School of Business Administration,
Rockwell Hall, Room 705
Telephone (412) 396-6277/5072
School of Education, Canevin Hall, Room 213
Telephone (412) 396-5713
Rangos School of Health Sciences
Health Sciences Bldg., Room 302
Telephone (412) 396-6652
School of Music, Room 302
Telephone (412) 396-6080
School of Natural and Environmental Sciences
212/312 Bayer Learning Center
Telephone (412) 396-4921/4946
School of Nursing, College Hall, Sixth Floor
Telephone (412) 396-5046/5555
School of Pharmacy, Mellon Hall of Science, Room 410B
Telephone (412) 396-6308
Reserve Officers' Training Program (ROTC)
Rockwell Hall, Room 1003
Telephone (412) 396-6664/6665/6666

BOOKSTORE—Duquesne Union, Second Floor
Telephone (412) 434-6626

CAMPUS MINISTRY—Administration Building, First Floor
Telephone (412) 396-6200/5045

CAREER SERVICES CENTER
Rockwell Hall
Telephone (412) 396-6644
School of Education Career Center
Telephone (412) 396-6647

CASHIER—Payment of Tuition and Fees,
Administration Building, Ground Floor
Telephone (412) 396-6585/6586/6588

COMMUTER AFFAIRS—
117 Duquesne Union
Telephone (412) 396-6660

COMPREHENSIVE STUDENT ADVISEMENT
Administration Building, Third Floor
Telephone (412) 396-5097

CONTINUING EDUCATION—
Rockwell Hall, Second Floor
Telephone (412) 396-5034

FINANCIAL AID—Loan, Scholarship,
Student Employment, Application
Administration Building, Ground Floor
Telephone (412) 396-6607

OFFICE OF FRESHMAN DEVELOPMENT AND
SPECIAL STUDENT SERVICES—
Duquesne Union, Third Floor
Telephone (412) 396-6657

OFFICE OF GREEK LIFE—
Duquesne Union, Third Floor
Telephone (412) 396-6651

GOVERNMENTAL AFFAIRS—
Administration Building, Fifth Floor
Telephone (412) 396-5080

HEALTH SERVICE—
Duquesne Towers, Second Floor
Telephone (412) 396-1650

IDENTIFICATION CARDS—
Health Sciences Bldg., Room 302
Telephone (412) 396-6191

INFORMATION CENTER—For University Events,
Duquesne Union, Third Floor
Telephone (412) 396-6632/6633

INTERNATIONAL EDUCATION ADVISOR—
Sixth Floor, Duquesne Union
Telephone (412) 396-6113

LEARNING SKILLS PROGRAM—
Administration Building, Ground Floor
Telephone (412) 396-6661/6666

PSYCHOLOGY CLINIC—
Rockwell Hall, Ninth Floor
Telephone (412) 396-6562

PUBLIC AFFAIRS—
Fisher Hall, Second Floor
Telephone (412) 396-6030

PUBLIC SAFETY—Public Safety Building
Telephone (412) 396-6032
For Emergency, call (412) 396-6767

REGISTRAR—For Transcripts and Records,
Administration Building, Ground Floor
Telephone (412) 396-5623 (Transcripts)
396-6212 (General Office)

RESIDENCE LIFE—Assumption Hall, Ground Floor
Telephone (412) 396-6655/6529

STUDENT ACCOUNTS—
Administration Building, Room 208
Telephone (412) 396-6585

STUDENT HEALTH INSURANCE—
Administration Building, Room 212
Telephone (412) 396-6677

UNIVERSITY COUNSELING CENTER—
Administration Building, Third Floor
Telephone (412) 396-6204/6208

DUQUESNE UNIVERSITY
PITTSBURGH, PENNSYLVANIA

Undergraduate Catalog
1999-2000
As the educational process from admission through graduation, requires continuing review and appropriate approval by University officials, the provisions of this catalog are to be considered directive in character. The University, therefore, reserves the right to change requirements and regulations contained herein, including fees, tuition, and board and room, and to determine whether an individual has satisfactorily met the requirements for admission or graduation.

NOTICE OF NONDISCRIMINATION AND NONHARASSMENT POLICY
Duquesne University, motivated by its Catholic identity, values equality of opportunity, human dignity, racial, cultural and ethnic diversity, both as an educational institution and as an employer. Accordingly, the University prohibits and does not engage in discrimination or harassment on the basis of race, color, religion, national origin, sex, age, disability or status as a veteran or disabled veteran. Further, Duquesne University will continue to take affirmative steps to support and advance these values consistent with the University's mission statement. This policy applies to all programs and activities of the University, including, but not limited to, admission and employment practices, educational policies, scholarship and loan programs and athletic or other University-sponsored programs.

SECURITY STATISTICS, POLICIES AND PROCEDURES
In accordance with the College and University Security Information Act (Pennsylvania Act 73 of 1988) and the U.S. Student Right to Know and Security Act (P.L. 101-542), information regarding Duquesne University's crime statistics, security policies and procedures is available in the Admissions Office.

Information contained in this catalog is accurate as of the date of publication.

Published annually by Duquesne University, 600 Forbes Avenue, Pittsburgh, PA 15282
Academic Calendars
Fall 1999 — Summer 2000

FALL SEMESTER — 1999
Classes Begin August 30 (Monday)
Labor Day Holiday September 6 (Monday)
All Saints Day November 1 (Monday)
Thanksgiving Holiday November 24-27 (Wednesday-Saturday)
Immaculate Conception Holy Day December 8 (Wednesday)
Final Exams December 14-18 (Tuesday-Saturday)
Commencement December 19 (Sunday)

SPRING SEMESTER — 2000
Classes Begin January 10 (Monday)
Martin Luther King Holiday January 17 (Monday)
Spring Break March 6-11 (Monday-Saturday)
Easter Holiday April 20-24 (Thursday-Monday)
(Offices closed Thursday, April 20
Friday, April 21)
Monday Class April 25 (Tuesday)
Schedule Followed
Friday Class April 26 (Wednesday)
Schedule Followed
Final Exams April 28 - May 4 (Friday-Thursday)
Commencement May 6 (Saturday)

SUMMER SEMESTER — 2000
Summer Term Begins May 8 (Monday)
Memorial Day Holiday May 29 (Monday)
Ascension Holy Day June 1 (Thursday)
Independence Day July 4 (Tuesday)
Holiday Observed
End of 12 week term July 28 (Friday)
Assumption Holy Day August 15 (Tuesday)

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Please refer to the current schedule of classes booklet for detailed academic calendar dates and deadlines.
Part I: General Information

HISTORY
Duquesne University first opened its doors as the Pittsburgh Catholic College of the Holy Ghost in October 1878 with an enrollment of 40 students and a faculty of seven. From a humble original location on Wylie Avenue in the City's Uptown section to its present beautifully self-contained campus, Duquesne provides a hilltop vista overlooking one of the nation's most attractive cities.

Today Duquesne University is a progressive educational facility which has more than tripled from its early 12.5 acres to its present, self-enclosed 43-acre campus overlooking the city of Pittsburgh. Duquesne was cited by USA Today as having one of the safest urban campuses in the nation.

Several renovations have recently taken place and have added to Duquesne's already-rich physical plant, including a state-of-the-art health sciences facility; three parking garages, a multi-purposed recreation center, a Victorian campus throughway, an theatre/classroom complex, the new Arthur J. Rooney Football/Soccer Field in the center of campus, 35 new multimedia classrooms, and a state-of-the-art classroom building.

Recently named one of the top ten national Catholic universities in the United States, Duquesne's academics are recognized both nationally and internationally. As a result of its academic excellence known worldwide, the University has signed agreements with institutions in Belgium, Germany, France, Spain, Ireland, England, China, Japan and Italy as well as the new Commonwealth of Independent States.

Duquesne's recent growth has been tremendous with more than 9,500 students in nine schools of study, including the College and Graduate School of Liberal Arts (1878), and the Schools of Law (1911), Business Administration (1915), Pharmacy (1925), Music (1926), Education (1929), Nursing (1937), Health Sciences (1990), School of Natural and Environmental Sciences (1994) and the Division of Continuing Education. Duquesne's nine schools offer degree programs on the baccalaureate, professional, master's and doctoral levels.

SUMMARY STATEMENT OF MISSION AND GOALS
Duquesne University of the Holy Ghost is a Catholic university, founded by members of the Spiritan Congregation, and sustained through a partnership of lay and religious.

The motto of Duquesne University is Spirtus est qui vivificat. "It is the Spirit that gives life." Enriching the life of the mind and the life of the spirit of every member of its community is the mission of Duquesne.

It is Duquesne University's special trust to seek truth and to disseminate knowledge within a moral and spiritual framework in order to prepare leaders distinguished not only by their academic and professional expertise but also by their ethics, and guided by consciences sensitive to the needs of society.

Therefore, Duquesne is a community of students, faculty, administrators, and others who are willing to make these commitments:

- To create undergraduate and graduate education of the highest quality in liberal and professional disciplines
- To examine the moral and ethical foundations of their thought and action, and to develop their personal values and ethical commitment
- To participate in an ecumenical dialogue open to all beliefs
- To extend educational opportunities to those with special financial, educational, and physical needs
- To promote world community through the development of an international and intercultural vision of the global needs and international responsibilities for peace, justice, and freedom.

Duquesne serves God by serving students — through an academic community dedicated to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity, and through service to the Church, the community, the nation, and the world.

Duquesne offers a wide variety of programs and curricula from which students may select freely in accordance with their interests, capabilities and goals in life.

Complemented by a broad spectrum of nonacademic activities and programs, the curriculum at Duquesne University is designed to prepare young men and women who, upon entering their chosen careers, will possess a broad, well-balanced and fully integrated education and perspective of themselves and the world.

POLICY STATEMENT ON INTERNATIONAL EDUCATION
The mission of Duquesne University's founders, (the Spiritans), has always included service to peoples outside of the United States. Duquesne University also is committed to providing an educational environment which recognizes cultural and national pluralism.

Duquesne welcomes qualified students throughout the world and encourages its students and faculty to take advantage of opportunities to study and teach abroad.
The University believes that the sharing of the multiple traditions and values, and the ferment of different cultures and ideas, is an essential element in the educational process.

In a world that is growing ever smaller, it is imperative that Duquesne reach out to peoples of different cultures to afford them the opportunity to acquire additional educational experiences. Duquesne provides students with access to international and American faculty and students who will enrich all. Interaction among international and American faculty and students will enhance their ability to be better citizens of our shared world.

Duquesne University asserts its commitment to develop and maintain programs, services and practices which promote and express respect for persons of diverse cultures and backgrounds and which provide educational bridges linking the peoples of the world.

The University Setting

Located adjacent to downtown Pittsburgh, Duquesne University's modern hilltop campus is easily accessible to the business, entertainment and shopping centers of the city. While still offering students the privacy and peace of its own self-contained 43-acre site, Duquesne combines the features of urban living with many of the charms and personal characteristics of a much smaller town.

Located adjacent to downtown Pittsburgh, Duquesne University's modern hilltop campus is easily accessible to the business, entertainment and shopping centers of the city, while still offering students the privacy and peace of its own self-contained 43-acre site.

Long noted as one of the world's great corporate centers, Pittsburgh combines the features of urban living with many of the personal characteristics of a much smaller town. One of the largest corporate headquarters in the U.S., Pittsburgh also was shown, in a recent survey by Rand McNally, to be America's most livable city.

Students from Duquesne and the other colleges and universities in the city can choose from a wide range of cultural events and institutions.

The world-renowned Pittsburgh Symphony Orchestra, Pittsburgh Opera, and Pittsburgh Ballet Theatre all perform regularly in the elegant Heinz Hall for the Performing Arts and the Benedum Center. The theatergoer can choose from productions of the Pittsburgh Public Theatre, local college drama departments and programs, and a wide variety of summer and dinner club theatres.

Seasonal events include the Three Rivers Festival, the International Folk Festival, three prestigious events which draw national attention.

Duquesne students can visit such points of interest as the Pittsburgh Zoo, Carnegie Museum of Art and History, Scenic Gallery, the Conservatory, Carnegie Science Center and Buhl Planetarium. Pittsburgh History and Landsmarks Museum, Duquesne Incline and Phipps Conservatory.

Directly across the river from campus is Mount Washington, Pittsburgh's highest peak, which offers a spectacular view of the city and its surroundings, particularly at night.

Market Square, a redeveloped area in the heart of downtown Pittsburgh, and the Oakland-Shadyside area in the eastern end of the city are two of the city's major entertainment and nightlife centers.

Each classroom has whiteboards, projection screens and an overhead projector permanently available. Facility in each classroom have complete control over VCR, laserdisc players, slide projectors, video cameras and CD-ROM players from a single control device. Students can electronically ask questions to professors without moving from their seat, observe a lecture presented at another location through distance learning technology and save lectures on disk.

The Duquesne Union is the center of campus life and student activities. Dedicated in 1967, it houses offices of the Student Life Division, International Affairs, Command and Campus organizations.

Facilities include meeting rooms, an information center, four dining facilities, an expanded bookstore, ID Center, mailing and copy center, PNC Branch Bank, Student Telephone Service, art gallery and a recreation center.

Fisher Hall, houses the RSHS Departments of Health Management Systems and Speech-Language Pathology, Speech-Language Pathology Clinic, Excercise Physiology Lab for Athletic, Educational, Performance Lab for Occupational Therapy, Department of Theology, Human Resource Management, the Division of Public Affairs, computer labs, classrooms, and other administrative offices.

The G & G Building houses the Physical Plant Office.

Health Sciences Building, dedicated in 1991, resulted from the renovation of the old Gymnasium. The four-story building is the home of the John G Rangos Sr School of Health Sciences with its departments of athletic training, health management systems, occupational therapy, perfusion technology, physical therapy, physician assistant and speech-language pathology. The building provides faculty and student offices and research laboratories. The fourth floor includes the Allegheny General/Duquesne University Sports Medicine Institute, Anatomy Research and Teaching Laboratory, and a Multimedia Computer Laboratory. The School of Medicine treats a varied array of clinical problems of the neuro-muscular-skeletal systems with services provided by physicians, physical therapists, athletic trainers, and occupational therapists.

The Edward J. Hanley Hall, dedicated in 1982, renovates the historic Administration building of the old University Library building. The facility houses School of Law faculty and administrative offices, research and study rooms, two large amphitheater lecture rooms, seminar and classroom areas, and a large court room. The greatly expanded and fully computerized law library is the most accessible one of its kind in the city, with its central location and convenient hours. The law library is open to members of the local bench and bar, as well as law students.

Laval House houses the Sputnik Vocation Office.

The Gumberg Library, opened in 1978 and redeveloped in 1995, is a modern, attractive five-story structure. Housed in over 100,000 square feet of space is a collection of over 585,500 volumes. The Library offers books, journals, electronic resources, and an extensive micro-print and audio-visual collection.

The facility also contains a number of special collections, including the Rabbi Herman Hailperin Collection on Medieval Christian and Jewish medieval and religious thought, and the Silverman Center Collection, an internationally prominent collection of the world's literature in phenomenology. The Gumberg Library also houses the Justice Michael A. Musmano Collection and the John Cardinal Wright Collection containing much of the Cardinal's personal papers, sermons and correspondence.
With seating capacity for approximately 1,100, including graduate study carrels, the library is a highly functional, efficient building responsive to the needs of the Duquesne community for many years to come. Architects for the Library Resource Center, Gerard-Nagar Associates, were cited by the Pittsburgh Chapter of the American Institute of Architects for creative design in their renovation and expansion of the original structure, constructed in the 1920s, into the present facility.

In September 1990 the library completed the first of a series of technological advances with the installation of a CD-ROM network. The library continues to maintain a state-of-the-art network providing numerous information resources to users in the library and from remote locations.

McCloskey Field, dedicated in the mid-1970s, and renovated in 1998, is the center for outdoor intramural activity. The field now is made up of artificial turf and is surrounded by a four-lane all-weather track used by the University track and field teams. Other athletic facilities include four tennis courts and one outdoor basketball/deck hockey court.

The Public Safety Building is headquarters for the University's Public Safety Office.

Richard King Mellon Hall of Science, an attractive, four-story structure dedicated in 1968, houses the departments of biological sciences, chemistry, physics, and the School of Pharmacy. Designed by one of the world's most renowned architects, Mies van der Rohe, the building won the "Laboratory of the Year" award in 1969. Instructional facilities include two large amphitheater-style lecture halls with seating capacities of 250 each, well-equipped laboratories, and a science computer facility.

The Music School, dedicated in 1967, has over 80 pianos, five organs, and over 300 orchestral and band instruments available for student use. Individual and group practice areas are available in the building.

The School of Information Technology, which houses a Music Learning Resource Center and a School of Information Technology, features state-of-the-art synthesizers, sequencers, samplers and audio equipment.

Rockwell Hall, dedicated in 1958, is a 10-story structure which houses the School of Business Administration and the School of Engineering. Rockwell Hall is connected downtown Pittsburgh with Duquesne's campus. The building has almost been totally remodeled in recent years. Rockwell Hall also houses a student lounge/vending machine area, Rockwell Express (Burger King and Pizza Hut), three modern computer laboratories of the School of Business Administration, Center for Communication and Information Technology, Chrysler Corp. Small Business Development Center, the Division of Continuing Education, Career Services, and the Department of Psychology, Print and Graphics Department, the Mailing Center, the Mills Complex, University Press, and University Purchasing Department.

Arthur J. Rooney Field is a multi-purpose field named in honor of Arthur J. Rooney, former owner of the Pittsburgh Steelers and Duquesne graduate. The facility provides a home for Duquesne University football, men's and women's soccer, and women's lacrosse as well as intramural activities. In the winter, an air-supported structure (a bubble) is erected over a majority of the field, which serves as the winter practice facility for the Pittsburgh Steelers. The field, which is equipped with lights and a special artificial turf surface, houses an adjacent fieldhouse with locker room facilities, a training room and coaches offices.

St. Ann's Living-Learning Center, dedicated in 1964, is a seven-floor coed residence hall which houses approximately 500 freshman students. The women and men are housed on separate wings of the building, allowing for privacy. The facility includes a front desk area equipped with security cameras and ID card readers, laundry machines, a recreational lounge, a chapel, computer labs, and vending machines. Each student room has access to the campus computer mainframe.

St. Martin's Living-Learning Center, a 13-floor coed residence hall which houses approximately 500 freshmen. The women and men are housed on separate floors of the building, allowing for privacy. The facility includes a front desk area equipped with security cameras and ID card readers, laundry machines, a recreational lounge, computer labs, and vending machines. Each student room has access to the campus computer mainframe.

Trinity Hall, dedicated in 1952, is the residence of the Holy Ghost Fathers who serve the University as administrators and teachers. The grounds of the hall include an attractive mall and grotto.

Vickroy Hall, opened for Fall 1977. It is a 284 bed, air-conditioned facility, double rooms, bathroom shared by two rooms (four people). Hallways and lounge areas are connected for education on each floor. Laundry room on each floor, with one washer and two dryers. Front desk security, security cameras in elevators and all outside doors. Ground floor multi-purpose room for meetings, programs and breakfast function. Each room has individual heating and air-conditioning units. Upper classman building. Coed by floor, 2, 3 and 4 are male, and 5, 6, 7 and 8 are female.

ACCREDITATION AND AFFILIATION

The School of Education

Accreditation

Middle States Association of Colleges and Schools

State Board of Education of the Pennsylvania Department of Education

Membership

American Association of Collegiate Registrars and Admissions Officers

American Council on Education

Commission on Accreditation and Recognition (CAR)

American Psychological Association

American Psychological Association of Health Systems Services

American Society of Business Education

American Society of Health System Pharmacists

Pennsylvania Psychological Association

Pennsylvania Association of Colleges and Universities

Pennsylvania Association of Student Financial Aid Administrators

Pittsburgh Council on Higher Education

College of Liberal Arts

Membership

American Association for Higher Education

American Association for State and Local History

American Conference of Academic Deans

American Historical Association

American Society of Journalism School Administrators

Association of American Colleges

Association of Departments of English

The Historical Society of Western Pennsylvania

National Collegiate Honors Council

Organization of American Historians

A. J. Palumbo School of Business Administration

Accreditation

American Assembly of Collegiate Schools of Business

Accreditation Council

Membership

Middle Atlantic Association of Colleges of Business Administration

GENERAL INFORMATION

School of Education

Accreditation

Middle States Association of Colleges and Schools

Pennsylvania Department of Education

Membership

American Association of Colleges for Teacher Education

Association of Independent Liberal Arts Colleges for Teacher Education

International Council on Education for Teaching

Pennsylvania Association of Colleges and Teachers Educators

Rangel School of Health Sciences

Accreditation

The Commission on Accreditation of Allied Health Education Programs (CAAEHP) in collaboration with the Joint Review Committee on Educational Programs in Athletic Training (JRC-AT)

The Bachelor of Science in Health Management Systems (BSHMS) degree program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAEHP) in collaboration with the American Health Information Management Association (AHIMA) Council on Accreditation (COA) and the Council on Accreditation and Recognition (CAR). Select graduates will be eligible for the national certification examination to become a Registered Health Information Administrator (R.H.I.A.).

The Accreditation Council for Occupational Therapy Education (ACOTE)

The Commission on Accreditation of Allied Health Education Programs (CAAEHP) in collaboration with the Accreditation Committee for Physician Assistants (ARC-PA) and the Council on Accreditation and Recognition (CAR).


The Commission on Accreditation of Allied Health Education Programs (CAAEHP) in collaboration with the Accreditation Review Committee on Education for the Physician Assistant (ARC-PA) and the Council on Accreditation and Recognition (CAR).

Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Membership

Commission on Accreditation of Allied Health Education Programs (CAAEHP)

Association of Schools of Allied Health Professions

Association of University Programs in Health Administration (AUPHA).
Evening Study

Duquesne University offers evening classes for full and part-time students each semester and during the Summer Session. The following undergraduate degrees are able to be completed through evening study:

- **College of Liberal Arts**
  - Bachelor of Arts in Psychology

- **School of Business Administration**
  - Bachelor of Science in Business Administration
  - Concentrations: Accounting, Management, Information Technology, Marketing

Certification Programs

- Certificates in areas including Marketing, Multimedia Technology, Information Technology

Please see section IV in the Continuing Education portion of this catalog.

Division of Continuing Education

- Bachelor of Science in Professional Studies

The Bachelor of Science in Professional Studies is designed for adult students who seek flexibility in a bachelor's degree program. Students are provided the opportunity to customize plans of study to meet personal and professional goals. A strong foundation in both business and the liberal arts allows students to individually design two major areas of study, designated as concentrations. Concentrations are designed in conjunction with an academic advisor and are available in a wide range of business and/or liberal arts subjects.

For additional information regarding evening study, please contact the Division of Continuing Education, 216 Rockwell Hall or call (412) 396-5600.

Summer Sessions

Undergraduate and graduate courses are offered each summer in most areas. They are open to qualified Duquesne students and to those from other colleges and universities.

The sessions, of varying length, begin in May and run through mid-August. For additional information regarding Summer Sessions, or to request a Summer Schedule of Classes, please contact the Division of Continuing Education, 216 Rockwell Hall, at (412) 396-6222 or 1-800-283-3853.

Center for Communications and Information Technology

The Center for Communications and Information Technology (CCIT) provides support for the computing and information technology needs of the University's instructional, research, academic and administrative programs. The Center reports to the Provost and Academic Vice President and its main offices are located on the Concourse Level of Rockwell Hall.

CCIT provides operational and maintenance support for over 30 computer laboratories and classrooms. General training for students on productivity tools and the Internet is regularly offered. An employment preparation program is held prior to the start of the Fall semester for students seeking one of over 65 student positions available in CCIT.

A Help Desk service is offered as a single point of contact for technology-related questions from the campus community, including general help for all students and requests for repairs from departments. Both voice and e-mail assistance are available at x5357 or helpdesk@duq.edu. E-mail accounts and Internet access are free and can be obtained by bringing your DU card to the Help Desk in CCIT.

Through the department's New Media Center, CCIT provides support for the University's World Wide Web campus information services, as well as specialty consulting for faculty on educational technology development and implementation. Professional development opportunities are available to faculty through the group's regularly scheduled technology institutes and seminars, as well as through customized, department-based sessions.

CCIT staffs and operates the Faculty Development Studio, located in Canevin Hall; home to staff consultants and high-end multimedia development hardware and software. Canevin Hall is also the home for the hub of the University's Media Distribution Center (MDC), which provides the ability for faculty to schedule multimedia presentations (videos, laser discs, satellite programs, CATV and CD-ROM) in one of the many MDC-connected classrooms on campus.

CCIT operates the Campus Computer Connection in Rockwell Hall, a computer reseller that sells desktops, laptops and peripherals to departments, students, faculty and staff. Lists of University-supported hardware and software and minimum requirements for connection to the campus network are published annually. Support for the campus network and hardware and software installation and repair is provided through the technical support group. CCIT also supports the business offices at the University by providing programming and maintenance support for Duquesne's business and information systems. The Operations and Systems group manages the data center and all computer accounts, and supports central file, web and e-mail servers. See http://www.duq.edu/Technology/ccit/ccithome.html for more information about CCIT.
Part II: Admissions and Financial Aid

Admissions

OFFICE OF ADMISSIONS
The Office of Domestic Admissions is located on the first floor of the Administration Building. Telephone (412) 396-5000. (800) 456-0950 (Outside of 412 Area Code). Fax (412) 396-5644. Office hours Monday through Friday from 8:30 a.m. to 4:30 p.m. E-mail admissions@dqu.edu

POLICY
It is the policy of Duquesne University to admit applicants who are best qualified to profit from opportunities which the University offers for intellectual, spiritual, and social growth. In general, admission is based upon past academic performance, scholastic ability, and personal characteristics. Information about religious preference, sex, racial characteristics, and ethnic origin is not taken into consideration by the Committee on Admissions.

ADMISSIONS REQUIREMENTS
1. A candidate should have been graduated from an approved secondary school in the upper three-fifths of the class and demonstrated exemplary personal conduct in that institution. Applicants who have not completed four years of high school must submit a High School Equivalent Diploma issued by their state department of education, in addition to a high school transcript.
2. High School curriculum must include 16 units distributed as follows: four units in English, eight units in any combination from the area of social studies, language, mathematics, and science, and four elective units for which the secondary school offers credit toward graduation. In specific instances, and at the discretion of the Committee on Admissions, the genuine equivalent of these requirements may be accepted in lieu of the precise requirements specified. (Note: Candidates planning to enroll in pharmacy or pre-health programs, or as science or mathematics majors should have completed a minimum of seven units in mathematics and sciences.)
3. Scores in accordance with the standards adhered to by the University must be presented for the required College Entrance Examination Board Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT). (Note for admission to the School of Music, an audition is required.)

EARLY DECISION
Students who desire Duquesne University as their first choice for college should consider the Early Decision plan. This plan requires that the student apply by November 1 of his/her senior year. The student is notified of the decision by December 15, and is required to send his/her non-refundable deposit within two weeks. Thus offers the candidate the advantage of knowing of the admissions decision early in his/her senior year.

EARLY ACTION PROGRAM
This program holds a deadline date of December 1 and allows the student to receive a decision during their senior year, well in advance of the normal response dates.

APPLICATION—NEW FIRST-YEAR STUDENTS
Applications should be addressed to the Dean of Domestic Admissions, Duquesne University, Pittsburgh, Pennsylvania 15282. An application may be submitted at any time during the candidate’s senior year up to July 1, for the fall semester.

The application procedure is as follows:
1. Obtain, complete, and file the Application for Admission with the Office of Admissions.
2. Include the $50 non-refundable application fee with the application form. No application will be processed for consideration by the Committee on Admissions unless accompanied by the required fee.
3. Request the secondary school principal or guidance counselor to submit a transcript of the candidate’s academic record. A recommendation is requested.
4. Complete the required SAT or ACT examination during the spring of junior year and/or fall of senior year. It is the personal responsibility of each candidate to have test scores forwarded to the University.
5. An interview is highly recommended for prospective students. Auditions are required for School of Music applicants.
6. Students interested in being considered for University scholarships must submit their complete application by January 10 of their senior year.
7. Early Decision deadline (for students who have Duquesne as their first College choice) is November 1. Notification will be by December 15. If accepted under the Early Decision Plan, commuting students are asked to submit a non-refundable tuition deposit of $200 within two weeks, residential students are asked to submit a $500 non-refundable deposit within two weeks.
8. Notification of decisions for regular admission begin once Early Decision applicants have been notified. If accepted, students are asked to submit a non-refundable tuition deposit of $200 for commuters or $500 for resident students by May 1 of their senior year.
9. Students applying to programs in Health Sciences please refer to the application and school handbook outlining deadlines.

It is the responsibility of the applicant to arrange to have all supporting credentials on file with the Office of Admissions and Financial Aid Office prior to the deadline dates.

EARLY ADMISSION/HONORS PROGRAM
Although the University believes that most students profit from four years in the secondary school, the Early Admission/Honors Program is open to outstanding students who desire a true academic challenge. This is a plan whereby unusually able and mature candidates who have completed less than four years of a secondary school program may begin their university studies after their junior year, prior to high school graduation. The high school diploma is awarded following successful completion of the freshman year at Duquesne.

Applicants for the Early Admission/Honors Program must be in the top ten percent of their class with a grade point average of 3.5 or above. A minimum of 16 units of College Preparatory (American and European), history of art, modern foreign languages (French, German, Spanish), Latin, mathematics AB, mathematics BC, physics B and C, chemistry, biology, and computer science. Applicants who hope to receive advanced placement credits must request that scores be sent to the University. Tuition will be given on a minimum advanced placement score determined yearly by the College of Liberal Arts.

Advanced Credit Honors Initiative
High School Juniors and Seniors who wish to take university courses may do so at Duquesne if they fill the requirements set forth by the Duquesne University Office of Admissions.

Students must have no lower than a 3.0 grade point average. A letter of recommendation from a high school counselor must accompany their application.

Students enrolled in the program receive University credit for courses taken. Courses will be offered at a reduced tuition rate. Scores on exams must be a 3.0 grade point average while at Duquesne will be given guaranteed admission into full-time studies at the University when application is made. Due to limited enrollment in select programs, students must consult with a Duquesne University student advisor upon acceptance into the Advanced Credit Honors Initiative. The advisor will assist students with academic planning.

Further information and tuition rates can be obtained from the Duquesne University Office of Admissions.

The International Baccalaureate (I.B.)
Most of the prominent universities in the United States have developed policies for the International Baccalaureate Duquesne University awards up to 30 academic credits to a student completing the diploma with a score of 30 or above and honor scores in three higher-end subjects.

1. Higher Level scores of 5, 6, or 7 will be accepted to a maximum of 30 semester hours. 2. Subsidiary level scores of 3 or 4 will be accepted in foreign languages to a maximum of six semester hours per language.

No credit will be given for other subsidiary level courses.

Advanced Placement
Students who have followed the College Entrance Examination Board college level program in secondary schools and have performed satisfactorily in the advanced placement examinations are eligible for advanced placement Duquesne University grants credit, as well as placement, for achievement that merits such consideration. Subjects included in the program are English composition, history (American and European), art, foreign languages (French, German, Spanish), Latin, mathematics AB, mathematics BC, physics B and C, chemistry, biology, and computer science. Applicants who hope to receive advanced placement credits must request that scores be sent to the University to ensure that they are eligible to receive University credit.

College Level Examination Program (CLEP)
A student may acquire credits by achieving a satisfactory score on one or more of the College Level Examinations Subject and General. Many of these examinations may be taken at Duquesne’s University Counseling Center or at any CLEP Center. Additional information regarding test dates, applications, and sample tests questions is available from the College Level Examination Program, 308 Administration Building, phone (412) 396-6204/6208. Students should double check with the College of Liberal Arts Office or the University Counseling Center to ensure that they are eligible to receive credit for the particular exam(s) they plan to take. (Students must wait six months to retake a test.) The policy is subject to change.

Honors College/Integrated Honors Program
Highly qualified, motivated, and committed students are searching for challenge and enrichment in a college education. For these students, the future leaders in every field, Duquesne University offers its Honors College.
Duquesne University’s Honors College provides an intellectual breadth and depth of experience which not only enhances the life of the mind, but also offers practical advantages in our increasingly competitive world. It combines liberal arts with opportunities for professional studies while providing the thinking, writing and speaking skills necessary for continuing success.

The foundation of Duquesne’s Honors College is the Integrated Honors Program, an enhanced track of the nine-course University Core Curriculum providing the thinking, writing and speaking skills of the nine-course University Core Curriculum and opportunities for professional studies while preparing students for life-long learning.

IHP faculty members are dedicated to good teaching, are well-known scholars in their fields, and possess a breadth of interest beyond their individual specialties. They believe learning is a lifelong adventure.

IHP courses focus on our essential human heritage and on the major ideas and issues forming the background and direction of modern life. They are taught in small class sections, allowing for close interaction between students and teachers and encouraging individual initiative as well as collaborative learning.

Special Benefits
To provide students with additional opportunities to enhance their academic and social experience, the Honors College offers a variety of special benefits, including:

- Special housing arrangements through which Honors College students live together on a selected floor in one of Duquesne’s living-learning centers. This provides an environment conducive to intellectual dialogue and intensive study within a community of like-minded students.
- Honors facilities such as a conference room, lounge, library and computer center, which encourage students to work together on team projects and allow for more focused research and study.
- Early registration dates, ensuring that Honors students have a greater opportunity for placement and small class sections.
- A mentorship program in which leading members of the faculty provide one-on-one academic and professional guidance.
- Special honors notation on transcripts.
- Participation in national conferences on undergraduate honors education.
- Membership in the Integrated Honors Society, an Honors students’ organization which not only provides a social outlet but also allows students to hone their leadership and teamwork skills by organizing and implementing service projects and academic interest programs.

Honors College Advantages
Participation in an honors program offers a competitive edge in admission to professional and graduate schools and in obtaining assistantships and fellowships.

While graduation from an honors program cannot guarantee employment, persons with broadly based liberal arts and sciences backgrounds are often preferred for professional and managerial positions.

APPLICATION—OTHER CATEGORIES
It is the responsibility of persons who apply for evening study, or as international students, readmission students, transfers, or for the Summer Session to arrange to have all supporting credentials on file with the Office of Admissions and the Financial Aid Office before deadline dates.

ADMISSION OF UNDERGRADUATE INTERNATIONAL STUDENTS

Application Criteria
Duquesne University welcomes applications from qualified international students interested in entry as either freshmen or transfer applicants.

Eligibility criteria for application as a transfer freshman student include:

- A graduating class record of satisfactory progress. A satisfactory student record includes a minimum of 12 semester hours of credit to accepted and completed a full academic year.
- Good standing at the last school attended. Students with less than a 3.0 average at the last school attended are not admitted.
- English proficiency. TOEFL scores of 500 minimum are required. 600 minimum is preferred.
- A grade point average of 3.0.

Eligibility criteria for application as a transfer student include:

- A graduating class record of satisfactory progress. A satisfactory student record includes a minimum of 12 semester hours of credit
- Good standing at the last school attended. Students with less than a 3.0 average at the last school attended are not admitted.
- English proficiency. TOEFL scores of 500 minimum are required. 600 minimum is preferred.
- A grade point average of 3.0.

Application Procedures
Interested applicants must submit the following items:

- An application form
- A transcript of all college work
- A copy of the certificate of graduation
- Three letters of recommendation
- TOEFL scores

Duquesne University is authorized under federal law to enroll non-immigrant alien students. However, no immigration documents can be issued until all application materials, including financial resource certification, have been received. In order to complete admission, verification, language proficiency testing, and registration, accepted international students should plan to arrive approximately one week before classes begin. All international students are required to have major medical coverage.

English Language Proficiency Requirements
English is the language of instruction at Duquesne University and demonstrated language proficiency is required of all international applicants.

English language requirements at Duquesne University are as follows:

- A minimum TOEFL score of 500 is required. 600 is preferred.
- A minimum IELTS score of 6.5 is required. 7.0 is preferred.
- A minimum Duquesne English Language Placement Test score of 50 is required. 60 is preferred.

ELEGIBILITY CRITERIA

Eligibility criteria for application as a transfer freshman student include:

- A minimum TOEFL score of 500 is required. 600 is preferred.
- A minimum IELTS score of 6.5 is required. 7.0 is preferred.
- A minimum Duquesne English Language Placement Test score of 50 is required. 60 is preferred.

Eligibility criteria for application as a transfer student include:

- A minimum TOEFL score of 500 is required. 600 is preferred.
- A minimum IELTS score of 6.5 is required. 7.0 is preferred.
- A minimum Duquesne English Language Placement Test score of 50 is required. 60 is preferred.

Duquesne University is an equal opportunity/affirmative action employer.

ADMISSION AND FINANCIAL AID

The ESLP is open to qualified international students interested in studying only English on either a short- or long-term basis. Certificates of completion are awarded. A fuller description of the English as a Second Language Program is found on page 40.

Additional Information on International Student Applications

Please direct all inquiries and requests for additional information and application materials to:

Director, Office of International Affairs
Duquesne University
601 Duquesne Union
Pittsburgh, Pennsylvania 15282-1660
USA

Telephone: 412-396-6113
Fax: 412-396-5178
E-mail: osa@duq.cc duq.edu

POST-GRADUATES

Post-Graduates are students who already have a Bachelor’s degree, and desire to take undergraduate courses at Duquesne, but are not interested in pursuing another undergraduate degree.

A Post-Graduate student must submit a Post-Graduate application to the Division of Continuing Education. If the Bachelor’s degree was received from an institution other than Duquesne University, proof of degree is required either by an official transcript or a certification of graduation.

RE-ADMISSION

Any student who withdraws from the University must apply for re-admission through the Office of Admissions regardless of the time interval involved since withdrawal. A student who is dismissed for academic reasons must appeal to the Committee on Student Standing of the school to which application for admission or re-admission is being made, once the application has been submitted to the Admissions Office.

The school then will be responsible for notifying both the student and the Office of Admissions of any decision concerning acceptance or rejection.

TRANSFERS

A student who wishes to transfer from another college or university must have the complete transcripts of high school and college records forwarded to the Office of Admissions and must submit an application for admission. When a student is accepted in the University, the student must supply to the dean of the student’s school a description of the courses which appear on the college transcript. A student who is admitted may be required to appeal to the Committee on Student Standing for approval.

The student must supply the dean of the student’s school a description of the courses which appear on the college transcript. A student who is admitted may be required to appeal to the Committee on Student Standing for approval of the courses which appear on the college transcript.
transfer applicants who have an Associate's degree in Arts from a regionally accredited two-year institution
Students transferring from a regionally accredited institution must present academic records which show an overall average of C (2.0 on a 4.0 quality point system) Only credits will transfer, not grades
Persons seeking admission to the University as transfer students from a state-approved college which does not have regional accreditation must have attained a cumulative average of 3.0 based on a 4.0 quality point system In addition, such prospective students must take the College Entrance Examination Board tests and attained the appropriate score
An interview is highly recommended for all transfer students and will be required of those students whom the Admissions Office judges personally

TEMPORARY TRANSFERS
Temporary Transfers are students who are enrolled in another college or university but who desire to enroll at Duquesne for one semester
No Temporary Transfer Student will be granted admission without formal application to the Division of Enrollment and an official transcript or permission from an official at the University at which the student is enrolled A Temporary Transfer Student must re-apply if he/she should desire to take a course or courses at Duquesne University beyond one semester
No Temporary Transfer shall be permitted to register for more than two semesters without making arrangements to become a permanent transfer

SUMMER SESSION
DUQUESNE STUDENTS
Any Duquesne University undergraduate student who was granted continuance at the close of the preceding Spring Semester is authorized to register in the Summer Session Students who were dismissed by their school at the close of the preceding Spring Semester for academic reasons may register for summer classes by permission of the Committee on Student Standing of their School All students must have their course selections approved by their academic advisor
Graduates and other former students, including any who withdrew from the University, must obtain readmission before they may register for summer classes

STUDENTS FROM OTHER INSTITUTIONS
A student of another college or university who wishes to enroll for the Summer Session, and who intends thereafter to return to the original institution and is eligible to continue there, may be admitted to the Summer Session A tear-out admissions application and registration form for the summer study is provided in the announcement of summer offerings, which may be obtained from the Summer School Office at mid-March These students are considered to be Temporary Transfer Students

Financial Aid
Financial aid is defined as scholarships, grants, loans and part-time employment awarded to help meet the costs of education Cost of education includes tuition, fees, room and board or a living expense, books and allowances for personal and transportation costs Awards may be based on need-based or need not and come through a variety of sources including Federal and State Government, Private Organizations and the University itself

APPLICATION PROCEDURE
Students must apply for any awards by May 1 of each year Where awards are based in whole or part on financial need, the student MUST also complete a Free Application for Federal Student Aid (FAFSA) each year Since this form also constitutes application for State Grants special attention should be paid to state grant deadlines listed with the FAFSA form for Pennsylvania the deadline is May 1

PROGRAMS OF AID ADMINISTERED BY THE FINANCIAL AID OFFICE
University Scholarship/Grants Initial academic eligibility is determined by the Undergraduate Admissions Office, based on the academic credentials of the applicant pool each year Awards are renewable for the normal course of the student's undergraduate program provided (1) student is full time, (2) maintains minimum cumulative QPA required by award, (3) submits a University Aid Application by May 1 each year, and, (4) continues to meet any other requirements of the award
Available to incoming freshmen — then renewable with cumulative QPA indicated
Chancellor's Award 3.50
Strub Merit Award 3.00
Presidential Merit 3.00
Parish Scholarship 3.00
Provost Award 3.00
Laval Merit Award 2.75
Available to renewal students only — with cumulative QPA indicated
President's Scholarship 3.00 and need* *If funds are available new applicants with minimum 3.0 credits enrolled at Duquesne, with 3.00 cumulative QPA and need will be considered
Scholars/ROTC Assistance toward room and board costs for ROTC Scholarship winners Renewable with re-application, minimum 3.00 cumulative QPA, on-campus residence and ROTC award

Auxiliary Grants
Grant funds awarded to incoming freshmen with remaining need after utilizing all aid resources available Renewable with minimum cumulative QPA of 2.50, and continued need for funds after utilizing other aid sources available
Liz & John E. Murray, Jr.: Scholarship Every 4 years Dr. & Mrs. Murray will fund scholarships to incoming freshmen Students will receive one-half tuition and university fee Renewable for four years provided student maintains a minimum cumulative QPA of 3.50, continues to demonstrate exceptional need, applies for financial aid and resides on campus

Federal Supplemental Educational Opportunity Grant (SEOG) Grant funds received through Federal Government awarded to undergraduate students with exceptional need Preference to students who receive Pell Grants

Federal Perkins Loans Recipients are selected in accordance with guidelines published by the Federal Government and amount of award based on available funding Repayment begins nine months after borrower terminates at least half-time study, and is normally scheduled over a 10-year period at an interest rate of 5% per year

Federal Nursing & Health Professions Loans Selection and repayment identical to Perkins loan except that only full-time, dependent undergraduate Nursing Students are eligible for the Nursing Loans and only full-time, dependent undergraduate Pharmacy (not Pre-Pharmacy) students are eligible for the Health Professions Loan

Institutional Loans Limited loan funds are available to full-time undergraduate students Repayment periods and interest rates vary Funds made available through Alcoa Foundation, Kershengens Estate, and Stanley K Power Trust of the Pittsburgh Foundation available only to residents of Allegheny County in Pennsylvania Funds made available through Gulf Oil Corporation are available to final year students

Student Employment Financial eligibility for the Federal Work-Study Program of part-time employment is determined by the Financial Aid Office based on Federal guidelines Students who do not qualify for Federal Work-Study employment may be placed in part-time non-clearance positions The Office of Human Resource Management bears the responsibility for actual placement of all student employees Placement is contingent on positions available

OTHER SOURCES OF AID

Pell Grant Program Direct grant assistance through the Federal Government is available to undergraduates based on an eligibility formula developed each year by Congress All undergraduates are advised to apply for the Pell Grant Completion of the FAFSA provides application

State Grants The majority of states that provide grants to students use the FAFSA as the basic application Deadline dates for each state appear in the FAFSA information Pennsylvania's deadline is May 1

Loans
Federal Stafford Loans Requires completion of FAFSA and Stafford Loan application Renewal forms are normally mailed directly to students, and new applications can be requested through most banks and lending institutions Available to students who enroll at least half time Interest rates vary Loan limits vary with academic level $2625 for first academic level $3500 for second academic level $5500 for third and fourth academic levels (also 5th year Pharmacy)

The Federal Stafford Loan is need based In the event the student does not demonstrate need for all or part of the loan amounts above, Unsubsidized Stafford Loans are available Interest must be paid while in school, but all other conditions are the same as the Federal Stafford Loan

Additional Federal Unsubsidized Stafford Loans Available to independent students only Can apply for this loan using the Federal Stafford Loan Application Interest rates vary Loan limits vary with academic level $4000 for first and second academic levels $5000 for third and fourth academic levels (also 5th year Pharmacy)

Federal PLUS Loans Available to parents of dependent undergraduate students Loan applications may be obtained through most banks and lending institutions Interest varies Maximum is the calculated cost of education minus all financial aid

University Discounts The following discounts are available to students meeting the requirements indicated Discounts will be at basic tuition rate and may be used toward only one degree or part thereof No other form of tuition remission or discount can be used simultaneously Some program restrictions may apply

Catholic High School Graduates A 25% discount on basic tuition is extended to graduates of Vincentian Academy-Duquesne University This discount is effective with initial enrollment at Duquesne University immediately in the fall following graduation This discount applies with the class entering in the Fall of 1998 A 10% discount on basic tuition is extended to graduates of Roman Catholic High Schools in the Dioceses of Pittsburgh and Greensburg who enroll as full-time students in the Fall immediately following graduation Available only
to students receiving no other University awards including, but not limited to, scholarships, grants, tuition remission and other discounts. Renewal requires continuous full-time enrollment during the academic years following initial enrollment, reapplication through the Financial Aid Office, and no other University funded awards.

Clergy/Religious Members of University-recognized Christian and Jewish Religions, who have been ordained or professed, may be eligible to receive a 50% discount

Lay Teachers Current full-time lay teachers or high school administrators required to obtain Administrative I Certification in a Catholic School located in Roman Catholic schools in Pittsburgh, Greensburg, or Altoona-Johnstown Dioceses or lay teachers from other dioceses who have completed a minimum of two years of full-time teaching in a Catholic School may be eligible to receive a 50% discount

Senior Citizens Men and women who are 60 years of age or older may be eligible to receive a 50% discount

Lay Ministers Men and women employed as lay ministers within the Roman Catholic Diocese of Pittsburgh as Pastoral Associates, Professional Youth Ministers, Parish Social Ministers, and Campus Ministers may be eligible to receive a 50% discount Eligibility must be verified by the Institute for Ministers of the Diocese of Pittsburgh

Lay Music Ministers Men and women employed as organists or choir directors at recognized religious institutions may be eligible to receive a 50% discount. May not be full-time students and must be enrolled in either Continuing Education (non-degree) or the School of Music. Discount maximum would be 50% of basic tuition.

Other Possibilities In addition to programs outlined above financial aid may be obtained through private sources. Students should inquire through (1) high school guidance offices, (2) parents’ employers or labor unions, (3) fraternal, social, religious or professional organizations, (4) major organizations utilizing the skills of the field for which the student is preparing.

ROTC Scholarships Available to incoming undergraduates, two-year graduate students, and currently enrolled students. For additional information and application procedure contact the Military Science Department at the University of Pittsburgh, (412) 624-6197

Endowed and Restricted Gift Funds The following awards are administered through the Financial Aid Office and require an aid application and FAFSA form

Artzberber Scholarship Need based Enrollment in School of Business

Betty V Bonan Scholarship Need based Upperclass students with minimum 30 QPA

Pauline and Sydney Berlin Scholarship Based on need and academics

Margaret Loughney Brosnan Scholarship Need based Minimum QPA 30 Biochemistry major

Byzantine Scholarship For Byzantine seminarians

Richard Calgurn Scholarship Child of judge from Allegheny County or Western Pennsylvania or child of any employee in Court System

Centennial Scholarship Based on need and academics Allegheny County residents

Century Club Scholarship Need based Final year student with 3.5 QPA or higher

Chemistry Department Scholarship Chemistry major

LC Col Dan Conn Scholarship Need based Member of parish in Diocese of Pittsburgh

Magr Conroy Scholarship Need based Child of member or member of Our Lady of Grace Parish Must apply through parish and Duquesne

Song E DeGray Scholarship Based on need and academics

Deliaudt Scholarship Need based

Duchene Scholarship Based on need and academics Preference to children of Alpha Epsilon then Alpha Tau Omega Brothers Third preference to male member of Duquesne University Social Fraternity

Eberly Family Trust Based on need and superior academic achievement Preference to Fayette County residents

Eckenrode Scholarship Need based

Dmpento Forni Scholarship Education student Normally based on need

Ann Malley Fording Scholarship Need based Minimum 30 QPA Pre-med student

Ferry Scholarship Based on need and academics

Glad Scholarship Based on need and minimum 30 QPA Enrollment in School of Natural & Environmental Sciences with first preference to Biochemistry majors and then Chemistry majors

Guttman Scholarship Need based

William Hart Scholarship Need based

Heck Family Scholarship Need based Enrollment in School of Pharmacy

Hesselberg Scholarship Based on need and minimum 2.5 QPA Enrollment in College of Liberal Arts

Leslie Ann Hoover Memorial Scholarship Based on need Enrollment in School of Nursing

Hungarian Heritage Scholarship Based on need and academics Enrollment in College of Liberal Arts Order of preference students from Hungary, students studying in Hungary, students studying Hungarian, students of Hungarian Heritage, any needy and worthy student

Huneke Scholarship For seminarians of the Roman Catholic Diocese of Pittsburgh

Mynne Hyman Scholarship Need based Selection by member of Hyman Family Trust

Kate M Kelley Scholarship Need based

Kerschgens Scholarship Need based Residents of Allegheny County

Frank Kirk Scholarship Need based

John Kocak, Jr Scholarship Need based Enrollment in School of Business Order of preference Senior or Junior Accounting Major from Bethel Park, any deserving student in Business

Kazana Scholarship Based on need and academics Juniors and Seniors with math or physics major

Knopp Scholarship Based on need and academics Virginia C Leas Scholarship Annual award to female undergraduate music student Based on need and academics

Lynn Scholarship Need based

Loftus Scholarship Need based

William Lowery Scholarship Based on need and academics

Margottini Scholarship Need based

Marone Scholarship Need based Enrollment in College of Liberal Arts QPA between 2.6 and 2.9

McAulay Scholarships (2) Both need based. One fund restricted to residents of Allegheny and Beaver Counties

McDonough Scholarship Based on need and academics

McCrath Scholarship Need based

Theodore Myers Scholarship Need based First preference to child of member of Graphix Arts International Union - Local 24 - Pittsburgh

Mongillo Award Need based

Moniull Family Scholarship Need based

Pacini Memorial Scholarship Need based Order of preference (1) Marital Status - single parent, child of single parent, married, other (2) Sex - Female, Male (3) Race - African-American, other US Government minorities, other

Rahde Scholarship Need based 3 awards per year

Allan Reynolds Scholarship Need based

Sommers Family Scholarship Need or Merit based Residents of Tri-State area - Pennsylvania, Ohio, West Virginia

Jerry Smith II Need based, average grades

Huntington, students of Hungarian Heritage, any needy and worthy student

Huneke Scholarship For seminarians of the Roman Catholic Diocese of Pittsburgh

Mynne Hyman Scholarship Need based Selection by member of Hyman Family Trust

Kate M Kelley Scholarship Need based

Kerschgens Scholarship Need based Residents of Allegheny County

Frank Kirk Scholarship Need based

John Kocak, Jr Scholarship Need based Enrollment in School of Business Order of preference Senior or Junior Accounting Major from Bethel Park, any deserving student in Business

Kazana Scholarship Based on need and academics Juniors and Seniors with math or physics major

Knopp Scholarship Based on need and academics Virginia C Leas Scholarship Annual award to female undergraduate music student Based on need and academics

Lynn Scholarship Need based

Loftus Scholarship Need based

William Lowery Scholarship Based on need and academics

Margottini Scholarship Need based

Marone Scholarship Need based Enrollment in College of Liberal Arts QPA between 2.6 and 2.9

McAulay Scholarships (2) Both need based. One fund restricted to residents of Allegheny and Beaver Counties

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Theodore Myers Scholarship Need based First preference to child of member of Graphix Arts International Union - Local 24 - Pittsburgh

Mongillo Award Need based

Moniull Family Scholarship Need based

Pacini Memorial Scholarship Need based Order of preference (1) Marital Status - single parent, child of single parent, married, other (2) Sex - Female, Male (3) Race - African-American, other US Government minorities, other

Rahde Scholarship Need based 3 awards per year

Allan Reynolds Scholarship Need based

Sommers Family Scholarship Need or Merit based Residents of Tri-State area - Pennsylvania, Ohio, West Virginia

Jerry Smith II Need based, average grades

Springs Hill Foundation Wayne County residents with preference to children of employees or residents of Stirling Township A 2.6 QPA is needed for renewal

Marie Statler Scholarship Need based

Tassan Scholarship Need based

Very Scholarship Based on need and academics

Thomas Wieschel Scholarship Based on need and academics

Joseph A Young Scholarship Need based Preference to members of St. Albertus Parish, Pittsburgh

The following are awarded by financial aid and outside representatives

Czechoslovakia Scholarship Based on academics Juniors and Seniors in College of Liberal Arts or School of Natural and Environmental Sciences with specific majors

Daily Scholarship Based on need and academics Residents of Butler County

SGA Scholarships Based on need and activities Apply through SGA Office by April 1

Eberhardt Memorial Fund Based on need, academics and activities

Merle E. Gilliland Scholarship Based on need and academics

USX Good Fellowship Scholarship For children of USX employees with minimum 2.5 QPA

Student Life

Bartole Scholarship Based on need, academics and service Sophomores and Juniors in Business

Goodwin Memorial Scholarship Based on academics Pharmacy students

Hogan Scholarship Need based

Harry McCloskey Memorial Award based on academics, character and volunteer activity

Vina Hanz Travel Award Female students selected on the basis of academic achievement and interest in intercultural or international relations

College of Liberal Arts

Carroll Scholarship Based on academics and creative writing. Apply through English Department

Chivers Scholarship Based on recommendations of English Department Chair Juniors and Seniors in English

Krukewitz Scholarship Based on need and academics

Laurita Scholarship Based on need and academics

Incoming freshmen, non-renewable journalism majors

C S McCarthy Scholarship Need based Juniors and Seniors majoring in Journalism
FINANCIAL AID

William Bush Scholarship Through Journalism. Preference to senior majoring in journalism, public relations or radio/television. Need is not a factor.

School of Business Administration

Alumni Association Scholarship Awarded annually to qualified Business student(s).

Glen Benzon Scholarship Based on need and academic performance (3.5 QPA). Sophomore, Junior or Senior Business Students.

Consolidation Coal Company Scholarship for Information Technology. $1,500 to student majoring in Information Technology, with 3.0 QPA and senior standing by fall of award year. Final determination based on essay.

Duquesne African-American Accounting Scholarship African-American accounting majors who maintain a 3.0 QPA. Application and information available from the Director of the African-American Accounting Program.

Music Scholarship Based on need and merit, minimum 2.75 QPA.

Joseph Monteverde Scholarship For sophomores, juniors and seniors. Based on academic achievement. 3.5 QPA, University and community service, and a personal statement.

Radakovich Scholarship Awarded through Delta Sigma Pi to qualified Business student. Based on academic achievement with preference to Accounting/Information Technology majors.

Traffic Club of Pittsburgh Competitive Scholarship for junior or senior Supply Chain Management majors with minimum 2.75 QPA. Apply in February.

School of Education
Mary Bischoff Scholarship Need based.

Katherine Carney Scholarship Based on need and academic performance.

Faith Memorial Award Sophomore involvement in on or off campus professional development.

Heast Scholarship Must be an athlete. Preference to minority students who have completed associate degree at Allegheny, Beaver or Butler County Community College.

Rache Memorial Scholarship Juniors. Based on need and academic achievements.

M.E. Sullivan Scholarship Juniors or Seniors with Special or Elementary Education majors.

School of Health Sciences

Athletic Training Scholarships and grants are available to students who are members of National, Regional, and State Local Athletic Trainers' Associations. Contact Dept. of Athletic Training for details.

Health Management Systems Loans and scholarships for final year students. Information available through American Health Information Management Association, 919 N. Michigan Avenue, Suite 1400, Chicago, IL 60611-1695. Phone: 1-800-333-3243

Occupational Therapy Scholarships for students in professional phase. Applications available through the American Occupational Therapy Foundation, 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220

Perfusion Technology Scholarships available through the American Society of Extracorporeal Technology. Contact the Department of Perfusion Technology for information.

Physical Therapy Financial aid and scholarship information may be obtained from the American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314 (703) 684-2972.

Daniel Unseo Scholarship One fourth and one fifth year Physical Therapy student. Based on academic achievement, service and leadership. Not renewable.

Physician Assistant Financial aid and scholarships are available through the American Academy of Physician Assistants, the Physician Assistant Foundation Scholarship Program, and the Pennsylvania Society of Physician Assistants. Highmark Blue Cross Blue Shield has provided scholarships to professional phase students. Contact the Department of Physician Assistant for information.

Speech-Language Pathology Financial aid and scholarship information may be obtained by writing to the American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852. Phone: 301-897-5700.

Institutional Employment Contracts Allegheny University Hospitals provide scholarships for students in the professional phase. Amounts vary and require a commitment to Allegheny University Hospitals. Contact respective department.

Many other hospitals in southwestern Pennsylvania provide similar contracts. While information may be posted by departments, the University will not initiate or coordinate these programs. Students must independently seek out these sources. Students are advised to seek legal counsel before signing any documents.

School of Music

Alfred d‘Auberge Scholarship Based on need and academic performance.

Barry Scholarship - Music Recommended by Dean.

Hunter Memorial Award Based upon musical and scholarly excellence.

Lavelle Scholarship Trumpet player. Need based.

Minnis Scholarship Need based, academic excellence.

Music Therapy Scholarship Need based, academic excellence.

Music Therapy Scholarship Music Therapy students.

Patton-Locker Fund Based upon musical and academic excellence.

Purell Trombone Scholarship Based on talent and promise of Jazz trombone student.

Rennold Scholarship Based upon musical and academic excellence.

Riley Piano Award One award per semester for piano excellence.

Rocerozo Scholarship Woodwind major. Based on academic excellence.

Matty & Eddie Shiner Students studying brass instruments.

Vogelich Scholarship Cello student, minimum 3.0 QPA.

Women's Advisory Scholarship Full-time student.

Other Awards Contact Dean's Office for information.

Pomass - Presser Scholarships. Loyals, Christian Benefit Association Award, Polish Arts League Scholarship.

Music School Scholarships

School of Natural & Environmental Sciences

Bayer Undergraduate Summer Research Fellowships. For Bayer School of Natural and Environmental Sciences students.

Chemistry Department Scholarship For chemistry majors.

School of Nursing

Behan Scholarship Based on need and academic performance.

Hausser Scholarship Male student. Based on need.

Miglioreno Thomas Award Based on need. RN student returning to earn BSN.

Convine Miller Scholarship Based on recommendation of Dean RN student returning to obtain BSN.

H Schreiber Scholarship Based on need, character and potential for leadership. Selected by committee.

School of Pharmacy

unless otherwise stated, apply through School of Pharmacy.


Samuel W. Curtis Loan To provide assistance for Pharmacy students.

Chisolm Loan To provide assistance for Pharmacy students.

Joel P. Laughlin Scholarship. Awarded by the Graduate Chapter of Phi Delta Chi in memory of Joel P. Laughlin. Awards made to fraternity brothers who have demonstrated academic achievement and active participation in fraternity functions.

Manzano Family Scholarship Endowed fund established in 1994. Awarded annually to a Pharmacy student in the professional phase. Based on need and academic performance.

Clayton Eddy Goodwin Scholarship In memory of Clayton Eddy Goodwin. Candidates must be a declared Pharmacy major, possess a minimum QPA, and have an interest in and demonstrated support of the University athletic program.

NCPA Foundation Provides loans to Pharmacy students in their junior and senior years of professional study for tuition, fees and books. Apply through School of Pharmacy.

Fred Schiller Loan Revolving loan fund for worthy and qualified Pharmacy students. Amounts vary based on need and general ability.

John Catheren Sims Loan Revolving loan fund for part-time tuition. Amounts vary based on need and general ability.

Overbeck/Anhberry Lambda Kappa Sigma Scholarship Endowed fund created by Tau Chapter of KLS to recognize Hazel Overbeck, P47, and Joan V. Ansberry, P47. Assistance to student member of Tau Chapter in professional phase of Pharm D program. Demonstrating need and merit.

Dean's Endowment Fund for Excellence. Contributions by Pharmacy alumni provide scholarship assistance to Pharmacy students with demonstrated need and academic merit.

Pittsburgh Graduate Chapter of Kappa Psi Pharmaceutical Fraternity. Maintains a revolving loan fund for members of the undergraduate chapters. Information from School of Pharmacy.

Rte Aid Scholarship. Available to students entering the final years of the Pharmacy program. Based on financial need, demonstration of normal progress and good standing in the program.

Tau Alumni Chapter of Lambda Kappa Sigma - Rose Manzione Scholarship. In memory of Rose Manzione, P49. Financial awards for members in the last years of the Pharmacy program. Based on financial need and participation in the organization.

Dr. B. Olve Cole Graduate Grant. Offered by Lamb-da Kappa Sigma to assist an alumnae member enrolled in graduate program in the pharmaceutical sciences. Application must be received by chairman of the grant committee by November 15. Information from School of Pharmacy.
FINANCIAL AID

WOHCPA Scholarship Women's Organization of National Community Pharmacists Association offers annual scholarships for pharmacy study. The award amount is determined by established need and academic standing of the applicant. Apply directly to WONCPA by June 1.

Donald Bell Scholarship Fund of Eckerd (Thrifty) Drug Company Awarded annually to deserving Pharmacy students who are entering the first year of the curriculum. Based on combination of scholarship, need, and demonstrated interest in community pharmacy practice.

Rosemarie Bevacqua Scholarship In memory of Rosemarie Bevacqua, P'50 Provides scholarships for needy and deserving female students in the School of Pharmacy.

School of Pharmacy Alumni Scholarship Funds available, through support of Pharmacy Alumni, for needy and academically deserving Pharmacy students. Apply through the School of Pharmacy Faculty Scholarship Committee, Office of the Dean.

American Pharmaceutical Association Auxiliary Irene Parks Loan Loan funds available to Pharmacy students in the final years of the Pharmacy degree program.

Cesar E. Airson, Norma Wells, Mary Connolly Livingston Educational Grants Grants awarded annually to members in good standing of Lambda Kappa Sigma, enrolled in Doctor of Pharmacy program. Must rank in upper half of her class and present evidence of financial need. Application information from School of Pharmacy.

Powers-Scheing Scholarship Granted to a student entering the final years of the Pharmacy program. Must have minimum 2.50 GPA in the professional program and demonstrate financial need.

Alfred J. Pfanneschlag, Jr Memorial Scholarship In memory of Alfred J. Pfanneschlag, P'82 Annual award to a Pharmacy student in the final year of study. Based on need and service to the Duquesne campus community.

Phar-Mor, Inc. Scholarship Awarded annually to deserving Pharmacy student entering the final years of the Pharmacy program. Based on scholarship, need, and demonstrated interest in a career in retail pharmacy practice.

Don Bell Memorial Scholarship In memory of Don Bell, P'57 Annual award to a Pharmacy student based on scholarship and need.

WAL-Mart Pharmacy Scholarship Awarded annually to an upper-level Pharmacy student. Based on high academic standing, financial need and expressed interest in community pharmacy practice.

Gene L. Checcone Scholarship In memory of Gene L. Checcone, P'52 Annual award to Pharmacy student in good academic standing and need.

Patrice Lynn Truor Scholarship Funded annually by Charles J. Truor, P'51, family. Annual award to a Pharmacy student in good academic standing and need.

Richard H. and Marie W. Barry Scholarship In memory of Richard H. Barry, P'39 Selection of recipients from Pharmacy classes will be based on good academic standing and need.

Jack J. Rosenberg Scholarship Funded annually by Rosenberg family in memory of Jack J. Rosenberg, P'28. Annual award to a deserving Pharmacy student to assist with tuition expenses.

Joseph A. Mosso, Sr., P'54 Scholarship Funded annually based on need and demonstrated interest in and involvement in independent pharmacy practice.

Sonya F. DeGray, P'59 Scholarship Assistance based on merit and need to Pharmacy student in professional phase of Pharm D program.

Norman Marcus Scholarship Funded annually by Marcus family in memory of Norman Marcus, P'50. Award to Pharmacy student based on merit and need and demonstrated interest in community or long term care practice.

Hugh C. Muldoon Scholarship Funded annually by the School of Pharmacy and maintained by contributions of Pharmacy alumni.

General J. Wolf Pharmacy Alumni Scholarship Funded annually by Pharmacy Alumni Association in memory of Jerry Wolf, P'49. Longtime member of the School of Pharmacy and officer of the Association. Annual earnings of the endowed fund are designated for, and restricted to, equal distribution to Pharmacy students, without respect to need or school of enrollment.

Edgar N. Duncan, P'54 Scholarship Funded annually to a deserving Pharmacy student.

CVS/Pharmacy Scholarship, Several awards annually to Pharmacy students who provide evidence of interest in retail community practice, of good academic performance, and of need. Special consideration will be given to deserving minority Pharmacy students.

John S. Rokisky Scholarship Endowed fund to honor John S. Rokisky. Awarded annually to a deserving Pharmacy student.

Louis C. DiPaolo, P'75 Scholarship Annual award to a needy and worthy Pharmacy student with interest in industrial pharmacy.

Victor V. Micolucci Scholarship Endowed fund created by Victor V. Micolucci, P'48. Annual award to Pharmacy student with demonstrated need and interest in community pharmacy practice.

Samuel Procaccini, P'73 Scholarship Annual award to a deserving Pharmacy student.

Sylva Muthbili, MD, P'57 Scholarship Annual award to a deserving Pharmacy student.

Sargent Family Scholarship Funded annually by Dr. Larry J. Sargent, P'78, Annual award to a deserving Pharmacy student.

Lawrence G. Heller Scholarship Endowed fund established by Michael Derig, P'37, to honor Lawrence G. Heller. Annual award to a deserving Pharmacy student.

Samuel W. Curtis, P'50 Scholarship Annual award to a deserving Pharmacy student with demonstrated interest in independent pharmacy practice.

Pharmacists Mutual Companies Scholarship Scholarships for Pharmacy students. Based on financial need and good academic standing in the Pharmacy program.

Mary McPartland Beck Scholarship Award Assistance to Pharmacy students.

Vincent R. Cancila, Jr. Scholarship Funded annually by Cancila family in memory of Vincent Cancila. Awarded to Pharmacy students who exhibit academic excellence, involvement in community and School of Pharmacy activities.

Louis J. DeBone, Jr., P'68 Scholarship Assistance based on merit and need to Pharmacy student in professional phase of Pharm D program.
Part III: Registration and Scholastic Policies

REGISTRATION

Students who attend the Fall Semester, which begins in late August, receive academic advisement and register for classes during the preceding months of April, May, June, and July. Spring Semester students register during the Fall Semester in November.

Orientation programs for new students are conducted by the schools in late spring and summer in conjunction with academic advisement and registration.

A comprehensive invoice that confirms the class schedule of courses for which the student is registered and lists fees, tuition, housing charges, deposits, financial aid awards, and balance due is mailed to the student at his or her permanent address a month before classes begin, thus enabling the student or parent to make payment by mail.

Final Registration for students who have neither preregistered for classes nor concluded financial arrangements is held just prior to the opening of classes.

The financial obligation for class places reserved by a registered student who does not subsequently attend cannot be canceled unless written notification of the decision not to attend is given to the Registrar before the first class day. Notification received on or after the opening day of classes is subject to the official withdrawal policy. Withdrawal from room and board reservations contracts is to be made in accordance with the provisions of the contract. See Room and Board—Withdrawal and Refund, pages 29-30 of this catalog.

OFFICIAL REGISTRATION

Only students who are recognized as officially registered are bona fide students of Duquesne University. Unless students are officially registered, they are not permitted to attend classes, engage in student affairs, or, generally, have access to the buildings and grounds or use of the University's facilities. Official registration is the recognition given by the University to persons who have met these conditions.

1. Appropriate authority for admittance to study in a school or department has been given by an authorized officer of the University. The admitting authority for undergraduate students resides with the Dean of Domestic Admissions and International Affairs.

2. Authorization to continue in the program selected has been given and registration for classes has been accomplished in compliance with all academic requirements and procedures.

3. Arrangements have been made to the satisfaction of the University for payment in full of all financial charges, including fees, tuition, and housing charges, of which are due and payable in full before the beginning of classes.

CHANGE OF SCHEDULE

Students requiring a change of class schedule, to change class times or to add or to drop a class, are permitted to do so during the periods of preregistration, Final Registration, and Late Registration.

Change of class schedule is not permitted after the latest date for change of schedule as announced in the Academic Calendar (published in the Schedule of Classes Booklet).

All schedule changes must be approved by an academic advisor and processed with the Registrar. Schedule change requests processed with the Registrar during Late Registration must also have the signatures of the instructors whose classes are being added or dropped.

Students who process change forms late are not entitled to a refund for the course credits dropped. Courses dropped after the deadline for making schedule changes are classified as course withdrawals. See 'Withdrawal from a Course' and 'Withdrawal and Termination of Attendance' mentioned elsewhere in this catalog.

Except for changes requested by the dean or advisor, a fee of $5.00 is charged for each change form processed after the close of Pre-registration.

CROSS-REGISTRATION

Guidelines

The purpose of Cross-Registration is to provide opportunities for enriched educational programs by permitting students at any of the ten Pittsburgh Council on Higher Education (PCHE) institutions to take courses at any other PCHE institution. Member institutions of PCHE are:

- Carlow College
- Carnegie Mellon University
- Chatham College
- Community College of Allegheny County
- Duquesne University
- LaRoche College
- Pittsburgh Theological Seminary
- Point Park College
- Robert Morris College
- University of Pittsburgh.

The opportunity to Cross-Register is open to each full-time student enrolled in a PCHE college or university.

Each college or university accepts registration from the other institutions, however, first priority in registration is given to students of the host college, and not all departments or schools in all institutions are able to participate in this program.

In each case of student cross-registration, the approval of the dean or designated individual from the home college or university must be obtained prior to registration.

The student's advisor or dean is responsible for assuring the student's eligibility for the course in which he/she intends to enroll.

Full credit and grades will be transferred, the academic regulations of the home school will prevail, and the academic honesty code and other rules of conduct of the institution providing the course apply with respect to its courses and behavior on its campus.

That institution also determines whether its rules have or have not been violated. The student is responsible for such penalties as it considers proper when violations are reported to it.

Cross registrants do not thereby acquire the status of the institution in which they are receiving instruction, e.g., for purposes of participation in student activities, insurance programs, etc. They do receive library privileges at the host institution and may purchase course texts at the host bookstores.

Each qualified student normally may enroll in no more than one course off campus in any one term or semester under this program.

Duquesne University students who are participating in cross-registered programs are charged tuition and university fees in accordance with the current rates of Duquesne University, however students are responsible for paying any additional course or laboratory fees at the host institution.

This cross-registration program does not apply to the Summer Sessions at any of the institutions including the Spring Term at the University of Pittsburgh.

However, taking courses at other institutions during this program are charged tuition and university fees in accordance with the current rates of Duquesne University, however students are responsible for paying any additional course or laboratory fees at the host institutions.

This cross-registration program does not apply to the Summer Sessions at any of the institutions including the Spring Term at the University of Pittsburgh. However, taking courses at other institutions during this program are charged tuition and university fees in accordance with the current rates of Duquesne University, however students are responsible for paying any additional course or laboratory fees at the host institutions.

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No transcript will be issued unless all financial obligations owed by the student to the University have been fulfilled. A fee of $5.00 is charged for the issuance of a copy of transcript and 24-hour processing time is required. A pick-up service from the Registrar's Office is available.

CONFIDENTIALITY OF STUDENT RECORDS

The University respects the student's personal information and academic records. The matter of confidence between the student and the University. The contents of either may be revealed only in accordance with the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380, Section 438, as amended).

In order that parents of students may receive from University officials information concerning the academic record of their child, it is required that either the parent must prove the financial dependence...
of their child upon them according to the dependency test as defined in section 152 of the Internal Revenue Code of 1954, or the student must grant a waiver of rights.

Students wishing to waive the FERPA requirements relating to the release of academic information must complete the waiver obtainable at the office of the academic advisor or the Registrar’s Office.

Academic Policies

POLICIES

ACADEMIC ADVISEMENT

Every student attending the University is assigned an academic advisor. It is the student's responsibility to know the advisor's name.

The student must consult with the academic advisor with regard to any questions of an academic nature. No student may register without an academic advisor's approval.

AUDITING COURSES

Regularly enrolled Duquesne students are permitted to audit courses. In addition, non-degree students from the general community who would like to audit courses for personal enrichment and who are not matriculated in a degree program are also eligible to audit. Regular students should consult their academic advisor for details on auditing. Non-degree students should contact Duquesne's Division of Continuing Education to complete a brief application form. Admission is granted on a space available basis by consulting the Office of the Registrar and the individual schools. Fees for auditing are uniform for all students.

Registration in a course as an auditor must be declared at registration and is irrevocable after the last date for change of schedule each semester, as indicated in the Academic Calendar (published in the Schedule of Classes booklet). Records will show "Audit" in the grade space on the transcript of a regularly matriculated student. A "Certificate of Attendance" for non-degree students will be awarded by the Division of Continuing Education. Audited courses are not eligible to be counted to matriculated credits. Courses audited may not be challenged later or completed via CLEP or other advanced standing tests.

Courses eligible for auditing are determined by the individual colleges and schools of the University. A partial list of school policies follows, but students are advised to consult with the Offices of the Deans for the most current listings. 1) No courses in the School of Law are available for audits. 2) No clinical courses in the School of Nursing and Pharmacy can be audited. 3) The Rangos School of Health Sciences will not allow clinical courses or those courses in the professional phase of the curriculum (the last two years of all RSHS majors) to be audited by non-majors. 4) In the College of Liberal Arts and the School of Natural and Environmental Sciences, courses in humanities and social sciences can be audited, but communications and science laboratory courses may not be audited.

Students enrolling for audit may attend lectures, complete course readings and, at the discretion of the professor in charge of the course, may participate in classroom discussion and examinations.

CANCELLATION OF COURSES

The University makes every reasonable effort to offer courses as announced in the Schedule of Classes booklet and the summer session tabloid. It reserves the right, however, to make changes or cancel courses in the academic schedule because of insufficient enrollment or for any other equally valid reason.

CLASS ATTENDANCE

Regular class attendance is considered essential for maximum educational advantage and is strongly encouraged. The responsibility for all course material rests wholly with the student. Schools may require attendance at every class.

It is the prerogative of each school to establish policy for attendance at classes, laboratories, tests, examinations, deadlines for reports, and specific school requirements. It is the instructor's responsibility to make the school's policy known at the first class session as it pertains to the course and school.

The student who is unable to attend class because of serious illness, hospitalization, a serious accident or other extenuating circumstances is responsible for notifying the office of the appropriate school advisor. The student should supply any required written verifications as soon as possible.

The student must submit a formal request to the academic advisor and the Dean to apply for audit status. Withdrawal from a course requires the approval of the academic advisor and the Dean of the student’s school.

CLASSIFICATION OF STUDENTS

Freshman: less than 30 credits completed
Sophomore: 30 to 59 credits completed
Junior: 60 to 89 credits completed
Senior: 90 or more credits completed

1. Full-time Student: A student with an academic schedule of at least 12 credits is considered a full-time student. With prior approval, a student is entitled to the benefits of various activities. A student may not change status during the semester without the permission of the academic advisor and the Dean of the student’s school.

2. Part-time Student: Anyone who carries under 12 credits is regarded as a part-time student.

3. Postgraduate Student: A person who has completed a baccalaureate degree is seeking additional undergraduate credits.

COURSE EXAMINATIONS

Unit examinations are given on the dates announced by the instructor at the beginning of each semester. Grades for these are obtained from the instructor. Final examinations are given at the end of each semester and summer session. No student is excused from taking the final examination.

CREDIT BY EXAMINATION

Examinations for recognition of proficiency in a subject, for course credit, as authorized by the College or a particular School of the University, are available to currently enrolled students who by previous experience or exposure have acquired mastery of the knowledge in certain courses. An application fee of $30 is charged for each course credit. Application forms may be obtained from the Office of the Registrar.

Since policies vary among the Schools, students who feel they may qualify for credit by examination should consult the Dean of the School in which they are enrolled for specific information about courses open to this examination procedure.

UNDERGRADUATE GRADING SYSTEM

The following is the officially recognized method of grading course work and rating academic performance of undergraduate students at the University.

Grade Description

A - Superior
A- - Excellent
B+ - Very Good
B - Good
B- - Above Average
C+ - Satisfactory
C - Average (Minimum general average for graduation)

REGISTRATION AND SCHOLASTIC POLICIES

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C - Average (Minimum general average for graduation)

PLUS/MINUS GRADING OPTION

The Plus/Minus Grading System is the official grading system of the University.

Faculty are to announce at the first class meeting whether or not plus and minus grade values will be used in grading course work and rating academic performance of the students in their class.
A class inaugurated in plus/minus grading may not revert to non plus/minus grading, and vice versa. (The grading system for graduate students is published in the catalog of the particular graduate school)

**COMPUTATION OF THE QUALITY POINT AVERAGE**

Quality Point Average is the ratio expressed to the decimal thousands of the sum of A, A-, B +, B-, B -, C +, C, D, and F were received to the sum of quality points earned. The Quality Point value of these grades are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>40</td>
</tr>
<tr>
<td>A-</td>
<td>37</td>
</tr>
<tr>
<td>B+</td>
<td>33</td>
</tr>
<tr>
<td>B</td>
<td>30</td>
</tr>
<tr>
<td>B-</td>
<td>27</td>
</tr>
<tr>
<td>C+</td>
<td>24</td>
</tr>
<tr>
<td>C</td>
<td>21</td>
</tr>
<tr>
<td>D</td>
<td>18</td>
</tr>
<tr>
<td>F</td>
<td>10</td>
</tr>
</tbody>
</table>

Grades H, S, P, U, N, I, and W are independent of the Quality Point System. Courses credits graded E, U, N, I, and W do not earn credit, and if required for graduation, must be repeated and passed.

**REPEATING COURSES AND COURSE RETROGRADATION**

Students ordinarily are permitted to repeat courses in which D, and F grades were received. The request for permission to repeat a course is to be submitted in letter form to the academic advisor. An authorized request to repeat a course form must be obtained from the advisor before registering in the repeat course. All grades are retained on the permanent academic record. The result of the final attempt in a repeated course is, however, the student's status in the course with regard to attempted credits, earned credits, and the completion of requirements.

Retrogradation, a corollary of the repeat credit rule under which a student may earn credit once only for a course, prescribes that a student may not move backward from an advanced course to a lower level course and receive credit for both. Any doubtful situation must be decided by the department chairman or dean involved.

**PASS/FAIL ELECTIVES**

One course a semester, elected by a junior or senior and approved by the academic advisor, may be taken on a pass/fail (S-U) basis. If passed, the credits will count for graduation, but neither grade nor credits will be calculated in the quality point average.

Once a course has been identified as a pass/fail elective, the course must be completed as such, and the grade submitted must be an S or U. No required course may be taken on this elective pass/fail basis.

The decision to elect the pass/fail option must be made no later than the close of the term provided for making schedule changes. An authorized pass/fail election declaration form must be obtained from the advisor.

**STUDENT STANDING**

Progress toward a degree is measured by the cumulative quality point average. The scholastic records of students who fail to meet the minimum requirements are reviewed by the faculty of each college or school will be submitted to the College or School Committee on Student Standing for review and appropriate action. Normally, academic records will be reviewed annually at the conclusion of each academic year.

All students in the University are academically dismissed if they fail three courses in one semester. Students can be readmitted by the student standing committee of the college or school to which the student is returning. If a student transfers to another school within the University, the student can be admitted only by the Dean of that school.

For students who have attempted 15-30 credits, or more than 30 credits in one year, the guidelines are:

Academic Warning: 1.75 to 1.99 QPA (Letter of warning may be sent by appropriate Dean)
Probation: 1.50 to 1.74 QPA (Subject to the jurisdiction of the appropriate Committee on Student Standing and may be required to modify or restrict academic program)
Dismissal: Less than 1.50 QPA (Readmission may be permitted on recommendation of the appropriate Committee on Student Standing)

For the students who have attempted 31-60 credits or who have attempted up to 61 credits within four semesters, these guidelines prevail:

Academic Warnings: 1.85 to 1.99 QPA (Letter or warning may be sent by appropriate Dean)
Probation: 1.75 to 1.84 QPA (Subject to the jurisdiction of the appropriate Committee on Student Standing and may be required to modify or restrict academic program)
Dismissal: Less than 1.75 QPA (Readmission may be permitted on recommendation of the appropriate Committee on Student Standing)

Students who have attempted 61 or more credits and who have a QPA of between 1.85 and 1.99 may continue on probation for one semester. However, students who have earned 90 credits or more are subject to dismissal unless they have a QPA of 2.0 or better. Students who accumulated three F grades in one semester are subject to dismissal.

Appeals of academic dismissal must be directed to the appropriate College or School Committee on Student Standing. Students subject to the jurisdiction of the appropriate Committee on Student Standing, in accordance with the established guidelines who are permitted to re-enroll on a full-time basis but continue participation in noncurricular and extra-curricular activities shall be without appeal if they are subsequently dismissed from the University for poor scholarship.

**ACADEMIC ADVISEMENT FOR STUDENT ATHLETES**

The policy of the Council of Academic Deans on Student Athletes with regard to academic standards reads as follows:

a) “To participate in the formal athletic programs at the University, a student must be currently enrolled as a full-time student. Full-time status is defined by University catalog as enrollment of 12 credits minimum per semester. Such a program would allow a student to graduate within five years.

b) A student athlete must make satisfactory academic progress. This means that a student must have successfully completed 24 credits during the previous academic year. This would allow a student the fall, spring, and summer semesters in which to earn these 24 credits. In addition the student athlete must satisfy the student standing policy as outlined in the Student Handbook and University catalogs.

c) Student-athletes must maintain a 2.0 cumulative QPA at all times in order to be academically eligible to compete in inter-collegiate competition. QPA's for student-athletes are calculated at the end of each semester.”

**ACADEMIC COORDINATOR OF INTERCOLLEGIATE ATHLETICS**

The academic progress of student athletes engaged in intercollegiate competition is monitored by the office of the Academic Coordinator of Intercollegiate Athletics. This office also provides other academic support services for student athletes including, but not limited to, study halls, tutorial assistance, academic advisement, registration assistance as well as orientation.

**DEAN'S LIST**

To achieve distinction of being named to the Dean's List, a student must have a record for a semester that shows completion of a full time schedule, a quality point average of at least 3.25, and no grade lower than a C. The full-time schedule must include at least 12 credits exclusive of pass/fail credits.

**REGISTRATION AND SCHOLASTIC POLICIES**

Graduate students may be permitted to register in certain graduate courses at the 500 level for undergraduate credit on the recommendation of the advisor and with the approval of the dean of the graduate school involved. All 500 courses are described in graduate school catalogs.

**GRADUATE COURSES FOR UNDERGRADUATE CREDIT**

Qualified seniors may be permitted to register in certain graduate courses at the 500 level for undergraduate credit on the recommendation of the advisor and with the approval of the dean of the graduate school involved. All 500 courses are described in graduate school catalogs.

**GRADUATION REQUIREMENTS**

The candidate for a University degree must be a person of good moral character who has satisfactorily completed all academic requirements for the degree program, and, in addition, has the recommendation of the appropriate academic Dean, filed the application for the University Degree with the Office of the Registrar on or before the latest date to apply for graduation as announced in the Academic Calendar, and satisfied all financial obligations with the University.

It is the student’s responsibility to determine that courses taken in each semester are sequentially correct and necessary for the degree program. The student, in consultation with an advisor, must periodically review progress toward graduation, and resolve any question about fulfillment of graduation requirements.

Each school and each department determines requirements for graduation which the student is expected to know, as well as the following:

1. The bachelor's degree requires a minimum of 120 semester hours of course credits in all except Pharmacy which requires 164 credits and Nursing which requires 125 credits.
2. All bachelor's degrees require an overall minimum quality point average of 2.0, which is a C grade average in a 4.0 system. (Students should further determine the need for minimum QPA requirements in their major, science course, etc.)
3. The final year’s work (a minimum of 30 semester hours of credit) must be completed in residence at the University.
4. All undergraduates must complete the University Core Curriculum.
5. All undergraduates must complete a minimum of four writing intensive courses at the 200 level and above.
6. Students on academic probation may be candidates for graduation only with the permission of the Committee on Student Standing of their school.

The candidate who has satisfied graduation requirements by a Challenge Examination (credit by examination), within the last 30 semester hours of study for the degree, will fulfill the residence requirement provided a minimum of 30 semester hours of credit has been earned in course work at the University in the final year's study.
WRITING INTENSIVE COURSES
It is universally recognized that the ability to write clear, correct, and effective prose is an indispensable component of being an educated person. It is, therefore, entirely appropriate that Duquesne includes among its central objectives the development of the abilities to write clearly, correctly, and effectively.

Every graduating student must have completed a minimum of four Writing Intensive courses beyond the two-semester Core writing sequence. At least two of the courses must be taken in the student's major field. The other two courses may be taken in either the major field department or in the student's school or college. Writing Intensive courses are offered in every department at the 200 level and above and emphasize the principles and practices of writing unique to the respective field.

HONORS
Degrees are awarded with special mention cum laude, magna cum laude, or summa cum laude to students who have completed the regular course with unusual distinction and who have completed a minimum of 60 credits in residence. Honors are based on these standards:
- Cum Laude—Quality Point Average 3.50 to 3.74
- Magna Cum Laude—Quality Point Average 3.75 and above
- Summa Cum Laude—Upon recommendation of the faculty and a 3.90 QPA, the Magna Cum Laude citation may be raised to Summa Cum Laude.

UNIT OF CREDIT
The unit of credit is the semester hour. One semester hour of credit is granted for the successful completion of one hour a week of lecture or recitation, or at least two hours a week of laboratory work for one semester of 15 weeks.

TRANSFER WITHIN THE UNIVERSITY
It would be to the student's advantage to discuss the proposed transfer with an academic advisor of the new school no later than two weeks prior to preregistration. It is the advisor's responsibility to effect the change.

WITHDRAWAL FROM A COURSE
First semester freshmen may withdraw from courses with the approval of an advisor up to the period of final examinations and receive a grade of "W" by processing the proper form. If a student, other than a first semester freshman, wishes to withdraw from a course after the date announced in the Academic Calendar for withdrawal with a "W" grade, the student must seek approval of the Committee on Student Standing of the student's School. If approval is granted, the student then initiates the appropriate form through the advisor. A student who is not granted approval of the request and withdraws from the course unofficially will receive an "F" grade for the course.

PART IV: TUITION AND FEES

Tuition and Fees
The University reserves the right to change tuition and fee charges if exigencies require such action. The figures shown apply to the 1999-2000 term only, unless otherwise indicated.

TUITION
RATE 1 (Arts, Business, Education, Nursing)
Full-time Undergraduate Tuition (12-18 cr)
- University Services Fee
- Total

Per-credit
- Undergraduate Tuition
- University Services Fee
- Total

RATE 2 (Natural and Environmental Sciences, Pre-Pharmacy)
Full-time Undergraduate Tuition (12-18 cr)
- University Services Fee
- Total

Per-credit
- Undergraduate Tuition
- University Services Fee
- Total

RATE 3 (Health Sciences)
Full-time Undergraduate Tuition (12-18 cr)
- University Services Fee
- Total

Per-credit
- Undergraduate Tuition
- University Services Fee
- Total

RATE 4 (Music)
Full-time Undergraduate Tuition (12-18 cr)
- University Services Fee
- Total

Per-credit
- Undergraduate Tuition
- University Services Fee
- Total
TUITION AND FEES

RATE 5 (Pharm D., Years 3, 4, 5 and 6)

Full-time Undergraduate Tuition (12-18 cr) $18,706.00
University Services Fee 1,210.00
Total 19,916.00

Per-credit
Undergraduate Tuition 594.00
University Services Fee 46.00
Total 640.00

FEES
Application (non-refundable) $50.00
Matriculation Deposit (non-refundable) 200.00
Residence Hall Pre-Payment (non-refundable) 300.00
Change of Schedule for processing each form 5.00
Credit by Examination for each semester hour for recognition of proficiency of course credit (See policy in Part III, page 23) 30.00
Orientation (New Students) 125.00
Late Registration 25.00
Removal of I Grade 5.00
Registration Correction Fee 15.00
Continuing Registration Fee 100.00
*Undergraduate Pharmacy Student Activities (for Third, Fourth, Fifth, and Sixth Year Students) 40.00
*University Services Fee $46 per credit

*Charged on each semester registration

TESTING FEES
Testing fees apply to the 1999-2000 academic year
*English Language Placement Testing (ESL) 50.00

*English Language Placement Testing (ESL) fee is a one-time fee

SUMMER TUITION
Summer tuition is calculated on a per credit basis. See page 27 for the rate that applies to the school in which you are enrolled

AUDITING A COURSE
The cost for auditing a course is the same as the per credit cost of a course

WITHDRAWAL AND TERMINATION OF ATTENDANCE
Upon officially withdrawing from the University, a student receives remission of part of the tuition charged for the semester or session in accordance with the Tuition Remission Schedule. The amount of the remission is added to payments, and a refund is made upon request where a credit balance is created on the student’s total account.

The Effective Date of Withdrawal for determining the percent of remission is that on which, the appropriate Academic Dean was notified by letter of the student’s decision to terminate attendance and requested official withdrawal. It is also the recorded date of the student’s separation from the University and regarded as the last day of attendance. A student is considered enrolled and “in attendance” until he or she acts to terminate attendance in conformity with this policy even though absences from classes were observed and recorded before the Effective Date of Withdrawal.

When a student’s attendance is involuntarily terminated in a semester because of personal disability arising from injury or illness, any remission of tuition beyond the limits prescribed by the withdrawal refund policy is subject first to the approval of the Academic Dean, then the Provost, and finally, the Vice President for Management and Business.

TUITION REMISSION SCHEDULE
This schedule applies to tuition only, it does not apply to other charges, such as the University Fee, course fee, and laboratory fees, nor to the reduction of credits resulting from course withdrawals made after the Change of Schedule period.

Within the Semester—Percent of Remission

<table>
<thead>
<tr>
<th>Period</th>
<th>Percent of Remission</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Week</td>
<td>80</td>
</tr>
<tr>
<td>Second Week</td>
<td>80</td>
</tr>
<tr>
<td>Third Week</td>
<td>40</td>
</tr>
<tr>
<td>Fourth Week</td>
<td>20</td>
</tr>
<tr>
<td>After Fourth Week</td>
<td>None</td>
</tr>
</tbody>
</table>

Within the Summer Session—Based on a Six-Week Session Standard

<table>
<thead>
<tr>
<th>Period</th>
<th>Remission Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Week</td>
<td>60</td>
</tr>
<tr>
<td>Second Week</td>
<td>20</td>
</tr>
<tr>
<td>After Second Week</td>
<td>None</td>
</tr>
</tbody>
</table>

ROOM AND BOARD
The request for on-campus residence is made on the same form used for application for admission to the University. After the student has completed the admission procedure and has paid the matriculation deposit, the residency request is referred automatically to the Director of Residence Life. The request is processed and necessary application forms are forwarded to the student.

The University requires that a prepayment of $300, which is applicable to the following semester’s room and board account, accompany all applications for room reservations or renewals. This prepayment is non-refundable.

Reservations are made on an annual basis—August to May. Rooms may be occupied no earlier than the first day of orientation for all freshmen and new transfer students.

Room assignments are made on a first-come, first-serve basis. Therefore, it is extremely important for the student to return his/her housing application immediately upon receipt of it. Overcrowded conditions have occurred in the past and students have been temporarily assigned three to a room or in lounges. Therefore, students returning their applications after all rooms have been assigned will be housed in temporary housing, be placed on a waiting list, or not assigned a space in the residence area.

All students occupying rooms in the University residence halls are required to take a University Meal Plan. The Primary Plan billed to all students is a 14-meal plan. Also, included with the Primary Plan is a $115 flexible spending account which can be used at Rockwell Expressway, Options, Off-Ramp, and the in-room pizza delivery program. Two additional plans are offered, 19 Meals per week with $500 flexible spending and 10 Meals per week with $200 flexible spending.

Residence Halls are closed during vacation periods (Thanksgiving, Christmas, Easter and Spring break). The University reserves the right to modify these charges if exigencies require such action.

Regular Session—Room and Board (14 meals a week)

<table>
<thead>
<tr>
<th>Rate</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>$3992.00</td>
<td></td>
</tr>
<tr>
<td>Double</td>
<td>$3157.00</td>
<td></td>
</tr>
</tbody>
</table>

Summer Sessions—Room and Board* (Summer ’99 rates)

<table>
<thead>
<tr>
<th>Rate</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>$27.31</td>
<td></td>
</tr>
<tr>
<td>Double</td>
<td>$22.31</td>
<td></td>
</tr>
</tbody>
</table>

ROOM AND BOARD—WITHDRAWAL AND REFUND
The Office of Residence Life Housing Agreement must be signed by the Student and the University. The Student is obligated to pay to the University the full room fees and board fees for the entire Academic Year. There will be no exceptions to this obligation except as follows:

a) If the Student decides not to live in the Living-Learning Centers and so notifies the Assistant Director of Residence Life, IN WRITING BEFORE CLASSES BEGIN, the Student will be released from obligations under this Housing Agreement. All amounts which the Student has previously paid pursuant to this...
Part V: Student Life, Programs, Services and Organizations

A. DIVISION OF STUDENT LIFE MISSION

The mission of the Division of Student Life is to establish and maintain a total living, learning and developmental environment that will enhance students' growth for the individual self-actualization and positive involvement in the world community.

PHILOSOPHY

Consistent with the educational philosophy of the University and the above stated mission, the Student Life Division provides the student with opportunities to participate in a variety of experiences with fellow students, faculty members and administrators. The Student Life Staff encourages students to initiate new programs, implement change and participate in the essential processes of University governance on many levels.

ORGANIZATION

The Executive Vice President for Student Life coordinates the Departments of Athletics, Commuter Affairs, University Counseling Center, Duquesne Union, Financial Aid, Freshman Development and Special Student Services, Greek Life, Health Service, Judicial Affairs, Residence Life, and Student Activities. Several of these Departments are briefly described below. Additional information may be obtained directly from each Department and through the Student Handbook and Code of Student Rights, Responsibilities and Conduct.

ATHLETICS

The Duquesne University Department of Athletics sponsors 20 NCAA Division I sports including baseball, men's and women's basketball, women's crew, men's and women's cross country, football (Division I-AA), men's golf, women's lacrosse, rowing (co-ed), men's and women's soccer, men's and women's swimming and diving, men's and women's tennis, women's indoor and outdoor track, women's volleyball, and wrestling. In addition, cheerleading, men's crew, hockey, and men's indoor and outdoor track are offered as club sports. Duquesne University believes in and promotes the concept of student athlete, evidenced by an Academic Support staff within the Department of Athletics. Athlete grants-in-aid are available in all varsity sports, with the exception of football.

In addition, the Department of Intramurals and Recreation offers to all students the use of a weight room, cardiovascular room, racquetball courts, and various aerobic classes. Other activities in which students can participate include tennis, flag football, street hockey, basketball, softball, and soccer, just to name a few.

OFFICE OF COMMUTER AFFAIRS

Whether living with relatives or commuting from their own apartment, the Office of Commuter Affairs offers valuable services and programs for commuter students. Assistance is available in many areas, including:

Parking and Transportation: The Office of Commuter Affairs can assist students with University parking information and in forming carpools. PAT bus schedules are available. Bus passes are sold in the Information Center of the Union.

Off-Campus Housing Information: Up-to-date listings are maintained of rooms, apartments, houses, and "recommodo needed" situations. Area maps and apartment directories are also available.

Commuter Message Center: If someone needs to get a non-emergency message to a student on campus, they may call (412) 396-6660. The message is posted outside the Office for the student to pick up.

Adult Learner Services: Services are provided for adult learners including newsletters and family programming.

Commuter Assistant Program: This program is a support network of upperclassmen students who serve as advisors and provide resources for new students. C.A. plan activities, provide information and supply encouragement.

Other Services Include: Suggestions/Complaints, Commuter Update, distribution of Student Directory and Student Handbook to commuter students.

The Office is located in the Duquesne Union, Room 117. Office hours are extended during the Fall and Spring Semesters when the Office is open Monday through Thursday, 8:30 a.m. - 5:30 p.m. and Friday until 4:30 p.m. For further information call (412) 396-6660.

OFFICE OF STUDENT ACTIVITIES

The Office of Student Activities coordinates the programs, services and facilities of the Duquesne Union, provides programming and administrative support for all recognized student organizations, and publishes the Fall and Spring Semester Activities...
Calendars, and coordinates the Duquesne University Volunteers (DUV), the University's volunteer program. The staff of this office provides services and amnesties required to meet the daily needs of campus life, provides advice and assistance in all phases of campus programming, arranges all scheduling of events in the Duquesne Union, provides leadership training for student organizations and produces and presents a balanced series of cultural, educational, social, and recreational programs in support of the mission and goals of the University.

The Duquesne University Council is the student organization of the Duquesne Union which involves students in all aspects of planning and implementing various programs. The DPC offers students a chance to be creative and to gain effective leadership, communication, and program planning skills.

The Duquesne University Volunteers is the organization which promotes all volunteer activities of Duquesne students.

OFFICE OF JUDICIAL AFFAIRS

The Office of Judicial Affairs protects the rights and freedom of students while insuring that such rights and freedoms are exercised within the context of students' responsibilities to the University community. Legal techniques are minimized and attention is focused on the student development process.

OFFICE OF RESIDENCE LIFE

The Office of Residence Life is committed to creating an environment in each of the five (5) Living Learning Centers in which the student may grow and develop as a total person. Its philosophy and programs are based on the belief that the Living Learning Center experience is an important part of the total University education. The purpose of the Office of Residence Life is to facilitate the personal and academic growth of the resident student. To this end, the professional and resident assistant staff will provide the means to foster such development.

All freshmen and sophomores with a QPA of below 2.5, except those residing with their parents or relatives, are required to live in one of Duquesne's Living Learning Centers. All students living on campus are further required to take a University meal plan. Housing Agreement terms are effective for the entire academic year, with room and board rates being determined on an annual basis.

Additional information regarding programs, policies, and regulations for the Living Learning Centers is included in the Residence Life Handbook.

OFFICE OF FRESHMAN DEVELOPMENT AND SPECIAL STUDENT SERVICES

FRESHMEN

The Office of Freshman Development and Special Student Services serves to implement and direct programs which integrate and enhance the academic, personal and social dimensions of freshmen at Duquesne University. To accomplish this, the office directs the New Student Orientation Program, implements the Freshman Mentor and Big Brother, Big Sister Programs, assists freshmen with finding tutors when needed, monitors freshman grades, prepares and edits the Freshman Newsletter, develops freshman leadership through the Freshman Class Advisor Committee, advises the freshman honor society, Phi Eta Sigma, and interacts with the Offices of Commuter Affairs, International Student Life, and Residence Life in developing programs for freshmen.

STUDENTS WITH DISABILITIES

The Office of Freshman Development and Special Student Services also provides services to all University students with documented disabilities. Services such as classroom relocation, testing accommodations, note-takers, removal of physical barriers, and other accommodations can be arranged through the office on an individual basis.

The office assists students with communicating their needs to faculty members, physical plant, and the University community, and in connecting with campus resources.

Please contact the Office of Freshman Development and Special Student Services at (412) 396-6657 or (412) 396-6658 for any additional information.

OFFICE OF GREEK LIFE

The Office of Greek Life promotes the growth and development of students who choose to affiliate with Greek Organizations and seeks to promote the Greek System as an integral and productive part of the institution.

To address this mission, the Office promotes the noble ideas of academic excellence, leadership, philanthropy, and moral and ethical development of students within the framework of the Duquesne University Mission Statement. The office provides training and consulting in leadership development, group processes, and interpersonal skills, sponsors educational and social programming, and promotes a sense of community inasmuch as these processes promote learning outside the classroom.

B. PROGRAMS

COMPREHENSIVE STUDENT ADVISEMENT

Students pursuing undergraduate studies are assigned to a student advisor who will work with them throughout their undergraduate career at the University. The student advisor is located in the school in which the student is majoring. Acts as an ombudsman for the student in his/her interaction with all officials throughout the University.

Advisors are trained to assist students in developing and maintaining academic schedules, understanding academic and in interacting with professionals in other fields who will assist them in their social, psychological and spiritual development. To help maximize their success and satisfaction with university life, students are encouraged to meet with their advisor regularly.

CAREER SERVICES CENTER

Students and graduates of Duquesne University have available to them the full services and programs of the Career Services Center. Persons with unmet vocational goals may seek career planning through personal contact with the professional staff and use of the career resources early use of this service is encouraged.

The individual career goals may seek employment assistance and advice, including resume preparation, interview and job search techniques, job referrals, and professional counseling. The graduating student may also be interested in campus internships with visiting employers.

Undergraduate/graduate students may earn academic credit for approved preprofessional work under the University's Internship Program, which is administered by the Career Services Center.

The part-time and summer employment program is important to students in financing their education and to those seeking practical experience to augment college training. Part-time and summer jobs in the community are also available through the center. Students interested in campus employment should contact the Office of Faculty Resource Management.

UNIVERSITY COUNSELING CENTER

The University Counseling Center offers personal, career, and academic counseling to all full-time Duquesne students. Short and long-term personal counseling are provided for a variety of reasons such as anxiety, depression, family difficulties, job dissatisfaction, grief, and other emotional difficulties.

Services are confidential and present consultation is available as needed.

Testing and career counseling are available for helping students in choosing a major and/or deciding on an occupation and for academic difficulties.

A variety of support groups and workshops are held throughout the academic year on topics of current interest such as time and stress management, test anxiety, eating disorders, cultural diversity, and others upon request.

Information about applications for national qualification examinations (CLEP, MAT, GRE, LSAT, GMAT, PRAXIS, etc.) is also available.

Please contact the University Counseling Center at (412) 396-6204/6208 for any additional information.

The Counseling Center is located in Room 308 of the Administration Building. Please call (412) 396-6204 for an appointment or to obtain more information.

HEALTH SERVICE

Medical/Nursing

The Health Service provides for the evaluation and treatment of illness and injury.

Staff

The medical/nursing professional staff consists of Registered Nurses, Certified Nurse Practitioners, and a Board Certified Physician.

Immunizations

Duquesne University has established a Pre-Matriculation Immunization Policy. All incoming undergraduate students (freshmen, transfers, students, and second-degree) are required to provide documentation of immunizations. Immunization requirements will follow guidelines from the Centers for Disease Control. Students must provide this documentation or registration for class will not be permitted.

In-Hospital Care

University physicians are attending staff physicians at the Mercy Hospital of Pittsburgh. In emergency situations, students are transported and/or referred to the Mercy Hospital. At that time, University physicians are consulted regarding the student's treatment and disposition.

Location

The Health Service is located on the second floor, Towers Living Learning. (412) 396-1650/1652.

Eligibility

All full-time registered students. Cost of treatment or diagnostic procedures by non-University physicians, clinics or hospitals must be assumed by students, their family or their medical insurance. This includes any doctor's work performed in the Health Service and gynecological laboratory services such as PAP smears.

All health records are confidential and will not be released without the student's permission.

INSURANCE

• It is strongly recommended that each student obtain some form of health insurance. The University provides a student health insurance plan designed to meet the needs of students and is priced lower than individual health insurance policies. Inquiries about health insurance should be directed to Genny Hughes (412) 396-6677).

NOTE The University is not responsible for medical expenses resulting from participation in intramural sports.
EMERGENCY
- A Crisis Coordinator is available 24 hours a day to assist in any type of emergency resulting from psychological problems
- Call Campus Security (412) 396-4747. They will provide assistance and will contact Paramedics, Health Service and the Crisis Coordinator as needed.

RETENTION OFFICE
The Retention Office, under the direction of the Executive Vice President for Student Life, coordinates the efforts of the entire University community to ensure that the personal and educational experience for all students is the best possible. Policies, programs, services, and opportunities are constantly reviewed, refined, and improved in an effort to meet the legitimate needs of students consistent with the mission and goals of the University.

UNIVERSITY ARCHIVES
The University Archives is the center for the documented history of Duquesne University. It provides a central location of information about University Schools, departments, people, buildings, and a variety of many other activities. The Archives seeks to promote knowledge of the heritage and growth of the University through the years.

Members of the Duquesne community and the community at large are encouraged to utilize the many collections for research or special interest. The University Archives is located on the 1st floor of the Gumbers Library. Phone (412) 396-6323.

C. OTHER DEVELOPMENTAL SERVICES
OFFICE OF INTERNATIONAL AFFAIRS
The Office of International Affairs (OIA) provides services to international students and scholars pursuing undergraduate and graduate degree programs at the University. These specialized services include furnishing pre-arrival information to accepted students, facilitating compliance with US Immigration and Naturalization Service (INS) requirements, assisting in academic and cross-cultural adjustment through initial arrival and extended orientation programs, promoting and supporting events, programs, and activities which foster deeper communication, awareness and understanding among US and international students at Duquesne, and providing on-going direct service and appropriate referral services to international students and scholars on campus in a personalized and professional manner.

The OIA supports the University's strong commitment to international education as a valued component of the overall mission of the institution.

LEARNING SKILLS CENTER
The Learning Skills Center is an ancillary academic service whose primary charge is the intellectual development of students. Services are provided in coordination with academic offices of the University. As part of its academic assistance efforts, the Learning Skills Center delivers diagnostic and prescriptive services. Individualized development programs in reading, writing, mathematics and science are offered to students who seek to upgrade their academic skills and advance their intellectual growth.

Free tutorial service provides students with competent tutors in numerous subject areas. In addition, a comprehensive study skills program is available to enhance learning capabilities as well as to assist students experiencing academic difficulties.

The Learning Skills Center oversees the operation of the Program for Academic Excellence (ACT 101/SP), the Project for Academic Coaching through Tutoring (PACT), and the Spanish Division of Academic Programs.

THE PSYCHOLOGY CLINIC
The Psychology Clinic offers mental evaluation, psychological testing, and short-term psychotherapy services to the general public, as well as to members of the Duquesne University community. Advanced Ph.D. students in the Psychology Department provide all services under the direct supervision of faculty. Fees are set according to each client's income and ability to pay. The Clinic is open Monday through Friday from 8:30 a.m. to 4:30 p.m. Some evening appointments are also available. Persons interested in scheduling an appointment should call (412) 396-6562. An intake session will be scheduled as rapidly as possible.

D. STUDENT GOVERNANCE
STUDENT GOVERNMENT ASSOCIATION
The Student Government Association is designed to provide a forum for the expression of student views and interests, to maintain academic freedom and student rights, and to provide effective representation in the policy making and operations of the University. The Student Senate, which consists of elected freshman, sophomore, junior, and senior class representatives, serves as the student voice to the University community and to the University Senate. The Student Senate also serves as a forum for the airing of constructive proposals for the improvement of the University.

PANHELLENIC ASSOCIATION
The purpose of the Panhellenic Association is to develop and maintain fraternity life and interfraternity relations at a high level of accomplishment. The Panhellenic Association is led by the Interfraternity Council (IFC) which serves as the governing and regulatory body for its 9 member social fraternities. The IFC promotes superior scholarship and social and moral development. It represents the fraternities to the administration, faculty and students. The IFC regulates all Men's Greek Activities including Rush, Pledge Education, Carnival, Greek Week, Intramural Sports, and social events and serves as a forum for the airing of constructive proposals for the improvement of the fraternity system.

HONOR SOCIETIES
These societies have as their primary purpose recognition of academic excellence and leadership achievement. There are normally cumulative grade point and leadership requirements for membership in these groups.

PROFESSIONAL AND DEPARTMENTAL ORGANIZATIONS
These professional organizations exist to provide opportunities for career development and the exchange of ideas pertinent to students' academic pursuits. With this purpose in mind, these organizations sponsor numerous programs including debates, symposiums, and lectures.

DUQUESNE PROGRAM COUNCIL
The Duquesne Program Council (DPC) is the major student program organization of the University. It provides social, recreational, educational, and cultural activities for the entire University. The DPC, directed by students, is comprised of several committees which present such events as concerts, dances, art exhibits, lectures, and student trips. Membership is open to all students.

DUQUESNE UNIVERSITY VOLUNTEERS
The Duquesne University Volunteers is the University's volunteer program which monitors the volunteer activities of all individual students and all student organizations. Student volunteers provide a high standard of service to the campus and local community while, at the same time, they are fulfilling the University's Mission Statement which seeks to instill "a spirit of service" in all students.

FRATERNITIES AND SORORITIES
Fraternities and Sororities are organizations comprised of college men and women who have joined together. They sponsor and promote social, athletic, service, and academic events.

PERFORMANCE GROUPS
TAMBURITZANS
The Duquesne University Tamburitzans was founded in 1937 at the University and is the first university-based performing folk ensemble in the United States. The group takes its name from the tamburza family of stringed instruments indigenous to the folk cultures of Southeastern Europe.
The group exists for the dual purposes of preserving and perpetuating the Eastern European cultural heritage in the United States while offering scholarships to students who are academically sound and who possess talents in the performing arts. Each year the Tamburitzans search for new talent to fill vacancies in the ensemble. Applicants do not necessarily need a specific background in the folk arts. Performing experience in a band or orchestra, sung or in a chorus, or taking lessons in tap, ballet or jazz dance may provide the skills needed to qualify for a scholarship in this unique ensemble. The group performs 80 shows each year and travels extensively throughout the United States and Canada. Inquiries concerning auditions should be made in the fall prior to auditions which are held in February. For further information, please contact the Tamburitzans office.

http://www.duq.edu/Tamburitzans

e-mail pudlak@duq2.cc.duq.edu

THEATRE

The Red Masquers provide an extracurricular outlet for students who wish to participate in theatre. The organization's aim is to provide the University and its students with the educational and cultural benefits that accrue from a dramatic program. Any Duquesne student is eligible for membership.

MEDIA ORGANIZATIONS

WDSR

WDSR is the Duquesne Student Radio. It broadcasts approximately nineteen hours per day, seven days per week during the Fall and Spring Semesters.

PUBLICATIONS

The Student Handbook and Code of Student Rights, Responsibilities and Conduct

The Student Handbook contains information about the University which concerns the students. The Student Code, which is a part of The Student Handbook, is the definitive statement of standards, policies and procedures regarding students' rights and responsibilities, campus organizations, student governance, student records, student conduct and the University Judicial System. Copies are available in the Office of Student Activities, 305 Union.

The Duquesne Magazine, the University campus newspaper, is written and edited by students. It is published on Thursdays during the academic year with the exceptions of examination periods and holidays. Membership is open to all students.

The Duquesne Magazine is a literary publication which affords students the opportunity to submit writing, artwork, and photographs. It is published once a year.

L'Esprit du Duc, the University yearbook, highlights student life on campus, including student organizations, varsity, club, and intramural sports, and events on campus. Membership is open to all students.

Part VII: Campus Ministry

Campus Ministry is committed to fostering the religious life and growth of all Duquesne students. Its policies and programs are oriented to furthering that growth at the personal as well as the community level. Eucharistic liturgies are celebrated daily, and the Sacrament of Reconciliation is scheduled regularly and by appointment. For all students, faculty and staff, whatever their faith, the Campus Ministers are available to help with spiritual direction, counseling, advice, or sympathetic listening, all in strict confidence. The Campus Ministry provides a listing of services of nearby worship sites, and referrals can be made to introduce the students to the religious leaders of their various faith traditions in the area. The University Chapel is open each day for private prayer and quiet meditation. It is available also to groups for specific services of a religious nature. Prayer rooms are available in Towers and St. Ann Living/Learning Centers. In addition, there is a Muslim prayer space above the Chapel.

The Campus Ministry sees itself at the service of all in an open, unstructured, trusting relationship, and invites the participation of the entire Duquesne community in religious, social, and community activities.

All are invited to stop in to offer suggestions for programs or services, or just to get acquainted with the Staff at any of the following Campus Ministry locations: 102 Administration Building, the Campus Ministry Center in Duquesne Towers, the Student Union and the Living/Learning Centers of St. Ann, Assumption and St. Martin.
Part VIII: University Programs and Courses

THE UNIVERSITY CORE CURRICULUM

STATEMENT OF PURPOSE

The core curriculum is a cluster of courses within Duquesne's general curriculum that focus on values central to liberal education and to the mission of the University. The purpose of the Core is to provide a broad background for both a scientific and liberal arts education. As a student in this program, you will be required to complete a humanities-based core curriculum as part of the University requirement. The Pre-Health Professions Program students are required to declare a major in their freshman year. Thus, it is important for you to meet with the director and/or assistant director of the program upon entering the University to plan your course of study.

PRE-HEALTH PROFESSIONS PROGRAM

The Pre-Health Professions Program is a University-wide program which focuses on the importance of both a scientific and liberal arts education. As a student in this program, you will be required to complete a humanities-based core curriculum as part of the University requirement. Pre-Health Professions Program students are required to declare a major in their freshman year. Thus, it is important for you to meet with the director and/or assistant director of the program upon entering the University to plan your course of study.

101 Thinking and Writing Across the Curriculum 3 cr

Practice in analysis and expression in many disciplines

102 Imaginative Literature and Critical Writing 3 cr

A college-level introduction to imaginative literature and to critical techniques for interpreting imaginative literature. Thinking and Writing Across the Curriculum is a prerequisite.

121 Problem Solving with Creative Mathematics 3 cr

An exploration of mathematics as a science and an art with emphasis on problem solving. Students may also satisfy this requirement with one of the basic Calculus courses (111 or 115). Fundamentals of Statistics 125 or Biostatistics 225.

132 Basic Philosophical Questions 3 cr

Philosophy, "the love of wisdom," is a discipline for discussing basic questions about ourselves and our world. Students read selected works by major philosophers throughout the history of philosophy, they are encouraged to think critically and to formulate their own answers to perennial philosophical questions.

141 Social, Political and Economic Systems 3 cr

The disciplines of Economics, Political Science and Sociology collaborate to explore questions about equality and inequality in various societies. The course specifically addresses economic, political and legal issues as they relate to gender, age, race and ethnicity.

151 Shaping of the Modern World 3 cr

An understanding of change through time is essential to the comprehension of the world in which we live. This course integrates the 20th Century experience of the United States with that of Europe, Asia, Latin America and Africa as it examines the forces which have produced the great changes of our century.

161 Arts and the Human Experience 3 cr

The visual and musical arts are explored in light of major styles, artists, themes and monuments in the artistic component of a broader historical and cultural experience. The course draws upon the rich resources of the Pittsburgh community, such as the Carnegie, the Pittsburgh Symphony, the Pittsburgh Ballet, and the Pittsburgh Opera.

Core Science 3 cr

Students may choose one of the courses described below (171, 172, 173, 178 or 175). Each course presents a body of fundamental knowledge to provide the student with an awareness and understanding of the discipline. Students may also satisfy the Core Science requirement by one of the following courses: Biology 121 or 122, General Chemistry 121 or 122, General Physics 201 or 202.

171 Biology 4 cr

Evolution, inheritance, and the interrelation of energy, life and the physical environment provide the underlying themes of this course. Each of these is examined from multiple levels of organization—from the molecular to the biosphere—demonstrating the diversity of life within which the commonality of life is found. Issues to be considered include those critical to effective citizenship in our changing world such as disease, reproduction, genetics, genetic engineering, and ecology.

172 Chemistry 3 cr

The fundamental concepts of structure, bonding, properties and chemical reactivity are presented through lectures and classroom experimentation. The chemical dimensions of selected social issues of current importance in the areas of environmental chemistry, energy technology and food production are examined.

173 Physics 4 cr

Through lecture and laboratory demonstration, students study the fundamental notions of mechanics, motion, inertia, force, momentum and energy. Emphasis is placed on the great Newtonian synthesis of the 17th century. With this foundation, students are prepared to move on to topics chosen from among the following: properties of matter, heat and thermodynamics, electricity and magnetism, light and modern physics. This course introduces students to the analytical processes of the scientific method and also helps them recognize applications to the physics involved in everyday life.

174 Earth Science 3 cr

Introduction to Earth science for non-science majors. Survey of the Earth in relation to its physical composition, structure, history, atmosphere and oceans. Also included is how each of these affects humans and how humans influence the processes of the Earth, its oceans, and its atmosphere.

175 Evolution of Modern Science 3 cr

This course outlines the history of science from Aristotle to the present. The course will focus on the modern history of four scientific disciplines: physics, chemistry, geology, and biology. Students will study the development of science, will be presented in six areas: arithmetic, Euclidean geometry, formal logic, algebra, analytical geometry and calculus. There will be an introduction to the historical background of science and the role of science in society. There will be an introduction to the scientific method and also help recognize applications to the science involved in everyday life.

176 Cultural Studies 3 cr

The visual and musical arts are explored in light of major styles, artists, themes and monuments in the artistic component of a broader historical and cultural experience. The course draws upon the rich resources of the Pittsburgh community, such as the Carnegie, the Pittsburgh Symphony, the Pittsburgh Ballet, and the Pittsburgh Opera.

Core Theology 3 cr

The core theology courses expose students to the major religious traditions of humankind. The course examines the moral, intellectual, and cultural dimensions of these traditions. This requirement may be fulfilled by any one of the following courses: Introduction to Christianity, Judaism, or Islam.

182 Human Morality 3 cr

An introduction to the central issues of moral theology (religious ethics), including methodological and practical concerns, with a focus on the Christian tradition but some attention to other approaches.

183 Judaism, Christianity, and Islam 3 cr

A study of the beliefs and practices of these three monotheistic religions. The distinct character of each, the varieties within each religion, and the continuities and the differences among all three.

184 Introduction to the Bible 3 cr

An examination of the historical, literary, and theological aspects of a select number of key biblical texts and a discussion of their contemporary relevance.

185 Religions East and West 3 cr

A study of some of the world's great religions representative of humanity's religious experience, including Ancient Near Eastern, Zoroastrian, Hindu and Buddhist traditions, Chinese traditions, and the Islamic path.

186 Roman Catholic Heritage 3 cr

An introduction to the fundamental beliefs of Roman Catholicism and their expression in literature and the visual arts, from the origins of Christianity to the contemporary era.

187 Christian Understanding of the Human Person 3 cr

An investigation into the question of "What does it mean to be human?" according to Judeo-Christian teaching, including the relationship of the human person to self, others, the world, and the Divine as the basis for humanness.

Note: In general students will complete the core requirements according to guidelines established by their respective schools and in consultation with their academic advisors.

Preparation for your career in a health profession will begin in your freshman year. This is important for you to meet with the director and/or assistant director of the program upon entering the University. Thus, it is important for you to meet with the director and/or assistant director of the program upon entering the University to plan your course of study. We will help you develop a tentative four-year plan of courses, starting with the Pre-Health core curriculum.
Part VIII: University Programs and Courses

THE UNIVERSITY CORE CURRICULUM

STATEMENT OF PURPOSE

The core curriculum is a cluster of courses within Duquesne's general curriculum that focus on values central to liberal education and to the mission of the University. The purpose of the Core is threefold:

1. To promote intellectual growth and development through the study of the central questions of liberal education.
2. To provide a common core of knowledge that prepares students for lifelong learning, effective citizenship, and professional success.
3. To foster the development of critical thinking, problem-solving, and communication skills.

Core courses encourage students to develop a universality of vision, to assist students in building a foundation for professional studies, to encourage students to cultivate the habit of life-long learning.

Duquesne's Core courses emphasize critical thinking and effective communication. Making informed judgments and speaking and writing clearly and persuasively are the marks of an educated person.

The Core Curriculum is a prerequisite for literature, philosophical and theological inquiry.

CORE COURSES

There are seven courses and two course-areas in the Core, totaling 27 credits.

101 Thinking and Writing Across the Curriculum 3 cr
- Practice in analysis and expression in many disciplines

102 Imaginative Literature and Critical Writing 3 cr
- A college-level introduction to imaginative literature and to critical techniques for interpreting imaginative literature

103 Problem Solving with Creative Mathematics 3 cr
- An exploration of mathematics as a science and an art with an emphasis on problem solving. Students may also satisfy this requirement with one of the basic Calculus courses (111 or 115), Fundamentals of Statistics 125 or Biostatistics 225

132 Basic Philosophical Questions 3 cr
- Philosophy, "the love of wisdom," is a discipline for examining basic questions about ourselves and our world. Students read selected works by major philosophers throughout the history of philosophy, they are encouraged to think critically and to formulate their own answers to perennial philosophical questions.

141 Social, Political and Economic Systems 3 cr
- The disciplines of Economics, Political Science and Sociology collaborate to explore questions about equality and inequality in various societies. The course specifically addresses economic, political and legal issues as they relate to gender, age, race and ethnicity.

151 Shaping of the Modern World 3 cr
- An understanding of change through time is essential to the comprehension of the world in which we live. This course integrates the 20th Century experience of the United States with that of Europe, Asia, Latin America and Africa as it examines the forces which have produced the great changes of our century.

161 Arts and the Human Experience 3 cr
- The visual and musical arts are explored in light of cultural history of the West, the diversity and richness of all human cultures, the structures by which societies organize themselves, the role of science in the modern world, the relation of the arts to human experience, the process of defining personal identity and personal values.

171 Biology
- Evolution, inheritance, and the interrelation of energy, life and the physical environment provide the unifying themes of this course. Each of these is examined from multiple levels of organization — from the molecular to the biosphere — demonstrating the diversity of life within which the commonality of life is found. Issues to be considered include those critical to effective citizenship in our changing world such as disease, reproduction, genetics, genetic engineering, and ecology.

172 Chemistry
- The fundamental concepts of structure, bonding, properties and chemical reactivity are presented through lecture and classroom experimentation. The chemical dimensions of selected social issues of current importance in the areas of environmental chemistry, energy technology and food production are examined.

173 Physics
- Through lecture and classroom demonstration, students investigate the fundamental notions of mechanics, motion, inertia, force, momentum and energy. Emphasis is placed on the great Newtonian synthesis of the 17th century. With this foundation, students are prepared to move on to topics chosen from among the following properties of matter, heat and thermodynamics, electricity and magnetism, light and modern physics. This course introduces students to the analytical processes of the scientific method and also helps them recognize applications to the physics involved in everyday life.

174 Earth Science
- Introduction to Earth science for non-science majors. Survey of the Earth in relation to its physical composition, structure, history, atmosphere and oceans. Also included is how each of these impacts humans and how humans influence the processes of the Earth, its oceans, and its atmosphere.

175 Evolution of Modern Science
- This course outlines the history of science from Aristotle to the present. The course will focus on the modern history of four scientific disciplines: physics, chemistry, geology, and biology. It will include computer-based virtual laboratories to demonstrate the classical experiments that have led to our modern understanding of science.

182 Judaism, Christianity, and Islam
- A study of the beliefs and practices of these three monotheistic religions: the distinct character of each, the varieties within each religion, and the continuities and the differences among all three.

184 Introduction to the Bible
- An examination of the historical, literary, and theological aspects of a select number of key biblical texts and a discussion of their contemporary relevance.

185 Religions East and West
- A study of some of the world's great religions representative of humanity's religious experience, including ancient traditions, Hindu and Buddhist traditions, Chinese traditions, and the Islamic path.

186 Roman Catholic Heritage
- An introduction to the fundamental beliefs of Roman Catholicism and their expression in literature and visual arts, from the origins of Christianity to the contemporary era.

187 Christian Understanding of the Human Person
- An investigation into the question of what it means to be human. According to Judaism, Christ and Christianity, teaching, including the relationship of the human person to oneself, others, the world, and the Divine as the basis for humanness.

Note: In general students will complete the Core requirements according to guidelines established by their respective schools and in consultation with their academic advisors.

PRE-HEALTH PROFESSIONS PROGRAM

The Pre-Health Professions Program is a university-wide program which focuses on the importance of both a scientific and liberal arts education. As a student in this program, you will be required to complete a humanities-based core curriculum as part of the University requirement. Pre-Health Professions Program students are required to declare a major. Provided that you have completed the Pre-Health Professions Core Curriculum, you can declare a major in any area. English, history, psychology, education, mathematics, biology and chemistry are a few of the more commonly chosen ones.

Preparation for your career in a health profession will begin in your freshman year. Thus, it is important for you to meet with the director and/or assistant director of the program upon entering Duquesne University to discuss your goals, interests and concerns. At this meeting, we will help you develop a tentative four-year plan of courses, starting with the Pre-Health core curriculum.
UNIVERSITY PROGRAMS AND COURSES

Before you begin the application process to health professional schools, you must meet standard criteria in the following areas: overall grade point average, science grade point average, and admissions test score. You will also be evaluated by the health professional schools based upon letters of recommendation, an interview, types of courses taken, and institution of graduation. Duquesne’s Pre-Heath Professions Program will provide you with guidance in achieving the necessary criteria.

The core courses are as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Language</th>
<th>Credits</th>
<th>Hrs /Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Logic (recommended)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Chemistry with laboratory</td>
<td>1 semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organic Chemistry with laboratory</td>
<td>2 semesters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology with laboratory</td>
<td>2 semesters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics with laboratory</td>
<td>2 semesters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus</td>
<td>1 semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>1 semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Writing (recommended)</td>
<td>1 semester</td>
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</table>

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM

The ESL Program (ESLP) is open to students accepted to degree programs or to a non-degree program of ESL study only. The ESLP offers intensive (20 hours per week) or semi-intensive (4 to 16 hours per week) programs at basic, intermediate, and advanced levels. Placement tests are administered to all students who may also earn a Certificate of Program Completion.

Qualified students may combine courses in academic degree majors with ESL study. Undergraduate degree program students earn academic credit for each program level successfully completed. The ESLP offers classes in Fall (late August to December), Spring (January to April) and Summer sessions (May to early August).

COURSE PROFILES

Level and course assignments are determined by placement tests or successful completion of Duquesne courses at prior levels.

Basic-level Courses 0-2 cr

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs /Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic ESL Grammar</td>
<td>4</td>
</tr>
<tr>
<td>Basic ESL Speaking</td>
<td>4</td>
</tr>
<tr>
<td>Basic ESL Reading</td>
<td>4</td>
</tr>
<tr>
<td>Basic ESL Writing</td>
<td>4</td>
</tr>
<tr>
<td>Basic ESL Comprehension</td>
<td>4</td>
</tr>
</tbody>
</table>

Intermediate-level Courses 0-2 Cr

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs /Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate ESL Reading - A</td>
<td>4</td>
</tr>
<tr>
<td>Intermediate ESL Reading - B</td>
<td>4</td>
</tr>
<tr>
<td>Intermediate ESL Writing - A</td>
<td>4</td>
</tr>
<tr>
<td>Intermediate ESL Comprehension</td>
<td>4</td>
</tr>
<tr>
<td>Intermediate ESL Reading - B</td>
<td>4</td>
</tr>
<tr>
<td>Intermediate ESL Writing - B</td>
<td>4</td>
</tr>
</tbody>
</table>

Advanced-level Courses 0-2 cr

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs /Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced ESL Grammar</td>
<td>4</td>
</tr>
<tr>
<td>Advanced ESL Oral Skills</td>
<td>4</td>
</tr>
<tr>
<td>Advanced ESL Reading-A</td>
<td>4</td>
</tr>
<tr>
<td>Advanced ESL Writing</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Comprehension/ Presentation</td>
<td>4</td>
</tr>
</tbody>
</table>

Up to 20 hours of advanced English for non-native speakers

Special Purpose Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Var Hrs /Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Term Paper</td>
<td>4</td>
</tr>
<tr>
<td>ESL Academic Discourse</td>
<td>3</td>
</tr>
<tr>
<td>ESL Computer Skills</td>
<td>4</td>
</tr>
<tr>
<td>TOEFL Preparation</td>
<td>4</td>
</tr>
<tr>
<td>TOEFL Preparation</td>
<td>4</td>
</tr>
<tr>
<td>University writing test writing</td>
<td>4</td>
</tr>
<tr>
<td>University writing test writing</td>
<td>4</td>
</tr>
</tbody>
</table>

The McAnulty College of Liberal Arts

Administration

Dean
Constance D Ramirez, Ph D
Associate Dean
G Evan Stoddard, Ph D

HISTORY

In 1878 the Fathers of the Congregation of the Holy Ghost and the Immaculate Heart of Mary established a College of Arts and Letters which was incorporated in 1882 as Pittsburgh Catholic College of the Holy Ghost with authority to grant degrees in the arts and sciences. In 1911 the College and University Council of the Commonwealth of Pennsylvania extended the charter to university status and approved the amendment in favor of the corporate title, Duquesne University.

STATEMENTS OF MISSION AND OBJECTIVES

Throughout history, education in the liberal arts has produced, nurtured, and transmitted civilization's greatest ideas and accomplishments. Study of the liberal arts prepares students for the future. It teaches them to seek the truth, to understand the knowledge and values of many disciplines, and to bring these insights to bear on modern problems in a world of change, complexity, and diversity. The McAnulty College of Liberal Arts is at the center of Duquesne University's Education for the Mind, Heart and Soul. Founded in 1878 as the first of the University's schools, the College embodies both Duquesne's Catholic tradition and its ecumenical atmosphere. We strive for academic excellence, search for truth, aspire to live a virtuous life, respect the dignity of the human person, foster a spirit of service to the poor and to all others, and seek to build the communities in which we live and work.

The liberal arts education provides the practical intellectual framework for informed choice that leaders require in the 21st Century. Successful leaders must have the skills that a liberal arts education best cultivates: disciplined thought, careful analysis, articulate presentation of ideas, and organized and persuasive writing and speech. They also need the human values and broad perspective that are hallmarks of graduates of the McAnulty College.

MISSION

The College prepares students for productive and creative lives of service in a rapidly changing world. We teach students to think, write, and speak clearly and critically, so they can seek truth about God, their neighbors, and society and contribute to their families, communities, businesses, and professions.

EDUCATION FOR THE MIND, HEART AND SOUL

The McAnulty College of Liberal Arts

- shapes the essential skills of writing and oral communication that are the basic building blocks of a successful career in any field
- trains students to use the most current technologies for their chosen fields of study and to appreciate the place and contribution of those technologies
- encourages the international competence important to succeed in the global community
- provides the instructional excellence and sophistication necessary for students to succeed in graduate training for the learned professions
- establishes the broad foundation of knowledge necessary for lifelong learning and career flexibility in a rapidly changing world
- guides students in their spiritual development
- makes available opportunities for students to use their knowledge and skills to serve others
- encourages students to contribute to their families, their professions and the communities around them
- reinforces enduring values that give meaning to life and work and that lead to happiness and fulfillment

DEGREES

The College confers two undergraduate degrees: Bachelor of Arts and Bachelor of Science. Students who complete the major in classics, communication, English, history, modern languages and literatures, philosophy, political science, psychology, sociology or theology receive the B A degree. Students majoring in mathematics or computer sciences can follow a curriculum leading to either the B A or B S degree.

GRADUATION REQUIREMENTS

To receive the Degree of Bachelor of Arts or Bachelor of Science in the College of Liberal Arts, a student must complete the following requirements:

- A minimum of 120 semester hours of course credits
- The last 30 hours must be taken at the University

University Core Curriculum
University Writing Intensive Requirement
College General Requirements, as described below

Major program (see department listings)
Minor program (see department listings)
An overall minimum cumulative quality point average of 2.0. A minimum cumulative quality point average of 2.0 both in the major and in the minor
Program advisement

University accordance with the University's English Language

considered full-time study, students may normally

While a 12-credit schedule in a regular semester

notice or obligation This catalog has been prepared

Effective catalog

COLLEGE GENERAL REQUIREMENTS

Students enrolled in the College of Liberal Arts for the B.A. or B.S. degree are required to complete the University Core Curriculum, consisting of 27 credits, for graduation.

In addition to the University Core, students in the College are required to fulfill the following area requirements for graduation:

Modern or Classical Language proficiency at the 202 level

Math/Science (mathematics, computer science, biology, chemistry, physics) 3 cr

Social Sciences (political science, sociology, psychology) 6 cr

History/Literature 6 cr

Philosophy/Theology 6 cr

Communication 3 cr

Courses taken in major or minor programs may also be used to satisfy the College General Requirements.

COLLEGE ACADEMIC POLICIES

Effective catalog

Degree requirements are those stipulated in the catalog of the year in which a student matriculates. The student is responsible for knowing the requirements for the degree. Requirements may be changed without notice or obligation. This catalog has been prepared with the best information available as of Spring 1998. Major requirements are those stipulated in the catalog of the year in which a student declares the major.

Academic Load

While a 12-credit schedule in a regular semester is considered full-time study, students may normally carry five courses (15-17 credits) in one semester. Students on academic probation may not take more than 15 credits. Academic loads for non-native speakers of English enrolled in degree programs are determined in accordance with the University's English Language Proficiency Requirements in consultation with Duquesne University English as a Second Language Program advisement.

Residence Requirement

The last 30 credits must be taken in residence at the University.

Limits on Inter-School Electives

Except for those students who choose to complete an inter-school program or joint degree program, a maximum of 22 credits in courses outside of the College of Liberal Arts may be applied to the B.A. or B.S. degree.

Major/Minor in Same Department

A student may not major and minor in the same department, with the exception of language majors, who may major in a second language, and majors in computer science or mathematics, who may major or minor in the comparison discipline.

Sequenced Courses

Sequenced courses must be taken in proper sequence. Credit will not be given for a prerequisite course if courses for which it is prerequisite already have been taken.

Transfer Credits from Junior or Community Colleges

A maximum of 60 academically acceptable credits from accredited junior or community colleges may be transferred. If a student has attended one or more colleges preceding a community or junior college, the total number of academically acceptable credit is still limited to 60.

Temporary Transfers

No course taken by a student in the College as a Temporary Transfer at another institution may count toward a College degree unless approved by the Dean.

CLEP and Advanced Placement

—See page 9

University-Level Courses Taken While in High School

University-level courses taken by entering freshmen while in high school will be evaluated for credit if the following criteria have been met:

The courses are recorded on an official transcript from an accredited institution of higher learning.

The grades are C or better.

The student has completed one semester at Duquesne with a C+ average, or better.

SPECIAL PROGRAMS

CERTIFICATE IN BUSINESS

This program enables students to preserve the benefits of a liberal education while also acquiring business skills. The program consists of 4 prerequisite courses (12-14 credits) in the College of Liberal Arts and 8 courses (24 credits) in the School of Business Administration. Further information may be obtained from the advisement office in the College of Liberal Arts or the School of Business Administration.

OTHER CERTIFICATE PROGRAMS

Certificate programs are also available in Computer Science (Department of Mathematics and Computer Science), Corporate Communication and Professional Communication Skills (Department of Communication), and Gerontology (Department of Sociology). Several of these are offered in conjunction with the Division of Continuing Education. Further information may be obtained from the appropriate department or from the Continuing Education Office.

PRE-LAW

Students who intend to prepare for a career in law may select any subject area for the undergraduate major. In consultation with the Pre-Law advisor, the student will be expected to meet degree requirements in the major department, as well as admission requirements of the law school of their choice.

BACHELOR OF ARTS — LIBERAL ARTS

This program is designed for those students who prefer not to choose a formal major or minor offered in a traditional discipline. All requirements other than the major and minor must be completed. Students must select one area of concentration Humanities or Social Sciences. A concentration requires a minimum of 30 credit hours and a maximum of 39 hours. Courses must be chosen from courses 200 and above. Further information is available in the Dean's Office.

BACHELOR/MASTER'S PROGRAM

A student who has completed all requirements and a total of 90 credits with a 3.5 average may apply for the bachelor/master's program. After successful completion of the master's program, the student will receive the bachelor's degree from the College of Liberal Arts. Further information is available from the Graduate School of Liberal Arts.

DUAL DEGREE PROGRAMS

Dual degree programs are available with the School of Education (Classics, English and Mathematics) and School of Business Administration. Students completing the University Core, as well as the general requirements of each school, are eligible for the dual degree program. For specific information, students should consult with their academic advisor.

BACHELOR/MASTER'S PROGRAM

A student who has completed all requirements and a total of 90 credits with a 3.5 average may apply for the bachelor/master's program. After successful completion of the master's program, the student will receive the bachelor's degree from the College of Liberal Arts. Further information is available from the Graduate School of Liberal Arts.

BACHELOR/PROFESSIONAL SCHOOL

A student who has completed 90 credits with a 3.5 overall average and satisfied all undergraduate curricular requirements may apply for the bachelor's degree after the successful completion of the first year of professional work in an accredited medical or law school. Further information is available from the Dean's Office.

SECOND BACHELOR'S DEGREE

A student who has received a bachelor's degree from another school may become eligible for a second bachelor's degree by earning an additional 30 semester hours in residence in the College of Liberal Arts and by meeting all departmental and College requirements if not already satisfied. The additional 30 credits must be completed at the University and may not be taken through cross-registration. Further information is available from the Dean's Office.

THREE-YEAR BACHELOR'S DEGREE

For more information contact the Office of Admissions or the Dean's Office.

Course Descriptions

ART HISTORY

Director
Madeline C. Archer, Ph.D.

Survey and period courses in the history of western art are offered by the Art History program of the History Department to introduce the concepts of art history to those who wish to extend their visual perimeters and to understand the role of the visual arts in Western culture. Qualified students may take additional upper division art history courses offered at member colleges of the Pittsburgh Council on Higher Education. In addition to personal enrichment and heightened awareness of man's will to create visual forms, the study of art history can lead to careers in teaching, publishing, museology, historic preservation, urban development, appraising, and consulting.

REQUIREMENTS FOR THE MAJOR

A History major with a concentration in Art History is available. Consult the History Department listing for requirements.

REQUIREMENTS FOR THE MINOR

The minor consists of 15 credits, none of which must be above the 100-level.

111 History of Art
Ancient to Medieval World 3 cr

A chronologically oriented, detailed presentation of the history of Western art. This survey deals with...
COURSE DESCRIPTIONS

THE McANULTY COLLEGE OF LIBERAL ARTS

Near Eastern, Greek, Roman, Early Christian and Medieval art (Can be elected to fulfill the history/literature requirement)

112 History of Art Renaissance to Modern World 3 cr
A continuation of 111 Surveys Renaissance, Baroque and Modern art in Western Europe (Can be elected to fulfill the history/literature requirement)

175 Introduction to Asian Art 3 cr
A survey of the art and archaeology of China, Japan, Korea and India with an emphasis on the art's historical and social context.

210 American Art 3 cr
An overview of American architecture, painting, sculpture and decorative arts

220 History of Photography 3 cr
A survey of photographic developments from the early 19th Century to the present. Emphasis is upon the United States and upon the interaction of and confrontation between artists and photographers.

312 Late Medieval Art 3 cr
Western European Art from the 11th to the 14th Century. Focus is upon the development of stone vaulting systems, monumental architectural sculpture, stained glass, fresco and panel painting, and illuminated manuscripts in England, France, Italy and Germany

321 15th Century Renaissance Art 3 cr
An investigation of the Renaissance spirit of the 15th century. Concentration is upon attitudes of man, nature, and social structure, and to materials, techniques, pictorial representation and iconography.

331 Art of the Nineteenth Century 3 cr
An assessment of the major movements of the 19th century in Europe and America, with special emphasis on the social, political and economic aspects that determined Modernism in Europe from 1789 to 1890.

332 Art of the Twentieth Century 3 cr.
Examination of the major American and European artists and movements of the early 20th century. Beginning with the work of Cézanne and his impact on the formation of Cubism and Futurism, the contradictions and parallels in the various avant-garde practices from 1905-1945 are assessed and evaluated.

An occasional course in this series is offered when special interests of students and faculty can be served. Courses offered include: The Image of Women in Art, Picasso, Impressionism, Egyptian Art, and Post Impressionism.

374 Michelangelo
His Art and His World 3 cr
This course examines the genius of Michelangelo in the context of the artistic and cultural forces which combined to create the Renaissance.

376. Contemporary Art 3 cr
A study of the neo-avant-garde from 1945 to the present. The major European art centers and in America. The reception of the various modernist movements of contemporary art are examined in the context of social and cultural changes in the 20th century.

398 Art and Society 3 cr
This course explores the ways that social and political conditions and demands affect artists' aesthetic choices. Although many of the examples discussed in class are drawn from the visual arts, other art forms such as literature, drama, music and dance are included as appropriate. The class will examine thematic topics through history such as art and social protest, art in the service of governments, and commercial art. It also looks at issues of controversy in contemporary art worlds.

431 Direct Readings 1-3 cr
Permission of Department.

441 American Painting and Sculpture 3 cr

442 American Architecture 3 cr
Construction, style, building types, and concepts of city planning in American architecture from the 17th century to the present. The social and political forces affecting style are emphasized. The course also includes an introduction to the theory and practice of historic preservation.

443 American Decorative Arts 3 cr
Decorative arts from the Pilgrims to the Bauhaus are examined in context: historical, formal, technological, and cultural Field trips to Carnegie Institute and other area collections are scheduled.

478 Internship 3 cr
Practical experience in art related areas introduces the student to the many opportunities in the art field. Prerequisite: Permission of the Art History faculty and completion of 15 Art History credits.

DEPARTMENT OF CLASSICS
Chair
Lawrence E. Gaichas, Ph.D.

The study of Classics is a unique discipline. It is not the study of language or literature alone. It is rather the investigation of one of the world's inspired civilizations, the Graeco-Roman world. As such it offers the student insight into the broadest aspects of human existence set in perspective distant enough from one's own to expand significantly the understanding and appreciation of humanity's aspirations, failures, and occasional triumphs.

REQUIREMENTS FOR THE MAJORS
The Department offers four major programs: Classic Latin, Classical Greek, Classical Languages (knowledge in both Latin and Greek required), and Classical Civilizations (no knowledge of Greek or Latin required). Credits applied to any major must be at the 200 level or above.

1) The Classical Latin major requires at least eighteen credits in Latin as well as six credits in ancient archaeology, ancient history or ancient literature courses in English.

2) The Classical Greek major requires at least eighteen credits in Greek as well as six credits in ancient archaeology, ancient history, or ancient literature courses in English.

3) The Classical Languages major requires at least twenty-four credits in Latin and Greek in addition to six credits of ancient archaeology, ancient history, or ancient literature courses in English. The Survey of Latin and Greek Literature (211-212) may be substituted for the credits in either Latin or Greek.

4) The Classical Civilization major is an individually designed program of twenty-four credits of ancient literature, history, art, and archeology. Students majoring in Classical Civilization create programs with the close advice and the approval of the Classics Department to fit their backgrounds, interests, and career objectives. Majors should formulate programs with balanced history and literature components. They are strongly encouraged to fulfill the College Language requirement in either Latin or Greek. All courses in Latin or Greek at the 200 level or above apply to the Classical Civilization Major.

REQUIREMENTS FOR THE MINORS
A minor is a minimum of 12 credits above the 100 level. The Department offers a minor in Latin, a minor in Greek, and a minor in Classical Civilizations. Students majoring in Classical Civilizations are requested to complete 10 credits of major courses in Latin and Greek in addition to six credits of ancient archaeology, ancient history or ancient literature. The Classics Department may substitute up to six credits of ancient archaeology, ancient history or ancient literature.

111, 112 Basic Latin I and II 4 cr each
The fundamentals of Latin grammar and syntax with exercises in translation.

201, 202 Introduction to Latin Readings I and II 3 cr each
Selections of major Latin author(s).

203, 204 Introduction to Greek Readings I and II 3 cr each
Selections of major classical Greek author(s).

207, 208 Biblical and Patristic Greek 3 cr each
Selections from biblical and Christian Greek literature.

211, 212 Survey of Sanskrit Literature 3 cr each
Selected readings from major Sanskrit texts.

The following will be taught as Latin or Greek courses, or for those students who are qualified as combination Latin and Greek courses.

Each course will cover an individual author or group of authors or a genre. Each course may be repeated as long as a different author or work is read.

301 Pre-Fifth Century 3 cr
The Iliad, the Odyssey, the Homeric Hymns, Hesiod, Pindar and Greek lyric poetry.

302 Fifth Century 3 cr
Herodotus, Thucydides, Aeschylus, Sophocles, Euripides, and Aristophanes.

303 Fourth Century 3 cr
Greek orators, Plato, Aristotle, Xenophon and Menander.

304 Alexandrian Period 3 cr
Apollonius Rhodius, Theocritus, Callimachus and the lesser Alexandrian authors.

305 Roman Republic 3 cr
Plautus, Terence, Cecero, Lucretius, Catullus, Caesar and Sallust.

306 Augustan Literature 3 cr
Livy, Vergil, Horace, Ovid, Propertius and Tibullus.

307 Imperial Literature 3 cr
Seneca, Lucan, Petronius, Martial, Plutarch, Tacitus, Juvenal, Pliny the Younger, Suetonius, Apuleius and Lucan.

308 Post Classical Literature 3 cr
Post classical, medieval, renaissance and neo-Latin authors.

309 Studies in Genre 3 cr.
Selected genre of Greek and/or Latin literature.

400 Independent Readings and Research 3 cr each

500 Independent Readings and Research 3 cr each
### DEPARTMENT OF COMMUNICATION

#### COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 101</td>
<td>Introduction to Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 201</td>
<td>Human Communication &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>COMM 210</td>
<td>Mass Communication &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>COMM 301W</td>
<td>History of Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 307</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 407</td>
<td>Communication Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COMM 494W</td>
<td>Communication Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

#### DEPARTMENT OBJECTIVES

Major Our department is unique, leader in national trend toward comprehensive communication departments. All areas of communication are represented within one department. Communication Ethics is the departmental cornerstone.

The Department of Communication consists of three different academic majors with areas of emphasis or concentration:

1. Major in Communication Studies with emphasis in Corporate Communication/Interpersonal Public Relations, Marketing Communication, Management Communication, Rhetoric and Argumentation, and a Self-Designed Program,
2. Major in Media Studies, and
3. Major in Journalism with emphasis in Print Journalism, News Production and Management, Advertising, Public Relations, Broadcast Journalism, and Online Journalism. This comprehensive communication department provides students with a wide array of course options taught by dedicated teachers/scholars.

#### Practical Experience

An important characteristic of the Duquesne communication program is the quality of internship opportunities. Nearly all jobs require experience. We have relationships with 250 internship sponsors in the Pittsburgh area alone. We also place students in internships from New York to Los Angeles. We employ our own internship director, reflecting our commitment to internship experiences and introduction to professional challenges.

In addition to a comprehensive curriculum and extensive internship program, we have significant on-campus organizations, such as a student newspaper and radio station that provide excellent opportunities for learning, including production experiences for the University television station and our public radio station (WDUQ).

#### REQUIREMENTS FOR THE MAJOR

A minimum of 30 credits in communication is required. To encourage a broad liberal education, the maximum allowable credits in the department is 45. Students design, in consultation with their advisors, a Plan of Study that is coherent and balanced.

“Coherence” is provided by following the requirements of one of the degree programs listed below. “Balance” is achieved by taking a range of courses representing different perspectives, levels, and types. In order to facilitate this goal, five core courses are required of all majors:

- COMM 201: Human Communication & Society
- COMM 210: Mass Communication & Society
- COMM 301W: History of Communication
- COMM 307: Intercultural Communication
- COMM 407: Communication Ethics

Students are also encouraged to take an internship and, if eligible, to consider writing an Undergraduate Honors Thesis.

#### SPECIFIC REQUIREMENTS BY DEGREE

<table>
<thead>
<tr>
<th>Degree</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Major in Communication Studies</td>
</tr>
<tr>
<td>A</td>
<td>Five core courses 15 hours</td>
</tr>
<tr>
<td>B</td>
<td>COMM 101 Introduction to Interpersonal Communication</td>
</tr>
<tr>
<td></td>
<td>COMM 102 Public Speaking OR 304W Persuasion</td>
</tr>
<tr>
<td>C</td>
<td>Specialization dependent on advisement 9 hours</td>
</tr>
<tr>
<td></td>
<td>Corporate Communication/Interpersonal Public Relations</td>
</tr>
<tr>
<td></td>
<td>Marketing Communication Management Communication Rhetoric and Argumentation Self-Designed Program</td>
</tr>
</tbody>
</table>

| II | Major in Media Studies |
| A | Five core courses 15 hours |
| B | Minimum of one course from each of the following three areas: Media Institutions Media Audiences Media Messages |
| C | Specialization dependent on advisement 6 hours minimum |

| III | Major in Journalism |
| A | Five core courses 15 hours |
| B | 271W News Writing and Reporting I (with 177 Language for Journalists) |
| | 371W News Writing and Reporting II 375W Editing for Print |
| C | Specialization dependent on advisement 6 hours minimum |

| I | Minor in Journalism |
| A | Five core courses 15 hours |
| B | Z71W News Writing and Reporting I (with 177 Language for Journalists) |
| | 371W News Writing and Reporting II 375W Editing for Print |
| C | Specialization dependent on advisement 6 hours minimum |

| II | Minor in Communication |
| A | Five core courses 15 hours |
| B | Z71W News Writing and Reporting I (with 177 Language for Journalists) |
| | 371W News Writing and Reporting II 375W Editing for Print |
| C | Specialization dependent on advisement 6 hours minimum |

| III | Minor in Communication |
| A | Five core courses 15 hours |
| B | Z71W News Writing and Reporting I (with 177 Language for Journalists) |
| | 371W News Writing and Reporting II 375W Editing for Print |
| C | Specialization dependent on advisement 6 hours minimum |

#### REQUIREMENTS FOR THE MINOR

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 494W Communication Ethics</td>
<td>(three hours)</td>
</tr>
<tr>
<td></td>
<td>Two of the following courses (six hours)</td>
</tr>
<tr>
<td>COMM 201</td>
<td>Human Communication &amp; Society</td>
</tr>
<tr>
<td>COMM 210</td>
<td>Mass Communication &amp; Society</td>
</tr>
<tr>
<td>COMM 301W</td>
<td>History of Communication</td>
</tr>
<tr>
<td>COMM 407</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>COMM 494W</td>
<td>Communication Ethics</td>
</tr>
</tbody>
</table>

Students are also encouraged to take an internship and, if eligible, to consider writing an Undergraduate Honors Thesis.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>201</td>
<td>Human Communication and Society (Core Requirement)</td>
<td>3 cr</td>
</tr>
<tr>
<td>202</td>
<td>Business &amp; Professional Communication</td>
<td>3 cr</td>
</tr>
<tr>
<td>203W</td>
<td>Introduction to Small Group and Organizational Communication Professional Civility</td>
<td>3 cr</td>
</tr>
<tr>
<td>210</td>
<td>Mass Communication and Society (Core Requirement)</td>
<td>3 cr</td>
</tr>
<tr>
<td>215W</td>
<td>Media Design and Script Writing</td>
<td>3 cr</td>
</tr>
<tr>
<td>240</td>
<td>Video Production Studio</td>
<td>3 cr</td>
</tr>
<tr>
<td>251</td>
<td>News Analysis</td>
<td>3 cr</td>
</tr>
<tr>
<td>271W</td>
<td>News Writing &amp; Reporting I</td>
<td>3 cr</td>
</tr>
<tr>
<td>301W</td>
<td>History of Communication (Core Requirement)</td>
<td>3 cr</td>
</tr>
<tr>
<td>304W</td>
<td>Persuasion</td>
<td>3 cr</td>
</tr>
<tr>
<td>306</td>
<td>Nonverbal Communication</td>
<td>3 cr</td>
</tr>
<tr>
<td>333</td>
<td>Advertising and PR Campaigns</td>
<td>3 cr</td>
</tr>
<tr>
<td>340</td>
<td>Video Production EFP/ENG</td>
<td>3 cr</td>
</tr>
<tr>
<td>351</td>
<td>News Announcing</td>
<td>3 cr</td>
</tr>
<tr>
<td>355</td>
<td>Acting for the Camera</td>
<td>3 cr</td>
</tr>
<tr>
<td>367</td>
<td>Radio-TV Principles &amp; Writing</td>
<td>3 cr</td>
</tr>
<tr>
<td>368</td>
<td>Media Management and Economics</td>
<td>3 cr</td>
</tr>
<tr>
<td>369</td>
<td>Media Programming</td>
<td>3 cr</td>
</tr>
<tr>
<td>370</td>
<td>Media Promotion</td>
<td>3 cr</td>
</tr>
<tr>
<td>371W</td>
<td>News Writing &amp; Reporting II</td>
<td>3 cr</td>
</tr>
<tr>
<td>375</td>
<td>Communication Management</td>
<td>3 cr</td>
</tr>
<tr>
<td>382</td>
<td>Advanced Photography/Photography and Digital Effects</td>
<td>3 cr</td>
</tr>
<tr>
<td>402</td>
<td>Argumentation and Debate</td>
<td>3 cr</td>
</tr>
<tr>
<td>411W</td>
<td>Rhetorical Criticism</td>
<td>3 cr</td>
</tr>
<tr>
<td>417</td>
<td>Multinational Communication</td>
<td>3 cr</td>
</tr>
<tr>
<td>418W</td>
<td>Conflict Management on Organizations</td>
<td>3 cr</td>
</tr>
<tr>
<td>419</td>
<td>Mass Communication &amp; Everyday Life</td>
<td>3 cr</td>
</tr>
<tr>
<td>421</td>
<td>Communication and Gender</td>
<td>3 cr</td>
</tr>
<tr>
<td>422</td>
<td>Evidence</td>
<td>3 cr</td>
</tr>
<tr>
<td>427</td>
<td>Communication Management</td>
<td>3 cr</td>
</tr>
<tr>
<td>428</td>
<td>Visual Theory and Communication</td>
<td>3 cr</td>
</tr>
<tr>
<td>429</td>
<td>Advertising Production</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**Minor Concentration** (nine hours)

- Communication Studies
- Media Studies
- Journalism

**UNDERGRADUATE CURRICULUM**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>102</td>
<td>Public Speaking</td>
<td>3 cr</td>
</tr>
<tr>
<td>103</td>
<td>Introduction to Interpersonal Communication</td>
<td>3 cr</td>
</tr>
<tr>
<td>111</td>
<td>Introduction to Media Arts</td>
<td>3 cr</td>
</tr>
<tr>
<td>112</td>
<td>Introduction to World Wide Publishing</td>
<td>3 cr</td>
</tr>
<tr>
<td>120</td>
<td>Acquisition of Communicative Behavior</td>
<td>3 cr</td>
</tr>
<tr>
<td>122</td>
<td>Phonetics</td>
<td>3 cr</td>
</tr>
<tr>
<td>145</td>
<td>Audio Production I</td>
<td>3 cr</td>
</tr>
<tr>
<td>146</td>
<td>Audio Production II</td>
<td>3 cr</td>
</tr>
<tr>
<td>151</td>
<td>Voice and Diction</td>
<td>3 cr</td>
</tr>
<tr>
<td>177</td>
<td>Language for Journalists</td>
<td>3 cr</td>
</tr>
<tr>
<td>182</td>
<td>Photojournalism Digital Imaging</td>
<td>3 cr</td>
</tr>
</tbody>
</table>
430 Public Relations Practices 3 cr
Provides students with the opportunity to develop writing skills for various public relations audiences, including the media.

431 Computer Graphic Design 3 cr
Uses computer-based desktop-publishing software to create various forms of visual communication while weaving the theories of page design, color, and iconic symbolism into overall class understanding.

432 Media Production & Graphic Design 3 cr
Examines the print communication of business, industry, professional, and non-profit organizations. Teaches the writing, designing, and editing of brochures, newsletters, annual reports, and other internal and external publications.

433 Advertising Practices 3 cr
Teaches copywriting and design of a marketing plan for consumer advertising.

434 Media and Sports 3 cr
Studies and analyzes the relationship between sports and media entities and industries.

435 Media Sports Relations 3 cr
Examines and applies public relations, publicity, and media coordination, and event organization and management skills necessary for success in the sports industry.

436 Marketing Communication 3 cr
Covers the principles and practices of marketing communication. Emphasizes promotion area of the marketing mix including advertising, sales promotion, public relations, and personal selling.

437 Media Sales 3 cr
Explains the multi-faceted dimension of sales within contemporary business environments — with special emphasis on the tools for media sales.

441 Interactive Video 3 cr
Investigates interactive video as a medium that goes beyond linear media. Examines its applicability in industrial and educational environments.

445W Interpersonal Communication 3 cr
Examines communication between individuals in the context of a variety of human relationships.

455 Small Group and Team Communication 3 cr
Examines communication processes in small groups includes discussion of group formation, structure, decision-making, errors in decision-making, interaction models, conflict, and methods of doing research in and about small groups.

456W Organizational Communication 3 cr
Investigates the scope and function of communication process in organizations in order to provide students with an understanding of the concepts and theories.

457 Communication, Science, and Revolution 3 cr
Examines how communicative beliefs built upon assumptions common to science and revolution influenced the "modern" world's understanding of communication.

458 Communication and Popular Culture 3 cr
Examines how the triumph of beliefs dominated by "imagination" over beliefs dominated by "science" has changed our understanding of communication. Covers the rhetorical-communication theories of the Sophists, Plato, Aristotle, Bacon, Ramsay, Burke, Perelman, Ong, and Hudson.

467 Advanced Writing for Radio & Television 3 cr
Teaches newswriting for radio and television in a lecture-laboratory course.

471 Civic Journalism Reporting 3 cr
Teaches interpretive reporting of urban affairs in a lecture-laboratory course.

472 Writing Editorials, Critiques & Reviews 3 cr
Examines the basic principles of reviewing art forms and writing thoughtful, informative editorials on local, national, and world affairs.

473 Feature Writing 3 cr
Teaches feature article writing for the general and specialized print publication. Includes writing for internal and external corporate publications as well as query writing and marketing for the free lance writer and feature writing for the print news reporter.

474 International Mass Communication 3 cr
Studies world news systems and analyzes their roles as instruments of world understanding.

475 Communication Research Methods 3 cr
Provides training in gathering and analyzing data relevant to communication phenomena.

476W Media Law and Regulation 3 cr
Examines the legal rights, privileges, ethics and responsibilities of the mass media — electronic and print.

480 Practicum in Journalism 1-3 cr
Conducts formal critiques of The Duquesne Duke and other college media. Designed for all persons working for a college newspaper.

481 Practicum in Debate 1-6 cr
Uses meeting times for critiques of practice performances, sharing of evidence, construction and analysis of arguments and interpretations. Designed for all persons on the University Debate Team.

482 Practicum in College Radio 1-3 cr
Conducts formal critiques of WDSR and related college media. Designed for all persons working for a college radio station.

484 Health Communication 3 cr
Examines communication theory and research as it relates to the health care context.

490 Special Topic 3 cr
Check semester class offerings for special classes offered.

491 Media Information and Technology 3 cr
Examines societal impact and the political economy of information and technological diffusion.

492 Seminar Current Issues in Communication 3 cr
Discusses professional problems and advancements in the field of Communication.

493 Multi-Media Production 3 cr
Provides practicum based experience and professional-level production environment to advanced production students.

494W Communication Ethics (3 cr) (Core requirement)
Explores theorectical and practical issues in the explanation of ethical options and decisions in relational, organizational, and media contexts.

496 Discussed Reading 1-6 cr
Offers the opportunity for students and faculty to conduct in-depth study of a topic not covered, or covered only briefly, in other departmental courses.

497 Special Projects 1-6 cr
Offers the opportunity for students to prepare print or electronic products (e.g., brochures, slide shows, video programs, etc.) commissioned by University or community organizations.

498 Internship 1-6 cr
Provides a supervised observation/experience program for study (assignment and performance) in areas such as media, marketing, editorial, human resources, and public relations. Most placements are in the Pittsburgh/Western Pennsylvania area.

499 Undergraduate Honors Thesis 3 cr
Proposal submitted by student approved by thesis advisor and Chair of Department.

DEPARTMENT OF ENGLISH
Chairperson:
Ronald C. Arnett, Ph D
The Department of English offers a wide range of courses in English and American literature, writing, linguistics, and literary theory. Although courses are taught from a variety of critical perspectives, the faculty is committed to imparting to every student a clear sense that no literary work exists in a historical vacuum. Every work of the creative imagination is a product of its own time that also stands in some meaningful relation to what has preceded it, in turn it becomes a part of the historical matrix out of which succeeding generations of artists bring forth new works. Literary study is the intensive study of texts in their manifold relations as aesthetic objects, as social documents, as chapters in the historical process, or as a people, as occasions for meditation or revolution. Students of English learn literature, but through the opportunities for analysis, discussion, and written composition, they also develop clarity of thought, precision of expression, and informed critical judgment. Although there are no formally defined specialties within the English major, there are course opportunities to engage students with a particular interest in such areas as film, literary theory, genre studies, linguistics, literary history, gender studies, and World Literature.

Cooperative Programs
The affiliation of the Departments of English and the Department of Communication, professionally separate but sharing a common center in language and interpretation, creates the possibility of distinctive interdisciplinary programs, such as a double major in English and Communication. Under this program students must meet all required courses for a major in one of these disciplines, and may complete a second major in the other, with only 24 additional credits.

The Departments of English, Classics and Modern Languages and Literatures offer a major in World Literature.

The Department of English and the School of Education have approved a course of study leading to two degrees, a B.A. in English and a B.S. in Education, and initial certification in English, in a total of 129 credits.

Prerequisites — For all 200-level courses, students must have completed Core 101, Thinking and Writing Across the Curriculum (or its equivalent) Core 102, Imaginative Literature and Critical Writing (or its equivalent), may be taken concurrently by permission of the Chair. For all 400-level courses, students must have taken Core 101 and 102 and at least one English course at the 200-level. Individual courses numbered above 200 may require specific prerequisites, for more information, consult the Department.

REQUIREMENTS FOR THE MAJOR
Total 30 credits

200-Level Courses 6 credits
(Two courses chosen from the following group 201, 202, 205, 206, 210, 211)

400-Level British Literature Courses 9 credits
Three courses chosen from three of the following areas in British Literature and Studies (1) Medieval, (2) 16th/17th Century (including Shakespeare), (3) 18th/19th Century, (4) 20th Century (British/American)
400-level American Literature Course 3 credits
If an American literature course is taken to fulfill the 20th Century requirement above, this requirement must be met with a course in pre-20th Century American literature.

400-level Theoretical Course 3 credits
(During Pre-registration, the English Department will list the courses that fulfill this requirement.)

Senior Seminar 3 credits
This seminar may fulfill one of the 400-level requirements above.

Elective 6-9 credits (including Internships)

REQUIREMENTS FOR THE MINOR
Eighteen credit hours in English above the 100 level required for the English minor. No more than six hours in English may be taken at the 200 level. English minors will concentrate their studies in one of the following: British and/or American Literature and Studies, Film Studies and Literature, Writing. Additionally, English minors must fulfill the following minimum requirements:

a) Any two courses from the following:
   - 201 English Literature Survey I — Through the Eighteenth Century 3 cr
   - 202 English Literature Survey II — Nineteenth and Twentieth Centuries 3 cr
   - 203 Advanced Writing 3 cr
   - 204 American Literature Survey I — Beginnings to 1865 3 cr
   - 205 American Literature Survey II — After 1865 3 cr
   - 207 The Novel 3 cr

b) 300-400 level courses offered by the English Department to make up the required number.

These courses should be taken in one of the areas of emphasis indicated above. One advanced course from another area may be substituted.

COURSES

201 English Literature Survey I — Through the Eighteenth Century 3 cr
- Representative works of English literature in their literary and historical contexts

202 English Literature Survey II — Nineteenth and Twentieth Centuries 3 cr
- Representative works of English literature in their literary and historical contexts

203 Advanced Writing 3 cr
- Style and precision in expository writing

205 American Literature Survey I — Beginnings to 1865 3 cr
- Representative selections from American authors treated in their literary and historical contexts

206 American Literature Survey II — After 1865 3 cr
- Representative selections from American authors treated in their literary and historical contexts

207 The Novel 3 cr
- Introduction to various types of novels and to critical analysis of fiction

208 Poetry 3 cr
- Critical analysis of British and American traditional and experimental poetry

209 Drama 3 cr
- A historical survey of dramatic forms from the classic to the modern

210 Readings in Western Literature I 3 cr
- A thematic survey of non-British literature through the Renaissance

211 Readings in Western Literature II 3 cr
- A thematic survey of non-British literature from the Renaissance onwards

215 Non-Western Literature 3 cr
- English translations of representative Asian and African literature

308 Applied Linguistics 3 cr
- Practical uses of structural linguistics in the teaching of composition and literature

370, 371, 372, 373, 374, 375, 376, 377, 378, 379 Special Studies in English, American, or World Literature 3 cr ea
- Various courses meeting current interests of faculty and students

380, 381, 382, 383, 384, 385, 386, 387, 388, 389 Writing Workshops 3 cr ea
- Creative and professional writing courses with admission by instructor's permission only

Special Topics in any historical period deal with major writers, dominant genres, significant works, or important themes of the particular period. Detailed course descriptions are available in the English Department.

Senior Seminars deal with topics similar to those above in a seminar format and are open only to English majors and minors (if space is available). Detailed course descriptions are available in the English Department.

Medieval Studies

400 Senior Seminar Medieval English Literature 3 cr

402 Chaucer 3 cr
- A study of The Canterbury Tales and minor poems

410 Medieval Special Topics 3 cr
- Sixteenth/Seventeenth Century Studies

411 Senior Seminar Sixteenth/Seventeenth Century English Literature 3 cr

413 Sixteenth Century English Literature 3 cr
- Non-dramatic 16th century literature including Sidney, Spenser, and Shakespeare

415 Milton 3 cr
- A survey of Milton and his times. A close scrutiny of the major poems, Paradise Lost and Samson Agonistes

416 Seventeenth Century English Literature 3 cr
- Survey of drama, prose, and poetry to 1660

419 Sixteenth/Seventeenth Century Special Topics

Shakespeare Studies

412 Shakespeare I 3 cr
- Comedies and romances

418 Shakespeare II 3 cr
- Histories and tragedies

Eighteenth Century Studies

420 Senior Seminar Eighteenth Century English Literature 3 cr

422 Restoration Literature, 1660-1740 3 cr
- Dryden and his contemporaries. Particular emphasis on satire, drama, and criticism

424 English Classicalism 3 cr
- Neo-classical literature from the Restoration to the death of Pope, focusing primarily on Swift and Pope

428 Late Eighteenth Century English Literature 3 cr
- Johnson and his circle, the development of the novel, the aesthetic movement

429 Eighteenth Century Special Topics 3 cr

Nineteenth Century Studies

430 Senior Seminar Nineteenth Century English Literature 3 cr

435 English Romantic Literature 3 cr
- The aesthetic, moral, political, and literary aspects of English Romanticism focusing on Wordsworth, Coleridge, Byron, Shelley, and Keats

436 Victorian Literature 3 cr
- The poetry of Tennyson, Browning, and Arnold and the prose of Arnold, Carlyle, and Ruskin

439 Nineteenth Century Special Topics 3 cr

American Studies

440 Senior Seminar Earlier American Literature 3 cr

441 Colonial American Literature 3 cr
- A cultural/historical approach to the theological, political, and aesthetic developments in 17th- and 18th-century America

442 American Literature of the National Period 3 cr
- Post-revolutionary literature focusing on Irving, Brown, Cooper, Simms, Rowson, Child, and Sedgwick

445 American Romanticism 3 cr
- The Romantic/transcendental movement emphasizing Emerson, Thoreau, Poe, Hawthorne, Melville, and Whitman

446 American Realism and Naturalism 3 cr
- Post-Civil War fiction of Twain, Howells, James, Chopin, Wharton, Crane, and Norris

449 American Literature Special Topics 3 cr

Twentieth Century Studies

450 Senior Seminar Twentieth Century English/ American Literature 3 cr

452 English Literature from 1890 to 1945 3 cr
- Tradition and innovation in the works of such writers as Conrad, Yeats, Eliot, Rhys, Woolf, and Joyce

453 English Literature Since 1945 3 cr
- Literary innovations reflecting the century's cultural and philosophical shifts

456 American Literature from 1900 to 1945 3 cr
- Poetry, fiction, non-fiction in such diverse literary trends as Modernism, the Harlem Renaissance, the Southern Renaissance, and regional writing

457 American Literature since 1945 3 cr
- Various styles, trends, and cultural issues in contemporary poetry, fiction, and non-fiction

458 Twentieth Century Special Topics 3 cr

Studies in Language, Criticism, and Theory

460 The English Language 3 cr
- Linguistic analysis with primary emphasis on the history of the structure of English

461 Senior Seminar Language/Criticism/Theory 3 cr

462 Introduction to Linguistics 3 cr
- Basic principles and methods of modern linguistics, emphasizing phrase-structure grammar and its practical application to teaching

464 Modern English Grammar 3 cr
- Phrase-structure (generative-transformational) grammar and its application to teaching

465 History of Literary Grammar 3 cr
- A study of the major statements about the nature of literature and the nature of criticism

466 Literary Theory 3 cr
- Principal developments in 20th-century literary theory and criticism, emphasizing New Criticism, structuralism, post-structuralism, Marxism, and feminism
### Introduction to Various Types of Novels and to Critical

Representative selections from American authors treated in their literary and historical contexts

### Beginnings to 1865

English Literature Survey I — Through the Eighteenth Century

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Survey I</td>
<td>3 cr</td>
</tr>
<tr>
<td>Through the Eighteenth Century</td>
<td></td>
</tr>
<tr>
<td>Representative works of English literature in their literary and historical contexts</td>
<td></td>
</tr>
</tbody>
</table>

### 1865

American Literature Survey II —

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nineteenth and Twentieth Centuries</td>
<td>3 cr</td>
</tr>
<tr>
<td>Representative works of English literature in their literary and historical contexts</td>
<td></td>
</tr>
</tbody>
</table>

### 1865

The Novel

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to various types of novels and to critical analysis of fiction</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

### 200-Level American Literature Course 3 credits

If an American literature course is taken to fulfill the 200th Century requirement above, this requirement must be met with a course in pre-20th Century American literature

### 200-Level Theoretical Course 3 credits

(During Pre-registration, the English Department will list the courses that fulfill this requirement)

#### Senior Seminar 3 credits

This seminar may fulfill one of the 400-level requirements above

#### Elective 6-9 credits (including Internships)

### Requirements for the Minor

Eighteen credit hours in English above the 100 level required for the English minor. No more than six hours in English may be taken at the 200 level. English minors will concentrate their studies in one of the following three emphases: British and/or American Literature and Studies, Film Studies and Literature, Writing. Additionally, English minors must fulfill the following minimum requirements:

- Any two courses from the following English 201, 202, 205, 206, 210, 211. Under ordinary circumstances, this requirement must be fulfilled by the end of the sophomore year.
- 300-400 level courses offered by the English Department to make up the required number. These courses should be taken in one of the areas of emphasis indicated above. One advanced course from another area may be substituted.

### Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>201 English Literature Survey I</td>
<td>3 cr</td>
</tr>
<tr>
<td>Through the Eighteenth Century</td>
<td></td>
</tr>
<tr>
<td>Representative works of English literature in their literary and historical contexts</td>
<td></td>
</tr>
<tr>
<td>202 English Literature Survey II</td>
<td>3 cr</td>
</tr>
<tr>
<td>Nineteenth and Twentieth Centuries</td>
<td></td>
</tr>
<tr>
<td>Representative works of English literature in their literary and historical contexts</td>
<td></td>
</tr>
<tr>
<td>203 Advanced Writing</td>
<td>3 cr</td>
</tr>
<tr>
<td>Style and precision in expository writing</td>
<td></td>
</tr>
<tr>
<td>205 American Literature Survey I</td>
<td>3 cr</td>
</tr>
<tr>
<td>Beginnings to 1865</td>
<td></td>
</tr>
<tr>
<td>Representative selections from American authors treated in their literary and historical contexts</td>
<td></td>
</tr>
<tr>
<td>206 American Literature Survey II</td>
<td>3 cr</td>
</tr>
<tr>
<td>After 1865</td>
<td></td>
</tr>
<tr>
<td>Representative selections from American authors treated in their literary and historical contexts</td>
<td></td>
</tr>
<tr>
<td>207 The Novel</td>
<td>3 cr</td>
</tr>
<tr>
<td>Introduction to various types of novels and to critical analysis of fiction</td>
<td></td>
</tr>
<tr>
<td>208 Poetry</td>
<td>3 cr</td>
</tr>
<tr>
<td>Critical analysis of British and American traditional and experimental poetry</td>
<td></td>
</tr>
<tr>
<td>209 Drama</td>
<td>3 cr</td>
</tr>
<tr>
<td>A historical survey of dramatic forms from the classical to the modern</td>
<td></td>
</tr>
<tr>
<td>210 Readings in Western Literature I</td>
<td>3 cr</td>
</tr>
<tr>
<td>A thematic survey of non-British literature through the Renaissance</td>
<td></td>
</tr>
<tr>
<td>211 Readings in Western Literature II</td>
<td>3 cr</td>
</tr>
<tr>
<td>A thematic survey of non-British literature from the Renaissance onwards</td>
<td></td>
</tr>
<tr>
<td>215 Non-Western Literature</td>
<td>3 cr</td>
</tr>
<tr>
<td>English translations of representative Asian and African literature</td>
<td></td>
</tr>
<tr>
<td>308 Applied Linguistics</td>
<td>3 cr</td>
</tr>
<tr>
<td>Practical uses of structural linguistics in the teaching of composition and literature</td>
<td></td>
</tr>
<tr>
<td>370, 371, 372, 373, 374, 375, 376, 377, 378, 379 Special Studies in English, American, or World Literature</td>
<td>3 cr ea</td>
</tr>
<tr>
<td>Various courses meeting current interests of faculty and students</td>
<td></td>
</tr>
<tr>
<td>380, 381, 382, 383, 384, 385, 386, 387, 388, 389 Writing Workshops</td>
<td>3 cr ea</td>
</tr>
<tr>
<td>Creative and professional writing courses with admission by instructor's permission only</td>
<td></td>
</tr>
<tr>
<td>The remainder of the English courses are divided into areas of emphasis. During a four-year period, each course from each area will be offered at least once.</td>
<td></td>
</tr>
<tr>
<td>Special Topics in any historical period dealing with major writers, dominant genres, significant works, or important themes of the particular period. Detailed course descriptions are available in the English Department</td>
<td></td>
</tr>
<tr>
<td>400 Senior Seminar</td>
<td>3 cr</td>
</tr>
<tr>
<td>Medieval English Literature</td>
<td></td>
</tr>
<tr>
<td>402 Chaucer</td>
<td>3 cr</td>
</tr>
<tr>
<td>A study of The Canterbury Tales and minor poems</td>
<td></td>
</tr>
<tr>
<td>410 Medieval Special Topics</td>
<td>3 cr</td>
</tr>
<tr>
<td>Sixteenth/Seventeenth Century Studies</td>
<td></td>
</tr>
<tr>
<td>411 Senior Seminar</td>
<td>3 cr</td>
</tr>
<tr>
<td>Sixteenth/Seventeenth Century English Literature</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

### 413 Sixteenth Century English Literature 3 cr

Non-dramatic 16th century literature including Sidney, Spenser, and Shakespeare

### 415 Milton 3 cr

A survey of Milton and his times. A close scrutiny of the minor poems, Paradise Lost and Samson Agonistes

### 416 Seventeenth Century English Literature 3 cr

Survey of drama, prose, and poetry to 1660

### 419 Sixteenth/Seventeenth Century Special Topics

#### Shakespeare Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>412 Shakespeare I</td>
<td>3 cr</td>
</tr>
<tr>
<td>Comedies and romances</td>
<td></td>
</tr>
<tr>
<td>418 Shakespeare II</td>
<td>3 cr</td>
</tr>
<tr>
<td>Histories and tragedies</td>
<td></td>
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</tbody>
</table>

### Eighteenth Century Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>420 Senior Seminar</td>
<td>3 cr</td>
</tr>
<tr>
<td>Eighteenth Century English Literature</td>
<td></td>
</tr>
<tr>
<td>422 Restoration Literature, 1660-1700</td>
<td>3 cr</td>
</tr>
<tr>
<td>Dryden and his contemporaries. Particular emphasis on satire, drama, and criticism</td>
<td></td>
</tr>
<tr>
<td>424 English Classicism</td>
<td>3 cr</td>
</tr>
<tr>
<td>Neo-classical literature from the Restoration to the death of Pope, focusing primarily on Swift and Pope</td>
<td></td>
</tr>
<tr>
<td>428 Late Eighteenth Century English Literature</td>
<td>3 cr</td>
</tr>
<tr>
<td>Johnson and his circle, the development of the novel, the aesthetic movement</td>
<td></td>
</tr>
<tr>
<td>429 Eighteenth Century Special Topics</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

### Nineteenth Century Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>430 Senior Seminar</td>
<td>3 cr</td>
</tr>
<tr>
<td>Nineteenth Century English Literature</td>
<td></td>
</tr>
<tr>
<td>435 English Romantic Literature</td>
<td>3 cr</td>
</tr>
<tr>
<td>The aesthetic, moral, political, and literary aspects of English Romanticism focusing on Wordsworth, Coleridge, Byron, Shelley, and Keats</td>
<td></td>
</tr>
<tr>
<td>436 Victorian Literature</td>
<td>3 cr</td>
</tr>
<tr>
<td>The poetry of Tennyson, Browning, and Arnold and the prose of Arnold, Carlyle, and Ruskin</td>
<td></td>
</tr>
<tr>
<td>439 Nineteenth Century Special Topics</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

### American Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>440 Senior Seminar</td>
<td>3 cr</td>
</tr>
<tr>
<td>Earlier American Literature</td>
<td></td>
</tr>
<tr>
<td>441 Colonial American Literature</td>
<td>3 cr</td>
</tr>
<tr>
<td>A cultural/historical approach to the theological, political, and aesthetic developments in 17th- and 18th-century America</td>
<td></td>
</tr>
</tbody>
</table>

### American Literature of the National Period 3 cr

Post-revolutionary literature focusing on Irving, Breckinridge Cooper, Summs, Rowson, Child, and Sedgwick

### American Romanticism 3 cr

The Romantic/transcendental movement emphasizing Emerson, Thoreau, Poe, Hawthorne, Melville, and Whitman

### American Realism and Naturalism 3 cr

Post-Civil War fiction of Twain, Howells, James, Chopin, Wharton, Crane, and Norris

### American Literature Special Topics 3 cr

#### Twentieth Century Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>450 Senior Seminar</td>
<td>3 cr</td>
</tr>
<tr>
<td>Twentieth Century English/American Literature</td>
<td></td>
</tr>
<tr>
<td>452 English Literature from 1890 to 1945</td>
<td>3 cr</td>
</tr>
<tr>
<td>Tradition and innovation in the works of such writers as Conrad, Yeats, Eliot, Rhys, Woolf, and Joyce</td>
<td></td>
</tr>
<tr>
<td>453 English Literature Since 1945</td>
<td>3 cr</td>
</tr>
<tr>
<td>Literary innovations reflecting the century's cultural and philosophical shifts</td>
<td></td>
</tr>
<tr>
<td>456 American Literature from 1900 to 1945</td>
<td>3 cr</td>
</tr>
<tr>
<td>Poetry, fiction, non-fiction in such diverse literary trends as Modernism, the Harlem Renaissance, the Southern Renaissance, and regional writing</td>
<td></td>
</tr>
<tr>
<td>457 American Literature since 1945</td>
<td>3 cr</td>
</tr>
<tr>
<td>Various styles, trends, and cultural issues in contemporary poetry, fiction, and non-fiction</td>
<td></td>
</tr>
<tr>
<td>458 Twentieth Century Special Topics</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

### Studies in Language, Criticism, and Theory

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>460 The English Language</td>
<td>3 cr</td>
</tr>
<tr>
<td>Linguistic analysis with primary emphasis on the history of the structure of English</td>
<td></td>
</tr>
<tr>
<td>461 Senior Seminar</td>
<td>3 cr</td>
</tr>
<tr>
<td>Language/Criticism/Theory</td>
<td></td>
</tr>
<tr>
<td>462 Introduction to Linguistics</td>
<td>3 cr</td>
</tr>
<tr>
<td>Basic principles and methods of modern linguistics, emphasizing phrase-structure grammar and its practical application to teaching</td>
<td></td>
</tr>
<tr>
<td>464 Modern English Grammar</td>
<td>3 cr</td>
</tr>
<tr>
<td>Phrase-structure (generative-transformational) grammar and its application to teaching</td>
<td></td>
</tr>
<tr>
<td>465 History of Literary Grammar</td>
<td>3 cr</td>
</tr>
<tr>
<td>A study of the major statements about the nature of literature and the nature of criticism</td>
<td></td>
</tr>
<tr>
<td>466 Literary Theory</td>
<td>3 cr</td>
</tr>
<tr>
<td>Principal developments in 20th-century literary theory and criticism, emphasizing New Criticism, structuralism, post-structuralism, Marxism, and feminism</td>
<td></td>
</tr>
</tbody>
</table>
DEPARTMENT OF HISTORY

Chairperson
Perry K. Blatz, Ph.D.

REQUIREMENTS FOR THE MAJOR

A minimum of thirty credits must be taken including Writing History (311), History of U.S. I and II (103 and 104) and either Western Civilization I (113) or II (114). At least six credits must be taken at the 400-Level. A minimum of twenty transfer credits in History can be applied to the major requirement.

REQUIREMENTS FOR THE MINOR

Students who wish to minor in History should consult with a department undergraduate mentor. The student is required to take fifteen hours including History of U.S. I and II (103 and 104) and either Western Civilization I (113) or II (114). The Art History minor in History consists of fifteen credits of Art History courses, with at least one course at the 400-Level. The maximum of twelve transfer credits in History can be applied to the major requirement.

458 Special Studies
Language/Criticism/Theory

490 Topics in World Literature

Study of literary texts from various national traditions addressing issues involved in the comparative study of literature. May be cross listed with one or more courses in the other world-literature sponsoring departments (Classical and Modern Languages).

DEPARTMENT OF HISTORY

THE McANULTY COLLEGE OF LIBERAL ARTS

458 Special Studies
Language/Criticism/Theory

490 Topics in World Literature

Study of literary texts from various national traditions addressing issues involved in the comparative study of literature. May be cross listed with one or more courses in the other world-literature sponsoring departments (Classical and Modern Languages).

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Chairperson
Perry K. Blatz, Ph.D.

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Any History major may take up to six credits of Art History. A History major with a concentration in Art History is required to take 30 credits of History and Art History courses, which must include Western Civilization I and II (113, 114), Art History Ancient through Medieval (111) and Art History Renaissance to Modern World (112), and a Senior Honors Seminar or a Directed Readings course in Art History. Of the fifteen additional credits, at least nine must be taken in History courses above the 300-Level.

A maximum of twelve transfer credits in History can be applied to the major requirement.

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THE McANULTY COLLEGE OF LIBERAL ARTS

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Any History major may take up to six credits of Art History. A History major with a concentration in Art History is required to take 30 credits of History and Art History courses, which must include Western Civilization I and II (113, 114), Art History Ancient through Medieval (111) and Art History Renaissance to Modern World (112), and a Senior Honors Seminar or a Directed Readings course in Art History. Of the fifteen additional credits, at least nine must be taken in History courses above the 300-Level.

A maximum of twelve transfer credits in History can be applied to the major requirement.

REQUIREMENTS FOR THE MINOR

Students who wish to minor in History should consult with a department undergraduate mentor. The student is required to take fifteen hours including History of the U.S. I and II (103 and 104). The Art History minor in History consists of fifteen credits of Art History courses, with at least one course at the 400-Level. The maximum of twelve transfer credits in History can be applied to the major requirement.
367 Science and Society in the Twentieth Century 3 cr
The economic, social and cultural consequences of the rise of modern science

375 History of Inner Asia 3 cr
The history of Inner Asia from Genghis Khan's Mongol Empire to Mikhail Gorbachev's Soviet Union

378 Europe and International Politics 1870-1970 3 cr
A study of global international relations since 1870, with emphasis upon the revolution from a European-centered world to global politics

379 Revolution in the Modern World 3 cr
An analysis of the major political and social revolutions since 1789, the nature of the revolutionary phenomenon, and the inevitable counter-revolutionary trend

382 Psychosistory 3 cr
Examines the interrelationships between psychology — especially psychoanalysis — and history, including the psychology of leadership, of group behavior, of war, etc.

386 The American South 3 cr
By focusing primarily on the antebellum era, this course offers an examination of a distinctive region and culture that illuminates the construction of American civilization

387 Native American History 3 cr
Contact, Conquest, and Colonization
This course focuses on Native American societies and the nature of their contact and conflicts with European settler societies from the 1490s to the 1840s

388 United States 1945 to the Present 3 cr
A discussion of selected contemporary issues, foreign and domestic, which illustrate the identity crisis in the U.S.

389 Europe Industrialism and the Masses 3 cr
A historical analysis of Europe in the last two centuries with particular attention to the relationship between technological and social change and its impact on politics and culture

394 Historical Geography 3 cr
A survey of the physical world which is the basis for a human civilization, past, present, and future

395 History of the American City 3 cr
The rise of urban America, addressing such topics as city growth and change, industrialization, immigration, and renewal in the latter half of the 20th century

397 Reform in Modern America 3 cr
The study of the progressive reform movements in the United States since the Civil War

398 Economic History of the United States 3 cr
Investigates the economic development of the United States, emphasizing its impact on social and political issues as background for current economic problems

Please Note
Courses at the 400-level are open to upper-level undergraduate enrollment. They require, at the very least, that students have first taken appropriate 100-level courses

401 Medieval Europe 3 cr
An exploration of the elements which, taken together, comprise the unique culture of the Middle Ages

413 Renaissance Europe 3 cr
A lecture and discussion course, including audio-visual presentations, emphasizing political, economic, social, and cultural developments in Europe from 1300 to 1500, with special emphasis on these developments in Italy

414 Reformation Europe 3 cr
A lecture and discussion course, including audio-visual presentations, describing Protestantism (with emphasis on Martin Luther), the Catholic Reformation, and the Counter-Reformation in the context of economic, political, and social developments in western Europe from 1500 to 1648

417 Reason and Revolution 3 cr
An examination of the history of Europe between 1648 and 1815, this course will concentrate on the rise of absolutism as personified by Louis XIV, the intellectual developments of the Enlightenment, the social and economic changes that underlay and undercut the ancien regime, and the great cataclysm of the French Revolution that ushered in the modern world

419 19th-Century Europe 3 cr
An examination of the European experience between 1815 and 1914, with emphasis on political, social, and cultural trends

421 Europe in the Era of Fascism 3 cr
An examination of the impact of World War I on European society, the rise of fascist movements and the paralysis of democracy, the nature of the fascist regimes, and the impact of fascism on European diplomacy

422 20th-Century Europe 3 cr
A study of the European experience between 1914 and the present, centering on such topics as the great wars, fascism, and contemporary trends in both eastern and western Europe

433 American Women in Historical Perspective 3 cr
An investigation of the historical experiences of American women beginning with the European heritage, continuing with the special conditions in the country that led to the rise of the world's first women's movement, and concluding with the changes that women have faced in the industrial and post-industrial world of the 20th century

445 Imperial Russia 3 cr
An investigation of the political, social, and intellectual evolution of the Russian Empire in the 18th and 19th centuries

446 Soviet Russia 3 cr
A study of the political, social, and intellectual evolution of the Soviet Union since the Bolshevik Revolution of 1917

447 The Hapsburg Empire 3 cr
An analysis of the rise and fall of the multinational, dynastic state of the Hapsburgs from the 16th to the early 20th century

448 Ottoman Empire and Balkans 3 cr
An examination of the Turkish conquest of southeastern Europe and the Ottoman impact on the peoples of that area

450 Global Socioeconomic Development 3 cr
A course analyzing the history of economic development and social change, examining both capitalist and noncapitalist models from the beginnings of industrialization in the West through contemporary struggles for a better life in Asia, Africa, and Latin America

452 History of American Daily Life 3 cr
An exploration of how Americans have lived over the whole course of our history, from the Amurican and early settlement through the industrialization and commercialization of America

453 Explorations in Psychosistory 3 cr
An examination of the connections between historical research and psychological theories and case studies through the study of selected topics in American history

460 New American Immigration 3 cr
An examination of the dynamics of immigration to the United States with emphasis on the new immigration at the turn of the century

461 American Science and Technology 3 cr
The development of science and technology in America from colonial times to the 20th century

462 The American Character 3 cr
Since the discovery of the New World, many Americans have claimed that the "American experience" is unique and has fostered a new, distinct identity. This course will examine the American character through a variety of psychosistory studies of the nation's past
critical and logical analysis of problems and to design and implement creative solutions. In addition to comprehensive programs leading to a major or minor in mathematics, offerings are designed to serve the liberally educated person in support of other disciplines.

**REQUIREMENTS FOR A MAJOR**

The student may choose to pursue a major in mathematics with a program leading to a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree. The B.A. program, which requires a minimum of 33 semester hours of mathematics, allows a great deal of flexibility for persons interested in combining the major program with a strong minor or double major in another discipline. The B.S. program, which requires a minimum of 39 semester hours of mathematics, is recommended for students interested in scientific applications or further study in mathematics on the graduate level. Requirements are as follows:

Mathematics Core (B.A and B.S.) 115, 116, 215, 216, 300W, 306, 402W, and 415W. A grade of C or better must be achieved in all mathematics courses. Remaining courses must be taken at the 300-level or above.

**Extra-disciplinary Requirements**

- **(B.A. and B.S.)**
- Mathematics Computer Science 150
- Additional B.S. Mathematics Requirements
  - Applications component: At least one course chosen from 306 or 308
  - Theoretical component: At least two courses chosen from 403W, 412W, 416W, and 420
- Additional B.S. Extra-departmental Requirements General Analytical Physics 211-212

**REQUIREMENTS FOR A MINOR**

The minimum requirements for a minor in mathematics are 115-116 and 9 additional hours in courses numbered 125 or above including at least one course numbered 300 or above.

**MATHEMATICS COURSES**

- **101 College Algebra** 3 cr
- Algebraic expressions, equations and inequalities. Credit is not allowed for both 101 and 105
- **102 Trigonometry** 1 cr
- Trigonometric functions and their properties. Credit is not allowed for both 102 and 105
- **105 College Algebra and Trigonometry** 4 cr
- The same topics as 101 combined with 102. Credit is not allowed for both 101 and 105 or both 102 and 105
- **111 Calculus for Non-science Students** 3 cr
- Limits, continuity, differentiation of algebraic, exponential and logarithmic functions. An introduction to integration. Credit is not allowed for both 111 and 115. Prerequisite 101 or equivalent
- **115 Calculus I** 4 cr
- The same topics as 111 except trigonometric functions are included. Credit is not allowed for both 111 and 115. Prerequisite 105 or equivalent
- **116 Calculus II** 4 cr
- Applications of the definite integral, parametric equations, polar coordinates, sequences, and series. Prerequisite 115 or equivalent
- **125 Fundamentals of Statistics** 3 cr
- Exploratory data analysis and statistical inference including graphical summaries of data, sampling distributions, confidence intervals, and hypothesis testing. Credit not allowed for both 125 and 225
- **135 Discrete Mathematics** 3 cr
- Sets, functions, relations, partial order, methods of propositional logic, introduction to predicate logic, counting, recurrence relations, asymptotic analysis, proof, including induction, introduction to probability, graphs
- **215 Calculus III** 4 cr
- Calculus of functions of several variables and vector valued functions. Line and surface integrals. Prerequisite 116
- **216 Ordinary Differential Equations** 3 cr
- First order equations, linear equations, differential operators, Laplace transforms, power series techniques. Prerequisite 215
- **225 Introduction to Biostatistics** 3 cr
- Descriptive statistics, sampling distributions, confidence intervals, hypothesis testing, non-parametric methods, chi-square tests, regression and correlation methods, and analysis of variance. Credit is not allowed for both 125 and 225. Prerequisite Evidence of college level algebra skills
- **300W Foundations of Higher Mathematics** 3 cr
- Mathematical logic, proof techniques, sets, relations, and functions. Prerequisite 116
- **301 Introduction to Probability and Statistics I** 3 cr
- Univariate and multivariate probability distributions of discrete and continuous random variables, mathematical expectations, limit theorems. Prerequisite 116
- **302W Introduction to Probability and Statistics II** 3 cr
- A continuation of 301 including probability and sampling distributions of random variables, confidence intervals, and hypothesis testing. Prerequisite 301
- **306 Linear Algebra** 3 cr
- Systems of linear equations, vectors and matrices, determinants, vector spaces, linear transformations, eigenvalues, and eigenvectors. Prerequisite 116
- **308 Numerical Analysis** 3 cr
- Linear systems, interpolation, functional approximation, numerical differentiation and integration, and solutions to non-linear equations. May be counted as either mathematics or computer science, but not both Prerequisites 116 and Computer Programming (150)
- **311 Number Theory** 3 cr
- Divisibility, congruences, quadratic residues, diophantine equations, and arithmetic functions. Prerequisite 300W
- **325W Applied Statistics with Regression** 3 cr
- One-way, two-way analysis of variance, Latin squares, methods of multiple comparisons, analysis of covariance, balanced and unbalanced designs, nonparametric methods. Prerequisites 225 or 301, or permission of instructor
- **330W Fundamentals of Geometry** 3 cr
- Euclidean and non-Euclidean geometry from both the synthetic and metric axiomatic approach. Prerequisite 300W
- **402W Abstract Algebra I** 3 cr
- An introduction to algebraic structures, rings, ideals, integral domains, fields, and groups, as well as homomorphisms and isomorphisms. Prerequisites 215, 300W, and 306
- **403W Topology** 3 cr
- Topological spaces, homeomorphisms, connectedness, compactness, regular and normal spaces, metric spaces, convergence, and separation axioms. Prerequisites 402W or 415W
- **412W Abstract Algebra II** 3 cr
- A deeper examination of the algebraic structures studied in 402W including quotient groups and rings, extension field, and other selected topics. Prerequisite 402W
- **415W Advanced Calculus I** 3 cr
- Functions, sequences and series, limits, continuity and uniform continuity, derivatives. Prerequisites 215, 300W, and 306
- **416W Advanced Calculus II** 3 cr
- A continuation of 415W including integration theory and advanced topics in analysis. Prerequisite 415W
- **420 Introduction to Complex Variables** 3 cr
- The complex number plane, analytic functions, integration of complex functions, sequences and series, and conformal mappings. Prerequisite 415W
- **425W Experimental Design** 3 cr
- Fractional designs, fixed and random effects models, nested and nested-factorial designs, split-plot designs, response surface designs. Prerequisite 325W or permission of instructor
- **491-99 Selected Topics of Mathematics** 1-3 cr

**COMPUTER SCIENCE PROGRAM**

The major objectives of the computer science program are to provide the student with a knowledge of the theoretical basis of computing, an appreciation for the relationship between the various components of the field, skills in applying the subject to practical problems, and an ability to adapt to new technologies and advancements. Courses in the curriculum give the student appropriate tools to identify problems best solved by means of a computer and to design and implement effective, economical, and creative solutions for them. Typically students gain practical exposure to a number of programming languages including Ada, Assembly, C, C++, Java, Lisp, and Prolog, and operating systems including Unix, VMS, and DOS/Windows. Offerings provide opportunities for students seeking courses supporting other disciplines as well as comprehending problems leading to a major or minor in computer science.

**REQUIREMENTS FOR A MAJOR**

The student may choose to pursue a major in computer science with a program leading to a Bachelor of Science (B.S.) or a Bachelor of Arts (B.A.). The B.A. program, which requires a minimum of 30 semester hours in computer science, allows a great deal of flexibility for persons interested in combining the major with a strong minor or double major in a non-science discipline. The B.S. program, which requires a minimum of 40 semester hours in computer science, is recommended for students interested in scientific applications or study in computer science at the graduate level. Requirements for all majors are as follows:

- **Computer Science Core** 150, 210, 220, 300, 325W, and 350W (each with a grade of "C" or better) Additional B.A. Computer Science Requirements
  - At least 12 additional hours at the 300-level or above (at least 6 of which must be taken at the 400-level)
  - Additional B.S. Computer Science Requirements
  - 480W and at least 21 additional hours at the 300-level or above (at least 9 of which must be taken at the 400-level)

- **Mathematics Support Courses**
  - (Intro to Probability and Statistics) and at least one additional credit at the 200-level or above

- **Science**
  - One or two 1-semester courses acceptable for major credit in that science and four additional credits in science course(s) for majors or course(s) approved by the department which enhance the student's ability to apply the scientific method and emphasize quantitative methods
REQUIREMENTS FOR A MINOR

A minimum of 15 credits in computer science and 3 credits in Discrete Mathematics is required for a minor. All programs must include Computer Science 150 and 210 and nine additional hours numbered 200 and above with at least 3 credits at the 300-level or above.

COMPUTER SCIENCE COURSES

100 Elements of Computer Science 3 cr
A survey of topics necessary for basic computer literacy. Includes laboratory exercises. Credit not given to computer science majors or minors.

101 Basic Programming 3 cr
Microcomputer programming in Visual Basic. Algorithm development and data representation. Credit not given to computer science majors or minors.

150 Computer Programming C++ 3 cr
Object-oriented programming, objects and classes, functions, files and libraries, selections, repetitions, arrays, strings, structures, searching, and sorting.

210 Data Structures 3 cr
Dynamic allocation, stacks, queues, linked lists, induction, recursion, stacks, trees, string processing, advanced searching, and sorting, and hashing.

Prerequisites: 150 and MATH 135 (may be taken concurrently).

220 Computer Organization and Assembly Language 3 cr
Basic structure of computer hardware and software, data representation, addresses and instructions, control structures, device drivers, files, and macros.

Prerequisite: 210.

253 Programming Languages JAVA 1 cr
Object-oriented language, containing such features as classes, objects, inheritance, message passing, and exception handling.

300 Advanced Data Structures 3 cr
Data organization, connections between the design of algorithms and the efficient implementation and manipulation of data structures. Abstract data types, trees, trees, B-trees, and graphs. Prerequisite: 210.

306 Digital Logic 3 cr
Boolean algebra and logic gates, combinational logic, decoders, encoders, multiplexers, registers, counters, memory units, flip-flops, algorithmic state machines, and digital integrated circuits. Prerequisite: 220.

308 Numerical Analysis 3 cr
Identical course to MATH 308. Credit can only be received for one of COSC 308 or MATH 308. Prerequisites: 150 and MATH 116.

311 System Programming and Design 3 cr
Interaction between software and hardware components in an integrated system, program translation issues, assemblers, linkers, loaders, and compilers. Prerequisite: 220.

325W Operating Systems and Computer Architecture 3 cr
Organization of operating systems and basic computer architecture. Implementing multiprogramming, memory management, communicating with input/output devices, concurrency, synchronization, file systems and scheduling the processor. Prerequisite: 220.

350W Computers and Humanity 3 cr
An exploration of the impact of computerization on present and future society including sociological and philosophical issues in computer science. Prerequisite: One course in computer science or permission of instructor.

401 Data Base Management Systems 3 cr
The use, design, and implementation of data base management systems. Topics include data models, current DBMS implementations, and data description, manipulation, and query languages. Prerequisite: 300.

410 Artificial Intelligence 3 cr
Knowledge representation and natural language processing, search strategies, design and applications of heuristics, expert systems, and applications. Prerequisite: 300.

418 Formal Languages and Automata 3 cr
Formal languages and their relation to automata. The Chomsky language hierarchy, recognition of languages by automata, Turing machines, decidability, and computability. Prerequisite: 300.

425 Computer Graphics 3 cr
Geometric generation of two- and three-dimensional graphics. Scan conversion, geometric transformation, clipping, intersection, curves and surfaces, and animation. Prerequisite: 300.

435 Theory of Programming Languages 3 cr
Syntactic and semantic issues in program language definition and implementation. Static vs dynamic properties, parameter passing, recursion, and language comparisons. Prerequisite: 300.

445W Systems Analysis and Software Design 3 cr
Methods and tools for the structuring and modular design of large systems, organization and techniques of team programming, design evaluation and validation. Prerequisite: 300.

450 Computer Networks 3 cr
Network technologies, protocols, and management. Programming networked applications. The effects of the Internet and World Wide Web on computing and society. Prerequisite: 300.

480W Senior Project 1-3 cr
An individual or group project involving a significant programming component, documentation, and written report on a topic of current interest in computer science. Prerequisites: Senior status and 300.

491-499 Selected Topics in Computer Science 1-3 cr
Topics selected in consultation with the advisor. Prerequisite: Consent of the department chairperson.

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

Chairperson
Carla E. Lucente, Ph.D

The Department of Modern Languages and Literatures offers courses in Chinese, French, German, Italian, Japanese, and Spanish. The four language skills (reading, writing, speaking, and oral comprehension), are emphasized at all levels. Fluency in the active use of the language is emphasized. Courses beyond conversation and composition stress literary studies in which the student is systematically introduced to the literature and culture of the groups whose language he/she is studying. Courses are also offered in linguistics, language for business, language for government, and language for musicians. A certificate in International Business and also in written and oral translation, internships here and abroad can be obtained. All courses at the 300-level and above are conducted in the target language. All students prior to enrollment in their first language course are required to take the language placement test. It is recommended that students who must fulfill language requirements begin these courses in their freshman year.

Major and minors are urged to spend a summer, a semester, or a year abroad. Further information may be obtained in the department office. It is also recommended that majors in the department include a course in the culture of the country of the language in which they specialize as well as one course in another literature other than their major. A maximum of 12 transfer credits will be accepted towards the major.

The student possessing a knowledge of foreign languages will find career opportunities in a number of fields such as education, government employment, foreign service, social work, business and industry, tourism, and international law.

REQUIREMENTS FOR THE MAJOR

The Department offers a major program in Spanish. In addition, it offers a minor in French, German, Italian, as well as non-major courses in Chinese and Japanese.

Elementary and intermediate courses must be taken in sequence. Credit toward the major or minor will not be given for 101, 102, and 202 or its equivalents. Proficiency at the 202-level or its equivalents is the prerequisite to all courses numbered 301 and above.

The major program in Modern Languages and Literatures consists of a minimum of 27 credits at the 300-level and above. Majors and minors should consult with the department concerning required courses.

REQUIREMENTS FOR THE MINOR

The minor program consists of a minimum of 12 semester hours at the 300-level and above. As for the certificates, inquire at the department office.

490 Independent Field Study (All Languages) Var cr
Under the supervision and guidance of the instructor in foreign countries and the permission of the Department chairperson.

495 Professional Language Internship 3 cr
A paid or unpaid internship consisting of 100-120 hours of supervised work with permission of the Department chairperson.

French

101 Elementary French I 4 cr
Fundamentals of oral and written French. Weekly lab attendance.

102 Elementary French II 4 cr
Fundamentals of oral and written French. Weekly lab attendance. Prerequisite: French 101 or its equivalent.

115 French for Musicians 2 cr

120 Intermediate French 6 cr

202 Intermediate French II 4 cr
Emphasis on the written and oral aspects of the language. Weekly lab attendance. Prerequisite: French 102 or its equivalent.

220 Intensive French II 6 cr

239, 240 Readings in Modern French Authors 3 cr each

301 French Conversation and Composition I 3 cr
Prerequisite: 202.

302 French Conversation and Composition II 3 cr
Prerequisite: 301.

306 Intensive French Conversation and Composition 6 cr
The equivalent of 301 and 302 which fulfills the prerequisite for all courses above this level. Prerequisite: French 202.

302 or 306 is the prerequisite for all courses above this level.

320 Stylistics 3 cr
Comparative study of English/French style in spoken and written French.
The major poetic movements of the 19th Century to Naturalism

467 20th Century French Poetry 3 cr
Ambivalence of modern French poetry after Baudelaire

468 19th Century French Theatre 3 cr
Beginning with the influence of the Revolution on French literature, through the literary movements of the century

469 20th Century French Novel 3 cr
A study of the major works, authors, and movement of the 20th Century

470 19th Century French Theatre 3 cr
From Jules Romains to Ionesco and the Theatre of the Absurd

471 Sartre and Camus 3 cr

472 Directed Readings 1-6 cr
Readings of literary texts under close faculty supervision for majors only and only with written permission of the Department chairperson

473 The Theatre of the Absurd 3 cr

German

101 Elementary German I 4 cr
Fundamentals of oral and written German lab attendance

102 Elementary German II 4 cr
Fundamentals of oral and written German lab attendance Prerequisite German 101

115 German for Musicians 2 cr
For majors in music

201 Intermediate German I 4 cr
An overview of the works of major writers of this period

202 Intermediate German II 4 cr
An emphasis on the oral and written aspects of the language Prerequisite German 102

239, 240 Readings in Modern German 4 cr
Reading of literary texts under close faculty supervision for majors only and only with written permission of the Department chairperson

301 German Conversation and Composition I 3 cr
Prerequisite 102

302 German Conversation and Composition II 3 cr
Prerequisite 301

306 Intensive German Conversation and Composition 6 cr
Prerequisite German 202

302 or 306 is the prerequisite for all courses above this level

320 German Culture and Civilization 3 cr

324 Popular Tradition in German Literature 3 cr

329 Introduction to German Poetry 3 cr

330 Modern German Prose 3 cr

331 Modern German Theatre 3 cr

360 German for Business 3 cr
Spoken and written language of business German letter writing, import, export, and commercial transactions

460 19th Century French Theatre 3 cr

461 19th Century French Novel 3 cr

462 Advanced German Stylistics 3 cr

464 17th Century French Theatre 3 cr

465 18th Century French Theatre 3 cr

466 18th Century French Literature 3 cr

467 Age of Goethe 3 cr
Study of important works of Goethe and other major writers of this period

468 Goethe's Faust 3 cr
Emphasis on the spirit of the 18th Century as personified in Goethe's Faust

469 19th Century French Poetry 3 cr

470 Literature of the Enlightenment 3 cr
Literary works of major writers such as Lessing and Kant

471 Sturm und Drang 3 cr
"Storm and Stress" as Germany's literary revolution against the despotic tyrants of the 18th Century, including Goethe's The Sorrows of Young Werther and Schiller's The Robbers

480 Directed Readings 1-6 cr
Reading of literary texts under close faculty supervision for majors only and only with written permission of the Department chairperson

Italian

101 Elementary Italian I 4 cr
Fundamentals of oral and written Italian lab attendance

102 Elementary Italian II 4 cr
Fundamentals of oral and written Italian lab attendance Prerequisite Italian 101

115 Italian for Lawyers 2 cr
For majors in music

120 Intensive Italian 6 cr

201 Intermediate Italian I 4 cr
Emphasis on the oral and written aspects of the language Prerequisite Italian 101

202 Intermediate Italian II 4 cr

240 Readings in Modern Spanish 3 cr

240 Readings in Modern Spanish-American Authors 3 cr

301 Spanish Conversation and Composition I 3 cr
Prerequisite Spanish 202

302 Spanish Conversation and Composition II 3 cr

306 Intensive Spanish Conversation and Composition 6 cr
Prerequisite 202 or equivalent Prerequisite for all courses above 306

314, 315 Individual Study 4 cr
With written permission of the Department chairperson

321 Introduction to Italian Literature 3 cr

322 Commercial Italian 3 cr
Spoken and written language of business Italian letter writing, import, export, and commercial transactions

323 Introduction to Italian Poetry 3 cr

326 Italian Culture and Civilization 3 cr

400 Italian Cinema 3 cr

Japanese

101 Elementary Japanese I 4 cr
Fundamentals of oral and written Japanese lab attendance

102 Elementary Japanese II 4 cr
Fundamentals of oral and written Japanese lab attendance Prerequisite Japanese 101 or equivalent

201 Intermediate Japanese I 4 cr
An intensified continuation of oral and written Japanese Prerequisite Japanese 102

Spanish

101 Elementary Spanish I 4 cr
Fundamentals of oral and written Spanish lab attendance

102 Elementary Spanish II 4 cr
Fundamentals of oral and written Spanish lab attendance Prerequisite Spanish 101

109 Spanish for Lawyers 2 cr

120 Intensive Spanish 6 cr

202 Intermediate Spanish II 4 cr
Emphasis on the oral and written aspects of the language Prerequisite Spanish 102

230 Intensive Spanish 12 cr

239 Readings in Modern Spanish 3 cr

301 Spanish Conversation and Composition I 3 cr
Prerequisite Spanish 202

302 Spanish Conversation and Composition II 3 cr

306 Intensive Spanish Conversation and Composition 6 cr
Prerequisite Spanish 301

302 or 306 is the prerequisite for all courses above this level
DEPARTMENT OF PHILOSOPHY

The Quixote

An in-depth study of Cervantes' masterpiece and of the symbolic meaning of the two main characters Required for major

Spanish Literature since the Civil War

The Civil War was mirrored in this literature Its relationship to contemporary literary expression in other countries From Hernandez through Goytisolo and Sastre

Avant-Garde

Historical perspective Influence of European avant-garde


requirements for the minor

A total of 15 credits

- no more than 6 credits at the 100-level,
- at least 6 credits at the 300-400-level

INTRODUCTORY COURSES

CORE 132 Basic Philosophical Questions 3 cr

"Philosophy, the love of wisdom," is a discipline for discussing basic questions about ourselves and our world. Students read selected works by major figures throughout the history of philosophy, they are encouraged to think critically and to formulate their own answers to perennial philosophical questions. This course is required for all students in the university. It counts as the first course for the major and minor in philosophy

105 Ethics 3 cr

This course provides an introduction to important ethical theories, past and present, and some of their applications to concrete issues

106 Introduction to Logic 3 cr

This course includes an analysis of valid reasoning, logical fallacies, types of definitions, arguments in ordinary discourse, and the formal logic of inferences.

Medical Ethics 3 cr

Ethical questions which arise in medical care and research are examined. Possible topics include doctor/patient relation, informed consent, and euthanasia

Business Ethics 3 cr

Ethical questions which relate to business are examined, in theory and in practice

Contemporary Moral Problems 3 cr

This course concentrates on concrete case studies from various fields (Prerequisite PHIL 105 Ethics)

BASIC COURSES are useful electives for general undergraduates (Prerequisite at least one 100-level course in philosophy)

204 Literature and Philosophy 3 cr

This course explores philosophical themes in selected works of literature

212 Political Philosophy 3 cr

Fundamental political questions are explored through readings from some classical but mainly from contemporary sources. The link between philosophy and practical political themes is emphasized as much as possible

214 Philosophy of Sex 3 cr

This course provides an introduction to some of the basic themes and texts, both traditional and contemporary, related to the philosophical study of sexuality

220 Philosophy of Death and Living 3 cr

This course provides an introduction to traditional and contemporary themes and texts related to this topic. In asking how human beings can be happy in the face of death, it emphasizes the art of living

PHILOSOPHY OF TECHNOLOGY 3 cr

This course examines philosophically how our lives are shaped by technology and the relation of technology to science, art, and politics

PHILOSOPHY OF LAW 3 cr

This course includes a study of major legal traditions and considers topics such as justice, ethics and law, legal reasoning, and philosophical issues in evidence and procedure

AMERICAN PHILOSOPHY 3 cr

This course covers some main figures in American pragmatism, including both classical (e.g., Peirce, James and Dewey) and recent (e.g., Quine, Putnam, and Rorty)

ORIENTAL PHILOSOPHY 3 cr

This course provides an introduction to Oriental thought through the study of traditions such as Confucianism, Taoism, Buddhism, and Hinduism

CONCENTRATED PHILOSOPHICAL READINGS 3 cr

This is a private tutorial arranged with an individual professor. It is intended for a student who needs to concentrate on a philosophical topic which is not offered in a regular course

HISTORICAL COURSES are designed for majors, minors, and serious students of philosophy. Prerequisites at least two 100-level or 200-level courses or instructor's permission

ANCIENT PHILOSOPHY 3 cr

This course examines the beginning of philosophy in Greece, from the Pre-Socratics to Plato, with readings taken primarily from Plato and Aristotle

MEDIEVAL PHILOSOPHY 3 cr

This course examines the major works of the 14th century such as Aquinas, Ockham, and Scotus, with emphasis on the rise of scholasticism, the new empiricism, and the role of the Church

EARLY MODERN PHILOSOPHY 3 cr

This course examines the major works of the 16th and 17th centuries such as Descartes, Spinoza, Leibniz, and Hume

LATER MODERN PHILOSOPHY 3 cr

This course examines the major works of the 18th and 19th centuries such as Kant, Hegel, and Nietzsche

200 THE MCANULTY COLLEGE OF LIBERAL ARTS
ADVANCED COURSES are designed for majors, minors, and other serious students of philosophy. Prerequisites at least one 100 or 200-level course and two 300-level courses or instructor's permission. Many 400-level courses are also 500-level graduate courses. A list of specific courses taught is available each semester at preregistration. The following are a small sample from courses taught recently.

404 Plato's Republic 3 cr
This course concentrates on Plato's text, with a consideration of various interpretations.

408 Aristotle Philosophy of Action 3 cr
This course emphasizes an analysis of Aristotle's various discussions of Praxis in both his theoretical and practical writings.

420 The Philosophy of Saint Augustine 3 cr
The early dialogues and the Confessions will be discussed. Possible topics: skepticism, truth, free will, the existence of God, faith and reason, the soul, memory, and time.

422 Saint Thomas Aquinas
Treatise on Man 3 cr
Original texts will be read and discussed in the light of Aquinas' psychology, epistemology, and theory of apperception, and will cover topics such as love, will, affectivity, and emotion.

460 Introduction to Phenomenology 3 cr
The phenomenological method originated by Husserl will be explored. Possible topics may include intentionality, signs, and meaning.

463 Problems in Ethics 3 cr
This course consists of a discussion of selected issues in ethics.

498 Philosophy of God 3 cr
This course introduces students to selected traditional and contemporary texts and basic themes in types of religious experience, such as Babylonian, Greek, and Judeo-Christian. It delineates such questions as, What is the Holy? What is the status of arguments for the existence of God? Why is there human suffering if God is good and all-powerful?

DEPARTMENT OF POLITICAL SCIENCE
Chairperson
Peter Roman, Ph D

Political Science studies the ideas, institutions, behavior, values, and goals of human collective life. The department stresses that understanding political life is a necessary part of the study of human existence, since politics is an expression of our deepest human concerns, e.g., for justice and order. Empirical and normative methods of understanding political life will lead students to an appreciation for subjects such as sources of conflict in international and domestic politics, similarities and differences among political structures and goals worldwide, debates about political ideals over the centuries, and United States' political institutions and public law.

Political Science majors go on to law school and careers in law, government and administrative work at the local, state and national levels, jobs in private industry, finance, or the mass media, and continued studies at the graduate level.

REQUIREMENTS FOR THE MAJOR
Thirty semester hours are required, no more than six of which can be at the 100-level. These credits must include 105, 208 or 209, 245, 317 or 318, and 427 or 436.

1 A student transferring to Duquesne from another College or University may receive a maximum of 12 transfer credits applied to their major requirements.

REQUIREMENTS FOR THE MINOR
Fifteen credits are required, no more than three of which can be at the 100-level. A maximum of six transfer credits can be applied to the minor.

105 American National Government
This survey course is designed to provide students with a foundation for understanding and critically assessing American political processes, institutions, and public policies.

110 Current Problems in International Politics
A survey of issues that states currently face in world politics.

115 Human Being and Citizen
An introduction to problems of politics through literature.

203 The American Congress
An investigation of the operation of the Congress within the U.S. system of Government.

208 Comparative Political Systems
Advanced Industrial States
An introduction to government, politics, culture, and economic policy in Europe and Japan.

209 Comparative Political Systems
Developing States
An introduction to government, politics, culture, and economic policy in the developing world.

235 Mass Media and Politics
Studies the role of the media in politics and the impact of the media on politics.

245 International Relations
A study of politics between states including sovereignty, balance of power, war, and economics.

255 American Foreign Policy
A study of American foreign policy since World War II.

264 American Foreign Policy
A study of American foreign policy since World War II.

276. Elections, Campaigns, and Voting Behavior
Studies the determinants of political beliefs and participation.

290. American Political Thought
Examination of diverse perspectives on American political thinking.

292 Public Policy
A study of how and why government responds to problems.

294 The American Presidency
Studies the Presidency and the role it plays at the center of the federal system.

295 War and Peace
An examination of international relations and the use of force in the nuclear age.

317. 318 Western Political Thought
A study of the ideas that constitute our western heritage of reflection on perennial political issues. 317 considers theorists from the classical period to the early 16th century. 318 considers theorists from the late 16th to the late 19th centuries.

321. Government and Politics of Eastern Europe
An examination of the political and cultural challenges in democratisation and market economy transition.

322. Government and Politics of Russia and the Independent States
An examination of the political and cultural challenges in democratisation and market economy transition.

323 Constitutional Law Federalism
A study of constitutional interpretation as it relates to federalism and the separation of powers.

324 Constitutional Law Civil Liberties
A survey of problems and cases in civil liberties and civil rights, e.g. freedom of speech, freedom of religion, privacy, and equal protection.

325 Constitutional Law Criminal Law
This course will consider appellate cases in criminal rights, and major aspects of criminal procedure. Students read and brief court decisions.

329 Political Economy of Russia and the Independent States
A study of the way in which economic and political forces interact in the restructuring of a nation, with special attention given to trade issues, commercial ventures, banking reform, and environmental questions.

351 United Nations I
Examines the processes and policies of the United Nations. Offers the opportunity to participate in local and national model United Nations conferences. Permission of instructor required.

352 United Nations II
Examines the processes and policies of the United Nations. Offers the opportunity to participate in local and national model United Nations conferences. Permission of instructor required.

380 Controversies in Public Policy
Analysis of the sources of conflict in contemporary public policy making.

385 International Law and Organizations
Examines the historical development and present role played by international law and organizations.

408 Theory of Comparative Government
The issues of democracy, political and economic development, and cultural politics from a global perspective.

419 Ethnicity, Identity and Conflict
Ethnic conflict, identity issues, politics and cultural policy, and conflict resolution and peacemaking.

420 Contemporary Political Thought
A study of the central controversies in political thought during the 20th century.

422 American Defense Policy
Studies the institutions, policies, and decision making of the American defense establishment. Permission of instructor required.

424 Women and Politics
Examines the political socialization and behavior of women in the U.S., and the public policies particularly affecting or affected by women. Permission of instructor required.

426 American Politics and Policy
This course studies the political environment for public policy analysis in the United States at the federal level. Permission of instructor required.

427 Quantitative Analysis
Examines quantitative research methods for the analysis of political phenomena.

430 Internship in Practical Politics
A work experience in government offices. Permission of department required.

436 Advanced Seminar
An in-depth consideration of selected topics in the discipline. Open to seniors and advanced juniors only. Permission of instructor required.
DEPARTMENT OF PSYCHOLOGY

Chairperson
William Frank Fischer, Ph.D.

The undergraduate program of the Department of Psychology is designed 1) to introduce and familiarize students with the fundamental content, issues, and interest of various areas of psychology and critically evaluate and reformulate these in the context of psychology as a human science, 2) to foster intellectual and personal freedom and critical thinking as essential to the humanizing process, 3) to prepare the professionally oriented student for advanced study, 4) to provide a foundation for careers involving human services.

REQUIRED FOR THE MAJOR

The major program consists of 103-Introduction to Psychology plus a minimum of 24 semester hours. These credits must include 220, 223, and 328-323 Introduction to Existential Phenomenological Psychology, and 328 Psychology of Personality are designated as writing-intensive courses. Majors desiring to pursue graduate study in psychology are required to take an additional minimum of nine credits in psychology exclusive of practicum.

DEPARTMENT OF SOCIOLOGY

Chairperson
Douglas Harper, Ph.D.

The Sociology Department concentrates on both intellectual and pre-professional training. Majors and other students are introduced to the discipline, build critical thinking skills and develop intellectual and socially conscious values. Our curriculum allows majors to concentrate in either of two areas, Social Change and Social Structure or Criminal Justice.

REQUIREMENTS FOR THE MAJOR

A minimum of 33 semester hours is required for the major. These must include 101 Survey of Sociology, 200 Classical Sociological Theory, 201 Sociological Methods I, 202 Sociological Methods II, 203 History of Social Thought OR 301W Seminars, and 456W Seminar. Majors must also choose one of two areas of emphasis: Social Change and Social Structure or Criminal Justice. Courses within the selected emphasis are to be scheduled in consultation with the student's faculty advisor. In addition, the major must complete 12 credits of Fundamentals of Statistics offered by the Department of Mathematics and Computer Science. This course may also satisfy the University Core Requirement. Credits earned in 450/451 Fieldwork I and II will not count toward the 33 required credits.
DEPARTMENT OF SOCIOLOGY

TO CRIMINAL JUSTICE This program provides the student with the opportunity to develop knowledge and skills in preparation for career pursuits in many areas of criminal justice, including probation, parole, investigation, research, or for those who wish to pursue advanced study.

Required Courses
101, 103, 200, 201, 202, 300 OR 301W, and 456W. Twelve of the remaining 15 credits must be selected from any courses in the emphasis (course numbers are listed below). Three credits must be selected from the Social Change and Structure Emphasis. It is recommended that at least six credits be selected from these courses at the 300-level or above.

Courses included in the Criminal Justice emphasis are 103, 203, 207, 208, 209, 211, 215, 217, 225, 302, 303, 315, 316, 317, 318, 401, 404, 415, 416, 454.

REQUIREMENTS FOR THE MINOR
A minimum of 15 semester hours is required for the minor, this must include 101 Survey of Sociology. Although the minor program is self-designed, a faculty advisor should be consulted to assist in the design.

THE GERONTOLOGY CERTIFICATE
The Department offers an 18-credit program leading to a Certificate in Gerontology available to all majors and minors as well as students and para-professionals outside the Department. The Certificate in Gerontology is designed to provide an introduction to the major subfields of Gerontology which explores the demographics, development and diversity of human cultures.

Required Courses

PROCEDURE FOR APPLICATION
By the end of the change of schedule period in the semester the student intends to complete the Gerontology Certificate, he must (a) Complete the application form in the Sociology Department Office - 504 College Hall, (b) Officially register for the Certificate at the registration form.

COURSE DESCRIPTIONS

103 Introduction to Criminal Justice 3 cr
An introduction to the criminal justice system, including police, courts, correctional facilities and community-based corrections. Required for the Criminal Justice Emphasis.

104 Cultural Anthropology 3 cr
An introduction to a major subfield of Anthropology which explores the origins, development and diversity of human cultures.

105 Intro to Peace and Justice 3 cr
An introduction to conceptual, practical, and spiritual dimensions of peace and justice. Peace and justice are treated as the by-products of intrapersonal, interpersonal, situational, organizational, regional, national, and global conflict.

200 Classical Sociological Theory 3 cr
An intensive review of basic sociological principles, and a study of selected classical theories and schools of thought. Prerequisite 101, Required for all Sociology Majors.

201 Sociological Methods I 3 cr
A discussion and application of the techniques and research procedures used in sociological research. Prerequisite 101, Required for all Sociology Majors.

202 Sociological Methods II 3 cr
A study of quantitative research methods used in social science. Emphasis is placed on the application and interpretation of statistics using computerized statistical packages such as SPSS. Prerequisites 101 and 201. It is highly recommended that the corequisite of Math 125 Fundamentals of Statistics be completed before taking this course. Required for all Sociology Majors. All students must be concurrently enrolled in SOC 202.

202L SOC Methods II Lab 1 cr
This lab provides guided computer training in data set construction and analysis. Prerequisites 101 and 201 and concurrent enrollment in SOC 202.

203 Social Gerontology 3 cr
An examination of the social and cultural forces that impact the aging process and the statistical and development of older adults in the United States.

205 Person and Society 3 cr
A study of the relationship between societal groups and the interaction of the family and its interaction with other community institutions.

260 Sociology of Social Problems 3 cr
A study of the major social problems apparent in American contemporary society. Examples of the problems which may be analyzed include poverty, violence, and environmental decline.

207 Sociology of Health and Illness 3 cr
What social and cultural factors affect the health of human populations? This course examines the social organization and social processes related to well-being and sickness in various societies. Prerequisite 101.

208 Racial and Ethnic Groups 3 cr
A comprehensive survey of roles performed and problems faced by racial and ethnic groups. Prerequisite 101.

209 Social Stratification 3 cr
An examination of who gets what and why. This course is a primary focus on the American setting. Prerequisite 101.

310 Sociology of Sex and Gender 3 cr
The study of how conceptions of masculinity and femininity are influenced by social institutions, how gender shapes the self, behavior and social relationships, and the characteristics of gender inequality. Prerequisite 101.

211 Social Deviance 3 cr
A study of the forms and consequences of social deviance and law. Prerequisite 101 or 103.

212 Drugs and Society 3 cr
The political, practical, and personal effects of substance use on society and individuals. Also considered are control and treatment of this problem.

213 Criminology 3 cr
A study of sociological explanations of criminality, correlates, causation, and criminogenic conditions. Prerequisite 103.

215 Mass Media and Society 3 cr
A study of the role of mass media in contemporary societies by examining the social, economic, political, and cultural contexts within which they operate. Prerequisite 101.

216 Delinquency and Society 3 cr
A study of the phenomenon, theories and causation of youth delinquency. Prerequisite 101 or 103.

217 Social Movements 3 cr
A study of sociological theories of social movements and an exploration of a number of contemporary protest movements and sociocultural movements. Prerequisite 101.

218 The American Judicial System 3 cr
A study of the American judicial system, including police, courts, correctional facilities, and institutions which are the subject matter of this course.

321 White Collar Crime 3 cr
The study of the phenomenon, and some of the critical issues in law enforcement. Prerequisite 101 or 103.

356 Community Corrections 3 cr
A study of community corrections agencies and programs for criminal offenders, including probation, intermediate sanctions, and parole. Prerequisite 103.

360 Development of Local, State, and Federal Court Systems, the Operation of These Courts, and Issues in Administration, and Case Law. Prerequisite 101.

364 Police Organization and Management 3 cr
Principles of organization, management, and supervisory techniques applied to law enforcement agencies. Prerequisite 103.

365 Contemporary Sociological Theory 3 cr
A study of selected contemporary theories and schools of thought. Prerequisite 101. This course OR 300 is required of ALL Sociology Majors.

371 The Law and the Juvenile Offender 3 cr
A survey of those aspects of the legal system that relate to the identification, processing, and rehabilitation of the juvenile offender. Prerequisite 103.

372 Social and Cultural Change 3 cr
An analysis of the perspectives, directions, processes, consequences and mechanisms of social and cultural change. Prerequisite 101.

378 Sociology of The City 3 cr
An analysis of urban life and its impact on social relations. Prerequisite 101.

379 Work and Organizations 3 cr
This course is designed to introduce the student to the critical examination of modern organizations. Emphasis will be given to issues of power both within the organization as well as between the organization and the larger society. Prerequisite 101 or 103.

394 Community Corrections 3 cr
A study of community corrections agencies and programs for criminal offenders, including probation, intermediate sanctions, and parole. Prerequisite 103.
369 Women and Crime 3 cr
The nature and extent of crime committed by women, the processing of women in the criminal justice system, and the theories of crime applied to female offenders. Also considered are women as victims of crime as well as opportunities for women as employees of the criminal justice system. Prerequisite 101

488 Special Topics 3 cr
Topics covered vary with faculty/student interest Current trends in sociology and periodic curriculum assessment Prerequisite 101

NOTE The following courses are cross-listed with the Graduate Center for Social and Public Policy

401/501 Complex Organizations 3 cr
The aim of this course is to give students a survey of the sociological approaches to the study of organizations. A historical perspective is used at the outset, focusing on scientific management, human relations, Weberian and other perspectives. Major attention is given to current sociological approaches — environment, technology, power, control and culture. As they impact upon organizations. Prerequisites 101 and senior standing

404/504 Social Ecology and Political Culture 3 cr
This is a socio-political analysis of urban culture including demographic diversity and trends in urban socialization. Historical and contemporary explanations of the urban and suburban environments provide an understanding of today's metropolis as the fabric for human groups to live and survive. Prerequisites 101 and senior standing.

408/508 Population 3 cr
This course examines interrelationships among population processes and social, economic and political patterns of development. Specific emphasis is placed on the demographic contexts and consequences for policies in developing and developed societies. Prerequisites 101 and senior standing.

409/509 Punishment and Corrections 3 cr
This course covers the corrections systems in this country including probation, parole, community corrections, jail and prison. How and by whom these agencies and facilities are administered and organized is examined. The system is studied from the perspective of parole and correctional officers, as well as how the correctional system impacts offenders. Prerequisites 101 and senior standing.

415/515 Health, Illness and Social Policy 3 cr
This course considers the major health and illness issues apparent in both regional and national areas. Students are involved in library and field research on the outcomes (identifiable or probable) of current or proposed policy responses to such health and illness issues. Prerequisites 101 and senior standing.

416/516 Minorities and Public Policy 3 cr
The historical evolution of American public policy toward minorities is examined. This includes the legal/constitutional changes, migratory patterns, social institutions and political mobilization. Contemporary problems and issues are evaluated within this context. Prerequisites 101 and senior standing.

NOTE The courses listed below are NOT Cross-Listed with the Graduate Center for Social and Public Policy

450/451 Fieldwork I, II 6 cr
(6 credits for 450, 6 credits for 451.) Internship in a number of different settings. 225 hours in placement are required for 6 credits. Prerequisite Majors must have 21 completed credits in the Major. **SENIORS AND MAJORS OR GERONTOLOGY CERTIFICATE STUDENTS ONLY. **Credits do not count toward the 33 required for the major.

454 Selected Readings 1 or 2 credits Independent, supervised reading. Prerequisite 27 completed credits in the major. SENIORS AND MAJORS ONLY.

455W Senior Seminar — Social Change and Social Structure 3 cr
A seminar designed to serve as a capstone to the student's academic career. Prerequisite 21 completed credits in the major. Required for All Sociology Majors with a Social Change and Social Structure emphasis. SENIORS AND MAJORS ONLY.

456W Senior Seminar — Criminal Justice 3 cr
A seminar designed to serve as a capstone to the student's academic career. Prerequisite 21 completed credits in the major. Required for All Sociology Majors with a Criminal Justice emphasis. SENIORS AND MAJORS ONLY.

STUDIO ART

Director
Madeline C. Archer, Ph D

A B A in Studio Art is offered as a component of a liberal arts degree

REQUIREMENTS FOR THE MAJOR:
Ten courses in Studio Art, including FINAR 101, 103, 120, and 130. In addition, four courses in Art History including ARTHY 111, 112, and 332

REQUIREMENTS FOR THE MINOR:
Five courses in Studio Art, including FINAR 101 and 103

101 Design I 3 cr
Design I is a foundation course that prepares students for more advanced work in art. It introduces the basic visual elements, principles of composition, and introductory design theory. Most of the work is two-dimensional, and in black and white.

103 Drawing 3 cr
An introductory course that exposes students to a systematic study of formal elements, visual perception, and drawing techniques and media. Problems lead students from simple forms and concepts to more complicated ones, culminating in drawing the human form.

120 Advanced Design 3 cr
This course builds on the principles introduced in Design I, with additional work and study in three-dimensional design and color theory. Students are encouraged to move away from preconceived notions about art, and to develop critical thinking skills in their discussion and analysis of compositions. An introduction to graphic art principles is included.

130 Painting I 3 cr
This is a foundation course that employs the acrylic medium. Students execute a series of projects that explore compositional and compositional issues, color theory, expressive issues, and conceptual development. Prerequisite 101 or 103.

203 Figure Drawing 3 cr
This course provides students with the opportunity for intensive study of the human figure through various drawing techniques. Prerequisite 102.

230 Advanced Painting 3 cr.
A further development of the skills and theory introduced in FINAR 21. Students must have 21 completed credits in the major. Required for All Sociology Majors with a Criminal Justice emphasis. SENIORS AND MAJORS ONLY

316 Intaglio Printmaking 3 cr
Intaglio media, such as etching, aquatint and engraving are introduced in this course. Prerequisite 101 or 103.

317 Lithography 3 cr
The planographic medium of lithography is explored in this printmaking course. Prerequisite 101 or 103.

320 Watercolor Painting 3 cr
Basic, optical, and conceptual compositions are developed in this course using the watercolor technique. Prerequisites 103 and 130.

330 Oil Painting 3 cr
Still life, figure painting, illustration and abstract problems are explored using the oil medium. Prerequisites 101 or 103.

335 Advanced Computer Art 3 cr
This course is an introduction to computer art. Students will be exposed to computer-generated imagery and design software. Prerequisites 101, 103.

350 Illustration Methods and Techniques 3 cr
This course explores the integration of drawing, painting, design and concept, expressed in illustrative compositions. Students study the history, problems and processes of illustration and engage in a series of projects which introduce them to the variety of visual problems and possibilities in illustration practices. Prerequisites 101, 103 (120 and 203 recommended).

360 Sculpture I 3 cr
This course explores sculptural elements through various materials and techniques with the goal of increasing the student's spatial conceptual abilities. Prerequisites 101 and 120.

365 Advanced Sculpture 3 cr
A continuation of the principles introduced in FINAR 360, using more permanent materials and more complex forms and projects. Prerequisites 101, 120 and 360.

375 Computer Assisted Illustration 3 cr
Computer technology and software are explored as aids to solving problems in illustration. Prerequisites 101, 103, 203, 350.

385 Photography 3 cr
Photographic techniques and equipment are introduced in this course. Students will explore compositional and conceptual issues while executing photographic assignments, and will study the history of the medium for analytical and comparative purposes. Prerequisite 101.

415 Natural History Illustration 3 cr
Prerequisites 103, 130, 350 (245 and 320 recommended).
DEPARTMENT OF THEOLOGY

Chairperson
Rev Sean Kealy, C S Sp

Duquesne's Department of Theology offers a program which undertakes an academic study of religion and experience. The Department emphasizes Catholic Theology, in dialogue with other traditions, non-Christian traditions and Judaism.

REQUIREMENTS FOR THE MAJOR
The major program consists of a minimum of 27 credits taken at the 200-level and above, chosen with the mentor's approval. These credits will include 2 courses in Biblical Studies, 3 in Religious and Theological Studies, 2 in Ethical Studies, 1 elective course from any of the above areas and the seminar course (number 498). A minimum of 12 credits, including the Seminar, must be completed.

REQUIREMENTS FOR THE MINOR
A minor consists of 12 credits taken at the 200-level and above. Students should consult the undergraduate mentor of the Theology Department for the design of the minor.

COURSE INFORMATION
The Department has organized its courses into three divisions: Biblical Studies, Religious and Theological Studies, Ethical Studies.

DEPARTMENT OF THEOLOGY

416 Medical and Scientific Illustration 3 cr
Prerequisites 103, 203, 235, 350 and 375

425 Advanced Computer Imaging 3 cr
Prerequisites 101, 103, 235, 350

435 Advanced Computer Graphics 3 cr
Prerequisites 101, 120, 235 and 245

445 Introduction to Multimedia 3 cr
Through the use of multimedia authoring software, audio and text sources that culminate in animated and interactive pieces. Both commercial and purely artistic problems will be explored. Prerequisites 101, 120, 235 and 245

475, 476, 477, 478 Special Topics in Computer Assisted Design and Imaging 3 cr each
Prerequisites: As indicated for special topic. Permission of Department required

405 Independent Study 3 cr
Permission of Department required Minimum of 18 credits of Studio Art must have been completed

410 Studio Art Internship 1-3 cr
Permission of Department required Minimum of 18 credits of Studio Art must have been completed

THE MCAUNTY COLLEGE OF LIBERAL ARTS

490 Field Experience in Biblical Archaeology 3 cr
Six weeks of supervised participation in an archaeological excavation in the Ancient Near East. Offered every two or three years, approval of participants by core staff required

493 Directed Readings in Biblical Studies 1-3 cr
Independent Study Department permission required

RELIGIOUS AND THEOLOGICAL STUDIES

213 The Old Testament 3 cr
A presentation of the Old Testament writings in the context of their culture, literary modes, theology, and themes

214 The New Testament 3 cr
A presentation of the books of the New Testament, including their literary makeup, historical origins and theological content

311 The Torah 3 cr
A study of the first five books of the Bible in the light of their historical, literary and theological features

313 Archaeology and the Bible 3 cr
An illumination through archaeology of the historical setting, the cultural background, and the events described in the Bible

315 Prophetic Literature of the Old Testament 3 cr
A study of classical Israelite prophecy which was characterized by sharp protests against social abuses, and by an urgent call to return to the roots of the Israelite faith

316 The Pauline Literature 3 cr
A critical study of the letters traditionally attributed to Paul (including Hebrews)

317 The Wisdom Literature of the Old Testament 3 cr
A study of Proverbs, Ecclesiastes, Job and other wisdom writings which treat both the practical search for happiness and the more speculative quest for meaning in life

321 The Gospel Literature 3 cr
A critical study of the four Gospels in the light of contemporary scholarship

324 The Johannine Literature 3 cr
A study of Gospel, Letters and the Book of Revelation in the light of contemporary scholarship

329 Special Topics in Biblical Studies 3 cr
An opportunity to pursue a particular interest of professor and students

331 The Church in the Modern World 3 cr
How the Christian community is a prophetic presence in secular society and a community which affirms and sustains human dignity and values

335 Theology of the Sacraments 3 cr
The seven sacraments as rituals and symbols in the growth of the life of Christians

345 Women and Christianity 3 cr
From the Bible to the churches today, with special attention to contemporary roles and spirituality

348 Religion in the United States 3 cr
The role played by religion in American society and culture, with special attention to historical developments and contemporary trends

372 Religious Themes in Literature and Film 3 cr
An exploration of religious experience and religious concepts as expressed in significant works in film and literature

375 Special Topics in Theology 3 cr
An opportunity to pursue a particular interest of professor and students

473/475 Special Topics in Biblical and Theological Topics 1-3 cr
Independent Study Department permission required

496 Seminar in Theology 3 cr
A critical analysis of selected topics in theology or of selected works by outstanding theologians, restricted to theology majors in their final year Department permission required

ETHICAL STUDIES

245 God, Money, and Power 3 cr
A study of the religious and ethical meaning of wealth and power in human life, both personally and socially

248 Religion and Ecology 3 cr
A study of the relation of the human to the rest of the earth community and the role religion has played in defining it

351 Sexuality, Sex, and Morality 3 cr
An analysis of the nature of sex and sexuality in Christian thought, the relevance of these concepts for contemporary moral life

353 Health Care Ethics 3 cr
A study of practical and theoretical issues in the ethics of health care

356 Special Topics in Ethics 1-3 cr
An opportunity to pursue a particular interest of professor and students
Requirements for the minor

15 Credits These must include 6 credits from the Core, the remaining 9 credits must be selected from qualifying courses in at least two of the participating departments.

Core Courses

210 Readings in Western Literature I 3 cr
A thematic survey of literature through the Renaissance

211 Readings in Western Literature II 3 cr
A thematic survey of literature from the Renaissance onwards

215 Non-Western Literature 3 cr
English translations of representative Asian and African literature

490 Topics in World Literature 3 cr
Study of literary texts from various national traditions addressing issues involved in the comparative study of literature. May be cross-listed with one or more courses in Classics, English, or Modern Languages and Literatures

Qualifying Department Courses.

Classics Any literature course, whether in translation or in the original language, numbered 200 or higher

English Any literature course at the 300 or 400-level

Modern Languages and Literatures Any literature course, either in translation or in the original language, above 306

Degree Requirements

The Bayer School of Natural and Environmental Sciences (BSNES) offers Bachelor of Science degrees in Biological Sciences, Biochemistry, Chemistry, Microbiology, and Physics, as well as Bachelor of Arts degree in Chemistry, Biochemistry, and Physics. For those students enrolled in the Binary Engineering program, Science majors may apply for the Pre-Health Professions Program, the B.S. Biology/Master of Science in Environmental Science and Management, the B.S. in Chemistry/Master of Science in Environmental Science and Management, the B.A. Physics/B.S. Engineering binary engineering program in cooperation with Case Western Reserve University or the University of Pittsburgh or the B.S. in Biology, Chemistry or Physics/Master of Science in Education.

Graduation Requirements

To receive the Degree of Bachelor of Science or Bachelor of Arts in the BSNES, a student must complete the following requirements:

- A minimum of 120 semester hours of course credits
- The last 30 hours must be taken at the University
- University Core Curriculum as described below
- Thinking and Writing Across the Curriculum
- Imaginative Literature and Critical Writing
- Problem Solving with Creative Math
- Core Science (Biology, Chemistry or Physics)
- Core Theology (Select one of six courses)
- Basic Philosophical Questions
- The Arts and the Human Experience
- Social, Political and Economic Systems
- The Shaping of the Modern World

- General Requirements as described below
  - Language Proficiency at the 202-level
  - History/Literature 6 cr (must include literature)
  - Social Sciences (Psychology, Sociology, Political Science) 6 cr (2 disciplines must be represented)
  - Communications 3 cr
  - Philosophy/Theology 6 cr (must include Philosophy)

- Major program (refer to departmental requirements)
- An overall minimum cumulative quality point average of 2.0 A minimum cumulative quality point average of 2.0 in the major
- Removal of I and F grades both in the major department and in the required courses
- Pre-registration (on form SRI) for B.S./B.A. degree in major field Submission of application for the degree on form provided by the Registrar, before the deadline published in the current University calendar. No student is considered a degree candidate prior to submission of this form and official registration for the degree

Academic Policies

Effective Catalog
Academic policies and degree requirements are those stipulated in the catalog of the year in which the student matriculates. The student is responsible for knowing the requirements for the degree. Requirements may be changed without notice or obligation. Major requirements are those stipulated in the catalog of the year in which the student declares the major.

QPA
Students must maintain a quality point average (QPA) of 2.00 or better to remain enrolled in the School.

Academic Load
Students normally carry five courses (15-17 credits) in one semester, although a 12-credit schedule in a regular semester is considered full-time study. A schedule of more than 18 credits must be approved by the student advisor. Students on academic probation may not take more than 15 credits. Students who wish to carry more than 12 credits of courses in the summer sessions must consult with the Chair of the department in which the student is majoring.

Residence Requirement
The last thirty credits must be taken in residence at Duquesne University.

Majors
A major may be declared at the time of a student’s admission into the BSNES, and must be declared at
SPECIAL PROGRAMS

PRE-LAW
Students who intend to prepare for a career in law may select any subject area for the undergraduate major. Students will be expected to meet degree requirements in the major department, as well as admission requirements of the law school of their choice.

LIBERAL ARTS ENGINEERING
Students who intend to prepare for a career in engineering may enter a 2+2 binary program that Duquesne University maintains with Case Western Reserve University in Cleveland, Ohio, and the University of Pittsburgh. Under the guidance of a faculty mentor, students will follow a three-year program at Duquesne University, then enter an engineering program at Case Western Reserve University or the University of Pittsburgh.

Upon completion of the program at Case Western Reserve University or the University of Pittsburgh, students will be awarded the B.A. Degree in Physics from Duquesne and the B.S. Degree from the School of Engineering in their junior year.

For details, consult with the faculty mentor for the Binary program in Engineering in the Physics Department.

BACHELOR’S-MASTER’S PROGRAM IN BIOLOGY, MICROBIOLOGY, OR CHEMISTRY AND ENVIRONMENTAL SCIENCE AND MANAGEMENT

For students planning careers as environmental professionals, the School offers a unique, five-year program providing a bachelor of science degree in biology, microbiology, or chemistry and a master of science in environmental science and management.

Students who wish to complete the joint B.S./M.S. program will follow the curriculum for the appropriate major in the School of Natural and Environmental Sciences. They may begin coursework in the Environmental Sciences in the third year. The bachelor of science degree will be awarded at the end of the fourth year if all University and College Core Curriculum requirements have been met. Students must have earned a cumulative GPA of 3.0 or better to be permitted to continue graduate coursework in the Environmental Science and Management (ESM) program during the fifth year.

JOINT DEGREE PROGRAMS FOR SCIENCE TEACHERS

For students who are seeking a rewarding career as science educators, the BS/NESE and the School of Education offer a unique five-year Bachelor of Science in biology, chemistry, or physics and a Master of Science in education joint degree program. Students enrolled in the BS/NESE in the Departments of Biological Sciences, Chemistry and Biochemistry, or Physics and apply to the Graduate School of Education for admission to the joint degree program.

Students who wish to seek certification in General Science take additional courses beyond the requirements in one of the natural science disciplines. The Bachelor of Science degree is generally awarded in the senior year after completion of the undergraduate course requirements and the Master of Science in Education degree in the fifth year of study after completion of all graduate course requirements.

Further information is available from the Student Advisor or the Office of the Dean.

SECOND BACHELOR’S DEGREE

A student who has received a bachelor’s degree from another school may become eligible for a second bachelor’s degree by earning an additional 30 semester hours in residence in the BS/NESE and by meeting all department and School requirements if not already satisfied. The additional 30 credits must be completed at the University and may not be taken through cross-registration. Further information is available from the Student Advisor.

THREE-YEAR BACHELOR’S DEGREE

For more information contact the Office of Admissions or the Dean’s Office.

MAJORS

Biochemistry
Microbiology
Biology
Chemistry

DEPARTMENT OF BIOLOGICAL SCIENCES

Chairperson
H. Bernard Hartman, Ph.D.

Professors
Peter Castric, Ph.D.
H. Bernard Hartman, Ph.D.
Arnis Sideropoulous, Ph.D.
Steven Thomas, Ph.D.

Associate Professors
Olushola Adeyeye, Ph.D.
Kenneth Boyd, Ph.D.
John Doctor, Ph.D.
Kyle W. Selcer, Ph.D.
John P. Stolz, Ph.D.

Assistant Professors
Mary Alleman, Ph.D.
Jeffrey W. Clemens, Ph.D.
David J. Lampe, Ph.D.
Joseph McCormick, Ph.D.
Melissa A. Melan, Ph.D.

Adjunct Faculty
Arthur K. Katal, Ph.D.
Spyros D. Kommos, D.Sc.
Shivendra V. Singh, Ph.D.
Tata Subhas, Ph.D.

Biology Requirements Total credits 38

Biology I 3 cr
Biology I Lab 1 cr
Biology II 3 cr
Biology II Lab 1 cr
Cell Chemistry 3 cr
Cell Biology 3 cr
Genetics concentration 3 cr
Microbiology concentration 3 cr
Physiology concentration 3 cr

BAKER SCHOOL OF NATURAL AND ENVIRONMENTAL SCIENCES
DEPARTMENT OF BIOLOGICAL SCIENCES

BAYER SCHOOL OF NATURAL AND ENVIRONMENTAL SCIENCES

Co-requisite Science/Math Requirements

Total co-req credits 37

- General Chemistry I 5 cr
- General Chemistry II 5 cr
- Organic Chemistry I 4 cr
- Organic Chemistry II 4 cr
- Biochemistry 4 cr
- General Physics I 4 cr
- General Physics II 4 cr
- Calculus I 4 cr
- Biostatistics (Math 225) 3 cr

REQUIREMENTS FOR THE MINOR

The department offers two minor programs:

1. Professional Minor which consists of 121, 122, 123, 124 and a minimum of 12 credits selected from the department's major courses numbered 200 or above. Individual course prerequisites must be met.
2. Academic Minor which consists of 121, 122, 123, 124 and a minimum of 12 credits selected from the department's courses numbered 200-395. Courses which are open to either majors or non-majors may be selected. Individual course prerequisites must be met.

NON-MAJOR COURSES (Courses may not be taken for Biology major credit)

101 Introduction to Life Processes 2 cr
- An emphasis on the fundamental biochemical and cellular concepts required for a solid understanding of life's processes. This information will provide the background for the Anatomy & Physiology and Biology of Microbes courses. Lecture and Recitation

102 Introduction to Life Processes Laboratory 1 cr
- Laboratory experiments and demonstrations illustrating biochemical and cellular processes. The lab is designed to accompany the Lecture & Recitation

201 Biology of Microbes 2 cr
- Examination of microbes as to what they are, how they grow, how they may be controlled, what their relationships to other living things are, and how some of them cause disease. Lecture Pre-requisites 101, 102 or 121, 122, 123, 124 or CORE 171

202 Biology of Microbes Laboratory 1 cr
- Prerequisite 201 (or concurrent registration)

203 Introductory Microbiology 3 cr
- Introduction to microorganisms, their morphology, metabolism, ecology, and cultural characteristics, with emphasis on their interaction with other organisms, including man. Principles of medical and health related aspects of microbiology, immunology and animal virology are presented. This course is restricted to Health Sciences students only. Lecture

204 Introductory Microbiology Laboratory 1 cr

207 Anatomy and Physiology I 3 cr
- This course is for aspiring health care workers. It provides a solid foundation in normal human anatomy and physiology. Prerequisite 101, 102 or 121, 122, 123, 124 or CORE 171

208 Anatomy and Physiology I Laboratory 1 cr
- Laboratory exercises include both microscopic and gross examination of human anatomy. Prerequisite 101, 102 or 121, 122, 123, 124 or CORE 171

209 Anatomy and Physiology II 3 cr
- Continuation of BIOL 207, emphasizing the mechanisms employed to maintain the body's homeostasis. Prerequisite 101, 102 or 121, 122, 123, 124, 207 & 208 recommended for Lab.

210 Anatomy and Physiology II Laboratory 1 cr
- Continuation of 208. Laboratory Prerequisite or co-registration 209, 207 & 208 recommended

MAJOR COURSES

All courses for majors are also open to non-majors, providing that individual course prerequisites and background expectations are satisfied.

121 Biology I Diversity, Ecology, Evolution 3 cr
- An introduction to the scientific study of living systems at the organismal, community, and ecosystem levels by surveying diversity in the five kingdoms, ecology and evolution. This course and BIOL 202 provide basic information and concepts necessary to understanding living systems and their interrelationships.

122 Biology II Cells, Genetics, Development 3 cr
- Study of living systems at the molecular, cellular, and multicellular levels. This semester is an introduction to cell chemistry, cell structure and function, energetics, inheritance, reproduction and development. Prerequisite 121, other majors equivalent

211 Cell Chemistry 3 cr
- An introduction to cell biology. Prerequisites: BIOL 121, other majors equivalent

213 Cell Biology 3 cr
- An introduction to the structure, function and physiology of cells. Prerequisite BIOL 122, other majors equivalent

311 Genetics 3 cr
- A study of the progression through time and space from a single cell, the fertilized egg, to a complex multicellular organism. The powerful tools of molecular and cellular biology have linked the fields of embryology, morphology, genetics, and evolutionary biology to reveal how cells, tissues, organs, and organisms develop. This course explores the processes of morphogenesis, differentiation, pattern formation, growth, and reproduction at the molecular, cellular, and organismal levels to provide a current overview of development in a wide variety of organisms. Prerequisite C or better in 213

315 Developmental Biology 3 cr
- An examination of the molecular and cellular mechanisms of mammalian body function, including consideration of the basic components of biological control systems and the manner in which various mammalian systems contribute towards the maintenance of physiological homeostasis in health and disease. Lecture: Prerequisite C or better in 213, or permission of the instructor.
316 Comparative and Environmental Physiology 3 cr
This course focuses on the diversity of physiological mechanisms that different animals employ, including the high level of physiological and biochemical adaptation and specialization found in animals that live in diverse and challenging environments, or that possess other exceptional physiological abilities. Prerequisite C or better in 213 or permission of the instructor Lecture

334 Medical Microbiology 3 cr
A systematic coverage of medical microbiology and its role in clinical medicine. Emphasis is based on current concepts of infectious disease and microbial genetics as it pertains to pathogenicity. Special attention is given to host-parasite interactions and to the interpretation and significance of laboratory findings in the diagnosis and treatment of human microbial disease. Prerequisites 121, 122, 123, 124, and 219 or equivalent or permission of the instructor. Lecture

370 Lab I Experimental Biology 3 cr
This junior level lab course sequence is designed to provide students with a multidisciplinary lab that reflects the integration of different disciplines in the broad areas of cellular and molecular biology. The course emphasizes techniques and approaches in the molecular, biochemical, and cellular biology of organisms from bacteria to mammals. Included are an introduction to research skills (computer use, library resources), characterizations and manipulations of cellular macromolecules including proteins and nucleic acids, and microscopy. Laboratory Prerequisites 211, 213

371 Lab II Cell and Molecular Biology 3 cr
The second semester continues to build on BIOL 370 through investigative labs in cellular and molecular biology (experimental embryology, genetic mapping, constructing transgenic organisms, microscopy of cellular structures) and includes a capstone lab mini-project for the last portion of the semester. Laboratory Prerequisite 370

372 Lab III Cell and Systems Physiology 3 cr
The second semester continues to build on BIOL 370 through investigative labs in cardiovascular/respiratory physiology, muscle and neurophysiology, and endocrinology. Students will investigate selected physiological processes at different levels (whole organisms, tissues, cells, cellular) using a range of techniques (electrophysiological, isolated organ, pharmacological, cellular, molecular) and procedures (computer-based data acquisition, surgical, tissue culture, microscopy). This course exposes students to a broad range of skills and understandings that contemporary physiological research encompasses. Laboratory Prerequisites 315, 316, 370

373 Lab IV Microbiology 3 cr
The second semester continues to build on BIOL 370 through investigative labs in microbial physiology, ecology, and genetics. This laboratory also examines cell culture, virology and immunological techniques used in microbiology and virology. Laboratory Prerequisite 370

395 Special Topics - Biotechnology 1-3 cr
Treatment of topics of current or special interest in biology. Lecture, laboratory or combinations

396 Special Topics - Microbiology 1-3 cr
Treatment of topics of current or special interest in microbiology. Lecture, laboratory or combinations

398, 399 Undergraduate Research 1-3 cr
Opportunity for selected students to work in the laboratory on research problems under the direction of a faculty member. Registration by permission of instructor. Laboratory

400 Biotechnology Laboratory Techniques 3 cr
A course to familiarize the student with a variety of biological and biochemical techniques used in such areas as medical and industrial biotechnology, science education, and biological research. The extraction, assay, and chemical analysis of a bacterial enzyme will be carried out. Purification of this enzyme by ion-exchange chromatography and gel filtration will be done. Physical analysis of this enzyme using polyacrylamide gel electrophoresis (of native and denatured) as well as electro blotting and isoelectric focusing will be carried out. Prerequisite organic chemistry or permission of the instructor. Lecture and laboratory

402 Research Skills 3 cr
Students experience a variety of contemporary computer and laboratory skills that are essential for efficiently carrying out and publishing research. Areas of familiarization include intermediate level proficiency in using various common software, photographic and electronic slide making, bar-coding, image capturing and manipulation techniques, automated data acquisition, reduction, and analysis techniques, scientific computing, computer network skills, nucleic acid sequence analysis, library skills, electronic reference searching and retrieval procedures, personal reference database establishment and management techniques, and scientific writing skills. Permission prerequisite permission of the instructor. Lecture and laboratory

403 Techniques in Light and Electron Microscopy 3 cr
This course includes an introduction to light microscopy (phase, differential interference contrast, brightfield, darkfield, and fluorescence microscopy), transmission electron microscopy and scanning electron microscopy. It covers specimen preparation (fixation, embedding, sectioning), photomicroscopy and darkroom techniques (film developing and printing), in addition to image analysis, enhancement and interpretation. Students are required to do a project outside of class hours. Prerequisite permission of the instructor. Lecture and laboratory

405 Microbial Genetics 3 cr
A course providing the fundamentals to the rapidly growing field of microbial genetics. Emphasis is on fundamental concepts and techniques. Areas to be discussed are DNA replication, transcription, translation, control of gene expression, transformation, conjugation, transduction, genetic fine structure and co-linearity, mapping methods, mutation, DNA repair, plasmids, and their properties. Genetic engineering, gene cloning, and in vitro recombinant DNA are discussed. Prerequisite admission to a course in microbiology and/or biochemistry. Lecture

407 Recombinant DNA Techniques 3 cr
This course provides a broad hands-on introduction to contemporary techniques in molecular biology. Manipulation of cloned DNA using restriction endonucleases, ligases, and phosphatases will be carried out. Molecular cloning using both plasmid and bacteriophage vectors will be done. Nucleotide sequencing and sequence analysis will be discussed. The student will carry out a nucleic acid hybridization in the form of a Southern blot. Cloned DNA will be transformed into E. coli. Analysis of cloned DNA using a reporter gene will be carried out. DNA amplification using the Polymerase Chain reaction will be done. Prerequisite organic chemistry or permission of the instructor. Lecture and laboratory

417 Vertebrate Microstructure 3 cr
A study of various level structures and the relationship of that structure to function. Prerequisites 121, 122, 123, 124 and permission of the instructor. Lecture

418 Vertebrate Microstructure Laboratory 1 cr
Completion of or concurrent registration in 417 is required.

420 Natural History of Animal Viruses 3 cr
Prerequisite permission of the instructor. Laboratory course. In this course, animal viruses will be studied from the viral genome to its interaction with the host cell. Prerequisite a course in molecular biology and/or biochemistry. Lecture

421 Cell Culture and Virology Lab 2 cr
This laboratory course will cover cell culture techniques, propagation and assays for virus, detection of virus antigens and utilizations of virus-specific antibodies. Permission prerequisite of the instructor. Lecture

422 Cell Culture and Virology Lab 2 cr
This laboratory course will cover cell culture techniques, propagation and assays for virus, detection of virus antigens and utilizations of virus-specific antibodies. Permission prerequisite of the instructor. Lecture

424 Immunology 3 cr
A course in the fundamental mechanisms of the immune system with applications in basic research, medicine and public health. Topics include the mechanisms of induction, regulation, and expression of the cellular and humoral immune responses, immunology, antigen-antibody reactions, immunogenetics, immunopathologies, and immunodeficiencies. Prerequisite permission of the instructor. Lecture

425 Molecular Virology 3 cr
This course is a study of the molecular biology of animal viruses. Major emphasis is placed on virus structure and morphology, virus replication and interaction with the host cell, and molecular genetics. Prerequisite a course in molecular biology and/or biochemistry. Lecture

426 Pathogenic Microbiology 3 cr
Study of the infectious agents of human disease with emphasis on host-parasite relationships, understanding of basic cellular activities and organization, metabolism, regulation and genetics which contribute to pathogenicity, including identification of bacteria and principles of prevention, treatment, and laboratory diagnosis. Prerequisite a course in microbiology or permission of the instructor. Lecture and laboratory

427 Microbial Ecology 3 cr
In this course the interaction of microorganisms, primarily bacteria, with each other, plants, animals and fungi, and the environment will be explored. Topics such as photosynthesis, biogeochemical cycling, energy metabolism, microbial evolution, and the role of microorganisms in the biosphere will be examined. Prerequisites 213, 219, and CHEM 222, or permission of the instructor. Lecture

429 Microbial Physiology 3 cr
This is a course which focuses on microbial energy metabolism, biosynthesis, metabolic regulation, and cell structure. Energy metabolism includes organotrophy (aerobic and anaerobic respiration, fermentation), chemolithotrophy, and phototrophy. Select topics of microbial biosynthesis, including cell-envelope biosynthesis, will be covered. Regulation of energy metabolism and biosynthesis at the levels of gene expression and enzyme activity will be a major topic in this course. Prerequisites organic chemistry and a course in microbiology or permission of the instructor. Lecture

432 Environmental Microbiology 3 cr
An in-depth look at how microbes, both prokaryotic and eukaryotic, interact with their environment. Microbial pathways involved in biogeochemical cycles and biomineralization as well as the design and use of Genetically Engineered Microbes (GEMs) are examined in detail. Prerequisites organic chemistry and a course in microbiology or permission of the instructor. Lecture

436 Environmental Ecology 3 cr
This course provides an overview of man's impact on the environment. Basic ecological principles are examined in the context of man's interaction with the biosphere. The ecological effects of pollution and other man-made disturbances are discussed. Topics include principles pertaining to ecosystems, communities and populations, biogeochemical cycles, sources of pollution, effects of pollutants on terrestrial and aquatic ecosystems, deforestation, loss of
444 Plant Biology 3 cr
An in-depth examination of plant biochemistry, genetics, development, and physiology. Emphasis is placed upon the presentation of current research problems and findings in plant biology. Typical subjects will include developmental genetics, applications of molecular biology to understand cellular structure and function, ecological physiology, and plant/organ relationships. Prerequisites 311, 313 or permission of instructor.

445 Advanced Cell Biology 3 cr
An in-depth examination of advanced topics in cell biology. Subjects such as cytoskeletal protein assembly, kinetics, motor molecules, cell cycle controls and membrane biophysics will be discussed, as well as the cellular aspects of diseases such as cancer, Alzheimer's disease, and AIDS. Course materials are drawn from review articles and recent primary research reports. Prerequisites 213 or permission of instructor.

455 Cardiovascular & Respiratory Physiology 3 cr
This advanced course provides students with an in-depth understanding of contemporary cardiovascular and respiratory system biology. Topics covered include cardiac cell biology and regulation, the endothelium, the microcirculation, vascular smooth muscle biology and regulation, regional circulations, body defense mechanisms, the respiratory properties of blood, pulmonary mechanics and gas exchange, ventilation/perfusion matching, and acid-base balance. After considering the molecular and cellular mechanisms that underlie normal function, the integrated responses to various stresses and diseases are considered. Prerequisite: an animal-based physiology course or permission of the instructor.

456 Cardiovascular & Respiratory Physiology Laboratory 1 cr
The primary objectives of this laboratory are to facilitate students with a variety of techniques and analytical instruments used by researchers and clinicians alike to quantify and assess cardiovascular and respiratory system function, and, to enhance the student's ability to analyze and meaningfully interpret cardiovascular and respiratory system data through laboratory experiments supplemented by interactive microcomputer simulations. Prerequisite: an animal-based physiology course or permission of the instructor.

457 Reproductive Physiology 3 cr
This course offers a broad overview of mammalian reproductive physiology. The major emphasis will be on human/primateline biology, but other mammalian species will be included for comparison. The application of modern techniques of cellular and molecular biology and central questions of reproductive physiology will be explored in more detail. Prerequisites 315 or permission of the instructor.

460 Endocrinology 3 cr
This advanced integrative physiology course investigates the role of the endocrine system in coordination and regulation of body activities. Topics include homeostasis, reflex arcs, hormone synthesis, hormone action and signal transduction, hypothalamic-pituitary axis, regulation of salt, mineral, and water balances, regulation of energy metabolism, reproduction, growth, and development. This course is appropriate for biology and biochemistry majors interested in physiology, as well as for pre-health professions students. Prerequisites 211, 213.

467 Molecular Genetics 3 cr
An advanced course in molecular genetics. Content will vary from year to year but will include topics in gene regulation, gene expression, and genome structure and function in both prokaryotes and eukaryotes. This course is open to biology seniors who have had BIOL 311, biochemistry majors who have completed CHEM 524 may also take this course. Lecture.

480 Readings in Cellular and Molecular Biology 1 cr
Discussion and critical evaluation by faculty and students of significant papers from the recent research literature.

481 Readings in Cell and Systems Physiology 1 cr
Discussion and critical evaluation by faculty and students of significant papers from the recent research literature.

482 Readings in Microbiology 1 cr
Discussion and critical evaluation by faculty and students of significant papers from the recent research literature.

490 Seminar 1 cr
Students attend and participate in weekly departmental research presentations and demonstrations by biological scientists from the Department of Biological Sciences, field stations, biotechnology laboratories, and other universities.

480 Readings in Cellular and Molecular Biology 1 cr
Discussion and critical evaluation by faculty and students of significant papers from the recent research literature.

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Discussion and critical evaluation by faculty and students of significant papers from the recent research literature.

482 Readings in Microbiology 1 cr
Discussion and critical evaluation by faculty and students of significant papers from the recent research literature.

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Students attend and participate in weekly departmental research presentations and demonstrations by biological scientists from the Department of Biological Sciences, field stations, biotechnology laboratories, and other universities.

Because of the fundamental nature of chemistry as a science, numerous opportunities for advanced study, as well as employment, are open to chemistry and biochemistry majors. A large percentage of students elect to continue their study in graduate programs in chemistry and related fields. Chemists and biochemists provide a core of personnel in pure and applied research, technical sales, technical libraries, management positions in the chemical and related industries, the space industry, education, the environmental sciences and the health professions, such as medicine, dentistry and veterinary medicine. The major in biochemistry centers around the core of basic chemistry courses while also providing advanced courses in biochemistry and electives in biology.

REQUIREMENTS FOR THE CHEMISTRY AND BIOCHEMISTRY MAJORS
All students must take 121, 122, 211, 212, 221L, 231L, 321, 323, and 421, Mathematics 115, 116, Physics 211, 212, Biology 121, 122, 123, 124.

Chemistry Major
B A Chemistry 120 cr All students must take 322, 324, 422, 422L, senior seminar, and Math 215
B S Chemistry 124 cr All students must take 322, 324, 422, 422L, two Chemistry electives, senior seminar, and Math 215

Biochemistry Major
B A Biochemistry 122 cr All students must take 401, 401L, 402, senior seminar, and Biol 213
B S Biochemistry 125 cr All students must take 401, 401L, 402, 322, senior seminar, Biol 213, and two 300-400 level Biology electives

To meet the American Chemical Society's requirements for Professional Certification, the Chemistry Major must elect two additional courses from the following: 401, 402, 523, 524, 537, 538, 545, 546, 547, 572, Mathematics 216 or 306, and Physics 306, one of these must be taken with a laboratory. This laboratory requirement can also be fulfilled with 490 The Biochemistry Major must take 322, 324, and 422 for certification.

REQUIREMENTS FOR THE MINORS
A minor in Chemistry or Biochemistry consists of 121, 122 and a minimum of 12 credits selected from Departmental courses numbered 200 or above. Normally, 211 and 211L, 212, 212L, 401 and either 402 or 401L will constitute a minor in Biochemistry. Individual course prerequisites must be satisfied.

111, 112 Principles of Chemistry 3 cr each
The course is divided into three segments: general, organic, and biochemistry. In the section devoted to general chemistry the laws of chemical behavior and bonding are developed with particular reference.
The fundamental principles and concepts of chemistry are presented from the standpoint of atomic and molecular structure with illustrative examples from descriptive chemistry. The basic concepts of thermodynamics, chemical kinetics and equilibrium are introduced. The laboratory portion of the first semester illustrates physical and chemical properties in a quantitative manner, and the laboratory portion of the second semester illustrates the principles of atomic equilibrium including qualitative inorganic analysis. Prerequisite for 121 Math 105 (College Algebra and Trigonometry) or a Math SAT greater than 500 or equivalent for 122. Lecture, three hours, laboratory, two hours. Prerequisites: high school algebra or its equivalent for 111, 112, 121, or 131 for 112.

121, 122 General Chemistry 5 cr each

This course covers the fundamental principles of inorganic chemistry, organic chemistry, and biochemistry in an integrated two-semester sequence. The first part of the course deals with basic chemical concepts, including stoichiometry, the periodic table, equilibrium, structure, and bonding, and acid-base chemistry. The next part of the course provides an overview of the reactions and strategies used in synthesis of organic compounds. The use of NMR and IR spectroscopy to identify organic compounds is also emphasized. Prerequisites: 122 for 211, 211 for 212 Lecture, four hours.

211L, 212L Organic Chemistry Lab 1 cr each

This lab exposes students to basic synthetic and purification techniques used in organic chemistry. Both microscale and macroscale equipment are used. The student acquires a knowledge of the various methods of qualitative organic analysis and also learns to generate and interpret IR and NMR spectra. Prerequisites: 211L for 211L, 212L for 212L. Must be taken prior to or concurrent with 211L, 212L must be taken prior to or concurrent with 212L. Laboratory, three hours.

221L, 222L Organic Chemistry Majors' Lab 1 cr each

Students cover the same techniques as the 211L, 212L labs. In 221L and 222L students are taught additional techniques useful for undergraduate research. They are permitted hands-on use of various instrumentation such as the NMR spectrometer, gas chromatograph, and GC-MS instruments. Students are introduced to the chemical literature and perform individual research projects involving multi-step syntheses. Prerequisites: 211L for 221L, 222L. 211 must be taken prior to or concurrent with 211L, and 212 must be taken prior to or concurrent with 222L. Laboratory, six hours.

321, 322 Physical Chemistry 3 cr each

A study of the structure and properties of the various states of matter, thermodynamics, thermochemistry, kinetics, and an introduction to quantum chemistry. Prerequisites: Physics 202 or 212, Chemistry 122, Mathematics 116. Lecture, four hours.

323, 324 Physical Chemistry Laboratory 1 cr each

Laboratory portion of Chemistry 321, 322, four hours.

401 General Biochemistry I 3 cr

An introduction to modern biochemistry at the molecular level. The course includes discussion of the structure and function of proteins, the chemical mechanisms and regulation of enzyme catalysis, membrane structure and function, the structure and metabolism of carbohydrates, and the bioenergetics of ATP synthesis and utilization. Prerequisite: Chemistry 212 Lecture, four hours.

401L Biochemistry Laboratory 1 cr

Students are introduced to the basic techniques of biochemistry, including protein assay, protein electrophoresis, gel filtration and affinity chromatography, Western blotting, and enzyme assay. Students must be taken prior to or concurrent with 401L. Laboratory, four hours.
DEPARTMENT OF PHYSICS

BAYER SCHOOL OF NATURAL AND ENVIRONMENTAL SCIENCES

200 Physics for Pharmacists 4 cr
A laboratory course designed especially for Pharmacy students to provide a basic knowledge of Physics and its relationship to pharmaceutical science. Topics normally covered include mechanics, properties of matter, heat and thermodynamics, basic electricity, wave motion, and light, and selected topics in modern physics. Credits do not count toward graduation. Two hours

201, 202 General Physics 4 cr each
Designed to give the student a basic knowledge and understanding of mechanics, properties of matter, heat, wave motion, sound, magnetism, electricity, light, and modern physics through the use of modern day examples and applications. At the completion of this course the student should have attained a working knowledge of physics, its techniques and reasoning such that the knowledge of physics gained may be applied to future work in the sciences or other fields of endeavor. Prerequisite Mathematics 105 or the equivalent. Students who have completed Mathematics 116 and pre-engineering students should take 211, 212. Lecture, four hours, Laboratory, two hours

203 Astronomy 3 cr
This course provides the student with a sampling of the principles and concepts of elementary astronomy and astronomical observation. Topics covered may include the scale of the cosmos, the celestial sphere, the solar system - past, present and beyond, astronomical tools, properties of stars and starlight, the life cycle of stars, black holes and neutron stars, and the origin, evolution and properties of galaxies. The question of life on other worlds may also be examined. This course presumes no scientific background, and is open to all students within the University. It is also suitable for completion of non-core science requirements for students in the College of Liberal Arts. A physical science course for School of Education students

211, 212 General Analytical Physics 4 cr each
An introduction to the fundamental theories and applications of classical physics designed for students of science and engineering. A good algebra and trigonometry background is presumed and methods of using the calculus are presented. The approach is strongly quantitative and emphasizes the solving of problems. Mechanics and electromagnetism are treated in detail in 211 and 212, respectively. Brief treatment of optics and modern physics. Usual prerequisites include Mathematics 116. Lecture, three hours, Laboratory, two hours

301 Thermodynamics 3 cr
This is an intermediate level course covering the fundamental principles of thermodynamics, kinetic theory and statistical mechanics. The following is a part of the integral content of thermodynamics: systems, work, heat, the first and second laws of thermodynamics, ideal gases, entropy, Maxwell's equations, the kinetic theory of ideal gas, and the concept of statistical mechanics. Prerequisite: Mathematics 215

306 Applications in Electronics 3 cr
This course seeks to combine a treatment of the principles of modern electronic instrumentation with practical laboratory experience. Topics which will be included are passive and active electronic components, electronic measuring instruments, power supplies, amplification, feedback and control, linear and digital devices. Emphasis will be on understanding instrumentation rather than on advanced principles of design. Prerequisites 202, or 212 or permission of instructor. Lecture, two hours, Laboratory, two hours, one technical project.

329 Advanced Laboratory I 1 cr
This course is designed to acquaint the student with the basics of modern electronics to the extent that the student will have a sufficient background to design and use simple electronic circuits in future research. A set of experiments is performed and analyzed by the student. The subject covered include: Discrete Component Electronic Circuits and Measurements, Binary numbering systems, Gating Circuits, Boolean Algebra, Digital decoding, multiplexing and sequencing, flip-flops, counters, digital wave generation, and simulation. A time measurement and shift registers. Prerequisites 212 or 202 and consent of instructor

330 Advanced Laboratory II 1 cr
A continuation of Advanced Laboratory I which includes the following. Random Access Memory, Analog to Digital and Digital to Analog Conversion, Operational Amplifiers, Active Filters, Function Generators and practical applications of digital circuits including some computer interfacing. Prerequisites 329 or consent of instructor

350/550 Theoretical Methods in Science 3 cr
This course will include a variety of theoretical methods that are useful for general problem solving in advanced science and engineering courses. For example, in atomic and molecular structure, mechanics, electricity and magnetism, thermodynamics, and hydrodynamics, there are a variety of specialized differential equations (both ordinary and partial) that will be studied. We will also address certain elementary problems involving the Schrödinger wave equation, which occurs in quantum mechanics. In addition, we will include other selected theoretical topics, such as wave, motion, and tensor methods, complex arithmetic and complex variable theory, Fourier and Laplace transforms, and general expansions using orthogonal functions. Also, simple statistical methods and numerical algorithms may be covered, e.g., least squares fitting, Newton's method, and various Gaussian integration schemes. Prerequisite Mathematics 215

451/561 Mechanics 4 cr
An intermediate level theoretical classical mechanics involving concepts and problems that require the application of vectors, calculus, matrices, etc., many of which will be reintroduced in the course. A good calculus background is indispensable. The topics normally covered are oscillations, the motion of a particle in 3-dimensions, central force systems, dynamics of many particles, transformation to the center-of-mass system, collisions, non-inertial systems, and the Lagrangian and Hamilton formulations of mechanics. Prerequisites 12, Mathematics 215

472/572 Electromagnetism 4 cr
An intermediate level course in the science and engineering of electricity and magnetism. The following topics will usually be discussed: electrostatics, energy relations in electric fields, dielectrics, currents and their interaction, magnetic properties of matter, AC circuits, Maxwell's equations, and electronic applications of these topics. Prerequisites 212, Mathematics 215

473 Optics 3 cr
This course introduces the student to the principles and applications of wave optics, geometric optics, and quantum optics. Specific topics include Maxwell's equations as they apply to electromagnetic radiation, reflection and refraction with dielectric and conducting media, polarization, Jones formalism, properties of lenses and mirrors, photon theory and the laser. While this course has no formal laboratory component, laboratory exercises and demonstrations are included at appropriate times throughout the course. Prerequisites 212, Mathematics 215

475 Applied Laser Optics 2 cr
This course is primarily an experimental course with an emphasis on student work in a laboratory setting. It is open to all interested science students and is mandatory for all physics majors. Some experiments to be performed are Laser assembly, the characteristics, polarization, shapes, and the time nature of a laser beam, the reflection, diffraction, interference and spectra of lasers and holography. More advanced experiments could be performed as special projects. Prerequisites 402 or consent of the instructor

476 Introduction to Microcomputers 3 cr
An introduction to the electronic design of macro and microcomputer systems and the methods of interfacing microprocessors and PCs to the outside world. Students will examine aspects of assembler and special languages for small computers are examined and applied to microprocessor data acquisition from and control of real world sensors and other electronic devices. Prerequisites: Computer Science 200, Computer Organization and Assembly Language, and Computer Science 325, Operating Systems and Computer Architecture. Some background in electrical engineering is useful and completion of Physics 202 or 212 is encouraged.

477 Robotics 3 cr
This is a hands-on laboratory course in the use of single board microcomputers for interfacing and control. This course introduces the student to those concepts of discrete and digital electronics that relate to the use of these concepts for interfacing the microcomputer with the "real," analog world. Some of the topics covered are assembly language programming for an 8085 microprocessor, use of parallel and serial I/O ports, analog to digital and digital to analog conversion techniques, motor speed control, and process control. Prerequisite: Physics 419, or consent of the instructor.

478 Problems in Microcomputers 1-4 cr
Special topics and problems in microcomputers, microcomputer interfacing, and related subjects suitable for independent work. Prerequisite: Physics 419, or consent of the instructor.

479 Robotics 3 cr
This is an introductory course that deals with robotic controllers, programming, operational aids, drive systems, interfacing, end effectors, sensors and robotic applications. Prerequisites: Physics 212, or 202 and permission of the instructor.

480 Senior Research 2 cr
This is a one-year course in which the student selects a research project, develops it, and prepares a report on the results. The student is also required to present results of his work at a department seminar or an appropriate scientific meeting if deemed advisable. A research topic is selected from those suggested by members of the Physics Department or other science faculty members. Work is carried out in close coordination with the selected advisor, although all work must be the student's own. No grade is given at the end of the first semester but a final grade is assigned at the completion of the project in the Spring Semester.

481 Modern Physics 3 cr
This course provides an introduction to quantum physics with applications drawn mainly from modern theories of atomic and nuclear structure. Topics include the old Bohr Theory, the periodic table, the wave-particle duality, the uncertainty prin-
The course introduces students to the fundamental properties of matter in the universe and the processes that shape it. The course covers the development of physical theories and their application to understanding the cosmos. Students will learn about the evolution of the universe, the properties of matter, and the forces that govern the behavior of the cosmos. The course will also cover the principles of relativity, quantum mechanics, and cosmology, and will explore the implications of these theories for our understanding of the universe.
A.J. Palumbo School Of Business Administration

Administration

Dean
Thomas J. Murnn, B.S., D.M.S., L.H.D.

Associate Dean and Director of Undergraduate Studies
Thomas A. Pollack, Ph.D.

Associate Dean and Director of Graduate Studies
William D. Presutti, Ph.D.

HISTORY
The A.J. Palumbo School of Business Administration was established in 1913 as the School of Accounts and Finance. In 1931, the name was changed to the School of Business Administration to reflect the expansion of its course offerings and its growing professional stature in the education community. During the next six decades, new degree programs were added to enhance the scope of the curriculum and help prepare students for careers in all types of organizations.

Following a generous endowment in October of 1991 by Antonio J. Palumbo, an accomplished business professional, the School adopted its current name, the A.J. Palumbo School of Business Administration.

PHILOSOPHY AND OBJECTIVES
The mission of the A. J. Palumbo School of Business Administration is to be the premier teaching institution in our market, helping our students to acquire the knowledge, skills, and values necessary for participation and leadership in the evolving global marketplace. In carrying out this mission, the School provides an environment of excellence in teaching and learning. The faculty pursues a balance of theoretical knowledge and practical experience through instructional excellence, research, and intellectual inquiry and a commitment to professional and community service.

As a consequence of its mission, the School of Business Administration sets for itself the following key objectives:

- Strive to be that Business School which understands clearly the critically important changes and challenges occurring in the business world and responds effectively by providing world-class training to help prepare students and others to contribute to the survival, competitiveness, and long-term success of their organizations.

Continuously monitor and analyze relevant business, economic, political, and other developments, domestically and overseas, to promote that understanding.

- Unlike not only our University's other academic programs, but also other professional programs offered in our market.

- Provide insightful training in international business incorporating challenges from such countries as Japan and Germany and outstanding opportunities in such areas as Central and Eastern Europe, Central and South America, and the Far East.

- Continuously develop knowledge and teaching expertise by developing programs on relevant topics and addressing the needs for lifelong learning experiences.

- Espouse ethics as a winning characteristic of organizations that are successful over the long-term and promote a commitment to high standards and values among the Duquesne community.

- Continuously provide a Mission Statement for our School with which our college, our community, and to our various customer groups — students, parents, employers, benefactors, alumni, and the community — Concurrently contribute substantially to the overall vision of the Duquesne goal of becoming "The Outstanding Catholic University in America.”

- Fully benefit from the resources of existing Advisory Boards, the Dean's Student Advisory Council, and the Executive Advisory Board that assist in the continued development of the School and to improve the timeliness and effectiveness of our business education.

ADMISSION
Students who wish to enroll in the A.J. Palumbo School of Business Administration should apply through the Duquesne University Office of Admissions, 600 Forbes Avenue, Pittsburgh, PA 15282 - Phone (412) 396-5000. The regular University admissions requirements can be found on page eight. Acceptance of all international students will be contingent upon the successful completion of the DUQUESE University's English Placement Test and any required English language course work. This may involve at least one semester or more of course work until such time as the student's English language sufficiently improves to take undergraduate classes.

Students transferring from a school of business that is accredited by the American Assembly of Collegiate Schools of Business must present an overall quality point average of 2.0 (on a 4.0 scale) of better. For other students, including those transferring from another school within the University, a quality point average of 2.5 or better overall and a grade of C or better in all mathematics and business courses are necessary.

Up to sixty credits of course work taken outside of the School of Business will be accepted for transfer credit. No more than 27 of those credits may consist of business courses. Exceptions will be made if the student is enrolled in a school with an established articulation agreement with Duquesne University. If extenuating circumstances exist, the student may petition the Student Standing Committee. For further information, the student should consult an academic advisor.

DEGREE
The School of Business Administration grants the degree of Bachelor of Science in Business Administration. Description of advanced degrees are found in other publications available from the Graduate School of Business Administration.

SECOND BACHELOR'S DEGREE
Persons who have received a bachelor's degree from an approved college or university may be eligible to enter the program for a second bachelor's degree in Business Administration. A second degree candidate must meet all requirements of the School's degree program. A minimum of 30 credits must be completed in residency.

THREE-YEAR BACHELOR’S/J.D.
A student who has completed 90 credits in the A.J. Palumbo School of Business Administration with a 3.5 or better overall average and who has satisfied all undergraduate curricular requirements at Duquesne University may apply for a bachelor's degree after successful completion of the first year of academic work at Duquesne University School of Law. Students interested in this program should consult their advisors in their sophomore year to plan their program of studies. Because of the restricted nature of this program, it is not open to transfer students.

EARLY ADMISSION TO MBA PROGRAMS-B.S. PHARMACY/MBA
The School of Business Administration and the Mylan School of Pharmacy have a cooperative program that enables qualified pharmacy students to apply for early admission to the MBA program. Pharmacy students interested in this program should consult their advisors.

DUAL DEGREE PROGRAMS WITH COLLEGE OF LIBERAL ARTS
The School of Business Administration and the College of Liberal Arts have developed a dual degree (BSBA/BA) option. Students interested in this program should consult the advisors in the School of Business Administration or in the College of Liberal Arts.

BUSINESS CERTIFICATE PROGRAMS WITH COLLEGE OF LIBERAL ARTS, SCHOOL OF EDUCATION AND SCHOOL OF MUSIC
The School of Business Administration and the College of Liberal Arts, the School of Education, and the School of Music have developed certificate programs that enable qualified pharmacy students to gain advanced knowledge and skills in business for liberal arts, education, and music students. Students in the College of Liberal Arts, the School of Education, and the Music School who are interested in the program should consult the advisors in the School of Business Administration.

HEALTH MANAGEMENT SYSTEMS
JOINT PROGRAM WITH SCHOOL OF HEALTH SCIENCES
The A.J. Palumbo School of Business Administration, in conjunction with the Rangos School of Health Sciences' Department of Health Information Sciences, offers a joint program in Health Management Systems for students interested in the application of information technology and business skills to the management of health care. The Health Management Systems program offers specialization tracks in Systems and Administration.

SCHOOL CENTERS/INSTITUTES
The School operates several independent Centers designed to provide students and faculty with an opportunity for professional development, as well as to provide services to the University and the community at large. Among the most active of the Business School's Centers are the following.

Center for Economic Education
The Center for Economic Education is charged with the responsibility of initiating and promoting economic education in the community at large. More specifically, it develops and coordinates economic...
education within Western Pennsylvania and the Tri-State area primarily to upgrade economic literacy and teaching competency in the school system. The Center also conducts economic education programs for clergy and media professionals.

The Beard Center for Leadership in Ethics
The mission of the Center for Leadership in Ethics is to accentuate issues of ethical concern by promoting public discussion in an attempt to develop an overall awareness of ethical conduct and an increase in leadership standards for the organization. An important initiative in this mission is the Distinguished Speaker Series on Ethics. At these programs, prominent executives from the business community share their experiences and philosophy on ethical conduct. The Center also sponsors roundtable discussions during which business leaders, faculty and students express their views and answer questions.

The Center for Technology Management
The Mission of the Center for Technology Management is to help organizations cope more effectively with rapid, ongoing changes in technology and to use it as a key factor in building long term advantage. The Center conducts research in technology adoption, organization, management procedures, oversight, technology diffusion and technology transfer. The Center is also responsible for developing curricula and teaching programs for students as well as continuing education programs, forums and seminars for managers and executives.

The Institute for Economic Transformation
The Institute for Economic Transformation (IET) collaborates with university, industry and community sectors to improve the economic performance of our region by rebuilding the global competitive advantages of our industrial base. The IET is committed to being the premier source of assistance for education, training and the creation of broadly based business networks for industry and industry support organizations. In 1998 the IET introduced its new "Center for Corporate Development." This Center was created to serve as a single marketing source for performance improvement and training programs offered by the IET's Connelly Center and Pittsburgh Supplier Training Center.

The Center's goal is to help meet the rapidly growing training and development needs of Pittsburgh and Tri-State manufacturers, service organizations, and suppliers. The new Center will expand IET's current partnership with the National Consortium for Supplier Training, and focus resources on providing workshops and consulting programs based on the best management practices, from some of the best companies in the world. All training workshops are sanctioned and designed by industry to provide practical instruction and guidance for creating, changing and sustaining implementation.

SCHOOL OF BUSINESS ADMINISTRATION COMPUTER FACILITIES
The A. J. Palumbo School of Business Administration operates a Technology Center consisting of three large computer laboratories on the sixth floor of Rockwell Hall. The general purpose personal computer laboratory provides application software associated with the Business School curriculum. The Multimedia Laboratory serves as the School's classroom teaching laboratory and provides business as well as general multimedia software. The third laboratory serves our students primarily in the areas of network and database applications. All laboratories provide connectivity to the Internet.

STUDENT ORGANIZATIONS
The following student organizations in the A. J. Palumbo School of Business Administration exist for the promotion of the scholarly and professional interests of members.

The American Marketing Association members at Duquesne University interact with the Pittsburgh professional chapter on a regular basis to organize seminars featuring successful marketing executives, workshops, career forums, and networking events. The AMA is dedicated to furthering the profession and developing students' careers.

Beta Alpha Psi is the local honorary scholarship society of the School. Its membership is limited to juniors and seniors in the Business School who have attained QPAs of 3.5 or better.

The Delta Chapter of Beta Gamma Sigma, a national honorary fraternity for accredited schools of the American Assembly of Collegiate Schools of Business, is established at Duquesne University. Membership in this honorary fraternity is limited to juniors in the top five percent of their class and to seniors in the top ten percent of their class.

The Dean's Student Advisory Council consists of student leaders in the School who meet on a regular basis with the Dean to discuss School matters.

Delta Sigma Pi, a national professional business fraternity, is represented by Theta Rho chapter. The fraternity provides substantial contributions to the University community through its many service activities.

Duquesne Association for Information Technology is a student organization dedicated to promoting knowledge in the information technology field. The organization is open to all Duquesne University students, faculty and staff.

The Financial Management Association is a student organization for those interested in careers in finance.

The International Business Association is a student organization for those with interest in careers in the area of international business.

Phi Chi Theta, a national professional business fraternity, organized to promote the cause of higher business education and training for all individuals, is represented by the Gamma Upsilon Collegiate Chapter.

Pi, Sigma Epsilon - Delta Chi Chapter is the national, professional, coeducational fraternity in marketing, sales and communications affiliated with the Sales and Marketing Executives International and the Pittsburgh SME Chapter.

The Society for Human Resource Management is a student chapter of the national organization SHRM and is organized on the Pittsburgh Personnel Association. The chapter is for students interested in careers in personnel/human resources or line management.

Beta Alpha Psi is the premier national honorary accounting fraternity. Less than 15% of the AACSB-accredited schools eligible for membership have achieved active status. The fraternity sponsors professional growth and development programs, as well as community and University service activities.

ADVISORY BOARDS
Ten separate Advisory Boards, comprised of high-ranking business professionals, serve the School of Business. These business executives, representing the various disciplines within the School, offer advice and counsel on matters of curriculum development, promotion, assessment, internship and employment opportunities and other matters of concern to students, faculty and the business community as a whole.

ACADEMIC PROGRAMS
The A. J. Palumbo School of Business Administration offers a total of ten concentrations (majors) from which to choose courses. The respective areas of concentration include Accounting, Finance, Information Technology, International Business, Investment Management, Management, Marketing, Pre-Law, Sports Marketing and Supply Chain Management.

Recommended programs of study for specific disciplines are listed on the pages that follow.

Students entering the School of Business Administration are expected to inform their advisors about their career objectives and their academic areas of concentration, and to consult with them when choosing junior and senior courses in any area of concentration. Their proposed curriculum choices must, of course, include the University requirements and Business Administration Core requirements as indicated in the illustrations set forth in this catalog.

Students are strongly encouraged to include additional course work in speech/communications and in advanced writing in their programs. Regulations for certification in accounting make the program very rigid; this is dealt with in the section describing the accounting curriculum on the following pages.

Students' concentrations should be based upon career objectives and constitute a broad and flexible educational process. Students are also encouraged to tailor cross-disciplinary educational programs to meet their individual needs. Career advice should be sought from many and varied sources in the University, but especially faculty. Course suggestions and degree requirements for all major areas of concentration can be obtained from the Academic Advisement office.

PROGRAM FOR PROFESSIONAL DEVELOPMENT
All students in the School of Business Administration are required to participate in the following professional development program in order to complete their degree requirements.

Pre-Business Experience
This orientation program is designed to introduce business students to the broad context of a business education. The program serves as an "advance organizer" and exposes students to the concept of total quality management, the importance of ethical decision making and the realities of global marketing place within a cooperative learning environment.

Students meet with A. J. Palumbo School of Business faculty and administrative staff to develop personal relationships and to become acquainted with the organization of the School and the resources available. Participation in this program is required for graduation.

FOUR YEAR SAMPLE PLAN
(Effective September 1993)

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>University Core</th>
<th>101 Thinking and Writing</th>
<th>Across the Curriculum</th>
<th>3 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra</td>
<td>102 Imaginative Literature and Critical Writing</td>
<td>3 cr</td>
<td></td>
</tr>
<tr>
<td>Calculus</td>
<td>111 Calculus</td>
<td>3 cr</td>
<td></td>
</tr>
<tr>
<td>Basic Philosophical Questions</td>
<td>132</td>
<td>3 cr</td>
<td></td>
</tr>
<tr>
<td>Social, Political and Economic Systems</td>
<td>141</td>
<td>3 cr</td>
<td></td>
</tr>
<tr>
<td>The Shaping of the Modern World</td>
<td>151</td>
<td>3 cr</td>
<td></td>
</tr>
<tr>
<td>The Arts and the Human Experience</td>
<td>161</td>
<td>3 cr</td>
<td></td>
</tr>
</tbody>
</table>

24 cr
**Major Area of Concentration**

- Strategic Management
- Business Core
- Management
- Principles of Economics
- Principles of Economics II
- Business Law
- Pre-Business Experience
- Communication Requirement
- Total Quality and Operations

**Core Science Requirements (Sophomore Year)**

- 182 Information Systems I
- 183 Information Systems II
- 216 Accounting Practice and Systems
- 217 Biology
- 161 Physics
- 162 Chemistry
- 163 Earth Science
- 171 Business
- 172 Chemistry
- 173 Physics
- 174 Earth Science
- 186 Roman Catholic Heritage OR
- 187 Christian Understanding of the Human Person

**ACADEMIC REGULATIONS**

**ACADEMIC LOAD**

Students may normally carry 15 credits in one semester. A schedule of more than 15 credits must be approved by the Advancement Office. In the summer sessions, students normally carry one credit per week, i.e., six credits in the six-week session. A 12-credit schedule in a regular semester is considered full-time study. Students on academic probation may not take more than 12 credits.

**EFFECTIVE CATALOG**

Degree requirements are those stipulated in the catalog in the year in which a student begins matriculation. The student is responsible for knowing the requirements for the degree. Requirements may be changed without notice or obligation. This catalog has been prepared with the best information available as of February 1998.

**CLASS ATTENDANCE**

Regular class attendance in the School of Business Administration is strongly recommended for maximum educational advantage and, in some cases, may be required. The responsibility for all course material rests wholly with the student. It is the prerogative of each instructor to establish specific policies for attendance at examinations and class lectures, deadlines, and homework, and other specific school or course requirements.

A student who is unable to attend class because of serious illness, hospitalization, a serious accident or other extenuating circumstances is responsible for notifying his/her advisor. The student should supply a written verification as soon as possible. A student who is absent for cause is expected to complete all of the work in all courses. It is the student's responsibility to make up all assignments in all courses and to be familiar with any instructions which may have been given during the absence.

**STUDENTS WITH DISABILITIES**

Students with disabilities requiring special assistance are urged to notify the class instructor or his/her advisor before the first class.

**Enrollment in Business Courses by Students in Other Schools of the University**

Students enrolled in other schools in the University are welcome to take business courses provided they meet all prerequisites. Under no circumstances, however, may a student in another school take more than 27 credit hours in business. Students in the College of Liberal Arts and the School of Education who wish to take business courses should follow the business certificate program or the dual degree option. Students should consult their advisors on this matter.

**Pre-Business Experience**

Not for Credit Required for graduation

**Academic Requirements**

- 214 Financial Accounting
- 215 Managerial Accounting
- 216 Accounting Practice and Systems
- 217 Biology
- 171 Business
- 172 Chemistry
- 173 Physics
- 174 Earth Science
- 186 Roman Catholic Heritage OR
- 187 Christian Understanding of the Human Person

**ACCOUNTING CURRICULUM**

The Accounting curriculum prepares students for excellent career opportunities as professionals in the areas of corporate, industrial, government, nonprofit and public accounting. The program provides students with a sound theoretical foundation as well as practical business experience opportunities, such as internships. The program also satisfies course preparation requirements for the Certified Public Accountant (CPA) exam and the Certified Management Accountant (CMA) exam.

Students interested in sitting for the CPA exam are strongly encouraged to take the following courses in their major area of concentration: 216, 311, 312, 314, 411, 412 and 414. Additionally, Law 354 is strongly recommended.

Students interested in other areas of accounting should take at least six (6) of the above listed Accounting courses along with additional electives from the areas of Accounting, Information Technology or Finance, such as QSMIS 481, 485 and Finance 333.

Students should contact an academic advisor or a member of the accounting faculty for further information.

**GENERAL BUSINESS COURSES**

The Pre-Business Experience is required for all students enrolled in the School of Business Administration. The Business Administration Internship is strongly recommended for all who qualify. The Pre-Business Experience is not for credit.

**ACCOUNTING PREREQUISITES - see p. 97**

- 214 Financial Accounting
- 215 Managerial Accounting
- 216 Accounting Practice and Systems

Develops a sound understanding of the accountancy profession and procedures used to process accounting information. Emphasis is placed on both manual and computerized information systems. (Prerequisite Accounting 214)

- 217 Biology

Provides an introduction to the discipline of accounting, the principles of external financial reporting, and the use of general purpose financial statements in decision making. Students will develop a basic understanding of the preparation of financial statements, including the balance sheet, income statement, and statement of cashflows. (Prerequisite QSMIS 182)

- 218 Business Administration Internship

Provides an introduction to cost concepts, product costing systems, budgeting systems, and the development of accounting data for internal management. Students will develop a basic understanding of the preparation of financial statements, including the balance sheet, income statement, and statement of cashflows. (Prerequisite QSMIS 182)

- 219 Information Technology

Develops a sound understanding of the accountancy profession and procedures used to process accounting information. Emphasis is placed on both manual and computerized information systems. (Prerequisite Accounting 214)
311, 312 Intermediate Accounting 3 cr each
An investigation and analysis of the accounting problems and practices of the corporation, with detailed study of the component elements of the balance sheet and income statement. Basic topics include generally accepted accounting principles, financial statements, income determination and presentation Prerequisites Accounting 214, 215, 216

314 Advanced Accounting 3 cr
Activities studied include partnerships, consolidations, foreign exchanges, governmental and non-profit accounting Prerequisite Accounting 311

315 Cost Accounting 3 cr
Addresses the use of accounting information for purposes of cost determination, cost control and cost analysis. Topics include cost terminology, cost behavior, job order costing, process costing, cost allocations, and standard costing Prerequisites Accounting 214, 215

411 Auditing 3 cr
Standards and procedures employed by auditors in the examination of financial statements for the purpose of rendering an opinion are studied and evaluated. Case problems are used to demonstrate the application of the principles studied Prerequisite Accounting 312

412 Introductory Income Tax Accounting 3 cr
A study of the basic tax regulations and procedures affecting individuals, and to a lesser extent, business units. Prerequisite topics include returns, rates, exemptions, income, deductions, sales and exchanges of assets, and credits Prerequisites Accounting 214 and 215

414 Corporate and Partnership Taxation 3 cr
Acquaints the student with the principles of taxation as applied to corporations, shareholders, partnerships and partners Prerequisite Accounting 412

419 Seminar in Accounting 3 cr
Designed to develop a student's ability in technical expression, deepen understanding of accounting theory, and acquaint the student with contemporary accounting problems and literature. Prerequisite Accounting 314

COURSE PREREQUISITES - see p 97

ECONOMICS CURRICULUM

The Economics curriculum is designed to give a broad understanding of the United States and international economies and to develop in students a capacity to think systematically about a wide range of social and economic problems. An ability to think analytically and to write concisely are stressed in courses in Economics.

COURSE PREREQUISITES - see p 97

212 Elements of Economics 3 cr
An introductory course that provides an understanding of how a free market economic system works, of the forces which affect the level, composition, and distribution of the output of the economy, and the economics of current issues. Not counted toward a degree in the School of Business Administration.

221 Principles of Economics 3 cr
Microeconomics acquaints the student with the conceptual and logical basis to economic reasoning. Macroeconomics is concerned with aggregate economic relationships. These include theories of national income determination and the interaction among domestic and foreign economies, monetary and fiscal policies and their implications for inflation, unemployment, economic growth and foreign exchange.

223 Global Economic Perspectives 3 cr
Uses economic principles and concepts to analyze business-related current issues in a global context. Emphasis is placed on understanding of processes of economic development in different parts of the world, the role of international capital flows, and the major institutions of the international monetary system. Special attention is given to the anti-trust laws and special regulatory problems.

225 International Economics 3 cr
An intensive study of the theory of demand, production and distribution including recent developments in the theory of imperfect competition and oligopoly. Special attention is given to the anti-trust laws and special regulatory problems. Prerequisite Economics 222

226 Monetary Theory and Policy 3 cr
Deals with the chief theoretical contributions in monetary theory along with their policy implications. Specific topics include the role of money, monetary policy, and the business cycle. Prerequisites Economics 226 and 227

227 Urban Land Economics 3 cr
A study of the economic forces that influence business decisions in the metropolitan area. Specific areas of study include transportation, housing, poverty, and the urban public sector. Prerequisites Economics 221 or 222

228 Labor Economics 3 cr
Analysis of the principles of wage and employment determination in the U.S. economy under non-union conditions. The course explores macroeconomic theories and empirical data and forecasting techniques particularly as they apply to labor and social issues.

320 Business Cycles and Forecasting 3 cr
Studies the process of economic change through the analysis of seasonal, cyclical, and secular movements utilizing theoretical and empirical data and forecasting techniques. Prerequisites Economics 221 and 222

322 Business and Public Policy 3 cr
A study of the regulatory techniques used by government to influence and modify business behavior. Includes an analysis of market structure, and current and historical performance considerations relevant to the firm and the industry. Emphasis is given to the anti-trust laws and special regulatory problems.

323 Money and Financial Institutions 3 cr
Examines the influence of monetary policy on such variables as the nominal interest rate, level of economic activity, and foreign exchange rates. Specific topics include bank portfolio management, interest rate risk, the yield curve, new instruments and alternative social choice mechanisms. Prerequisites Accounting 214 and 225

324 Comparative Economic Systems 3 cr
A comparative study of capitalism, socialism, communism and other economic systems with emphasis on analysis rather than mere description of the economies of various countries.

325 International Economics 3 cr
Covers international trade theory and international monetary economics. Topics discussed include the classical and neoclassical theory of comparative advantage, balance of trade, balance of payments, domestic union theory, commercial policy, theory of foreign exchange markets, history of international monetary system, and fixed versus flexible exchange rates. Prerequisites Economics 221 and 222

FINANCE CURRICULUM

Students who look forward to careers in finance may select a program of courses in any one of these areas: securities and investments, corporate finance, and financial analysis. The professional designation of Chartered Financial Analyst (CFA) is awarded by the CFA Institute to those who pass a series of exams. The course selection is designed to provide a solid foundation for students interested in becoming financial analysts or security officers.

For students with an interest in Real Estate or Insurance, electives are offered in these areas.

FINANCE CURRICULUM - see p 97

331 Business Finance 3 cr
Concerned with maximizing the value of the firm in reference to the risk-return relationship. The student is introduced to financial statement analysis, the time value of money, capital budgeting, working capital management, cost of capital and the impact of leverage on the value of the firm.

332 Money and Financial Institutions 3 cr
Examines the influence of monetary policy on such variables as the nominal interest rate, level of economic activity, and foreign exchange rates. Specific topics include bank portfolio management, interest rate risk, the yield curve, new instruments and alternative social choice mechanisms. Prerequisites Accounting 214 and 225

333 Money and Financial Markets 3 cr
Examines the influence of monetary policy on such variables as the nominal interest rate, level of economic activity, and foreign exchange rates. Specific topics include bank portfolio management, interest rate risk, the yield curve, new instruments and alternative social choice mechanisms. Prerequisites Accounting 214 and 225

334 Risk Management 3 cr
Principles and conceptual framework that financial managers can use to research decisions. Focuses on fundamental choices and compromises involving risk and return.

336 Risk Management 3 cr
Principles and conceptual framework that financial managers can use to research decisions. Focuses on fundamental choices and compromises involving risk and return. Prerequisite Finance 331

337 Risk Management 3 cr
A study of the broad spectrum of risk exposures in business enterprise, with special attention to the need for identifying these in terms of nature and magnitude. Emphasis is on techniques available to aid the decision-maker in making decisions under conditions of uncertainty.

338 Business Financial Problems 3 cr
A study of the broad spectrum of risk exposures in business enterprise, with special attention to the need for identifying these in terms of nature and magnitude. Emphasis is on techniques available to aid the decision-maker in making decisions under conditions of uncertainty. Prerequisite Finance 331

339 Business Financial Problems 3 cr
A study of the broad spectrum of risk exposures in business enterprise, with special attention to the need for identifying these in terms of nature and magnitude. Emphasis is on techniques available to aid the decision-maker in making decisions under conditions of uncertainty. Prerequisite Finance 331
336 Security Analysis 3 cr
An intensive study of the analytic techniques applicable to the selection of the various securities of public as well as private entities. Consideration is given to the markets in which these securities are traded and the types of information necessary to the decision-making process. The prerequisite is Finance 331.

337 Investment Analysis 3 cr
Deals with the understanding of the various types of portfolio investments. Quantitative and descriptive approaches used in portfolio development and risk management are considered. Techniques for measuring the effectiveness of the portfolio are illustrated. Prerequisites: Finance 331 and 336.

338 Futures and Options 3 cr
Designed to develop an understanding of futures and options and other derivative financial instruments. The main emphasis is on the reduction of asset and liability risk for business and financial institutions through hedging operations in debt and equity instruments, commodities and currencies. Students will have an opportunity to study actual market behavior through project analysis. Prerequisites: Finance 331 and 336.

339 Fundamentals of Real Estate 3 cr
A study of the problems involved in financing residential, commercial and industrial real estate from the points of view of both owner and lender.

431 Real Estate Investment Analysis 3 cr
Emphasis is on the estimation and assessment of income-producing properties, evaluation of the market value, and understanding of the financing, income, and tax aspects. Selection of investment opportunities. Prerequisites: Real Estate 339.

432 Credit Management 3 cr
Provides an understanding of the function of credit management. Students will have the opportunity to integrate knowledge from financial sources with other disciplines to arrive at logical, sound credit decisions. Prerequisite: Finance 331.

433 Financial Markets 3 cr
An extensive and intensive study of the market in which the financing of needs takes place. Financial institutional structures are emphasized as they act and interact when serving as sources or intermediaries of funds for both short-term and long-term capital. Prerequisite: Finance 331.

437 International Financial Management 3 cr
Provides a conceptual framework within which the key financial decisions of the multinational firm can be analyzed. Emphasis is placed on working capital management, capital budgeting, cost of capital and financial structure, and evaluation and control of operations. In addition, exchange risks and political risks are examined extensively. Prerequisite: Finance 331. Recommended prerequisite: Economics 442.

439 Seminar in Finance and/or Real Estate 3 cr
Concentration upon selected contemporary topics presented by distinguished visiting professors or resident faculty. Open only to seniors. Prerequisite: Finance 331.

The Information Technology program prepares students for careers in finance by emphasizing the development of decision support systems tools ranging from spreadsheet through expert systems. Students will have an opportunity to develop decision models to support the various levels of management. Types of decision support systems tools ranging from spreadsheet through expert systems will be discussed. Group projects are also discussed. Prerequisites: QSMIS 183, COSC 101 or 150.

435 Computer Systems 3 cr
A detailed survey of issues and technologies in business organizations. Covers technical aspects of operating systems, multi-media, Internet interface development, telecommunications, and other emerging technologies. Prerequisites: QSMIS 183, COSC 101 or 150.

436 Computer Simulation 3 cr
Provides an introduction to the design and implementation of simulation models as a means of studying the behavior of a system. The student is required to validate models and their results for the purpose of management decision making. Prerequisites: Finance 331.

437 Collaborative Computing 3 cr
This course attempts to make the student aware of the current state of technology, issues in the technical areas of collaborative computing, and how collaborative computing is used in organizations. Emphasis is placed on the relevance of these technologies. Prerequisites: QSMIS 382, 482, 487 (may be taken concurrently).

481 Systems Analysis and Design 3 cr
A detailed study of all phases of the system life cycle with emphasis on structured analysis and design and object-oriented techniques. Case studies are used to generate detailed data flow diagrams. The issues involving conversion, testing, training, documenting, maintaining and managing a system are addressed. Prerequisites: QSMIS 183, 185, and COSC 101 or 150.

482 Database Management 3 cr
Focuses on the theory, derivation and development of the relational database model using entity relationship modeling and a commercial desktop database management system. Emphasis is placed on the principles of data modeling, data organization, and resource issues in database design. Prerequisites: QSMIS 183 and COSC 101 or 150 (may be taken concurrently).

483 MIS Project 3 cr
Students are expected to use tools and techniques discussed in MIS to design and implement an information system. Using Computer-Aided Software Engineering products and fourth generation languages, students design and implement a project chosen from the local business or University community. Students work in teams toward a solution. Prerequisites: QSMIS 183, 382, 482, 483 and 484 (may be taken concurrently).

484 Networks and Telecommunications 3 cr
Develops an understanding of the importance of an open systems approach, such as OSI, and contrasts it with several proprietary ones, like IBM's SNA and TCP/IP. Using the OSI model as a base, students learn fundamentals of physical components, error detection and correction, line discipline and flow control. Special emphasis is placed on local area networks and connecting them to organizational networks. Prerequisites: QSMIS 385.

485 EDP Audit and Control 3 cr
A practical model of systems and applications. Techniques for testing computer programs, files, and processing systems are presented. Special attention is devoted to the particulars of auditing on-line, real-time systems. Case studies and generalized audit software are used to create a simulated audit environment. Prerequisite: QSMIS 183.

487 Advanced Systems Concepts 3 cr
The students will develop a practical familiarity with higher level technologies used for accomplishing the tasks found in systems analysis, design, and development, specifically those centered on database technologies. This includes advanced database management systems (DBMS) creation and manipulation, as well as the use of computer-aided systems engineering (CASE) tools. Prerequisites: QSMIS 481, 482.

INTERNATIONAL BUSINESS CURRICULUM

The International Business Curriculum provides students with basic skills in dealing with the international dimension of business functions. During the course of studies, students will develop an understanding of the internationalization of business and will increase their foreign language competence and understanding of other cultures as they relate to business operations.

For a concentration in International Business, students will take International Business 341, Finance 437, Economics 442, Marketing 444, and Law 455. Students must also take from the following: International Business 342, 444, 446, 448. Management 445. Students must also take 12 hours of credit in a language. Students can request a waiver of the language requirement if (1) They successfully pass the level tests as given by the Modern Language Department. Students are expected to be proficient through the 200-level of a language. (2) Students pay for an independent service to test for language proficiency. Results of these tests will determine whether or not
A J PALUMBO SCHOOL OF BUSINESS ADMINISTRATION

a waiver will be granted (3) They are native
language speakers of a language other than English
(4) Students have taken language courses at another
University and are able to pass the language profi-
cency test. It is recommended that students major-
ing in IB incorporate courses from a functional area
of business

COURSE PREREQUISITES - see p 97

341 International Business

An introductory study of the environment and man-
gement of cross-national business activities. Topics
include sociocultural, legal and political environ-
ments, international monetary and financial systems,
international trade, foreign direct and portfolio invest-
ments, and the management of international
marketing, financial, production and personnel
functions. Prerequisite Management 361

342 International Business

Study Abroad

var cr

Study abroad opportunities with a number of univer-
sities are available. Students should check with
their advisor in the School of Business Adminis-
tration regarding both opportunities and the possi-
blility of transfer of credits

347 International Financial Management

3 cr

See Finance Curriculum

348 International Economics

3 cr

See Economics Curriculum

349 International Marketing

3 cr

See Marketing Curriculum

361 Introduction to Management

3 cr

This course is an introduction to the basic tasks
functions and responsibilities of managers and the
overall environment in which managers and organi-
zations must operate. Areas covered include the
planning, organizing, and leadership of activities
and the context (internal and external) in which
managers work to discharge their responsibilities
effectively

364 Human Resource Management

3 cr

Explores the strategic role, technical functions and
services provided by an organization's personnel/
human resources department. Among the topics
covered are human resource planning, and systems
job evaluation, recruiting, performance appraisal,
compensation, occupational health and safety, employee
rights, labor unions, and equal employ-
ment opportunity issues. Prerequisite Management
361

365 Industrial Relations

3 cr

Presents the role of labor, management and govern-
ment in collective bargaining and current industrial
relations policies and practices. Prerequisite,
Management 361

366 Behavior in Organizations

3 cr

Students learn a number of theories, concepts, and
applications regarding people-oriented managerial
skills. Topics covered include motivation, personal-
ity, perception, group dynamics, performance
appraisal, leadership and decision making, cooper-
ation and conflict, organizational politics, organiza-
tional structure, managing change, and organiza-
tional development. Prerequisite Management 361

367 Total Quality and

Operations Management

3 cr

An introduction to the principle topics and issues
in production and operations management with an
emphasis on total quality management. Both manu-
facturing and service operations are addressed with
consideration of how operations support overall
strategy and contribute to productivity and competi-
tiveness. Prerequisites: QMSM 284 and Manage-
ment 361

368 Business Ethics/Communications

3 cr

Discusses the relevance of social needs in develop-
ing a sense of ethics, the need for personal ethics
in making business decisions, and the importance
of a shared sense of values in developing produc-
tive work communities. The emphasis throughout
is practical issues facing people in business. The
discussions of ethical issues are used as a forum for
developing basic communication skills

445 International Management

3 cr

See Management Curriculum

446 Japanese Business and Management

3 cr

Focuses on the history of Japanese business, the
essential elements of Japanese management prac-
tices, and the strategies used by successful Japanese
and global corporations including their approaches
to marketing, operations management, human
resource management, and financial strategy.

Prerequisite Management 361

448 Business and Society in

Latin America

3 cr

Survey of the major cultural, social, political and
economic factors influencing the conduct of business
and the prospects for continued economic develop-
ment in Latin America. The impact of contemporary

463 Collective Bargaining

3 cr

Study of the relation of federal and state legislative
issues and administrative aspects of collective agree-
ments, specific provisions including adjustment of
grievances, conciliation, mediation and arbitration,
collective bargaining and public policy. Prerequisite,
Management 361

465 Introduction to Entrepreneurial

Small Business Management

3 cr

Deals with the overall management of the small
business enterprise. Coverage includes entering
the small business arena, organizing and financing a
business, operation of the small firm, growth plann-
ing, and problems associated with being small.

Prerequisite Management 361

466 Compensation and Benefits

3 cr

This is an advanced course focusing on pay and
benefits issues. Coverage includes relating compen-
sation to strategy, internal equity, job evaluation,
market pay surveys, developing a pay structure,
variable pay, incentive systems, gain sharing, execu-
tive compensation, paying expatriates, employee
benefits including social security, workers' and
unemployment compensation, medical, retirement,
costing out benefits, flexible benefits, managed care,
and cost containment. Prerequisites Management
361 and 364

468 Training in Business and Industry

3 cr

Explores the training and development function in
human resource management. Covers the assess-
ment of training needs, designing and conducting
courses, training programs, and evaluating training
effectiveness. Student teams design and conduct
mini-training programs. Prerequisite Management
364

493 Independent Scholarly Study

3 cr

Students must initiate an original research project in
a field of business of their choice. The project is
then scrutinized by a committee of three faculty
members. If the project is approved, the Dean will
choose a faculty member as director of the project.
The project must be completed within an academic
semester. This course is open to students in all con-
centrations in the School of Business. Prerequisite:
Student must qualify as a University Scholar.

494 Field Study

3 cr

Field study is an interactive course in which student
teachers or three or three provide extensive manage-
ment training to a Pittsburgh area small business
owner. This course is open to students in all con-
centrations in the School of Business. Prerequisite:
Approval of the instructor.
MARKETING CURRICULUM
In accordance with the objectives of the University and of the School, the Marketing Curriculum aims are
1 to provide an understanding of the role of marketing in organizations, private and public, profit and non-profit
2 to develop skills in dealing with and applying fundamental marketing concepts
3 to develop communication skills necessary for effective performance in the field of marketing
For a concentration in Marketing, students will take the following courses: Marketing 373, 374, 375, 475, 476, and three of the following: Marketing 472, 473, 474, 475, 476, and 477

COURSE PREREQUISITES - see p. 97

471 Introduction to Marketing 3 cr Provides an understanding of the dynamic role marketing plays in the economy and in the firm. Students build a knowledge base with regard to strategic marketing, market segmentation, marketing research, consumer behavior, the product mix, the promotion mix, the distribution mix, the pricing mix, international marketing, and non-profit marketing.

473 Sales Administration 3 cr Introduces the fundamentals of salesmanship and the problems confronted by the sales manager. Emphasis will be placed on developing an understanding of production planning, pricing, market analysis and specific areas of sales management. Attention will be given to management of the sales force, recruitment, selection and ethical considerations. Prerequisite: Marketing 371

474 Purchasing Management 3 cr An introductory course on the principles of purchasing and materials management. Topics covered include profit-generating potential of purchasing, the role of purchasing in total quality management, the price versus cost distinction, supplier selection and evaluation, inventory management, value analysis, and just-in-time purchasing. Prerequisites: Management 361 and Marketing 371.

475 Consumer Behavior 3 cr Encourages the student to develop an understanding of the consumer from the perspective of the marketing manager. The course explores the factors that affect the consumer, which range from a macro level (the effect of the physical and social environment on the consumer) to a micro level (knowledge, attitudes, and actions of the individual consumer). Segmentation, positioning, and marketing mix strategies are discussed in relation to consumer behavior.

476 Product Management 3 cr Examines methods and tools leading to successful product development and commercialization, as well as the maintenance of existing products and product lines, including product positioning, design, marketing mix, testing, forecasting and product launch, plus product strategy and product life cycle management, using case studies and computer simulations. Prerequisites: Accounting 215, Marketing 371, and 379.

477 Strategic Management 3 cr Examines the methods used by business management to get the information needed to support marketing decisions, selection of target market, design of product, distribution, promotion, and pricing policy. These methods include exploratory (quantitative) research, conclusive (quantitative) research, sampling theory and application, and various statistical techniques used to support marketing research. Prerequisites: QSMIS 281 and 284, and Marketing 371.

436 Business Logistics 3 cr Analyzes the physical distribution concept in its various components, including its interface with other functions in an organization. Cost, government regulations, and international aspects of physical distribution are also covered in detail. Prerequisites: Management 361, Marketing 371.

443 International Marketing 3 cr Helps students develop skills in analyzing economic and non-economic factors for identifying and evaluating foreign market opportunities, allowing students to learn to analyze and develop strategies to segment international markets. Encourages students to develop skills in formulating product, price, distribution, and promotion strategies in the context of business outside the United States, and helps develop skills in undertaking international strategic marketing planning. Prerequisite: Marketing 371.

472 Transportation 3 cr A detailed and comprehensive examination of the historical evolution, operation, and development of the various components that make up the transportation system of the U.S. The overall effects of technology, regulation (federal, state, and local), deregulation, and world economic factors will also be examined in detail. Prerequisite: Marketing 371.

483 Strategic Management 3 cr Examines the methods used by business management to get the information needed to support marketing decisions, selection of target market, design of product, distribution, promotion, and pricing policy. These methods include exploratory (quantitative) research, conclusive (quantitative) research, sampling theory and application, and various statistical techniques used to support marketing research. Prerequisites: QSMIS 281 and 284, and Marketing 371.

478 Industrial Marketing 3 cr Focuses on business-to-business marketing. It will demonstrate the differences between industrial and consumer marketing, how industrial marketers evaluate their marketing environments, including an understanding of customers and competitors. Prerequisite: Marketing 371.

497 Retail Management 3 cr Focuses on retail marketing from a strategic perspective while emphasizing the similarities and differences between the retail and industrial sectors. Emphasis will be placed on consumer behavior, market research, store location, services retailing, franchising, and the changing retail environment. Prerequisites: Management 361, Marketing 371.

451 The Law of International Commercial Transactions 3 cr Provides the student with an overall perspective of the basic legal problems involved in doing business with and in other countries. Topics covered include the traditional legal systems of major countries, the role of law in international business transactions, and international trade agreements. Prerequisites: Law 251, 252, and 253.


458 Legal Aspects of Marketing 3 cr An introductory course on the basic legal problems involved in doing business with and in other countries. Topics covered include the traditional legal systems of major countries, the role of law in international business transactions, and international trade agreements. Prerequisites: Law 251, 252, and 253.
QUANTITATIVE METHODS CURRICULUM

Students in the undergraduate School of Business Administration complete a basic sequence in Quantitative Methods. This sequence is concerned with the application of mathematics, statistics, and information processing to the analysis of business and economic problems. Prior to entry into the sequence, Mathematics 101 and 111 in the College of Liberal Arts or the equivalent are required.

COURSE PREREQUISITES - see p. 97

182 Information Systems I
See Information Technology Curriculum

183 Information Systems II
See Information Technology Curriculum

281 Quantitative Analysis I
3 cr
An introduction to probability and the more commonly used statistical techniques for analyzing data from one population, with an emphasis on their application to decision making and quality management. Coverage includes basic descriptive statistics, the concepts of probability and specific distributions, and inferential statistics. Prerequisites: QSMIS 182 and Mathematics 111.

284 Quantitative Analysis II
3 cr
A continuation of statistical analysis, extending to the comparison of two or more populations and analyzing the association between variables through regression, correlation, and contingency analysis. Developing basic time series for forecasting and developing and analyzing simulation models are also covered. Prerequisite: QSMIS 281.

367 Total Quality and Operations Management
3 cr
See Management Curriculum

386 Computer Simulation
3 cr
See Information Technology Curriculum

SPORTS MARKETING CURRICULUM

The Sports Marketing Program provides a working understanding of the role of marketing in sports and sports-related organizations, develops skills in applying fundamental marketing concepts, explores marketing concepts, sales management, product development and marketing research techniques, while creating a skill base for employment. For a concentration in Sports Marketing, students will take Marketing 373, 374, 376, 377, 476 and 477 plus two of the following: Marketing 375, 470, 471, 474, 475 and 479. In addition, students will take Media and Sports Media Sports Relations in the Department of Communication as non-business electives.

COURSE PREREQUISITES - see p. 97

376 Sports Marketing and Promotion
3 cr
This course will provide an intensive evaluation of marketing techniques and promotional strategies. In addition, the topical coverage will include the marketing mix, new product strategy and services, interactive promotion, event marketing and value-added marketing. Prerequisite: Marketing 371.

377 Sports Management
3 cr
This course will provide a knowledge base in planning, organizing, motivating and controlling sports organizations. The content of this course will help in the development of skills necessary to manage organizations in the sports industry including marketing firms, licensing agencies, major retailers, professional sports organizations and sporting venues. Prerequisite: Marketing 371.

470 Legal Environment of Sports Management and Marketing
3 cr
This course will cover regulation in the sports industry including NCAA regulations, collective bargaining and codes of industry conduct. In addition, royalties, rights and licensing issues will be covered. Prerequisite: Law 251.

471 Special Topics in Sports
3 cr
The course will focus on specialized areas of interest in the form of a practicum designed by the instructor or the individual student. This course provides an opportunity for the student to pursue special areas of interest in sports marketing and management covering major issues in sports venues and the sports industry in general. Prerequisites: Marketing 376 and 377.

SUPPLY CHAIN MANAGEMENT CURRICULUM

The Supply Chain Management concentration prepares students to assume roles as logistics professionals in both profit and not-for-profit organizations. The focus will be on providing students with the necessary theoretical, analytical, and practical skills required to manage the flow of materials and products from original source to the final consumer. The program of study emphasizes the materials management, operations management, and physical distribution management dimensions of the field of logistics.

For a concentration in Supply Chain Management, students will take Strategic Logistics Management 469, Marketing 375, 472 and 474, plus four of the following: International Business 341, Law 353, 354 and 355, QSMIS 481 and Business Internship 401.

COURSE PREREQUISITES - see p. 97

375 Business Logistics
3 cr
See Marketing Curriculum.

469 Strategic Logistics Management
3 cr
Strategic Logistics Management is the capstone course in the Supply Chain Management concentration. The course will require students to apply concepts learned in previous courses. The course is designed to deal with issues of inbound logistics including purchasing and materials management, internal logistics including inventory management, and outbound logistics including distribution resources and planning. Prerequisites: Accounting 215, Management 367, and Marketing 375, 472, and 474.

472 Transportation
3 cr
See Marketing Curriculum.

474 Purchasing Management
3 cr
See Marketing Curriculum.

INVESTMENT MANAGEMENT CURRICULUM

The Investment Management Curriculum is closely related to the Finance curriculum. Investment Management students take courses in security analysis, money and financial institutions, futures and options and portfolio management, along with basic finance courses and a business core curriculum that exposes them to all business disciplines.

Upon successful completion of the Investment Management program, graduates will be able to effectively communicate their analyses of the global economy and its effect on values of financial and real assets. They will have developed an in-depth understanding of the financial models used by investment professionals to develop strategies and make asset allocation decisions between stocks, bonds, mutual funds, money markets, currencies, futures, options, and derivatives.

For a concentration in Investment Management, students will take INVMG 301, 302, 440, and BUADM 401. Students will also take four courses chosen from FIN 344, 336, 337, 338, 433, or from electives offered in Investment Management. Students should contact an academic advisor or speak with a member of the finance faculty to develop their courses of study.

COURSE PREREQUISITES - see p. 97

301 The Investment Environment
3 cr
The Investment Environment provides important strategies for investing in a broad array of financial assets, with a focus on common stocks, bonds and mutual funds. Course topics include the structure and functioning of financial markets, trading mechanisms, the measurement and presentation of performance, features of common stocks, bonds and mutual funds, financial market regulation and standards of professional conduct. Attention is given to legal, regulatory and accounting issues. Prerequisite: FIN 331 (may be taken concurrently).

302 Personal Financial Planning
3 cr
Personal Financial Planning provides detailed coverage of important issues and techniques employed in the financial planning process. The course deals with identifying client needs and making recommendations on establishing retirement plans. Course topics include investments in bonds and mutual funds, insurance, tax and estate planning. Attention is given to developing a financial plan for potential clients. Prerequisites: FIN 331 and INVMG 301.

401 Business Administration Internship
3 cr
See General Business Curriculum.

440 Seminar in Investment Management
3 cr
Concentration upon selected contemporary topics presented by distinguished visiting professors or resident faculty. Prerequisite: INVMG 301 and senior standing.
School of Education

Admission
Dean
James E. Henderson, Ed D
Chair, Department of Elementary, Secondary, and Reading Education
William P. Barone, Ph D
Chair, Department of Counseling, Psychology, and Special Education
Joseph F. Maola, Ph D
Chair, Department of Foundations and Leadership
Rick R. McCown, Ph D
Chair, Department of Educational Services
Frank M. Ribich, Ed D

HISTORY
The School of Education was founded in 1929. In that year the newly organized School of Education granted its first degrees in programs of secondary education. The following programs have since been approved for certification by the Department of Education of the Commonwealth of Pennsylvania: music education in 1930, graduate education, 1936, elementary education, 1937, guidance, 1952, school administration, 1952, special education, 1964, reading specialist, and reading supervisor, 1969, school psychology, 1969, early childhood education, 1975, school supervision, 1976

SELECTION AND ADMISSION
Candidates who express a desire to become teachers are admitted to the School of Education through the University Office of Admissions (apply to Dean of Admissions, Duquesne University, Pittsburgh, PA 15282). The curriculum for the first two years is devoted to the broad learning in general and basic professional education and beginning course work in a major discipline or area of concentration.

Students are expected to demonstrate personal and professional characteristics, attitudes, and competences that will recommend them as worthy candidates for the teaching profession.

PROGRAMS
The School of Education has program approval from the Pennsylvania Department of Education for the preparation of Early Childhood, Elementary, Secondary, and Special (teaching mental and/or physical disabilities) Education teachers.

The programs, in accord with the philosophy and objectives of the School of Education, offer students opportunity to qualify for:
1. The Instructional I ( Provisional) Certificate in Pennsylvania
2. Admission to graduate programs in education
The last 30 credits for the degree must be earned at Duquesne University. The minimum number of credits for graduation is 120

DEGREE
The School of Education offers the Bachelor of Science in Education degree

CURRICULUM
The undergraduate programs in the School of Education are under review. Curriculum requirements and/or prerequisite requirements are subject to change at the discretion of the School of Education. Faculty. Students in the School of Education must comply with all Pennsylvania Department of Education requirements and will be notified of any modifications regarding entrance into certification programs of study. In addition, program requirements will be made known by the Undergraduate advisor and program coordinators.

General Education: The School of Education requires completion of general education which includes courses in the humanities, social sciences, natural and behavioral sciences, and theology. The University Core Curriculum requirements are fulfilled within the General Education Program.

Professional Education: The basic professional education program introduces the student to the teaching profession through study of the principles and practices of education and the learning process. Specialized courses provide preparation in teaching techniques and methods required for specific fields of concentration—early childhood, elementary, secondary, or special (mentally and/or physically handicapped) education.

Professional Laboratory Experiences: The School has developed broad and diversified professional laboratory experiences designed to provide opportunities for observing and working with children and youth. These include:
1. Planned observations in public and private schools, agencies, institutions and educational settings
2. Teacher aide and tutorial experiences
3. Student teaching in an approved setting for an entire semester
All of these experiences are completed under professional supervision from the University and from the public or private school or off-campus agency. To provide students with the most relevant professional training, curriculum requirements and/or prerequisite requirements are subject to change at the discretion of the faculty at any time. Changes may affect the students’ program of study.

GENERAL EDUCATION
The following courses in the arts and sciences are an integral part of each certification program

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Area</td>
<td>12</td>
</tr>
<tr>
<td>Core Writing</td>
<td>6</td>
</tr>
<tr>
<td>English Elective</td>
<td>3</td>
</tr>
<tr>
<td>Communication Area (Speech, Journalism, English)</td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td>6</td>
</tr>
<tr>
<td>*121 Problem Solving with Creative Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>*125 Fundamentals of Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

required courses

<table>
<thead>
<tr>
<th>Science</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>172 Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>173 Physics</td>
<td>3</td>
</tr>
<tr>
<td>175 Earth Science</td>
<td>3</td>
</tr>
</tbody>
</table>

(Student may choose two of the three courses above.)

Social Sciences:
<table>
<thead>
<tr>
<th>Social Sciences</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>141 Social, Political and Economic Systems</td>
<td>3</td>
</tr>
<tr>
<td>151 Shaping of the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>161 Arts and The Human Experience</td>
<td>3</td>
</tr>
<tr>
<td>394 Historical Geography</td>
<td>3</td>
</tr>
</tbody>
</table>

TEACHER EDUCATION CORE
The Teacher Education Core focuses on the knowledge base that underlies effective teaching. The theoretical principles that constitute the knowledge base are not only studied but applied to teaching practice in a variety of ways. One way in which students are given opportunities to apply theory in practice is through field experiences which begin in the freshman year. The Teacher Education Core is designed to develop the knowledge, skills, and values undergraduates will need for success in student teaching and for successful entry into the teaching profession.

Courses (Required in All Programs)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>101, 102 Introduction to Education I, II</td>
<td>1, 1</td>
</tr>
<tr>
<td>201W, 202W Educational Psychology I, II</td>
<td>3, 3</td>
</tr>
<tr>
<td>211 Instructional Planning &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>226 Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>290 Professional Development Seminar/Induction</td>
<td>1</td>
</tr>
<tr>
<td>291 Professional Development Seminar/Diversity</td>
<td>1</td>
</tr>
<tr>
<td>322 Instructional Media</td>
<td>2</td>
</tr>
<tr>
<td>324 Cultural Diversity in Education</td>
<td>2</td>
</tr>
<tr>
<td>*327W Developmental Issues in the Management of Elementary Classrooms</td>
<td>2</td>
</tr>
<tr>
<td>*328W Developmental Issues in the Management of Secondary Classrooms</td>
<td>2</td>
</tr>
<tr>
<td>329 Society, Politics, and the Teaching Profession</td>
<td>3</td>
</tr>
</tbody>
</table>

EARY CHILDHOOD EDUCATION
The Pennsylvania Department of Education has approved an Early Childhood Education major, available starting Fall of 1998. The Early Childhood Curriculum consists of 15 credit hours in the Teacher Education Core, 60 credit (semester hours) in Professional Preparation, and 42 credits in the Education Core. The Early Childhood Teacher is certified through age 5 (third grade), therefore the preparation of Early Childhood certified teachers overlaps with the certification program of Elementary Education.

PROFESSIONAL PREPARATION

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>201 Orientation to Early Childhood Education</td>
<td>3</td>
</tr>
</tbody>
</table>
SCHOOL OF EDUCATION

Early Childhood (Continued)  
202 Child Development I 3
203 Planning and Assessment in ECE 3
301 Child Development II 3
*302 Integrated Curriculum 4
*303 Field Component 2
*304 Aesthetic Experience 3
*305 Play, Movement, and Nutrition 3
391 Professional Seminar/ECE I 1
*401 Professional Seminar/ECE II 1
*402 Field Experience 2
491 Student Teaching - ECE/Nursery School 6

Elementary Education  
231 Teaching Physical Education 1
233 Teaching Elementary Health 1
*325 Teaching Reading/Primary 3
*330W Teaching Language Arts 3
*331 Teaching Social Studies 3
*333 Teaching Elementary Science 3
*335 Teaching Mathematics, K-4 3
484 Children's Literature 3
491 Student Teaching - Elementary 6

*Note Courses during several semesters are blocked. Therefore, these courses cannot be taken out of sequence.

ELEMENTARY EDUCATION  
The Elementary Education Curriculum consists of 40 credits (semester hours) in professional preparation (listed below), 42 credits in General Education, 27 credits in the Teacher Education Core, and 11 credits in electives.

Professional Preparation  
(All Courses Required) 
40W Teaching in the Elementary Classroom 1
233 Teaching Health in Elementary Classroom 1
237 Teaching Art in Elementary Classroom 1
238 Teaching Music in Elementary Classroom 1
*325 Teaching Reading in the Primary Schools 3
326 Teaching Reading in Intermediate and Middle Schools 3
330W Teaching Elementary Language Arts 3
331 Teaching Elementary Social Studies 3
333 Teaching Elementary Science 3
335 Teaching Mathematics in Grades K-4 3
336 Teaching Mathematics in Grades 5-8 3
484 Children's Literature 3
*491 Student Teaching 12

*Mno student may register for additional course work during the student teaching semester without permission from the Committee on Student Standing.

MUSIC EDUCATION  
General and professional course work and professional education courses required for this program are outlined in the School of Music Catalogue.

SECONDARY EDUCATION  
In addition to completing the requirements in the General Education Core and 27 in the Teacher Education Core, a student must complete the following 50 credits during the 17-19 in Professional Preparation, 24 in electives and a minimum of 30 in an Arts or Sciences area to satisfy requirements for the degree and certification.

Professional Preparation  
(All Courses Required) 
497W Reading in the Secondary School 3
Specific Methods Course 3
336 Teaching Math Grades 5-8 3
341 Teaching Secondary Mathematics 3
342 Teaching Secondary Science 3
343 Teaching Secondary English 3
345 Teaching Secondary Foreign Languages 3
346 Teaching Secondary Social Studies 3
*491 Student Teaching 12

*No student may register for additional course work during the student teaching semester without permission from the Committee on Student Standing.

SPECIAL EDUCATION (MENTAL AND/OR PHYSICAL DISABILITIES)  
This program is designed to prepare students for teaching persons with mental and/or physical disabilities, including Autism/pervasive developmental disorder, serious emotional disturbance, neurological impairment, specific learning disability, mental retardation, multihandicaps, other health impairment, physical disability.

The 49 credits listed below in Professional Preparation and three in Electives in addition to 42 credits in General Education and the 27 in the Teacher Education Core Curriculum are required for the degree.

Professional Preparation  
(All Courses Required) 
231 Teaching Physical Education in Elementary Classroom 1
233 Teaching Health in Elementary Classroom 1
237 Teaching Art in Elementary Classroom 1
238 Teaching Music in Elementary Classroom 1
276W Assessment in Special Education 3
325 Teaching Reading — Primary 3
330W Teaching Elementary Language Arts 3
333 Teaching Elementary Science 3
335 Teaching Mathematics in Grades K-4 3
336 Teaching Mathematics in Grades 5-8 3
385 Management of Instruction and Behavior in Special Education 3

Note: Courses during several semesters are blocked. Therefore, these courses cannot be taken out of sequence.

EDUCATION

Student Teaching - ECE/Nursery School 6

DUAL CERTIFICATION  
Through advisement, a student may complete requirements in two certification areas, such as elementary and secondary, or elementary/special education. Such programs require additional course work beyond the 120 semester hours for a degree to meet standards promulgated by the Pennsylvania Department of Education. Student teaching in both areas is offered during the student's final semester.

CLASS ATTENDANCE  
The School of Education faculty has determined that the following policy will be in effect for the School of Education, and will be adhered to by all professors who teach undergraduate courses. It is presumed that each student in a professional course will normally attend every session. The maximum number of unexcused absences permitted is equated to hours, not in periods the class meets, in other words, a student may miss three hours of class time in a three-credit course.

STUDENT ORGANIZATIONS  
The School of Education provides opportunities for participation in organizations related to professional education preparation. Students are encouraged to take an active part in these professional organizations. The organizations are:

Duquesne University Chapter of the Council for Exceptional Children, state and national student organizations in Special Education

Duquesne University Student Education Association, a student chapter of the National Education Association

Kappa Delta Epsilon, national education sorority
HONOR AWARDS
These awards, presented at the annual Honors Days Convocation, are open to undergraduates in the School of Education
Faculty Award for General Excellence in Early Childhood Education
Faculty Award for General Excellence in Elementary Education
Faculty Award for General Excellence in Secondary Education
Faculty Award for General Excellence in Special Education
Kappa Delta Epsilon National Professional Education Sorority Award for outstanding member of Alpha Kappa Chapter
Kappa Delta Epsilon National Professional Education Sorority President’s Award
William P. Faith Memorial Award to a sophomore student for demonstrated potential for excellence in teaching
Lawrence A. Roche Memorial Award to a junior student for general excellence in the School of Education
Philip C. Niehaus Memorial Award for outstanding achievement in the School of Education
Margaret Eyles Sullivan Award to a junior who demonstrates exceptional promise in special education
Council for Exceptional Children Award to an outstanding student in the School of Education

SCHOOL OF EDUCATION

COURSE DESCRIPTIONS

TEACHER EDUCATION CORE
101, 102 Introduction to Education I, II
Introduces students to the profession of teaching for the purpose of self-assessment and career exploration. Orients the student to teacher certification issues. Includes field experiences.

201W, 202W Educational Psychology I, II, 3, 4
Surveys theory and research which demonstrate how psychological principles contribute to the classroom practice of teachers. The principles are derived from human development, learning, motivation, instructional planning, classroom management, and evaluation. (201 is a prerequisite for 202.)

211 Instructional Planning and Assessment
Examines course, unit, and lesson planning, issues in the selection of materials and delivery system, and the evaluation of learning experiences. Focuses on the planning, delivery, and evaluation functions required of all teachers. (Prerequisite 201.)

290, 291 Professional Seminar
Provides an opportunity for students to reflect critically on their developing knowledge base and their practical experiences. The seminar is designed to foster personal as well as professional growth.

301 Orientation to Early Childhood Education
3 cr
This course provides an overview of early childhood education and explores the ways teachers can nurture and challenge the whole child (physically, socially, emotionally, and cognitively) by providing developmentally appropriate practices.

302 Child Development I (Birth to Age 5)
3 cr

303 Child Development II (Age 5 to Age 8)
3 cr

304 Integrated Curriculum
4 cr
Integrated Curriculum is designed to help students balance their fundamental knowledge of early childhood and early childhood education with the implementation of developmentally appropriate and integrated teaching/learning experiences in literacy and the content areas of language arts, math, science, and social studies.

305 Professional Seminar/ECE 302
1 cr

306 Field Component
2 cr
Field based experiences will be coordinated with the blocked coursework. The field component will provide the opportunity for students to reflect critically on their developing knowledge base and apply this knowledge to schools, kindergarten through grade three.

401 Student Teaching - ECE/Nursery School
6 cr
The student teaching experience involves the prospective teacher in a nursery school setting for 8 weeks and in a primary classroom for 8 weeks. During this capstone experience, the student teacher assumes teaching responsibilities, applies theory to practice, and develops a personal teaching style under the supervision of the cooperating teacher and university supervisor. Verification of student competency will be determined jointly by the cooperating teacher and the university supervisor. No other credits may be taken while the student is enrolled in 491 or in EDECE 491 without special permission of the Early Childhood Coordinator and the student teaching office.

ELEMENTARY EDUCATION

231 Teaching Physical Education in Elementary Classroom
1 cr

233 Teaching Health in Elementary Classroom
1 cr

237 Teaching Art in Elementary Classroom
1 cr

238 Teaching Music in Elementary Classroom
1 cr

An introduction to the basic principles and concepts of teaching physical education, visual arts, health, and music to children of elementary school age, including exceptional children.

325 Teaching Reading in the Primary School
3 cr
Major emphasis is on the pre-school, emergent literacy, and primary grades. Content deals with language, experimental, cognitive, and perceptual
development in young children and their relationship to the beginning reading program. In addition, consideration will be given to the basic reading skills which comprise the first three years of a developmental reading program techniques of individualizing instruction, evaluating and reporting pupil progress.

326 Teaching Reading in Intermediate and Middle Schools 3 cr
Focuses on the transitional period in a developmental reading program in which reading becomes a tool to be used in each content area. In addition to continuing reading skills in the developmental reading program, specialized reading and study skills, necessary for students to function in social studies, science, language arts, mathematics, and other content areas, will be presented. Techniques of determining readability of materials, individualizing instruction, evaluating and reporting pupil progress are also studied.

330W Teaching Elementary Language Arts 3 cr
Presents psychological principles and historical perspective in the language arts, the foundation on which a good language arts program should be built. Four skills — listening, speaking, reading, writing — as acquired by the child, combined with knowledge of the evaluative process, teaching methods, and materials, provide a realistic approach to teaching language arts and reading experience. Prerequisite: 325.

331 Teaching Elementary Social Studies 3 cr
Emphasizes the design, delivery and evaluation of effective social studies plans and units. Higher level thinking processes, values and moral development, and classroom management are explored in small group simulations.

333 Teaching Elementary Science 3 cr
Study of theories, techniques, practices, and content of the science area. Accent is on discovery and inquiry instructional styles, organizing for learning.

335 Teaching Mathematics in Grades K-4 3 cr
Examines mathematical concepts and skills taught in grades K-4, teaching strategies and methods, and approaches to effective instruction. Prerequisite: 3 cr.

336 Teaching Mathematics in Grades 5-8 3 cr
Examines mathematical concepts and skills taught in grades 5-8, teaching strategies and methods that foster reasoning and mathematical thinking.

480 Senior Project 3 cr
A capstone experience in which seniors engage in an indepth investigation or pursue a special project related to their area of specialization. Requires sponsorship by an instructor and approval of the Chairman.

SCHOOL OF EDUCATION

480 Senior Project 3 cr
A capstone experience in which seniors engage in an indepth investigation or pursue a special project related to their area of specialization. Requires sponsorship by an instructor and approval of the Chairman.

490, 491 Student Teaching — Secondary 9,12 cr
Student teaching in an approved secondary school under the direct supervision of a cooperating teacher. Prerequisites: Senior status, good academic standing, completion of required professional courses, and recommendation of faculty. Special Education.

493 Student Teaching — Secondary 6 cr
Student teaching in secondary education for students who wish to complete requirements in two certification areas. Registration is concurrent with Ed 490-Secondary or Ed 490-Special Education.

SECONDARY EDUCATION

341 Teaching Secondary Mathematics 3 cr
Explores methods, strategies, and content of secondary mathematics with emphasis on problem solving and technology.

342 Teaching Secondary Science 3 cr
Explores methods, strategies, and content of secondary science, with emphasis on discovery, inquiry, and technology.

343 Teaching Secondary English 3 cr
Examines various ways to teach grammar, language, and composition, provides opportunity for students to review the basics of grammar and composition and to develop lessons for teaching at the secondary level and in special education.

345 Teaching Secondary Foreign Languages 3 cr
Explores a variety of approaches for teaching foreign languages (K-12), grammar, structure, verbal exercises, and literature to the specific language to be taught will be discussed.

346 Teaching Secondary Social Studies 3 cr
This is a competency-based experience for social studies/social science majors that develops evaluation skills, knowledge of curricula, media and technological experiences, and methods, expands planning and questioning skills.

385 Management of Instruction and Behavior in Special Education 3 cr
This course covers the management of instruction in terms of its relationship to successful behavior outcomes, practices in applied behavior analysis and intervention strategies. Topics include parent-teacher partnerships, teaming specific behavior analysis and a wide range of programming options within the guidelines of the standards and regulations for Special Education. Prerequisites: 226, 276, 386.

386 Mild Disabilities 3 cr
This course is designed to prepare prospective teachers to develop and implement appropriate programs for students with mild disabilities. Principles of individualized instructional and appropriate instructional strategies and materials across the curriculum will be emphasized. Students will develop skills in collaborative approaches to consulting and co-teaching known to facilitate the success of students with disabilities in inclusive education programs. Prerequisites: 226, 276.

387 Severe Disabilities 3 cr
Evaluation, integration, and implementation of theoretically based methodologies, curricula, and adaptive instructional techniques and procedures for persons with severe disabilities. Current legislation is also analyzed. Students will develop skills to facilitate the success of students with severe disabilities in inclusive education programs. Prerequisites: 226, 276, 385, 386.

226 Introduction to Special Education 3 cr
This course is designed to provide an overview of critical issues and strategies related to educating students with special learning needs. The course content focuses on historical and legal foundations of special and inclusive education, diverse developmental characteristics of students with disabilities, and strategies for accommodating in the general education environment.

276W Assessment in Special Education 3 cr
This course is designed to prepare prospective special education teachers to participate in all stages of assessment for students with disabilities, screening and referral, comprehensive evaluation, and individual program planning. Theoretical and legal foundations related to assessment of students with disabilities will be discussed. Course content focuses on basic measurement concepts, a variety of formal and informal assessment procedures, and the use of assessment information for instructional planning. Prerequisite: 226.

SCHOOL OF EDUCATION

490, 491 Student Teaching — Special Education 12 cr
A full semester of supervised classroom experience in a carefully selected school for mentally and/or physically handicapped pupils. Prerequisites: Senior status, good academic standing, completion of required professional courses, and recommendation of faculty.
SCHOOL OF MUSIC

ADMINISTRATION

Dean
Michael Kumer
Assistant Dean
John Mumper
Emeritus
Gerald F. Keenan

HISTORY

Founded in 1926, the School of Music recently celebrated its seventieth anniversary. The earliest course of study led to the Bachelor of Music degree, the Bachelor of Science in Music Education program was added four years later. On April 29, 1967, the present music building was dedicated, on this occasion Van Cliburn was awarded an Honorary Doctorate of Music degree. The School of Music has been fully accredited by the National Association of Schools of Music since 1966.

PHILOSOPHY AND OBJECTIVES

The School of Music offers a comprehensive musical education in tune with the realities of the times. Overlooking the City of Pittsburgh with its unique blend of old and new, with its thriving cultural life, the campus itself symbolizes the goal development of a well-rounded professional musician who is well-equipped to contribute to the contemporary musical world.

To meet that goal, the School of Music aims to develop in each student the highest caliber of creative artist and to provide the environment that encourages the development of the creative artist. The School of Music believes that the education of the professional musician must be broad in scope, encompassing the arts in all their phases. To that end, the School of Music offers current with a twentieth century musical education — it offers students an education for the 21st century, rooted in the traditions of historical thought.

ADMISSION

Students who wish to major in music should apply through the Office of Admissions. Following this an interview and audition should be scheduled through the Administrator of Music Enrollment. Specific audition requirements are mailed to auditionees. The audition consists of solo performance before a committee, a written theory exam, and an individual aural test. Students requesting scholarship assistance should apply through Financial Aid. Taped performances can be evaluated, but the audition process is not completed entirely until the testing has been done. Students receive written confirmation of their status from the Office of Admissions.

It would be helpful for prospective music majors to have a background in theory, piano, and certain aural skills prior to entrance. If deficiencies exist in any of these areas, prerequisite courses may be required at the discretion of the audition committee. Visits to classes and personal interviews with the applied music staff are encouraged strongly and may be arranged by calling (412) 396-5064.

DEGREES

Undergraduate music students enroll in one of three degree programs: the Bachelor of Music degree, the Bachelor of Science in Music Education degree, or the Bachelor of Science in Music Therapy degree. Students planning performance careers, whether in concert, symphony orchestra, opera, media arts or studio recording enroll in the Bachelor of Music program. Students who want careers in music are prepared in teaching in a private studio situation or at the college level, as well as preparing for a career in music ministry, also enroll in this program. Students anticipating a career in school music teaching enroll in the Bachelor of Science in Music Education program, prospective music therapists enroll in the Bachelor of Science in Music Therapy degree. Students enrolled in other schools and colleges in the University also study in the School of Music in recognition of the importance of arts education to the full development of each individual, music courses designed for general students are available.

Students in the Bachelor of Music program major in piano, organ, voice, orchestral instruments, guitar, stringed instruments, electronic music, and music technology. They elect a concentration in classical music, jazz, sacred music, or music technology. Students in the Bachelor of Science in Music Education program elect a concentration in choral music or instrumental music. The curriculum is enhanced by the vital cultural life in the City of Pittsburgh, which was a factor in its recent ranking as America's "most livable city." The proximity of the School of Music to the city frequently brings these cultural events to the campus Workshops, masterclasses, and special performances are often presented by visiting artists who have included Birgit Nilsson, Wynton Marsalis, John Adams, Rebecca Penney, and Barry Green.

The Pittsburgh Symphony Center at Duquesne, under the general direction of Tito Capobianco, creates an environment that enhances the development of young artists in all facets of opera production. Visiting faculty have included Beverly Sills, Sherill Milnes, Roberta Peters, Maureen Forrester, Carlo Bergonzi, Renée Fleming, and Isabel Peranog. Applied faculty in the School of Music include members of the Pittsburgh Symphony Orchestra as well as distinguished concert artists. Ensembles in residence include the Children's Festival Chorus, the Junior Mendelssohn Choir, and the Pittsburgh New Music Ensemble. Other faculty are recognized in the academic and cultural communities for their activities as performers, conductors, composers, church musicians, clinicians, and music scholars. Interaction with these outstanding professional musicians is available in the education of the developing professional musician. Duquesne students also take advantage of the many performance opportunities afforded them by local music organizations. Students perform in the Pittsburgh Symphony Orchestra, the Westmoreland Symphony, the Pittsburgh New Music Ensemble, and the McKeever Symphony, and others.

FACILITIES

The School of Music has over 80 pianos. The Recital Hall is equipped with two Steinway concert grands. Piano majors practice in specially designated rooms that contain grand pianos, other practice rooms are supplied with studio upright pianos. A two-manual Harpsichord is available for practice and recitals. Organ students have access to two Moeller organs and a Fischer practice organ; an electronic organ, a three-manual Moeller organ, and a Fulper tracker organ. Two pipe organs by Kilgen and Tellers and a Rodgers electronic theatre organ on campus are also available for recitals and for practice. Many orchestral and band instruments are available for instrumental classes.

MUSIC TECHNOLOGY FACILITIES

New technologies such as computers and synthesizers offer today's performers and composers myriad opportunities to develop their musical ideas and stretch them to the limits of the imagination. Effective competition in the music fields of today and tomorrow requires sophisticated music skills linked with ability and artistry in the use of electronic media. Duquesne offers a unique program which blends strong traditional musical education with practical artistic experiences in all phases of music technology. The program is designed for talented students who desire to increase their flexibility in order to take advantage of the new professional opportunities available to musicians possessing sophisticated music technology skills.

Fender Electronic Studio

Dedicated in the Fall of 1994, the Fender Electronic Studio is a state of the art electronic studio for MIDI/hard disk recording and electronic and guitar ensemble rehearsal featuring Fender 32 channel digital capable board, Fender professional sound reinforcement speaker systems and poweramps, full line of Fender tube guitar amps and guitars with Roland CK-2 synth pickups, Fender basses, Alesis Monitor I and II near-field monitors, Digidesign's Session Eight, Sample Cell, Sound Designer II, Audiomedia II cards, Mark Of The Unicorn's Digital Performer, Unisynth, MIDI Time piece II, Opcode's Max and Studio Vision, Coda's Finale, Turbo Sniff, Art and Alesis single processing, Kurzweil K2000R sampler, Roland VP-70, Roland TD-7 compact digital drum kit, Yamaha G-10 guitar controller, Roland GR-9, and VG-8 Guitar System, Oberheim Matrix 6 analog synth, Foster 4 Track cassette deck, two Zeta violins, Zeta viola, Zeta cello, Roland SP80, KAT mallet controller with Kurzweil sound board, Yamaha WX7 and EWI wind controllers, Roland PC200 keyboard controllers, Kawai G-Megas, two Korg 01W/01S advanced integrated workstations, Yamaha S177 and DX7/II/FD synths, Roland D-70, EMU Proteus 1/2/3 sound modules, Korg X5RD, G Vox interactive guitar systems, Ensoniq Mirage sampler.

Recording Studio

Houses a MIDI/Hard Disk recording Macintosh Workstation, Digital Performance Pro Tools 24-track analog studio consisting of the Otari MX80 with the Otari 34C console, Foster 8-track tape recorder with MIDI/SMPTE auto locator, Yamaha GEC-16, and Yamaha S177 and DX7II/FD synths, Roland D-70, EMU Proteus 1/2/3 sound modules, Korg XSDR, G Vox interactive guitar systems, Ensoniq Mirage sampler.

Classroom of the Future

A keyboard/computer lab housing 16 Macintosh workstations, each equipped with EMU Proteus 1, Kawai G-Mega general MIDI sound modules, Kawai MVSXR mixers, Kawai 330s Digital Pianos, prnps, Roland 505, Kawai professional sound reinforcement system, Mark of the Unicorn's Fast Lane MIDI interfaces, Performer, Coda's Finale, Practica Musica, Music Lessons, Fiber-optic Internet connections.

Music Learning Resource Center

A multipurpose learning facility containing ten Power Mac workstations A/V and CD ROM, Macromind Director, Multimedia capabilities with scanners and digital audio stations, eight Korg O1W/FD MID1 workstations, Korg OEC-16 stereo communication system, Moog Rogue, 6 Kawai CR-1, session trainers, ten Kawai MVSXR mixers, Mark Of

SCHOOL OF MUSIC
The Unicorn's MIDI express, Performer Coda's Finale, G-Vox guitar software, Fender guitars/amps/ basses and PA equipment student sign-out, Fender Heartfield six-string bass

STUDENT ORGANIZATIONS
A chapter of the national music organization Mu Phi Epsilon contributes substantially to the students' professional and social development. The Music Educators National Conference has an active student chapter which sponsors professional programs and attends and participates in the state, regional, and national activities of the association. There are active chapters of the American Guild of Organists, the National Association for Music Therapy, and the American Choral Directors Association. A chapter of Pi Kappa Lambda, the national music honor society, was installed in March, 1988

HONOR AWARDS
The Sebert Medal is presented to a senior for excellence in violin or piano upon recommendation of department committee.

Andre Manchel Award is presented to the graduating organ student with the highest academic standing in performance.

Jean Langlass Award is presented to the graduating organ student with the highest academic standing in Sacred Music.

J. Curnetti Tusco Piano Performance Award is presented annually to an outstanding piano student.

Mu Phi Epsilon Sterling Achievement Award is presented by Mu Phi Epsilon to an outstanding senior music student.

Robert Egan Award for Academic Excellence, Richard Cray Award for Outstanding Service are presented by the Music Therapy department to graduating senior students.

MUSIC EDUCATION
Admission and Retention in the Music Ed Program
Students are admitted to the School of Music through the formal application and audition process. Successful completion of the process results in provisional acceptance to the Music Education program. During the first two semesters, students must achieve a 2.75 GPA and complete the first two sections of the Praxis Exam with scores acceptable to the state Department of Education. After completing four semesters with a minimum 2.75 GPA, students undergo cumulative performance evaluations which determine their suitability for the student teaching experience. Successful results allow a student to apply for the final training level of student teaching. During this final phase, students must complete the final two sections of the Praxis Exam.

Certification
Students who successfully complete the entire bachelor's degree program and achieve satisfactory scores on the Praxis Exam may apply for Pennsylvania teachers certification, Instructional Level I, Music, K-12. The teacher training curriculum offered by Duquesne prepares students to teach both vocal and instrumental music at all age levels. Permanent certification is awarded after completion of 24 post-graduate credits and three successful years of teaching within a six year period.

Curriculum
Students complete 132 credits distributed in the areas of music, professional education, and general education Core music classes include Theory, Solfege, Eurhythms, and Counterpoint Computer literacy. Applied Music and Ensemble are studied for seven semesters. Duquesne is noted for its superb specialized applied music faculty, and all students may request the teacher of their choice. Basic methods classes in piano, voice, general music, and all families of instruments, along with conducting and orchestration are required. All students have the opportunity to utilize the latest technology in music education in special state-of-the-art computer and piano labs.

Professional education classes include advanced methods courses in vocal and instrumental music education, educational psychology, music education methods courses in vocal music, instrumental music, and music education in special education.

General education courses are designed to develop well-rounded teachers who are able to relate to their society and culture. These include 27 credits of the University's Core Curriculum in the Liberal Arts, several electives, and History and Literature of Music.

Duquesne is singular in its capacity to offer all the major international specialized music education methodologies taught by nationally-known specialists. Kodaly Solfege, Dalcroze Eurhythms, Choral Pedagogy, and Suzuki String are standard elements of every student's coursework. All courses are based on the National Standards for Music Education, with leadership and advocacy components.

Students have the opportunity to double-major with Performance or Music Therapy, though it should be noted that this will require additional time for completion.

MUSIC EDUCATION/MUSIC THERAPY CERTIFICATION
Students completing the course work in music education receive the B.S. in M Ed. and may be recommended for certification to the PA Department of Education. Upon successful completion of the Praxis Exam, graduates may receive the Instructional Level I - Music, K-12 certificate.

Selection of students for this program depends upon completion of admissions and audition procedures and an interview with the department member. Candidates are expected to demonstrate leadership, adaptive, communication skills, critical thinking and analysis ability, and a genuine interest in a music related profession.

Post-graduate certification course work in music education is available to those with B M degrees in Education degrees. Audition and/or course requirements are available upon request.

In order to become certified as a Music Therapist or to earn the Bachelor of Science in Music Therapy Degree, Music Therapy candidates are required to complete a structured sequence of Music Therapy courses as prescribed by the American Music Therapy Association. Upon completion of the academic requirements, a six month internship consisting of 150 hours of clinical work under the direct supervision of a Music Therapist at an approved site is required. Completion of both the academic and the internship requirements culminates eligibility for the board certification examination.

MUSIC EDUCATION/MUSIC THERAPY COURSE DESCRIPTIONS

PERFORMANCE
Applied Music
1-3 cr
Private study of voice, piano, harpsichord, organ, guitar or orchestral instruments.

107 Piano Accompanying
1-2 cr
This course is designed for the undergraduate with the purpose of affording the student instruction in the art of piano accompanying.

115 Vocal Coaching
1-2 cr
Individual work with pianist as a supplement to Applied Music.

French, Italian, German for Singers
2 cr
Each Rudiments of each foreign language offered on a rotating basis in the fall semester in preparation for the appropriate Diction and Repertory course offered in the following spring.

116, 117, 118, 119 Diction and Repertory
2 cr
each
Italian, German, French and English offered on a rotating basis each Spring Semester. All except English preceded by an introductory course in the fall.

Business of Music
2 cr
This course focuses on the details of making a living in the music world. Topics include creating and maintaining a portfolio and resume, negotiating business matters and marketing.

155 Beginning Piano for Performance Majors I
2 cr
Class piano instruction in basic techniques of piano performance including scales, keyboard harmonization, and introductory score reading. MIDI piano lab equipped with music work stations, synthesizer modules, and six track recorders are used.

156 Beginning Piano for Performance Majors II
2 cr
Class piano instruction in intermediate techniques of piano performance including two octave scales, keyboard harmonization of secondary chords, transposition, and score reading. Upper elementary piano literature is studied.

253, 254, 255, 256 Orchestral Repertoire and Chamber Music
2 cr
An intensive study of orchestral excerpts with emphasis on style, performance practice, and audition preparation. The course includes performance of selected chamber music for various combinations of music.

313 Piano Pedagogy I
2 cr
Students will become acquainted with the techniques and materials for teaching piano at the elementary level. For piano majors, junior standing is recommended.

314 Piano Pedagogy II
2 cr
A continuation of 313 concentrating on the techniques and materials for teaching piano at the intermediate and advanced levels.

315 Pedagogy for Performance Majors
2 cr
The course is designed to provide an introduction to the elements of studio teaching. Topics will include learning theory, business considerations, pedagogical/technical approaches, and materials.

396 Student Recital
0 cr
This course is designed for students giving non-degree recitals.

398 Junior Recital
0 cr
This course is for the candidate for the Bachelor of Music degree must give a recital during the junior year.

400 Recital
1 cr
This course is for the candidate for the Bachelor of Music degree must give a recital during the senior year. The recital will be presented to a faculty committee for approval at least one month prior to the date of the performance.

420 Performance Internship
0-12 cr
A rigorous occupational and academic opportunity for highly-qualified students to combine career goals in an individually-designed work experience. Skills in performance, research, analysis, and communication are developed under the supervision of an onsite supervisor in cooperation with a faculty member who may require an academic project.
ENSEMBLE/CHAMBER MUSIC
Required for all students as laboratory work during most semesters of full-time enrollment. Non-music majors are invited to register for ensemble with permission of instructor.

Large Ensembles
The Large Ensembles include Wind Symphony, Orchestra, Concert Choir, Chamber Singers, and Jazz Band.

Small Ensembles
The Small Ensembles include Trombone Choir, Brass Ensemble, Guitar Ensemble, Percussion Ensemble, various woodwind ensembles, and Electronic Ensemble.

144 Opera Workshop
A performing class in which students learn standard and other opera repertory in the original languages.

Chamber Music
Study and performance of all types of chamber music for various instrumental combinations.

MUSICIANSHIP

121, 122 Dalcroze Eurhythmics I & II
Experiencing, analyzing, and creatively manipulating the metric/structural and the expressive/interpretive components of music through rhythmic movement, ear-training, and improvisation.

131, 132 Theory I and II
These sequential courses are designed to acquaint the students with the harmonic materials of art music of the Western Civilization. For basic knowledge the Baroque-Classical idiom is explored. Harmony is examined in full, but formal and textural aspects are also discussed. Class contents include part writing, analysis, keyboard work, dictation, harmonic and intervalic ear training, and drills with computers.

335 Music from 1000 - Present
The evolution of music since 1000 to World War II. Topics include post-romanticism, modality, neoclassicism, twelve-tone music, and atonal and serial techniques.

351 Composition
A course in original creative writing.

CONDUCTING

73 Instrumental Conducting I
An introduction to baton technique with emphasis on basic patterns, cueing, and expression using the left hand. Students enrolled will form a laboratory ensemble to gain conducting experience.

73 Instrumental Conducting II
This course is for upper-level instrumental Conducting I with emphasis on score analysis and the development of a refined and expressive technique.

75 Choral Conducting I
An introduction to basic conducting techniques with emphasis on proper conducting posture, the preparatory gesture, the release, basic beat patterns and styles, use of the baton, and development of the left hand. Course also will include instruction on score reading, analysis, and preparation, with special emphasis on the standard choral literature. Class time will be divided equally between lecture-demonstrations and practical conducting experience in a laboratory setting.

76 Choral Conducting II
An introduction and application of intermediate and advanced conducting techniques with emphasis on subdivision, accent and syncopation, subdot dynamic change, tempo alteration, tenuto and fermata, asymmetrical meter, supermetrics, and specialized techniques for conducting contemporary music. Class includes score analysis, preparation, as well as choral techniques and methods while focusing on the standard choral literature. Class time will be divided equally between lecture-demonstrations and practical conducting experience in a laboratory setting.

MUSIC EDUCATION

90, 92 Fundamentals of Piano I, II
This course introduces students to basic piano skills including scales, triads, cadences, sight-reading and improvisation. The course is intended for students preparing for Piano for Music Education I but is also open to non-music majors.

101, 102 Piano for Music Education I, II
A continuation of Music Ed Methods I, with emphasis on basic patterns, thumbing, tone, diction, expression and style. Repertoire includes folk songs, art songs, and multicultural songs sung in solo, unison, duet, and small ensembles. Students learn standard vocal classifications taught through opera, oratorio, and art song.

111W, 112W Piano for Music Education I, II
This course provides piano instruction in harmonizations, improvisation and transposition using a MIDI piano lab equipped with music workstations that consist of electronic keyboards, synthesizer modules and six-track recorders.

173 Woodwind Techniques
This course focuses on playing skills and pedagogical applications of clarinet, flute, saxophone, oboe and bassoon. Students are expected to play each instrument and to be knowledgeable of appropriate teaching materials for each.

251 Music Ed Methods I
This course presents an introduction to a sequence in music teacher training based upon the National Standards for Arts Education, Music Advocacy and Leadership in Arts Education. Content emphasizes early childhood development in music from pre-K to grade 2. The course includes a portfolio of practical teaching materials, and focuses on the relationship of music to the development of early childhood development in music. The structure of the course is based on the Kodaly concept of music education, with singing and movement as the primary means of building a foundation for further musical learning. Students learn the basic components of effective lessons, and begin the creation of an anthology of folk-song materials suitable for this age group. Advocacy projects in the schools comprise the field experience.

253 Music Ed Methods II
A continuation of Music Ed Methods I, with emphasis on basic patterns, thumbing, tone, diction, expression and style. Repertoire includes folk songs, art songs, and multicultural songs sung in solo, unison, duet, and small ensembles. Students learn standard vocal classifications taught through opera, oratorio, and art song.

254 Music Ed Methods III
This course advances the sequence of the National Standards, developing tracks in general, choral, instrumental and orchestral methods for grades 4-8. Music technology, inclusion and assessment techniques appropriate for these grades are included. Students continue the anthology, expanding it to include composed choral, band and string repertoire. They continue the advocacy projects, which are an instrumented and portfolio documenting the second 15 hours of clinical experiences.
MUSIC

MUSIC THERAPY

MTHR 107W Music Therapy Orientation 3 cr
An introduction to Music Therapy as practiced in a variety of rehabilitation settings. Observation followed by informal group discussions. Basic theory about the validity of music therapy and the relationship of theory to practice. Intensive class participation will be required to prove qualification for further in-depth study of the profession.

MTHR 108W Music in Therapy 2 cr
An introduction to Music Therapy methods utilized in music therapy settings. Assessment, planning, implementation and evaluation of sessions designed by a variety of populations will be the focus of this course.

MTHR 124W Practicum 1-7
Field placement in a clinical setting for a minimum of 15 hours per semester. Certified Music Therapists and other specially trained clinicians assist in the educational training and professional developmental growth of the student.

MTHR 300W Psychology of Music Teaching and Learning 3 cr
A study of the psychological, physiological, and sociological aspects of music teaching with emphasis on current research in these areas.

MTHR 305W Stress Reduction 2 cr
Ind Relaxation
Review and examination of theories on the impact of music on total health and behavior. Develops a holistic philosophy of Music Therapy as a servant source of total formation.

MTHR 315 Piano Improvisation for Music Therapy 2 cr
Principles of functional piano skills with emphasis on rhythm patterns and dissonant chords as an aid in non-verbal communication with multiple populations.

MTHR 317 Guitar for Music Therapy I 2 cr
The scope of this course is designed to focus on developing an introduction to the skills needed for playing the guitar in a clinical setting. Special emphasis will be placed on positioning, right and left hand techniques, fretboard visualization, sight reading, basic improvisational tools, introduction to chord voicing rhythmic studies and an increased awareness of music interpretation.

MTHR 318 Guitar for Music Therapy II 2 cr
This course continues to expand the guitar competencies completed in Guitar I with the addition of bar chord voicings. Emphasis will also be placed on the building of clinical repertoire.

MTHR 374W Music and Movement for the Exceptional Person 3 cr
A course is experiential and didactic in its approach to the rationale of using music and movement as therapeutic teaching tools to meet the needs of special persons.

SACRED MUSIC

201 Sacred Choral and Solo Literature 2 cr
A survey of choral and solo literature for church choirs, solos, and congregations.

103 Service Playing 1-2 cr
The objective of this course is to develop the service playing skills necessary to play for church services of all denominations through a study of applied harmony, counterpoint, hymnody, anthem adaptations, and conducting from the console. Students unable to enroll for this course may study this material in their applied music lesson.

112 Church Music Practicum 1 cr
A seminar in practical aspects of church music, establishing the music program in a church, graded choir systems, children's choirs, instruments in workshop, contracts, cantor systems, worship commissions, etc.

420 Hymnody 2 cr
A study of the church's heritage of song, the Psalms, the great hymns of the Medieval Church, the heritage of Luther, Calvin and their followers, English hymnody, American contributions, twentieth-Century hymnody with special emphasis on the theological framework for each major development in the history of hymns.

421 Gregorian Chant 2 cr
The history, notation, and modal system of Gregorian chant. Class participation in the singing of chant. Chant as prayer and current liturgical application.

431, 432 Organ Improvisation 2 cr each
A practical application of the basic tools of improvisation including harmonization of melodies at the organ, two and three part counterpoint, short ABA forms, and chorale preludes with emphasis on their liturgical application.
451, 452 Organ Literature 2 cr each
A survey of organ literature and organ buildings as it relates to organ registration. The first semester treats organ music from the Renaissance through J S Bach. The second semester deals with the literature from 1750 to the present. Outside listening and readings will be required.

470 Scarred Music Internship 2 cr
An exploration of the relationship of liturgy and the music which expresses the rituals of liturgy. Fifteen areas of study are chosen in the worship life of the church are analyzed, set into historical perspective, and evaluated as to their effectiveness in parish life including the demands of ritual, theology of the rites and their musical expression, and pastoral issues in their celebration.

476 Organ Design and Maintenance 2 cr
A study of the basic concepts or organ construction with emphasis on the historical development of the organ and the mechanical operation of the pipes and console. Tuning, voicing, and esthetics of organ design will be discussed.

SOUND RECORDING TECHNOLOGY
MUSR 101 Introduction to Audio I 2 cr
Introduction to basic concepts of audio propagation both acoustically and electrically. Mathematics for procedures for two track and multi-track production are required. Prerequisite: Music Synthesis I.

MUSR 102 Introduction to Audio II 3 cr
The focus of this course is a presentation of more basic audio concepts both acoustically and electrically. An introduction and overview of the hardware and software used in the recording process. Prerequisite: Introduction to Audio I.

MUSR 145 Audio I 3 cr
Foundations of the recording process. Covered are all aspects of the recording chain and basic procedures for two track and multi-track production. Lab required. Prerequisite: Introduction to Audio I.

MUSR 146 Audio II 3 cr
An intensive study of the commercial recording process. Intensive hands-on and production projects. Lab required. Prerequisite: Audio I.

MUSR 149 Audio III 2 cr
Individual studio projects with instructor coaching. Prerequisite: Audio II.

MUSR 153 Audio IV 2 cr
The focus of this course is reinforcement of recording techniques learned in Audio I, II, and III. Each student is required to be engaged in a current weekly recording session and to be working toward completion of assigned projects. Students meet with the instructor upon completion of recordings and are critiqued on their performance. Prerequisite: Audio III.

MUSR 202 Maintenance 2 cr
A hands-on overview of daily studio maintenance from both a theoretical and practical standpoint. Topics include machine alignment and preventive maintenance as well as concepts of basic interconnection and troubleshooting.

MUSR 230 Studio Procedures 2 cr
Standard setup routines along with basic studio procedures are covered. Paper work and session organization is emphasized.

MUSR 240 Advanced Audio Production 2 cr
Students gain experience in CEDAR (Computer Enhanced Digital Audio Restoration) techniques for the purpose of soundtrack restoration. Advanced digital techniques and digital signal processing are covered. Prerequisite Post Production.

MUSR 301 Post Production & Mastering 2 cr
This course is designed to give hands-on experience with various post production and mastering tools. Proper procedures in formatting and preparing projects for cassette or CD production are covered. Sony 1630 operation and mastering is covered. Prerequisite Audio IV.

MUSR 300 Digital Theory 3 cr
Foundations in digital theory for application in digital audio. The study of Analog to Digital and Digital to Analog Conversion are covered as well as storage mediums. Digital terminology is explained.

MUSR 313 Applied Audio 1 cr
Directed individual study in Audio.

MUSR 420 Sound Recording Technology Internship 1-4 cr
Students will be provided an opportunity to work as an assistant at a corporation related to the field of sound recording.

MUSIC TECHNOLOGY
MUTK 115 Computers for Musicians 2 cr
An introductory music technology course. Includes basic MIDI theory, computer notation, sequencing, internet explorations, computer assisted instruction and computer software uses for musicians.

MUTK 305 Music Technology II 2 cr
A continuation of Music Technology I, with more advanced applications of MIDI theory, computer notation and sequencing, and the history of electronic music (1945 to the present). Prerequisite: Computers for Musicians.

MUTK 201 Music Synthesis I 2 cr
Music synthesis and sound design. Advanced sequencing techniques on complex workstations, and SMPTE synchronization. Prerequisite: Music Technology I.

MUTK 205 Music Synthesis II 2 cr
Advanced sound design, hard disk recording techniques, and introduction to multi-media production. Prerequisite: Music Synthesis I.

MUTK 206 Music Synthesis III 2 cr
Sampling, digital sound design and editing, multimedia production, and advanced score notation. Prerequisite: Music Synthesis II.

MUTK 207 Music Synthesis IV 2 cr
Advanced project in music technology which explores expertise in a variety of music technology skills, including the creation of a professional portfolio. Prerequisite: Music Synthesis III.

MUTK 314 Electronic Orchestration 2 cr
A study of the basic problems of scoring for electronic instruments in a variety of musical contexts, including scoring for both electronic and electro-acoustic ensembles. Analysis of the techniques of electronic orchestration of selected contemporary composers in a variety of musical styles. Prerequisite: Music Synthesis II and Traditional Orchestration.

MUTK 311 MIDI Controller Techniques 1 cr
The study and application of unique performance techniques associated with electronic instruments. Through analysis of acoustic and electronic performances and study of technical exercises, students will learn to control the nuance of performance on electronic instruments. Prerequisites: Computers for Musicians and Music Technology II.

MUTK 350 Electronic Chamber Music 2 cr
A performance based course that covers the basics of Electronic Performance Practice. Includes the preparation, rehearsal, and performance of electronic music through solo, ensemble, and sequence-based pieces. Students are assigned to small chamber groups, both solo and ensemble pieces are prepared by the students for performance in a recital at the end of the semester. Prerequisite: MIDI Controller Techniques.

MUTK 335 Introduction to Composition I 2 cr
An introduction to composition that focuses on the fundamentals of melody, harmonic content, rhythm, and compositional forms. Students begin development of individual composition portfolios. They are encouraged to have their works performed at a student composition recital held during the semester. (Class format).

MUTK 356 Introduction to Composition II 2 cr
A continuation of basic concepts needed to write successful musical compositions. Students will continue development of individual composition portfolios, and are encouraged to have their works performed at a student composition recital held during the semester. Prerequisite: Introduction to Composition I (Class format).

MUTK 320 Composition/Performance Final Technology Project 1 cr
Students prepare and complete composition and performance projects to be presented at their senior recital. All projects will demonstrate the student's competency level with music technology. Prerequisite: Music Synthesis IV.

MUTK 420 Music Technology Internship 1-4 cr
Students will be provided an opportunity to work as an assistant at a corporation related to the field of music technology.

MUTK - Multi-Media for Musicians 2 cr
An advanced class in multi-media for music technology majors. Students will work with the latest multimedia software to create an electronic resume and personal world wide web page, using digital audio, music, graphics, text, and multimedia programs. Prerequisite: Music Synthesis IV.

GENERAL
105 Seminar 0 cr
Registration for Seminar is required of all undergraduate Music majors during most semesters of full-time enrollment. Course matriculation guarantees availability for master classes, student club meetings, and guest lectures held during the Tuesday and Thursday "common hour" periods.

170 Enjoyment of Music 3 cr
This course leads to an understanding of how music's basic elements, melody, harmony, rhythm and form, are used to communicate the composer's expressive intent. Designed for majors and non-music majors. No prerequisites.
In the Fall of 1982, a new baccalaureate nursing program, also leading to the degree of Bachelor of Science in Nursing, was instituted and was specifically designed to meet the educational and professional needs of the registered nurse.

A second degree option was implemented in August 1983. This program was designed for students who hold a baccalaureate degree in a discipline other than nursing.

In 1986, the Graduate Nursing Program was opened to offer the Master of Science in Nursing. The areas of specialization offered are Nursing Administration and the dual MSN/MBA degree.

In Fall, 1994 the Graduate Nursing Program expanded to include study for the Doctor of Philosophy (PhD) in nursing.

To date, more than 3000 students have graduated from Duquesne's School of Nursing.

**SCHOOL OF NURSING PHILOSOPHY AND DEFINITION OF NURSING**

The School of Nursing's philosophy evolves from that of Duquesne University and its mission, goals, and objectives. This School's philosophy provides a framework for the development of a personal and professional philosophy of life based on the moral and spiritual values espoused by the University, and supports a commitment to the values and dignity of Man and the meaning of life. Further, this philosophy fosters a spirit of inquiry that promotes continuous intellectual growth.

The School of Nursing faculty believe that nursing is a profession and an academic discipline. Therefore, a professional nursing education should occur in institutions of higher education (Senior college or university). The faculty is committed to curricula that view nursing as a human science in which the primary concern is the health care of Man from conception through death. A creative, flexible, and dynamic environment supports curricula in which students can pursue scholarly excellence. The faculty believes that the learning process involves both the teacher and learner who plan experiences, share knowledge, and evaluate results. Within this context, the teacher supports and encourages the student to synthesize knowledge and theories from the discipline of nursing, the humanities, and the natural and behavioral sciences. The curricula and environment are strengthened by the faculty's commitment to excellent teaching, scholarship, and research, and professional and community service.

Man is a unique creation of God. Man's defining characteristics are rationality (the capacity to think), sentience (the ability to perceive and feel), and volition (the freedom to choose). Man is a complex, unifying being of multiple dimensions which dynamically interrelate creating a unified whole. Man is inclusive of individual, family, and societal influences. The purpose of Nursing Education is to prepare professionals who hold a baccalaureate degree in a discipline other than nursing. The School of Nursing, in partnership with Duquesne University and guided by the American Nurses Association Standards of Clinical Nursing Practice, the faculty has formulated a curriculum that provides learning experiences to assist students to synthesize knowledge and theories from the discipline of nursing, the humanities, and the natural and behavioral sciences. The curricula and environment are strengthened by the faculty's commitment to excellent teaching, scholarship, and research, and professional and community service.
1 Promotes the rights, responsibilities, and dignity of man in health care
2 Synthesizes knowledge from the related sciences, the humanities and nursing theories in applying the nursing process
3 Utilizes political, cultural, and social processes in promoting the health of individuals within their environment
4 Utilizes the nursing process in the promotion of health with the individual/family/group along the life continuum in a variety of settings
5 Initiates health care from the perspective of the individual/family/group's value system
6 Utilizes knowledge of ethical and legal dimensions in making nursing practice decisions
7 Utilizes the process of inquiry and research in planning nursing care with individual/family/group
8 Accepts responsibility and accountability for nursing practice
9 Assumes the role of advocate in participating with other health care providers and consumers in the promotion of health
10 Utilizes leadership skills for the improvement of health care to meet the emerging needs of consumers in a changing society
11 Strives to enhance the profession of nursing
12 Enhances own effectiveness in professional nursing roles through ongoing evaluation and continuous self-growth
13 Synthesizes principles of the teaching and learning process to promote the health of individuals/families/groups

DEGREE
The School of Nursing undergraduate program leads to the degree of Bachelor of Science in Nursing Program of Study
The School of Nursing offers a program with a major in nursing leading to a baccalaureate degree in Nursing to qualified high school graduates, registered nurses, non-nursing baccalaureate graduates, and qualified transfer students. The program includes four years of study, and is designed to provide the student with the knowledge and the skills needed to practice as a professional nurse generalist upon graduation. The general and professional education acquired in this program provides a basis for the graduate to progress to positions of increasing responsibility and to undertake graduate study. The curriculum is designed to provide a strong liberal arts and science base. The course offerings in the natural, biological and behavioral sciences, and the University core courses support the philosophy that provides the basic for the organizing framework of the professional nursing program Professional nursing courses, which constitute the nursing major, include theory and practice in the nursing care of individuals and families. Learning opportunities are provided in hospitals, in homes, in schools, in health agencies and in the community. A learning resource center in the School provides students with access to computerized learning, media review, and simulations used in learning nursing skills. The School’s Center for International Nursing and the AGH/DU Center for Nursing Research offer students an environment of cultural exchange and inquiry in nursing. The faculty of the School of Nursing conducts all professional nursing courses and also guides and directs the practicum learning experiences. A variety of hospitals and agencies cooperate with the School of Nursing to provide a wide selection of excellent practice settings. Upon the successful completion of their program of studies, graduates are eligible to take the NCLEX-RN examination for licensure. The faculty reserves the right to make changes in the curriculum and program requirements which are believed to be in the best interest of the students and the School to maintain quality professional nursing education. The undergraduate program of studies is fully approved by the State Board of Nursing and is fully accredited by the National League for Nursing. While completing their BSN, students have an opportunity to pursue a minor in select areas such as Spanish, Psychology, Sociology, and Communications. A focus area in Music Therapy is also available.

ADMISSION REQUIREMENTS
ADMISSION OF HIGH SCHOOL GRADUATES
Students who are interested in applying for admission to the School of Nursing should request an application from the Office of Admissions or the School of Nursing, Duquesne University, Pittsburgh, PA 15282. The specific entrance requirements for admission are:
1. The applicant's high school curriculum must include a minimum of 16 units distributed as follows (1 unit = 1 year)
   - English
   - Social Studies
   - Language
   - Math & Science
   - Biology 1 year, Chemistry 1 year, Algebra 1 year, One additional year is also required in science or math (i.e., Physics, Algebra, Computers, etc.)
2. A candidate must have graduated from an approved secondary school in the upper two-fifths of the class, and must have demonstrated exemplary personal conduct in the institution. Students whose class rank is below the upper two-fifths are evaluated individually by the University Admissions Committee according to their overall academic achievement and high school quality point average and testing results are reviewed.
3. The primary consideration for admission is the secondary school academic record. This is considered to be the most important criterion of success at Duquesne University. It is the desire of the Admissions Committee to admit those candidates who possess qualities of character and intellect to succeed in a rigorous curriculum and who show promise of development into useful and contributing citizens and professional nurses.
4. Individuals convicted of a misdemeanor, felony, disreputable act, an illegal act associated with alcohol, or an illegal act associated with substance abuse(s) may be prohibited from licensure or relicensure as RN in Pennsylvania (by the PA State Board of Nursing). Prior to graduation from the School of Nursing, students who complete an application to the RN licensure examination (NCLEX-RN) may be subject to the following question, “Have you ever been convicted of a misdemeanor, felony, disreputable act, or an illegal act associated with alcohol, an illegal act associated with substance abuse(s)?”
5. A candidate must present satisfactory scores on the required College Entrance Examination Board Scholastic Aptitude Test in accordance with the standards to which the University adheres.
6. A personal interview with a representative of the School of Nursing may be requested prior to admission.
7. Letters of reference may be requested.
8. Other additional School of Nursing requirements include evidence of physical and emotional health adequate to meet the demands of the program and compliance with the standards of personal conduct outlined in the School of Nursing Standards of Personal Conduct Policy. Following notification of acceptance to the University by the Office of Admissions, and prior to matriculation, the School of Nursing candidate must:
   1. Submit the School of Nursing's required health forms to the University Health Services Department.
   2. Submit signed School of Nursing Standards of Personal Conduct Statement.
In specific instances, and at the discretion of the Committee on Admissions, the equivalent of these requirements may be accepted in lieu of the foregoing requirements. All applicants are evaluated based on individual potential and total profile with variances permitted as necessary and desirable.

THE ACCELERATED BSN/MSN PROGRAM FOR HIGH SCHOOL GRADUATES
The Accelerated BSN/MSN Program for High School Graduates will be open for admissions in the Fall of 1998. One of the only programs of its kind in the country, this program will enable high school honors students to complete both the BSN and MSN Programs in 4-5.5 years. Once accepted, students will work closely with their advisor to help develop an individualized program of study. Students enrolled in this program must maintain a 3.5 GPA and satisfactorily complete the national licensure examination. Standardized tests will be waived for admission to the MSN program. Accelerated students will have preference for salaried internships at local hospitals and community agencies. During the one or two year internships, BSN graduates will work to gain experience for the MSN clinical courses and register for MSN non-clinical courses. Students who wish to work out of state, rather than accept a local internship, will be able to complete many of their MSN courses through the School's pioneering distance learning program.

Admission Requirements for the Accelerated BSN/MSN Program for High School Graduates
Applicants must have an SAT score of 1100 or greater and a high school GPA of 3.5 on a 4.0 scale. Students must first be accepted into the BSN Program through the Office of Admissions. Accepted students who meet the admission criteria for the accelerated track will receive a letter of invitation from the Dean of Nursing. Students must apply to the MSN Program during their senior year of the BSN Program.

TRANSFER STUDENT ADMISSION
See the section on Admissions for further University requirements.

Admission criteria for transfer students
1. A cumulative QPA of 2.5 from the transferring institution.
2. 1 unit of chemistry and 1 unit of algebra, which can be from either a secondary school or postsecondary institution.
3. Personal interview with a representative of the School of Nursing.
4. Two letters of reference may be requested.
5. Compliance with the Standards of Personal Conduct Policy.
SECONDE DEGREE STUDENTS

This option is available to those who already have an earned baccalaureate degree in another discipline and who wish to earn a bachelor's degree in Nursing at Duquesne University. A possible 62 credits may be transferred into the program. Other possible opportunities include challenge examinations and CLEP testing for University credit. A commitment to the adult learner. The 63 credit accelerated portion of the curriculum comprising the nursing major courses is offered over a 16 month consecutive period beginning in the summer of each year.

Specific information about this option can be obtained by contacting the Second Degree student advisor within the School of Nursing.

Admission Requirements — Second Degree in Nursing Option

Students who are interested in applying for admission to the Second Degree in Nursing Option should request an application from the Office of Admissions or School of Nursing, Duquesne University, Pittsburgh, PA 15282.

1. Graduation from a baccalaureate program in another discipline.
2. Personal interview with the Second Degree student advisor within the School of Nursing.
3. Compliance with the Standards of Personal Conduct Policy.

Evidence of physical and emotional health adequate to meet the demands of the program.

TEMPORARY TRANSFER

With prior written approval, a nursing student may take courses during the summer at an accredited college or university other than Duquesne University. A student wishing to do this will become a temporary transfer student, providing he or she receives the necessary clearance, from the institutions.

1. A student must bring the appropriate advisor in the School of Nursing, Undergraduate Program, both the catalog description of courses he or she wishes to take and the schedule for the summer session in which they are given. This request will be evaluated for course equivalency and appropriateness.
2. Ordinarily, a student who has accepted 60 or more credits may not receive advanced standing for courses taken at accredited community or two-year colleges. Students desiring waiver of this policy must obtain the permission of the Student Standing Committee of the School of Nursing.
3. A candidate for the Bachelor's degree must complete the last 30 credits (exclusive of challenge credits) toward the degree at Duquesne University.
Four new awards were presented for the first time in 1983. The first award on behalf of Bayer Corporation is awarded annually to the outstanding graduating senior in the area of acute care nursing. The award is called the Bayer Award for Excellence in Nursing Practice in the Acute Care Setting. The second award is called the Lanza Award for Excellence in Home Health Nursing, and is sponsored by Lanza, Hospital Equipment for the Home. This award is presented annually to the graduating senior demonstrating outstanding ability in the area of community health. The third award is sponsored by the United States Air Force. This award, the Air Force Leadership in Nursing Award, is presented to the graduating senior best demonstrating outstanding leadership qualities, contributions to the nursing program and/or class, and evidence of community service and commitment to the profession. Fourth, Sigma Theta Tau International, Epsilon Phu Chapter, presents four awards, one each to a Basic, R.N. / B.S.N. / M.S.N., Second Degree and Graduate Program student for excellence in scholarship, leadership, and professional commitment.

Five new awards have also been added. The Community Health Education Award, established in 1985, is awarded to recognize the graduating senior who demonstrates initiative, creativity, and teaching skills in promoting community health. The Faculty Recognition Award, established in 1986, is awarded to an outstanding graduating senior by faculty vote. The Nursing Alumni Award, established in 1987, is awarded to the graduating senior who demonstrates initiative, creativity, and teaching skills in promoting community health. The Faculty Recognition Award, established in 1986, is awarded to an outstanding graduating senior by faculty vote. The Nursing Alumni Award, established in 1987, is awarded to the graduating senior who demonstrates initiative, creativity, and teaching skills in promoting community health.

RECOMMENDED COURSE SEQUENCE

GRADUATION REQUIREMENTS

General University requirements for graduation are in the Academic Policies section of this catalog. In addition, specific School of Nursing requirements are:

1. Completion of 125 credits
2. A minimum cumulative overall-quality point average of 2.0
3. Successful completion of all clinical practicum courses
4. Completion of the required curriculum plan
5. Removal of I and F grades in all required courses
6. A candidate for the Bachelor's degree must complete the last 30 credits toward the degree at Duquesne University; Challenge credits are not included in this 30 credit requirement
7. Submissions of an application for the degree. No student is considered a candidate until he/she files an application for the degree on a form provided by the Registrar
8. NCLEX-RN Preparation Classes. In preparation for the NCLEX-RN licensing examination, all students are required to attend formal and informal NCLEX preparation classes.

Degree requirements must be completed within 10 years after initial enrollment. At the end of the 10-year period, the student's record is re-evaluated in terms of the curriculum in effect at that time, and the student is advised of any additional requirements for graduation. The responsibility for fulfilling degree requirements rests with the student.

TOTAL = 125 credits

University Core Courses

Student Rights

All of Rights — A statement of the student Bill of Rights is available to all students in the Duquesne University Student Handbook. The Student Handbook can be acquired in the student government office located in the student union.

School of Nursing Grievance Procedure

Grievance procedures must be initiated within 30 calendar days of the occurrence which gave rise to the grievance. With the knowledge of the involved parties, either party may request that another person be present during the discussions. If difficulties arise between student and faculty, the student should first discuss the difficulty with the faculty directly involved. If the matter is not satisfactorily resolved, the Associate Chair should be consulted. If the problem persists, the Chair of the Undergraduate Program should be contacted. If the problem is not satisfactorily resolved, a conference with the Dean of the School of Nursing should be arranged, and the appeals committee in the School should be convened. Should the problem still remain unresolved, a statement of the issue in writing form should be filed with the Provost within 20 days of the appeals' committee decision. If the Provost finds that a legitimate grievance exists, he will convene the academic due process committee. In all cases, the decision of the academic due process committee is final. If the Provost finds that a legitimate grievance does not exist, he/she will inform the student within 30 days of his/her determination.

REGULATIONS

Students in the School of Nursing are preparing themselves for entry into a respected health profession where the highest degree of character and sense of responsibility and accountability are basic requirements. As such, they are expected to conduct themselves at all times, in a manner befitting their position and according honor to it. For these reasons, the School of Nursing insists on strict adherence to the following regulations:

1. Attendance. Attendance is expected for every class session of each course within the School of Nursing. Students are expected to attend the entire class session. Specific class attendance requirements (in relation to grading) will be stated in each course syllabus. Acceptable reasons for absence will be in accordance with the current Undergraduate Catalog statement of scholastic policies.

   Consideration of any other request for an excused absence will be at the instructor's discretion.

   A student who is unable to attend class because of serious illness, hospitalization, a serious accident, or other extenuating circumstances is responsible for notifying the appropriate faculty member. Associate Chair or Chair of the Undergraduate Program, School of Nursing. A student who is absent for
cause is expected to complete all of the work in all courses. It is the student's responsibility to make up all assignments given during the absence. Absence without notice or inexcused absence(s) are serious offenses of professional responsibility and accountability that may result in failure to meet course goals and objectives. Regardless of cause or reason, all clinical practice time must be made up. Students are required to attend an orientation and annual BSN meeting. Handicapped students requiring special assistance are responsible to notify the class instructor before or at the first class meeting.

2 Health Requirements All School of Nursing students are required to conform to the health requirements of the School of Nursing.

3 Mathematics Competency All School of Nursing students must demonstrate competency in mathematics. Credit by means of a written examination prior to progression to Junior level clinical courses is utilized to teach students to perform a physical assessment. Students are provided with the opportunity to perform physical assessments in the laboratory setting and to utilize these skills in the clinical setting in Health Promotion Through the Nursing Process which is taken concurrently.

This course enhances the student's ability to utilize knowledge of body systems for the purpose of planning a holistic approach to nursing care. Prerequisites: Anatomy & Physiology II (concurrent).

253 Nutrition for Health Promotion 3 cr

This course focuses on nutrition and the role of health promotion for well individuals and groups throughout the life cycle. Emphasis is placed on nutrition assessment and intervention. Food needs for energy and the major nutrients are considered for the promotion of health. Prerequisites: Principles of Chemistry 111 and 112.

262 Health Promotion Through the Nursing Process 5 cr

This course is designed to introduce students to the application of concepts and skills relevant to the practice of professional nursing. The course explores each individual's health patterns and includes an introduction to alterations in health patterns. Students develop the nursing process as the vehicle for providing nursing care to clients. The concepts of health education, rehabilitation, and loss and grief are incorporated. Students identify the interrelationship of these theoretical components in his or her own experience of health. The professional role is explored within the framework of the nursing process. Prerequisites: CPR Certification, Orientation to Professional Nursing, Anatomy & Physiology I, Anatomy & Physiology II (concurrent), Human Development throughout the Life Continuum (concurrent), Basic Communications in Nursing (concurrent).

272 Basic Communications in Nursing 2 cr

This is a basic theory course in communication. Students examine the theoretical components of the communication process, and modalities of nursing theories while exploring their own style of communication, evaluating the effectiveness of communication, and learning ways to change one's pattern of relating. This course is foundational to nursing practice as interaction is essential to the nursing process. It is offered prior to or concurrent with Health Promotion Through the Nursing Process to enable students to begin to apply communication theory with clients in a long-term setting. Prerequisites: Orientation to Professional Nursing.
312 Pathology 4 cr
This course is a theory course designed to acquaint students with the structural and functional changes that occur as the result of illness, as well as the body's remarkable ability to compensate for those illness-related changes. Since the abnormal changes can ultimately be traced to underlying molecular, cellular and histological deviations from the homeostatic state, the mechanisms that disrupt this optimal state will also be elucidated. In addition, the basic mechanisms involved in the pathogenesis of various body systems and the body as a whole are emphasized and contrasted with the similar mechanisms that support normal health. Prerequisites: Microbes, Anatomy and Physiology I and II.

354 Therapeutic Nutrition 1 cr
This course focuses on nutrition in nursing practice for the restoration of health. Emphasis is placed on nutrition assessment and interventions for persons with short- and long-term disruptions of health status in relation to current research in therapeutic nutrition. Prerequisites: Principles of Chemistry 111 and 112.

360 Nursing Care of the Adult Client II 7 cr
This clinical nursing course offered at the junior level builds on previously learned knowledge of Pathology, Physical Assessment, Nursing Care of the Adult Client I, and concepts from selected nursing theories. The student is provided with the opportunity to apply the nursing process in caring for the adult in a variety of medical-surgical settings. The family is viewed as a support system to the client. Increasingly complex concepts related to the integrity of biological, psycho-social, spiritual and environmental health patterns are presented. Concepts of loss and grief, oncology and rehabilitation continue to be integrated throughout the course. Students explore the ways in which adult clients respond to long and short term alterations in health and examine the influence of more complex changes related to the client's experience of health. Students also explore community resources for supportive and rehabilitative care, and participate in the referral of clients for these health care services. Students integrate previously learned knowledge and advanced nursing knowledge reflecting the uniqueness of man's health experience to provide wholistic nursing care to the adult client. Prerequisites: Nursing Care of the Adult Client I, Physical Assessment of the Adult, and Pathology.

370 Psychiatric-Mental Health Nursing Care of the Adult 3 cr
This clinical nursing course builds on previously learned communication theory, abnormal psychology content, and concepts from selected nursing theories. The student is provided with the opportunity to care for clients in the psychiatric-mental health setting and to examine how different sociocultural values influence health promotion of individuals and families. The student identifies the role of the professional nurse as a collaborator in multidisciplinary treatment team planning and explores community mental health resources utilized by clients with psychiatric-mental health problems. Prerequisites: Basic Communication in Nursing, Psychopathological Alterations in Health and Nursing Care of the Adult Client I.

410 Nursing Care of the Childbearing Family 5 cr
The focus of this clinical nursing course is on health promotion with the family as it relates to childbearing. Utilizing the nursing process, the student will focus on the practice of maternal-child health nursing based on selected nursing attitudes, knowledge of normal and selected abnormal patterns relative to the developmental processes of maternal, newborn and family. Concepts of loss, grief, maternal and paternal role identity, body image and self-esteem are explored relative to the childbearing family. Changing family belief systems related to health promotion for mothers and newborns are examined from ethical, socio-cultural and political perspectives. The student's role as a health educator is further developed through teaching the family. Growth in critical thinking and inquiry is expected as students continue to synthesize their knowledge of childbearing in the performance of their professional roles. Prerequisites: Family Systems, Nursing Care of the Adult Client II, Psychiatric-Mental Health Nursing Care of the Adult.

420 Nursing Care of the Child and Family 5 cr
In this clinical course, the student learns the role of the nurse caring for the child and family. Using the nursing process as a framework, the student will care for the child with alterations in health and address the biologic, social, spiritual, and psychosocial patterns of the child and family. Norms and alterations in health patterns will provide the basis for discussion as they relate to the developing child. Content for the physical assessment of the child is presented. The nurse's role in the promotion of health is identified as a major focus of the course. Prerequisites: Family Systems, Nursing Care of the Adult Client II, Psychiatric-Mental Health Nursing Care of the Adult.

430 The Research Process in Nursing 3 cr
This senior level undergraduate research course focuses on the role of the professional nurse as a consumer of research. Each step of the research process is examined and its application reinforces didactic material. The critiquing process is utilized with current nursing studies. The advantages and disadvantages of quantitative and qualitative research are explored. Prerequisites: Fundamentals of Statistics, Introduction to Research in Nursing, Nursing Care of the Adult Client II.

485 Trends and Issues in Nursing 3 cr
This course builds on all previous learning experiences. It considers current issues in nursing, trends in health care delivery, political accountability and ethical decision making. Trends and issues and their interrelationship are explored in order to assist the student to assume professional responsibility for involvement in issues affecting nursing and delivery of health care. Prerequisites: Nursing Care of the Childbearing Family, Psychiatric-Mental Health Nursing Care of the Adult.

490 Advanced Concepts in Clinical Nursing 3 cr
This preceptorial clinical course provides students the opportunity to synthesize previous learning and develop additional knowledge and skills. Concepts of alteration in patterns and clinical decision-making form the foundation for nursing judgment and patient planning in complex care situations. Student performance as a beginning professional in the practice dimensions of client care is enhanced through advanced clinical knowledge, clinical judgement and technical skill development. Prerequisites: Nursing Care of the Childbearing Family, Psychiatric-Mental Health Nursing Care of the Adult, and Family.
NURSING ELECTIVES

NOTE Not all nursing electives are offered each semester

104 Dosages and Solutions 1 cr
This directed study course provides the student with an opportunity for a self-paced review of the basic mathematical functions preparatory to problemsolving and instruction in the calculation of dosages and solutions necessary for the administration of medications in clinical practice. The course is designed around student use of a computer-assisted instructional program with teacher supervision. Special permission is required to register for this course.

299 Nursing and Spirituality 3 cr
Nursing and Spirituality is a non-clinical nursing elective: Students explore the universal and timeless truth of the spiritual dimension of human nature. Case histories in nursing are investigated which focus on spiritual needs encountered in the nurse/client/family relationship.

Students are encouraged to develop an awareness of their own spiritual dimension and its growth through nursing experiences. In addition, students discover the gift they bring to the nursing situation when spiritual needs are recognized and shared (entered into) with the clients.

397 Health Care of Women 3 cr
Health Care of Women is a nursing elective that provides students with an opportunity to explore many of the prevalent health experiences of women in contemporary society in the United States. This course investigates aspects of women's health and choices relative to the quality of their lives. It provides students with an opportunity to analyze health promotion for women from a historical and nursing perspective and provides them with the knowledge of health resources available to meet the specific needs of women. Prerequisite: Nursing Care of the Adult Client I.

399 Patient/Consumer Health Education 2-3 cr
Today's health care professional is required to be more than an expert clinician. The client as a consumer of health care expects to be taught the intricacies of illness and selective treatments. The client requires extensive knowledge of health promotion and self-care. It becomes the responsibility of the health care professional to meet these needs through the process of health education. This course, utilizing an interdisciplinary approach, introduces the student preparing for a health care career to the role of educator through identification, analysis, synthesis, and application of the teaching-learning process. Students from various disciplines have an opportunity to share their perspectives on health and health promotion as related to client education.

427 Introduction to Case Management 3 cr
This course introduces the student to the theory and concepts inherent in the process of case management. The role of the case manager is analyzed within the framework of health care delivery systems, quality, cost, legal, and ethical issues. Several case management models are examined.

458 Transcultural Nursing and Health Care 2-3 cr
Transcultural Nursing and Health Care builds on the basic concepts of Man, health, nursing, and environment, and their interrelationships as developed in the student's previous sciences, humanities, and nursing courses. Emphasis is placed on the development of Leininger's model of transcultural nursing and transcultural health care systems. Various issues related to the Health Care Professional's role in the delivery of health care and the client's acceptance of health care are explored. Emphasis is placed on the assessment and analysis of select cultural diversities as related to clinical practice. Methods utilized in transcultural nursing and Health Care research that foster culture-specific care are included. Prerequisite: Health Promotion Through the Nursing Process.

School of Pharmacy

DOCTOR OF PHARMACY (Pharm D) CURRICULUM

The current B.S. in Pharmacy program will no longer be offered with the graduation class of 1998.

The School of Pharmacy initiated a six-year entry-level Doctor of Pharmacy program, fall of 1994. The new Pharm D is configured in a two-year pre-professional and four-year professional curriculum format. The faculty of the School of Pharmacy have developed a competency-based, outcomes-oriented curriculum that will prepare future graduates of practitioners to provide quality pharmaceutical care to patients. The new professional curriculum emphasizes critical thinking, problem solving, active learning, and enhanced communications skills. Integrated studies in the biological, chemical, pharmaceutical, administrative, behavioral and clinical sciences will be taught, using traditional and innovative instructional techniques. It includes a multi-year, introductory-to-advanced level experiential component. Opportunities are provided for additional preparation in community pharmacy practice, institutional practice, nuclear pharmacy, industrial practice, and for graduate study.

ADMISSIONS

Traditionally, the excellence of a Duquesne pharmacy education has resulted in a large number of applicants for enrollment. Students are accepted into the School of Pharmacy at both the preprofessional and professional levels. Qualified Duquesne preprofessional pharmacy students continue into the four-year Doctor of Pharmacy curriculum. A select group of qualified external transfer students may be admitted to either the preprofessional or the professional years of the Pharm D program.

The minimum academic requirements for admission into the Doctor of Pharmacy program are:

1) Completion of the preprofessional course requirements
2) Minimum cumulative and science/math grade point averages of 2.5 and no grade lower than a "C" in a required course — "C" or better grades are not repeatable, according to University policy.
3) Completion of the Pharmacy College Admissions Test (PCAT) with a minimum composite score of 190.

Non-academic requirements include a written essay, three letters of recommendation, and an interview with pharmacy faculty. Evidence of participation in community service is strongly encouraged.

PREPROFESSIONAL PHARMACY CURRICULUM

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<tr>
<th>Duquesne University</th>
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<td>Course Requirements</td>
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<tr>
<td>Biology I and II</td>
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<td>Thinking &amp; Writing Across the Curriculum (101)</td>
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<td>Theology (Core)</td>
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<td>Basic Philosophical Questions (132)</td>
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<td>Shaping of the Modern World (151)</td>
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<td>Arts and the Human Experience (161)</td>
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<td>Elements of Economics (121)</td>
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<td>Computer Literacy (COSC 100 or QSMIS 182)</td>
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<td>Public Speaking (102)</td>
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<td>(Transfer) Course Requirements</td>
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<td>General Biology with Laboratory</td>
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<td>General Chemistry with Laboratory</td>
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<td>Organic Chemistry with Laboratory</td>
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<td>Calculus (for science or math majors)</td>
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<td>General Physics with Laboratory</td>
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<td>English Composition and Literature</td>
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<td>English Literature</td>
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<td>Religious Studies</td>
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<td>Philosophy</td>
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<td>Modern U.S., European or World History</td>
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<td>Music or Art Appreciation</td>
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<td>Economics</td>
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<td>Computer Literacy (Applications)</td>
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<td>Speech (Interpersonal Communication)</td>
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<td>Psychology</td>
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<td>General Sociology</td>
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John G. Rangos, Sr.  
School of Health Sciences

Administration
Dean
Jerome L. Martin, Ph D
Director of Student and Alumni Services
Deborah L. Dunca, B S
Director of Budget and Management
Denise M. Dinnweitie, B S

HISTORY
On January 29, 1990, Dr. John E. Murray, Jr., President of Duquesne University, announced that the John G. Rangos, Sr. School of Health Sciences (RSHS) would be named John G. Rangos, Sr. School of Health Sciences.

On March 18, 1991, Mr. John G. Rangos, Sr. (President and Chief Executive Officer of Chambers Development Company, Inc.), Pittsburgh-based Chambers Development Company, Inc., The John G. Rangos Charitable Foundation, and the Chambers Development Charitable Foundation, made a major gift to Duquesne University in support of the School of Health Sciences. In recognition of that gift, Dr. Murray announced the School would be named John G. Rangos, Sr. School of Health Sciences (RSHS).

MISSION
The mission of the Rangos School of Health Sciences is to educate students to be excellent clinical practitioners, leaders in their field, and practitioners who understand the uniqueness of their patients and have empathy for all those with whom they interact. As with all academic programs at Duquesne University, moral and ethical values will be exposed to the student underpinning of all academic programs.

PHILOSOPHY
The Rangos School of Health Sciences was founded in accord with the educational philosophy and objectives of the University. Students in the Rangos School of Health Sciences will be exposed to a broad liberal arts education with an emphasis on understanding the scientific, theoretical, and theological constructs of the world. The academic programs will focus on the scientific theories which support the practice of the various professions, coupled with a strong appreciation and understanding of human values and quality of life.

ACADEMIC PROGRAMS AND DEGREES

GENERAL INFORMATION
Bachelor’s Degree Programs
The RSHS offers four-year bachelor’s degree programs in athletic training (B S in Athletic Training), health management systems (B S in Health Management Systems), and perfusion technology (B S in Perfusion Technology) which follow a traditional curricular design. The academic model for these programs is two years of liberal arts and science requirements followed by two years of professional education. In the case of the Health Management Systems program, students may also opt to stay for an additional year and pursue a Master of Health Management Systems.

Entry-Level Master’s Degree Programs
The RSHS offers five-year entry-level master’s degree programs in occupational therapy (M OT), physical therapy (M PT), physician assistant (M PA) and speech-language pathology (M S L P). Health management systems students may opt to complete a five-year, entry-level master’s degree program. The academic model for these programs is three years of liberal arts and science requirements followed by two years of professional education. Typically, professional education occurs on a year-round basis during the fall, spring, and summer semesters. This three-year model is unique for these professions and provides the RSHS faculty the opportunity to maximize the effective core curriculum and science offerings at Duquesne as the base for creative, professional curricula. All of the five-year entry-level master’s degree programs will award a Bachelor of Science in Health Sciences at the end of the fourth year and a professional master’s degree at the end of the fifth year.

Students who have already earned a bachelor’s degree will not be awarded a B S in Health Sciences, but will work directly toward the appropriate master’s degree.

Advanced Master’s Degree Program
The Advanced Master’s Degree Program is a three-year, program-oriented, real-world, problem-based curriculum. A joint MIMS/MBA option will be available to graduates of an accredited business school, or to those who have completed Duquesne University’s graduate business core, who have sought and been granted admission into the MBA program as well as the professional program.

A flexible schedule is also available for students with work obligations. For further information, please contact the Department of Health Management Systems at (412) 396-4772.

Joint Degree Programs
The RSHS offers some joint degree programs to currently enrolled RSHS students. Students must formally apply for these programs. These joint degree programs are not offered to students seeking initial admission to the RSHS.

Majors in athletic training also have the opportunity to complement their degree with a Master of Science in Education. With this joint degree opportunity, students may be eligible for permanent teaching certification in the areas of Mentally and Physically Handicapped, Secondary General Science, Secondary Biology, or Elementary Education.

In addition, on a very limited basis, athletic training majors may apply for the joint degree program with the Department of Physical Therapy and physical therapy majors may apply for the joint degree program with the Department of Athletic Training. An application to this joint degree program will automatically be sent to all first semester freshmen in both athletic training and physical therapy.

There is also a joint degree opportunity for athletic training majors to pursue a Master of Health Management Systems.

A second joint degree opportunity is available for athletic training majors to pursue a Master of Business Administration. Applications for this joint program are made available during the junior year. Additionally, perfusion technology students may apply for the joint degree program with the Department of Physician Assistant. Applications will automatically be sent to all first semester freshmen in perfusion technology.

Inter-School Majors and Minors
Should students decide to pursue an inter-school major or minor, they should carefully investigate the implications of an increased course and credit load, as well as ensure they will be able to complete all RSHS program requirements in time for entry into the professional phase of their respective program.

Inter-School Majors
At this time, there are no inter-school majors available to RSHS students.

Inter-School Minors
Students interested in pursuing an inter-school minor within the McNulty College of Graduate and Professional Studies and the Bayer School of Natural and Environmental Sciences could work with a RSHS academic advisor to discuss minor requirements and the minor declaration process. While the academic advisor will assist in identifying the appropriate course work for the minor, it is the student’s responsibility to verify the courses with the appropriate Department within the McNulty College and Graduate School of Liberal Arts and Bayer School of Natural and Environmental Sciences.

Admissions Policies
Please note that admissions policies are subject to change at the discretion of the RSHS and the Office of Domestic Admissions and International Affairs. Students will only be considered for admission into one specific program, students are not able to apply to the RSHS as undecided. Students may apply to all RSHS programs for the full semester only with the exception of those students who will be entering directly into the Advanced Master of Health Management Systems program.

New Students
All new incoming freshmen, transfers and second degree candidates (includes any student who is not currently enrolled at Duquesne or who has already graduated from Duquesne University) must apply through the Office of Admissions.

These students can request information and an application by writing to the Office of Domestic Admissions and International Affairs, Duquesne University, Pittsburgh, PA 15282 or by calling (412) 396-5000 or (800) 456-0590.

Interviews and appointments for the unofficial evaluation of transfer credits may be arranged through the Office of Domestic Admissions and International Affairs, but are not required for most programs.

Internal Transfer Students
All internal transfer students must apply through the RSHS. The RSHS considers an internal transfer student to be:

1. Any student seeking to transfer into the RSHS from another School or the Division of Continuing Education at Duquesne University

2. Any student within the RSHS who seeks to transfer to another program or class level, within the RSHS itself.
Admissions of Freshmen

Admissions Deadlines for Freshmen
1. All early action applications to the physical therapy and physician assistant programs must be completed and postmarked by December 1. This is the only deadline for these programs.
2. Admission to the athletic training, health management systems, occupational therapy, perfusion technology and speech-language pathology programs is by EITHER Early Decision or Regular Decision.
   a. Early Decision applications must be completed and postmarked by November 15.
   b. Regular Decision applications must be completed and postmarked by January 10
3. All qualified students whose applications are submitted by January 10 will be reviewed for scholarship consideration.

Admissions Criteria for Freshmen
Freshmen admissions will be on selective basis as long as space permits. Prospective freshmen should have graduated from an approved secondary school and demonstrated evidence of personal conduct in that institution. Applicants who have not completed four years of high school must submit a High School Equivalency Diploma issued by their state department of education.

The Office of Domestic Admissions and International Affairs will review all freshmen applications based on the following guidelines established by the RSHS candidates should have:

- Seven units of math and science, including Algebra I, Algebra II, Geometry and Trigonometry (with Calculus recommended but not required) and General Science, Biology and Chemistry (with Physics or advanced science strongly recommended).
- All RSHS programs have an intensive science component, students who feel they do not have a strong background in Algebra, Trigonometry and Chemistry should seriously consider taking college preparatory courses, particularly in College Algebra/Trigonometry.
- A class rank in the top two-fifths of their graduating class for Physical Therapy candidates a class rank in the top one-fifth of their graduating class.
- A QPA of at least a 2.5 for Physical Therapy and Physician Assistant candidates a QPA of at least a 3.0.
- A total SAT score of at least 1100 or a composite ACT score of at least 24.

Although volunteer experience in the field to which they are applying is not required for the admission of freshmen applicants, it is highly recommended.

Admission of Internal Transfer, Transfer and Second Degree Candidates

Admissions Deadlines for Internal Transfer, Transfer and Second Degree Candidates
1. All applications to the physical therapy and physician assistant programs must be completed and postmarked by December 1.
2. All applications to the athletic training, health management systems, occupational therapy, perfusion technology and speech-language pathology programs must be completed and postmarked by July 1.

Students may transfer into any program at any level, based upon their credentials, courses completed at other institution(s), courses yet to be completed prior to entry into the professional phase, and space availability in the desired program.
in regard to undergraduate student classification for financial aid and athletic eligibility. Students should carefully investigate any financial implications involved in such a situation.

**Summer Course Work**

Students should be aware that while aid may be available for summer course work, use of aid during the summer may simply reduce aid that would normally be available during the fall and spring semesters. Students should therefore investigate any financial implications resulting from required or elected summer course work.

**Internal Transfer, Transfer, and Second Degree Students**

All transfer and second degree candidates should carefully investigate the financial implications involved with matriculating into the RSHS. These students enter any of the RSHS programs as undergraduates if they have a degree, typically do not quality for standard undergraduate financial aid.

**Graduate Students**

Students enrolled in any of the five-year, entry-level master's degree programs should be aware that, for financial reasons, the RSHS considers students to qualify for standard undergraduate financial aid. Students enrolled in any of the five-year, entry-level master's degree programs should be aware that, for financial reasons, the RSHS considers students to qualify for standard undergraduate financial aid.

**FINANCIAL IMPLICATIONS OF STUDENT CLASSIFICATION AND ACADEMIC LOAD**

Students who are interested in financial aid and scholarship opportunities should be aware that most financial aid and scholarship opportunities require students to carry and earn specific credit loads. Students should carefully investigate any financial implications involved with matriculating into the RSHS. These students enter any of the RSHS programs as undergraduates if they have a degree, typically do not quality for standard undergraduate financial aid.

**PROGRAM AND CURRICULUM INFORMATION**

**IMPORTANT NOTE** The material contained herein is subject to change from time to time and this publication cannot be considered an agreement or contract between individual students and the School. The Rangos School of Health Sciences reserves the right to alter or amend the terms, conditions, and requirements herein, and to eliminate programs or courses as necessary. Once enrolled students should refer to the RSHS Academic Student Handbook for specific information regarding academic policies pertaining to their respective programs.

The following interdisciplinary courses may be required by some of the programs:

**DENTAL HYGIENE**

- HLTSC 101 Health Sciences Orientation 1 cr
  - An overview of the health care industry and specific health professions. Students will learn study skills and learn about various health professions while developing an understanding of the health professionals who work in the health care industry.

- HLTSC 305 Physiology I 3 cr
  - This course presents the normal functions of the human body, with an emphasis on histological organization and histophysiologic mechanisms. The course is designed to build on basic knowledge that the student has been exposed to in other courses.

- HLTSC 306 Physiology II 4 cr
  - This course continues the presentation of normal functions of the human body, with additional emphasis on histological organization and histophysiologic mechanisms. Pertinent examples of pharmacologic and histophysiologic mechanisms are used to reinforce concepts of normal physiologic design. Topics in this second part of a two-course sequence include all of the major systems that perform coordinated and integrated functions. The goal for this student is to achieve a good understanding of total body function based upon the organization, functional mechanisms, and interactions of these systems. Prerequisites: HLTSC 305 and 307/307L.

- HLTSC 307/307L Anatomy I 5 cr
  - This course is designed to study the embryology and gross anatomy of the human organism. The course uses lecture sessions to present the basic human embryology as well as a relatively detailed description of peripheral systems, the musculoskeletal, peripheral nervous, and peripheral cardiovascular systems. Students will be presented with the opportunity to study human anatomy by dissecting human cadavers. The students, with the guidance of faculty, are responsible for dissecting the laboratory specimens. An effort will be made to assist the participating students in the course to utilize the information presented in both lecture and laboratory sessions to solve clinically relevant questions. Prerequisites: HLTSC 305 and HLTSC 307/307L.

- HLTSC 309 Physiology III 3 cr
  - This course is designed to study the neuroanatomy and gross anatomy of the human organism. The course is designed to build on basic knowledge that the student has been exposed to in other courses.

- HLTSC 310 Anatomy II 5 cr
  - This course is designed to build on basic information that the student has been exposed to in other courses. It is necessary for the student to have working knowledge of basic anatomical terminology, and the basic cytology and histology pertinent to the human organism from the start of this course. The course in this course will present a relatively detailed description of peripheral systems, the musculoskeletal, peripheral nervous, and peripheral cardiovascular systems. Students will be presented with the opportunity to study human anatomy by dissecting human cadavers. The students, with the guidance of faculty, are responsible for dissecting the laboratory specimens. An effort will be made to assist the participating students in the course to utilize the information presented in both lecture and laboratory sessions to solve clinically relevant questions. Prerequisites: HLTSC 305 and HLTSC 307/307L.
ATHTR 420 Nutrition & Weight Management in Sport 3 crs
This course covers the essential nutrients, their physiological effects on the body, and the methods by which these nutrients may influence the performance of a physically active individual. Information on eating disorders, weight management, special dietary considerations, and ergogenic aids is also discussed. Prerequisites CHEM 131, ATHTR 407W.

ATHTR 404W Psychology of Sport 3 crs
This course incorporates basic and applied psychological principles that shape cognition and behavior in athletic settings such as mental imagery, psychology of injury, self-esteem, self-efficacy, stress management and burnout, pain tolerance, gender roles, performance enhancement, and the interrelationships between coaches, athletes, parents, and the medical community. Prerequisites PSYCH 103, ATHTR 315, 316.

ATHTR 407W Physiology of Exercise 3 crs
This course prepares students to understand, assess, and manipulate the physiological components of metabolism, muscular activity, and cardiorespiratory function to enhance performance. Students are required to develop a year-round physical conditioning program, then to maximize the performance in a specific active population. Students also are introduced to standard physiological evaluation equipment. Prerequisites BIOL 111/113, HLTSC 307-307L, CHEM 131, HLTSC 310-310L.

ATHTR 410W Clinical Practicum in Athletic Training III 4 crs
Building on past experiences, students are deemed as Head Student Trainers for the assigned sports teams. Students are responsible for the total care of the assigned sports teams, including the design and implementation of rehabilitation and reconditioning programs. Advanced psychomotor skills and preparation for employment and graduate education are discussed. Prerequisites ATHTR 303, 306, 316, HLTSC 425.

ATHTR 411W Advanced Clinical Practicum in Athletic Training 3 crs
During this practicum, students may receive experiences in either a traditional or non-traditional athletic training setting. Preparations for the National Athletic Trainer's Association Examination are made during this semester. Advanced psychomotor skills, interview techniques, and a mock comprehensive examination are required in this course. Prerequisites ATHTR 303, 306, 316, HLTSC 425.

ATHTR 412 Organization & Administration in Athletic Training 3 crs
This course provides students with information that will enhance his/her ability to function effectively as a professional Athletic Trainer and to enhance his/her awareness of current administrative, professional, organizational, and legal issues pertaining to Athletic Training. Topics include, budget man-
management, facility design, record keeping, professional organization, and liability. Additional areas of discovery include educational requirements, personnel management, public relations, and preparation for the future of Athletic Training. Prerequisite: ATHTR 316

ATHTR 414 Medical Perspectives in Athletic Training 3 crs
This course is designed to expose students to a variety of medical topics to include orthopedics, OB/GYN, dental, family practice medicine, podiatry, physical therapy, dermatology, and radiology. Professionals from each of the respective areas provide information to enhance the interdisciplinary approach of the responsibilities of an athletic trainer. Prerequisites: ATHTR 303, 305W, 410W

ATHTR 416 Applied Science of Physical Performance 3 crs
Expanding upon the basic principles learned in Physiologic of Exercise, Kinesiology and Biomechanics, and Therapeutic Exercise and Reconditioning in Athletic Training, students are expected to research and present, via peer teaching, information for specific sport skill training, biomechanical analysis of common chronic and acute injuries, and physiological requirements for the sports of football, volleyball, soccer, wrestling, basketball, lacrosse, baseball, track and field, swimming, tennis, ice hockey, and weight training. This class involves physical activity and participation in all physical activities. Prerequisites: ATHTR 306, 407W, HLTSC 305.

DEPARTMENT OF HEALTH MANAGEMENT SYSTEMS (HMS)

Chair
Joan M. Kiel, Ph.D.

Health Management Systems concerns itself with the two most evolving fields - healthcare and computers. The healthcare environment is challenged to provide cost effective quality care coupled with managed care. To meet this challenge, innovative business strategies and advanced technologies are being utilized.

This health professional possesses a unique blend of skills in health sciences, business administration, and information technology. Health management systems and communication with other medical professionals and in understanding the patient perspective. Business administration strategies are needed to manage a variety of healthcare settings such as hospitals, physicians, practices, long term care facilities, and managed care organizations. Information technology is utilized to collect, manage, and transmit data to aid in the delivery of cost effective healthcare services. The combination of healthcare administration and computer technology will help professionals to meet the future healthcare challenges.

These integrated skills can be applied in a variety of healthcare and related settings that range from the traditional settings of acute care hospitals and clinics to the non-traditional ones of software development companies, consultant organizations, and healthcare insurers.

The Bachelor of Science in Health Management Systems has three tracks:

1. HEALTH MANAGEMENT SYSTEMS gives students the ability to interface in medical and technical settings.
2. REGISTERED RECORD ADMINISTRATOR concentrates on administrative and technical positions in medical record departments.
3. DUAL DEGREE - Bachelor of Science in Health Management Systems - Bachelor of Science in Business Administration with the A.J. Palumbo School of Business Administration.

A fast track Master’s degree is available. Students must apply for admission during their third year of study. This degree can be completed in one additional year after receiving the Bachelor of Science degree.

PROJECT EXPERIENCE

Undergraduate students will be required to complete two 360 hour projects, one in the junior year and one in the senior year. Students are expected to obtain real-world experience in a variety of health management systems settings both in the Pittsburgh area or throughout the country. It is intended that these experiences will be used in the student’s major in the student’s portfolio or resume. Placement is on an individual basis given the student’s needs and career goals.

HEALTH MANAGEMENT SYSTEMS CURRICULUM

A sample course plan for the pre-professional and professional phase of the curriculum can be obtained from the RSHS at (412) 396-6652.

COURSE DESCRIPTIONS FOR THE PROFESSIONAL PHASE

HLMST 315/515 Clinical Processes 3 crs
This course covers the management functions - planning, organizing, controlling, and decision making. In addition, organizational structures, leadership, motivation and communication are incorporated. The focus to the dynamic healthcare industry are examined. This writing intensive course requires an essay examination, case studies, and a group project based on a real world situation.

HLMST 316W/516W Clinical Processes II 3 crs
This course builds on the material learned in Clinical Processes I. It will focus on further review of systems and various related components such as laboratory and pathology. Technology. This writing intensive course requires essay examination and case studies.

HLMST 320/520 Healthcare Delivery & Organizations 3 crs
This course is an introduction to the various organizations and entities that comprise the healthcare delivery system. Students will also address current healthcare trends, quality assessment, cost containment, the use of information technology, reengineering efforts, and the purpose and role of accrediting and regulatory agencies in the healthcare environment.

HLMST 325/525 Healthcare Human Resource Management 3 crs
This course covers the human resource process from the planning phase through recruiting, interviewing, hiring, training, and to the separation phase. Ancillary topics such as compensation and benefits, unions, negotiations, and conflict will also be covered. The course will provide the student with insight on his or her own career planning. This dynamic course will involve class exercises, case studies, examinations, and discussions.

HLMST 340W/540W Health Policy 3 crs
As the healthcare industry continues to evolve, one must understand how policies are made and various policy issues. This course covers the four steps of the policy process — analysis, formulation, implementation, and evaluation. In addition, issues such as Medicare, Medicaid, Certificate of Need, vulnerable population groups, and access to care will be examined. This writing intensive course requires an essay examination, case studies, a policy position paper, a group project to write a policy reform response to government officials, and the use of the World Wide Web. Prerequisite: HLMST 315/516.

HLMST 360/560 Elements of Health Information Science 3 crs
This course introduces to event-driven object-oriented computer application creation using a visual development environment in the context of trends in the healthcare information systems industry. All programming, object-oriented concepts include data types, control structures, objects, properties, values, and program debugging. Students will prepare a scrapbook of material relevant to computer applications development and the healthcare industry.

HLMST 361/561 Health Information Science 3 crs
Introduction to the creation of interactive healthcare applications on the World Wide Web. Topics include hypertext markup language, scripting languages, methodologies for converting paper forms to electronic forms, and standard tools for accomplishing and managing World Wide Web content. All projects and tests are computer-based. Students will work on original Web-based projects. Prerequisite: HLMST 305/505.

HLMST 445. Health Management Systems Seminar 1 crs
This forum will examine issues related to contemporary issues in healthcare and the impact of these forces on the management of healthcare enterprises.

HLMST 451/551 Data Analysis 3 crs
This course provides the ability to take raw data and create an organized data base to generate reports and manage an organization is a key skill which the course focuses on. Students will learn Access and develop data bases for real world clients. Conceptual matters of data base design and management in relationship will change as discussed, Prerequisite: QSMIS 383.

HLMST 453/553 Managed Care and Integrated Delivery Networks 3 crs
This course examines the structures of managed care entities, the various perspectives (pharmacists, insurers, and consumers), and various perspectives on the delivery system. A major emphasis will be placed on the role of managed care and the implications for the delivery of care. This course is designed to prepare the student for a career in managed care or the evolving role of the health information systems manager. Prerequisites: QSMIS 383.

HLMST 455/555 Health Management Systems Project 3 crs
This is the capstone experience of the program. Students are able to obtain real-life experience in a clinical and technical setting. It is intended that this experience be suitable for inclusion in the student’s resume or portfolio. Requirements will be discussed on an individual basis.

HLMST 470/570 Healthcare Systems Analysis & Design 3 crs
The traditional systems development life cycle (SDLQ) and the object oriented approach to the analysis and design of healthcare information systems are compared. Cost/benefit studies, interviewing, data collection, data analysis, process and data flow models, report, screen, and database designs are covered. Whenever possible, students apply for new or upgrade through implementation using graphical development. Prerequisite: HLMST 361/561.

HLMST 471/571 Networking for Health Professionals 3 crs
This course examines the use of client/server, Internet access, distributed computing, and multimedia services as they are changing the way healthcare is provided. Telemedicine, distributed clinical databases, and local area network access are commonplace in today’s ever more sophisticated healthcare systems. This course shows...
SCHOOL OF HEALTH SCIENCES

The traditional and weekend programs are fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). Information regarding the accreditation status of either program is available from the ACOTE, 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220 (301) 652-2682.

OCCUPATIONAL THERAPY CURRICULUM

A sample course plan for the pre-professional and professional phase of the traditional curriculum can be obtained from the RSHS at (412) 396-6652. Weekend Program information may be obtained from the Division of Continuing Education at (412) 396-5990.

COURSE DESCRIPTIONS FOR THE PROFESSIONAL PHASE

(Weekend Program course descriptions may be obtained from the Division of Continuing Education.)

OCCTH 305 Occupational Therapy Foundations 3 crs

Over the professional’s history, philosophies, roles and functions, scholarship activities, current issues, and future directions. Prerequisite: Junior in the pre-professional occupational therapy program.

OCCTH 400 Independent Study 1-3 crs

With the guidance of a faculty member, a student may pursue an in-depth study of a subject area or develop an individual project in an area of interest related to their professional goals. Prerequisites: Endorsement of the supervising faculty member and approval of the Department Chair.

OCCTH 410 Life Span Occupational Performance 3 crs


OCCTH 420 Neuromotor & Sensory Approaches to Treatment 4 crs

Application of sensory, motor learning, and development theories in practice. Prerequisites: OCCTH 430, 445, 455, HLTSC 403.

OCCTH 425 Psychological Approaches to Treatment 4 crs

Psychoanalytic, behavioral, developmental, and volitional theories and intervention strategies for life span psychological conditions. Prerequisites: OCCTH 440, 445, 455, HLTSC 441, 460W.

OCCTH 430 Biomechanical Treatment 4 crs

Theories and intervention strategies related to strength, endurance, joint function, and voluntary control over movement. Orthotics, prosthetics, biofeedback, mobility equipment, ergonomics, and human factors are discussed. Prerequisites: OCCTH 410, 435, 445, HLTSC 310/310L, 437/438.

OCCTH 435 Occupational Performance Assessment 3 crs

Introduction to measurement and interpretation of occupational performance areas and performance components. Prerequisite: OCCTH 305.

OCCTH 440 Interpersonal Communication & Group Dynamics 3 crs

Analyzing and directing individual and group interaction activities for therapeutic and supervisory functions. Prerequisite: OCCTH 305.

OCCTH 445 Activity Analysis & Adaptations 3 crs

Introduction to activity analysis and the teaching-learning process during occupational performance using a variety of therapeutic modalities. Specifics include 40 hours of practicum. Prerequisites: OCCTH 430, 445, HLTSC 403, 441, 460W.

OCCTH 450 Clinical Education & Reasoning I 2 crs

Transformation of didactic learning into clinical reasoning with a focus on evaluation, treatment planning and implementation, and documentation. Includes 40 hours of practicum. Prerequisites: OCCTH 430, 445, HLTSC 403, 441, 460W.

OCCTH 455 Clinical Education & Reasoning II 2 crs

Transformation of didactic learning into clinical reasoning with a focus on establishing therapeutic interventions based on their professional goals and case study methodology. Includes 40 hours of practicum. Prerequisites: OCCTH 410, 435, 440, 445.

OCCTH 500 Independent Study 1-3 crs

With the guidance of a faculty member, a student may pursue an in-depth study of a subject area or develop an individual project in an area of interest related to their professional goals. Prerequisites: Endorsement of the supervising faculty member and approval of the Department Chair.

OCCTH 535 Cognitive Approaches to Treatment 2 crs

Cognitive and information processing, theories, and rehabilitation approaches in occupational therapy. Prerequisites: OCCTH 420, 425, 456, HLTSC 403, 441, 442.

OCCTH 540W Research Procedures 2 crs

Implementation of a group research project, including proposal development, human subject approval, and computer resources. Prerequisites: OCCTH 456, HLTSC 431, 442.

OCCTH 545 Occupational Performance Approaches 3 crs

Synthesis of material from previous treatment courses. Emphasizing provision of service within various systems through case study methodology. Prerequisites: OCCTH 420, 425, 430, 456 Corequisite: OCCTH 535.

DEPARTMENT OF OCCUPATIONAL THERAPY (OT)

Chair
Patricia A. Crnsts, Ph.D., OTR/L, FAOTA

Occupations are the essence of productive living. Occupational therapists focus on the occupations used by people to live full, independent, quality lives. Occupations or activities of daily living include work or education, self-care, play/leisure and the effect that rest has on these activities. The goal of this profession is to maximize a person’s ability to perform culturally appropriate daily occupations, which is an important value in today’s health care system.

OCCUPATIONAL THERAPISTS treat and consult with persons to promote an individualized, self-determined and balanced balance of the three occupations throughout the life span. Occupational competence is developed by treating the “whole person” including physical, psychological, occupational, social, and cultural competencies, as influenced by the occupational environment. Occupational therapists promote self-determination by involving persons in choosing the activities which receive attention during service delivery. The enhancement of person-environment interaction through the various occupations is the primary focus of occupational therapy. This includes not only the individual performance components but also, removal of architectural barriers that hinder performance, and provision of reasonable accommodation.

The health information processes provide an introduction to the major processes that occur within the healthcare delivery system. These processes are registration, billing, medical records, laboratory, surgery, pharmacy, radiology, and cardiology. These processes shall be examined from a data flow perspective as well as an examination of current trends and issues within these processes.

Medical Informatics examines a variety of topics related to computers in the delivery of healthcare. Included are artificial intelligence, hand-held computers, the electronic medical record, and robotics. This course demands that the student tie a theory to practice based on their past or present employment.

The health information processes provides an introduction to the major processes that occur within the healthcare delivery system. These processes are registration, billing, medical records, laboratory, surgery, pharmacy, radiology, and cardiology. These processes shall be examined from a data flow perspective as well as an examination of current trends and issues within these processes.

The health information processes provides an introduction to the major processes that occur within the healthcare delivery system. These processes are registration, billing, medical records, laboratory, surgery, pharmacy, radiology, and cardiology. These processes shall be examined from a data flow perspective as well as an examination of current trends and issues within these processes.
SCHOOL OF HEALTH SCIENCES

OCCTH 550 Environmental Adaptations & Rehabilitation Technology 3 crs
Assessment and modification of the physical environment to enhance occupational performance including computer resources, assistive technology, home health, environmental controls, and environmental accessibility. Prerequisites: OCCTH 420, 425, 430, 456.

OCCTH 552 Clinical Seminar 2 crs
Guided discussions regarding Level II Fieldwork to integrate the relationship between the clinical experience with essential curriculum concepts. Advanced learning in several specialty areas will be included. Prerequisites: OCCTH 555, 556, 557, Level II A, B, & C Fieldwork 8 crs, 4 crs & 4 crs. Clinical education including exposure to a wide range of diagnoses and treatment in a variety of settings supervised by a registered occupational therapist. Duration of each course approximately 40 hours per week for six or 12 weeks. Prerequisite: OCCTH 456.

OCCTH 560 Occupational Therapy Administration 2 crs
Introduction to the basic principles of organization and management of occupational therapy programs. Prerequisites: OCCTH 456, 545, 550.

OCCTH 561 Leadership 1 cr
Analysis of leadership approaches in practice, management, and education. Prerequisites: OCCTH 555, 556, 557.

OCCTH 565 Community & World Health Care Issues 2 crs
Focus will be on community resources, health promotion, disease prevention, and future directions in national and international health care. Prerequisites: OCCTH 456, 545, HLTSC 460W.

OCCTH 571W Research Project I 1 cr
Data collection. Prerequisite: OCCTH 540W.

OCCTH 572W Research Project II 1 cr
Data analysis and formal presentation of research study results.

SCHOOL OF HEALTH SCIENCES

PERFT 301 Introduction to Perfusion Technology 4 crs
Emphasizes physiology as it pertains to the development of extracorporeal devices and basic application of perfusion techniques. Prerequisites: PERFT 302, Applied Perfusion Technology 4 crs.

PERFT 302 Applied Perfusion Technology 4 crs
Defines the applications of extracorporeal devices and the effects of artificial circulation on the body. Prerequisites: PERFT 301, HLTSC 305, 307/307L.

PERFT 310 Observations in Perfusion Technology I 1 cr
Designed to give the student gradual exposure to the operating room by observing open-heart surgery. Corequisite: PERFT 301.

Department of Physical Therapy (PT)

Chair
Robert C. Morgan, Ph D., PT

Physical therapists assess and treat patients with a variety of diagnoses. They work to prevent, detect, evaluate, correct, treat, and alleviate pain, movement dysfunction, and muscle imbalances. Their work includes the administration, interpretation and evaluation of tests, and physical examinations. They work to prevent, reduce, and/or limit the incidence and severity of physical disability and pain.

A very limited basis, physical therapy students may enroll in the joint degree program with the Department of Athletic Training, leading to a Bachelor of Science in Athletic Training, and a Master of Physical Therapy.

There are two Clinical Education Matriculation Exams that students must pass BEFORE they are permitted to enter into clinical education. These examinations are done in order to determine that students have reached a level of proficiency necessary to safely work with patients. The first examination is given prior to Clinical Education I, near the end of Spring Semester, fourth year. The second examination is given prior to Clinical Education IIIA, near the end of Spring Semester, fifth year. Students who do not pass all parts of the examination will not be permitted to begin clinical education. This will result in students sitting out of the program for one year and re-taking the matriculation examination the following year. If all parts of the examination are not successfully completed the second year, students will be dismissed from the program.
 COURSE DESCRIPTIONS FOR THE PROFESSIONAL PHASE

PHYTH 201 Introduction to Physical Therapy 1 cr
This course provides the physical therapy major with an opportunity to learn the expectations of a student role in the clinical portion of the curriculum and what the actual practice of physical therapy entails. Students will be expected to investigate and prepare written reports of various practice patterns to be presented in class.

PHYTH 411 Clinical Education I 2 crs
This is a clinically-related seminar with an emphasis on the student's perception and understanding of the physical therapist's professional role. Prerequisites: HLTSC 305, 306, 307/307L, 310/310L, 403, 425, 430, 457/458, 441, 442, PHYTH 421W, 422, 431, 432, 447, 448 and successful completion of all of the Clinical Education Matriculation Examination I.

PHYTH 421W PT Seminar I 1 cr
This course will be devoted to clinically-related discussions.

PHYTH 422 PT Seminar II 1 cr
This course is a clinically-related seminar with an emphasis on documentation and the acute care patient. Prerequisite: PHYTH 421W.

PHYTH 431 Evaluation Methods I 3 crs
This course will serve as an introduction to basic evaluation techniques. This will include observation and inspection, range of motion, manual muscle testing, basic neurological testing, postural analyses, girth measurements and palpation of bony and soft tissue landmarks. Prerequisites: HLTSC 305, 306, 307/307L, 310/310L.

PHYTH 432 Evaluation Methods II 3 crs
Special emphasis will be placed on learning the evaluation and treatment skills for musculoskeletal dysfunction of the upper quarter. Prerequisite: PHYTH 431.

PHYTH 447 PT Science I 4 crs
An introduction to basic procedures in physical therapy common to all areas of practice. Emphasis will be given to body mechanics, gait training, functional activities, safety, basic manual techniques, wound care, and basic exercise programs. Prerequisites: HLTSC 305, 306, 307/307L, 310/310L.

PHYTH 448 PT Science II 4 crs
This second course in the PT Science sequence will cover the theories and management of musculoskeletal dysfunction with emphasis on upper quarter dysfunction. Prerequisite: PHYTH 447.

PHYTH 468 Therapeutic Considerations in Development 3 crs
This course will cover the theories of motor control, motor development and motor learning. It will also provide the student with knowledge of issues during early development and through the aging process. Both pediatric and geriatric topics will be addressed, including special evaluation and treatment considerations for those groups.

PHYTH 501 Wellness and Nutrition 3 crs
This introductory course provides basic information on nutrition and weight management principles as they relate to the general patient population. General weight training, flexibility development, and cardiovascular improvement principles and techniques are also covered in this course.

PHYTH 505 Exercise I Health & Disease 3 crs
An in-depth study of the body's physiological function during exercise and its capacities with respect to the context of disease prevention and rehabilitation. Prerequisites: HLTSC 303, 306.

PHYTH 511 Clinical Education II 4 crs
This is an intermediate level clinical experience which will build on the skills attained in Clinical Education I. Prerequisites: PHYTH 411, 523, 533, 549, 561W, and 566.

PHYTH 514 Clinical Education IIIA 5 crs
This course is a continuation of Clinical Education II. The students will complete their professional training and become integral members of the health care team. Prerequisites: HLTSC 420/520, PHYTH 505, 511, 524, 525, 553, 550, 560W, 563W, 566, 567, and successful completion of all of the Clinical Education Matriculation Examination II.

PHYTH 515 Clinical Education IIIB 5 crs
Prerequisite: PHYTH 514.

PHYTH 523 PT Seminar III 1 cr
Through speakers from a variety of professions, the course addresses ethical and legal issues the student will encounter in the clinic. Prerequisite: PHYTH 422.

PHYTH 533 Evaluation Methods III 3 crs
This course is a continuation of Evaluation Methods II. The major emphasis is on techniques to assess the lower quarter of the musculoskeletal system. Prerequisite: PHYTH 432.

PHYTH 534 Evaluation Methods IV 3 crs
This course serves as an introduction to Neurorehabilitation. It emphasizes evaluation of the neuromuscular systems, including standardized assessments and outcome measures. Analysis of movement disorders both normal and abnormal systems will be initiated. Corequisites: PHYTH 533.

PHYTH 549 PT Science III 3 crs
The third course in the PT Science sequence will cover the theories and management of movement dysfunction in the lower quarter. Prerequisite: PHYTH 468.

PHYTH 550 PT Science IV 4 crs
This course serves as a continuation of neurologic rehabilitation introduced in Evaluation Methods IV. The focus is on developing treatment rationale and plans. The student will have the opportunity to develop treatment skills in laboratory and clinical settings. Prerequisites: HLTSC 403, PHYTH 534, 549, 568.

PHYTH 551 Special Topics in Clinical Neuroscience 4 crs
This course will provide the students with an in-depth understanding of the pathophysiology, clinical signs and symptoms, and treatment of common neurologic disorders. Prerequisites: PHYTH 534, 550.

PHYTH 561W Research Methods in Health and Statistics 3 crs
This course examines the process by which research questions are proposed and analyzed. Students will learn to write and defend a formal research proposal. Experimental designs and the statistics used to analyze them are presented using actual examples from published research. Analysis procedures appropriate for a design are presented through computer laboratory sessions using statistical software. Prerequisite: HLTSC 430.

PHYTH 562W/563W Research Project I & II 2 crs (each)
During these two courses the research project course will be completed. The student will be guided through the acquisition, analysis, and written description of his/her results by an assigned mentor. The end result should be a written document of the quality to be presented at professional meetings. Prerequisite: PHYTH 561W.

PHYTH 566 PT Management 3 crs
A thorough examination of the position of Manager of Physical Therapy Service/Department will be undertaken.

PHYTH 567 Patient & Consumer Health Education & Consultation 2 crs
This course utilizes an interdisciplinary approach which introduces the student preparing for a health care career to the role of educator through identification, analysis, synthesis and application of the teaching-learning process.

PHYTH 570 Ergonomics & Environmental Considerations 3 crs
This course is designed to study the environmental barriers that are impediments to normal function in the home and workplace. Prerequisites: HLTSC 437/438.

PHYTH 575 Orthotics & Prosthetics 3 crs
This course will provide students with an in-depth understanding of normal and pathologic gait, limb prostheses and orthoses, the preprosthetic and prosthetic training phases of rehabilitation for people with amputations, and the use of orthoses in rehabilitation. Prerequisites: HLTSC 437, 438.

PHYTH 580 Practise in the Modern Health Care Environment 2 crs
This course will serve as a capstone course for physical therapy students. Integration of previously learned concepts will be applied to complex clinical situations. In addition, a current review of practice, reimbursement, and regulations will be analyzed in detail. Prerequisite: PHYTH 550.

PHYTH 590 Grand Rounds 0 cr
Invited clinicians and faculty will present a weekly case study to the physical therapy student. An interactive format is planned with the objective to enhance the students' clinical problem solving capabilities. Student presentation of case studies encountered in their clinical education experiences will be included.

DEPARTMENT OF

PHYSICIAN ASSISTANT (PA)

Chair
A J Pinevich, M D

Medical Director
Michael J Essig, M D

Associate Medical Director
Jack E Wilberger, M D, F A C S

Physician assistants (PA), are health professionals licensed to practice medicine in collaboration with physicians. Physician assistants are qualified by graduation from an accredited physician assistant educational program and certification by the National Commission on Certification of Physician Assistants (NCCPA). Within the physician/PA relationship, physician assistant exercise autonomy in medical decision-making and provide a broad range of diagnostic and therapeutic services. The clinical role of physician assistants includes primary and specialty care in medical and surgical practice settings. Physician assistant practice is centered on patient care and may include additional, research and administrative activities.

Upon successful completion of the five year, students will be awarded a Master of Physician Assistant (MPA) and be eligible to sit for the National Commission on Certification of Physician Assistants (NCCPA).
PHYSICIAN ASSISTANT CURRICULUM
A sample course plan for the pre-professional and professional phase of the curriculum can be obtained from the RSHS at (412) 396-6652

COURSE DESCRIPTIONS FOR THE PROFESSIONAL PHASE

PHYSYA 400W Introduction to Profession 1 cr
The history, role, practice scope and professional policies of the physician assistant are explored in lectures, literature and group discussion.

PHYSYA 401/402/520 Clinical Medicine I/II/III 3 crs (each)
Fundamental principles of disease, diagnosis, intervention and management are discussed (includes case-based laboratory.

PHYSYA 403 Clinical History Skills & Practice 2 crs
The skills of communicating with the patient and documenting data are explored in the context of the medical history.

PHYSYA 406 Clinical Lab Methods 3 crs
Indications, technique and interpretation of a variety of common clinical lab tests are discussed.

PHYSYA 409 Clinical Pharmacology 4 crs
The mechanisms of action of medications are discussed in correlation with specific disease processes.

PHYSYA 410/411 Applied Clinical Methods I/II 3 crs (each)
Cognitive understanding and technical performance of medical procedures are emphasized (includes laboratory).

PHYSYA 413/505/506 Clinical Problem Solving I/II/III 3 crs (each)
The integration of didactic sciences with patient problems is accomplished in case-based discussions.

PHYSYA 415 Basic Pathology 4 crs
Principles of basic pathology and the mechanisms of the physiologic responses associated with selected human disease processes are discussed.

PHYSYA 418 Fundamentals of Pediatrics 3 crs
Childhood diseases are discussed in-depth, including diagnosis, treatment, and prognosis.

PHYSYA 420/421 History & Physical Examination I/II 3 crs (each)
A practical study of physical examination techniques of the adult patient including a systematic approach to history-taking, integration of examination systems, patient assessment, and documentation practices (includes laboratory).

PHYSYA 515 Fundamentals of Surgery 3 crs
Lecture series addresses preoperative, perioperative and postoperative patient care and management.

PHYSYA 524 Patient Counseling and Education 1 cr
Emphasizes basic considerations and techniques needed for effective communication with patient regarding their health problems, with emphasis on enhancing patient compliance with medical therapy.

PHYSYA 528/536 Clinical Externships I-VIII 24 crs (total)
A coordinated series of supervised clinical externship assignments in a wide variety of clinical areas.

PHYSYA 541. Master's Research 3 crs
An independent research project is completed with ongoing faculty support and recommendations.

DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY (SLP)
The mechanisms of actions of medications are discussed in correlation with specific disease processes.

PHYSYA 400W Introduction to Profession 1 cr
The history, role, practice scope and professional policies of the physician assistant are explored in lectures, literature and group discussion.

PHYSYA 401/402/520 Clinical Medicine I/II/III 3 crs (each)
Fundamental principles of disease, diagnosis, intervention and management are discussed (includes case-based laboratory.

PHYSYA 403 Clinical History Skills & Practice 2 crs
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An independent research project is completed with ongoing faculty support and recommendations.
and treatment strategies for children at varying developmental levels, d) treatment efficacy, and e) prognosis. By the end of this course, students will have developed an understanding of case management, the ability to work in long-term care facilities, and will be able to identify the characteristics of various communication disorders, including the evaluation of the abnormal swallow (dysphagia). Students will learn to identify symptoms of abnormal swallowing, and will be able to make treatment and management recommendations.

SLP 550 Dysphagia 3 crs
This course is designed to provide students with basic information about the anatomy and physiology of the normal swallowing mechanism as well as the characteristics of swallowing disorders. Students will be introduced to the culture and requirements of working in the medical setting.

SLP 555 Multicultural Issues in Speech-Language Pathology 3 crs
This course will be designed to be multicultural in nature and will highlight the cultural diversity of speech-language pathology students. The course will be designed to be multicultural in nature and will highlight the cultural diversity of speech-language pathology students. The course will include a variety of multicultural activities and discussions, including cultural competence, cultural humility, and cultural sensitivity.

SLP 556 Head, Neck and Cranial Disorders 3 crs
This course will cover the management of communication disorders affecting the head, neck, and cranial regions. Students will learn about the speech, language, and swallowing disorders associated with these regions, as well as the assessment and treatment strategies used to manage these disorders.

Clinical Seminar Series
SLP 470 Clinical Seminar I 1 cr
SLP 471 Clinical Seminar II 1 cr
SLP 473 Clinical Seminar III 1 cr
SLP 475 Clinical Seminar IV 1 cr

This series of seminars will be designed to provide opportunities for students to engage in critical thinking and problem-solving activities, as well as to participate in a variety of learning environments, including classroom, small group, and clinical settings. The seminars will be designed to be multicultural in nature and will highlight the cultural diversity of speech-language pathology students. The seminars will be designed to be multicultural in nature and will highlight the cultural diversity of speech-language pathology students. The seminars will include a variety of multicultural activities and discussions, including cultural competence, cultural humility, and cultural sensitivity.
Army Reserve Officers' Training Corps (ROTC)

DEPARTMENT OF MILITARY SCIENCE

The Army Reserve Officers' Training Corps (ROTC) program supporting Duquesne University is located at the University of Pittsburgh. It exists to train the future officer leadership of the United States Army and offers opportunities and challenges that can put college students on the fast track to success in life.

Army ROTC offers three and two-year scholarships of up to $16,000 per year with additional annual allowances of $450 for books and $1,500 for spending. At Duquesne, this scholarship is increased with up to a $5,000 bonus for room and board if academic standards are met. High school, undergraduate, and incoming two-year graduate students are eligible to apply. For application and information call ROTC at the University of Pittsburgh at (412) 624-6197/6198/6199.

THE ARMY ROTC NURSE PROGRAM

Nursing students may take Army ROTC along with their other studies and begin their professional careers as officers in the Army Nurse Corps. Nursing students are exposed to the professionalism of Army Nursing through a special Nurse Summer Training Program.

THE SIMULTANEOUS MEMBERSHIP PROGRAM (SMP)

This program allows students to become members of the Army National Guard or the Army Reserves while enrolled in Army ROTC. Students in the Advanced Course who are SMP are paid for their Guard/Reserve training plus a $1,500 allowance each year from ROTC. The benefit of this program is that students in the Advanced Course are able to test their skills and abilities while still attending their National Guard or Reserve unit, receiving valuable leadership experience.

SUMMER PROGRAMS

Advanced Camp

This 35-day camp is a requirement for all contracted students. Students attend the summer between their junior and senior years. Students are placed in various leadership positions throughout Camp and their skills and abilities will be tested and evaluated in preparation for a commission in the United States Army. All expenses are paid by the Army. Students are paid while attending.

Camp Challenge

This 35-day camp is taken as a prerequisite for entry into the Advanced Course if the Basic Course cannot be fulfilled. It is taken the summer before the junior year. All expenses are paid by the Army. Students are paid while attending.

Nurse Summer Training Program (NSTP)

The Nurse Summer Training Program is offered between the junior and senior year. This program offers students a clinical training phase, where they work one-on-one with Army nurses at Army hospitals throughout the United States and some locations overseas. Participation in NSTP is voluntary.

Army Adventure Training

ROTC students may participate in Airborne School, Air Assault School, Northern Warfare School, and Mountain Warfare School. The summer before the sophomore and junior year. These courses range from two to four weeks and students must arrive in top physical condition. All expenses are paid by the Army.

EXTRACURRICULAR ACTIVITIES

Ranger

Army ROTC students are eligible to participate in the Cadet Ranger Club. The Club conducts several physical and mentally challenging extracurricular training events to promote fitness, teamwork, self-confidence, and leadership. Training includes physical fitness, rappelling, rope bridging, tactics, hiking, climbing, weapons training, and orienteering.

Scabbard & Blade

National Honor Society consisting of cadets/midshipmen from Army, Air Force, and Navy ROTC.

Rho Tau Chi

Military fraternity established for the members of the various branches of ROTC. Purpose is to draw together cadets to increase communication and feelings of goodwill between the Cadet Corps and the community. Cadets participate in a variety of community service projects.

Color Guard

Dedicated group of Army ROTC cadets who train and perform to present the American flag and Army colors at football, basketball games, and various community events.

Reserve Officers' Training Corps (ROTC)

MILITARY SCIENCE CURRICULUM

THE BASIC COURSE

ROTC 101/102 Military Science I

These courses cover leadership, ethics, the role and origin of the Army, customs and traditions of the Army, branches of the Army, the role of the U.S. Army Reserve and Army National Guard, physical training, field training exercises, and socials. And the first one hour leadership lab accompanies the class. All uniforms, books, and supplies are provided. This Freshmen class is offered during the Fall and Spring term.

ROTC 201/202, 201/202 Military Science II

These courses cover leadership, ethics, principles of war, the role of the non-commissioned officer, communications, professionalism, and first aid. Physical training, field training exercises, socials, and a weekly one hour leadership lab accompany the class. All uniforms, books, and supplies are provided. This Sophomore class is offered during the Fall and Spring term.

THE ADVANCED COURSE

ROTC 301/302 Military Science III

These courses cover leadership, command, and staff functions, laws of war, weapons, orienteering, basic tactics and ethics. Physical training, field training exercises, socials, and internal leadership and evaluation positions in ROTC accompany the class. All uniforms, books, and supplies are provided. This junior class is offered during the Fall and Spring term.

ROTC 401/402 Military Science IV

These courses cover leadership, ethics, military justice, Army Personnel Management System, Army Logistics System,, and installation support and operations. Physical training, field training exercises, socials, and internal leadership and evaluation positions in ROTC accompany the class. All uniforms, books, and supplies are provided. This senior class is offered during the Fall and Spring term.
Continuing Education

Administration
Dean and Professor
Benjamin Hodes, Ph.D
Director of Continuing Education — Program Management
Roberta Aronson, M.A., M.A., M.B.A
Director of Continuing Education — Program Development and Summer Sessions
Marianne Leister, M.A

MISSION STATEMENT
The mission of the Division of Continuing Education is to extend the resources of the University to advance lifelong learning and economic development.

SUMMARY STATEMENT OF PHILOSOPHY
Credit Programs
The Division of Continuing Education (412-396-5034) is the arm of Duquesne University which addresses the needs of adult learners. Through the Division, adult students have access to undergraduate courses offered in the college and many schools within the University. Entry requirements are that the individual be twenty-one (21) years of age or older and have a high school diploma or GED equivalency. The student population of the Division includes working adults and other non-traditional students whose preference is to pursue a degree through day, evening or weekend study, on either a full or part-time basis.

Continuing Education students may pursue course work for a variety of reasons:
• to earn a Bachelor of Science in Professional Studies (BSPS) during the day, evening, or in Saturday College
• to earn a Master of Arts in Leadership and Liberal Studies or Occupational Therapy
• to pursue course work as preparation for application to an undergraduate or graduate program
• to earn a post-baccalaureate Professional Certificate
• to take courses for personal enrichment

Professional Development Programs
With the Professional Development Programs, the Division of Continuing Education is committed to education for the changing workplace. A wide range of courses, workshops, certificate programs and seminars is offered to provide participants with the skills, knowledge, and techniques they need to develop in order to meet the demands of the changing world of work.

CREDIT PROGRAMS
I) The Saturday College
Saturday College provides the adult student the opportunity to earn a degree by attending classes only on Saturday. Five eight-week terms comprise the accelerated academic calendar. The student earns the Bachelor of Science in Professional Studies with concentrations in Organizational Leadership, Professional Communication, Organizational Behavior or Computer Technology.

The Division of Continuing Education recognizes that students enrolled on weekends demand the same intellectual integrity in their academic programs as those attending the University in a more traditional manner. Hence, the baccalaureate curriculum of Saturday College requires the same level of achievement as that expected of students in a more traditional academic environment, but in an intensive, challenging format appropriate only to the adult student. Saturday College is a rigorous program with a competitive and high standards challenge.

Students are considered for admission according to one of the following sets of criteria:

a) Applicants with prior college course work must have a cumulative GPA of 2.5 for full admission. Provisional admission is possible for students with a cumulative GPA less than 2.5, based upon the quality of the overall application.

b) Applicants with no prior college course work must take a series of placement tests to document the skills necessary for college level work. Results of the placement tests determine whether remediation at the community college level is necessary, prior to entering the program.

Due to the challenging nature of this unique accelerated degree program, all applicants are required to have a personal interview.

A) Bachelor of Science in Professional Studies Degree
Students in Saturday College earn a Bachelor of Science in Professional Studies (BSPS - Saturday College). Professional Studies is the term that describes the four (4) interdisciplinary concentration areas: Professional Communication, Organizational Leadership, Organizational Behavior or Computer Technology. A minimum of 120 total credits is required to complete this degree. Components of the degree are as follows:

**University Core Curriculum — 33 Total Credits**

The University Core provides undergraduates with a common foundation that prepares them for their college careers. Core courses focus on issues and values central to the tradition and mission of the University. These courses are not merely preparation for professional study but for lifelong learning.

**General Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>101 Adult Transition Seminar</td>
<td>3 Cr</td>
</tr>
<tr>
<td>101 Thinking and Writing</td>
<td>3 Cr</td>
</tr>
<tr>
<td>101 College Algebra</td>
<td>3 Cr</td>
</tr>
<tr>
<td>101 Survey of Sociology</td>
<td>3 Cr</td>
</tr>
<tr>
<td>102 Imaginative Literature and Critical Writing</td>
<td>3 Cr</td>
</tr>
<tr>
<td>112 Art History</td>
<td>3 Cr</td>
</tr>
<tr>
<td>125 Fundamentals of Statistics</td>
<td>3 Cr</td>
</tr>
<tr>
<td>125 The Philosophy of Questions</td>
<td>3 Cr</td>
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<tr>
<td>151 Shaping of the Modern World</td>
<td>3 Cr</td>
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</table>

**Science Core**

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>171 Biology</td>
<td>3 Cr</td>
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</table>

**Theology Core**

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
</table>
| 182 Human Morality | 3 Cr | (Students choose one Theology)
| 184 Introduction to the Bible | 3 Cr |

**Professional Core Curriculum — 24 Total Credits**

Professional requirements prepare students to meet the challenge of a wide range of professions through an appreciation of interactive and responsibility, by encouraging logical thinking and analytical reasoning, and by developing an awareness of the important role of quantitative measurements in today’s professional world.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>191 Computer Applications for the Professional I</td>
<td>3 Cr</td>
</tr>
<tr>
<td>192 Computer Applications for the Professional II</td>
<td>3 Cr</td>
</tr>
<tr>
<td>201 Accounting for the Professional I</td>
<td>3 Cr</td>
</tr>
<tr>
<td>202 Accounting for the Professional II</td>
<td>3 Cr</td>
</tr>
<tr>
<td>231 Microeconomics</td>
<td>3 Cr</td>
</tr>
<tr>
<td>232 Macroeconomics</td>
<td>3 Cr</td>
</tr>
<tr>
<td>261 Structure of the Legal Environment</td>
<td>3 Cr</td>
</tr>
<tr>
<td>350 Understanding the Marketplace and Competition</td>
<td>3 Cr</td>
</tr>
</tbody>
</table>

**Concentration Areas — 36 Total Credits**

Four (4) areas of interdisciplinary study, called a Concentration, comprise the backbone of the BSPS. Students are required to select two (2) of the concentration areas, from Organizational Leadership, Professional Communication, and Organizational Behavior, or Computer Technology.

**Concentration Area I Organizational Leadership — 18 Total Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>103 Introduction to Psychology</td>
<td>3 Cr</td>
</tr>
<tr>
<td>370W Principles of Organizational Leadership</td>
<td>3 Cr</td>
</tr>
<tr>
<td>456 Theory and Practice of Organizational Communication</td>
<td>3 Cr</td>
</tr>
</tbody>
</table>

**Concentration Area II Professional Communication — 15 Total Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>201 Human Communication and Society</td>
<td>3 Cr</td>
</tr>
<tr>
<td>210 Mass Communication and Society</td>
<td>3 Cr</td>
</tr>
<tr>
<td>389W Writing for Business and Industry</td>
<td>3 Cr</td>
</tr>
<tr>
<td>427 Communication Management</td>
<td>3 Cr</td>
</tr>
<tr>
<td>454W Interpersonal Communication</td>
<td>3 Cr</td>
</tr>
<tr>
<td>494 Communication Ethics</td>
<td>3 Cr</td>
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</table>

**Concentration Area III Organizational Behavior — 18 Total Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>103 Introduction to Psychology</td>
<td>3 Cr</td>
</tr>
<tr>
<td>226 Adult Development</td>
<td>3 Cr</td>
</tr>
<tr>
<td>328 Psychology of Personality</td>
<td>3 Cr</td>
</tr>
<tr>
<td>340 Social Psychology</td>
<td>3 Cr</td>
</tr>
<tr>
<td>420 Adjustment and Intervention</td>
<td>3 Cr</td>
</tr>
<tr>
<td>480 Research in Human Behavior</td>
<td>3 Cr</td>
</tr>
</tbody>
</table>

**Concentration Area IV Computer Technology — 18 Total Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>300 Information Technology for Modern Organizations</td>
<td>3 Cr</td>
</tr>
<tr>
<td>410 Databases as Productivity Tools for the Competitive Edge</td>
<td>3 Cr</td>
</tr>
<tr>
<td>425 Electronic Communications and Cyberspace for the Leader</td>
<td>3 Cr</td>
</tr>
<tr>
<td>450 Network Operating Systems</td>
<td>3 Cr</td>
</tr>
<tr>
<td>470 Multimedia Technology</td>
<td>3 Cr</td>
</tr>
<tr>
<td>495 Leadership Trends in Information Technology (Capstone)</td>
<td>3 Cr</td>
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</tbody>
</table>

**Electives — 27 Total Credits**

Electives provide a balance to the required course work. Through the electives, the student achieves the well-rounded quality education which is the hallmark of a Duquesne University degree.

B) Bachelor of Science in Business Administration-Accounting Degree

A Bachelor of Science in Business Administration with an Accounting Concentration is available on Saturdays. Please refer to the School of Business sec-
CONTINUING EDUCATION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>714</td>
<td>Conflict Resolution</td>
<td>3 Cr</td>
</tr>
<tr>
<td>715</td>
<td>Valuing a Diverse Workforce</td>
<td>3 Cr</td>
</tr>
<tr>
<td>716</td>
<td>The Leader's Role</td>
<td>3 Cr</td>
</tr>
<tr>
<td>717</td>
<td>Public Policy and Legal Issues for Leaders</td>
<td>3 Cr</td>
</tr>
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</table>

Electives — 9 Total Credits

Select Three of the Following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>730</td>
<td>Science, Technology, and Society</td>
<td>3 Cr</td>
</tr>
<tr>
<td>731</td>
<td>The Shaping of the Contemporary World</td>
<td>3 Cr</td>
</tr>
<tr>
<td>732</td>
<td>Economics and the Modern World</td>
<td>3 Cr</td>
</tr>
<tr>
<td>733</td>
<td>Comparative Political Systems</td>
<td>3 Cr</td>
</tr>
<tr>
<td>734</td>
<td>Human and Financal Resources</td>
<td>3 Cr</td>
</tr>
<tr>
<td>735</td>
<td>Information Technologies for Modern Organizations</td>
<td>3 Cr</td>
</tr>
</tbody>
</table>

III) The Bachelor of Science in Professional Studies Degree

The Bachelor of Science in Professional Studies (BSPS) is designed for adult students who seek flexibility in a bachelor's degree program. While the BSPS in Saturday College consists of a prescribed series of courses, adult students are also provided the opportunity to customize their study to meet personal and professional goals. A strong foundation in both business and liberal arts allows students to individually design two major areas of study, designated as concentrations. Concentrations are designed in conjunction with an academic advisor and are available in a wide range of business and/or liberal arts subjects.

A minimum of 120 total credits is required to complete degree requirements, which are listed below:

University Core Curriculum — 30 Total Credits

The University Core Curriculum for this version of the BSPS is the same as that for the BSPS in Saturday College, outlined above on page 162.

Professional Core Curriculum — 24 Total Credits

The Professional Core Curriculum for this version of the BSPS parallels that for the BSPS in Saturday College. Students who take two courses per semester in the Fall, Spring and Summer semesters can complete their major's degree in two years. Thirty-six (36) credits are required to earn a Master of Arts in Leadership and Liberal Studies. The curriculum has three components:

Liberal Studies Core — 12 Total Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>701</td>
<td>Leadership and Liberal Studies</td>
<td>3 Cr</td>
</tr>
<tr>
<td>702</td>
<td>The Humanistic Perspective</td>
<td>3 Cr</td>
</tr>
<tr>
<td>703</td>
<td>Leadership and Liberal Studies</td>
<td>3 Cr</td>
</tr>
<tr>
<td>704</td>
<td>Social, Political &amp; Economic Issues</td>
<td>3 Cr</td>
</tr>
<tr>
<td>705</td>
<td>The Ethical and Spiritual Dimensions</td>
<td>3 Cr</td>
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</table>

Leadership Core Curriculum — 15 Total Credits

<table>
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<tr>
<td>710</td>
<td>Introduction to the Graduate Study of Leadership (required)</td>
<td>3 Cr</td>
</tr>
<tr>
<td>711</td>
<td>Organizational Communication</td>
<td>3 Cr</td>
</tr>
<tr>
<td>712</td>
<td>Decision Making and Problem Solving for Leaders</td>
<td>3 Cr</td>
</tr>
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</table>

Accounting (Basic)

This certificate is a six-course, 18-credit program that satisfies the course work requirements for the degree. The required curriculum includes 18 credits from the Basic Certificate program, plus six credits of electives.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>315</td>
<td>Financial Accounting</td>
<td>6 Cr</td>
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<tr>
<td>316</td>
<td>Managerial Accounting</td>
<td>6 Cr</td>
</tr>
<tr>
<td>321</td>
<td>Accounting Practice and Systems</td>
<td>6 Cr</td>
</tr>
<tr>
<td>317</td>
<td>Intermediate Accounting I</td>
<td>3 Cr</td>
</tr>
<tr>
<td>318</td>
<td>Intermediate Accounting II</td>
<td>3 Cr</td>
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</tbody>
</table>

Select one (1) of the following:

1. Cost Accounting
2. Auditing
Continuing Education

Marketing
This certificate consists of seven undergraduate courses that comprise a focused area of professional knowledge. All courses are taught by faculty through the AACSB accredited School of Business Administration. Required Courses:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>371</td>
<td>Introduction to Marketing</td>
<td>3 Cr</td>
</tr>
<tr>
<td>373</td>
<td>Sales Administration</td>
<td>3 Cr</td>
</tr>
<tr>
<td>375</td>
<td>Business Logistics</td>
<td>3 Cr</td>
</tr>
<tr>
<td>475</td>
<td>Consumer Behavior</td>
<td>3 Cr</td>
</tr>
<tr>
<td>476</td>
<td>Product Management</td>
<td>3 Cr</td>
</tr>
<tr>
<td>477</td>
<td>Strategic Marketing Planning</td>
<td>3 Cr</td>
</tr>
<tr>
<td>478</td>
<td>Industrial Marketing</td>
<td>3 Cr</td>
</tr>
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</table>

Non-Credit Programs
The Paralegal Institute

A paralegal, or legal assistant, is a trained professional who works under the direction of an attorney. With the changing needs of the legal profession, it is one of the nation's fastest growing professions in America today. Paralegals are employed in private law firms, banks, corporations, public service organizations, and state and federal government. A paralegal's job responsibilities include client and witness interviews, legal research, drafting correspondence, pleadings and other legal documents, conducting real estate closings, summarizing depositions or interrogations and rendering direct assistance to lawyers, clients and the courts.

In response to the demand for highly trained, well qualified paralegals, the Division of Continuing Education at Duquesne University prepares professionals for career opportunities. The Institute is the only program in the Pittsburgh area with the American Bar Association approval. A certificate in Paralegal Studies is awarded upon successful completion of nine courses. These include five core courses:

- Introduction to the Legal System and Paralegalism
- Legal Research
- Legal Writing and Case Analysis
- Computer Assisted Legal Research and Professional Responsibility
- Paralegal Practice

Students then choose an area of specialization in Corporate Law, Civil Litigation, or Employee Benefit Plans. Classes are offered part-time in the evening or during an accelerated summer term.

A bachelor's degree is required for admission to the Paralegal Institute. Exceptions to this policy are reviewed by the program coordinator. Students must maintain a 2.5 grade point average in order to earn the certificate. To obtain more information regarding program requirements and admission call (412) 396-1643.

Entry Requirements
Admission to Duquesne University's Paralegal Institute is restricted to qualified candidates. Students may be considered for admission to the program if they possess a bachelor's degree**. This program has been approved by the American Bar Association.

**In certain cases the Admissions Committee may waive this requirement and consider other related factors such as previous experience.

Call (412) 396-1643 for complete information, including a catalogue and an application.

Academic Standards
Students must maintain a 2.5 grade point average for successful completion of the program and certificate.

Academic Standards
Students must maintain a 2.5 grade point average for successful completion of the program and certificate.

The Benefits Institute
The Benefits Institute provides continuing professional education for those who work in the field of employee benefits.

Once principally the domain of tax lawyers, the employee benefit field exploded with the passage of the Federal Employee Retirement Income Security Act of 1974 (ERISA) and the Internal Revenue Service guidelines. This field has become one of the most challenging areas of professional practice, encompassing professionals from the areas of law, human resources, management, consulting, actuarial science, insurance and investment management, banking, accounting and many other disciplines.

This is an intensive training program in all phases of employee benefit plans, from qualified pension and profit sharing plans to group insurance plans, IRAs, VEBAs and fringe benefits.

The curriculum consists of five (5) courses and leads to a Certificate in Employee Benefit Plans. Entering the holder to use the designation "CBP" after his or her name.

For those entering the field, the Program is designed to provide a solid foundation of practical skills which will enable the certificate holder to discharge major responsibility in the design, installation and operation of employee benefit plans.

For those already in the field, the Program is designed to provide a combination refresher/update on all of the latest developments in this fast-moving area, as well as broaden the professional's base within the field.

Entry Requirements
A college degree is normally required for admission to the Benefits Institute. In certain cases, the Admissions Committee may waive this requirement and consider other related factors such as previous experience.

Call (412) 396-1643 for complete information, including a catalogue and an application.

Academic Standards
Students must maintain a 2.5 grade point average for successful completion of the program and certificate.

Exam Preparation Courses
Three review courses are offered for individuals interested in preparing to sit for examinations required for graduate school admittance.

Each preparation course will enable you to take the selected exam with confidence and skill. Learn how to approach and analyze complex questions and discover the most effective ways to use your test time — identify and strengthen your weak areas. Instructors are professional local University faculty.

LSAT
Performance on the LSAT can count for as much as 50% of your chances to be admitted to the school of your choice.

<table>
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<tr>
<th>Exam Date</th>
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<td>September 18, 1999</td>
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<tr>
<td>June 26, 2000</td>
<td>June 12, 2000</td>
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</tr>
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</table>
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Rev David L Smith, C S Sp
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Ph D , Ohio University
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Ph D , University of Pittsburgh

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M A , M Phil, Ph D , Columbia University

Therese Marie Bonin
Assistant Professor of Philosophy
A B , Assumption College
M A , Providence College
M M S , Ph D , University of Notre Dame

*This information has been provided by the Office of the Secretary of the Board
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Institutions</th>
</tr>
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<tbody>
<tr>
<td>Patrick Juola</td>
<td>Assistant Professor of Computer Science B.S., Johns Hopkins University M.S., Ph.D., University of Colorado</td>
</tr>
<tr>
<td>Chester A Jurczak</td>
<td>Professor Emeritus of Sociology B.A., St. Mary's College M.A., Fordham University Ph.D., University of Pittsburgh</td>
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<tr>
<td>Charles R. Keagy</td>
<td>Professor of Mathematics and Department Chairperson B.S., Texas Lutheran College M.S., Ph.D., University of North Texas</td>
</tr>
<tr>
<td>Rev. Sean Kealy</td>
<td>Professor of Theology and Department Chairperson B.A., M.A., University College, Dublin B.Div., Gregorian University, Rome S.S.L., Biblical Institute, Rome</td>
</tr>
<tr>
<td>Joseph J Keenan</td>
<td>Professor of English B.A., M.A., Duquesne University Ph.D., University of Wisconsin</td>
</tr>
<tr>
<td>Donald H Kellander</td>
<td>Assistant Professor of Modern Languages and Literatures B.A., M.A., The Pennsylvania State University</td>
</tr>
<tr>
<td>Rev. David F Kelly</td>
<td>Professor of Theology and President, Health Care Ethics Program B.A., College of the Holy Cross M.A., ST.B., Catholic University of Louvain</td>
</tr>
<tr>
<td>Rev. Charles D. Keeyes</td>
<td>Professor of Philosophy B.A., University of Oklahoma B.D., STM., Seabury-Western Theological Seminary</td>
</tr>
<tr>
<td>Linda Taylor Kinnahan</td>
<td>Associate Professor of English B.S., M.A., James Madison University Ph.D., University of Notre Dame</td>
</tr>
<tr>
<td>Stuart M. Kurland</td>
<td>Associate Professor of English A.B., Dartmouth College M.A., Ph.D., University of Chicago</td>
</tr>
<tr>
<td>Albert C. Labroda</td>
<td>Distinguished University Professor Professor of English B.Ed., Duquesne University M.A., Columbia University M.A., Ph.D., University of Virginia</td>
</tr>
<tr>
<td>Chad Lackey</td>
<td>Assistant Professor of Sociology B.A., M.A., University of North Texas Ph.D., University of Colorado</td>
</tr>
<tr>
<td>Rev. David L. Lagrange</td>
<td>Assistant Professor of Mathematics B.S., University of Minnesota M.S., Ph.D., University of California, Berkeley</td>
</tr>
<tr>
<td>Charles A. Locht</td>
<td>Associate Professor of Mathematics B.A., M.A., Duquesne University</td>
</tr>
<tr>
<td>Carla E. Lucente</td>
<td>Professor of Modern Languages and Literatures and Department Chairperson B.A., M.A., Duquesne University M.A., Ph.D., University of Pittsburgh</td>
</tr>
<tr>
<td>Aaron Mackler</td>
<td>Assistant Professor of Philosophy B.A., Yale University M.A., Jewish Theological Seminary Ph.D., Georgetown University</td>
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<tr>
<td>Robert E. Madden</td>
<td>Associate Professor of Philosophy B.A., St. Joseph's College M.A., Villanova University Ph.D., Duquesne University</td>
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<tr>
<td>Anne M. Maier</td>
<td>Assistant Professor of Modern Languages and Literatures B.A., Columbia University M.A., University of Illinois, Champaign-Urbana A.B.D., Indiana University, Bloomington Ph.D., The Pennsylvania State University</td>
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<tr>
<td>Gregorio Martín</td>
<td>Professor of Modern Languages and Literatures B.A., University of Salamanca, Spain M.A., Ph.D., University of Pittsburgh</td>
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<tr>
<td>Paul T. Mason</td>
<td>Professor of History B.S., M.A., Ph.D., St. Louis University</td>
</tr>
<tr>
<td>Holly A. Mayer</td>
<td>Associate Professor of History and Director of Graduate Studies in History B.A., University of Pennsylvania M.A., University of Oregon Ph.D., College of William and Mary</td>
</tr>
<tr>
<td>Mark S. Mazur</td>
<td>Associate Professor of Mathematics B.S., M.S., John Carroll University Ph.D., University of Notre Dame</td>
</tr>
<tr>
<td>Moni McIntyre</td>
<td>I.H.M. Assistant Professor of Theology B.A., Mercy College of Detroit M.A., Eastern Michigan University M.A., University of Windsor M.Div., S.S. Cyril and Methodius Seminary Ph.D., University of St. Michael's College, Toronto</td>
</tr>
<tr>
<td>Magali C. Michael</td>
<td>Associate Professor of English and Director of English Graduate Studies B.A., University of Georgia M.A., Ph.D., Emory University</td>
</tr>
<tr>
<td>Kent F. Moons</td>
<td>Professor of Political Science A.B., St. Anselm's College M.A., University of New Hampshire Ph.D., Northern Illinois University</td>
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<td>Joseph R. Monroe</td>
<td>Professor Emeritus of History B.A., LaSalle University M.A., Fordham University Ph.D., University of Pittsburgh</td>
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<td>Frederick Newberry</td>
<td>Professor of English M.A., University of Redlands Ph.D., Washington State University</td>
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<tr>
<td>Stephen T. Newmyer</td>
<td>Professor of Classics B.A., Duquesne University Ph.D., University of North Carolina at Chapel Hill</td>
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<td>Jerome L. Niedermeier</td>
<td>Associate Professor of History B.A., University of Pittsburgh M.A., Ph.D., Duquesne University</td>
</tr>
<tr>
<td>Andrew Norris</td>
<td>Assistant Professor of Philosophy B.A., University of California, Santa Cruz M.A., Ph.D., University of California, Berkeley</td>
</tr>
<tr>
<td>Maureen R. O'Brien</td>
<td>Assistant Professor of Theology and Director of Pastoral Ministry B.A., University of Notre Dame M.A., Ph.D., Boston College</td>
</tr>
<tr>
<td>Martin J. Packer</td>
<td>Associate Professor of Psychology B.A., Cambridge University M.A., Ph.D., University of California, Berkeley</td>
</tr>
<tr>
<td>Margaret J. Patterson</td>
<td>Associate Professor of Communication and Director of Communication Graduate Studies B.S., Ohio University M.A., University of Pittsburgh</td>
</tr>
<tr>
<td>Richard F. Patterson</td>
<td>Assistant Professor of Mathematics B.S., Saint Paul's College M.A., Ph.D., Kent State University</td>
</tr>
<tr>
<td>Diane Perpich</td>
<td>Assistant Professor of Philosophy B.A., Bryn Mawr College M.A., Ph.D., University of Chicago</td>
</tr>
<tr>
<td>Ronald M. Polesik</td>
<td>Professor of Philosophy B.A., Yale University M.A., Ph.D., Boston College</td>
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<tr>
<td>G. Foster Provost</td>
<td>Professor Emeritus of English B.S., Ph.D., Louisiana State University M.A., University of Oregon</td>
</tr>
<tr>
<td>Constance Deucher Ramirez</td>
<td>Associate Professor of English and Dean of the McNulty College and Graduate School of Liberal Arts B.A., Duquesne University M.A., University of North Carolina M.A., Ph.D., University of Pittsburgh</td>
</tr>
<tr>
<td>J. Roland E. Ramirez</td>
<td>Professor of Philosophy B.A., University of Notre Dame Licentiate, Le Saulchoir, France Ph.D., Institut Catholique de Paris</td>
</tr>
<tr>
<td>Paul A. Richer</td>
<td>Associate Professor of Psychology B.A., Bard College M.A., Ph.D., New School for Social Research</td>
</tr>
<tr>
<td>Joseph Francis Richel</td>
<td>Professor of History B.S., Duquesne University M.S., M.L.S., Ph.D., University of Pittsburgh</td>
</tr>
<tr>
<td>Eva Robotti</td>
<td>Professor Emeritus of Communication B.A., M.A., West Virginia University</td>
</tr>
<tr>
<td>Tom Rockmore</td>
<td>Professor of Philosophy A.B., Carleton College Ph.D., Vanderbilt University Habilitation a denger des recherches, Universite de Poitiers</td>
</tr>
</tbody>
</table>
MCANULTY COLLEGE AND GRADUATE SCHOOL OF LIBERAL ARTS

Peter J. Roman
Associate Professor of Political Science and Department Chairperson
B.A., Boston College
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Ph.D., Boston College

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M.A., Western Reserve University

Lorraine Sauchin
Instructor of Computer Science
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M.A., University of Detroit
Ph.D., Tulane University

Maryn Schaub
Professor of Theology
B.A., Rosary College
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