“The history of life on earth has been a history of interaction between living things and their surroundings. To a large extent, the physical form of the habits of the earth’s vegetation and its animal life has been molded by the environment. Considering the whole span of the earthly time, the opposite effect, in which life actually modifies its surroundings, has been relatively slight. Only within the moment of time represented by the present century has one species – man – acquired significant power to alter the nature of the world.”

Silent Spring

Rachel Carson, Class of 1929
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Our Mission

Chatham University prepares women and men to be world ready: to build lives of purpose and value and fulfilling work. In addition to appropriate professional skills and liberal arts learning, Chatham believes that world readiness means being an informed and engaged citizen in one’s communities; recognizing and respecting diversity of culture, identity and opinion; and living sustainably on the planet.
Accreditation

Chatham University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, 267-284-5000.

Chatham University is authorized by the Pennsylvania Department of Education (PDE) to confer degrees. The Department of Education can be reached by writing to the Commonwealth of Pennsylvania, Department of Education Office of Postsecondary and Higher Education, 333 Market Street, Harrisburg, Pennsylvania 17126, or by telephone at 1-717-783-6788. Additional information regarding the PDE complaint process can be found on the PDE website.

Specific Programs are accredited by the following agencies:

- The American Chemical Society
- The American Physical Therapy Association
- The American Psychological Association
- The Council for Interior Design Accreditation
- The Council on Social Work Education
- The Commission on Collegiate Nursing Education
- The Landscape Architecture Accreditation Board
- The Accreditation Council for Occupational Therapy Education
- The Accreditation Review Commission on Education for the Physician Assistant
- The International Assembly for Collegiate Business Education
- The teacher education program is recognized and approved by the Pennsylvania Department of Education.

Chatham University Seal

The seal is a symbolic representation of the ideals to which the University is dedicated. Chatham was founded in 1869 as a women’s institution of higher learning, a purpose denoted by the ancient lamp of learning.

The Latin motto of Chatham College for Women dates from the occasion of the laying of the cornerstone of the first new College building in 1871. It is taken from Psalm 144, verse 12, of a 1579 Latin translation of the Hebrew Bible by Franciscus Junius and Immanuel Tremellius. It expresses the founders’ hopes of providing service to society and is freely translated in the King James Version of the Bible as “may our daughters be as cornerstones.”

The acorns and the shield with its “fesse chequy” and Byzantine coins are taken unchanged from the crest of the Earl of Chatham and are a constant reminder of William Pitt's concern for the freedom of the individual.
Non Discrimination

Chatham University does not discriminate on the basis of race, color, religion, gender, sexual orientation, national origin, age, disability, veteran status, or any other legally protected status in its educational programs and policies, co-curricular activities, scholarship and loan programs, or employment practices. Inquiries may be directed to Chatham University, Director of Human Resources, Woodland Road, Pittsburgh, PA 15232, 412-365-1847.

Title II

Title II of the Student Right to Know and Campus Security Act of 1990 and the Pennsylvania Act 73 of 1998 require that information regarding college graduation/completion rates and campus crime statistics be available to current and prospective students. Inquiries may be directed to Chatham University, Director of Institutional Research, Pittsburgh, PA 15232, 412-365-1292.

Disclaimer

The provisions of this catalog are not to be regarded as an irrevocable contract between the students and Chatham University. Since University curricula, programs, and policies cannot be static in a changing environment, the information in this catalog is subject to change by the University at any time. For educational and financial reasons, the University reserves the right to change any of the provisions, statements, policies, curricula, procedures, regulations or fees found in this catalog. Changes will become effective whenever the proper authorities so determine and will apply to both prospective students and those already enrolled. As a result, students, applicants, and other users of this catalog should consult with appropriate University offices to verify the current text or status of policies, programs, descriptions of curricula, or other information in this catalog.
Degrees

Bachelor of Arts, Accounting
Bachelor of Arts, Arts Management
Bachelor of Arts, Biochemistry
Bachelor of Arts, Biology
Bachelor of Arts, Business Administration (completer)
Bachelor of Arts, Chemistry
Bachelor of Arts, Communication
Bachelor of Arts, Criminology
Bachelor of Arts, Cultural Studies
Bachelor of Arts, Early Elementary Education
Bachelor of Arts, Economics
Bachelor of Arts, English
Bachelor of Arts, Healthcare and Business Management (completer)
Bachelor of Arts, History
Bachelor of Arts, Infant Toddler Development
Bachelor of Arts, Integrative Health Studies
Bachelor of Arts, Interdisciplinary Health Science: Psychology
Bachelor of Arts, International Business
Bachelor of Arts, International Studies
Bachelor of Arts, Management
Bachelor of Arts, Management Information Systems
Bachelor of Arts, Marketing
Bachelor of Arts, Mathematics
Bachelor of Arts, Media Arts: Graphic Design
Bachelor of Arts, Media Arts: Photography
Bachelor of Arts, Media Arts: Film & Digital Technology
Bachelor of Arts, Music
Bachelor of Arts, Physics
Bachelor of Arts, Policy Studies
Bachelor of Arts, Political Science
Bachelor of Arts, Psychology
Bachelor of Arts, Social Services Administration
Bachelor of Arts, Sustainability
Bachelor of Arts, Visual Arts: Art History
Bachelor of Arts, Visual Arts: Studio Arts
Bachelor of Arts, Women’s and Gender Studies

Bachelor of Fine Arts, Creative Writing
Bachelor of Interior Architecture
Bachelor of Social Work

Bachelor of Science, Biochemistry
Bachelor of Science, Biology
Bachelor of Science, Chemistry
Bachelor of Science, Exercise Science
Bachelor of Science, Interdisciplinary Health Science: Biology
Bachelor of Science, Interdisciplinary Health Science: Exercise Science
Bachelor of Science, Mathematics
Bachelor of Science in Nursing
Bachelor of Science, Physics
Bachelor of Science, Sustainability

Bachelor of Interior Architecture
Bachelor of Social Work

Master of Accounting

Master of Arts, Communication
Master of Arts, Food Studies
Master of Arts, Interdisciplinary Design Degree
Master of Arts, Psychology
Master of Arts in Teaching

Master of Business Administration
Master of Education in Special Education
Master of Fine Arts, Creative Writing
Master of Fine Arts, Film & Digital Technology
Master of Fine Arts, Interdisciplinary Design Degree
Master of Interior Architecture
Master of Occupational Therapy
Master of Physician Assistant Studies
Master of Professional Writing
Master of Science, Biology
Master of Science, Counseling Psychology
Master of Science, Green Chemistry
Master of Science, Infant Mental Health
Master of Science, Infant Mental Health Counseling
Master of Science in Interior Architecture
Master of Science in Nursing
Master of Sustainability

Doctor of Nursing Practice
Professional Doctor of Occupational Therapy
Doctor of Physical Therapy
Doctor of Psychology in Counseling Psychology

Certification, K-12 Teaching (Art Education)
Certification, Infant Mental Health
Certification, Secondary Education
Certification, Visual Arts Education K-12
Student Rights and Responsibilities

“Realizing the trust placed in me, I affirm my faith in the individual and in personal integrity and I assume the responsibility of maintaining the tenets of the Honor Code in all attendant matters.”

As citizens, students have the basic rights guaranteed under the U.S. Constitution. These rights, including the freedoms of expression, assembly, inquiry, and security against unreasonable searches and seizures, are based on the assumption that students are rational adults, behaving in a reasonable manner with intellectual independence, personal integrity, honesty in all relationships, and consideration for the rights and well-being of others. As members of an academic community, students have the privilege to engage in academic enterprise, participate in co-curricular activities, and reside in a unique living situation that enhances moral and educational development and fosters a sense of community. All members of the Chatham community are expected to conduct themselves with integrity in personal and academic affairs and to serve the best interests of the entire community.

In turn, the recognition of rights and the granting of privileges by the University require responsibilities on the part of the students. In the academic sphere, these responsibilities include acknowledgement of the scholarship of others and the responsibility of relying on one’s own work and not that of others. In the social sphere, the student must respect the laws of the Commonwealth of Pennsylvania and the nation, and each individual should act so as to ensure the rights, welfare, and security of others.

In accepting admission to Chatham University, students automatically agree to be personally responsible in all matters pertaining to academic honor and pledge to abide by those rules considered by the University community as part of its Honor Code. Each year at Opening Convocation students reaffirm their commitment to the Honor Code.

As part of the educational process, the normal patterns and procedures of the student conduct system are delegated to a conduct board, although final authority for student life lies with the president and the Board of Trustees. The right to summary suspension or dismissal in severe or emergency cases, subject to appeal, is reserved for the president of the University or the president’s delegated representative. The University provides a forum for students subject to disciplinary proceedings. These proceedings are governed by the rules and regulations outlined in the Student Handbook (available in the Office of Student Affairs). Students with academic grievances should confer with the appropriate academic dean(s).
Undergraduate Admission

Chatham University offers personalized education and professional admission counselors consider each applicant as an individual. Prospective students are encouraged to contact the Office of Admission directly for guidance and advice about their circumstances.

Admission Procedures for First-Year Students
Admission to Chatham University is determined by the candidate’s academic record, promise as a student at Chatham, and commitment to continued personal growth. Information provided by the student is reviewed by the Office of Admission. Admission to Chatham is based on a careful review of all credentials presented by the candidate. Chatham reviews each candidate holistically and gives preference to students from a strong college preparatory background. Chatham encourages a minimum of four years of English, three years of mathematics, three years of science, and three years of social science. The meeting of minimum requirements does not itself ensure admission. Acceptance is contingent upon a candidate’s completion of secondary school requirements.

Application
Questions about applying may be directed to Office of Admission, Woodland Road, Pittsburgh, PA 15232, 412-365-1825 or 800-837-1290; or by e-mail at admissions@chatham.edu. Prospective students may apply on-line (free) at www.chatham.edu. Chatham also accepts the Common Application for admission.

Admission
First-year student admission is for applicants entering directly from high school, without enrolling in prior post-secondary course work (other than courses completed while attending high school). Students accepted no later than April 15 and deposited by May 1 are guaranteed a place in the class and priority housing. In most cases, an applicant will receive notification of admission decision within two weeks following the completion of the application process. Applicants are strongly encouraged to complete the application process by March 1 for fall enrollment and by November 1 for spring enrollment in order to receive preferred consideration for Chatham’s generous financial aid programs.

First-year student applicants must submit the following:
- Completed application for admission
- Nonrefundable application fee of $35 (check or money order payable to Chatham University), fee waived if applying via the online application.
- Official high school transcripts
- SAT (Chatham code: 2081) or ACT (Chatham Code: 3538) scores
- Essay or writing sample
- One or more letters of recommendation from high school counselor or teachers.

Students with a minimum 3.0 cumulative GPA may apply using our SAT optional policy and choose not to submit their SAT/ACT scores at the time of application. If not submitting their scores, in addition to the required application materials, they must also submit the following:
- Résumé
- Graded essay
- On campus interview
- Portfolio (optional but highly recommended)

If an applicant feels that these materials do not adequately represent their academic abilities or explain their academic history, the applicant is encouraged to submit additional explanatory materials to strengthen the application. Further, prospective students are strongly encouraged to arrange an admissions interview by calling for a personal tour and meeting with an admissions counselor. If it is not possible to schedule a campus visit, prospective students should contact the Office of Admissions to schedule a video interview and or an interview with an alumni representative in their area.
Completed applications and supporting materials should be sent to Chatham University, Office of Admissions, Woodland Road, Pittsburgh, PA 15232.

Tuition and Room Deposit
Accepted students who plan to enroll must make a non-refundable acceptance deposit of $150 for registration, which will be applied to the first semester at Chatham. If the student plans to live on campus, a housing deposit of $150, which also will be applied to the first semester at Chatham, will reserve campus housing. First-year and sophomore students are required to live on campus unless commuting from a parent or guardian’s residence.

Tuition and housing deposits may be sent to Chatham University, Office of Admissions, Woodland Road, Pittsburgh, PA 15232. To make a payment by credit card, please call the Office of Admissions at 800-837-1290. Or pay online by visiting: https://www.chatham.edu/admissions/undergraduate/deposit/. Deposits are non-refundable.

Deferred Entrance
Occasionally a student wishes to defer entrance to college following graduation from high school. Chatham supports such purposeful deferment in order to work, travel, pursue independent study, or clarify goals and interests. A student who wishes to defer entrance should follow the regular admissions procedure outlined in the preceding section. If the student has submitted a deposit for enrollment, the student should then contact the admissions counselor to confirm the deferment. The student is required to make an advance deposit of $150 for registration, which will be applied to the first semester at Chatham. The student must also deposit $150 for housing, which will reserve space for the following semester or year. Students on deferred entrance are required to communicate their progress to the Office of Admissions during the time of their deferment.

Admission Procedures for Early Entrants
Chatham University invites mature, motivated, academically strong high school juniors to consider spending their senior year of high school at Chatham. Typically, such students have completed all but one or two of their high school graduation requirements and are interested in a more challenging curriculum. Before enrollment, students should obtain an agreement from their school counselor and a list of required courses for high school graduation. For more information about this opportunity, students may contact the Office of Admission.

Admission Procedures for High School Dual Enrollment
Chatham invites serious high school students seeking the additional challenge of college-level work to participate in the High School Dual Enrollment Program. Students or secondary counselors may contact the Office of Admission for detailed information and application procedures at 800-837-1290 or email admissions@chatham.edu.

Admission Procedures for Transfer Students
Chatham University welcomes transfer students from junior and community colleges and other four-year institutions in the United States as well as other countries. More than 25 percent of new incoming Chatham students are transfer students. Both the high school record and performance at the college level will be considered.

Application
Prospective students may apply online at www.chatham.edu; no fee is required for the online application. Applications are accepted on a rolling basis and in most instances, candidates are notified of an admission decision within two weeks of the completion of the application process. For students with fewer than 24 credits, a final official high school transcript, including standardized test scores (SAT or ACT); official transcripts from all former institutions attended; essay or writing sample; and one or more letters of recommendation are required. Transfer students can apply using our SAT optional policy. If the student has over 24 transferable credits, the high school transcript and SAT /ACT scores are not required. A campus visit is strongly encouraged.

Transfer Credits
Chatham University will review all official college transcripts for undergraduate transfer credit upon admission. Students will receive an official transfer credit evaluation indicating all transferable credit for the intended degree
program. All potential transfer credit in progress or completed prior to acceptance to Chatham must be submitted to
the University before the student begins courses. This requirement includes all Advanced Placement and
International Baccalaureate courses. All official transcripts will be evaluated on an individual basis.

Chatham University’s specific requirements for Prior Learning Assessment including Advanced Placement (AP),
College Level Examination Progress (CLEP), DSST Exams, ACE Excelsior Exams, Challenge Exams and Transfer
of Credit are available in the Transfer of Credit and Prior Learning Assessment section of the catalog.

Enrollment Requirements
Transfer students must be enrolled at Chatham University for a minimum of two long terms (three semesters), must
successfully complete 30 of their last 36 credits in residence, and must successfully complete more than 50% of the
credits required for their major at Chatham in order to graduate from Chatham. In residence means taking approved
Chatham University affiliated programs and courses, including approved study away and courses taken through the
Pittsburgh Council on Higher Education cross registration agreement. Requests for exceptions to this policy must be
referred to the appropriate dean.

Tuition and Room Deposit
Accepted students who plan to enroll must make an advanced deposit of $150 for registration, which will be applied to the
first semester at Chatham. If the student plans to live on campus, a housing deposit of $150, which also will be applied to the
first semester at Chatham, will reserve campus housing. Tuition and housing deposits received prior to May 1 receive priority
housing, registration, and advising.

Conditional Admission
All applicants to Chatham University are reviewed holistically. This may include but is not limited to review of the
student’s high school and/or college academic success and rigor, performance on standardized tests, writing skills,
leadership, community and extracurricular involvement and global experience. Students who demonstrate potential
for success may be required to participate in our Transitions Program as a condition of their admission. The
Transitions Program is designed to provide the support and skills that students need in order to succeed in the
academically challenging environment at Chatham.

By participating in the Transitions Program, the student will be required to:
• Enroll in and successfully complete a course load of up to but not exceeding 14 credit hours in your first term
• Earn a minimum GPA of 2.0 while maintaining full-time status
• Participate in and successfully complete IND 101 Transitions: Essential Skills for Success @ Chatham
• Meet weekly, for the first two semesters, with the PACE Center staff

Admission Procedures for Gateway Students
Chatham University was one of the first schools in the country to make a strong commitment to adult students through the
creation of its Gateway Program. The Gateway Program opens opportunities to students over the age of 23 who are seeking a
first baccalaureate degree. To date, more than 800 Gateway Program graduates are enjoying exciting careers, enriching their
lives and the lives of those around them. These students recognize that intellectual growth continues through adulthood and
that continuing education fosters that growth. Gateway students have distinguished themselves in the academic and
extracurricular life of the College. The Gateway Program has enriched the educational experience of all Chatham students by
fostering an exchange of ideas and perspectives among learners from different generations. Gateway students share in all the
educational and co-curricular resources of the College, and they enjoy the support of the Gateway Student Association.
Admission to Chatham University’s Gateway Program is based on a review and evaluation of the information provided by
the candidate to the Office of Admissions. As part of the procedure, the candidate must submit the following:
• Completed application form
• Application fee is waived if applying via the online application.
• Official transcripts from high school and/or prior college(s) attended, as appropriate
• Essay or writing sample
• One or more letters of recommendation.
A Gateway Program applicant also is advised to read closely those sections of the Catalog on the Prior Learning Assessment
Program because these programs frequently apply to a Gateway student’s experiences.
Tuition and Room Deposit
Accepted students who plan to enroll must make an advanced deposit of $150 for registration, which will be applied to the first semester at Chatham. If the student plans to live in undergraduate housing on campus, a housing deposit of $150 will be applied to the first semester at Chatham, and will reserve campus housing. Tuition and housing deposits received prior to May 1 receive priority housing, registration, and advising.

Gateway students wishing to live in our Linzer or Chung apartments, open to only Gateway, graduate students and student with families, should contact the Office of Residence Life and Student Activities-Student Affairs as soon as possible. These apartment complexes are frequently at full capacity and housing is not guaranteed.

Tuition and housing deposits may be sent to Chatham University, Office of Admissions, Woodland Road, Pittsburgh, PA 15232. To make a payment by credit card, please call the Office of Admissions at 800-837-1290. Or pay online by visiting: https://www.chatham.edu/admissions/undergraduate/deposit/. Deposits are non-refundable.

Admission Procedures for the Pathways to Nursing Program
Applications for admission to the Chatham University Pathways to Nursing Program must include:

- The Chatham University online or paper application
- The supplemental Pathways to Nursing UPMC Shadyside School of Nursing application
- An essay describing “What becoming a nurse means to you” (300-350 words)
- At least two (2) letters of recommendation
- High School transcripts showing graduation date
- Post-secondary Education: all transcripts must be submitted
- SAT (Chatham Code: 2081), ACT (Chatham Code: 3538) or PSB (Psychological Service Bureau) Registered Nursing School Aptitude Examination scores
- Completion of the following high school courses
  - 4 years of English
  - 3 years of Science (Biology or Chemistry)
  - Algebra 2 or Pre-Calculus
  - Highly recommended: Anatomy and Physiology, Physics
- An on-campus or Skype interview with an admissions counselor is highly recommended

Pathways to Nursing application deadline: April 1st
Once accepted to the Pathways to Nursing Program, all students are required to satisfy the requirements for participation in clinical rotations including background checks and health screenings.
All students will be provided a current checklist detailing documentation to be provided and the respective submission deadlines when attending a post-acceptance Pathways to Nursing Information Session

Non-Degree Seeking Student
If you do not intend to pursue a degree, but want to take courses for personal enrichment, professional development, permanent certification, or to apply for degree status at a later date, you can seek admission as a Non-Degree Seeking Student (NDS).

Courses taken as non-degree are not guaranteed to count towards a degree. At the discretion of the appropriate program director, a qualified student can take up to 12 credit hours of courses as an NDS Student.
have been denied admittance into a program cannot register for courses as an NDS Student. Students must earn a passing grade to continue as an NDS Student (Graduate Courses: B-, Undergraduate Courses: C). Successful completion of 12 credit hours as an NDS Student does not imply admittance into a degree-granting program. In cohort programs, degree seeking students will be given preference for available seats.

NDS applicants must complete the Non-Degree Seeking application available from the Admission Office. In addition, applicants must submit official academic transcripts from all post-secondary institutions attended. Applicants requesting a graduate-level course must submit transcripts showing the award of a baccalaureate degree from a regionally accredited institution. Students who are requesting courses with a pre-requisite must submit official transcripts showing the completion of all pre-requisites from an accredited institution.

Admission Procedures for International Undergraduate Students
Students of all ages who are graduates of secondary school systems worldwide may apply as first-time college students or as transfer students from international or American colleges and universities. To be considered for full admission, nonnative English speakers need to submit a TOEFL iBT score of 71 or higher, a TOEFL pBT score of 525 or higher, an IELTS score of 6.0 or higher, or completion of English Language Program level 4. Despite language test scores, new students will be tested upon arrival on campus during orientation. Based on the test results, student will be advised to take appropriate courses offered by the English Language Program and other departments. Students with English language scores less than this will be considered for English Language Program admission with conditional undergraduate admission to Chatham University.

Applicants should submit the following materials:
- Completed Undergraduate Student Application for Admission, the Common Application, or visit the College’s website at [www.chatham.edu](http://www.chatham.edu) to apply on-line
- Nonrefundable application fee of U.S. $35 (check drawn from a U.S. bank or international postal money order payable to Chatham University). Online application is free.
- Admissions essay
- Official secondary and postsecondary academic records from all schools attended. Translation and professional evaluation required for non-U.S. post-secondary institutions.*
- Official copy of TOEFL, IELTS, STEP score, ACT or SAT (Chatham code for SAT: 2081)
- One letter of recommendation
- Copy of passport
- Copy of U.S. visa and other immigration documents (if currently living in the United States)
- Proof of financial support (one official bank statement indicating enough funds to cover the first year of education at Chatham.

*Transfer Transcript Evaluation Policy: Post-secondary credentials from an educational system other than the United States must be evaluated by a foreign credential evaluator who is a member of the National Association of Credential Evaluation Services. See [http://www.naces.org/members.html](http://www.naces.org/members.html)
The admissions decision and transfer evaluation require official transcripts, translations and professional evaluation. The cost of the professional evaluation is the responsibility of the applicant.

If applicants are transferring from a US institution, please refer to the transfer credits section. Applications are accepted throughout the year (rolling admissions). To receive priority consideration, however, students should apply by March 15 for the fall term and by November 1 for the spring term. Accepted students who plan to enroll and live on campus must pay the $150 tuition and $150 housing deposits. Tuition and Housing deposits are non-refundable. Accepted students who have adequate financial resources will be issued the Certificate of Eligibility for Nonimmigrant (F-1) Status (Form I-20) or the Form DS-2019 (J-1 Exchange Visitor), which will be used by the student to apply for F-1 student visa status or J-1 exchange status.

Proof of Finance
Per U.S. immigration requirements, international students need to provide sufficient funds to cover the estimated cost of attendance before being issued the I-20 or DS-2019 form. Except for the merit scholarship awarded to
eligible international students, no additional financial assistance is provided by Chatham University. The student, their family, and outside sponsors (to be identified by the student) are expected to provide the remaining amount of the cost of attendance. Students must provide proof of financial resources indicating enough funds to cover educational costs for the first year at Chatham University. For additional information regarding proof of finances, please contact the international admissions counselor. Further information is available from the Office of Admissions.

**Admission Procedures for Non-Degree International Students**

Chatham Semester Students enrolled in an undergraduate degree program outside the U.S. may study at Chatham for up to one year. To apply, you must have a 2.5 grade point average (on a 4.0 scale). If your native language is not English, you must meet the minimum required scores on a standardized language exam (550/79 on TOEFL, 6.0 on IELTS). If your scores fall under those limits, you may be required to either take both academic courses and English language courses or complete Chatham’s ELP program before you are eligible for the Chatham Semester.

Interested students should submit the following:

- Completed Chatham Semester Application
- Official transcripts from all universities attended
- Bank verification letter showing sufficient funds for the semester or year.
- Standardized language exam results

**Chatham Internship**

Students enrolled in an undergraduate degree program outside the U.S. may study at Chatham for one or two semesters and complete a semester of internship. To apply, you must have a GPA of 3.0 or higher on a 4.0 scale, a TOEFL score of 550 (79) or higher or IELTS 6.0 or higher, and completion of at least two years of full-time undergraduate coursework at home university.

Students must submit the following:

- Completed Chatham Internship Application
- Official transcripts from all universities attended
- Bank verification letter showing sufficient funds for the semester or year.
- Standardized language exam results
- At least one letter of recommendation
- Proposal of the type of internship work that the student hopes to do (please note that we cannot guarantee the position)

**English Language Program**

All non-native English speakers seeking to improve their English Language skills are welcome to apply to the English Language Program (ELP) at Chatham University. To apply to the ELP, please visit www.chatham.edu/elp and complete an online application form. It is recommended that applicants have graduated from high school. In addition to the application form, please submit scanned or photographed copies of the following documents online:

- Passport
- Proof of funding/financial documents (financial guarantee or bank statement)

**Exchange students**

Exchange student applications are submitted to Chatham by exchange partner institutions. Students must be pre-approved by their home institution. To apply, students submit:
- Application for Exchange Students
- Copy of passport
- Copy of transcript/mark sheet
- To be recommended by home institution, students must have recommended TOEFL scores:
  - For undergraduate coursework is 550 for paper-based and 79 internet-based exam.
    - Minimum of 500 is required. Students with scores between 500-550 will take a combination of English Language and Academic classes.
  - For graduate coursework is 600 for paper-based and 100 internet-based exam.
    - Minimum of 550 is required. Tutoring and optional English language coursework is available for students with scores between 550-600.
- Proof of finances is required for:
  - Housing and food
  - Living expenses
  - Books and fees
- Students will be coming as J-1 exchange visitor (non degree student). Chatham will issue DS-2019 immigration documents.

**General Education Requirements for International Students**

Non-native English speaking students need to take a placement test upon arrival and may take English for Academic Purposes classes during the first two semesters as required by the English Language Program. Other first-year requirements will also need to be completed. Students required to take ELP courses will meet Chatham University General Education requirements through successful completion of these courses.

**Admission Requirements for the Undergraduate Completion Programs**

**BA in Business Administration (Completion Program)**

**BA in Psychology (Completion Program)**

**BA in Infant Toddler Development (Completion Program)**

- Completed a minimum of 30 post-secondary credits, earning a "C" or better
- Completed free online application at http://apply.chatham.edu/ccps
- Admission Essay: Provide a description of your academic and professional goals. Assess how you believe that the completion of the BA degree will help you achieve these goals (minimum 500 words).
- Official Academic Transcripts from all accredited colleges or universities previously attended

**BA in Healthcare and Business Management (Completion Program)**

- Completed a minimum of 21 healthcare related post-secondary credits, earning a C or better.
- Transfer students who have received college credit for college-level courses may receive credit for courses within the liberal arts tradition for which he or she has earned a minimum of C.
- Official Academic Transcripts from all accredited colleges or universities previously attended. Official high school transcripts may also be required.
- Completed free online application at http://apply.chatham.edu/ccps

**Admission Requirements for the RN to Bachelor in Nursing**

- Have proof of completion of an RN degree (associate or diploma) with a minimum 2.0 GPA
- Have proof of an Active RN license
- Complete the free online application at http://apply.chatham.edu/ccps
- Submit a copy of official transcripts of all completed undergraduate coursework from all schools attended.
- Students may transfer up to 90 credit hours of college level courses into the program. All requests for transfer credit must be made prior to enrollment. A minimum of 30 credits, including the 26 credits of core requirements, must be completed at Chatham University.
Integrated Degree Program (IDP)
Selecting an Integrated Degree Program (IDP).
Applicants who meet the academic standards will automatically be considered for guaranteed admission. To select an IDP, select the Integrated Degree Program option on the undergraduate application and select the corresponding graduate program you wish to pursue.

IDP in Science & Health Science
A select number of seats have been reserved for highly qualified applicants to Chatham University interested in guaranteed admission pursuing the following competitive programs:

Health Science
- Doctor of Physical Therapy (DPT)
- Master of Physician Assistant Studies (MPAS)
- Master of Occupational Therapy (MOT)
- Master of Science in Counseling Psychology (MS)
- Master of Arts in Psychology (MA)

Science
- Master of Science in Biology (MS)
- Master of Science in Green Chemistry (MSc)

Admission requirements
High school seniors meeting the following conditions will be considered for guaranteed admission:
1. Minimum cumulative high school GPA of 3.5
2. Minimum SAT (critical reading + math) of 1200 or ACT composite of 26 for health sciences program or 1100 SAT or 24 ACT for science programs
3. Seven science/math high school units
4. Full application review including college preparation curriculum, extracurricular involvement and application essay

Maintaining guaranteed admission eligibility
- Health Science students must maintain an overall undergraduate GPA of 3.5 and a pre-requisite GPA of 3.4.
- Science students must maintain 3.25 undergraduate GPA.
- Complete the Chatham University Office of Admission’s Application of Intent for the specific health science or science program at the end of the academic year prior to enrollment in the graduate program.
- Complete a satisfactory interview during the graduate program’s designated interview days.
An academic advisor will work closely with you to ensure that you complete the requirements and prerequisite courses. (A grade of “B” or better in each prerequisite is required for the Master of Physician Assistant Studies and Master of Science in Counseling Psychology program. A grade of “C” or better in each prerequisite is required for the Doctor of Physical Therapy, Master of Occupational Therapy, Doctor of Physical Therapy (DPT) science programs).

Admission notification
Students will receive admission notification within one month of application completion. Decisions may include:
- Full acceptance to guaranteed admission program
- Acceptance to Integrated Degree Program
- Acceptance to Chatham University with opportunity to reapply to IDP program during sophomore or junior year at Chatham
IDP in Business, Creative and Liberal Arts, Education and Sustainability

A limited number of seats have been reserved for undergraduate students interested in guaranteed admission to graduate studies in Integrated Degree Programs at Chatham University. These include:

**Business**
- Master of Accounting (MAcc)
- Master of Business Administration (MBA)

**Creative and Liberal Arts**
- Master of Fine Arts in Creative Writing (MFA)
- Master of Professional Writing (MPW)
- Master of Fine Arts in Film and Digital Technology (MFA)
- Master of Arts in Interdisciplinary Design (MA/MFA)

**Education**
- Master of Arts in Teaching (MAT)

**Sustainability**
- Master of Sustainability (MSUS)
- Master of Arts in Food Studies (MA)

**Admission requirements**
High school seniors meeting the following conditions will be considered for guaranteed admission:
1. Minimum cumulative high school GPA of 3.25
2. Minimum SAT (critical reading + math) of 1010 or ACT composite of 21
3. Full application review including college preparation curriculum, extracurricular involvement and application essay.

**Maintaining guaranteed admission eligibility**
1. Maintain an overall undergraduate 3.25 cumulative Grade Point Average.
2. Complete the Chatham University Office of Admission’s Application of Intent for the specific graduate program at the end of the academic year prior to enrollment in the graduate program.
3. Complete a satisfactory interview during the graduate program’s designated interview days.
An academic advisor will work closely with you to ensure that you complete the requirements and prerequisite courses (a grade of “C” or better in each prerequisite is required).

**Admission notification**
Students will receive admission notification within one month of application completion. Decisions may include:
- Full acceptance to guaranteed admission program
- Acceptance to Integrated Degree Program
- Acceptance to Chatham University with opportunity to reapply to IDP program during sophomore or junior year at Chatham
IDP Admission for transfer students and students who do not meet academic program requirements

Students who perform well during their academic career at Chatham and students who transfer to Chatham after their first year of college may be considered for preferred admission to Chatham Integrated Graduate Degree Programs. Incoming students should contact the Office of Admission or consult their academic advisor as early as possible in their undergraduate studies for guidance in developing an appropriate undergraduate course of study.

Transfer students
Transfer students with fewer than 30 credits and minimum 3.25 science and overall GPA may be considered for the integrated degree program. Select the Integrated Degree Program option on the application and select the program you wish to pursue when you submit your application.

Current students
Ensure your academic advisor is aware of your Integrated Degree Program interest as early in your academic career as possible. In your junior year at Chatham (end of sophomore year for teaching), you will formally apply to the graduate program of your choice and complete the Chatham University Office of Admission’s Application of Intent for the specific graduate program that interests you. If accepted, you will begin to supplement some of your undergraduate courses with graduate level coursework during your senior year. If you have any questions, please reach out to an admission counselor at 800-837-1290 or your academic advisor.

Collaborative Programs: Carnegie Mellon University

Carnegie Mellon University's John Heinz III College

Well qualified Chatham University students may apply to an accelerated master’s program offered through Chatham University and Carnegie Mellon University’s H. John Heinz College (Heinz). This is a 4+1 program. During their senior year at Chatham students take coursework at both Chatham and CMU to begin graduate studies. After graduating from Chatham the students complete their masters at CMU usually with one more additional year of study.

Students will apply by January 10 of their junior year for admission at the beginning of their senior year. To apply, students must take the GRE (or GMAT), complete an application form (including essay and resume) and submit transcripts from all universities attended along with three letters of recommendation.

Programs of Study at Heinz
- Master of Science in Public Policy and Management (MSPPM)
- Master of Science in Health Care Policy and Management (MSHCPM)
- Master of Science in Information Security Policy and Management (MSISPM)
- Master of Arts Management (MAM)
- Master of Information Systems Management (MISM)

Certification Program in Music Education with Carnegie Mellon University

In order to provide an opportunity for students with an interest in Music Education, a cooperative program in Music Education Certification has been established with Carnegie Mellon University. At Chatham, students take the courses required for the Music major. Concurrently, at Carnegie Mellon, student’s cross-register for the courses required for certification in Music Education. In four years, upon successful completion of all courses in both programs, students receive a Bachelor of Arts degree in Music and Certification in Music Education.
Collaboration in Teacher Training with Carnegie Mellon University
To advance the professional training of teachers, Chatham University and Carnegie Mellon University have established a five-year program open to qualified students. Students accepted in this program complete bachelor’s degrees at CMU while also completing the requirements for teaching certification at Chatham. In the fifth year, students complete a Master of Arts in Teaching at Chatham.

BA and BS in Physics with Carnegie Mellon University
Chatham University offers both B.A. and B.S. degrees in physics in collaboration with Carnegie Mellon University (CMU).

This major prepares students for graduate or engineering study or for employment in industry. Students take first-year physics requirements and mathematics courses at Chatham; upper-level physics requirements and electives are taken at CMU through a special cross-registration agreement. Students also may choose to seek certification in physics at the secondary level by completing the appropriate courses in the education program at Chatham. A minor in physics is not available.

To complete this major, students should plan to register for both Calculus and Physics during the first semester of the first year. Integrative Capstone work will be done at CMU with collaboration between Chatham and CMU faculties.

Collaborative Programs: Duquesne University
Well qualified Chatham University students may apply to Duquesne University School of Law after completing three years at Chatham for acceptance in to the 3+3 Law school program.

To apply students must
a. Earn a cumulative grade point average of 3.5 for three years at Chatham University (90 credit hours);

b. Completion of the Chatham Core courses, all of the foundation courses and 25% of the requirements in the undergraduate curricular major field at Chatham University;

c. A minimum LSAT score in the 60th percentile on the applicable LSAT. It is assumed that the LSAT will be taken in the Fall of the student’s third year at Chatham University, however, by request, a student may defer taking the LSAT until the Spring of his or her third year. Students may take the LSAT more than once;

D. In-person interview with Chatham University Committee followed by Recommendations to a selection committee appointed by the Vice President for Academic Affairs, Chatham University.
Graduate Admission

Chatham accepts applications to these programs throughout the year for enrollment during some or all of its terms (fall, spring, and summer). Applications are accepted on a rolling basis; however, please note the recommended deadlines listed with the application requirements for each program; some of the graduate programs have very specific start dates. Conditional acceptance may be granted pending successful completion of prerequisite coursework as recommended by the program director. Conditional acceptances may be granted to candidates with a grade point average (GPA) of less than 3.0 who show extreme promise through their other achievements. Applications received after the deadline will be reviewed on a space-available basis.

GRE scores are required for the Doctor of Physical Therapy, Doctor of Counseling Psychology, Master of Physician Assistant Studies, and Master of Occupational Therapy programs. GRE scores are not required for all other applications.

Non-Degree Seeking Student

If you do not intend to pursue a degree, but want to take courses for personal enrichment, professional development, permanent certification, or to apply for degree status at a later date, you can seek admission as a Non-Degree Seeking Student (NDS).

Courses taken as non-degree are not guaranteed to count towards a degree. At the discretion of the appropriate program director, a qualified student can take up to 12 credit hours of courses as an NDS Student. Students who have been denied admittance into a program cannot register for courses as an NDS Student. Students must earn a passing grade to continue as an NDS Student (Graduate Courses: B-, Undergraduate Courses: C). Successful completion of 12 credit hours as an NDS Student does not imply admittance into a degree-granting program. In cohort programs, degree seeking students will be given preference for available seats.

NDS applicants must complete the Non-Degree Seeking application available from the Admission Office. In addition, applicants must submit official academic transcripts from all post-secondary institutions attended. Applicants requesting a graduate-level course must submit transcripts showing the award of a baccalaureate degree from a regionally accredited institution. Students who are requesting courses with a pre-requisite must submit official transcripts showing the completion of all pre-requisites from an accredited institution.

International Applications

In addition to fulfilling graduate admission criteria, international applicants must complete the International Graduate Student Application Supplement and provide the proper documentation, which includes the following:

- All official (original or school-verified copy) academic records (including courses taken and grades/marks received, graduation certificate, etc.) from postsecondary institutions in English and native language
- Official TOEFL iBT score of 71, TOEFL pBT or 525, IELTS of 6.0 or completion of English Language Program level 4 or above. Applicants whose TOEFL scores are less than the above may be eligible for conditional admission with required English Language Program instruction (consult the Office of Admission).
  - Please Note: some graduate programs have program specific TOEFL/IELTS requirements above the minimum university requirements.
- Proof of financial resources to cover educational and living expenses while attending Chatham
- Copies of I-20 and U.S. visa if currently residing in the United States
- International students must provide a course-by-course credential evaluation for all postsecondary coursework from outside the United States.

Conditional Admission

Students admitted to a graduate program on a conditional basis are on probation; if a student earns a grade lower than B- in the first semester, or fails to earn a 3.0 G.P.A., the student will be dismissed from the program. Otherwise, the conditional status will be lifted at the end of the first semester.
School of Arts Science and Business (SASB)

Graduate Admissions Requirements

Deferred Entrance
Occasionally a student in the School of Arts Science and Business may wish to defer his or her entrance following their initial admission. A student who wishes to defer entrance who has submitted a non-refundable deposit for enrollment should contact the admission office to confirm the deferment. A student may defer entrance into his or her program for up to a year after the original start date. A student may defer one time only. After the year has passed, the student will be required to reapply.

Master of Accounting (MAcc)
Applicants should complete the Graduate Application for Admission online at www.chatham.edu.

Admission Requirements
- Completed online application for admission
- Essay
- Résumé and/or additional information concerning professional or volunteer activities
- Two letters of recommendation from academic or professional sources
- Official transcripts from all colleges and universities attended verifying the completion of a baccalaureate degree from an accredited college or university with an undergraduate grade point average (GPA) of 3.0 on a 4.0 scale. Students with a GPA below 3.0 may gain admittance to the program with approval from the program director.
- Proficiency in written and oral communications, college level math, and computer usage including word processing, spreadsheets, databases, and the Internet are required
- Fall Recommended/Regular Deadline - July 1
  Spring Recommended/Regular Deadline - November 1

Master of Arts in Teaching (M.A.T.)
Applicants should complete the Graduate Application for Admission online at www.chatham.edu.

Admission Requirements
- Completed online application for admission
- Essay
- Curriculum Vitae or Résumé
- Two letters of recommendation from academic or professional sources
- Official transcripts from all colleges and universities attended verifying the completion of a baccalaureate degree from an accredited college or university with an undergraduate grade point average (GPA) of 3.0 on a 4.0 scale. Students with a GPA below 3.0 may gain admittance to the program with approval from the program director.
  - including six credits in math, three credits in writing, three credits in literature, and three courses in American history.
  - Middle level and Secondary certification must have appropriate content area competencies.
- Fall Recommended/Regular Deadline - June 1
  Summer Recommended/Regular Deadline - April 1

Clearances
The Pennsylvania Department of Education (PDE) requires all individuals who interact with children in Pennsylvania schools to obtain three types of clearances: Act 34 (PA Criminal), Act 151 (Child Abuse),
and FBI Criminal History Report. Form 6004 also must be completed for any person entering a school. These are required for all Chatham field placements including observations and student teaching in all MAT programs. Field placements begin in the first term of enrollment. Therefore, students must submit these three clearances and form PDE 6004 to the Field Placement Coordinator located in Braun 204. Negative information on any of these clearances may be cause for dismissal from the program. More information regarding these clearances is available on the Pennsylvania Department of Education website at [http://www.portal.state.pa.us/portal/server.pt/community/certifications/7199](http://www.portal.state.pa.us/portal/server.pt/community/certifications/7199) and click on "Background Checks" in the left-hand menu.

**Background Clearances**

As an applicant to Chatham University Teacher Education programs, we reserve the right during the application review process to request a full background check before making an offer of admission.

**Pittsburgh Urban Teaching Corp (PUTC) – Chatham MAT partnership with the Propel Schools**

Propel Schools, a not-for-profit, federation of public charter schools based in Pittsburgh, PA, and Chatham University have created an opportunity for a diverse group of candidates who:

- Are driven to teach in an urban environment
- Are committed to social justice in education
- Want to make a difference in the lives of students impacted by poverty and race

Propel will **fund the cost of tuition** for the Master of Arts in Teaching degree at Chatham, and provide a full year as a teaching apprentice under a Propel mentor. At the program’s end, successful participants will spend two years as a full-time teacher in a Propel school.

**Application Requirements**

The Master of Arts in Teaching (MAT) requirements (listed above) and an application to Propel must be completed. Propel schools have additional application requirements that are listed on their website. Visit [pghurbanteachers.org](http://pghurbanteachers.org) for more information and to apply.

**Master of Arts/Master of Fine Arts in Interdisciplinary Design (MA/MFA)**

Applicants should complete the Graduate Application for Admission online at [www.chatham.edu](http://www.chatham.edu).

**Admission Requirements**

- Completed online application for admission
- 1-2 page statement of previous experience and current goals in the field
- Curriculum vitae or resume
- Two letters of recommendation
- Official transcripts from all colleges and universities attended verifying the completion of a baccalaureate degree from an accredited college or university with an undergraduate grade point average (GPA) of 3.0 on a 4.0 scale. Students with a GPA below 3.0 may gain admittance to the program with approval from the program director.
- Portfolio or other examples of work in various forms of media
- Recommended Deadline:
  - Spring Enrollment – November 1
  - Fall Enrollment – July 1

**Master of Business Administration (MBA)**

Applicants should complete the Graduate Application for Admission online at [www.chatham.edu](http://www.chatham.edu).

**Admission Requirements**

- Completed online application for admission:
• Essay
• Résumé and/or additional information concerning professional or volunteer activities
• Two letters of recommendation from academic or professional sources
• Official transcripts from all colleges and universities attended verifying the completion of a baccalaureate degree from an accredited college or university with an undergraduate grade point average (GPA) of 3.0 on a 4.0 scale. Students with a GPA below 3.0 may gain admittance to the program with approval from the program director.
• Proficiency in written and oral communications, college level math, and computer usage including word processing, spreadsheets, databases, and the Internet are required
• Fall Recommended/Regular Deadline - July 1
  Spring Recommended/Regular Deadline - November 1

Master of Communication (MA)
Applicants should complete the Graduate Application for Admission online at www.chatham.edu.

Admission requirements
• Completed online application for admission
• Essay
• Curriculum vitae or resume
• Two letters of recommendation
• Official transcripts from all colleges and universities attended verifying the completion of a baccalaureate degree from an accredited college or university with an undergraduate grade point average (GPA) of 3.0 on a 4.0 scale. Students with a GPA below 3.0 may gain admittance to the program with approval from the program director.

• Recommended Deadline:
  Fall enrollment – July 1
  Spring enrollment – November 1

Master of Education in Special Education (MEd)
Applicants should complete the Graduate Application for Admission online at www.chatham.edu

Admission Requirements
• Completed online application for admission
• Essay
• Curriculum Vitae or Résumé
• Two letters of recommendation from academic or professional sources
• Official transcripts from all colleges and universities attended verifying the completion of a baccalaureate degree from an accredited college or university with an undergraduate grade point average (GPA) of 3.0 on a 4.0 scale. Students with a GPA below 3.0 may gain admittance to the program with approval from the program director.
• All candidates must hold an initial certification or be eligible for Pennsylvania certification

Fall Recommended/Regular Deadline - June 1
Spring Recommended/Regular Deadline - November 1

Clearances
The Pennsylvania Department of Education (PDE) requires all individuals who interact with children in Pennsylvania schools to obtain three types of clearances: Act 34 (PA Criminal), Act 151 (Child Abuse), and FBI Criminal History Report. Form 6004 also must be completed for any person entering a school. These are required for all Chatham field placements including observations and student teaching in all
MAT programs. Field placements begin in the first term of enrollment. Therefore, students must submit these three clearances and form PDE 6004 to the Field Placement Coordinator located in Braun 204. Negative information on any of these clearances may be cause for dismissal from the program.

More information regarding these clearances is available on the Pennsylvania Department of Education website at [http://www.portal.state.pa.us/portal/server.pt/community/certifications/7199](http://www.portal.state.pa.us/portal/server.pt/community/certifications/7199) and click on "Background Checks" in the left-hand menu.

**Background Clearances**
As an applicant to Chatham University Teacher Education programs, we reserve the right during the application review process to request a full background check before making an offer of admission.

**Master of Fine Arts in Creative Writing (MFA) – Low Residency**
Applicants should complete the Graduate Application for Admission online at [www.chatham.edu](http://www.chatham.edu).

**Admission Requirements**
- Completed online application for admission
- Personal Letter explaining your strengths and reasons for wanting to pursue an MFA at Chatham University
- Curriculum vitae or resume
- Two letters of recommendation
- Official transcripts from all colleges and universities attended verifying the completion of a baccalaureate degree from an accredited college or university with an undergraduate grade point average (GPA) of 3.0 on a 4.0 scale. Students with a GPA below 3.0 may gain admittance to the program with approval from the program director.
- Writing sample(s) (can be one or several pieces. Total: 20 pages)

**Master of Fine Arts in Creative Writing Program (MFA) – Full Residency**
Applicants should complete the Graduate Application for Admission online at [www.chatham.edu](http://www.chatham.edu).

**Admission requirements**
- Completed online application for admission
- Personal letter explaining your strengths as a writer and reasons for wanting to pursue an MFA at Chatham University
- Curriculum vitae or resume
- Two letters of recommendation
- Official transcripts from all colleges and universities attended verifying the completion of a baccalaureate degree from an accredited college or university with an undergraduate grade point average (GPA) of 3.0 on a 4.0 scale. Students with a GPA below 3.0 may gain admittance to the program with approval from the program director.
- Writing sample(s) (can be one or several pieces. Total: 20 pages)
- Fall Early Decision Deadline - January 15 (requires 3.5 GPA or higher)*
  Fall Recommended/Regular Deadline - April 1
*Only Early Decision Candidates may apply for fellowship awards.

**Master of Fine Arts in Film and Digital Technology Program (MFA)**
Applicants should complete the Graduate Application for Admission online at [www.chatham.edu](http://www.chatham.edu).

**Admission Requirements**
- Completed online application for admission
- 3-5 page statement of previous experience and current goals in the field
- Curriculum vitae or resume
- Two letters of recommendation
- Official transcripts from all colleges and universities attended verifying the completion of a baccalaureate degree from an accredited college or university with an undergraduate grade point average (GPA) of 3.0 on a 4.0 scale. Students with a GPA below 3.0 may gain admittance to the program with approval from the program director. Portfolio or other examples of work in film and/or digital media
- Recommended Deadline:
  - Spring Enrollment – November 1
  - Fall Enrollment – July 1

**Master of Interior Architecture Program (MIA)**

Applicants should complete the Graduate Application for Admission online at [www.chatham.edu](http://www.chatham.edu).

**Admission Requirements**

- Completed online application, including:
  - a personal statement of intent explaining why you would like to pursue a graduate degree in interior architecture;
  - curriculum vitae or resume;
  - two letters of recommendation;
  - payment of a non-refundable $45 application fee for paper application, online application is without fee.
- Official transcripts from all colleges and universities attended verifying the completion of a baccalaureate degree from an accredited college or university with an undergraduate grade point average (GPA) of 3.0 on a 4.0 scale. Students with a GPA below 3.0 may gain admittance to the program with approval from the program director.
- Recommended application deadline:
  - Fall Enrollment - May 1
  - Spring Enrollment – October 15
- Students with a GPA below 3.0 may gain conditional admittance to the program and must complete 2-3 undergraduate design or parallel courses as recommended by the program director. Upon the successful completion of these courses, students will transition into regular graduate students within the next semester.

Note: The studio sequence begins each fall. Students entering the program in the spring or summer terms may extend the length of time needed to complete the course of study.

**Master of Professional Writing (MPW)**

Applicants should complete the Graduate Application for Admission online at [www.chatham.edu](http://www.chatham.edu).

**Admission Requirements**

- Complete online application
- Official Academic Transcripts from all previous institutions attended
- Minimum undergraduate GPA of 3.0 on a 4.0 scale

**Master of Science in Biology Program (MS)**

Applicants should complete the Graduate Application for Admission online at [www.chatham.edu](http://www.chatham.edu).

**Admission Requirements**
Prerequisite(s): for admission to the Master’s program in Biology at Chatham University are:

- Possession of a baccalaureate degree in biology or a related field from an accredited college or university. At a minimum, students should have successfully completed the following:
  - 1 year introductory biology (with lab)
  - 1 year introductory chemistry (with lab)
  - 1 semester organic chemistry with lab (2 semesters preferred)
  - 1 course in statistics
  - 1 additional college-level mathematics course

- **3-4 upper level courses in biology, biochemistry, or psychobiology.** Completed online application for admission
- Essay
- Curriculum Vitae or Résumé
- Two letters of recommendation from academic or professional sources (3 if GPA is below 3.0)
- Official transcripts from all colleges and universities attended verifying the completion of a baccalaureate degree from an accredited college or university with an undergraduate grade point average (GPA) of 3.0 on a 4.0 scale. Students with a GPA below 3.0 may gain admittance to the program with approval from the program director.
- Proficiency in written and oral communications, college level math, and computer usage including word processing, spreadsheets, databases, and the Internet are required

Fall Recommended/Regular Deadline - April 1
Spring Recommended/Regular Deadline - November 1

**Master of Science in Green Chemistry Program (MSc)**

Applicants should complete the Graduate Application for Admission online at www.chatham.edu.

**Admission Requirements**

Prerequisite(s):

- Possession of a baccalaureate degree in biochemistry, biology or chemistry (or a closely-related discipline) from an accredited college or university. At a minimum, students should have successfully completed the following:
  - 1 year introductory biology (with lab)
  - 1 year introductory chemistry (with lab)
  - 1 year organic chemistry (with lab)
  - 1 course in statistics
  - 1 additional college-level mathematics course
  - 4 upper level courses in biochemistry, biology, or chemistry.

- Completed online application for admission
- Essay on career plans
- Curriculum Vitae or Résumé
- Two letters of recommendation from academic or professional sources (3 if GPA is below 3.0)
- Official transcripts from all colleges and universities attended verifying the completion of a baccalaureate degree from an accredited college or university with an undergraduate grade point average (GPA) of 3.0 on a 4.0 scale. Students with a GPA below 3.0 may gain admittance to the program with approval from the program director.

Fall Recommended/Regular Deadline - April 1
Spring Recommended/Regular Deadline - November 1

**Master of Science in Interior Architecture (MSIA)**

Applicants should complete the Graduate Application for Admission online at www.chatham.edu.
Admission Requirements

- Complete online application
- Personal Statement
- Resume or Curriculum Vitae
- Two letters of recommendation from previous faculty or employers
- Official transcripts from all colleges and universities attended verifying the completion of a baccalaureate degree in interior design or architecture from an accredited college or university with an undergraduate grade point average (GPA) of 3.0 on a 4.0 scale.
- Portfolio or website link of relevant design practice
- Writing sample(s) of one or several pieces totaling 20 pages
- Students with a GPA below 3.0 may gain conditional admittance to the program and must complete 2-3 undergraduate design or parallel courses as recommended by the program director. Upon the successful completion of these courses, students will transition into regular graduate students within the next semester.
School of Health Science (SHS)
Graduate Admissions Requirements

Deferred Entrance
Occasionally a student in the School of Health Science may wish to defer his or her entrance following their initial admission. A student who wishes to defer entrance who has submitted a non-refundable deposit for enrollment should contact the admission office to confirm the deferment. A student may defer entrance into his or her program for up to a year after the original start date. A student may defer one time only. After the year has passed, the student will be required to reapply. A nursing student who wishes to defer entrance may defer entrance into the MSN or DNP program for up to the next program start date after the initial start date. A nursing student may defer one time only.

Doctor of Nursing Practice (DNP)
Applicants should complete the Graduate Application for Admission online at www.chatham.edu.

- Admissions Essay describing clinical area of interest for the DNP evidence-based capstone project (approximately 500 words)
- Applicant must have completed a Master of Science in Nursing
- Official Academic Transcripts from all previous institutions attended
- Minimum undergraduate GPA of 3.0 on a 4.0 scale
- Resume or Curriculum Vitae
- Two letters of recommendation
- Verified completion of 500 academically-supervised clinical hours as part of Advanced Practice Nursing education or certification, during MSN program completion, or successful completion of NUR 697 Nursing Clinical Practicum(s) at Chatham University. Contact the Admissions Office to enroll in NUR697.
- Copy of Current RN License with license number
- Personal interview may be requested by the program

Professional Doctorate of Occupational Therapy (OTD)
Applicants should complete the Graduate Application for Admission online at www.chatham.edu.

- Complete online application
- Personal Statement
- Official Academic Transcripts from all previous institutions attended
- Copy of OT license with license number
- Applicant must have completed a Master’s degree. Either the Master’s Degree or the undergraduate degree must be in Occupational Therapy

Note: Experienced Occupational Therapists who hold a Bachelor’s Degree in Occupational Therapy but hold no Master's degree have the option to bridge into Chatham’s Bachelors-to-OTD program. More information regarding this bridge option is available from the Office of Admission.

Doctor of Physical Therapy Program (DPT)
Chatham University’s Doctor of Physical Therapy (DPT) program is a member of the Physical Therapist Centralized Application Service (PTCAS). All applicants applying for the Doctor of Physical Therapy program must complete the on-line PTCAS application and submit applications and relevant materials (transcripts and recommendations) through PTCAS. Information about the application process can be obtained at the PTCAS website (www.ptcas.org). The Applicant Interviews will take place in November. The deadline for submitting your application for this interview is posted on the program’s webpage.
The Doctor of Physical Therapy program does not accept pass/fail grades in prerequisite courses. The DPT program does not accept prerequisite courses taken more than ten years earlier.
Conditional acceptances may be granted pending successful completion of Prerequisite(s):

Application Requirements:
- A minimum of a baccalaureate degree
- Cumulative prerequisite course grade point average (GPA) of 3.0 or better on a 4.0 scale; grades less than a “C” are not acceptable in prerequisite courses
- Cumulative GPA of 3.0 or better on a scale of 4.0, as calculated by PTCAS
- The following prerequisite courses:
  1. Biology with lab - two terms
  2. Chemistry with lab - two terms
  3. Physics with lab - two terms
  4. Animal or Human Physiology with lab (prefer human) - one term*
  5. Human Anatomy with lab - one term*
  6. Developmental Psychology
  7. Statistics
    *If taking anatomy with physiology, both Anatomy & Physiology I and II are necessary to fulfill the anatomy and physiology requirement
    *Applicants need to have completed at least 60% (24 credits) of the Prerequisite(s): in order to be considered for an interview.
- Graduate Record Examination (GRE)
- Three letters of reference (two academic and one physical therapist or two physical therapists and one academic)
- Documentation of volunteer hours in physical therapy setting
- Completed PTCAS Application. Application must be received at PTCAS by the stated deadlines: on the website.
- On-Campus interview and writing sample
Admitted students will be required to purchase a laptop computer prior to matriculating into the program. Information on appropriate computer specifications will be sent to all admitted students.

Admission Review Process
After verifying that the minimum academic requirements are met, the Occupational Therapy program reviews each candidate’s entire application and invites the most talented and qualified students to interview before program faculty and alumni. As part of the admission review, Chatham reserves the right to request a background check prior to offer of admission.

Doctor of Psychology Program (PsyD)
Applicants should complete the Graduate Application for Admission online at www.chatham.edu.

Admission Requirements
- Completed online application for admission
- Personal Statement
- Curriculum vitae or resume
- Three letters of recommendation
- Official transcripts from all colleges or universities attended verifying the completion of a baccalaureate degree from an accredited college or university and a master’s degree in counseling, psychology, or related field (36 credit hours minimum) from an accredited college or university with a grade point average (GPA) of 3.2 on a 4.0 scale.
- GRE test scores (general)
- Interview (by invitation only)
Master of Arts in Psychology (MA)
Applicants should complete the Graduate Application for Admission online at www.chatham.edu.

Admission Requirements
- Completed online application for admission
- Personal Statement
- Curriculum Vitae or Résumé
- Two letters of recommendation from academic or professional sources
- Official transcripts from all colleges and universities attended verifying the completion of a baccalaureate degree from an accredited college or university with an undergraduate grade point average (GPA) of 3.0 on a 4.0 scale. Students with a GPA below 3.0 may gain admittance to the program with approval from the program director.
- Proficiency in written and oral communications, college level math, and computer usage including word processing, spreadsheets, databases, and the Internet are required.

Fall Recommended/Regular Deadline - July 1
Spring Recommended/Regular Deadline - November 1

Master of Occupational Therapy Program (MOT)
Chatham University’s Master of Occupational Therapy program is a member of the Occupational Therapy Centralized Application Service (OTCAS). All applicants applying for the Master of Occupational Therapy program must complete the on-line application through OTCAS.

Applicants must have 3.0 overall cumulative GPA on a 4.0 scale and 3.0 minimum GPA in their prerequisite work and have completed 3 of the 5 prerequisite courses with at least one of those courses being human anatomy with lab or physiology, animal or human with lab at the time of their application.

The deadline for application is December 1. After an initial review of the application materials, interviews will be scheduled with qualified candidates to determine eligibility. Applicants will be invited to interview in November or January. Chatham has the right to cancel the January interview date if the class is filled after the first interview. Applicants are required to complete an on-campus interview by invitation only. Conditional acceptances may be granted pending successful completion of prerequisite courses.

The MOT program generally does not accept pass/fail grades in prerequisite courses, nor does it accept prerequisite courses for credits taken more than 10 years earlier. If a prerequisite course is repeated, the higher of the two course grades will be used. The program will neither waive nor allow substitution for specific prerequisite courses. Because practice as a professional requires competence in oral and written communication, students will be expected to demonstrate these competencies at the time of the on-campus interview and writing assessment.

Chatham undergraduate students who plan to apply for MOT admission are encouraged to complete the liberal arts major of their choice. Students should begin completing prerequisite courses during their sophomore year.
Admission Requirements

- Completed application for admission, including:
  - Official transcripts from all colleges and universities attended, verifying cumulative GPA of 3.0 or above
  - A minimum of 10 hours of volunteer/work experience in an occupational therapy setting at two different sites (20 hours total) is required
  - Three references: one academic, one from an occupational therapy practitioner involved in the volunteer/work experience, and one from the supervisor or staff of a volunteer or work experience. Please be sure that your recommender fills out the back of the recommender form or attaches a letter to the Letter of Recommendation Form.
  - TOEFL score of AT LEAST 100 iBT score and IELTS result of 7.0
  - Graduate Record Examination (GRE)
- A baccalaureate degree from an accredited college or university
- Cumulative prerequisite course grade point average (GPA) of 3.0 or better on a 4.0 scale; grades below a C are not acceptable in prerequisite courses
- Overall undergraduate GPA of 3.0 or better on a 4.0 scale
- Required prerequisite courses (You may apply before completing your prerequisite courses; however, they must be completed satisfactorily before you may enroll in the program)
- On-campus writing sample and interview

Note: Admitted students will be required to purchase a laptop computer prior to matriculating into the program. Information on appropriate computer specifications will be sent to all admitted students.

Prerequisite(s):
Although all applicants must satisfactorily complete the following courses in order to be eligible to begin the Chatham University MOT program, completion of all courses is not a requirement for submitting an application.
- Human Anatomy with lab (one term). If taking anatomy with physiology, both Anatomy and Physiology I and Anatomy and Physiology II are necessary to fulfill this requirement.
- Physiology with lab (animal or human) (one term). If taking physiology with anatomy, both Anatomy and Physiology I and Anatomy and Physiology II are necessary to fulfill this requirement.
- Abnormal Psychology (one term). General or developmental psychology is not acceptable.
- Lifespan Development (one term). A combination of developmental psychology courses that cover the life span from birth to death is also acceptable.
- Statistics or research methods (one term)
- Neuroscience is recommended, but not required.

Admission Review Process
After verifying that the minimum academic requirements are met, the Occupational Therapy program reviews each candidate's entire application and invites the most talented and qualified students to interview before program faculty and alumni. As part of the admission review, Chatham reserves the right to request a background check prior to offer of admission.

Master of Physician Assistant Studies Program (MPAS)
Chatham University’s Physician Assistant Studies program is a member of the Centralized Application Service for Physician Assistants (CASPA).

Shadowing Experience: One PA shadowing experience of at least eight hours is required for admission to the program. The shadowing experience must be documented in the "Health Care Shadowing" section of the CASPA application. Shadowing a physician or nurse practitioner will not satisfy this requirement.
Three references: one academic, one from a volunteer or work experience, and one other (candidate’s choice) submitted through CASPA. (Two work references are acceptable for those who have not had a recent academic experience. The application will not be considered complete until all three letters are received. Pass/fail grades from previously attended institutions must be calculated into the GPA according to the minimum degree requirements for a “pass.” If the minimum required is a D, the course will be unacceptable unless documentation from the course instructor supports a higher grade.

Conditional acceptances may be granted pending successful completion of prerequisites for this program. All prerequisite courses must be completed by June 1st of the matriculation year.

Chatham undergraduate students who plan to apply for the MPAS program are encouraged to complete the health science – biology major. Students should meet with their academic advisor as soon as possible to begin planning their schedule and completing their prerequisites.

Integrated Degree Program
Chatham University undergraduates and students from schools with Articulated Integrated Degree Agreements with the University may apply for the Integrated Degree Program. Applicants to this program must meet with their academic advisor to determine eligibility for the program. Students to the Integrated Degree program must also submit the Integrated Degree Program Application Supplement form to the Office of Graduate Admissions no later than October 1st. An academic advisor signature is required. The form may be found on the web at http://www.chatham.edu/admissions/documents/AcceleratedGradDegree.pdf.

Articulation Agreements
Chatham University’s physician assistant studies program has articulation agreements with the following colleges: Allegheny College; Slippery Rock University; Mount Aloysius College; Mt. Vernon Nazarene College; Washington and Jefferson College, St. Vincent College and Thiel College. Students from these institutions are eligible for reserved seats per the specifications of the articulation agreement between Chatham University and these institutions. Applicants from undergraduate schools with articulation agreements must meet with the appropriate academic advisor at their school to determine their eligibility for the program.

Admission Requirements
A baccalaureate degree from an accredited institution or completion of the undergraduate requirements for the Integrated Degree Program.

- Cumulative undergraduate GPA of 3.25 or better on a scale of 4.0
- Cumulative undergraduate science GPA of 3.25 or better with a minimum of 20 semester credits
- A grade of “B” or better for each of the following prerequisite courses [courses must be completed by June 1st prior to the August matriculation]:
  - General Biology 1 with lab (one term)
  - General Biology 2 with lab (one term)
  - General (Inorganic) Chemistry 1 with lab (one term)
  - General (Inorganic) Chemistry 2 with lab (one term)*
  - Anatomy with lab (one term) **
  - Physiology (one term)
  - Microbiology (one term)
  - General Psychology (one term)
  - English (one term)
  - Medical Terminology (one term)
* Organic Chemistry 1 with lab (one term) may substitute for either, but not both, General (Inorganic) Chemistry 1 or 2.

** If taking Anatomy with Physiology, both Anatomy and Physiology I and II with lab are acceptable to fulfill the requirement for Anatomy and Physiology.

- Prerequisite courses must have been completed no more than 10 years prior to the anticipated start date of
the PA program. Applicants requesting an exception to the 10-year limit due to healthcare work experience will be evaluated on a case-by-case basis. Completed CASPA application (must be e-submitted to CASPA by October 1st)

- Applicants must document their physician assistant shadowing experience by completing the “Health Care Shadowing” section of the CASPA application.
- Admitted students will be required to purchase a laptop computer prior to matriculating into the program. Information on appropriate computer specifications will be sent to all admitted students.

- On Campus Interview: Applicants will be invited to interview in October or December. Applicants are required to receive a passing score on the on-campus interview to meet the criteria for admission. Interviews are by invitation only.

- GRE
  Official GRE scores are required. These scores must be sent directly to CASPA. Chatham’s MPAS GRE ID number is 3879. We do not use a cutoff or minimum GRE score, however we do consider a combined score of 1160 (old score) or 305 (new score) and an analytical writing score of 4.0 or higher as a strength in the holistic review. Submitted GRE scores must be from GRE tests taken within 3 years of the application date.

Recommendations
- We recommend, but do not require, the following courses:
  - Genetics
  - Statistics
  - Nutrition
  - Developmental Psychology

International Applicants to the Physician Assistant Studies Program
- Official TOEFL or IELTS scores are required for graduates whose native language is not English. Applicants whose native language is not English and who have not completed their degree in the US or Canada will be required to submit current TOEFL or IELTS scores, regardless of their citizenship status.
- Minimum TOEFL iBT score required: 100 or above
- Minimum IELTS score: 7.0 or above.
- A course-by-course credential evaluation of postsecondary coursework.
- International applicants must complete the International Graduate Student Application Supplement and provide the proper documentation [see University Catalog]
- Additional requirements for international applicants can be found at http://www.chatham.edu/admissions/international/gradprocess.cfm

Technical Standards. The student must possess the mental, physical, and emotional capacities essential to attaining the competencies required to function as a physician assistant. All PA students will be expected to have abilities in five categories: observation, communication, motor, intellectual and social. These abilities enable the student to perform tasks required to meet graduation and professional requirements as measured by state and national certification, licensure and registration processes. Candidates who possess any disability that would potentially interfere with the attainment of such competencies are encouraged to contact the Associate Director of Graduate Admission or the Director of the MPAS program to discuss and identify possible accommodations. Chatham University and/or affiliated sites may arrange to enable the candidate to demonstrate the necessary physical, mental, and emotional capacities.

Observation: Candidates must have sufficient sensory capacity to observe in the problem-based learning and lecture settings, the laboratory, and the health care or community setting. Sensory abilities must be adequate to perform appropriate examination or assessments including functional vision, hearing, and tactile sensation to observe a patient's condition, and to elicit information appropriate to a physician assistant.

Communication: Students must be able to communicate effectively and professionally in academic, community, educational, and health care settings, and be able to demonstrate proficiency in both verbal and written English.
**Motor:** Students must have the ability to participate in basic diagnostic and therapeutic maneuvers and procedures. Students must be able to negotiate patient care environments, and be able to move between settings such as the classroom, health care facility, educational, or community setting. Physical stamina sufficient to complete the rigorous course of didactic and clinical study is required. Long periods of sitting, standing or moving are required in a variety of learning sites. Students must be proficient in typing skills.

**Intellectual:** Students must be able to measure, calculate, reason, analyze, and integrate information as well as be able to comprehend temporal and spatial relationships.

**Social:** Students must exercise good judgment and be able to function, appropriately and effectively, in the face of uncertainties inherent in clinical practice, and must maintain mature, sensitive and effective professional relationships with faculty, students, patients, and other members of the health care and/or educational team. Students are expected to fully participate in physical examination courses as both examiners and patients. Students should be comfortable with modest exposure of the body to allow for adequate examination (donning of sports bra or tank top for women, males will remove shirt; and shorts for both males and females). Students must also be able to be comfortable with donning surgical scrub clothing that expose the arms above the elbows, the neck and upper chest areas.

Students should be completely comfortable working in small groups for Problem Based Learning, including, but not limited to: verbal discussion of knowledge and limitations of knowledge, scribing of information via handwritten transmission in front of a group of students and a faculty member, or typing via use of smart board technology in front of a group of students and a faculty member.

In lab settings, students should be comfortable with and prepared to work with different students, both male and female, with regard to physical examination and/or procedures in a large room with other students present. No genital, breast, or rectal examinations are performed on fellow students.

**Holistic Approach to Admission Process**

After verifying that the minimum requirements are met, the Physician Assistant Studies program utilizes a holistic approach in reviewing the candidate’s entire application. This process is intended to seek talented and qualified individuals of all backgrounds. Taking multiple factors into consideration during our admission process positively achieves the educational benefits of a student body that is both diverse and academically excellent. This approach includes an evaluation of each candidate’s academic achievements as well as their personal characteristics, attributes, and experiences. In order to receive credit for these factors, applicants are required to provide additional information in the personal statement section of the CASPA application. Further corroborating documentation may be requested before credit is awarded. As part of the holistic review, Chatham reserves the right to request a background check prior to offer of admission.

- In addition to the minimum academic requirements stated above we take into consideration the following academic achievements:
  - Overall GPA or Science GPA of 3.5 and above
  - Research, publications, or presentations
  - Advanced degrees, certificates or training
  - Performance on the GRE
- We also consider personal characteristics of the applicant including:
  - Ethnicity and Cultural background
  - Socioeconomic status
  - Chatham student or alumni
- Significant personal experiences have an impact on how individuals view the world and those around them. The following list provides illustrations of the types of experiences that would be considered but should not be viewed as all-inclusive:
  - Contact with other cultures, including travel, for a period of one or more months
  - Work experience, especially in healthcare
  - Military non-profit or government service
  - Voluntary service, especially with underserved populations
Significant PA shadowing experience

- Surveys of deans and faculty from various universities have identified the following personal attributes in successful graduate students:
  - Motivation
  - Trustworthiness
  - Professionalism
  - Leadership
  - Team player
  - Self-directed learner

Masters of Science in Counseling Psychology (MS)

Applicants should complete the Graduate Application for Admission online at www.chatham.edu.

Admission Requirements

- Completed online application for admission
- Essay
- Curriculum Vitae or Résumé
- Two letters of recommendation from academic or professional sources
- Official transcripts from all colleges and universities attended verifying the completion of a baccalaureate degree from an accredited college or university with an undergraduate grade point average (GPA) of 3.0 on a 4.0 scale. Students with a GPA below 3.0 may gain admittance to the program with approval from the program director.
- Proficiency in written and oral communications, college level math, and computer usage including word processing, spreadsheets, databases, and the Internet are required

Fall Recommended/Regular Deadline - July 1
Spring Recommended/Regular Deadline - November 1

Master of Science in Infant Mental Health (MS)

Applicants should complete the Graduate Application for Admission online at www.chatham.edu.

- Complete online application
- Personal Statement
- Official Academic Transcripts from all previous institutions attended
- Minimum GPA of 3.0 on a 4.0 scale
- Resume or Curriculum Vitae
- Two letters of recommendation from previous faculty or employers
- Evidence of completion of undergraduate level courses in statistics, biology and psychology

Note: An applicant may be accepted into the program without statistics, or biology courses but will need to take them prior to taking the related graduate level courses.

Master of Science in Infant Mental Health Counseling (MS)

Applicants should complete the Graduate Application for Admission online at www.chatham.edu.

- Complete online application
- Personal Statement
- Official Academic Transcripts from all previous institutions attended
- Minimum undergraduate GPA of 3.0 on a 4.0 scale Resume or Curriculum Vitae
- Two letters of recommendation from previous faculty or employers
- Evidence of completion of undergraduate level courses in statistics, biology and psychology
Note: An applicant may be accepted into the program without statistics, or biology courses but will need to take them prior to taking the related graduate level courses.

**Master of Science in Nursing (MSN)**

Applicants should complete the Graduate Application for Admission online at [www.chatham.edu](http://www.chatham.edu).

- Online application
- Admissions Essay describing the role of the master’s prepared nurse in advancing nursing practice (500 word limit)
- Official Academic Transcripts verifying completion of BSN degree and from all previous institutions attended
- Minimum undergraduate GPA of 3.0 on a 4.0 scale
- Resume or Curriculum Vitae
- Copy of current RN License with license number

Specific requirements for the International MSN track:

- International student application
- Official transcripts in English verifying completion of BSN degree
- Interview either in person or Skype
- TOEFL or IELTS minimum scores (pBT 600, iBT 100, IELT score of 6.5)
- International Education Research Foundation (IERF) confirmation of Foreign BSN degree equivalency to U.S. BSN degree

- The following items will be needed to complete the degree credentialing:
  - For postsecondary studies in another country:
    - Official transcripts for all studies in English
    - Graduation Certificates earned for all studies, in booklet form.
    - Degree Certificates earned for all studies
  - All supporting documents must be copies of the official academic records issued in applicant’s country’s language. If the institution of study issues academic records in English, those items should be submitted as well. Otherwise, professional English translations for all documents issued should be submitted.

**Graduate Certificate in Infant Mental Health**

Applicants should complete the Graduate Application for Admission online at [www.chatham.edu](http://www.chatham.edu).

- Complete online application
- Official Academic Transcripts verifying completion of bachelor’s degree
Falk School of Sustainability (FSS)
Graduate Admission Requirements

Deferred Entrance
Occasionally a Falk School of Sustainability student may request to defer entrance for one year following their initial admission. To do so, the student must first submit a non-refundable deposit for enrollment and then submit a deferral request form. Once the request has been approved by the Program Director, the enrollment term will be changed. A student may defer entrance into their program for up to a year after the original start date. A student may defer one time only. After the year has passed, the student will be required to reapply.

Master of Arts in Food Studies and Accelerated Master of Food Studies-EARTH (MA)
Applicants should complete the Graduate Application for Admission online at www.chatham.edu.

Admission Requirements
- Completed online application for admission
- Curriculum Vitae or Résumé
- Personal statement/essay, outlining motivation to join a transdisciplinary sustainability program
- Two letters of recommendation from an academic or professional source
- Official transcripts from all colleges and universities attended verifying the completion of a baccalaureate degree from an accredited college or university with an undergraduate grade point average (GPA) of 3.0 on a 4.0 scale. Students with a GPA below 3.0 may gain admittance to the program with approval from the program director.

Fall Priority Application Deadline – February 1
Fall Regular Application Deadline – June 15
Spring Regular Application Deadline – November 1

Joint Master of Sustainability, Master of Business Administration (MSUS/MBA)
Applicants should complete the Graduate Application for Admission online at www.chatham.edu.

Admission Requirements
- Completed online application for admission
- Curriculum Vitae or Résumé
- Two letters of recommendation from an academic or professional source
- Personal statement/essay, outlining motivation to join a transdisciplinary sustainability program
- Official transcripts from all colleges and universities attended verifying the completion of a baccalaureate degree from an accredited college or university with an undergraduate grade point average (GPA) of 3.3 on a 4.0 scale. Students with a GPA below 3.3 may gain admittance to the program with approval from the program director.
- Students must complete prerequisite courses in business statistics and financial accounting principles. This coursework may be done prior to the start of the program, or during the first semester of the program.

Fall Priority Application Deadline - February 1
Fall Regular Application Deadline – July 1

Master of Sustainability and Accelerated Master of Sustainability-EARTH (MSUS)
Applicants should complete the Graduate Application for Admission online at www.chatham.edu.
Admission Requirements

- Completed online application for admission
- Curriculum Vitae or Résumé
- Two letters of recommendation from an academic or professional source
- Personal statement/essay, outlining motivation to join a transdisciplinary sustainability program
- Official transcripts from all colleges and universities attended verifying the completion of a baccalaureate degree from an accredited college or university with an undergraduate grade point average (GPA) of 3.3 on a 4.0 scale. Students with a GPA below 3.3 may gain admittance to the program with approval from the program director.

Fall Priority Application Deadline - February 1
Fall Regular Application Deadline – July 1
Financial Aid

Chatham University offers both need-based financial aid and merit-based scholarships. Admission to Chatham is exclusive of financial need. More than 98 percent of the student body has received some form of financial assistance at Chatham.

The Financial Aid Office is located on the first floor of Braun Hall. The office is open Monday through Friday from 8:00 to 5:00. The phone number is 412-365-2781. The office can also be reached via e-mail at financialaid@chatham.edu.

General Financial Aid Information

Financial aid is the assistance students receive from federal, state, institutional, and private sources to help finance their college education. Financial aid may take the form of scholarships and grants (gift aid that does not require repayment), student loans, or student employment. Financial aid may be based on financial need and/or merit. Chatham uses information from the Free Application for Federal Student Aid (FAFSA) to determine a student’s need.

Financial Aid Eligibility

To be considered for need-based financial aid at Chatham, a student must meet certain minimum requirements:

1. Be enrolled in a degree-seeking program at Chatham on at least a half-time basis of six (6) or more credits
2. Be a U.S. citizen, permanent resident, or eligible non-citizen (with appropriate INS documentation)
3. Maintain “Satisfactory Academic Progress” as defined by the University

Determining Financial Need

To determine eligibility for need-based aid a student must file the Free Application for Federal Student Aid (FAFSA). Based upon the information reported by the family, including income, assets, family size and number in college, Federal Processor, determines the “Expected Family Contribution.” This federally calculated family contribution is constant no matter which institution a student attends. Determining a student’s eligibility for aid involves three basic components:

Cost of Education – Family Contribution = Financial Need

After the University receives a student’s processed FAFSA, the family contribution is subtracted from the “cost of education” at Chatham. This “cost of education” takes into consideration tuition, fees, room, board, books, and miscellaneous personal expenses. The result of this calculation is a student’s financial need. All students, regardless of family income, are encouraged to apply for financial assistance in order to explore available aid options.

International Student Financial Aid

Financial aid for international students at Chatham is available to eligible students in the form of scholarships (aid that does not require repayment). For more information, applicants may contact the international admissions counselor at the Office of Admissions.

In recognition of academic, leadership, and personal achievements, accepted international undergraduate applicants may be awarded partial tuition, renewable scholarships. Award decisions are based on admissions application materials, including academic records, letters of recommendation, standardized test scores (SAT, ACT, TOEFL, IELTS or STEP), and indication of community involvement and activities. Merit is the primary consideration.

Financial Aid Application Process

To be considered for all types of need-based financial aid described in the catalog, a student must complete:

1. The FAFSA as soon as possible after January 1. This can be completed on-line at www.fafsa.ed.gov. Continuing students should submit their completed FAFSA by March 15. Failure to submit by this date will delay registration for the following fall term. New students should submit their completed FAFSA as soon as possible to expedite processing and fall registration.
2. Appropriate grant applications, if from a state offering grants that can be used for study at Pennsylvania colleges (Arkansas, Connecticut, Delaware, Ohio, Maine, Massachusetts, Michigan, Rhode Island, Vermont, West Virginia, Washington, DC) The PA State Grant deadline is May 1.
3. A Master Promissory Note and Entrance Counseling and [www.studentloans.gov](http://www.studentloans.gov), for all new loan borrowers, who are borrowing for the first time at Chatham University.

All students whose FAFSA’s are selected for verification will be required to provide: (1) a completed Verification Worksheet; (2) verification of all nontaxable income, if applicable; (3) IRS Data Retrieval via the FAFSA website at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). This needs to be completed for both the student and parent, for dependent students. If families are unable to use the IRS Data Retrieval tool, they may also request federal tax return transcripts directly from the IRS for the calendar year that is being requested. Parents of dependent students also need to submit copies of the federal income tax return transcripts.

**No Need Financial Aid Programs/Payment Options**

While all students are encouraged to complete the FAFSA to apply for need-based financial aid, other financing sources are available to families who do not qualify for, or who choose not to apply for, need-based assistance. Some of these sources are listed in the following sections.

**Scholarship Opportunities**

Chatham University offers a wide variety of academic scholarships, which are awarded to students independent of financial need. More information is given in the Chatham Merit Scholarships section listed under “Undergraduate Financial Aid Programs” that follows.

**Undergraduate Financial Aid Programs**

Accepted students who are citizens or permanent residents of the United States are eligible to apply for financial aid. International students are not eligible for the federal financial aid and must rely on personal financial resources. The following is a list of several federal, state, and institutional aid programs offered at Chatham University.

**Grants and Scholarships**

**Chatham Merit Scholarships and Awards for Students:** In recognition of the academic achievements of our students, Chatham offers a comprehensive merit scholarship program. Scholarships are awarded to full-time students without regard to financial need. All applicants with proven records in academic achievement are considered. Chatham aid is available for eight terms of full-time study, provided students are maintaining the cumulative GPA requirements necessary for renewal. The following awards are examples of scholarships offered by Chatham University.

- **Presidential, Trustee, and Founders’ Scholarships:** Based on academic excellence, students may qualify for the Presidential, Trustee, or Founders’ Scholarship. The scholarship amount will be determined once the student is admitted to the College. Scholarships are renewable annually based on a cumulative GPA of 2.0 or higher. The Presidential Scholarship and President’s Circle Scholarship require a 3.0 cumulative GPA.
- **World Ready Women Scholarships** (in addition to Presidential, Trustee, or Founders’ Scholarship): Students must have received the Presidential, Trustee, or Founders’ Scholarship, have demonstrated a record of extracurricular achievement in school or community, and be a senior in high school. Scholarships are renewable annually based on a cumulative GPA of 2.0 or higher.
- **Girl Scout Gold Scholarship:** Offered to Girl Scout Gold Award Recipients (must provide proof of award). Scholarships are renewable annually based on a cumulative GPA of 2.0 or higher and participation in Chatham’s community service activities.
- **Girl Scout Leadership Award:** Offered to women who were members of Girl Scouts for a minimum of two years but not Gold Award recipients (must provide proof of membership). Scholarships are renewable annually based on a cumulative GPA of 2.0 or higher and participation in Chatham’s community service activities.
- **Boy Scout Scholarship:** Candidates must provide copies of their medal and/or badge, proof of membership, and completed application. Renewable provided students maintain a 2.0 cumulative GPA.
- **Eagle Scout Scholarship:** Candidates must provide copies of their medal and/or badge, proof of membership, and completed application. Renewable provided students maintain a 2.0 cumulative GPA.

- **Scholarship Interview Day:** For students who display outstanding leadership qualities. Prospective students should attend a Scholarship Interview Day event. Only accepted, prospective, students are eligible to attend this event, and not students who are currently enrolled. Renewable based on a cumulative GPA of a 2.0 or higher.

- **Heffer Scholarship:** The Heffer Family Scholarship for Women is awarded to female students who have a proven record of academic achievement, leadership capacity, as well as community, and co-curricular involvement.

- **Sustainability Scholarship:** For students who attend the Scholarship Interview Day.

- **Rotary Scholarship:** For students who have participated in American Field Service, Youth for Understanding, or Rotary Programs. Renewable with a 2.0 cumulative GPA.

- **S-STEM Scholarship:** For students majoring in biology, chemistry and biochemistry. Students must be planning a career in research or applied science to qualify. Student must maintain a 3.25 cumulative GPA for renewal.

- **Legacy Scholarships:** Scholarships are made available to students who are children, grandchildren, and siblings of Chatham alumni. Applicants may contact the Office of Admissions for details. Renewable based on a cumulative GPA of a 2.0 or higher.

- **Pittsburgh Promise Housing Scholarship:** For students who meet Promise eligibility requirements. This scholarship requires a minimum 3.0 high school GPA, Two awards are offered annually, and requires a 2.0 cumulative GPA for renewal.

- **Minna Kaufmann Ruud Music Scholarship:** An audition is required and students are selected by the music department. Requires an audition each year and at least a 2.0 cumulative GPA.

- **Visual Arts Scholarship:** Students are selected after a portfolio review. Renewable based on a 2.0 cumulative GPA.

- **Interior Architecture Scholarship:** Students are selected after a portfolio review. Renewable based on a 2.0 cumulative GPA.

- **Rachel Carson Book Award:** Awarded to high school juniors showing excellence in science and writing. Renewable based on a 2.0 cumulative GPA.

- **Dollar Bank:** Awarded to first-year students based on academic excellence from certain counties and is renewable provided a 2.0 cumulative GPA or higher.

- **Transfer Scholarships:** Transfer students to Chatham University may be eligible for scholarships based on their academic records. Applicants may contact the Office of Admissions for details. Renewable based on a cumulative GPA of a 2.0 or higher.

- **Phi Theta Kappa (PTK) scholarship for transfer students:** Awarded Phi Theta Kappa members. Renewable based on a 2.0 cumulative GPA.

Federal Pell Grants: federal grant awarded to undergraduate students with demonstrated financial need, as determined by the Federal Processor on an annual basis.

Federal Supplemental Educational Opportunity Grant (SEOG): federal grant awarded to undergraduate students with exceptional financial need.

Pennsylvania State (PHEAA) Grants: State-funded grants awarded to undergraduate Pennsylvania residents with demonstrated financial need as determined by the state. The state grant deadline is May 1, each year. Students must have a completed FAFSA by this date to be considered for the grant.

Grants from Other States: Grant and scholarship programs are offered by various states for their residents to use toward educational costs outside the home state. Students in Arkansas, Connecticut, Delaware, Maine, Massachusetts, Michigan, Rhode Island, Vermont, West Virginia, and Washington, DC, should contact their state agencies for information about these programs. Students should provide the Office of Financial Aid, with award information, if they have been awarded a grant from another state.

Chatham Grants and Endowed Scholarships: These funds are made available by the University and awarded to full-time undergraduate students who demonstrate financial need. Award amounts vary. Chatham aid is available for
eight terms of full-time study only, and is renewable provided students are maintaining specific cumulative GPA requirements.

**Campus Employment**

**Federal Student Employment Program**: This campus employment program is provided through federal funds and available to students with demonstrated financial need. Students employed under this program work approximately 10-12 hours per week in various jobs on campus or in off-campus community service, tutoring, or career-related positions. Listings of opportunities are available through Career Services or College Central Network at nacelink.com.

Federal Student Employment Frequently Asked Questions:

1. **What happens if I am unable to work the total amount of hours that I was awarded?**
   Students will receive payment only for the hours worked.

2. **How is work-study related to financial aid?**
   Work-study money is listed as aid on the student’s financial aid award letter. Students have to be eligible to receive money through the Federal Work-Study Program. A student interested in Federal Work-Study must complete the FAFSA every year.

3. **Why isn’t my work-study award on my bill?**
   Your work-study amount is not on your bill because you have to work to receive the money. After a student has earned money through the program, she has the option to sign her checks over to Chatham to be applied toward her account. If a student decides not to sign her checks over to Chatham, she can cash the check for personal use but will not receive the funds as a credit on her account and may owe the College money.

4. **What if my contract indicates that I need to work 15 hours per week, but my schedule only permits me to work 10 hours per week?**
   You should coordinate your needs with those of your supervisor. Your contract indicates the total number of hours per week that you would need to work to receive your entire work-study award. Schedules should be arranged with department supervisors in advance to determine a schedule that is manageable between both parties. Students will not be penalized if they cannot work 15 hours per week, but should keep in mind that they will only be paid for the hours that they work.

5. **Do I have to pay money back if I don’t work all of my hours?**
   No. Students do not have to pay money back to the Federal Student Employment Program if they do not work all their hours. However, they will not receive payment for hours they do not work.

**Student Loan Programs**

Chatham University participates in the Direct Loan Program. Loan funds are sent to Chatham University through electronic funds transfer. This means loan funds are sent to Chatham electronically and applied to the student’s account. Funds are typically disbursed each semester. All other forms of student financial aid are disbursed to Chatham University via electronic funds transfer or check.

To be considered for a federal student loan, a student must meet certain minimum requirements:

- Be enrolled in a degree-seeking program at Chatham on at least a half-time basis, which is six (6) or more credits per semester.
- Be a U.S. citizen, permanent resident or eligible non-citizen (with appropriate INS documentation.)
- Maintain “Satisfactory Academic Progress” as defined as follows: Students must complete at least 67% of credits attempted and maintain a 2.0 cumulative GPA.
- Please note that some programs have specific academic guidelines, which must be met to continue enrollment.

Loan funds will be processed for students who have completed a FAFSA, and have a valid Master Promissory Note, and Entrance Counseling on file, unless the student declines the loans via the award letter, or notifies the financial aid office in writing that they are reducing or declining the loans.

**Federal Perkins Loan** This low-interest loan is administered by Chatham University and awarded to students who have demonstrated financial need. Repayment and interest charges begin nine months after graduation or cessation
of at least half-time enrollment. Students awarded a Perkins Loan must sign a promissory note and complete Entrance Counseling once when they first borrow.

**Direct Subsidized Stafford Loan** This low-interest loan is awarded to students who have demonstrated financial need. Repayment and interest charges begin six months after graduation or cessation of at least half-time enrollment. Students must complete the Federal Stafford Loan Master Promissory Note at [www.studentloans.gov](http://www.studentloans.gov). This application is completed once and can typically be used for a ten year period. The Federal Student Aid log-in that was used to sign the FAFSA is also used to sign the Master Promissory note. All new students to Chatham University and those students who have never borrowed before must also complete Entrance Interview Counseling at [www.studentloans.gov](http://www.studentloans.gov).

**Direct Unsubsidized Stafford Loan** This low-interest loan is available to all students regardless of financial need. This loan also provides additional loan eligibility to independent students or to dependent undergraduate students whose parents are denied a federal Parent Loan for Undergraduate Students (PLUS). While re-payment begins six months after graduation or cessation of at least half-time enrollment, this loan does accumulate interest while the student is enrolled. The student may make interest payments while enrolled, or choose to defer and have the interest capitalized during in-school, grace, or deferment periods. Students must complete the Federal Stafford Loan Master Promissory Note and Entrance Counseling in order to receive Federal Stafford Loan funds. There is only one application for both the Subsidized and the Unsubsidized Federal Stafford loans.

**Direct PLUS Loan** Credit based loan available to parents of dependent students, who are enrolled at least part-time. In order to determine eligibility for this loan program, parents must first complete a credit check or PLUS Loan Application at [www.studentloans.gov](http://www.studentloans.gov). If the loan is approved, the parent must also complete the Direct PLUS Loan Master Promissory Note. The loan is deferred while the student is enrolled at least part-time, which is six credits per term. This loan does accumulate interest while the student is in school. There is a six month grace period available upon graduation or cessation of half-time enrollment. In school deferment options are available.

**Alternative/Private Loans** Other Non-Federal/Private Loans, sometimes called Alternative Loans, are available to all students to help fill the gap that sometimes exists between the cost of a Chatham education and a financial aid award. These credit-based loans are deferred until six months after graduation, provided you are enrolled at least part-time, which is six credits. Private loans do accumulate interest while you are enrolled. These programs require credit worthiness or a co-signer.

Eligibility requirements and funding for the programs described here are subject to change without notice. Federal loans are available to U.S. citizens and permanent residents only.

**Chatham Policies That May Affect Your Aid**
1. Financial aid awards can be made only when a student has been accepted to a degree or a teacher certification program at Chatham and has completed the FAFSA. If the student has submitted the FAFSA with estimated information, the award may be adjusted once the student or family has completed the IRS data retrieval, adjusted the tax information via the FAFSA website, or complete the verification process.
2. Students are responsible for reporting to the University all financial assistance received from other sources such as outside scholarships, grants, Office of Vocational Rehabilitation assistance, or tuition waivers. All outside assistance must be taken into account in the packaging of the student’s financial aid and may result in an adjustment of the aid package if notification is received after the initial package is awarded.

Financial aid is awarded annually and requires completion of the FAFSA by March 15 each year. Class standing outline is found in The Office of Academic Affairs section of the catalog.

**Refund of Excess Financial Aid.** Students may be eligible for a refund if their financial aid and/or other credits exceed current semester charges. Student refunds are issued 7-14 days after the student account develops a credit balance. Refunds will be processed electronically through Education Computer Systems, Inc. (ECSI). Please go to [www.ecsi.net/gateway/cu-erefund.html](http://www.ecsi.net/gateway/cu-erefund.html) and sign up to receive electronic refunds.
If a student wishes to retain a credit balance from one semester to the next within the same academic year they should email this information to studentaccounts@chatham.edu.

**Satisfactory Academic Progress.** Good academic standing and satisfactory academic progress are necessary for financial aid eligibility. Full-time undergraduate students must complete at least 67% of credits attempted each term in order to be making progress towards a degree. The maximum timeframe in which students are expected to finish a degree is 150% of a program’s length. For example, a BA/BS requires 120 credits for graduation. At most, a student may attempt or enroll in 180 credits, with the objective of earning the 120 credits needed to graduate. 120 divided by 180 is a pace of 67%. Students are required to maintain a 2.0 cumulative GPA. For graduate students the maximum timeframe is 150% of the published length of each educational program.

The following grades do not count as successfully completed credits in the calculation:

**Audit  Incomplete  Failed  Withdrawn**

Transfer credits are accepted towards completion of a student’s degree as both hours attempted and hours completed. A previously passed course may be retaken once and a failed course may be repeated until it is passed. Although students are permitted to repeat courses, they will need to make sure they are completing enough credits to ensure they will complete their degree in the maximum allowable timeframe.

Students will be evaluated for academic progress at the end of every term, including the summer. Students must meet both pace and the qualitative measures in order to continue to receive federal financial aid. Each evaluation is a cumulative review of all grades and coursework.

When a student fails to meet satisfactory academic progress, they are given one semester of financial aid warning, in which they will continue to receive financial aid. If after the one term of financial aid warning, they do not meet the satisfactory academic progress standards; they will lose their federal financial aid eligibility. Students who do not meet satisfactory academic progress will be notified in writing. The definitions of each status are below:

**Financial Aid Warning** – Status assigned to a student who fails to make satisfactory academic progress. Student may continue to receive financial aid for one semester only.

**Financial Aid Suspension** – Student has not met progress requirements. Students are not eligible for any Federal aid when assigned this status. Federal financial aid includes the following: Federal Pell Grant, SEOG, Federal Perkins Loan, Federal Stafford Loan, Federal Graduate PLUS Loan, Parent PLUS loan, and Federal Work Study. A student will remain on financial aid suspension until they have met the requirements for satisfactory academic progress.

**Reinstatement of Financial Aid – Appeal Process:**

Students who have lost their Federal financial aid eligibility are permitted to appeal provided the following:

- Student submits letter to the financial aid appeals committee. In the letter the following questions must be answered in order for the appeal to be considered:
  - Why the student failed to make satisfactory academic progress? Please provide specific examples, such as; medical, family emergency or hardship, or other extenuating circumstances.
  - What has changed that will allow the student to make satisfactory academic progress at the next review?

- Contact information for appeals letter:
  Appeal Letter may be submitted via e-mail at: financialaid@chatham.edu

  Fax Number: 412-365-1871

  Address: Financial Aid Office; Braun Hall; Woodland Road; Pittsburgh, PA 15232
Students will be notified of the outcome of the appeal in writing. Students who have an approved appeal will then be placed on **Financial Aid Probation**, and will be eligible for their Federal Financial Aid. Students may also be placed on an **Academic Plan**, which is a term by term outline of courses and GPA requirements that students would have to meet as determined by academic advising. Students would be required to take the courses and meet the GPA requirements as outlined in the plan. If a student fails to meet the requirements of the plan, they will then be placed, back on financial aid suspension, and will not be permitted to appeal. If a student re-establishes SAP, after being on an academic plan, after one or two semesters, although, their original academic plan, may have been longer, they will then be removed from the plan, and their regular financial aid eligibility reinstated. The student would then be able to register for classes on their own accord.

**Financial Aid for Study Abroad**

Students enrolling in a study abroad program through a consortium agreement between Chatham University (home institution) and an accredited American institution (host institution) may be eligible to use their federal grants and loans to assist with educational costs. Chatham’s institutional financial aid cannot be used to assist with educational costs associated with a study abroad program.

Students must also complete a Study Abroad Application with the Office of International Programs. This form must be completed and approved before financial aid eligibility can be determined.

A student must initiate the completion of a consortium agreement in order for Financial Aid to determine if her costs permit the use of federal grants or loans. The consortium agreement requires the student to obtain confirmation from the host institution of the actual program costs. In addition, the student must supply a list of the courses she will be enrolled in during the term abroad.

Upon receipt of the consortium agreement from the host institution, the director of financial aid will then calculate the student’s federal aid eligibility based upon the abroad cost of attendance. The student will then be notified of the exact amount of aid to be made available for the study abroad term. Students must make payment arrangements with the host institution. The majority of institutions require payment in full before financial aid is disbursed.

**Graduate and Teacher Certification Financial Aid**

Students accepted into and enrolled in Chatham’s master’s degree, doctoral degree, and teacher certification programs who are citizens or permanent residents of the United States are eligible to apply for financial aid through the Direct Loan program. International students are not eligible for the federal loan program and must rely on personal financial resources to fund graduate study at Chatham.

**Determining Financial Need**

To determine the student’s need for financial aid at Chatham, the student must file the Free Application for Federal Student Aid (FAFSA). Based upon the information reported by the student, including income, assets, family size, and number in college, a federal calculation determines the “Expected Family Contribution.” Determining a student’s eligibility for aid involves three basic components:

\[
\text{Cost of Education} - \text{Family Contribution} = \text{Need}
\]

After the University receives an electronic copy of the FAFSA from the Federal Processor, the expected family contribution is subtracted from the “cost of education” at Chatham. This “cost of education” takes into consideration tuition, fees, room, board, books, and miscellaneous personal expenses. The result of this calculation is a student’s financial need. All students, regardless of income, are encouraged to apply for financial assistance in order to explore available options. The cost of attendance for on-line programs includes tuition, fees, and books, only.

**Aid Application Process**

To be considered for financial aid, a student must complete:
• The FAFSA as soon as possible after January 1 at www.fafsa.ed.gov. Continuing students should submit their completed FAFSA by March 15. Failure to submit by this date will delay registration for the following fall term. New students should submit their completed FAFSA as soon as possible to expedite processing and fall registration.
• A master promissory note under the Direct Loan Program. Applications must be completed on-line at www.studentloans.gov. Student will need their Federal Student Aid log-in information to sign the Master Promissory Note.
• All students who are selected for verification will be required to submit (1) a completed Verification Worksheet (2) Complete the IRS Data Retrieval at www.fafsa.ed.gov, and provide additional verification of all nontaxable income, if applicable; and/or unable to use the IRS Data Retrieval tool provide (3) copies of the student’s (and spouse’s, if married) federal income tax return transcripts from the tax year being requested.

Direct Loan Program
Chatham participates in the Direct Loan Program. Loans funds are sent to Chatham University through electronic funds transfer. This means loans are sent electronically and applied directly to a student’s account. Funds are disbursed each semester. All other forms of student financial aid are disbursed to Chatham University via electronic funds transfer or check.
To be considered for a federal student loan, a student must meet certain minimum requirements:
• Be enrolled in a degree-seeking or teacher certification program at Chatham on at least a half-time basis, which is six (6) or more credits per semester.
• Be a U.S. citizen, permanent resident, or eligible non-citizen (with appropriate INS documentation).
• Maintain “Satisfactory Academic Progress” as defined as follows: Full-time and part-time graduate students must complete 67 percent of credits attempted and maintain a 2.0 cumulative GPA as a minimum requirement for financial aid. The maximum timeframe in which students are expected to finish a degree is 150% of a program’s length. Please note that some graduate programs have specific academic guidelines, which must be met to continue enrollment (see the sections on Grades and Academic Standing in the College of Graduate Studies section of this catalog for further information). Students may receive Federal Financial Aid for classes they are required to repeat.
• Loan funds will be processed for students who have completed a FAFSA, and have a valid Master Promissory Note and Entrance Counseling on file, unless the student declines the loans via the award letter, or notifies the financial aid office in writing that they are reducing or declining the loans.

Direct Unsubsidized Stafford Loan
This low-interest loan is available to all students regardless of financial need. While repayment begins six months after graduation or cessation of at least half-time enrollment, the student must make interest payments or have the interest capitalized during in-school, grace, or deferment periods. Students must complete the Federal Stafford Loan Master Promissory Note and Entrance Counseling in order to receive Federal Stafford Loan funds. There is only one application for both the Subsidized and the Unsubsidized Federal Stafford loans.

Direct Graduate PLUS Loan: Credit based loan available graduate students who are enrolled at least part-time. In order to determine eligibility for this loan program, students must first complete a PLUS Loan Application, or credit check at www.studentloans.gov. If the loan is approved, applicants must also complete the Direct PLUS Loan Master Promissory Note. The loan is deferred while the student is enrolled at least part-time, which is six credits per term. There is a six month grace period available upon graduation or cessation of half-time enrollment.

Alternative/Private Loans Other Non-Federal/Private Loans, sometimes called Alternative Loans, are available to all students to help fill the gap that sometimes exists between the cost of a Chatham education and a financial aid award. These credit-based loans are deferred until six months after graduation, provided you are enrolled at least part-time, which is six credits. Private loans do accumulate interest while you are enrolled. These programs require credit worthiness or a co-signer.

Chatham Policies That May Affect Your Aid
Financial aid is awarded to accepted graduate and teacher certification students who have completed the FAFSA. If the student submitted the FAFSA with estimated information, the award may be adjusted once the actual tax returns and supporting documentation are reviewed during the verification process. Students are responsible for reporting to the University all financial assistance received from other sources such as outside scholarships, grants, Office of Vocational Rehabilitation assistance, employer paid tuition, or
tuition waivers. All outside assistance must be taken into account in the packaging of the student’s financial aid and may result in adjustment of the aid package if notification is received after the initial package is awarded.

Financial aid is awarded annually and requires completion of the FAFSA each year.

Per federal regulations, all Teacher Certification students are eligible to receive Stafford Loans at the fifth year undergraduate level. Students are eligible to borrow up to $5,500 in subsidized Stafford Loans, and if independent, another $7,000 in unsubsidized Stafford Loans, as long as student completes the FAFSA, meets all eligibility requirements, and has not exceeded aggregate Stafford limits. Loans will be processed for students who complete the Master Promissory Note, unless we are notified in writing via the award letter, or via e-mail that they are reducing or declining the loan funds.

Refund of Excess Financial Aid
Students may be eligible for a refund if their financial aid and/or other credits exceed current semester charges. Student refunds are issued 7-14 days after the student account develops a credit balance. Refunds will be processed electronically through Education Computer Systems, Inc. (ECSI) and deposited directly into a bank account. Paper checks will no longer be issued through the Student Accounts Office. Please go to www.ecsi.net/gateway.cu-erefund.html and sign up to receive electronic refunds. If a student wishes to retain a credit balance from one semester to the next within the same academic year they should email this information to studentaccounts@chatham.edu.

Return of Title IV Funds

Graduate and Undergraduate
The Return of Title IV Funds Calculation is applied for all students who received Federal Financial Aid and have completely withdrawn from the University. Withdrawal date is defined as the date the student begins the withdrawal process, or officially notifies the University of intent to withdraw, or the midpoint of the term for a student who leaves without notification to the University. Under these rules, the following guidelines have been established:

The United States Department of Education requires the University to determine the amount of Title IV (Federal aid) earned by a student who withdraws (officially or unofficially) or fails to complete the payment period (semester or module). The University must determine the earned and unearned portions of Title IV aid as of the date the student ceased attendance based on the period of time in which the student was enrolled during the semester. We are required to perform a Return of Title IV Funds calculation for students who withdraw (officially or unofficially) from all classes, or receive failing grades in all courses in a semester. The calculation required determines a student's earned and unearned Title IV aid based on the percentage of the payment period completed by the student. The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the payment period. Calendar days (including weekends) are used, but breaks of at least 5 days are excluded from both the numerator and denominator. Until a student has passed the 60% point of an enrollment period, only a portion of the student's aid has been earned. A student who remains enrolled beyond the 60% point is considered to have earned all awarded aid for the payment period. Please note students who are enrolled in modules, or courses which do not span the entire length semester, would also be included in this calculation.

The withdrawal date is used to determine the point in time in that the student is considered to have withdrawn so the percentage of the payment period completed by the student can be determined. The percentage of Title IV earned is equal to the percentage of the payment period completed. The calculation required determines a student's earned and unearned Title IV aid based on the percentage of the payment period completed by the student. The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the payment period. Calendar days (including weekends) are used, but breaks of at least 5 days are excluded from both the numerator and denominator.
Until a student has passed the 60% point of an enrollment period, only a portion of the student's aid has been earned. A student who remains enrolled beyond the 60% point is considered to have earned all awarded aid for the payment period. Please note students who are enrolled in modules, or courses which do not span the entire length semester, would also be included in this calculation.

The following earned Federal aid is included in a Return of Title IV Funds Calculation if disbursed or could have been disbursed to the student for the payment period in which the Return calculation is being performed:

- Federal Pell Grant
- Iraq and Afghanistan Service Grant
- TEACH Grant
- Federal SEOG
- Direct Loans
- Federal Perkins Loans

The unearned portion of Federal student aid funds will be returned to the appropriate aid program(s), within 45 days from the date of determination that a student withdrew. The funds are returned in the following order as prescribed by federal regulations:

- Unsubsidized Direct Loans
- Subsidized Direct Loans
- Federal Perkins Loan
- Direct PLUS Loans
- Federal Pell Grants for which a return is required
- Federal SEOG Grant for which a return is required
- TEACH Grants for which a return is required
- Iraq and Afghanistan Service Grant, for which a return is required

When aid is returned, the student may owe a balance to the University. The Office of Student Accounts will invoice the student for any amounts owed. Students are responsible for any portion of their institutional charges that are left outstanding after federal funds are returned.
Office Student Accounts

Tuition & Fees
A comprehensive schedule of tuition and fees is available at the following link on the University website under Financial Information 2015-2016

Payment of Expenses
Term Invoice
The Student Accounts Office will mail term invoices to registered students approximately a month prior to the start of each semester. The term invoice will list anticipated charges and credits based on the student’s status at the time of invoicing and are subject to change. A student must be financially cleared by the published tuition due date for any balance due on the term invoice. Financial clearance is the final step in the registration process and may be obtained by paying the balance due in full, or by enrolling in a University-approved payment program. Payment by check or money order should be made payable to Chatham University and addressed to Chatham University, Office of Student Accounts, Woodland Road, Pittsburgh, PA 15232. Payment by credit card is available online through the student portal or by completing the appropriate remittance attached to the invoice. There is a 2% processing fee on the total payment amount for all credit card and debit card transactions. This is true for payments completed on the portal as well as in the office. Credit cards accepted are MasterCard, Visa, Discover, and American Express. Failure to financially clear by the tuition due date listed on the term invoice will result in a late financial clearance fee.

Monthly Account Statement
The Student Accounts Office will mail monthly account statements to students around the first of each month. The statement shows all University charges and credits for the previous month, as well as any unpaid financial obligation to the University. Payment by check or money order should be made payable to Chatham University and addressed to Chatham University, Office of Student Accounts, Woodland Road, Pittsburgh, PA 15232. Payment by credit card is available online through the student portal or by completing the appropriate remittance attached to the Account Statement. There is a 2% processing fee on the total payment amount for all credit card and debit card transactions. This is true for payments completed on the portal as well as in the office. Credit cards accepted are MasterCard, Visa, Discover, and American Express. Failure to pay the amount due by the due date listed on the statement will result in a late payment fee.

Past Due Accounts
A student account is considered past due when a scheduled payment is not paid by the required due date. The following actions may be taken against any student with a past due account:

- Place the student on financial hold
- Withdraw all charging privileges
- Withhold grades
- Withhold transcripts
- Withhold statement of transfer in good standing
- Cancel dining hall privileges
- Request that a student vacate campus housing
- Withhold the ability to register for future terms
- Cancel the student’s current registration at the University
- Withhold receipt of the degree
- Withhold participation in graduation ceremonies
- Garnish work-study wages
- Place the account into collections; charging the student all related collection costs and reporting the default to all national credit bureaus and other appropriate non-campus organizations.

Tuition Payment Plan
The Chatham University Tuition Payment Plan is a semester based, interest-free payment program that allows students to finance tuition and fees over four monthly installments for the spring and fall semesters
and two monthly payments for the summer semester. Designed to ease the burden of paying for college, this payment program helps many students pay the balance due each semester that is not covered by financial aid assistance. Additional information is sent to students each semester with their term invoice. To enroll in the Tuition Payment Plan, a student must be registered for classes and be in good financial standing with the university.

**Corporate Payment Options**

Chatham University is pleased to offer several corporate related payment options. These payment options are available for any student employed at a company offering tuition assistance benefits. Payment options are offered year round, however, students must enroll each term they wish to participate. Enrollment in any of the Corporate Payment Options is free provided a completed application and all required documents are received each term by the add/drop deadline. Applications received after the term add/drop deadline will be charged a $50 late processing fee. To enroll in any of the Corporate Payment Options students must be registered for classes and be in good financial standing with the university. Available payment options include:

**Company Reimbursement Program**

The Company Reimbursement Program is offered for students who work for an employer who offers tuition reimbursement. The program allows students to defer payment of the reimbursed portion of their educational expenses until 30 days after the end of the term. Students are required to submit a completed Corporate Payment Options Application & Contract and a letter from their employer verifying employment and eligibility to participate in their company’s tuition reimbursement program. Any amount not covered by tuition reimbursement must be paid in accordance with standard Chatham University payment policies. Company reimbursement may be counted as a financial aid resource for students receiving financial aid assistance. Applications for this program must be received by the close of the add/drop period.

**Company Billing Program**

The Company Billing Program is offered for students who work for an employer that requests to be billed directly for their employee’s tuition and fees. With Company Billing, Chatham University will bill the company directly following the term add/drop deadline. The company is required to pay upon receipt of invoice. Students are required to submit a completed Corporate Payment Options Application & Contract and a letter of authorization and/or tuition voucher authorizing Chatham University to bill the company directly. A detailed explanation of coverage and invoicing details must be included. Any amount not covered by company billing must be paid in accordance with standard Chatham University payment policies. Company billing may be counted as a financial aid resource for students receiving financial aid assistance. Applications for this program must be received by the close of the add/drop period.

**Tuition Advancement**

Tuition Advancement is a special program for employees of the University of Pittsburgh Medical Center (UPMC). Students must first submit the completed Corporate Payment Options Application & Contract in order to receive a special UPMC invoice. The student submits this invoice to the UPMC Employee Service Center along with the required UPMC advancement application. The Employee Service Center will process the advancement request and provide the student with an advancement letter indicating the amount of advancement. The student then submits the advancement letter to Chatham as a form of payment. Chatham University will then bill UPMC for all advancement amounts. Any amount not covered by tuition advancement must be paid in accordance with standard Chatham University payment policies. Tuition advancement may be counted as a financial aid resource for students receiving financial aid assistance. Applications for this program must be received by the close of the add/drop period.
Corporate Tuition Reduction
As an added benefit for students participating in a corporate payment option, Chatham University has teamed up with a number of companies to offer a special 20% tuition reduction benefit. If a student’s employer is listed on our current approved company list at time of application, and the student is eligible for tuition benefits during that semester they will receive this reduction automatically, provided all eligibility requirements are met. By receiving the 20% reduction students will not be eligible for any other reduced tuition rates offered by the University. Additionally, if a student already receives a reduced tuition rate, they will not be eligible for the corporate tuition reduction benefit. As required by federal guidelines, the 20% tuition reduction must be counted as a financial aid resource for students receiving financial aid assistance.

Methods of Payment
Chatham University accepts tuition payments by cash, check or money order made payable to Chatham University, or credit card (MasterCard, American Express, and Discover). Payments may be made online or at the Student Accounts Office in person, by mail, or by phone. Student may also pay online through the student portal. There is a 2% processing fee on the total payment amount for all credit card transactions. This is true for payments completed on the portal as well as in the office. Credit Cards accepted are MasterCard, Discover and American Express.

It is very important to remember that you, the student, are ultimately responsible for payment of your student account, regardless of actions taken, or not taken, by your employer.

Student Health Insurance
Chatham University requires all full-time students to have health insurance. The coverage can be provided by the University-sponsored plan or through your own comparable health insurance plan. Enrollment in the Student Health Insurance Plan is available to all students registered at full-time status.

Full-time students who have alternate coverage may waive enrollment in the Chatham University Health Insurance Plan online at http://my.chatham.edu. Any full-time student who does not complete the waiver process online by the deadline will automatically be enrolled in the Chatham University Student Health Insurance Plan and the cost of the plan billed to their student account.

Institutional Refund Policy
An institutional refund policy has been established for those students who process a complete withdrawal (all classes) or leave of absence from the College. Adjustments are for tuition only; nonrefundable deposits and fees are not adjusted or refunded. To be entitled to a refund, a student must give the College written notice of complete withdrawal. Non-attendance and/or non-payment of tuition charges do not constitute an official withdrawal. No adjustments will be made for students who process a course withdrawal (one or more classes as opposed to all classes).

Institutional refund adjustments for complete withdrawals are made according to the following schedules:
Seven-Week Sessions
• Before the 5th day of the session 100%
• 6th – 7th day of session 80%
• 8th – 14th day of session 50%
• 15th day of session and beyond 0%
Fourteen-Week Sessions
• Before the 5th day of the session 100%
• 6th – 13th day of session 80%
• 14th – 26th day of session 50%
• 27th day of session and beyond 0%
Fifteen-Week Sessions
• Before the 5th day of the session 100%
• 6th – 14th day of session 80%
• 15th – 28th day of session 50%
Refunds for charges in room and board status will be calculated based on the same schedule used for a complete withdrawal or leave of absence. The date used for this calculation is the date on which the director of residence life and/or the vice president for student affairs receives written notification of the student’s intent to live off-campus.

Students sign a Housing Contract for two semesters. If a student chooses to live off-campus for the second semester, she must notify the director of residence life in writing by December 1. Students will be held to their Housing Contract for the second semester if written notification is not received by December 1, and their student account will be billed room and board charges for the spring semester.

After the Institutional Refund Policy is applied, any balance is due upon withdrawal. Any credit amount will be refunded within 14 days. For the purpose of computing any refund, a student’s withdrawal date is the date the student initiates the withdrawal process by filing an official notice of withdrawal or leave of absence with the Office of the University Registrar.
Office of the University Registrar

The mission of the University Registrar’s Office is to provide exceptional service in a timely, accurate, confidential, and supportive manner in accordance with University policy and federal law. We are charged with ensuring the integrity, confidentiality, and security of academic records and adherence to academic policy.

Access to Student Educational Records

The Family Educational Rights and Privacy Act of 1974 ("FERPA") was enacted to protect the privacy of a student’s educational records, to establish the rights of students to inspect and review their educational records, and to provide procedures for the correction of inaccurate or misleading data through informal and formal hearings. Chatham University has adopted an institutional policy regarding FERPA. Copies of this policy may be found in the Office of the University Registrar. The Office of the University Registrar also maintains a Record Retention policy that lists the types of education records maintained by the University. FERPA affords students certain rights with respect to their educational records. Those rights are:

1. The right to inspect and review the student’s educational records within 45 days after the University receives a request for access. Students should submit to the University Registrar or other appropriate University official a written request that identifies the record(s) they wish to inspect. Forms for such a request are available from the Office of the University Registrar. The University Registrar or other appropriate official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student to whom the request should be addressed.

2. The right to request the amendment of the student’s educational record(s) that the student believes to be inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. Forms for such a request are available from the Office of the University Registrar. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s educational records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee; or a person assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the University may disclose educational records without consent to officials of another school in which the student seeks or intends to enroll.

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

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, D.C. 20202-5920

Another exception in FERPA which permits disclosure without consent pertains to disclosure of “directory information” unless the student has taken steps to withhold “directory information” from disclosure. Directory information is defined by Chatham University to include the following:
Name, local address, permanent address, Chatham e-mail address, local telephone number, permanent telephone number, date and place of birth, major field of study, honors and awards (e.g. Dean’s List recognition), participation in and photos of officially recognized activities and sports, height and weight of members of athletic teams, photograph, class year, enrollment status (including current enrollment, dates of attendance, full-time/part-time, withdrawn), degrees conferred, dates of conferral, graduation distinctions, and the institution attended immediately prior to admission to Chatham.

Please contact the Office of the University Registrar for more information concerning the release and/or withholding of “directory information.” The following documentation is provided by Chatham so that a student may ascertain his or her progress:

1. Student grades can be accessed via the Web. This grading page is considered an official document from Chatham University from our secure website that is password protected. Students who are not currently enrolled and whose student accounts are past due will NOT be able to access the grading page.

2. The student’s advisor has access to the student’s academic record via the Web. This academic record page is from our secure website that is password protected. Access is granted for advising purposes only, and the record is not to be released to a third party.

Under unique circumstances, the disclosure of a student’s educational or health information is permissible and protected by FERPA, including to the following:

- To persons in an emergency if necessary to protect the health or safety of the student or other persons.
- To parents, if the student is dependent under the Internal Revenue Code.
- To parents, regarding a student’s use or possession of alcohol or controlled substance if the student is under 21, and has committed a disciplinary violation due to such use possession or being present when underage drinking is taking place.
- To victims of a crime of violence or sex offense, the final results of an internal disciplinary proceeding relating to such crime or offense.

Treatment records and privileged communications with doctors, psychologists, or counselors may be disclosed if:

- The patient or client presents a serious and imminent danger to himself or herself.
- The patient or client has explicitly threatened to kill or inflict serious bodily injury upon another person and has the apparent intent and ability to carry out the threat.
- The physical or emotional abuse or neglect of a child under the age 18, or an elderly or handicapped person is suspected.

Registration
All registration, adding, and dropping of courses occurs online. Students must register for classes on the dates indicated on the University calendar available on myChatham. Registration after these dates may significantly reduce the availability of classes open for enrollment. Continuing students who register for classes after the open registration published deadline may be assessed a non-refundable fee. Please see the Financial Aid and Student Accounts sections for information pertaining to the financial implications of registration and schedule adjustments. In addition to the calendar, graduate students should review the Institutional Refund Policy.

Adding and Dropping Courses
In consultation with their advisors, students may add or drop courses until the end of the add/drop period for that term. If a course is closed, the student must obtain the instructor’s signature on the add/drop/course withdrawal form available online under Documents & Forms on myChatham or in the University Registrar’s Office. The length of the add/drop period depends on the length of the semester or term.

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Add/Drop Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 weeks or more</td>
<td>See the Academic Calendar for published dates</td>
</tr>
<tr>
<td>6 weeks</td>
<td>See the Academic Calendar for published dates</td>
</tr>
</tbody>
</table>
Throughout the first three days of class
Before the second class
Before the workshop begins
Maymester
Shorter than 3 weeks
One-day workshops

Adding and Dropping Courses - Undergraduate
After the conclusion of the add/drop period, students wishing to add, drop, or change the grading option on a course must petition the appropriate academic dean by way of a retroactive petition (see section below).

Adding and Dropping Courses - Graduate
After conclusion of the add/drop or withdrawal period, all change requests must be approved by the program director and appropriate academic dean by way of a retroactive petition (see section below).

Withdrawal from Courses
If a student wishes to withdraw from a course after the drop deadline, but before the end of the 10th week of the regular semester, a grade of W will be recorded on the transcript. This action must be completed by way of the add/drop/course withdrawal form available online under Documents & Forms on myChatham or in the University Registrar’s Office. All course withdrawal deadlines are posted on the academic calendar on myChatham.
Students may not withdraw from courses after the final withdrawal deadline. Withdrawal deadlines will be waived only in unusual circumstances that prevent the student from completing the course work and can be confirmed by authoritative documentation. Requests for withdrawal for non-academic reasons should be sent to the appropriate dean’s office, who will make the decision and notify the University Registrar.

Grade Point Average
A student’s grade point average (GPA) is calculated after the completion of each term; both cumulative and term GPAs appear in the student’s grade report and transcript. Pluses and minuses are included in the calculation. If a student earns an F grade in a course taken on a pass/fail basis, the F is included in the grade point calculation; P grades do not affect the GPA.
### Undergraduate Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Minimal performance</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Unsatisfactory performance, no credit</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete work in a course</td>
</tr>
<tr>
<td>M</td>
<td></td>
<td>Military leave of absence</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td>Pass, minimal value C+</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal from a course, no credit</td>
</tr>
<tr>
<td>CR</td>
<td></td>
<td>Credit earned for Prior Learning Assessment</td>
</tr>
<tr>
<td>NS</td>
<td></td>
<td>No show, no credit</td>
</tr>
<tr>
<td>TR</td>
<td></td>
<td>Transfer credit</td>
</tr>
</tbody>
</table>

### Graduate Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Course must be repeated.</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Course must be repeated</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>Course must be repeated</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>Course must be repeated</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Unsatisfactory performance, no credit</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete work in a course</td>
</tr>
<tr>
<td>M</td>
<td></td>
<td>Military leave of absence</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td>Pass, minimal value B-</td>
</tr>
<tr>
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<td>Withdrawal from a course, no credit</td>
</tr>
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</tr>
<tr>
<td>NS</td>
<td></td>
<td>No show, no credit</td>
</tr>
<tr>
<td>TR</td>
<td></td>
<td>Transfer credit</td>
</tr>
</tbody>
</table>
Auditing Courses
The course audit option is restricted to Chatham courses, undergraduate or graduate level, and does not apply to independent studies. No credit is granted for course audits, and an AU will be recorded on the transcript as the grade. Students auditing a course are expected to meet the same course requirements as the students who take the course for credit and must have the qualifications needed to take an academic overload if applicable.

Auditing Courses -Undergraduate
Full-time students may audit a course by obtaining permission from the instructor and completing a course audit application available from the University Registrar. Audits must be declared before the end of the add/drop period. Students who are registered for 12 or more credits do not incur any additional charges for auditing a course. Courses for major or minor credit may not be audited. General Education credits may not be audited.

Auditing Courses -Graduate
Students in health science programs generally may not audit courses except for special circumstances approved by the instructor and Program Director. Non-health science programs graduate students may audit a course by obtaining permission from the instructor and completing a course audit application.

All non-cohort graduate students are required to continuously register during the time they are completing their final projects or theses for a one-credit graduate continuing credit course. The instructor will input an audit to be posted to the student’s transcript for this course. When a student is registered for a graduate continuing credit course, they should not be registered for any other courses. This requirement is applicable to students who have requested an incomplete grade in their thesis courses and require additional time to complete their thesis or final project. It does not substitute for an incomplete grade in a course, and the resolution of the incomplete will occur upon completion of their project or theses coursework. All students must be registered for this credit from the time they complete all other courses until they graduate. The only exception would be students who are granted a leave of absence.

Maymester and summer terms are exempt from this ongoing registration requirement, unless a student intends to graduate during these terms.

Final Grades
After faculty members submit grades, they will available for viewing on myChatham under My Grades. All grade inquiries should be directed to the faculty member.

Incomplete Grades
An incomplete grade may be given to a student when illness or other extenuating circumstance legitimately prevents the completion of course requirements after the deadline for withdrawal. An incomplete is not given as a substitute for a failing grade or to invalidate an instructor’s attendance policy. Unless the instructor stipulates a shorter time period for completion of the work, an incomplete must be satisfied within 8 weeks of the last day of the semester as published for 14 week sessions, or within four weeks from the last day of the term as published for terms of shorter length.

A regular letter grade will be recorded upon notification by the instructor to the University Registrar. Incompletes will convert to the grade of F at the end of the period allotted for the satisfaction of the incomplete. As long as an “I” remains on the record for a course, a student may not enroll for credit in any course that has that course as a stated prerequisite. A student may not graduate while an “I” remains on the record.

Students who believe they can demonstrate a legitimate need for an incomplete should 1) obtain an Incomplete Grade Contract from the Office of the University Registrar or from MyChatham, 2) seek instructor approval to take an incomplete and establish the terms of the contract, 3) seek approval from the department chair and the appropriate academic dean, and 4) return the completed contract to the Office of the University Registrar. Documentation of the extenuating circumstance must be included with this application. To be eligible to apply, a student must have regularly attended class meetings in accordance with the instructor’s attendance policy, completed all assignments by the instructor’s stated deadlines, and maintained a passing grade of at least “C-” for undergraduate, and “B” for graduate through the withdrawal deadline. The deadline for completing this process is by the last day of the term as published on the academic calendar.
Integrative Capstone Grading Regulations -Undergraduate
Final copies of the senior capstone are due to the office of the appropriate dean according to the schedule provided. The final copies are distributed to the members of the board by the office of the dean. Upon completion, students are required to submit a bound copy of their senior capstone to the library.

Students may request an extension deadline from the dean. An extension request will be accepted until 4 p.m. one week before the final copies are due. Extension requests will only be granted when unexpected and extreme circumstances beyond the control of the student warrant them. The extension request must be accompanied by authoritative documentation, and have the support of the tutor. If approved, the extension will not be granted beyond the last day of classes. Failure to deliver final copies of the senior capstone by the original deadline or a petition requesting an extension according to the schedule above results in an automatic F grade for the course.

No incomplete grades will be given in the integrated senior capstone course except in unusual and extreme circumstances that prevent the student from completing the work of the course and that can be confirmed by authoritative documentation. Requests for incomplete grades should be directed to the appropriate academic dean, who will make the decision in consultation with the tutor.

Midterm Grades -Undergraduate
All midterm grades are available for viewing on myChatham under My Grades. These grades will not become a part of the student’s permanent record. The date is available on the academic calendar.

Pass/Fail Grades -Undergraduate
With the guidance of an advisor, a student may decide to take a course on a pass/fail basis rather than under the traditional grading system. The election of the pass/fail option must be declared at the time of registration. For a cross-registered course, students must declare the pass/fail option to the Chatham University Registrar within two weeks of the beginning of the course. Students may enroll for no more than 30 pass/fail credits during their studies at the University. General education, major and minor courses may not be taken pass/fail. Exceptions to pass/fail grades within a major or minor include internships, certain Chatham Abroad and lifetime activity courses in the wellness program.
Students choosing to take courses on a pass/fail basis will be graded as follows:
  \( P = \text{Pass, minimal value C-} \)
  \( F = \text{Unsatisfactory, no credit} \)
An F earned in a pass/fail course is calculated into the grade point average (GPA); P grades do not affect the GPA.

Pass/Fail Grades -Graduate
In some graduate programs, certain courses may be offered as pass/fail rather than under the traditional grading system. A failing grade is calculated in the grade point average (GPA); a P earned is not calculated in the GPA and must represent work earned at a grade of B- or above.

Repeating Courses
Upon completion of a repeated course, only the course credit(s) and the grade for the most recent attempt will be computed in the GPA. If a student withdraws from a repeated course, the withdrawal course will appear on the transcript, and the previous grade earned will continue to be counted in the GPA.

Repeating Courses -Undergraduate
When available, students may repeat courses. Students may attempt a single course no more than three times, including attempts that result in a withdrawal. Whenever a course is repeated, the academic record and transcript reflect all course enrollments and the grade earned for each enrollment.

Repeating Courses -Graduate
When a student earns a grade lower than B-, the same course must be repeated. A student is allowed to repeat only two courses, but each course only once. If the repeated grade earned is less than B-, the student will be dismissed.
Student Attendance
Every student enrolled at Chatham accepts the responsibility to attend all required class meetings. To obtain the fullest benefit from their courses, students must participate actively. This means attending regularly, engaging in course activity, completing work on time, and making up work missed because of an emergency absence. It is the student’s responsibility to let the course instructor know within the add/drop period if he or she will have to miss class for religious reasons, athletics, or other. In regards to online courses, students are responsible for logging in regularly, engaging in course discussions and other activity, and completing work on time.

Attendance for final examinations is mandatory. Students who are unexcused from a final examination will receive a failing grade for that examination. The appropriate academic dean may excuse absences only in the case of a documented illness or other serious emergency.

Graduate Continuing Registration Credit
All non-cohort graduate students are required to continuously register during the time they are completing their final projects or theses and are no longer taking formal courses. Students will be required to register for a one-credit course, Graduate Continuing Credit, if they are not registered for other courses or thesis work. Students should not be registered for any other courses while registered for Graduate Continuing Credit. This requirement is applicable to students who have requested an incomplete grade in their thesis courses and require additional time to complete their thesis or final project. It does not substitute for an incomplete grade in a course. This credit will appear on the transcript as an audit and will not count toward total credits needed for the program. All students must be registered for this credit from the time they complete all other coursework until the time they graduate, unless they have been granted a leave of absence.

Registration Processes and Services
Application for Degree Conferral
Applying for Degree Conferral is a mandatory step that all students (undergraduate, graduate, and doctoral) must take in order to be awarded their degree and receive their diploma. There is a fee involved. Your application triggers a review of your degree progress by your program/advisor. If we are alerted that you are not approved and have additional requirements to fulfill, you will be notified via email. **All grades must be received before anything is finalized.**

How to Submit an Application for Degree Conferral to Receive your Diploma
1. In myChatham under My Tools look for the button APPLICATION FOR DEGREE CONFERRAL. If the date you seek is available, then you are done and should alert your advisor to your application. If you do not see the date that you would like, it means the deadline has passed. Proceed to next step.
2. If the date you want is not listed as an option, please select an available date or LATE APPLICATION and proceed to the next step.
3. Fill out a RETROACTIVE PETITION FORM and circle the conferral month you seek on the form and sign it. This form can be found on myChatham/Documents and forms and can also be downloaded directly from the application page. Proceed to next step.
4. Return the form to the University Registrar’s office either via fax at (412) 365-1643 or by taking a photograph of the signed form with a smart phone and attaching it to an email to UniversityRegistrar@chatham.edu. Please be sure the signature is visible.
5. IF APPROVED: the University Registrar’s office will be able to adjust your application to reflect the
collateral month you’ve circled on your petition. You will be notified via email when this has taken place.
Please do not contact this office during the review period, you will not receive a response.

Cross-registration PCHE
Chatham University students may take advantage of a wide variety of both undergraduate and graduate
courses, programs, and opportunities available through the following institutions that, along with
Chatham, form the Pittsburgh Council of Higher Education (PCHE): Carlow University, Carnegie Mellon
University, Community College of Allegheny County, Duquesne University, La Roche College, Robert
Morris University, Pittsburgh Theological Seminary, Point Park University, and University of Pittsburgh.
Cross-registration permits full-time students to take courses at any other PCHE institution without
additional tuition charges. To be eligible, a student must have completed at least 24 credits, have a
minimum cumulative GPA of 2.0 and they cannot be in their first or last semester of study. Both
Chatham and the other institution must approve the course to be taken prior to registration. Students can
register for no more than one course per term. Grades from such courses will transfer to their Chatham
records. Additional information on cross-registration may be obtained from the University Registrar’s
office.

Final Examination Schedule
Final examination schedules for fall and spring terms are produced by the office of the University
Registrar and follow a Tuesday-Saturday (spring) or Monday-Thursday (fall) schedule. Maymester and
summer terms do not have final examination weeks.
Posting of Academic Honors
Academic honors also are conferred at Commencement as follows: cum laude: a cumulative average of 3.5 to 3.74;
magna cum laude: a cumulative average of 3.75 to 3.89; summa cum laude: a cumulative average of 3.9 to 4.0. A
student must complete at least 60 credit hours at Chatham to qualify for consideration for academic honors.

Retroactive Petitions
Students who fill out a retroactive petition are requesting consideration for failing to meet an established
University deadline. This petition should accompany the form which the student would have submitted if
the request had been before the deadline. For example, to add a course after the add/drop deadline the
add/drop form, signed by the Academic Dean, should accompany the request. Additionally, a student
should include a written statement and supporting documentation explaining why the deadline was
missed. All retroactive petitions go before an approval committee. Students will be notified of the
committee’s decision via email. There is no appeals process for all committee decisions are final.

Transcripts
Current and former students whose student accounts are in good standing may request an official copy of
their University records. All orders must be submitted through Transcripts on Demand
(www.iwantmytranscript.com). A consent form must be completed and returned to Transcripts on
Demand if a student is not authenticated through MyChatham. Requests will be processed within three
business days. A fee is charge per transcript ordered, and additional processing fees are charged for each
address.
Students whose accounts are delinquent cannot receive official transcripts until accounts are paid in full,
including possible late fees and collections costs.

Verifications: General
After the start of the semester, general enrollment information can be verified via the National Student
Clearinghouse Self-Service portal. Student Self-Service saves you a trip to the University Registrar’s
Office by providing you with the ability to verify enrollment securely via the Web, 24/7. Student Self-
Service is provided through the National Student Clearinghouse, a nonprofit organization serving the higher education community. The enrollment certificate obtained via this service serves in place of an issued letter or completed form. The student may also utilize their personal schedule as additional verification of enrollment. This can be accessed and printed via myChatham/MySchedule. All third party requestors and former students can verify degree information and/or attendance dates by using the National Student Clearinghouse degree verify option.

**Verifications: Program Specific**

If you are in need of specific verification information for professional licensure or certification, please contact the appropriate department.

Education
Occupational Therapy
Physician Assistant
Physical Therapy
Psychology
Chatham University Honor System
and Academic Integrity Policy

The student shall be responsible for maintaining the academic standards of the College as required by the University honor code. Under the Chatham University honor system, students are expected to be honorable in all academic situations. Integrity in academic matters requires intellectual independence in all types of college work. It does not discourage desirable kinds of cooperation among students, such as discussions on outside work, as long as the help is a constructive aid in learning. Honesty also demands that due credit be given for any source material and ideas. Academic honor includes the student’s responsibility not only to refrain from giving or receiving aid on an examination, but also to maintain the best conditions for effective work. In accepting admission to Chatham University, students automatically agree to be personally responsible in all matters pertaining to academic honor and pledge to abide by those rules considered by the College community to be a part of its honor code. Academic dishonesty is a violation of our honor code. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and lying.

Honor Code

Intellectual Independence
The academic community at Chatham University is founded on the principle of intellectual independence, which requires each member to conduct herself or himself honestly and with responsibility in scholarly affairs and to respect and acknowledge the ideas of others. Members of the Chatham community will refrain from engaging in any form of dishonesty that impedes the academic process, including cheating, lying, and plagiarism.

Consideration for the Rights and Well Being of Others
Chatham University strives to create a civil community whose members respect one another’s voices, dignity, and physical well-being. Violation of another person’s rights, including threats, intentional libel, slander, physical harm, or harassment of another person will not be tolerated. Members of the Chatham community will refrain from carrying out any action that is harmful to oneself or another person, including physical, verbal, or mental abuse.

Honesty in All Relationships
Creation of a civil community requires honesty in the relationships binding the community. Honesty in scholarly activities, including coursework, research, and open debate, is the foundation of a thriving and creative academic community. Members of the Chatham community agree to conduct themselves honestly in all academic and social endeavors.

Personal Integrity
All members of the Chatham community are expected to conduct themselves with integrity in personal and academic affairs and to serve the best interests of the entire community. Respect for the people and property around us is a founding principle of our community. Students, faculty, and staff members agree to be personally responsible for upholding local, commonwealth, and federal laws, as well as the academic and social standards set forth for the campus community.

Honor Pledge
Realizing the trust placed in me, I affirm my faith in the individual and in personal integrity, and I assume the responsibility of maintaining the tenets of the Honor Code.

Definitions
Cheating is the attempt, successful or not, to give or receive aid and/or information by illicit means in order to meet academic requirements. Examples of cheating include, but are not limited to, falsifying reports and documents; using any electronic device to copy, transmit, or receive information during an exam; taking information into an exam without permission; asking someone to take a test, write a paper, or complete any assignment for you, or agreeing to such a request; buying a paper and
presenting it as your own; giving someone else a paper or providing other materials in an unapproved manner; obtaining a copy of an exam without faculty permission; and sharing copies of exams with students who have yet to take the exam.

Plagiarism is one form of cheating. Plagiarism is the use of the organizational design, ideas, phrases, sentences, or larger units of discourse from another writer or speaker without proper acknowledgment. In order to avoid plagiarism, you must document all sources of text and ideas that derive from someone else’s work. This includes, but is not limited to, enclosing in quotation marks text copied directly from a source and identifying that source; identifying a source of summarized or paraphrased material; identifying the source of an idea taken from someone else’s work; and acknowledging sources in all formats, including web pages, television, sound recordings, speeches, and traditional hard copy.

Lying includes, but is not limited to, not being honest with a faculty or staff member when questioned about cheating or plagiarism; providing false information to college officials; or intentionally lodging false accusations of cheating or plagiarism against another student.

**Procedures for Handling Cheating and Plagiarism**

Violations of academic integrity may be categorized as minor or major offenses. Violations are considered to be major or minor based on several criteria including: the nature and importance of the work; the academic experience of the student; the extent of malicious intent and the degree of premeditation; and whether the violation is a first-time or repeat offense. The resolution of all major and repeat minor offenses will be resolved through the formation of the Academic Integrity Council and the procedures described below.

Minor offenses include improper citation without dishonest intent; plagiarism (submitting another’s work or ideas as one’s own) on a minor assignment or a very limited portion of a major assignment; citing a source that does not exist or that one hasn’t read on a minor assignment; submitting identical work to two classes without permission; collaborating with others to complete a project without permission; and unpremeditated cheating on a quiz or minor examination.

Major offenses include a second minor offense; substantial plagiarism on a major assignment, signing your name to a paper that is not your own; failure to receive IRB approval before starting research; making up or falsifying evidence, data, or other source materials for a major assignment, including falsification by selectively omitting or altering data that do not support one’s claims or conclusions; cheating during exams; intentionally destroying or obstructing another student’s work; copying or collaborating on a major exam; and any violation involving potentially criminal activity.

Three undergraduate and three graduate faculty members will be appointed by the Office of Academic Affairs to serve on the Academic Integrity Council. Student members will be nominated by the Vice President for Student Affairs and Dean of Students and will be selected by the faculty serving on the committee. A maximum of 6 students, 3 undergraduate and 3 graduate, can be selected.

The judicial process will involve the formation of a subcommittee of the Academic Integrity Council, consisting of two faculty members and two students chosen by the appropriate academic dean’s office, and a representative from the dean’s office. Faculty and students chosen to serve on any given academic integrity case may not be members of the department in which the alleged infraction occurred. Undergraduate faculty and students will sit on the Council in cases dealing with undergraduate students. Graduate faculty and students will sit on the Council in cases dealing with graduate students.

**When an alleged violation of the Academic Integrity Policy has been identified, the following procedure will be implemented:**

- If the violation is classified as minor, the faculty, department chair/program director, and student may work together to achieve resolution. Resolution can be reached if the student accepts responsibility for the incident or the faculty member is convinced that a violation has not occurred. If it is determined that a violation has occurred and the student accepts responsibility for the incident, the faculty member and chair/program director will recommend appropriate course-based sanctions in writing to the appropriate academic dean.

- After receiving a copy of the incident report and the recommended course-based sanctions, the dean will determine if it is the student’s first offense. If it is the first offense, the dean will confirm the sanctions and inform the faculty member, department chair/program director, and student of the outcome in writing within ten
(10) business days of receiving the report. A copy of the incident will be maintained in the student’s file. Appropriately sanctioned for a minor offense include requiring the student to resubmit the assignment or take a new exam; failing the student on the assignment or exam; lowering the student’s grade in the course; failing the student for the course; requiring the student to participate in a noncredit workshop or seminar on ethics or academic integrity; or an assigned paper or research project related to ethics or academic integrity.

- If the offense is not the student’s first offense, an informal resolution is not reached, or the student or faculty member requests a judicial hearing, the dean’s representative will convene a meeting of the Academic Integrity Council subcommittee to review the case within 10 (ten) business days of receiving the faculty member’s report.

- If the violation is classified as major, the faculty member will file a report, including recommended course-based sanctions, with the appropriate academic dean’s office within 5 (five) business days of becoming aware of the violation. The dean’s representative will convene a meeting with the Academic Integrity Council to review the case within 10 (ten) business days of receiving the faculty member’s report.

- It is the responsibility of both the student and the faculty member to present his or her case before the Council. Faculty members may ask the dean’s office to appoint a representative to present the case on their behalf. Both parties will have an opportunity to make a statement to the Academic Integrity Council, ask relevant witnesses to be available for questioning, and answer questions of the members of the Academic Integrity Council. All evidence must be presented and all witness must be present at the hearing. If one or more of the relevant parties or witnesses are unable to attend at the scheduled time, they must inform the dean’s representative five (5) days prior to the scheduled hearing. The dean’s representative will then work to reschedule the hearing within the next ten (10) days. Attorneys and other associates of the student or of the university are not permitted to participate in this hearing.

- After hearing the case, the Academic Integrity Council will recommend sanctions in writing to the appropriate academic dean. Appropriate sanctions for a major offense or two minor offenses include requiring the student to participate in a noncredit workshop or seminar on ethics or academic integrity; disciplinary probation; removal of graduate fellowship or assistantship support; suspension for one or more semesters; or expulsion from the University in addition to any course-based sanctions recommended by the faculty member. The dean will confirm the applicability of such sanctions and may reject any finding adverse to the student but may not make new findings adverse to the student or increase the severity of the sanction. Prior violations or informal resolutions of violations may be considered only in recommending sanctions, not in determining guilt or innocence. The dean will relay the decision in writing to the student and faculty member within five (5) business days of receiving the Council’s recommendation.

- The student has the right to file an appeal with the Vice President for Academic Affairs within three (3) business days of receiving the dean’s decision. The appeal must identify the issues or findings the student is challenging as well as documentation supporting their position. The VPAA’s decision will be final.

A student who chooses to withdraw from the University rather than participate in the judicial process will be classified as having been withdrawn for academic integrity reasons. A student who withdraws under these circumstances is not permitted to reenroll or participate in any class or program until the pending matter is resolved.

A student cannot avoid consequences for violating the University’s Academic Integrity Policy by withdrawing from the course in which the violation occurred.

The first academic dishonesty form will be maintained in the student’s file by the appropriate academic dean’s office and destroyed upon graduation or separation from the University if no further incidents of academic dishonesty occur. If the student has committed two or more offenses, the academic dishonesty forms and their disposition become part of the student’s permanent academic record. A copy of all incident reports will also be sent to the Dean of Students.
Responsibilities of the Faculty
At the beginning of each course and in writing on the course syllabus, faculty should explain plagiarism and cheating and the penalties for such behavior. They should refer students to the Student Handbook for a more detailed outline of policies and procedures.

Responsibilities of Students
Students are responsible for knowing the policies regarding academic dishonesty and the penalties for such behavior. Failure of an individual faculty member to remind students of what constitutes cheating and plagiarism does not relieve the student of this responsibility.

As required by the honor code, students should inform the faculty members of incidents of academic dishonesty taking place in their courses. If a student reports an honor code violation to a staff member, the staff member should direct the student to report the incident to the appropriate faculty member.
The Office of Academic Affairs

General Academic Affairs Overview - Undergraduate
All students are expected to maintain at least a 2.0 cumulative grade point average (GPA) unless noted otherwise by a specific program. Full time students are expected to accumulate course credits, under the minimal course load of 12 credits per long semester, at a rate consistent with achieving 120 credits. A student’s progress is reviewed at the close of each term/semester. At that time, the appropriate academic dean’s office reviews the grades of all students who have not met University standards. Students may be given a probationary period when they fall below this expectation. Students may receive an academic warning, an academic probation, an academic suspension or dismissal from the University. Student initiated separations include a leave of absence and a withdrawal. When requesting a separation, students must adhere to University guidelines.

General Academic Affairs Overview - Graduate
All students are required to maintain a minimum cumulative grade point average (GPA) of 3.0. At the time of completion of graduate degree requirements, students must have earned a minimum of a cumulative 3.0 grade point average (GPA) unless noted otherwise by a specific graduate program. Satisfactory progress toward a degree is monitored each term/semester by this same criterion. Unless otherwise specified by the graduate program, the minimum full-time academic load during any semester is nine credit hours per semester. In the PsyD and PA programs, full time academic load is six credits.

Students not in good academic standing are subject to academic probation, academic suspension or academic dismissal. Additional program specific academic standing policies for students in the School of Health Sciences can be found in the specific program handbook.
When a student earns a grade lower than B-, the same course must be repeated. A student is allowed to repeat only two courses, but each course only once. If the repeated grade earned is less than B-, the student will be dismissed.

All undergraduate and graduate academic actions and separations are recorded on the student’s transcript, and these actions may endanger the continuation of financial aid.

Academic Grade Appeals - Undergraduate and Graduate
A challenge to a grade received in a course, thesis, capstone, or other graduation requirement will be considered only when the student alleges that the grade received reflects other than appropriate academic criteria; that is, achievement and proficiency in the subject matter as stated in the course syllabus.

The statute of limitation for all grade appeals is one year from date of issue. A student wishing to challenge a grade received in a course must first discuss the matter with the faculty member teaching the course in an effort to resolve the grievance. If the grievance is not settled, the student must then appeal the matter to the Department Chair or Program Director. If the issue remains unresolved, the student may then file an appeal with the appropriate academic dean, who will seek formal reconciliation. Appeals made to the appropriate Academic Dean must be in writing, must include written documentation from each stage of the appellate process. A student challenging a grade received in a course may file an appeal with the Dean’s Office no later than eight weeks after the date on which the grade was due in the Office of the University Registrar. The Dean will investigate the case, hearing both the student and the faculty member and will render a decision within 30 calendar days of receiving the petition.

If reconciliation is not achieved at the dean level, the student may file an appeal with the Vice President of Academic Affairs. An appeal must be filed with the Vice President of Academic Affairs no later than five working days after receiving the dean’s decision in the case. The decision of the Vice President is final in the grade appeal process. The appeal must be in writing and must include written documentation to support the appeal. The Vice President of Academic Affairs will investigate the case, hearing both the student and the faculty member and will render a decision within 30 calendar days of receiving the petition. The Vice President of Academic Affairs will inform the student and the faculty member of the decision in writing. The decision of the Vice President of Academic Affairs is final in the grade appeal process.

Academic Forgiveness - Undergraduate
Undergraduate students who have returned to the University after an absence of at least two consecutive academic years have the option of applying for academic forgiveness to the Office of Academic Affairs.
through the appropriate academic dean. Individual applications are reviewed, and may or may not be approved. If approved, this one-time opportunity allows students to request that up to 15 credits of grades received previously at Chatham where the student earned a “D” or “F” be removed from their cumulative Grade Point Average (GPA) calculation. Students will be eligible to apply for Academic Forgiveness after they have returned to Chatham and completed a minimum of 24 graded credits maintaining a GPA of at least 2.75. Credits received for the forgiven courses will be retained; the grades will remain on the transcript, but the grades will no longer be calculated in the cumulative GPA. If this option is exercised, a minimum of 45 graded credits for graduation must be completed at Chatham University after the student’s return to active status.

**Academic Warning - Undergraduate**

Undergraduate students (with the exception of First Year students*) who earn a semester GPA below 2.0 will be placed on Academic Warning.

**Academic Probation - Undergraduate**

All undergraduate students who meet any of the following criteria will be placed on Academic Probation:

- A cumulative GPA below 2.0 for the first time OR
- Two consecutive semesters with a semester GPA below 2.0 OR
- Three or more semesters with a GPA semester below 2.0 even if their cumulative GPA is above 2.0.
- *First Year students who earn a GPA below 2.0 in their first semester.

Students enrolled in the Bachelor of Science (BSN) degree programs earning a grade below C- in any required major courses will be placed on academic probation and must repeat the course(s).

**Academic Probation - Graduate**

All graduate students at Chatham University are required to earn a minimum GPA of 3.0 to be eligible for degree conferral. Grades below B- will not result in graduate credit for degree-seeking graduate students. Graduate student with a semester G.P.A. below 3.0 will be placed on Academic Probation. A graduate student on Academic Probation unable to earn a semester GPA above 3.0 during the following semester is subject to academic suspension or dismissal.

**University-Initiated Separations**

**Academic Suspension and Dismissal - Undergraduate**

Chatham reserves the right to require an undergraduate student to take a mandatory leave of absence for academic reasons following a review by the appropriate University authorities. This action, which requires the student to be away from the University for a specified period of time, is taken in the best interest of the student. If a student does not fulfill the terms of the suspension, which are outlined in the letter he/she received from the dean of the school, this leave will result in a permanent dismissal. In all cases, the student, the advisor, the Office of Academic Affairs, the Office of Student Affairs, all appropriate staff members and parents or guardians, when deemed necessary, will be notified of this action.

Undergraduate students who meet any of the following criteria are subject to suspension

- A semester GPA of 1.0 or lower OR
- A cumulative GPA below 2.0 for two semesters OR
- A cumulative GPA below 2.0 after at least one previous semester of academic probation.

Students enrolled in the Bachelor of Science (BSN) degree programs earning a grade below C- in any repeated required major courses will be dismissed from the program.

A student will not be granted a second suspension, the student will be dismissed from the university.
University-Initiated Separations

Academic Suspension and Dismissal - Graduate

Graduate students who are on academic probation and fail to make a 3.0 grade point average (GPA) or the equivalent for the next semester or fail to have a 3.0 cumulative GPA after two semesters will be subject to suspension or dismissal from the program. Students who have been suspended may have an opportunity to return to the school, the criteria to re-enter will be outlined in the suspension letter from the dean.

Dismissal Appeals - Graduate and Undergraduate

Dismissals may be appealed to the appropriate academic dean within fourteen days of the date the dismissal notification was sent. Appeals made to the Dean must be in writing, must include written documentation supporting the appeal, and must be submitted within 14 calendar days. The Dean will investigate the case, hearing both the student and the faculty member and will render a decision within 30 calendar days of receiving the petition. After the Dean’s decision has been rendered, the appellant has the right to carry the appeal to the Vice President of Academic Affairs, in writing and must include supporting documentation to support the appeal. Such an appeal must be provided in writing to the Vice President of Academic Affairs’ office no later than five (5) calendar days after the student has received the decision from the Dean. The Vice President of Academic Affairs will investigate the case, hearing both the student and the faculty member and will render a decision within 30 calendar days of receiving the petition. The Vice President of Academic Affairs will inform the student and the faculty member of the decision in writing. The Vice President of Academic Affairs’ decision is final.

Individual graduate programs may have additional guidelines that are published in the program’s student handbook.

Non-Academic Dismissal - Undergraduate and Graduate

Mandatory Leave of Absence

Chatham reserves the right to require a student to take a mandatory leave of absence for non-academic reasons following a review by the appropriate University authorities. This action, which requires the student to be away from the University for a specified period of time, is taken in the best interest of the student. Upon the recommendation of the Vice President of Student Affairs/Dean of Students, the University may require a leave of absence at any time it is deemed reasonably necessary to protect the student, other students, members of the University community, or the interests of the University itself. If a student does not fulfill the terms of the mandatory leave of absence, it will result in a permanent dismissal. When a student who has been on a required leave wishes to return to the University, the student must apply in writing to the Vice President of Student Affairs/Dean of Students at least one month in advance of return. The student will not be permitted to return to the University until the appropriate staff members provide validation. If the student is approved to return, staff members may make recommendations to the Vice President of Student Affairs/Dean of Students regarding conditions of return and/or continued enrollment.

Non-academic Withdrawal - Undergraduate and Graduate

Mandatory Withdrawal

Upon the recommendation of the director of student health, the director of counseling services, the University physician, and/or the Vice President of Student Affairs/Dean of Students, the student may be required to take a mandatory withdrawal for health reasons. Especially, if it is deemed reasonably necessary to protect the student and members of the University community.

Students who return to the University after a mandatory withdrawal must reapply and be reaccepted for admission. Students should contact the Office of Admissions to begin the reinstatement process. The student will not be permitted to return to the University until the appropriate staff members provide validation. If the student is approved to return, staff members may make recommendations to the Vice President of Student Affairs/Dean of Students regarding conditions of return and/or continued enrollment.

Student-Initiated Separations

Leave of Absence
A voluntary leave of absence may be taken for the following reasons: study at another domestic institution, work, travel, or other personal reasons. Students desiring a leave of absence must meet with their academic advisor and the program director or department chair to complete the required form. The deadline for requesting a leave of absence is the last working day prior to the first day of classes for the semester in which the leave will begin.
If the leave is granted, the student must return to the University within one year without reapplying for admission. Students who do not return at the end of the leave will be withdrawn from the program and must reapply for reinstatement. An exception to this time period will be made for students called to active duty in the military. Note: Refer to the Program Handbook for guidelines pertaining to specific programs.

When a student in the Reserves or in the National Guard is called to active duty, the student must notify the Program Director or Department Chair and provide proof of deployment prior to being deployed. The proof may be faxed, mailed, or hand-carried to the Program Director or Department Chair. Proof may take the form of general orders cut by the company commander. When a student is activated during the semester, Financial Aid, University Registrar, and Student Accounts policies will take effect. Please contact these three offices for specific information.
If a student is called to active duty near the end of the semester, the student and faculty members may determine that incomplete (I) grades are more appropriate. In this case, tuition will not be waived.
International Students must meet with the International Student Services Coordinator to discuss a leave of absence. Current immigration regulations do not permit international students to take a leave of absence and remain in the United States, except in the case of a documented medical leave. New immigration documents will be needed if a student is out of the U.S. for more than 5 months.

Medical Schedule Cancellation
Due to an extreme personal medical situation, a student may seek a Medical Schedule Cancellation. Medical Schedule Cancellations require supporting documentation and approval from the Vice President of Student Affairs/Dean of Students. Upon completion of this form, the student’s scheduled courses in the current semester will be cancelled. When the student is preparing to return to the university, the Vice President of Student Affairs/Dean of Students may require additional documentation from the student, as the intention of the University is to make the student’s health and well-being a priority. Once the Vice President of Student Affairs/Dean of Students approves the student to return, the student will consult with their academic advisor before registering for courses.

Withdrawal from the University
A withdrawal is a separation from the University. A student withdraws in an attempt to preserve the academic integrity of their record. Students will receive W’s for their entire schedule of registered courses. This action is recorded on the student’s transcript.
After consultation with their academic advisor, a student who wishes to withdraw from the University should contact their program director or department chair to complete a Withdrawal from the University form. The last day to withdraw is the last day of classes for the semester in which the withdrawal is sought. Any refund will be made in accordance with both the University’s and federal government’s refund policies.

Students who return to the University after withdrawal must contact the office of Admissions to begin the process of reinstatement. All graduate student must be reaccepted by the program.

Recognition of Academic Achievements
Dean’s List (Fall and Spring Semesters) - Undergraduate
To qualify for the Dean’s List, a full-time, degree-seeking undergraduate student must achieve a semester grade point average of 3.5 or above and successfully complete a minimum of 12 credits for a letter grade. Maymester courses do not count toward the 12 credits in the spring semester.

Students who are enrolled in integrated degree programs are eligible for the Dean’s List only if they are taking 12 credits of undergraduate coursework in a semester. Eligibility is calculated using the semester grade point average from the undergraduate courses only.
Program Honors - Undergraduate
Program honors are awarded to students who distinguish themselves in their major field, interdisciplinary area, or multiple
disciplinary concentration. Those honors are awarded at the discretion of the student’s major program advisor and approved
by the department chair or program director. The minimum standard for program honors is a 3.0 cumulative GPA, a 3.5 GPA
in the major or program, and an exemplary capstone performance. Students with interdisciplinary or double majors must
meet the requirements for honors in each discipline in order to be eligible for program honors.

Academic Calendar
The 2015-2016 calendar for each school will consist of two primary 15 week semesters, as well as a 15 week
summer term. Each term may also include multiple sessions of seven week duration. Maymester is a three week
term which is housed within the Spring Semester. Undergraduate students must participate in at least one
Maymester term (or an equivalent study aboard) before graduation from Chatham. A supplemental calendar is
produced for the Summer Semester.

Academic Credit
A credit hour is the unit of academic credit for all courses. One credit hour is the equivalent of one semester hour.
Credit hour graduation requirements are specified by each degree program.

Academic Overload - Undergraduate
A schedule of more than 18 credit hours in any one semester is considered an academic overload. The
minimum load in Maymester is three credit hours, and the maximum load is five credit hours. To qualify
for an overload, a student must have a 3.0 cumulative Chatham GPA. Students who have a GPA below
3.0 must request permission for an academic overload from the academic advisor and the appropriate
academic dean. All students intending to take more than 18 credits in a single semester must complete an
academic overload request form available from the University Registrar. Enrolling for more than 21
credits is considered financial overload. Students on financial overload will be charged additional tuition
for every credit in excess of 21 credits at the University’s current per credit rate for undergraduate
students. Please see the tuition and fee schedule for the current academic year rates.

Academic Overload - Graduate
Unless otherwise specified, a student pursuing a graduate degree who is registered for more than 12 (19 for MPAS,
MSBIO, MOT, and DPT) credits in any one semester is considered to be on academic overload. To qualify for such
an overload, a student must be in good academic standing with a cumulative grade point average of 3.0 or above and
have signed approval from the Program Director and appropriate academic dean. Academic overload is determined
by the total number of credits for which a student is registered during one semester, irrespective of whether the
student is enrolled in a master’s program, integrated degree program, or dual master’s degree program.

Class Standing - Undergraduate
Class standing is determined by the number of credits earned at Chatham or transferred to Chatham.
- 0 – 14 credits  First-Semester, First-Year Student
- 15 – 29 credits  Second-Semester, First-Year Student
- 30 – 44 credits  First-Semester Sophomore
- 45 – 59 credits  Second-Semester Sophomore
- 60 – 74 credits  First-Semester Junior
- 75 – 89 credits  Second-Semester Junior
- 90 + credits  Senior
**Course Substitutions**
All students must fulfill the minimum program credit requirements. Substitutions for graduate courses can be considered via completion of a Course Substitution Form which is to be approved by the appropriate department chair or program director and academic dean. Substitutions for undergraduate courses can be considered via completion of a Course Substitution Form which is to be approved by the appropriate academic advisor and the department chair/program director.

**Dual Degrees/Integrated Degree Programs -Undergraduate**
Well-qualified students have the opportunity to earn a bachelor’s degree in the major of their choice along with a master’s degree at Chatham in as few as five years. Undergraduate students who expect to participate in an integrated degree program must complete all general education requirements for the baccalaureate degree as well as fulfill all prerequisites and/or competencies. Students may not begin taking graduate level courses for the integrated degree until they have been fully admitted into a graduate program. Students will not be enrolled in their graduate program until they have completed a minimum of 108 undergraduate credits, keeping in mind their remaining 12 credits of undergraduate coursework will count towards both degrees. It is the student’s responsibility to apply for degree conferral for their undergraduate degree during the semester in which he/she is completing the final 12 undergraduate credits, and this conferral must occur prior to their graduate conferral. These degrees will not be simultaneously awarded.

**Dual Degrees/Integrated Degree Programs -Graduate**
Students may enroll concurrently in two master’s programs or consecutively in multiple programs or certifications by separate application to each program based on the following guidelines:
Some graduate courses are equally applicable to two or more graduate programs. Chatham graduate students can apply relevant courses to two masters’ degrees under the following circumstances:

- Credits must be approved by the Director of the program where credits are being sought;
- Each student must complete at least 30 graduate credits that are unique to that program. In cases where a student is completing two master’s degrees that each require 30 credits for completion, a maximum of six credits may be counted toward both degrees.
- The program director accepting the credits must ensure that the program of study remains consistent with quality standards for that profession or discipline. In no circumstance will a program director permit acceptance of credits to compromise applicable licensure, certification, or accreditation standards.
- Students who have already earned a master’s degree from Chatham may apply credits toward a second master’s degree at Chatham according to the above guidelines only if they obtained the first degree within four years prior to the semester in which they begin their course of study for the second degree.
- Students may not enroll in more than two master’s degree programs simultaneously.
- Credits from one course may not be applied to more than two degrees. (Credits applied to both an undergraduate degree and graduate degree may not be applied to a second undergraduate or graduate degree).

**Graduate Courses for Undergraduate Credit**
Qualified, matriculated, undergraduate students with senior class standing not enrolled in an Integrated Degree Program may receive permission to take up to six credits of 500-level graduate courses relevant to their program of study. Students must receive permission from their undergraduate academic advisor, from the appropriate graduate program director, and from the appropriate academic dean. The student is expected to perform graduate-level work. These graduate credits count toward the undergraduate degree and may not be applied to a graduate degree or program.

Students enrolled in an Integrated Degree Program are permitted to take a maximum of 12 graduate level credits which may be counted towards both the undergraduate and graduate degrees simultaneously. A student will have to complete a Course Substitution Form to have these credits to count for a major requirement.
**Independent Study**
A student may register for only one independent project per semester. Independent study options are available in all academic programs. Credit values for independent study are one, two, three, or four credits. An application for an independent study must include a correctly labeled current syllabus. Additionally, the nature, frequency, mode and documentation of contact with the supervising faculty member should be explicitly defined, and the number of credit hours associated with the study should be justified.

**Independent Study - Undergraduate**
Up to 18 credits of independent study may count toward the 120 credits needed to graduate.

**Independent Study - Graduate**
Graduate independent studies may only be available and approved after a consultation with appropriate Program Director.

**Statute of Limitations**
Graduate Students enrolled in a graduate program are required to complete all degree requirements within five years for a two year program and within eight years for a four year or longer program after the date of first enrollment in the program. Students are advised to review their program handbook for additional polices regarding the statute of limitations. A student with extreme circumstances may submit a time sensitive statute of limitations appeal to the appropriate Program Director and faculty advisor. Extensions must be sought prior to the five- or eight-year limit expiration.

**Summer Study**
Many of the competency-based and prerequisite courses for graduate programs at Chatham are scheduled during summer semesters. Additionally most of the graduate programs at Chatham University are 12-month programs, with curricular progression designed to include summer studies.
Undergraduate Studies: General Education/Core Requirements and Program Options

Chatham’s undergraduate programs prepare students to excel in their professions and be engaged, environmentally responsible, globally conscious, life-long learners, and citizen leaders for democracy.

The curriculum is designed to develop students with:
- A strong grounding in the sciences and liberal arts;
- The ability to communicate effectively;
- Social consciousness;
- Awareness and understanding of the environment;
- Interest in public service;
- Understanding of and appreciation for international dynamics and cultural differences.

During the undergraduate program of study, students’ personal, professional, and leadership skills are developed to their fullest potential through internships, study abroad, service-learning and leadership training opportunities, and personal development seminars. The curriculum, delivered through coursework and a wide variety of academic experiences, as well as the co-curriculum delivered through programming through student life, athletics, and on-campus work experiences, contribute to an integrated and holistic learning experience.

Chatham Undergraduate College offers strong preparation for law school, medical school, and science-based graduate programs as well as the other graduate degree programs. Integrated degree programs allow students to enter the Chatham Undergraduate College and continue through to completion of a graduate degree through the Schools of the University. Chatham University welcomes international students from many areas of the world who enrich the experience for all. The University also welcomes transfer students from other institutions who decide to make Chatham their academic home.

Based on its unique heritage and the strengths and commitment of the Faculty and Staff, a Chatham education is supported by the institutional mission. These attributes are woven throughout the curriculum and are championed by our centers and institutes.
- International and Global Understanding
- Sustainability and the Environment
- Engagement and Responsibility

Undergraduate Procedures
Bachelor’s Degree Requirements

The Bachelor’s degree at Chatham may be earned by fulfilling the following requirements:
- The satisfactory completion a minimum of 120 credit hours.
- The completion of a minimum of 30 of their last 36 credits in residence at Chatham University.
- The satisfactory completion of 40 general education credits and all general education requirements;
- The satisfactory completion of an approved major; 50% of which must be completed at Chatham;
- The satisfactory completion of the Integrated Capstone seminar and six credits of designated writing-intensive courses in the major;
- A grade of C- or higher earned in all courses counting towards a major or minor;
- The satisfactory completion of the Chatham Plan Professional Edge, including an internship, as designated by your major;
- The satisfactory completion of at least one 3-credit Maymester course or Chatham Abroad or equivalent as determined by the university;
- The satisfactory completion of an Eden Hall Practicum;
- The satisfactory completion of an online class;
- A grade of C- or higher earned in all courses counting towards a major or minor;
- A cumulative grade point average (GPA) of 2.0 in all coursework;
• A student must earn a minimum GPA of 2.0 or above within their major program of study. Some programs may impose a higher minimum GPA per licensure and accreditation requirements.

**Integrative Capstone:** This course, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. The Integrative Capstone Manual, which discusses in-depth requirements, deadlines, and guidelines, is available on the Academic Affairs, Documents and Forms section of MyChatham. Each senior should have an individual copy of the manual readily available for their perusal.

**Chatham Field Experience:** Eligible Chatham students experience international study and travel as an integral part of their Chatham degree program. Studies students and work closely with faculty before, during and after the trip abroad.

**Maymester or Study Abroad:** Each May, faculty offer small classes of students innovative, interdisciplinary and experiential courses. These courses provide opportunities for students to explore areas of interest and focus on one topic for the three-week period. Before graduating, each student will have engaged in Maymester courses that provide intensive and highly-engaging learning experiences on campus and in experiential settings off campus.

**Chatham Plan Professional Edge:** Students explore professional careers related to their major or the preparations needed for graduate school. These seven credits include Professional Development Skills, Job Skills, Professional Development, and an internship as designated by the major. Transfer students who are exempted from SDE 101 (1 credit) must still complete the final six credits of the Chatham Plan Professional Edge. Three-credit graded internships, with a grade of C or better, may be considered for transfer credit. Internships graded on a pass-fail basis may be accepted after additional review. Under almost all circumstances, students will complete the 3-credits of Chatham Plan coursework at Chatham.

**Chatham Eden Hall Fields Practicum:** All Chatham students will have the opportunity to gain a hands-on, site-specific appreciation for the tenets of living sustainably in the modern world. These 1-credit experiences will utilize Chatham’s Eden Hall Campus, designed and constructed from the ground up as a living laboratory for exploring the rich complexity found at the interface of the natural and built environments. Each Chatham undergraduate will complete at least one of these courses before they graduate.

**Communicating Across the Curriculum:** Each student must complete 6 credits of writing-intensive coursework in their major. These courses feature a discussion of writing concurrent with its regular practice through coursework. Oral communication and informational literacy skills are embedded in each major. Ethics is also taught in communicating across the curriculum courses (information literacy) and in major courses.

**Second Degree**
Students who have already earned a bachelor’s degree from an accredited institution of higher education may complete a second bachelor’s degree at Chatham by fulfilling the following requirements:

• The satisfactory completion of an approved major in a field different from that of their first degree;
• The satisfactory completion of the integrative capstone;
• A grade of C- or higher earned in all major courses;
• A cumulative GPA of 2.0 in all course work;
• A student must earn a minimum GPA of 2.0 or above within their major program of study. Some programs may impose a higher minimum GPA per licensure and accreditation requirements. **Second degree students are exempt from general education and core requirements.**
General Education
Chatham University’s General Education curriculum provides courses that cumulatively impart the broad skills needed to be World Ready Students and immerse students in Chatham’s mission initiatives: Engagement and Responsibility, Sustainability and the Environment, and International and Global Understanding.

To be able to adapt to changing circumstances, students must be able to learn, investigate, analyze, and make reasonable and ethical choices. This is learned by building knowledge and skills in broad areas that will give students a basis of understanding that they will use to deal with problems and situations they encounter throughout their lives. Chatham’s General Education program teaches students to learn how to know when they need additional information; find and evaluate that information; assimilate the information within the context of a problem or situation; combine the information with other knowledge and perspectives; and act upon it in ways that are ethical and beneficial to the whole.

The following perspectives are reinforced throughout the General Education curriculum:
- The intellectual habits of writing, oral communication, information literacy, and online communication;
- Cross-disciplinary understanding as a foundation for collaborative work;
- Knowledge of women and men and their experiences and contributions;
- Knowledge of the natural environment, the principles of sustainability, and our place in its global ecosystems;
- A general understanding of and appreciation for international places, cultures, arts, and people that enrich our lives;
- Characteristics of a World Ready Student, including preparation for the workplace and the skills necessary to be a life-long learner.

Courses satisfying the general education requirement must be taken on a regular letter grade basis except in cases where pass/fail grading is the only option. If a student fails a general education course, he/she must retake and pass the course or an appropriate approved substitute.

The Pennsylvania Department of Education requires undergraduate students to complete a minimum of 40 credits of general education. Individual classes may satisfy only one general education requirement. No more than two classes may fulfill both a requirement in a major and a general education requirement. In interpreting this rule, a “science with lab” is considered one class even if the lab portion has its own course number.

First-Year Communication Seminar
ENG105: First-Year Communication Seminar- Dialogues: Identity & Values. This First Year fall course will share a common syllabus and meeting time to allow for shared speakers and activities. Texts will engage identity formation and values clarification, will employ active-learning pedagogy of discussion and debate, and will examine issues of race, gender, class, ethnicities, and systems of belief. Communication skills will include analytical writing, critical reading, oral presentation, critical listening, technology management, and information literacy. Supplemental Instruction will be required through the PACE Center for students who need additional support with writing skills beyond what is normally covered in the classroom. Students with transfer credits may meet the requirement for ENG105 with the transfer of a college-level composition course. Students may be required to complete another writing course based on a diagnostic writing exam required before matriculation.

Successful Transition to College
SDE 101 Strategies for Success in College. This courses provide first-year students with strategies necessary to transition successfully to the college environment. The course introduces students to the Chatham community, its culture, and its traditions. Additional topics relevant to the first-year experience are also considered. All first year students attending college for the first time will be enrolled. Gateway and transfer students with 12 or more credits are exempt from SDE 101.

Quantitative Reasoning
Quantitative reasoning courses are intended to help students develop their ability to understand information presented in mathematical terms and to use quantitative methods to answer questions and solve problems. Students
must complete a course on college algebra, statistics, or above. Transfer students may meet the quantitative reasoning requirement may with a Chatham course or other transfer course on college algebra statistics, or above.

**Breadth Courses**
The Chatham general education curriculum requires students to complete a minimum of one course (3-credits or greater) from each of the following four disciplinary perspectives in order to understand diverse ways of knowing and enhance cross-disciplinary understanding. For the purposes of general education, Chatham counts “science course with lab” as one course, even if the lab component has a different course number.

- Art course (ART, FDT, MUS)
- Humanities course (ENG, CST, LNG, PHI, REL, WST)
- Social Science course (ECN, HIS, POL, PSY, CRM, SWK)
- Science course with lab (BIO, CHM, PHY, ENV)

Transfer students may transfer approved courses in each breadth area or fulfill the requirement with approved Chatham courses. Equivalent courses for Art at other institutions include at least three credits in art, music, or theater courses. Equivalent courses for Humanities at other institutions include at least three credits in English, language, philosophy, or religion. Equivalent courses for Social Science at other institutions include at least three credits in economics, history, political science, psychology, or sociology. Equivalent courses for Science at other institutions are an approved science course with lab. Transfer courses for which there is no Chatham equivalent may still be accepted as satisfying the breadth requirement if they are from a discipline broadly associated with the liberal arts. Classes from professionally oriented disciplines cannot fulfill this general education requirement.

**Upper-level Elective Courses**
In addition to the breadth course described above, all Chatham students will demonstrate a depth of understanding by completing a minimum of 9 credits of upper-level (200-level or above) elective credits in disciplines outside of their major. All of Chatham’s upper-level electives are acceptable in this category. Chatham will accept transfer courses from all areas of study that meet these requirements.

**Mission-Related Courses**
The three primary themes of the University mission are **Engagement and Responsibility, Sustainability and the Environment, and Global and International Understanding**. The General Education program is designed to develop the skills and knowledge of these aspects of the mission. Students take a minimum of one 3-credit course from each of these mission-related areas. If a course is listed under two mission themes, it can only fulfill one theme course.

**Leadership and Personal Development**
Leadership and Personal Development courses include a specific focus on one or more aspects of physical activity, healthy lifestyles, civic and community engagement, local and international service and personal leadership development. Students are required to complete a minimum of two credits in designated Leadership and Personal Development courses. These may include Project Pericles and PLEN seminars. Chatham will accept a diverse array of transfer classes consistent with the spirit of the category. Courses graded on a pass/fail basis cannot be automatically accepted for transfer, and are subject to additional review.

**Academic Program Options**

**Program Major**
In addition to general education courses and electives that provide a foundation of skills, knowledge, and experiences, all undergraduate students are required to select a major (a program of courses providing an in-depth experience in an academic area). At their option, a student may pursue one or more minors. Other opportunities for concentrated study at both the undergraduate and post-baccalaureate levels include teacher certification and certificates. Each program determines the requirements for its major. At least 50% of the credits toward the major must be completed at Chatham and a grade of C- or higher must be earned in all major courses. A student must earn a G.P.A. of 2.0 or above within their major. Some programs may impose a higher minimum G.P.A. per licensure and accreditation requirements.

**Major Declaration**
Students may declare a major consistent with their catalog year and change to an academic advisor within that major at any point after admission. They must declare a major before the registration period at the end of their sophomore year. While students are free to change majors as they desire, repeated changes may delay graduation. The longer a student goes undeclared may cause financial aid eligibility issues. Students should consult with financial aid for more information concerning declaring a major.

Interdisciplinary Major
A major may be pursued through concentrated study in two related programs. Such a major consists of a minimum of eight courses in each of the two programs, exclusive of the integrated senior capstone. Individual programs require specific courses in fulfillment of the requirements. The capstone must integrate the subject matter of the two programs. Such a major must be approved by both programs and supported by a full-time faculty member who has agreed to advise the student and direct their program, particularly in the interrelations of the subjects to be studied. At least 50% of the credits toward the major must be completed at Chatham. A student must earn a G.P.A. of 2.0 or above within their major. Courses within the major with a recorded grade below C- must be repeated.
Students may select any two of the following interdisciplinary options: Biology, Business Accounting, Business Economics, Business Management, Business Marketing, Cultural Studies, English, History, International Business, Mathematics, Music, Political Science, and Psychology. Students wishing to do an interdisciplinary major in two business disciplines must follow the guidelines provided in this catalog under the Department of Business and Entrepreneurship.

Self-Designed Major
A major program also may be pursued through concentrated study of two or more disciplines bearing on a single concern, possibly in disciplines not usually considered related. The major may be built around a single topic. The self-designed major proposal must be submitted to and approved by a committee of three full-time faculty members in the disciplines most closely related to the proposed major; one member of this committee will serve as the student’s academic advisor. The student prepares a proposal for her major that must include, but is not limited to, a statement of educational goals, identification of learning outcomes, and a detailed plan of study including all courses that would apply to the major. The plan of study must adhere to the following guidelines: (1) the major consists of no fewer than 11 courses, including the integrated senior capstone (2) seven of the 11 courses must be at the 200-level or above; (3) at least two full-time semesters of academic work must be completed following the application and approval of the major. When the proposal has been approved, copies of the student’s proposal, signed by the members of her committee, are placed in the student’s permanent academic record and advising file. Any changes to the plan must be approved by the committee and updated in the student’s permanent academic record. At least 50% of the credits toward the self-designed major must be completed at Chatham and a grade of C- or higher must be earned in all major courses completed after spring 2011. A student must earn a G.P.A. of 2.0 or above within their major.

Double Major
A student may earn a Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Interior Architecture, Bachelor of Science, or Bachelor of Social Work degree with a double major by fulfilling the major course requirements of two majors, the general education requirements of the primary School, and one integrated senior capstone, with a maximum of eight credits that may fulfill degree requirements for both majors. If the two majors are for different degrees, then the student must choose between the B.A., B.F.A., B.I.A, B.S. or B.S.W. degrees. A single senior capstone must integrate the subject matter of the two programs. Double majors must be approved by both programs and must be supported by a faculty member who has agreed to advise the student and direct his/her program, particularly in the interrelation of the subjects to be studied. At least 50% of the credits toward each major must be completed at Chatham and a grade of C- or higher must be earned in all major courses completed after spring 2011. A student must earn a G.P.A. of 2.0 or above within each major.

Double Degree
Chatham University offers the following degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Interior Architecture, Bachelor of Science, or Bachelor of Social Work. A student may earn two Chatham degrees concurrently by completing all the degree requirements specified by the School along with all the requirements for a second major, including a second senior capstone, with no courses fulfilling requirements for both degrees. A student must take an additional 45 credits, for a total of 165 credits. At least 50% of the credits toward the second major must be completed at Chatham and a grade of C- or higher
must be earned in all major courses completed after spring 2011. A student must earn a G.P.A. of 2.0 or above within each major.

**Program Minor**

Such a minor consists of a minimum of five courses as designated by the program or department. No more than two courses may be double counted toward a minor and a major. Internships and independent studies may be a part of the requirements. There are no capstone requirements for the minor. At least 50% of the credits toward the program minor must be taken at Chatham and a grade of C- or higher must be earned in all minor courses completed after spring. A student must earn a G.P.A. of 2.0 or above within the minor.

**Integrated Degree Program**

Well-qualified Chatham students have the opportunity to earn a bachelor’s degree along with a related master’s degree at Chatham University in as little as five years. Please see the LINK Integrated Degree Program in admission’s section of the catalog for the specific requirements.

**Three-Year Undergraduate Program in Interior Architecture**

Chatham’s three-year Bachelors of Interior Architecture degree prepares students for a career in interior design. The curriculum includes 120 semester credits of general education requirements, foundation courses in interior architecture, and electives, without summer study. Students completing the three-year bachelor’s program may continue their studies at Chatham and pursue the Master of Science in Interior Architecture degree. This degree can be completed in one year thereby providing students with the opportunity to earn a bachelor’s and master’s degree in four years. IAR students must earn a C or better in all required IAR courses.

**Chatham Scholars Program**

Chatham Scholars is designed to provide a program of academic enrichment. Students will take two designated First-Year Scholars courses and a 1-credit Dialogues course in their first year, and then choose two 3-credit, value-added, seminar courses during their sophomore and junior years. Designated disciplinary seminars under the rubrics of Dialogues, Intellectual Traditions, and Faculty Seminars are designed to challenge and engage students with exceptional academic and leadership potential. These additional credits will be thematic in focus, will be modeled on a seminar format, and will offer inquiry on topics of special interest. Students who satisfy the Scholars’ course requirements and maintain a minimum 3.0 GPA will receive recognition that they have completed Chatham Scholars on their university transcript.

**The Gateway Program**

The Chatham University Gateway Program is designed to provide academic enrichment and intellectual growth to adult learners. Gateway students are offered the opportunity for assessment of prior learning which can be used to save time and money in the pursuit of their educational goals. SDE 136– Wellness for Gateway Students, is specifically designed for Chatham’s adult learners to foster intellectual, financial, physical and social wellness as they become acclimated to Chatham University’s academic and co-curricular offerings.

**Summer Study**

Summer classes at Chatham University are open to students matriculating at Chatham or at other institutions of higher education, students entering college, non-degree seeking students, and accelerated high school students. Courses are typically available online.

Chatham students can also petition the appropriate academic dean for permission to register for courses at another accredited institution during the summer. Students should complete a “Study at Another Institution Application” form available in the University Registrar’s Office. If approved, students may register for courses at another accredited institution and pay that institution’s tuition charges. After final grades are awarded, the student must submit to the University Registrar an official transcript showing the course and final grade. After review, credits for approved courses will transfer to Chatham, but the grades will not.

**Teacher Certification**

Chatham prepares undergraduate and graduate students for certification in five areas: early elementary (N-4), secondary (7-12), art (K-12), and environmental (K-12). In addition, certification in special education (K-12) is
available at the graduate level through the Master of Arts in Teaching. Certification in music (K-12) is available through Carnegie Mellon University. The curriculum for each area of certification is designed specifically to prepare the student to be successful at the appropriate level.

As part of the coursework for each undergraduate education class, a student is required to complete a field placement, spending two-and-one-half to three hours per week, for approximately 12 weeks, in actual classroom settings to observe or demonstrate the techniques covered in the Chatham class.

In addition to field placements, the student is required to complete a student teaching assignment at the appropriate level under the supervision of a master teacher and a Chatham faculty member. Student teaching is a 14-week assignment. The time spent in student teaching affords on-the-job experience to practice and demonstrate what has been learned through coursework, as well as to develop an effective individual teaching style.

To be admitted to student teaching, candidates must successfully complete the three PAPA Pearson pre-professional exams that are part of the Teacher Certification Process. Undergraduate students must also apply to the Teacher Certification Program upon completion of 48 credit hours as well as successfully passing the three PRAXIS pre-professional tests.

As the student nears completion of the certification course requirements, important information regarding the Commonwealth of Pennsylvania requirements will be made available.

Collaborative Programs
Carnegie Mellon University and Duquesne University- See page 28
Music Education, Teacher Training, Physics, and Law
Transfer of Credit and Prior Learning Assessment

Transfer of Credit - Undergraduate
Prior to matriculation, students are expected to provide official transcripts and any other supporting documentation. Chatham University will review all official college transcripts for undergraduate transfer credit upon admission. The admission’s counselor will facilitate the process and the transcripts will be evaluated by an academic affairs designee. Students will receive an official transfer credit evaluation indicating which credits will transfer into the intended degree program. A student will have no more than 14 days to appeal transfer of credit decision in writing to the admissions department.

Chatham University requires undergraduate students to complete a minimum of 40 credits of general education as specified by the Pennsylvania Department of Education.

Students transferring to the University who have completed 40 credits of general education at an accredited institution of higher learning will be considered to have completed their general education requirements. Students who transfer to the University without a complete general education curriculum may still be able to reduce their Chatham general education requirements. While the intention of the University is to make the transfer process as easy and as transparent as possible, in some instances it may be necessary for a student to demonstrate that a particular transfer course satisfies Chatham’s general education learning outcomes.

All potential transfer credit in progress or completed prior to acceptance to Chatham must be submitted to the University before the student begins courses. This requirement includes all Advanced Placement and International Baccalaureate courses. All official transcripts will be evaluated on an individual basis.

College-level courses that have reasonable equivalents in the identified program curriculum and in which the student earned a C or better are eligible for transfer. Courses taken as pass/fail will only be considered for credit if it can be verified that a pass grade corresponds with a grade of C or better. A maximum of 90 semester-hour transfer credits will be awarded. All transfer credit used towards a major or minor requirements must have been earned within 10 years of the matriculation date. No more than 50 percent of the credits required in the selected major or minor may be earned through transfer credit.

Transfer of Credit - Graduate
Chatham University will not typically accept credits in transfer that were completed more than 5 years prior to admission to a graduate program at Chatham University. However, students may submit an appeal to their Program Director if they believe it is warranted.

A maximum of 20% of a graduate program required credits may be transferred into most graduate programs of study either from internal programs (if the student is enrolled in only one graduate program) or non-Chatham-based graduate programs. Requests for transfer credits must be made prior to enrollment.

Pittsburgh Consortium for Higher Education
In consultation with the faculty advisor, students may cross-register for a maximum of 6 credits while enrolled in their graduate or undergraduate programs by completing the appropriate Pittsburgh Consortium for Higher Education (PCHE) forms. This option is available to full-time graduate and undergraduate students enrolled in fall and spring semesters and is designed to enhance the student’s educational experience broadly through the use of local institutional resources. Additional information on cross-registration may be obtained from the University Registrar’s office.
Prior Learning Assessment (PLA) Program -

Undergraduate
Chatham University recognizes that life learning may provide a knowledge base equivalent to college-level learning outcomes. Degree-seeking students therefore have an opportunity to be awarded academic credit for post-secondary knowledge gained prior to matriculating at Chatham University. Knowledge gained from employment, job training, independent study, open courseware, volunteer and civic duties, military service, and travel are just some examples to contemplate when considering opportunities to earn credit through prior learning assessment. Moreover, PLA credit may be earned through credit by examination or portfolio development, a process that includes written narratives along with documentation detailing how one’s life learning meets the learning outcomes of select Chatham courses. Students interested in applying for PLA credit may do so under the direction of the Director of Academic Support and Prior Learning Assessment.

Degree-seeking Chatham undergraduate students may earn a maximum of 60 PLA credits. No more than 50% of credit-by-examination, portfolio, and transfer credits may be applied towards the major or minor. The remaining 50% must be completed at Chatham. Students may additionally earn PLA credit towards Chatham University’s General Education requirements as well as electives. As many as 6 credits earned through the portfolio development program may count towards Chatham University’s residency requirement. Each academic program determines the number of PLA credits which may count towards a major. PLA credit may not be granted for Physical Education (PED) or Student Development (SDE) courses. Additional courses may also be exempt. Please inquire with Office of Academic Support and PLA for a complete list of exempt courses. Fees for credit earned through PLA are charged at a significantly reduced rate relative to Chatham's University undergraduate per-credit tuition rates.

Credit by Examination:
A student may earn credit for a course by demonstrating superior achievement in a special written or oral examination. A student may not receive credit by examination for a course:

- which the student has failed
- for which the student has already received credit
- for which the student is presently registered after the add-drop period

The following parameters are applied to Chatham University’s Credit by Examination (CBE) program:

a. Students who have participated in Advanced Placement (AP) program courses of the College Entrance Examination Board are encouraged to take the Advanced Placement examinations. Chatham University grants course credit for scores of 3, 4, or 5 on these examinations per specific requirements established for each exam. AP Exam credit will be awarded as transfer credit. A maximum of 30 credits will be accepted from AP exam scores. Chatham University’s AP score requirements are available in the Office of Academic Support and Prior Learning Assessment.

b. Students who have participated in Cambridge International Examinations (CIE) A Level exams may be awarded transfer credit by attaining established scores. Chatham University’s CIE A Level score requirements are available in the Office of Academic Support and Prior Learning Assessment.

c. Students with the International Baccalaureate (IB) diploma and a score of 30 or higher will be granted 30 credits and sophomore standing. This credit will apply toward a student’s degree and will exempt that student from the first-year courses (First-year Writing Seminar, Strategies for Success in College), one global mission requirement, one humanities requirement, and one wellness requirement, unless placement tests determine that any first-year requirements remain. Based on the grades in individual subject examinations, additional credit may be applied toward other general education, major, and minor requirements.

For students who complete an IB diploma with a score of 29 or below and students who did not complete a diploma, 6 credits will be given for each higher-level examination with a score of 5 or above. This credit will apply toward a student’s degree and, in some cases, toward major, minor, and general education requirements. A score of 4 at the higher level will not result in a transfer of credits.
but may result in advanced placement as determined by a departmental review. Credit will not be given and exemptions will not be made for standard-level examinations.

d. Credit will be awarded to students earning a passing score on College Level Examination Progress (CLEP) exams. Chatham University’s CLEP score requirements are available in the Office of Academic Support and Prior Learning Assessment.

e. Credit will be awarded to students earning a passing score DSST exams. Chatham University’s DSST score requirements are available in the Office Academic Support and of Prior Learning Assessment.

f. Credit will be awarded to students who earn a passing score on Excelsior Exams.

g. Credit will be awarded per the ACE Military Guide.

h. Institutional credit will be awarded to undergraduate students earning a score of 70 and above on a challenge exam. Additional processing and posting fees apply to challenge exams.

To take an examination, a qualified student must pay testing and application fees, and have the permission of the Director of Academic Support and PLA. When a student successfully passes an exam, the course is added student’s transcript. Please note that CBE credit does not count towards Chatham University’s residency requirements.

Credit by Portfolio Development:
Specifically designed for Gateway and transfer students, Chatham University’s Portfolio Development Program is intended to assist students in identifying areas of college-level learning by utilizing course-specific learning outcomes that correspond to targeted Chatham courses. Eligible students must seek approval of the Office of Academic Support and Prior Learning Assessment to pursue portfolio development credit. Students applying for portfolio assessment are enrolled in a portfolio development course that guides students through the portfolio development process.

Once the portfolio is complete, faculty members in the appropriate disciplines evaluate each portfolio narrative and determine if credit should be awarded for each narrative. Portfolio credits are awarded only to satisfy existing course outcomes, and all outcomes within a course must be satisfied to earn credit for the course. No partial credit for a course will be awarded. As per Chatham University policy, there is no guarantee that credits attempted will result in credits awarded. A student who does not agree with the results of an assessment may request a meeting with the Director of Academic Support and PLA and the academic advisor to review the assessor’s comments. A second review by the appropriate academic dean may be requested; however, the submission of additional course materials at the time of the second review is not permitted.

Graduate Courses for Undergraduate Credit
Qualified, matriculated, undergraduate students not enrolled in the Five-Year Master’s Program may receive permission to take up to six (6) credits of graduate-level courses relevant to their program of study. Students must have senior status and must receive a recommendation from their undergraduate academic advisor and permission from the graduate program director. The student is expected to perform graduate-level work. These graduate level credits count toward the undergraduate degree and may not be applied to a future graduate degree or program.

Prior Learning Assessment (PLA) Program-

Graduate
Degree-seeking Chatham University graduate students may earn no more than 20% of their degree requirements through the use of PLA or transfer courses. PLA credit may be awarded either through the development of a
portfolio or by attaining a passing score on a challenge exam. All requests for PLA credit must be made in writing to the appropriate program director. Credit may only be awarded for learning acquired prior to matriculation. Per each program director, PLA may be unavailable or restricted. Please consult with each program director or the Director of Academic Support and PLA for a complete list of approved courses.

Any PLA credit assessed will incur a fee in the amount of 50% of the graduate per-credit tuition rate plus college fee. Students will be billed at the time that credit is awarded. The awarding of credit for prior learning occurs upon review of a successful portfolio or other appropriate means and does not coincide with the scheduled offering of a course.
Advising

Undergraduate Advising

Advising Mission
The objectives of Chatham University's academic advising program are to help advisees identify and achieve their academic goals, to promote their intellectual discovery, and to encourage students to take advantage of both in-and out-of class opportunities in order to become engaged, environmentally responsible, globally conscious, life-long learners and decision makers. To this end, the advising program strives to meet the following goals:

- To assist each student in the consideration and clarification of educational, career, and life goals
- To assist each student in developing an educational plan and selection of courses consistent with the student's goals and objectives
- To provide accurate information about institutional policies, procedures, resources, and programs in-and out-of the classroom.
- To assist each student in evaluation of progress toward established goals and educational plans
- To assist each student in the development of decision-making skills
- To empower and encourage students to be self-directed and life-long learners

Advising Assignment Policies
Initial advising assignments are based on the student’s expressed interest area. Advisors work intensely with their advisees throughout the first year, helping them to clarify and identify their interests, values, and goals. Advisors also provide information about University requirements and help students adjust to college-level academic expectations.

Students may declare a major and change to a major advisor at any point after matriculation. They must declare a major before the registration period at the end of their sophomore year. While students may change majors, repeated changes may delay graduation.

Pre-professional Advising
All pre-professional students, regardless of academic field, receive guidance and assistance throughout their academic careers. The University advises students on courses of study, provides information on professional school admissions tests and requirements, and assists with the application process. Resources about the application process are available through the Career Development office. In addition, a student who intends to enter graduate school in the medical or health sciences should work closely with the pre-health advisor as well as with her academic advisor. A student who indicates an intention to apply for law school admission should work closely with the faculty pre-law advisor as well as with her academic advisor.

Graduate Advising
All new graduate students are assigned to a faculty advisor in their programs. Each program's curriculum implies the need for a conscientious program of academic advising. The responsibility for designing a program of study rests finally with the student. Faculty guidance can make important contributions to the student’s process of setting and implementing educational and professional aims. Above all, the faculty advisor can be expected to offer information on the intellectual resources of the College, careful analysis of the student’s course of study, and perspective with regard to the student’s academic future.
Academic Support Services

Disability Support Services
The Americans with Disabilities Act Amended of 2008 (ADA-AA) prohibits discrimination based on disability in all student practices and requires reasonable accommodation for such disabilities. Chatham University’s policy for disabilities complies fully with the requirements of the ADA-AA and addresses requests for reasonable accommodations of a disability.

Students who are disabled and need accommodations should register with the Chatham University PACE Center (Programs for Academic Access, Confidence, and Excellence). The PACE Center is located on the third floor of the Jennie King Mellon Library, and may also be reached at pace@chatham.edu and 412-365-1523.

Each student registering with the PACE Center will be scheduled for a confidential appointment with a PACE staff member to discuss the student’s disability and needs. Together, student and staff member will review documentation, discuss the impact of the disability, review accommodations that have been helpful in the past, and determine reasonable accommodations that can be implemented at Chatham University. Some examples of accommodations provided for students with disabilities include: distraction-limited testing; peer note-takers; alternate format texts; Kurzweil reading system; Braille embossing; Inspiration software; and other assistive technology. PACE professional staff also offer academic coaching and mentoring, and are committed to providing students with disabilities access to Chatham’s educational programs and services.

Accommodations are renewable at the beginning of each new term, as requested by the student. This dialogue between the student and the PACE staff member will continue throughout the student’s enrollment at Chatham in order to assess effectiveness and make adjustments when necessary.

PACE Center - Programs for Academic Access, Confidence and Excellence
The University’s PACE Center, including the programs for Programs for Academic Access, Confidence and Excellence, is located on the third floor of the Jennie King Mellon Library. PACE offers students a comprehensive approach to academic support that is designed to maximize each student’s academic success at the University. Planned collaboratively with University faculty and students, PACE Center programs enhance and support Chatham’s curriculum. Services include: academic coaching, peer tutoring, professional writing specialist; graduate writing mentors; supplemental instruction; Transitions course; skill-building workshops; and services for students with disabilities.

Academic Support Services
Chatham students wishing to strengthen their academic skills are encouraged to participate in PACE Center educational enrichment opportunities. These services are available to all students, regardless of major, year, or academic circumstance.

- **Academic coaching** sessions are designed to help students strengthen their academic performance by building confidence and skills. Sessions are all tailored to individual needs and typically address concerns such as: planning a schedule and managing time; studying for and taking tests; reading textbooks; taking good notes; and controlling procrastination.
- **Peer tutoring** is available for many Chatham courses, and students are eligible to receive up to two hours of tutoring per course per week at no charge. Peer tutors are recommended by faculty and receive ongoing training and support from PACE professional staff.
- The University **Writing Specialist** meets with Chatham students one-on-one to address their writing process issues and concerns. Together, they review papers and reports prior to submission.
- **Graduate Writing Mentors** offer special assistance and support to first-year writers enrolled in First-Year Seminars. Through weekly, one-on-one meetings, students address writing challenges and polish academic writing skills.
- **Supplemental Instruction** is a specialized form of academic support that focuses on both course content and learning strategies. It is made available in selected courses such as biology, chemistry, economics, mathematics, and others. Supplemental instruction sessions may be attended regularly or on a drop-in basis and are held at scheduled times throughout the semester.
**Transitions: Essential Skills for Academic Achievement @ Chatham** is a one-credit course that teaches metacognitive skills in the context of a student’s first term courses at Chatham. The Transitions curriculum is based on best practices and adopts a hands-on approach to academic skill-building.

- **The Academic Skill-Building Workshops** are held in fall and spring at scheduled times and locations. Workshops cover topics important to all students, such as goal setting, study skills, stress management, and time management, in a relaxed group setting.

**The Jennie King Mellon Library**
The Jennie King Mellon Library serves the Chatham community as a primary research, study, and resource center. Students may access the library’s collections through any internet accessible computer. The collection includes over 100,000 volumes, more than 289,000 periodical titles, most of which are available online, and over 60 electronic databases. Chatham students also have access to the vast collections of regional and national colleges and universities through the library’s participation in resource sharing consortia.

The library offers a wide variety of information and instructional services, including virtual reference service, individual research consultations, database searching workshops, and course-related instruction. All of which is aimed at teaching students to become scholars and skilled at locating, evaluating, and using information in all formats. Professional librarians are available all hours the library is open to answer questions, help with research papers or projects, and show users how to find and use library and other information sources.

**Technology Resources**
A primary mission of the Chatham University Information Technology Services department is to provide students with the technology resources and services to prepare them with the necessary skills to succeed in whatever path they choose.

ITS supports several public computing spaces on campus, including a 24-hour lab with both Mac and PC computers. The 24-hour lab is located on the first floor of the JKM Library and can be accessed using a valid Chatham ID from the lobby of the Library.

All residence hall rooms, classrooms, campus building, faculty, and administrative offices have Internet and wireless connectivity. Students who live in on-campus residence halls and apartments may bring their personal computers and mobile devices to Helpdesk for assistance with campus network and the Internet services.

As a part of a campus wide one-to-one program, all incoming first-year students receive a laptop, which they will own upon graduation. Use of the laptop is integrated into the University curriculum and enables students to access the Chatham network via wireless access throughout the campus.

The ITS department is located in basement of the Jennie King Mellon Library and the Helpdesk is located in Woodland Hall on the Shadyside campus. Helpdesk also has locations at Eastside in Rm. 219 and Eden Hall. All Helpdesk requests should be made to [http://services.chatham.edu](http://services.chatham.edu) or by calling 412-365-1112.

**Carriage House Children’s Center, Inc.**
In the spring of 2004, Chatham University reestablished a partnership with the Carriage House Children’s Center, Inc. (CHCC). CHCC was originally located on campus and in 1986 moved to its present location at 5604 Solway Street, only a short walk from Chatham. CHCC provides quality education and childcare for children ages six weeks through kindergarten, as well as an after-school program. CHCC serves as a laboratory school for Chatham University programs that center on early childhood education and development. Students are encouraged to consult with the appropriate education and psychology faculty or staff to learn about the many opportunities for Chatham students to become involved at CHCC.

**Career Development**
Our mission in Career Development is to support and educate students and alumni as they explore, discover, and build their place in the world. Using our Four Phases to Your Future guide, Career Development advisors provide one-on-one consulting to assist students in developing an achievable plan for career exploration, experiential learning, and goal attainment. We encourage all students to access our programs and services beginning with their first semester on campus. In addition to highly personalized career consulting, we manage the University Internship Program [http://careers.chatham.edu/internships](http://careers.chatham.edu/internships) and the Student Employment Program [http://careers.chatham.edu/studentemployment](http://careers.chatham.edu/studentemployment). Make an appointment today at www.careers.chatham.edu or visit our offices for a drop in appointment.
ChathamCareerLink is the portal to your future. Log in with your MyChatham credentials to find volunteer, internship, student employment and career opportunities.

**Internship Program – Academic Credit**

All undergraduates are required to earn three academic credits through one or more internships that are related to their majors or career interests. Some majors require students to earn more than three credits. Check with your academic advisor for guidance.

For internship program requirements, please refer to:

- **Thinking of Doing an Internship for Credit?** on myChatham/Documents and Forms/Career Development.
- **Visit our website at** [http://careers.chatham.edu/internships](http://careers.chatham.edu/internships)

**Career Preparation**

Career Development offers a highly experiential Career Preparation course for students planning to seek employment or internships. Students in this course will have the opportunity to network with professionals, attend an Etiquette dinner, develop an “elevator” speech, update their resume and cover letter, conduct informational interviews, and practice their interviewing skills through a mock interview.
Outreach Centers

The Center for Women’s Entrepreneurship at Chatham University

The Center for Women’s Entrepreneurship at Chatham University creates economic opportunities for women through entrepreneurial education and training, mentoring, and networking. Building on Chatham University's tradition of educating women for 145 years, the Center for Women's Entrepreneurship at Chatham University has provided quality education and training for women entrepreneurs for the past ten years.

The Center offers a membership program for women business owners and executives who benefit from free legal, website, social media, accounting and business consulting; exclusive networking opportunities and coffee hours; member-only pricing; and free attendance to Center events. The Center’s networking programming includes a monthly Women Business Leaders Breakfast Series, which features prominent regional women business leaders speaking on a variety of progressive business topics. Casual networking and a continental breakfast precede engaging and interactive presentations on topics essential for women in business such as innovative entrepreneurship, strategic business growth, unique marketing strategies, and logistical business planning. The Center also hosts an annual Think Big Forum, which features regional and national speakers on a theme of importance to women entrepreneurs and women in business.

The Center’s entrepreneurial training programs and business growth programming include Small Business Basics, a half-day interactive workshop designed for women considering becoming entrepreneurs; the MyBusiness Startup program, a multi-week business plan feasibility course to assist women starting their own businesses in strategizing and developing a business and financial plan; the MyBusiness Growth training program, which includes sessions for women looking to strategically grow a current business; the MyBoard program, which provides an advisory board to women in established growth businesses; and the MyConsulting Corner program, which pairs groups of students with women business owners to work on specific research and strategy projects for the business under the guidance of an Executive-in-Residence.

The Center also operates a Business and Entrepreneurship Club, which engages with students interested in entrepreneurship as a career choice or academically and provides students with opportunities to network with the greater Pittsburgh community through exceptional on and off-campus educational opportunities at reduced or no cost.

Pennsylvania Center for Women and Politics

The Pennsylvania Center for Women and Politics (PCWP) at Chatham University is a non-partisan center devoted to fostering women's public leadership through education, empowerment, and action on campus, in the region and across the Commonwealth.

The first to focus on women's political involvement in Pennsylvania, the Center integrates disciplinary knowledge, civic education, and capacity building while examining the intersection of women and public policy. The Center conducts candidate trainings, offers educational programs in applied politics, and provides timely analysis on women's issues. The Center is also home to the University's membership in Project Pericles - a select group of liberal arts colleges and universities that have made institutional commitments to promoting participatory citizenship and social responsibility.

The Center’s activities include:

- Public leadership seminars and pre-law programs for college women;
- Ready to Run(tm), a bi-partisan candidate training;
- NEW Leadership(tm) Pennsylvania – a public leadership training program for college women throughout Pennsylvania;
- Elsie Hillman Chair in Women & Politics — an annual public lecture by a notable political leader and/or scholar;
- Volunteer and internship connections;
- Scholarly lectures;
- Experiential learning opportunities across PA and in Washington DC; and,
• Data collection about women in Pennsylvania politics.

For more information or to participate in Center activities, contact the executive director at 412-365-1878 or visit www.chatham.edu/pcwp.

Public Leadership Education Network (PLEN)
The Public Leadership Education Network (PLEN) is a consortium of women’s colleges working together to educate women for public leadership. As a member of PLEN, Chatham University affords students the opportunity to join women students from across the country to learn about the public policy process. Each year, PLEN brings hundreds of women students from colleges and universities across the country to Washington, D.C. They experience first-hand how public policy is shaped and implemented at the national level. They are better prepared to become the next generation of public policy decision makers.

Students meet with and learn from female leaders making and influencing public policy at the highest levels in Congress, the courts, federal agencies, the private sector, policy research and advocacy organizations, and the media. These women leaders serve as teachers as well as mentors. Students and schools report this experience is invaluable More information about PLEN can be obtained from the Pennsylvania Center for Women and Politics in Braun Hall.

Office of Sustainability
Chatham University’s Office Sustainability is the administrative home of all campus sustainability projects. This office works to initiate change on campus with the hopes of moving Chatham to carbon neutrality.

Chatham was listed at #47 on the Princeton Review Green School list. Events often include recycle Mania and Round up for Green in the Anderson Dining Hall and Rachel’s café. Follow their blog to become involved with these initiatives: http://blogs.chatham.edu/chathamsustain/

The Women’s Institute
Chatham University was founded in 1869 when lack of access to higher education for women was a pressing social concern. While access to higher education in the United States is not as pressing an issue for the majority of women today, women still face social inequality and challenges on many fronts, including in the workforce and business, in politics and government, and in health professions at the leadership level.

In keeping with Chatham University’s leadership and historic commitment to women’s education and women’s issues, Chatham established the Chatham University Women’s Institute in 2014. The mission of the Institute is to help overcome and eradicate the social inequalities facing women, and to advance women’s excellence through education, research and outreach in areas of modern-day social concerns. Its purpose on campus is to ensure the thoughtful continuation of the resources Chatham has – and will continue to have – in enhancing education for women and gender equality in all aspects of campus curriculum and campus life.

The Women’s Institute will help support and coordinate Chatham’s existing Center for Women’s Entrepreneurship and Pennsylvania Center for Women and Politics, and Chatham’s Women and Gender Studies Department as well as provide a range of activities and opportunities for students, faculty, alumnae, and the community.
Office of International Affairs

Chatham University believes that providing students with a strong global perspective is critical as the world becomes ever more technologically and economically interconnected. Our commitment to internationalizing the campus has an across-the-curriculum approach, which provides curricular and co-curricular experiences on campus and abroad and involves all students regardless of major and all faculties regardless of discipline or teaching area.

As the center for Chatham’s international activities, the Office of International Affairs (OIA) provides learning opportunities and services that foster cross-cultural awareness, facilitate intercultural communication, and enhance knowledge of world cultures and societies.

The role of the OIA is to:
- Develop and promote opportunities for students, faculty, and administrators to study and/or serve abroad
- Create and promote student and faculty international exchanges
- Develop and maintain links with partner institutions abroad
- Administer Chatham Field Experiences
- Support the recruitment and retention of international students and scholars
- Provide ESL instruction and services to non-degree and degree-seeking students
- Promote Chatham University’s international studies programs and Global Certificate
- Promote the internationalization of the curriculum
- Assist faculty in their internationalization efforts
- Organize or assist with the organization of the Global Focus program and other co-curricular programs
- Coordinate international fellowship and scholarship opportunities

Study Abroad
Interested students are encouraged to search programs and submit the online Chatham application (http://chatham.abroadoffice.net/index.html) well in advance of the deadlines required by the chosen programs, but no later than April 15 for programs that begin in the fall of the next academic year; October 31 for programs that begin in the spring; and March 31 for summer programs. Further information and the Chatham study abroad application forms are available from the Office of International Affairs.

Chatham Field Experiences
Chatham Field Experiences are academic courses abroad focused on interdisciplinary topics, which are taught by Chatham faculty during the Maymester or summer terms. Field Experiences are preceded by a required pre-course in the spring term. The courses, topics, and destinations vary from year to year, depending on faculty interests and experiences, the global economy, and current global political situations.

Exchange Programs
Students on exchange programs pay tuition and applicable fees to Chatham University and then study without paying tuition at the partner university. Some exchange programs are for semester or yearlong study and others permit summer study. Some exchange programs include tuition, room and board and other exchange programs only include tuition. Generally, participants must have completed one year of study at Chatham, hold a 3.0 GPA, and be in good academic and disciplinary standing to participate.

Direct Enroll Programs
Students on direct enroll programs pay tuition and applicable fees to Chatham's partner university abroad. Some direct enroll programs are for semester or yearlong study and others permit summer study. In most cases, federal financial aid applies toward the cost of these programs. Generally, participants must have completed one year of study at Chatham and be in good academic and disciplinary standing to participate.
Third Party Programs
Students can study in nearly any country for credit in approved programs for any term, including Maymester, summer, or the full academic year. A student’s eligibility to apply for and enroll in a specific program is determined by the organization offering the program. The program of study must be conducted by an accredited U.S. college or university or by a recognized foreign institution.

International Student and Scholar Services
International Student and Scholar Services (ISSS) monitors institutional compliance with federal regulations pertaining to non-immigrant visas. With international students from more than 25 countries as well as faculty and staff from around the world, Chatham is a diverse and stimulating community at provides penal attention to its students. ISSS guides students and scholars by:
- Clarifying university and immigration policies and procedures
- Developing opportunities to engage with American populations
- Helping maintain legal status in the U.S.
- Assisting with religious, housing and dining concerns
- Developing intercultural programs and activities

Global Focus
The award winning Global Focus program seeks to instill global competence in Chatham students by leading a campus-wide initiative focused on a specific country or region of the world over the course of an academic year through the curriculum, films, lectures, performances and cuisine. The program also promotes cross-cultural understanding by forging connections with off-campus international initiatives in the greater Pittsburgh area and beyond.

English Language Program
The mission of Chatham English Language Program (ELP) is to provide high quality instruction and services in English as a Second Language (ESL) to Chatham undergraduate and graduate students and individuals who wish to improve their English proficiency for academic, professional, and social purposes.
Functions:
- provide intensive ESL instruction to non-native speakers of English
- provide customized language and cultural programs and professional English language programs to overseas and local institutions, businesses, and communities
- offer credit courses in English for Academic Purposes
- provide ESL services including one-on-one tutoring, a conversation partner program, a conversation hours program, and ESL assessment for non-native English speaking students at Chatham University
- advise the University on ESL-related issues

100-Level Credit Courses
Nonnative English speaking undergraduate and graduate students may take a combination of English for Academic Purposes (EAP) courses at the 100-level and academic courses in the first year. These courses allow undergraduate students to earn credits towards their degree and meet General Education requirements at Chatham. New students take a placement test and are advised to take some of the EAP courses during their first year. Students who would like to get an early start for their academic year in the fall may enroll in the summer terms offered by the ELP.

Part-Time Program
Part-time students take 2-3 courses a session at different levels from basic to advanced.

Custom Programs
Custom English language and culture programs are offered to overseas and local institutions, businesses and communities as needed.
COURSE INFORMATION

BASIC LEVEL
Basic students take 4 courses: Listening/Speaking, Writing, Reading, and Grammar. These courses focus on developing their communicative competence by connecting form, meaning, and use. In addition to classroom instruction, students participate in out-of-class activities such as conversation hours, international parties, cultural exchanges, and excursions. Upon satisfactory completion of the Basic level, students can progress to the Low Intermediate level.

BASIC A
ELP 011 Basic Listening and Speaking A (2 credits)
This basic level listening and speaking course focuses on developing the students’ abilities to communicate in very simple tasks requiring a direct exchange of information and describe very simple topics that include personal interests, background, routine, and the immediate environment.

ELP 012 Basic Reading A (2 credits)
This basic level reading course focuses on developing the students’ abilities to read simple texts on familiar topics.

ELP 013 Basic Writing A (2 credits)
This basic level writing course focuses on developing the students’ abilities to write comprehensible sentences on familiar topics.

ELP 014 Basic Grammar A (1 credit)
This basic level grammar course provides explicit instruction and practice of basic grammatical elements and structures, including nouns and adverbs, tenses, and time and reason clauses.

BASIC B
ELP 016 Basic Listening and Speaking B (2 credits)
This basic level listening and speaking course continues to develop students’ abilities to communicate in simple tasks requiring a direct exchange of information, and describe familiar topics that include personal interests, background, routine, and the immediate environment.

ELP 017 Basic Reading B (2 credits)
This basic level reading course continues to develop students’ abilities to read simple texts on a variety of familiar topics.

ELP 018 Basic Writing B (2 credits)
This basic level writing course focuses on continuing to develop the students’ abilities to write comprehensible sentences on familiar topics.

ELP 019 Basic Grammar B (1 credit)
This basic level grammar course offers further explicit instruction and practice of basic grammatical elements and structures, including parts of speech, tenses, prepositions, and time and reason clauses.

LOW INTERMEDIATE
At the Low Intermediate level, students will take courses in Reading, Writing, Listening/Speaking, and Grammar. Language courses at this level are designed to develop students’ social interactions and start developing their academic English knowledge and skills. In addition to classroom instruction, students participate in out-of-class activities such as conversation hours, international parties, cultural exchanges, and excursions. Upon satisfactory completion of the Low Intermediate level, students can progress to the Intermediate level.

LOW INTERMEDIATE A
ELP 031 Low Intermediate Listening and Speaking A (2 credits)
This low-intermediate listening and speaking course was designed to develop the students’ abilities to communicate in simple tasks requiring a direct exchange of information and to participate in discussions in the classroom context. The course also focuses on developing listening comprehension skills and strategies as well as everyday and academic vocabulary.

ELP 032 Low Intermediate Reading A (2 credits)
This low intermediate level reading course is designed to develop students’ skills in reading simple academic and literary texts. The focus is on developing their abilities to identify main ideas and details by answering a variety of
question types. The course also focuses on increasing high frequency and academic vocabulary as well as sentence structures.

**ELP 033 Low Intermediate Writing A (2 credits)**
This low intermediate writing course is designed to develop students’ abilities to write well-developed and fairly well-organized texts on familiar topics. The course introduces different writing process strategies and expands students’ knowledge and use of vocabulary, grammar, syntax, and paragraph structure.

**ELP 034 Low Intermediate Grammar A (1 credit)**
This low intermediate level grammar course develops learners’ ability to understand the meaning and use of new grammatical forms to plan and assess their spoken and written output.

**LOW INTERMEDIATE B**

**ELP 036 Low Intermediate Listening and Speaking B (2 credits)**
This low intermediate level listening and speaking course is designed to continue to develop the students’ abilities to communicate in simple tasks requiring a direct exchange of information and to participate in discussions and presentations in the classroom context. The course also focuses on developing listening comprehension skills and strategies as well as everyday and academic vocabulary.

**ELP 037 Low Intermediate Reading B (2 credits)**
This low intermediate level reading course is designed to continue developing students’ skills in reading simple factual and literary texts. Students continue developing abilities to identify main ideas and details by answering a variety of question types. The course also focuses on developing high frequency and academic vocabulary as well as sentence structures.

**ELP 038 Low Intermediate Writing B (2 credits)**
This low intermediate writing course is designed to continue developing students’ abilities to write well-developed, well-organized, and cohesive texts on familiar topics. The course expands on the different writing process strategies and expands students’ knowledge and use of vocabulary, grammar, syntax, and paragraph structure.

**ELP 039 Low Intermediate Grammar B (1 credit)**
This low intermediate level grammar course continues to develop learners’ ability to understand the meaning and use of new grammatical forms in simple listening and reading texts.

**INTERMEDIATE**
At the Intermediate level, students will take courses in Reading, Writing, Listening and Speaking, and Grammar. Language courses at this level are designed to develop students’ academic English knowledge and skills. In addition to classroom instruction, students participate in out-of-the-class activities such as conversation hours, international parties, cultural exchanges, and excursions. Upon satisfactory completion of the Intermediate level, students can progress to the High Intermediate level.

**INTERMEDIATE A**

**ELP 051 Intermediate Listening and Speaking A (2 credits)**
This intermediate level listening and speaking course is designed to develop students’ knowledge and skills in academic interactions such as lectures, classroom discussions, and presentations in the classroom context. The course also focuses on developing students’ listening comprehension skills and strategies, note-taking skills, and building general and academic vocabulary, as well as improving their cohesion, coherence, and clarity of speech.

**ELP 052 Intermediate Reading A (2 credits)**
This intermediate level reading course develops students’ skills in reading a variety of academic and literary texts. The focus is on developing students’ abilities to identify the main ideas and supporting details in the reading texts and use the information in responses to readings and classroom discussions. The course also focuses on expanding students’ academic vocabulary.

**ELP 053 Intermediate Writing A (2 credits)**
This intermediate level writing course is designed to develop students’ abilities to write well-developed, well-organized and cohesive essays on personal and academic topics. The course introduces different strategies in the writing process and expands students’ knowledge and use of vocabulary, sentence structures, and organization.

**ELP 054 Intermediate Grammar A (1 credit)**
This intermediate level grammar course develops learners’ ability to notice and understand the meaning and use of new grammatical forms in intermediate level listening and reading texts; use new grammatical forms in speaking and writing with improved accuracy; and plan, monitor, and assess their spoken and written output.
INTERMEDIATE B

ELP 056 Intermediate Listening and Speaking B (2 credits)
This intermediate level listening and speaking course continues to develop students’ knowledge and skills in academic interactions such as lectures, classroom discussions, and presentations in the classroom context. The course also focuses on developing students’ listening comprehension skills and strategies, note-taking skills, and building general and academic vocabulary. Additionally, the course aims to improve their cohesion, coherence, and clarity of speech.

ELP 057 Intermediate Reading B (2 credits)
This intermediate level reading course continues to develop students’ skills in reading a variety of academic and literary texts. The focus is on developing students’ abilities to identify the main ideas and supporting details in the reading texts and use the information in responses to readings and classroom discussions. The course also focuses on expanding students’ academic vocabulary.

ELP 058 Intermediate Writing B (2 credits)
This intermediate level writing course continues to develop students’ abilities to write well-developed, well-organized and cohesive essays on personal and academic topics. The course introduces different strategies in the writing process and expands students’ knowledge and use of vocabulary, sentence structures, and rhetorical patterns.

ELP 059 Intermediate Grammar B (1 credit)
This intermediate level grammar course continues to develop learners’ ability to notice and understand the meaning and use of new grammatical forms in intermediate level listening and reading texts; use new grammatical forms in speaking and writing with improved accuracy; and plan, monitor, and assess their spoken and written output.

HIGH INTERMEDIATE

At the high intermediate levels, rigorous English courses in academic writing, academic listening and speaking, grammar, and content-based reading courses prepare students for the English they will encounter in their academic courses and campus life in a 4-year college or university in the United States. After successfully completing the High Intermediate level, students are ready to start undergraduate coursework.

HIGH INTERMEDIATE A

ELP 073 High Inter Writing A (2 credits)
This high intermediate course was designed to develop students’ writing abilities to write well-developed, well-organized, and clear argumentative essays on a general or academic topic.

ELI 071 High Inter L/S A (2 credits)
This high intermediate course was designed to develop students’ abilities to listen to short authentic academic talks. It also aims to develop their abilities to participate in classroom discussion and presentations.

ELP 074 High Inter Grammar A (1 credit)
This high intermediate grammar course was designed to develop students’ ability to make grammar choices in writing. It focuses on giving students corrective feedback on their writings, addressing common errors among second language writers, teaching self-editing skills, and introducing certain grammatical features useful for various academic writing tasks.

ELP 072 U.S. Culture (2 credits)
This course introduces students to various topics related to U.S. culture, values, traditions, and ways of life through readings, discussion, and reflection on experiences.

HIGH INTERMEDIATE B

ELP 078 High Inter Writing B (2 credits)
This high intermediate course is designed to continue developing students’ abilities to write well-developed, well-organized, and clear argumentative essays on general or academic topics.

ELP 076 High Inter L/S B (2 credits)
This high intermediate course was designed to continue to develop students’ abilities to listen to short authentic academic talks. It also aims to develop their abilities to participate in classroom discussion and presentations.

ELP 079 High Inter Grammar B (1 credit)
Course description: This high intermediate grammar course was designed to develop students’ ability to make grammar choices in writing. It focuses on giving students corrective feedback on their writings, addressing common errors among second language writers, teaching students self-editing skills, and introducing certain grammatical features useful for various academic writing tasks.

ELP 077 U.S. Culture and Pittsburgh (2 credits)
U.S. Culture-Pittsburgh is a course of study that will acquaint each student with historical and cultural information about the City of Pittsburgh. It will also allow students to participate in and enjoy cultural experiences that are uniquely “Pittsburgh.”

ADVANCED
At the advanced levels, rigorous English courses in composition, communication, grammar, and content-based reading courses prepare students for the English they will encounter in their academic courses and campus life in a 4-year college or university. These courses also develop academic skills and content knowledge at the introductory college level. Full-time language learners are required to take a composition course, a communication course, and reading content-based course. They are allowed to choose 2 out of other elective courses offered. Students only need to complete one session in order to graduate from the Advanced level. After successfully completing the advanced level, students are ready to start their undergraduate or graduate coursework.

SESSION A
ELI 104 Academic Composition (3 credits, counts towards Humanities or Global in the General Education Curriculum)
This writing course is designed to develop the reading, writing, and research skills necessary for university study. Students will learn to read critically for meaning as they identify the arguments and main ideas of assigned readings and then write their own essays in response. As academic writers, they will learn important composing strategies: forming a thesis, organizing an argument, using examples and quotations in support, developing analysis and synthesis of ideas, and addressing an audience. Through the process of scholarly research, students will locate and incorporate sources and use APA documentation in writing an extended, organized research paper. Writing will be approached as a process of drafting, revising, and editing. The course will also address vocabulary and grammar regularly.

ELI 108 Academic Communication (3 credits, counts towards Humanities or Global in the General Education Curriculum)
This advanced level course was designed to develop students’ abilities to comprehend, summarize, and discuss academic lectures and academic presentations. Students will also develop their presentation skills as well as their accuracy and clarity of speech.

ELI 190 U.S. Culture and Cinema (3 credits, counts towards Humanities or Global in the General Education Curriculum)
American Culture/American Cinema is a course of study that allows the students to reflect on the cultural history and topics related to American cinema. It presents basic concepts in such a way as to encourage discussion of films. Detailed discussion of six genres (Melodrama, the Silent Film, Comedy, The Musical, The War Film, and The Western) focus on the point at which each had the greatest impact on the industry, film aesthetics, and the broader American culture.

ELP 103 Grammar for Academic Writing A (1 credit)
This advanced grammar course was designed to develop students’ ability to make grammar choices in writing, with the focus on writing styles and mechanics specified in the latest guidelines from APA.

ELP 122 American Literature A (1 credit)
American Literature A is a survey of contemporary American fiction, and all of the readings will be in the form of short stories. Students will learn to identify literary elements of fiction that help readers identify author purpose, audience, and cultural significance. Students will also be expected to write short response papers that discuss these literary elements in selected stories and to attend at least one literary event.

ELP 123 Topics in U.S. Education (1 credit)
Students will examine topics centered on the roles of teachers, students, schools, and the U.S. education system in past and contemporary society. An overview of selected issues in education will be analyzed via multiple modes of learning and synthesis. This course also focuses on developing students’ reading synthesizing and critical thinking skills. Course curriculum will also include current events in U.S. education reform, informative and critical documentaries examining issues in education, and a panel of key players from the field of education.

ELP 124 Sustainability and the Environment (1 credit)
This course is an introduction to ecological and environmental concepts, especially those that relate to planetary systems, climate and climate change.

ELP 125 American History A (1 credit)
The course is a general survey of American History. Students will begin with a short introduction of the Americas and then to the American Revolution. Students will learn and become familiar with plantation slavery, the industrial boom
in the U.S., and the rise of the new era and modern ways, ending with the Cold War. Students will also learn how to develop discussion and seminar type skills by participating in discussions throughout class.

**ELP 121 U.S. Culture and Music (1 credit)**
This course introduces students to the fundamentals of music and music history by exploring American popular (pop) music of the 20th century. Students will utilize a synthesis of academic reading, writing, speaking and listening skills in order to learn and analyze cultural, social and political trends of 20th century America through the context of popular music, which ranges from Jazz to Bluegrass.

**SESSION B**

**ELI 112 Research Papers (3 credits, counts towards Humanities or Global in the General Education Curriculum)**
This advanced writing course was designed to continue to develop students’ knowledge and skills in writing research papers. Students will develop their abilities to do library research and primary research and write a well-organized report on their research.

**ELI 110 Academic Lectures (3 credits, counts towards Humanities or Global in the General Education Curriculum)**
This advanced communication course was designed to develop students’ abilities to comprehend, summarize, and discuss academic lectures and academic presentations. Students will also develop their presentation skills, as well as their accuracy and clarity of speech.

**ELI 192 Readings in Language and Culture (3 credits, counts towards Humanities or Global in the General Education Curriculum)**
Readings in Language and Culture is a course of study that introduces students to various topics in language and culture, including the relationship among culture, communication, context, and power; cultural identities; intercultural communication; and U.S. values, traditions, and customs. Students will have opportunities to do intensive and extensive reading, discuss the content of the reading, relate what they read to their experiences, and compare different aspects of U.S. culture with their own.

**ELP 113 Grammar for Academic Writing (1 credit)**
This advanced grammar course was designed to develop students’ ability to make grammar choices in writing with the focus on writing styles and mechanics specified in the latest guidelines from APA.

**ELP 132 American Literature B (1 credit)**
This high-intermediate level literature course is a survey of classic and contemporary American creative nonfiction, from the classical rhetoric of presidents to the genre-bending forms of today. At the end of the semester, students will help select readings/writers to be included in the reading list for the next semester.

**ELP 135 American History B (1 credit)**
The course is a general survey of American History. Students will begin with a short introduction of the Americas and then to the American Revolution. Students will learn and become familiar with plantation slavery, the industrial boom in the U.S., and the rise of the new era and modern ways, ending with the Cold War. Students will also learn how to develop discussion and seminar type skills by participating in discussions throughout class.
Office of Student Affairs
An important aspect of a Chatham education is the learning that takes place outside the classroom. Complementing the academic curriculum is a comprehensive program of activities and services that supports each student’s personal, social, and intellectual growth. Participation in these programs not only strengthens and adds balance to the academic program, but also promotes interaction among students, faculty, staff, and the surrounding community.
Being a Chatham student, whether enrolled as an undergraduate or in a graduate program, means being an active, involved member of the community, now and in the future. Students are urged to become involved in at least one major activity in each year. At Chatham, all activities are easily available to all students, and opportunities for leadership abound.

Vision Statement
Student Affairs will be a model division characterized by student centered and innovative programs that exceed students’ expectations while increasing student retention.

Mission Statement
Our mission is to work in a collaborative spirit with the campus community to encourage the learning and success of all Chatham University students through student-centered values, actions and outcomes.

Central Office of Student Affairs
Woodland Hall, First Floor; (412) 365-1286, osa@chatham.edu
The Division of Student Affairs coordinates all co-curricular aspects of both undergraduate and graduate student life. The Vice President for Student Affairs and Dean of Students and staff of the division are available for confidential discussions about personal matters and to provide guidance to individual students in identifying, articulating, and resolving problems. The division is comprised of five major departments, including the central office, that provide services to students.

The Office of Student Affairs recognizes the need to support the growth and development of wellness and balance in the lives of our students while simultaneously enriching their educational experience. For more in-depth information on any of the following offices or to learn more about the co-curricular experiences and opportunities we offer, please stop by the central office of Student Affairs or consult your student handbook.

Varsity Athletics – Division III
Athletic and Fitness Center; (412) 365-1519, athletics@chatham.edu
Chatham is a member of the NCAA Division III and sponsors fourteen intercollegiate sports for undergraduate students.

Office of Career Development
Dilworth Hall, First Floor; (412) 365-1209, careers@chatham.edu
The Office of Career Development is here to help you on your journey to becoming world ready. From student employment and internship opportunities to one-on-one career advising and the professional mentorship program, they are eager to help you develop and reach your goals.

Office of Residence Life and Student Activities
Woodland Hall, First Floor; (412) 365-1518, residencelife@chatham.edu
Carriage House, Second Floor; (412) 365-2990, studentactivities@chatham.edu
Campus events and housing can be a central part of your college experience. The Office of Residence Life and Student Activities coordinate a myriad of co-curricular programs, activities and services for all students.

Student Health and Wellness
Athletic and Fitness Center; (412) 365-1625
Counseling Services: Woodland Hall, Ground Floor; (412) 365-2973
Student Health Services: Woodland Hall, Ground Floor; (412) 365-1714
This department is comprised of three offices working in tandem to safeguard your physical and emotional wellness.
Service-Learning and Community Service
Service-Learning and Community Service are integral parts of student life at Chatham. Resources include information on local, national, and international volunteering sites; “Year of Service” opportunities such as Americorps, the Peace Corps, and Teach for America; and contacts for the off-campus community service Federal Student Employment Program. Email careers@chatham.edu for additional information about service opportunities. There are also many ongoing service opportunities at Chatham, including seasonal blood drives, various food and clothing drives, and Alternative Spring Break trip. Students may also get involved in community service through Chatham student organizations or apply to be a part of the Bonner Leader service leadership program. Chatham sponsors special Community Service events throughout the academic year, such as the Day of Service, Volunteer and Community Awareness Fair, and service in honor of the Martin Luther King, Jr. holiday. Chatham University is a certifying organization for the President’s Volunteer Service Award program which recognizes individuals, families, and groups who by their demonstrated commitment and example; inspire others to engage in volunteer service. Volunteers are recognized for their service at campus events including Closing Convocation and the Valuing our Volunteers event. Service is also an increasingly integral part of the academic life of the campus, as a growing number of faculty weave service into the fabric of the classroom. Many Chatham courses include a service component to combine practical learning experiences and research with opportunities for meaningful reflection.
School of Arts, Science, and Business

Arts

Design
- Interdisciplinary Design Degree- MA
- Interdisciplinary Design Degree- MFA

Interior Architecture
- Interior Architecture-BIA
- Interior Architecture-MIA
- Interior Architecture-MSIA

Media Art
- Media Arts: Film & Digital Technology-BA
- Media Arts: Graphic Design-BA
- Media Arts: Photography- BA
  - Minors: Film and Digital Technology, Photography, Graphic Design
- Film & Digital Technology- MFA

Music
- Music- BA

Visual Arts
- Arts Management- BA
- Concentration- Visual Arts, Media Arts, Music, or Dance (Pittsburgh Ballet Theater Program)
- Visual Arts: Art History- BA
- Visual Arts: Studio Arts-BA
  - Minor: Art Museum Studies, Art History, Studio Arts
- Visual Arts Education K-12 - Teaching Certification
School of Arts, Science, and Business

Humanities

Communication

Communication- BA
Concentrations: Human Communication, Public Relations, Journalism or Graphic Design

Minors: Journalism, Public Relations, Graphic Design

Communication- MA
Concentrations: Environmental, Health or Strategic

Cultural Studies

Cultural Studies- BA
Minor: African American Studies

English

Creative Writing-BFA

English-BA
Minor: Creative Writing, Professional Writing, and Writing

Minors: English, Environmental Writing

Creative Writing- MFA
Integrated 5 year BFA/MFA in Creative Writing
Integrated 5 year BA/MAT Program in Teaching
Concentrations: Genre, Dual Genre, Food Writing, Nature Writing, Literary Publishing, Teaching of Writing, Travel Writing

Professional Writing-MPW
Concentrations: Web Content Development or Technical Writing

Women’s and Gender Studies

Women’s and Gender Studies-BA
Minor: Women’s and Gender Studies
School of Arts, Science, and Business

Social Science

Education

Early Elementary Education-BA
Infant Toddler Development-BA
K-12 Teaching-Certification
Art Education
Secondary Ed- Certification (discipline specific)
Education Teaching-MAT (Pre K-4, Middle Level 4-8, Secondary, Art)
Special Education-MEd (Pre K-8 or 7-12)

History, Political Science and International Studies

History-BA
Minor: History
International Studies-BA

Concentrations: Asia, Africa, Europe, Latin America or Middle East
International Certificates: Asia, Africa, Europe, Latin American or Middle East*

*Students who are majoring in other subjects may earn an international regional certificate by taking the courses required for one of the regional concentrations described above.

Policy Studies- BA
Political Science-BA
Minors: Political Science, Pre-law

Psychology

Psychology-BA
Minor: Psychology

Social Work and Criminology

Criminology-BA
Social Services Administration-BA
Social Work-BSW
Minors: Criminology, Social Service Administration
School of Arts, Science, and Business

Science

Biochemistry-BA/BS
Biology-BA/BS
  Tracks: Human Biology, Environmental Science, Cell & Molecular Biology
  Minor: Botany, Biology
Chemistry-BA/BS
  Minor: Chemistry
Exercise Science-BS in conjunction with School of Health Sciences

Interdisciplinary Health Sciences

  Health Science and Biology-BS in conjunction with School of Health Sciences
  Health Science and Exercise Science-BS in conjunction with School of Health Sciences
  Health Science and Psychology-BA in conjunction with School of Health Sciences

Mathematics- BA/BS
  Minor: Mathematics

Physics- BA/BS
Biology-MS
Green Chemistry-MSc
School of Arts, Science, and Business

Business

Accounting- BA
Business Administration (completer)-BA
Economics-BA
Healthcare and Business Management (completer)-BA
International Business-BA
Management-BA
Management Information Systems-BA
Marketing-BA

Minors: Accounting, Applied Management, Business, Economics, Management Information Systems, Marketing

Accounting-MAcc
Business Administration-MBA


Sustainability & Business Administration- MSUS-MBA In conjunction with Fall School of Sustainability

Additional Options

Intradiciplinary Major: major is in two business disciplines
Interdisciplinary Major: major in a business area and a non-business discipline
School of Arts Science and Business (SASB)

Darlene Motley, Ph.D., Dean

Prajna Parasher, Ph.D.,
Department Chair/Program Director- Arts, Communication, and Design, Professor of Film and Digital Technology

Michael Boyd, D.M.A., Assistant Professor of Music

David Burke, M.F.A., Assistant Professor of Graphic Design

Elisabeth Roark, Ph.D., Associate Professor of Art

Kristen Shaeffer, M.F.A., Broadcast Studio Manager and Instructor of Film and Digital Technology

Corey Escoto, M.F.A., Assistant Professor of Visual Arts, Studio

Thelma Lazo-Flores, Ph.D.,
Department Chair/Program Director- Interior Architecture/Landscape Architecture, Assistant Professor of Interior Architecture

William Biss, M.A., Assistant Professor of Interior Architecture

Gregory Galford, M.A., Assistant Professor of Interior Architecture

Kristin Harty, Ph.D.,
Department Chair/Program Director- Education, Associate Professor of Education

Tracy Bartel, Ph.D., Assistant Professor of Education

Tyree Good, Ed.D., Assistant Professor of Education

Martha Hildebrandt, Ph.D., Assistant Professor of Education

Lou Martin, Ph.D.,
Department Chair- History, Political Science, and International Studies, Assistant Professor of History

Dana Brown, Ph.D., Executive Director, PCWP, and Assistant Professor of Political Science

Marie Connolly, Ph.D., Professor of Economics

Karen Kingsbury, Ph.D., Professor of International Studies

Charlotte Lott, Ph.D., Associate Professor of Economics

David Rossbach, Ph.D., Assistant Professor of Political Science

Jean-Jacques Sene, Ph.D., Associate Professor of History

Jennie Sweet-Cushman, Ph.D., Assistant Professor of Political Science
Prajna Parasher, Ph.D.,
Department Chair/ Program Director- Humanities, Professor of Film and Digital Technology

Katherine Cruger, Ph.D.,
Department Chair/Program Director- Professional Writing, Assistant Professor of Communication

Lynne Dickson Bruckner, Ph.D., Coordinator of Women and Gender Studies, Professor of English

Karen Kingsbury, Ph.D., Professor of International Studies

William E. Lenz, Ph.D., Professor of English

Heather McNaughter, Ph.D., Associate Professor of English

Marc Nieson, M.F.A., Assistant Professor of English

Sandra M. Sterner, M.F.A., Lecturer in English

Carrie Tippen, Ph.D., Assistant Professor of English

Anissa Wardi, Ph.D., Professor of English

Jesse Ramey, Ph.D., Associate Professor Gender and Women’s Studies

Sheryl St. Germain, Ph.D.,
Program Director- MFA Creative Writing, Professor of English

Sheila Squillante, M.F.A.,
Associate Director MFA Creative Writing, Assistant Professor,

Heather McNaugher, Ph.D., Associate Professor of English

Marc Nieson, M.F.A., Assistant Professor of English

Joseph Wister, Ph.D.,
Department Chair- Psychology Associate Professor of Psychology

Nichole Bayliss, Ph.D., Assistant Professor of Criminology, Psychology and Social Work

Monica Riordan, Ph.D., Assistant Professor of Psychology

Margaret Stubbs, Ph.D., Professor of Psychology

Deborah Rubin, Ph.D.,
Department Chair- Social Work and Criminology, Associate Professor of Social Work

Nichole Bayliss, Ph.D., Assistant Professor of Criminology and Psychology

Melissa Bell, Ph.D., Associate Professor of Social Work

Christine Sarteschi, Ph.D., Assistant Professor of Social Work and Criminology
Lisa Lambert, Ph.D.,
Department Chair/Program Director - Science, Professor of Biology

Ali Abdulrahman, Ph.D., Assistant Professor of Biology
Pierette Appasamy, Ph.D., Assistant Professor of Biology
Ethan Block, Ph.D., Assistant Professor of Biology
Andres Carrillo, Ph.D., Assistant Professor of Exercise Science
John Dube, Ph.D., Assistant Professor of Biology
Sherie Edenborn, Ph.D., Assistant Professor of Microbiology
David Fraser, Ph.D., Assistant Professor of Biology
Erin Marie Williams-Hatala, Ph.D., Assistant Professor of Biology
Martha Hildebrandt, Ph.D., Assistant Professor of Mathematics Education
Linda Johnson, Ph.D., Assistant Professor of Biology
Robert Lettan, Ph.D., Assistant Professor of Chemistry
Joseph MacNeil, Ph.D., Associate Professor of Chemistry
Daniel Matthews, Ph.D., Assistant Professor of Physics
Nataliya Myshakina, Ph.D., Assistant Professor of Chemistry
Edward Ryan, Ph.D., Assistant Professor of Exercise Science
Aaron Trout, Ph.D., Associate Professor of Mathematics
Larry Viehland, Ph.D., Professor of Chemistry

Tingting (Rachel) Chung, Ph.D.,
Department Chair/Program Director - Business and Entrepreneurship, Assistant Professor of Business

Marie Connolly, Ph.D., Professor of Economics
Deborah DeLong, Ph.D., Assistant Professor of Marketing
Daniel Hackett, M.B.A., Assistant Professor of Accounting
Stephan Liozu, Ph.D., Assistant Professor of Management and Strategy
Charlotte Lott, Ph.D., Associate Professor Economics
School of Arts, Science, and Business

Art

Design

Interdisciplinary Design Degree - MA
Interdisciplinary Design Degree - MFA

Interdisciplinary Design Degree (MA/MFA)

The M.A. in Interdisciplinary Design is a three semester, 30 credit hour program that can be completed in one year. Students who wish to earn the M.F.A. in Interdisciplinary Design can continue for an additional year (36 credit hours). Our program is unique in that it builds upon designers’ traditional design skills by deepening students' experiences in traditional visual communication (branding, packaging, typography) while introducing them to eMerging specialized fields of sustainable green design, film and video, and interactive design. Students develop design foundations, a knowledge of communication methodologies, design praxis, and problem solving techniques. These communication systems are modified and adapted to varying forms of media – from print, video to the web – so that students may become flexible and responsible designers working within a rapidly shifting global culture. Graduates will be prepared to work in design industries as well as bring these skills to associated venues. Courses are offered on a rotating basis.

MA Curriculum:
30 credits

Communication
VCD 510: Branding
VCD 520: Typography
VCD 530: Print
VCD 540: History of Communication Design

Film & Digital Technology
FDT 550: Media Project I: Digital Video Production
FDT 571: eMerging Media I: (Web: code + aesthetics)
FDT 650: Media Project II – Advanced Digital Video Production
FDT 671: eMerging Media II (Web II: Dreamweaver/Javascript

Technology Workshops*
FDT 510: Adobe Illustrator
FDT 530: Adobe InDesign
FDT 520: Adobe Photoshop
FDT 500: Final Cut Pro

*Optional training for Adobe and Apple software programs

Interior Architecture
IAR 520: Interior Architecture I

Thesis Interdisciplinary
VCD 590: MA Thesis: Interdisciplinary Design Applied Project

MFA Curriculum:
36 credits

Visual Communication Design
VCD 620: Digital Illustration Methods
VCD 610: Sustainable Graphic Design
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>VCD 630:</td>
<td>Information Design</td>
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<td>VCD 650:</td>
<td>Portfolio (Maymester)</td>
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<td>VCD 660:</td>
<td>Internship/Practicum OR</td>
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<td>VCD 670:</td>
<td>Package Design</td>
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**Film & Digital Technology**

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<tr>
<td>FDT 563:</td>
<td>Media Context 1 – Global Visual Culture</td>
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<tr>
<td>FDT 571:</td>
<td>eMerging Media III: Interactive Design Fundamental</td>
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<tr>
<td>FDT 675:</td>
<td>Media Project III: Advanced Sound and Recording and Editing</td>
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<tr>
<td>FDT 676:</td>
<td>Media Project IV: Visual Effects and Animation Modes</td>
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<tr>
<td>LAR 520:</td>
<td>Environmental Signage and Urbanscapes</td>
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**Interdisciplinary Thesis**

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<tr>
<td>VCD 680:</td>
<td>Interdisciplinary Design: Research and Critical Frameworks</td>
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<tr>
<td>VCD 690:</td>
<td>MFA Thesis: Interdisciplinary Design Applied Project</td>
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School of Arts, Science, and Business

Art

Interior Architecture

Interior Architecture-BIA
Minors: Interior Architecture Foundations, Interior Architecture Graphics,
Interior Architecture Systems, Interior Architecture Theory

Interior Architecture-MIA
Interior Architecture-MSIA

Bachelor of Interior Architecture Program (BIA)
The three year Bachelor of Interior Architecture is a Council for Interior Design Accreditation (CIDA) accredited first professional interior design program consisting of 120 credits. The curriculum includes foundation courses in interior architecture, a dynamic studio sequence, an internship, electives, and an integrative capstone. The Bachelor of Interior Architecture prepares students for practice in an interior design or architecture firm.

At the completion of IAR 225 Interior Architecture II, students participate in a mandatory Portfolio Review. This review provides students with an opportunity to elicit feedback from faculty on their progress mid-way through the program.

Interior Architecture students must take six credits each Maymester. If a student is unable to take six credits during a given Maymester, they must either complete the credits during a summer term or the Maymester before graduation. Because of the technical requirements needed to run drafting and presentation software programs, students in the BIA program will receive special laptops on a University leasing program. At the end of a student’s three-years, or if the student leaves the university, one has the option to purchase the computer for the amount remaining on the lease.

Students in the BIA program will have an opportunity to participate in the Falling water semester. Typically offered in the second year of study, students have a unique opportunity to explore, study and experience Frank Lloyd Wright’s masterpiece. (Semester fee applies).

Major Requirements:
27 courses, including:
IAR 105 Environment & Behavior (3)
IAR 202 Theory of Interior Architecture Studio (3)
IAR 210 Drafting & Graphics Studio (3)
IAR 215 Digital Drawing (3)
IAR 218 Building Codes (3)
IAR 219 Drawing and Model Making Studio (3)
IAR 220 Interior Architecture I (3)
IAR 225 Interior Architecture II (3)
IAR 230 Interior Materials (3)
IAR 231 Green and Sustainable Design (3)
IAR 232 Color & Textiles (3)
IAR 235 Construction Methods (3)
IAR 257 20th- and 21st-Century Architecture (3)
IAR 259 History of Interior Architecture: Prehistory to the 19th Century (3)
IAR 310  Advanced Computer Applications in Interior Architecture (3)
IAR 315  Construction Documents Studio (3)
IAR 316  Visual Communication Studio (3)
IAR 320  Interior Architecture III (3)
IAR 325  Interior Architecture IV (3)
IAR 330  Building Systems (3)
IAR 335  Lighting & Acoustics Studio (3)
INT IAR 301  Internship (1)
INT IAR 302  Internship (2)
INT IAR 303  Internship (3)
IAR 441  Environmental/Sustainable Community Service (1)
IAR 442  Environmental/Sustainable Community Service (2)
IAR 443  Environmental/Sustainable Community Service (3)
IAR 445  Professional Practice (3)
IAR 497  Immersive Design Research (3)
IAR 490  Integrative Capstone (3)
ENG 355  Advanced Writing and Stylistics (3)
IAR 213  Special Topics in Interior Architecture (3)

3 courses (9 credits) from any program

**Interior Architecture Minors**

**Interior Architecture Foundation Minor Requirements:**
Choose 6 from the following courses:
IAR 105  Environment & Behavior (3)
IAR 202  Theory of Interior Architecture Studio (3)*
IAR 210  Drafting & Graphics Studio (3)
IAR 215  Digital Drawing (3)*
IAR 219  Drawing and Model Making Studio (3)
IAR 220  Interior Architecture I (3)*
IAR 230  Interior Materials (3)
IAR 232  Color & Textiles (3)
IAR 235  Construction Methods (3)*
*With pre-requisites.

**Interior Architecture Graphics Minor Requirements:**
Choose 6 from the following courses:
IAR 210  Drafting & Graphics Studio (3)
IAR 215  Digital Drawing (3)*
IAR 218  Building Codes (3)*
IAR 219  Drawing and Model Making Studio (3)
IAR 230  Interior Materials (3)
IAR 231  Green and Sustainable Design (3)
IAR 232  Color & Textiles (3)
IAR 235  Construction Methods (3)*
IAR 310  Advanced Computer Applications in Interior Architecture (3)*
*With pre-requisites.
**Interior Architecture Systems Minor Requirements:**
Choose 6 from the following courses:
- IAR 105 Environment & Behavior (3)
- IAR 210 Drafting & Graphics Studio (3)
- IAR 215 Digital Drawing (3)*
- IAR 218 Building Codes (3)*
- IAR 230 Interior Materials (3)
- IAR 231 Green and Sustainable Design (3)
- IAR 235 Construction Methods (3)*
- IAR 310 Advanced Computer Applications in Interior Architecture (3)*
- IAR 330 Building Systems (3)*
- IAR 335 Lighting & Acoustics Studio (3)*
*With pre-requisites.

**Interior Architecture Theory Minor Requirements:**
- IAR 105 Environment & Behavior (3)
- IAR 202 Theory of Interior Architecture Studio (3)
- IAR 231 Green and Sustainable Design (3)
- IAR 232 Color & Textiles (3)
- IAR 257 20th- and 21st-Century Architecture (3)
- IAR 259 History of Interior Architecture: Prehistory to the 19th Century (3)

**Three-Year Undergraduate Program in Interior Architecture**
Chatham’s three-year Bachelor of Interior Architecture degree prepares students for a career in interior design. The curriculum includes 120 semester credits of general education requirements, foundation courses in interior architecture, and electives, without summer study. Students completing the three-year bachelor’s program may continue their studies at Chatham and pursue the Master of Science in Interior Architecture degree. This degree can be completed in one year thereby providing students with the opportunity to earn a bachelor’s and master’s degree in four years. IAR students must earn a C or better in all required IAR courses.

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

**Master of Interior Architecture (MIA)**
The Master of Interior Architecture is a Council for Interior Design Accreditation (CIDA) accredited first professional interior design program consisting of 72 semester credits. This degree is for students with an undergraduate degree in a field other than interior design or architecture. The curriculum includes foundation courses in interior architecture a dynamic studio sequence, an internship, and a capstone studio. The Master of Interior Architecture prepares students for practice in an interior design or architecture firm.

A holistic design approach is stressed throughout the two-year program. Students are encouraged to consider all factors that influence the design of interior spaces from human behavior, aesthetics, and building technology to the views from windows and doors that penetrate the surrounding architecture. Specifically, the curriculum focuses on the design of residential and
commercial spaces – how space is organized, developed three-dimensionally, finished with materials and color, lit, furnished, and designed to incorporate user needs and building codes.

Admitted students will be required to purchase a laptop computer prior to matriculating into the program. Information on appropriate computer specifications is available on the MIA website.

At the completion of IARS25 Interior Architecture II, students participate in a mandatory Portfolio Review. This review provides students with an opportunity to elicit feedback from faculty on their progress mid-way through the program.

Students in the MIA program will participate in the Fallingwater semester. Typically offered in the first year of study, students have a unique opportunity to explore, study and experience Frank Lloyd Wright’s masterpiece. (Semester fee applies).

Degree Requirements:
23 courses (72 credits), including:
- IAR 502 Theory of Interior Architecture Studio (3)
- IAR 505 Environment and Behavior (3)
- IAR 510 Drafting & Graphics Studio (3)
- IAR 515 Digital Drawing (3)
- IAR 518 Building Codes (3)
- IAR 519 Drawing and Model Making Studio (3)
- IAR 520 Interior Architecture I (3)
- IAR 525 Interior Architecture II (3)
- IAR 530 Interior Materials (3)
- IAR 532 Color & Textiles (3)
- IAR 535 Construction Methods (3)
- IAR 557 20th and 21st Century Architecture (3)
- IAR 559 History of Interior Architecture: Prehistory to the 19th Century (3)
- IAR 610 Advanced Computer Applications in Interior Architecture (3)
- IAR 615 Construction Documents Studio (3)
- IAR 616 Visual Communication Studio (3) or IAR640 Internship (3)
- IAR 620 Interior Architecture III (3)
- IAR 630 Building Systems (3)
- IAR 631 Green & Sustainable Design (3)
- IAR 635 Lighting & Acoustics Studio (3)
- IAR 645 Professional Practice (3)
- IAR 650 Capstone Studio (6)
- IAR 655 Graduate Research Methods (3)

Master of Science in Interior Architecture (MSIA)
The Master of Science in Interior Architecture (MSIA) is an online 30 credit post-professional degree for students with a first professional degree in interior design or architecture. Students develop a specialization in interior design that can be applied in practice or serve as a foundation for a career in higher education. The program is a recommended platform for students interested in pursuing doctoral studies where they can explore a specific building type, a particular user group, or address a critical design issue.
Program Highlights:
- The MSIA program is a 30 credit degree completed online.
- All incoming students must complete the MSIA Online Orientation in August.
- Students who are taking classes on campus can participate in a supervised teaching experience with an interior design faculty.
- Students defend their thesis in residence at Chatham University.

Degree Requirements:
30 credits
IAR 655   Graduate Research Methods (3) (14 week course)
IAR 661   Interior Architecture Inquiry (3) (14 week course)
IAR 662   Issues in Interior Architecture (3) (14 week course)
IAR 670   Supervised Teaching (3) (14 week course)
IAR 680   Thesis (3) (14 week course)
IAR 681   Thesis (3) (14 week course)
BUS 515   Statistical Research Methods for Business (2) (7 week course)
ENG 528   Academic Writing (3) (7 week course)
IAR 691   Independent Study (1) (14 week course)

2 graduate level electives from any program (6)
School of Arts, Science, and Business

Art

Media Arts

Media Arts: Film & Digital Technology-BA
Media Arts: Graphic Design-BA
Media Arts: Photography-BA

Minors: Film and Digital Technology, Photography, Graphic Design

Film & Digital Technology- MFA

Media Arts: Film and Digital Technology (BA)

Program description: The Media Arts major provides the opportunity for students to develop creative, conceptual, and technical skills across coursework in film, photography and graphic design – fostering a critical awareness of contemporary, convergent media practices. The major explores the creative tension between individual expression and the social and political forces that shape global, mediated networks within culture. Students are asked to become agents for change within the context of their discipline, asking critical questions of the impact of media in an increasingly global arena. Graduates will be prepared to assume leadership roles in media arts production industries or to pursue graduate programs in related fields.

Students must earn a C- or better in all major courses. Failure to earn this minimum grade will result in the need to repeat the course thereby possibly extending the student’s course of study beyond four years.

Core courses for Media Arts major:
ART 141 Media Literacy (3)
ART 103 Introduction to Visual Culture (3) OR
CST 183 Representations of Race and Gender (3)
FDT 161 Introduction to Film, Video and New Media (3)
ART 210 History of Photography (3)
ART 313 Special Topics (3)
INTART 303 Internship (3)
ART 490 Integrative Capstone (3)

Film and Digital Technology Concentration:
FDT 250 Introduction to Digital Video Production (3)
FDT 350 Intermediate Digital Video Production (3)
FDT 450 Advanced Digital Video Production (3)
FDT 213 Special Topics in Emerging Media Arts (3)
FDT 261 Web Design I: Code + Aesthetics (3)
FDT 369 Interactive Strategies (3)
FDT 421 Animation and Compositing Modes (3)

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.
Media Arts: Graphic Design (BA)

Program description: The Media Arts major provides the opportunity for students to develop creative, conceptual, and technical skills across coursework in film, photography and graphic design – fostering a critical awareness of contemporary, convergent media practices. The major explores the creative tension between individual expression and the social and political forces that shape global, mediated networks within culture. Students are asked to become agents for change within the context of their discipline, asking critical questions of the impact of media in an increasingly global arena. Graduates will be prepared to assume leadership roles in media arts production industries or to pursue graduate programs in related fields.

Students must earn a C- or better in all major courses. Failure to earn this minimum grade will result in the need to repeat the course thereby possibly extending the student’s course of study beyond four years.

Core courses for Media Arts major:
ART 141 Media Literacy (3)
ART 103 Introduction to Visual Culture (3) OR
CST 183 Representations of Race and Gender (3)
FDT 161 Introduction to Film, Video and New Media (3)
ART 210 History of Photography (3)
ART 213 Special Topics: Professional Writing in Artistic Disciplines (3)
INTART 303 Internship (3)
FDT 490 Integrative Capstone (3)

Graphic Design Concentration:
ART 117 Drawing (3)
ART 247 Photography III: Advanced Digital Imaging (3)
ART 245 Design Praxis (3)
ART 261 Web Design I: Code+ Aesthetics (3)
ART 321 Typography Design Studio (3)
ART 353 Print Design Studio (3)
ART 365 Visual Communication (3)

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

Media Arts: Photography (BA)

Program description: The Media Arts major provides the opportunity for students to develop creative, conceptual, and technical skills across coursework in film, photography and graphic design – fostering a critical awareness of contemporary, convergent media practices. The major explores the creative tension between individual expression and the social and political forces that shape global, mediated networks within culture. Students are asked to become agents for change within the context of their discipline, asking critical questions of the impact of media in an increasingly global arena. Graduates will be prepared to assume leadership roles in media arts production industries or to pursue graduate programs in related fields.

Students must earn a C- or better in all major courses. Failure to earn this minimum grade will result in the need to repeat the course thereby possibly extending the student’s course of study beyond four years.

Core courses for Media Arts major:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ART 141</td>
<td>Media Literacy (3)</td>
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<td>INTART 303</td>
<td>Internship (3)</td>
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<tr>
<td>FDT 490</td>
<td>Integrative Capstone (3)</td>
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**Photography Concentration:**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ART 142</td>
<td>Photography I: Black and White Darkroom (3)</td>
</tr>
<tr>
<td>ART 152</td>
<td>Photography II: Introduction to Digital Photography (3)</td>
</tr>
<tr>
<td>ART 241</td>
<td>Lighting Principles (3)</td>
</tr>
<tr>
<td>ART 247</td>
<td>Photography III: Intermediate Digital Photography (3)</td>
</tr>
<tr>
<td>ART 388</td>
<td>Photography IV: Advanced Digital Photography (3)</td>
</tr>
<tr>
<td>ART 374</td>
<td>Photography V: Documentary and Photojournalism (3)</td>
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<tr>
<td>ART 481</td>
<td>Event Photography Practicum (3)</td>
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</tbody>
</table>

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

**Media Arts Minors**

**Film and Digital Technology Minor**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>FDT 141</td>
<td>Media Literacy (3)</td>
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<tr>
<td>FDT 161</td>
<td>Introduction to Film, Video and New Media (3)</td>
</tr>
<tr>
<td>FDT 250</td>
<td>Introduction to Digital Video Production (3)</td>
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<tr>
<td>FDT 350</td>
<td>Intermediate Digital Video Production (3)</td>
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<tr>
<td>FDT 313</td>
<td>Special Topics in Emerging Media Arts (3)</td>
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**Photography Minor**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
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<tr>
<td>ART 152</td>
<td>Photography II: Introduction to Digital Photography (3)</td>
</tr>
<tr>
<td>ART 358</td>
<td>Photography IV: Studio and Lighting Techniques (3)</td>
</tr>
<tr>
<td>ART 374</td>
<td>Photography V: Photojournalism (3)</td>
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</tbody>
</table>

**Graphic Design Minor**

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<td>ART 245</td>
<td>Design Praxis (3)</td>
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<tr>
<td>ART 321</td>
<td>Typography Design Studio (3)</td>
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<tr>
<td>ART 353</td>
<td>Print Design Studio (3) OR</td>
</tr>
<tr>
<td>ART 261</td>
<td>Web Design I: Code + Aesthetics</td>
</tr>
</tbody>
</table>

**Note:** For courses that require SLR cameras and/or Digital cameras students must provide their own camera.

**For courses that require video editing equipment, students must provide their own portable hard drive.**

**Please see a faculty member for specifications.**
Master of Fine Arts in Film and Digital Technology (MFA)

The MFA program is focused on advanced project work in a range of media production areas, principally film/video, DVD, and the Web. It is designed to extend and develop students’ experiences and knowledge in the field of media production and their understanding of creative and critical practice within the media industries. Students in the MFA in Film and Digital Technology program are encouraged to explore the ways boundaries between previously separate forms of media production are blurring. Students will focus on developing their understanding of how emerging concepts such as interactivity, connectivity, and convergence of emerging technologies such as DVD and interactive video are creating new creative possibilities, production processes, and delivery systems for more traditional forms of media production, such as film and video.

The program is mainly project-based, with students working in small groups on a range of media productions. Students have the ability to customize their activities according to their interests and specializations. The program includes research components, where students are asked to place their production works in broader social, historical, cultural, and theoretical contexts. Particular emphasis is placed on industry, and students who complete the MFA will have a high level of industry readiness, with a realistic and well-informed sense of the career possibilities in this rapidly changing area.

Degree Requirements:

36 credits, including:

- FDT 543 The Media Production Industry (3)
- FDT 550 Media Project 1: Digital Video Production (3)
- FDT 650 Media Project 2: Advanced Digital Video Production (3)
- FDT 675 Media Project 3: Advanced Sound Recording & Editing (3)
- FDT 676 Media Project 4: Visual Effects & Animation Modes (3)
- FDT 641 The Craft of Screenwriting (3)
- FDT 563 Media Contexts 1: Media History (3)
- FDT 663 Media Contexts 2: Media Theory (3)
- FDT 571 eMerging Media 1: Interactive Strategies (3)
- FDT 671 eMerging Media 2: Advanced Web Design (3)
- FDT 677 Media Project 5: Master’s Thesis Studio (6)

Elective courses may be substituted for FDT 571 and FDT 671 with prior approval of the program director.
School of Arts, Science, and Business

Art

Music

Music- BA

Music (BA)

Program description: The music program offers a variety of courses in the history, theory, and performance of music, including cross-cultural and technological aspects. Performance is encouraged through numerous student recitals, the Integrative Capstone, and participation in the Chatham College Choir. Students have opportunities to study privately with members of the Pittsburgh Symphony Orchestra and on occasion may present public performances with their teachers. The student majoring in music also may choose to focus on other aspects of the discipline, including creative projects. The cross-disciplinary opportunities afforded by the College curriculum allow for imaginative program design.

Students must earn a C- or better in all major courses. Failure to earn this minimum grade will result in the need to repeat the course thereby possibly extending the student’s course of study beyond four years.

Major Requirements
14 courses, including:
MUS 159 Music Fundamentals (3)
MUS 161 Diatonic Tonal Harmony (4)
MUS 252 Chromatic Tonal Harmony (4)
MUS 267W History of Music I (3)
MUS 368W History of Music II (3)
MUS 365 20th Century Music Analysis (3)
1 music elective (3)
Applied music or composition (2-3)
Applied music or composition (2-3)
Applied music or composition (2-3)
Applied music or composition (2-3)
MUS 262 Electronic and Computer Music Studio (3)
INTMUS 303 Internship (3)
MUS 490 Integrative Capstone (3)

1 of the following:
MUS 174 Jazz Survey (3)
MUS 150 History of Rock, Pop and Soul (3)
MUS 210 Music & the Natural World (3)
ART/FDT 206 Digital Sound Production (3)
MUS 232 Women in Music (3)
MUS 262 Electronic/Computer Music Studio (3)
MUS 266 World Music (3)

- 4 two-credit courses in applied music after acceptance into the major program.

Basic keyboard proficiency is expected for completion of the music major.
Additional Major Requirements

**Voice Concentration:**
MUS 171 Choir (2 each semester)
Two semesters of a foreign language approved by a student’s advisor or the Music Program Director. Preferred language includes, French, German and Italian.

**Piano and Orchestral Instrument Concentrations:**
During the course of the program, four solo ensemble performances (piano and instrument, two piano, voice and piano, etc.), supervised by Applied Music Faculty.

**Composition Concentration Requirements:**
MUS 262 Electronic/Computer Music Studio (3)
Four semesters of MUS 183; Composition (3)

**Interdisciplinary Major Requirements:**
9 courses, excluding the Integrative Capstone:
MUS 159 Music Fundamentals (3)
MUS 161 Diatonic Tonal Harmony (4)
MUS 252 Chromatic Tonal Harmony (4)
MUS 267W History of Music I (3)
MUS 368W History of Music II (3)
- 4 two-credit courses in applied music.

**Minor Requirements:**
6 courses selected in conjunction with the music program director and approved by the faculty advisor and music program director.

**Certification Program in Music Education:**
A cooperative program in Music Education Certification has been established with Carnegie Mellon University. At Chatham, students take the courses required for the Music major. Concurrently, at Carnegie Mellon, students cross-register for the courses required for certification in Music Education. In four years, upon successful completion of all courses in both programs, students receive a Bachelor of Arts degree in Music and Certification in Music Education.

Well-qualified students should begin the Chatham Music major program in the first year and the Carnegie Mellon program in the sophomore year. Consultation should be maintained with the Music Program Director at Chatham, and the Certification Officers at both institutions.

**Chatham Courses**
In addition to all courses required for the Music major and General Education:
EDU 100 Introduction to Field Experiences (1)
EDU 102 Principles of Teaching and Learning (2)
- 2 courses in Mathematics
- 1 course in English Literature
- 1 course in Developmental Psychology
- 1 Professional Education course
- 1 Applied Music course (fretted instrument)

**Carnegie Mellon Courses**
15 courses (30-33 credits), including Student Teaching in spring term of Senior Year. A complete listing of all courses is posted on the Music web page.

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.
School of Arts, Science, and Business

Art

Visual Arts

Arts Management- BA

Concentration- Visual Arts, Media Arts, Music, or Dance (Pittsburgh Ballet Program)

Visual Arts: Art History- BA
Visual Arts: Studio Arts-BA

Minor: Art Museum Studies, Art History, Studio Arts

Visual Arts Education K-12 - Teaching Certification

Arts Management (BA)

The arts management major is an interdisciplinary program, combining courses from business and the arts. The major is designed specifically to prepare students for leadership roles through expertise in strategic planning, management, marketing and artistic planning. Students will ascribe meaning to the visual elements, in all their guises and combinations, recognize historic styles, and the cultural forces that shaped them. Students will also identify business opportunities within the art world and focus on planning, organizing, leading, and controlling the use of resources to accomplish performance goals in art organizations.

Major Requirements:
12 courses, including:

- BUS/ART 121 Introduction to Art Management (3)
- OR
- BUS 105 Foundations of Business (3)
- ECN 102 Principles of Microeconomics (3)
- MTH 110 Elementary Statistics (3)
- MTH 151 Calculus [REQUIRED for students interested in the 5 year CMU program]
- ACT 222 Accounting Principles I (3)
- BUS 243W Marketing (3)
- BUS 337 Managing Nonprofit Organizations (3)
- INTART 303 Internship (3)
- ART 313 Special Topics (3)
- ART 490 Integrative Capstone (3)

Six approved courses from one of the following programs:
Visual Arts, Media Arts or Music or Dance* - Courses must be approved by advisor and Department Chair

*The Dance concentration is a collaborative program with the Pittsburgh Ballet Theater, PBT, those course are taken at PBT.

Note: For those students not applying for the CMU program one additional course needs to be taken in the art field selected by the student in consultation with their Advisor and approved by the Department Chair.
Visual Arts: Art History (BA)

The Visual Arts major is designed to prepare students to create, analyze, and critique visual art in a complex, rapidly changing global culture. The mission of the major is to empower students through the integration of technical applications and critical theories, to provide students with marketable skills, to assume creative, scholarly, and leadership roles in the visual arts field, and to promote an understanding of the role that the visual arts play in all facets of contemporary life. Concentrations are available in: Studio Arts and Art History.

Students must earn a C- or better in all major courses. Failure to earn this minimum grade will result in the need to repeat the course thereby possibly extending the student’s course of study beyond four years.

Major Requirements:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 103</td>
<td>Introduction to Visual Culture</td>
<td>3</td>
</tr>
<tr>
<td>ART 117</td>
<td>Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 132</td>
<td>History of World Art, Renaissance to the Present</td>
<td>3</td>
</tr>
<tr>
<td>ART 208</td>
<td>Introduction to Art Museum Studies</td>
<td>3</td>
</tr>
<tr>
<td>ART 214</td>
<td>Design Studio</td>
<td>3</td>
</tr>
<tr>
<td>ART 254</td>
<td>Modern and Contemporary Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 313</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>INTART 303</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>ART 490</td>
<td>Integrative Capstone</td>
<td>3</td>
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</table>

Art History Concentration Requirements

Five Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 131</td>
<td>History of World Art: Prehistory to 1400</td>
</tr>
<tr>
<td>ART 231</td>
<td>Renaissance</td>
</tr>
<tr>
<td>IAR 251</td>
<td>20th and 21st Century Architecture</td>
</tr>
<tr>
<td>ART 366</td>
<td>American Art</td>
</tr>
<tr>
<td>ART 372</td>
<td>Curating African Art</td>
</tr>
</tbody>
</table>

Visual Arts: Studio Arts (BA)

The Visual Arts major is designed to prepare students to create, analyze, and critique visual art in a complex, rapidly changing global culture. The mission of the major is to empower students through the integration of technical applications and critical theories, to provide students with marketable skills, to assume creative, scholarly, and leadership roles in the visual arts field, and to promote an understanding of the role that the visual arts play in all facets of contemporary life. Concentrations are available in: Studio Arts and Art History.

Students must earn a C- or better in all major courses. Failure to earn this minimum grade will result in the need to repeat the course thereby possibly extending the student’s course of study beyond four years.
Major Requirements:
ART 103 Introduction to Visual Culture (3)
ART 117 Drawing (3)
ART 132 History of World Art, Renaissance to the Present (3)
ART 208 Introduction to Art Museum Studies (3)
ART 214 Design Studio (3)
ART 254 Modern and Contemporary Art
ART 313 Special Topics (3)
ARTINT 303 Internship (3)
ART 490 Integrative Capstone (3)

Studio Arts Concentration
Six courses:
ART 105 Sculpture (3)
ART 111 Ceramics (3)
ART 127 Printmaking (3)
ART _05 or ART _27 One Advanced Studio in Ceramics or Sculpture (3)
ART _11 or ART _27 or ART _17 One Advanced Studio in Painting, Printmaking, or Drawing (3)

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

Art Museum Studies Concentration/Minor

The Art Museum Studies minor provides students with the skills, experience, and specific professional knowledge necessary to work in the art museum field. The minor emphasizes practical experience designing and installing exhibitions and planning of programming, and addresses the history and theory of the art museum. It is an appropriate accompaniment to majors in Art History, Arts Management, and Visual Arts, and to double majors in Art History and other disciplines. Integral to coursework are field trips to local museums, museum professionals as adjunct faculty and guest speakers, and the use of the Chatham University Art Gallery and Chatham’s art collections.

Minor Requirements
5 courses:
ART 208 Introduction to Art Museum Studies (3)
ART 368 Museum Education and the Visual Arts (3)
ART 372 Curating African Art (3)
ART 378 Curating the Visual Arts (3)
INTART 303 Internship (3)

Art History Concentration/Minor
Requirements:
Five courses:
ART 103 Introduction to Visual Culture (3)
ART 132 World Art II (3)
ART 214 Design Studio (3)
ART 231 Renaissance (3)
ART 254 Modern and Contemporary Art (3)
Studio Arts Concentration/Minor

Requirements:
Five courses:
ART 103 Introduction to Visual Culture (3)
ART 254 Modern and Contemporary Art (3)
ART 214 Design Studio (3)
ART 117 Drawing (3)
One Studio art class

Note: For digital documentation and portfolio work students must provide their own portable hard drive. Please see faculty member for specifications.

Visual Arts Education (K-12)-Teaching Certification

The following courses comprise the Visual Arts major with a concentration in Visual Arts-Teaching. This area of study leads to certification in Art K-12. Students enrolled in this program will have advisors in Visual Arts and in Education.

Note: courses are not necessarily taken in numerical order.

Art History courses:
ART 131 History of World Art I (3)
ART 132 History of World Art II (3)
2 course Art history concentration

Studio Courses:
ART 105 Sculpture I (3)
ART 111 Ceramics I (3)
ART 115 Painting I (3)
ART 117 Drawing I (3)
ART 127 Printmaking Studio (3)
ART 135 2-D design I (3)
ART 124 3-D design (3)
ART 141 Media Literacy (3)
ART 490 Integrative Capstone (3)
PHI 276 Art, Beauty, Truth (3)
Three additional courses in advanced studio work
One photography course

Education Courses:
EDU 104 Perspectives on Education (3)
EDU 105 Child Development: Birth Through Grade 4 (3) or EDU 109 Adolescent Development (3)
EDU 205 Instructional Strategies for Teaching English Language Learners (3)
EDU 219W Cognitive Learning Theories (3)
EDU 234 Inclusion: Issues and Strategies
EDU 240 Integrating The Arts (3)
EDU 241 Pedagogical Practices (3)
EDU 400 Data Driven Instruction Decisions (2)
EDU 409 Differentiated Reading and Writing (3)
EDU 431 Assessment and Adaptation (3)
EDU 437 Methods of Teaching Elementary Art (3)
EDU 447 Methods of Teaching Secondary Art (3)
EDU 430  Diverse Family and Community Partnerships (3)
EDU 423  Student Teaching (9)

DANCE COURSES

DAN 3XX/4XX  Advanced Ballet Technique I (3)
DAN 3XX/4XX  Advanced Ballet Technique II (3)
DAN 3XX/4XX  Contemporary Dance Technique I (3)
DAN 3XX/4XX  Contemporary Dance Technique II (3)
DAN 3XX/4XX  Ballet Repertoire (3)
DAN 4XX  Ballet Production (3)
School of Arts, Science, and Business

Humanities

Communication

Communication- BA
Concentrations: Human Communication, Public Relations, Journalism or Graphic Design

Minors: Journalism, Public Relations, Graphic Design

Communication- MA
Concentrations: Environmental, Health or Strategic

Communication (BA)

Communication is a degree targeted to new opportunities in a media-savvy world. Students in the major take a common set of core courses that prepares them for careers in an industry where convergence in print, broadcast, and online media is growing. Students then choose one of three concentrations: Human Communication, Journalism, Public Relations and Graphic Design.

Students must earn a C- or better in all major courses. Failure to earn this minimum grade will result in the need to repeat the course thereby possibly extending the student’s course of study beyond four years.

Required Courses for all Concentrations:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101</td>
<td>Foundations of Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 141</td>
<td>Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>COM 106</td>
<td>Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>COM 209</td>
<td>Intercultural Communication: Values and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COM 234W</td>
<td>Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>COM 400</td>
<td>Media Ethics and Law</td>
<td>3</td>
</tr>
<tr>
<td>COM 313</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>INTCOM 303</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>COM 490</td>
<td>Integrative Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Major Requirements

Human Communication:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 251</td>
<td>Newwriting and Editing</td>
<td>3</td>
</tr>
<tr>
<td>COM 351</td>
<td>Advanced Newwriting and Editing</td>
<td>3</td>
</tr>
<tr>
<td>COM 260W</td>
<td>Practical Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COM 360W</td>
<td>Advanced Public Relations [WI]</td>
<td>3</td>
</tr>
<tr>
<td>COM 355</td>
<td>Organizational Communication [Women]</td>
<td>3</td>
</tr>
</tbody>
</table>

Journalism Concentration:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 251</td>
<td>Newwriting and Editing</td>
<td>3</td>
</tr>
<tr>
<td>COM 351</td>
<td>Advanced Newwriting and Editing</td>
<td>3</td>
</tr>
</tbody>
</table>
COM 374 Photography V: Documentary and Photojournalism (3)
COM 261 Web Design I: Code + Aesthetics (3)
COM 250 Introduction to Digital Video Production (3)
COM 353 Print Design (3)

Public Relations Concentration:
COM 260W Practical Public Relations (3)
COM 360 Advanced Public Relations (3)
COM 374 Photography V: Documentary and Photojournalism (3)
COM 261 Web Design I: Code + Aesthetics (3)
COM 250 Introduction to Digital Video Production (3)
COM 353 Print Design (3)

Graphic Design Concentration:
COM 152 Photo II: Introduction to Digital Photography (3)
COM 245 Design Praxis (3)
COM 250 Introduction to Digital Video Production (3)
COM 353 Print Design (3)
COM 321 Typography Design Studio (3)
COM 261 Web Design I: Code + Aesthetics (3)

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

Communication Minors

Journalism Minor Requirements
COM 141 Media Literacy (3)
COM 106 Media and Society (3)
COM 251 Newswriting and Editing (3)
COM 351 Advanced Newswriting and Editing (3)
COM 374 Photography V: Documentary and Photojournalism (3)

Public Relations Minor
COM 141 Media Literacy (3)
COM 106 Media and Society (3)
COM 209 Intercultural Communication: Values and Ethics (3) OR
COM 234 Persuasion (3)
COM 260W Practical Public Relations (3)
COM 360 Advanced Public Relations (3)

Graphic Design Minor
COM 141 Media Literacy (3)
COM 152 Photography II: Introduction to Digital Photography (3)
COM 321 Typography Design Studio (3)
COM 245 Design Praxis (3)
COM 353 Print Design (3)
Master of Arts in Communication (MA)

The Master's program in Communication is a professional degree program designed to relate theory and practice. While this is a professional program, the foundations in research and theory offered also equip graduates to pursue doctoral studies in the Communication-related field. This accelerated 30 credit Master's is a hybrid program, blending on-ground courses with select online offerings for increased flexibility. A required core of classes provides foundations in communication research, theory, and ethics.

Students may select one of three tracks to pursue a specialization in: Health Communication, Environmental Communication, or Strategic Communication. These unique tracks provide depth in defined content areas to cultivate expertise and provide necessary skills and knowledge relevant to the specialization.

Curriculum and Courses:

The Masters of Arts in Communication program consists of a core of five courses (15 credits), one specific concentration, and six credits of electives.

Core: (5 required courses - 15 credit hours) – required in all three concentrations:

- COM 525 Communication Research and Theory (3)
- COM 528 Risk & Crisis Communication (3)
- COM 625 Communications Campaigns (3)
- COM 680 Communication Law & Ethics (3)
- COM 685 Capstone Communication Project (3)

Concentrations (choose one):

Environmental Communication (9 credits)
- COM 515 Environmental Communication (3)
- SUS504 Principles of Sustainability (3)
- SUS 580 Sustainable Behavior Change (3)

Health Communication (9 credits)
- COM 510 Health Communication (3)
- BUS 511 Health Policy and Advocacy (3)
- BUS 540 Healthcare Leadership for Change (3)

Strategic Communication (9 credits)
- COM 550 Organizational Communication (3)
- COM 518 Strategic Communication (3)
- COM 610 Media and Social Change (3)

Electives (6 credits)

All students will round out their program of study with 6 credits of electives.
School of Arts, Science, and Business

Humanities

Cultural Studies
Cultural Studies- BA

Minor: African American Studies

Cultural Studies (BA)

Cultural Studies is an interdisciplinary major that examines issues of race, ethnicity, class, and culture. Drawing on social, cultural, and literary theories, this major introduces methods of interpretation for the analysis of cultural objects in their social contexts. Students learn to apply contemporary theory in their critical analysis of literature, film, and other cultural narratives. A required core of courses provides students with the tools necessary to analyze representations of culture. The electives allow students the opportunity to focus on an aspect of the field that meets their particular interests. Students pursuing the concentration in African American Studies will study the history, culture, politics, religion and literature of the African Diaspora – the communities created by the dispersion of peoples from the African continent.

Students must earn a C- or better in all major courses. Failure to earn this minimum grade will result in the need to repeat the course thereby possibly extending the student’s course of study beyond four years.

Major Requirements:
11 courses, including:
CST 183 Representations of Race and Gender (3)
ENG 350W Seminar in Literary Theory and Scholarly Writing (3)
ENG 385 Toni Morrison Seminar (3)
FDT 300 Critical Theory (3)
1 Film Elective (3)
3 Cultural Studies electives
INTCST 303 Internship (3)
CST 490 Integrative Capstone (3)

Cultural Studies: African American Studies Concentration:
12 courses, including
CST 183 Representations of Race and Gender (3)
ENG 350W Seminar in Literary Theory and Scholarly Writing (3)
ENG 385 Toni Morrison Seminar (3)
FDT 300 Critical Theory (3)
ENG 287 African American Writers
HIS 285 African American History
HIS 401 History of Pan-Africanism
1 African American Studies elective (3)
1 Film Studies Elective (3)
INTCST 303 Internship (3)
CST 490 Integrative Capstone (3)
Interdisciplinary Major Requirements:
10 courses, exclusive of the Integrative Capstone:
- CST 183 Representations of Race and Gender (3)
- ENG 350W Seminar in Literary Theory and Scholarly Writing (3)
- ENG 385 Toni Morrison Seminar (3)
- FDT 300 Critical Theory (3)
- 1 film-related course
- 2 courses in multi-ethnic studies
- 2 courses in African-American Studies
- 1 Internship (3)

Integrative Capstone must confront a significant cultural studies topic and demonstrate the relationship between cultural studies and the other subject in the major

Minor Requirements:
Cultural Studies is not available as a minor. See Minor Requirements for African-American Studies.

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

African-American Studies Minor
The minor in African-American studies is an interdisciplinary program of study designed to expose students to the history and culture of African Americans in the United States and to place their experiences, conditions, social institutions, and artistic contributions within the context of the literature, histories, and cultures of the African Diaspora.

Minor Requirements:
5 courses, including:
- CST 183 Representations of Race and Gender (3)
- 4 African or African-American Studies electives
School of Arts, Science, and Business

Humanities

English

Creative Writing-BFA

English-BA

Major Requirements:
12 courses, plus a major-related internship:

ENG 242 Introduction to Creative Writing (3)
ENG 243 Creative Writing I (3)
ENG 244 Creative Writing II (3)
ENG 245 Advanced Writing Workshop (3)
ENG 350W Seminar in Literary Theory and Scholarly Writing (3)
ENG 490 Integrative Capstone (3)
INTENG 303 Internship (3)

Three Literature survey courses from the following:

ENG 204 World Literature (3)
ENG 207 British Writers I (3)
ENG 208 British Writers II (3)
ENG 216W American Writers I (3)
ENG 217W American Writers II (3)
ENG 321W Shakespeare Survey (3)
ENG 287 African-American Writers (3)

One English Content Course at 300-level or above (these offerings vary; below is a selection):

ENG 321W Shakespeare Survey (3)
ENG 385 Toni Morrison Seminar (3)
ENG 425 Bleak Houses: Shifting Landscapes in the English Novel (3)
ENG 449 Exiles (3)
ENG 452 Ecofeminist Literature (3)

Two 300-level or above Creative Writing Courses from the following (one of these must be a special topics course in the area of student Integrative Capstone OR a graduate writing course in the student’s primary genre, with permission of instructor and the MFA Program Director):

- ENG 310 Summer Community of Writers (3) A ten-day summer writing intensive, typically from late July to early August. Student must be ready to spend all day and evening of all ten days on the Shadyside campus.
- ENG 313 Special Topics in Creative Writing (3) These courses rotate genres and topics within the genres of fiction, poetry and nonfiction.
- ENG/ENV 327 Writing about Environmental Science (3)
- FDT 331 Foundations of Screenwriting (3)
- ENG 355 Advanced Writing & Stylistics (3)

Graduate writing courses (student needs permission of instructor and MFA Program Director):

- ENG 523 Craft of Creative Writing, Multi-genre (3) (offered irregularly)
- ENG 581 Craft of Fiction (3) (offered each Fall)
- ENG 582 Craft of Creative Nonfiction (3) (offered each Fall)
- ENG 583 Craft of Poetry (3) (offered each Fall)
- ENG 586 Craft of Writing for Children (3) (offered irregularly)

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

English (BA)

The English major engages students to analyze literary texts within the frames of literary history and theory. English majors learn to make successful and astute arguments about the interrelations between literary texts, literary history, and literary theory orally and in writing. Strong critical thinkers who are trained to articulate difficult concepts in clear language, English majors are prepared for careers requiring intellectual sophistication and clear expression; they are well prepared through seminar coursework and the Integrative Capstone for graduate study in professional or academic areas ranging from literature, law, or public relations to creative writing, teaching, or advertising. Certification in secondary education in English is available. Students may elect to complete a rigorous program of study which leads to a Bachelor of Fine Arts in Creative Writing, culminating in a creative Integrative Capstone. Highly qualified students may also be admitted to the 5-year BFA/MFA in Creative Writing or to the BA/MAT program in Teaching.

Students must earn a C- or better in all major courses. Failure to earn this minimum grade will result in the need to repeat the course thereby possibly extending the student’s course of study beyond three years.

Major Requirements (BA)

12 courses, including:

- ENG 204 World Literature (3)
- ENG 207 British Writers I (3)
- ENG 208 British Writers II (3)
- ENG 216W American Writers I (3)
- ENG 321W Shakespeare Survey (3)
- ENG 287 African-American Writers (3)
- ENG 350W Seminar in Literary Theory and Scholarly Writing (3)
ENG ELECTIVE not 102 or 104
ENG 3 or 400 level Upper-level Seminar Elective (3)
ENG 3 or 400 level Upper-level Seminar Elective (3)
INTENG 303 Internship (3)
ENG 490 Integrative Capstone (3)

**Interdisciplinary Major Requirements:**
8 courses, excluding the Integrative Capstone:
ENG 204 World Literature (3)
ENG 207 British Writers I (3)
ENG 208 British Writers II (3)
ENG 216W American Writers I (3)
ENG 321W Shakespeare Survey (3)
ENG 287 African-American Writers (3)
ENG 350W Seminar in Literacy Theory and Scholarly Writing (3)
1 300-level or above literary seminar

**Creative Writing Minor Requirements:**
The minor in Creative Writing draws upon the strengths of the undergraduate English program and the graduate faculty of the Master of Fine Arts program. Students who choose this minor may be interested in pursuing a graduate degree in creative writing or looking to enter careers as professional writers.

Designed in conjunction with a faculty member in the English program, individual programs of study require the approval of the division chairperson.

5 courses, including:
3 of the following:
ENG 243 Creative Writing I (3)
ENG 244 Creative Writing II (3)
ENG 245 Advanced Writing Workshop (3)
2 300-level or above writing-intensive courses or graduate writing workshops with permission of the director of the MFA program.

**Professional Writing Minor Requirements:**
This minor is designed for students who wish to develop their writing skills to a professional level. Completion of this program prepares students for the changing requirements of the workplace in a variety of fields, including education, science, the web, advertising and public relations, grant writing, technical writing, political communication, and speech writing.

5 courses, including:
COM 141 Media Literacy (3)
Writing Minor Requirements:

Building on the strengths of Chatham’s English and Communication departments, the writing minor enhances students’ writing skills in a variety of genres. Featuring courses ranging from academic writing to business writing, this minor prepares students for careers in professional writing (e.g., advertising, public relations, law), supplements majors in business and other fields, and allows students to explore the possibility of becoming professional writers.

Designed in conjunction with a faculty member in the English department, individual programs of study require the approval of the department chairperson.

6 courses, including:
- 2 content courses in English (e.g., ENG 207 British Writers I, ENG 216W American Writers I)
- 3 writing-as-subject courses above the 100 level (e.g., ENG 241 Business Writing, COM 251 NewsWriting & Editing, COM 260W Practical Public Relations)
- 1 300-level or above writing-as-subject course (ENG 355 Advanced Writing, COM 360 Advanced Public Relations)

Minors:

English Minor Requirements
6 courses, including:
- ENG 204 World Literature (3)
- ENG 207 British Writers I (3)
- ENG 208 British Writers II (3)
- ENG 216W American Writers I (3)
- ENG 321W Shakespeare (3)
- ENG 287 African-American Writers (3)

Minor in Environmental Writing:
6 courses, including:
- ENV 116 Global Environmental Challenges (3)
- ENV 129 Our Fragile Earth (3) AND
- ENV 129L Our Fragile Earth Laboratory (1)
- ENV 327 Writing about Environmental Science (3)
- ENV 242 Women and the Global Environment (3)
One 200 or above level ENV course with 2 or more credits

One course from the following:
- ENG 418 The American Nature Tradition (3)
- ENG 419 Frontier Women (3)
- ENG 422 American Exploration (3)
- ENV/ENG 446 Wilderness and Literature (3)
- ENG 447 Contemporary Environmental Fiction (3)
For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

Master of Fine Arts in Creative Writing (MFA)

The Master of Fine Arts in Creative Writing is a broad program of study (42 credit hours) designed to prepare students for careers as writers or other positions requiring similar professional skills, such as editing, publishing, and content development for the web; to enable students to improve their writing in more than one genre through interaction with our faculty and other writing students; and to become experienced critics of literary works. Our focus on nature, environmental, and travel writing provides students unique opportunities to explore the world and travel as part of their degree programs.

Most full-time students will be able to complete the program in two years. All students must complete the program within six years of entrance into the program.

Program of Study:
Complete 42 credits hours of graduate coursework beyond the BA or BS. Students who have not completed an undergraduate major in writing, or in English with a writing focus, may be required to take a basic core of 3 courses before registering for the advanced curriculum.

Requirements:

One craft course in your primary genre (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 523</td>
<td>The Craft of Creative Writing: Multi-genre (3)</td>
</tr>
<tr>
<td>ENG 581</td>
<td>The Craft of Fiction (3)</td>
</tr>
<tr>
<td>ENG 582</td>
<td>The Craft of Nonfiction (3)</td>
</tr>
<tr>
<td>ENG 583</td>
<td>The Craft of Poetry (3)</td>
</tr>
<tr>
<td>ENG 586</td>
<td>The Craft of Writing for Children (3)</td>
</tr>
</tbody>
</table>

Primary genre craft course must be taken during the fall of student’s first year. Craft courses are Prerequisite(s): for all workshops of any genre.

One readings course in student’s primary genre (3) chosen from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 531</td>
<td>Readings in Poetry</td>
</tr>
<tr>
<td>ENG 532</td>
<td>Readings in Prose</td>
</tr>
<tr>
<td>ENG 533</td>
<td>Readings in Creative Nonfiction</td>
</tr>
</tbody>
</table>

Two advanced writing workshops (6 credits) in your primary genre chosen from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ENG 535</td>
<td>Writing Poetry: Form Workshop (3)</td>
</tr>
<tr>
<td>ENG 539</td>
<td>Writing Creative Nonfiction: Memoir (3)</td>
</tr>
<tr>
<td>ENG 537</td>
<td>Writing Poetry: Literary Movements Workshop (3)</td>
</tr>
<tr>
<td>ENG 544</td>
<td>Writing Creative Nonfiction: The Lyric and Formally Adventurous Essay (3)</td>
</tr>
<tr>
<td>ENG 545</td>
<td>Writing Creative Nonfiction: Literary Journalism (3)</td>
</tr>
<tr>
<td>ENG 548</td>
<td>Writing Creative Nonfiction (3)</td>
</tr>
<tr>
<td>ENG 550</td>
<td>Writing Fiction: the Novel (3)</td>
</tr>
<tr>
<td>ENG 551</td>
<td>Writing Fiction: the Short Story (3)</td>
</tr>
<tr>
<td>ENG 553</td>
<td>Writing Poetry (3)</td>
</tr>
</tbody>
</table>
ENG 554 Writing Fiction (3)  
ENG 556 Writing for Children (3)  
ENG 557 Writing Fiction: Story Collections/Novel-in-Stories (3)  
ENG 559 Writing for Children: Biography and Autobiography (3)  
ENG 560 Writing for Children: Mystery and Suspense (3)  
ENG 561 Writing for Children: Picture Book (3)  
ENG 565 Writing for Children: History (3)  
ENG 589 Multi-Genre Workshop (3)

One of Nature Writing, or Travel Writing:

ENG 584 Environmental Imagination (3)  
ENG 585 Travel Writing (3)

Four content courses (12 credits), at least 2 of which must be literature-based courses.  
Sample courses include:

ENG 519 Frontier Women (3)  
ENG 522 American Exploration (3)  
ENG 527 Ethnicity and Place (3)  
ENG 546 Wildness and Literature (3)  
ENG 552 Ecofeminist Literature (3)  
ENG 562 Children’s Literature (3)

Note: Students in Writing for Children Track are required to take ENG 562, Children’s Literature, as one of their literature courses.

One elective (3) from any course in the MFA program that does not require pre-requisites

One ENG 710 Summer Community of Writers (6)

One Thesis Seminar corresponding to the student’s primary genre (3).  
Choose from:

ENG 605 Thesis Seminar: Prose  
ENG 606 Thesis Seminar: Creative Non Fiction  
ENG 607 Thesis Seminar: Nonfiction Poetry  
ENG 608 Thesis Seminar: Children’s Writing

*The Thesis Seminar is a prerequisite for Final Manuscript (698)

One ENG 698 Final Manuscript (3)

Dual-Genre Concentration Requirements:  
By taking a craft course and one writing workshop in their secondary genre, students may attain their MFA with a Dual Concentration. Thus, students choosing this option will take one craft course, one reading course and six credits in workshops for their primary genre and one craft course plus six credits of workshops for the secondary genre. The Thesis Project for Dual Concentration may be composed of work in either genre or a combination of both.

Concentration in the Teaching of Writing:
Students who wish to earn a Concentration in the Teaching of Writing take an additional nine credits specifically in courses designed to study the pedagogy of writing. Students earning this concentration take related course work throughout the degree program aimed at increasing their knowledge and understanding of current theoretical and practical approaches to the teaching of creative writing. During the final semester, students teach in a field placement that they design and implement in a working classroom or other approved setting.

3 required courses:
- ENG 514 Readings in the Pedagogy of Creative Writing (3)
- ENG 515 Teaching Creative Writing (3)
- ENG 678 Field Placement (3)

**Concentration in Literary Publishing:**
Students who wish to concentrate in literary publishing may take nine hours of related courses to do so.

Choose from:
- ENG 595 Independent Literary Publishing
- ENG 569 Practicum: Fourth River 1 and 2
- ENG 694 Internship (with a nationally recognized press or journal)

**Concentration in Travel Writing:**
Students who wish to concentrate in Travel Writing must take nine hours of related courses to do so.

Choose from:
- ENG 585 Travel Writing (3)
- ENG 674 International Field Seminar (3) (may be repeated once)
- ENG 675 National Field Seminar (3) (may be repeated once)
- ENG 676 Pittsburgh Field Seminar (3) OR
- ENG 693 Independent Study in travel writing

**Concentration in Nature Writing:**
Students who wish to concentrate in Nature Writing must take nine hours of related courses to do so.

Choose from:
- ENG 552 Ecofeminist Writing (3)
- ENG 555 Shakespeare Ecocriticism (3)
- ENG 584 Environmental Imagination (3)
- ENG 546 Wildness and Literature (3)

**Concentration in Food Writing:**
Students who choose the Food Writing Concentration may count one of the FST courses as one of their MFA required content courses, and may count the other FST course as an elective.

With permission of the MFA and Food Studies Program Directors students may choose to substitute a special topics Food Studies course (i.e., FST 602 Grains, FST 610 Culture and Politics of Sustainable Meat; FST 531 Fermentation; FST 609 Dairy; or FST 6XX Chocolate)
Required:

ENG513  Writing About Food (3)

Plus two of the following:

FST505  Food and Representations (3)
FST683  Special Topics (3)
FST603  Food Journeys (3)

Master of Fine Arts in Creative Writing - Low Residency (MFA-LR)

Chatham University’s Low-Residency Master of Fine Arts Creative Writing (MFA) program is 39 credits hours that can be completed in two years with two summer residencies of 10 days each. The program is very similar to Chatham University’s highly acclaimed residency program with the same innovative focus on nature, environment, and travel writing. It is the premier graduate program for nurturing creative writers interested in the environmental imagination and place-based writing. Alumna Rachel Carson, a creative writer whose work demonstrates both lyricism and social conscience, inspires the program.

The low residency program is different from the residency program in a couple of ways. First, in lieu of writing workshops and literature courses each term, students take six-credit mentorships with a publishing writer. These mentorships are meant to combine the rigors of a writing workshop with that of a graduate-level literature course. Second, low residency students must complete two residencies of ten days each in their first and second summers. Residency classes will take place on the Chatham University campus in Pittsburgh and will consist of intensive workshops, craft lectures, panels, and readings with well-known creative writers and faculty. Students are responsible for their own travel, food and lodging during the residency. Low residency students have the opportunity to take one of the creative writing field seminars along with the residency students, although the field seminar is not required. Field seminars include additional fees for travel and lodging and will vary depending on the location.

Degree Requirements:

39 credits

ENG 612  Mentorship I (6 cr) taken twice = 12 cr
ENG 712  Mentorship II (6 cr) taken twice = 12 cr
ENG 710  Residency (6 cr) taken twice = 12 cr
ENG 585  Travel Writing (3 cr) OR
ENG 584  Environmental Imagination (3)

One content course, (3 cr). This may be literature, publishing, or internships. Non-creative writing.

ENG 584  Environmental Imagination (3) or

ENG 585  Travel Writing (3)

ENG 581 or ENG 582 or ENG 583 (3)

ENG 612 (3)

ENG 712 (3) taken twice

ENG 710 (3) taken twice

5 content courses 2 of which must be literature
**Integrated Graduate MFA in Creative Writing**

The five-year MFA in Creative Writing allows students to accelerate into the MFA Program at Chatham University. Students may express interest in the MFA program as early as their initial application to Chatham. Admission to the MFA in Creative Writing is confirmed through a portfolio review with the MFA Program Director in the spring of the junior year (or 6th semester of study). Students are advised to begin taking undergraduate requirements for the Integrated MFA no later than their sophomore year, and preferably in their first year of study at Chatham.

**Major Requirements for the Bachelor’s degree:**

19 courses, including:

- ENG 242 Introduction to Creative Writing (3)
- ENG 243 Creative Writing I (3)
- ENG 244 Creative Writing II (3)
- ENG 245 Advanced Writing Workshop (3)
- ENG 350W Seminar in Literary Theory and Scholarly Writing (3)
- ENG 490 Integrative Capstone (3)
- INTENG 303 Internship (3)

Three Literature survey courses from the following:

- ENG 204 World Literature (3)
- ENG 207 British Writers I (3)
- ENG 208 British Writers II (3)
- ENG 216W American Writers I (3)
- ENG 217W American Writers II (3)
- ENG 321W Shakespeare Survey (3)
- ENG 287 African-American Writers (3)

One English Content Course at 300-level or above (these offerings vary; below is a selection):

- ENG 321W Shakespeare Survey (3)
- ENG 385 Toni Morrison Seminar (3)
- ENG 425 Bleak Houses: Shifting Landscapes in the English Novel (3)
- ENG 449 Exiles (3)
- ENG 452 Ecofeminist Literature (3)

Two English Content Courses at 500-level or above (6 credits to double-count toward BFA and MFA)

Two 300-level or above Creative Writing Courses from the following:

- ENG 310 Summer Community of Writers (3) A ten-day summer writing intensive, typically from late July to early August. Student must be ready to spend all day and evening of all ten days on the Shadyside campus.
- ENG 313 Special Topics in Creative Writing (3) These courses rotate genres and topics within the genres of fiction, poetry and nonfiction.
- ENG/ENV 327 Writing about Environmental Science (3)
- FDT 331 Foundations of Screenwriting (3)
- ENG 355 Advanced Writing & Stylistics (3)

In the fall of the student’s senior year, s/he will take

One 500-level Creative Writing Courses in student’s primary genre:
• ENG 581  The Craft of Fiction (3)
• ENG 582  The Craft of Nonfiction (3)
• ENG 583  The Craft of Poetry (3)
• ENG 586  The Craft of Writing for Children (3) (offered irregularly)

One readings course in student’s primary genre:
• ENG 531  Readings in Poetry (3)
• ENG 532  Readings in Fiction (3)
• ENG 533  Readings in Creative Nonfiction (3)
• ENG 562  Children’s Literature (3)

In the spring of the student’s senior year, s/he will take two more 500- or 600-level MFA courses. These four graduate-level courses (12-credits), and no more, can count towards both the BFA and MFA degrees. For a list of these MFA course offerings and the additional requirements for the MFA degree, please refer to the Master of Fine Arts in Creative Writing section of this catalog.

As students plan with their advisors for the integrated degrees, please be aware that students cannot have more than 119 credits at end of fall of senior year, or they will lose undergraduate funding.

Master of Professional Writing (MPW)

Chatham University’s Master of Professional Writing (MPW) program is a broad-based course of study that leads to a unique, professional degree. Students will explore the practice of writing in a variety of professional contexts, including technical writing, political writing, business and financial writing, writing for electronic media, web design, and critical writing. By bringing together students from a variety of different backgrounds, the MPW program offers an educational experience that more accurately reflects the realities of today’s shifting and expanding business world.

The MPW program consists of 30 credits completed in the online format. Students will gain experience working in a variety of business formats and will be prepared to assume positions that demand highly-developed communication skills. Chatham University’s MPW program allows students to complete a focused Professional Writing Degree or to pursue a concentration in Web-Content Design or Technical Writing.

Degree Requirements:

30 credits
PWR 601 Introduction to Professional Writing (3)
PWR 699 Professional Writing Practicum (3)

Choose 24 credits from:
PWR 606 Grant Writing (3)
PWR 616 Technical Writing (3)
PWR 617 Teaching Technical Writing (3)
PWR 620 Political and News Writing (3)
PWR 621 Uses of Media in New and Social Media (3)
PWR 625 Business and Organizational Writing (3)
PWR 632 Science and Environmental Writing (3)
Web Content Development Concentration:

As we move increasingly toward an experience economy that values the overall feel as much as – or more than – the good or service itself, content design roles are growing in demand. Additionally, as Web 2.0, social media, and community content authoring have become ubiquitous, the danger of information pollution threatens to overwhelm content consumers. Businesses are driven to hire skilled professionals to architect their content in a consumable, usable manner.

The MPW Web Content Development concentration will focus on the many aspects of professional writing centered on developing content for the web, from architecting to writing, teaching students to do more than craft the written word. Students will adopt a highly user-focused approach to content development, from user-story creation through digital media development, as students learn the new media skills needed in this modern digital age. This concentration also requires a portfolio and networking-enhancing client project that gives students direct opportunities to apply their skills to a real-life business project. The MPW Web Content Development concentration will enable students to take their skills straight to the market place.

Concentration requirements:
The Web Content Development concentration requires a total of 10 courses:

2 core courses
PWR 601 Introduction to Professional Writing (3)
PWR 699 Professional Writing Portfolio (3)

5 concentration courses
PWR 662 Writing for Digital Media (3)
PWR 670 Principles of Information Architecture (3)
PWR 674 Web Design and Development II*(3)
PWR 675 Visual and Interface Design (3)
PWR 694 Client Project (3)

3 electives courses

* Basic web design skills, including raw HTML and CSS coding, are a required prerequisite to this course. We strongly recommend completing PWR 673 Web Design I, and consider it a required course for the concentration if the student does not already possess these skills. Contact the Program Director or the current instructor for PWR 674 with any questions about meeting this requirement.

Technical Writing Concentration

Technical writers are professionals who can take complex technical information and present it in ways that make the information easier to understand. Doing so involves using a combination of writing and design skills. These skills
are introduced in early Technical Writing and Editing courses. Students will then apply these fundamental skills in content courses such as Science and Environmental Writing, and Grant Writing. Finally, students will have the opportunity to develop a professional portfolio and work on real projects for local clients. Technical writers are employed in a wide variety of fields, including science, technology, medicine, robotics, sustainability, and finance. Because of the high demand for jobs, employers are able to be very specific in their requirements for employees, and technical writers with specialty training can thus have a competitive advantage in the marketplace.

Concentration requirements:
The Technical Writing concentration requires a total of 10 courses (30 credits):

2 core required courses (for all MPW degrees):
PWR 601 Introduction to Professional Writing (3)
PWR 699 Professional Writing Portfolio (3)

5 concentration required courses:
PWR 606 Grant Writing (3)
PWR 616 Technical Writing & Editing (3)
PWR 617 Teaching Technical Writing (3)
PWR 632 Science & Environmental Writing (3)
PWR 694 Client Project (3)

3 electives courses
School of Arts, Science, and Business

Humanities

Women’s and Gender Studies

Women’s and Gender Studies-BA
Minor: Women’s and Gender Studies

Women’s and Gender Studies (BA)

The major in women’s and gender studies offers students the opportunity for the interdisciplinary study of women’s contributions to society and women’s experience in diverse cultures, polities and historical periods. Students seek to understand the new scholarship on women and the new intellectual frameworks, methodologies, and feminist theories that examine gender as a social construct. They analyze critically the representations of women in literature and the arts, in social and political theory and practice, and in the sciences, and they are encouraged to rethink their own responsibility for reshaping society.

Major Requirements:
12 courses, including:

- WGS 101 Introduction to Women’s Studies (3)
- WGS 201W Feminist Theory (3)
- WGS 322W Women and Policy (3)
- INTWGS 303 Internship (3)
- WGS 490 Integrative Capstone (3)
- ENG 350W Seminar in Literary Theory and Scholarly Writing (3)
  OR other Research Methods Seminar (3)

6 courses from the following:

- ART 263 Women and Art II (3)
- BUS 255 Gender Issues in Work and Management (3)
- CRM 220 Women and the Criminal Justice System (3)
- CST 183 Representations of Race and Gender (3)
- CST 215 Perspectives in Gay and Lesbian Studies (3)
- CST/FDT 225 Female Narration: Race and Gender in Women’s Film (3)
- ENG 262 Introduction to Women Writers (3)
- ENG 286 Contemporary African-American Women Writers (3)
- ENG 385 Toni Morrison Seminar (3)
- ENG 419 Frontier Women (3)
- ENG 452 Ecofeminist Literature (3)
- ENG 464 Early Modern Romance: Representations of Women (3)
- ENV 242 Women and the Global Environment (3)
- FDT 226 Issues in Film: Gender, Race, and Ethnicity (3)
- MUS 232 Ethics and Women’s Issues (3)
- POL 262 Women and Politics (3)
- PSY 236 Psychology of Women (3)
- PSY 415 Human Sexuality (3)
For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

**Women’s and Gender Studies Minor**

**Minor Requirements**

6 courses, including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>WGS 101</td>
<td>Introduction to Women’s Studies</td>
<td>(3)</td>
</tr>
<tr>
<td>WGS 201W</td>
<td>Feminist Theory</td>
<td>(3)</td>
</tr>
<tr>
<td>WGS 322W</td>
<td>Women and Policy</td>
<td>(3)</td>
</tr>
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- 3 electives chosen from the above list of major electives.
School of Arts, Science, and Business

Social Science

Education

Early Elementary Education-BA
Infant Toddler Development-BA
K-12 Teaching-Certification
Art Education
Secondary Ed- Certification (discipline specific)
Education Teaching-MAT (Pre K -4, Middle Level 4-8, Secondary, Art)
Special Education-MEd (Pre K-8 or 7-12)

Early Elementary Education (BA)

This program involves both classroom study and extensive field experiences, culminating in a fulltime, semester-long Student Teaching experience. In accordance with the Pennsylvania State Department of Education (PDE) requirements, candidates must satisfy all regulations pertaining to teacher training contained in the Pennsylvania School Code. These regulations are subject to change by the State of Pennsylvania. Students will be required to comply with any such regulations that are instituted before they can apply for certification through PDE. In addition, students must have a valid (less than one year old) Child Abuse, Pennsylvania Criminal History and Federal Criminal History Record to enter a school for any and all field work. A P.P.D Tuberculin (TB) Test and a physical exam may also be required to complete field work. Students must apply for clearances the semester prior to taking a course with an embedded field placement as it may take up to 6-8 weeks to obtain clearances. Additionally, because education courses contain embedded field placements, are based on mastery of Pennsylvania Department of Education competencies and course content is linked to Pennsylvania Standards, non-Education majors are welcome to enroll in courses, but must be aware of these unique requirements and meet state and PDE requirements.

Once a student earns 48 credits of classwork (or transfers in 48 credits or more) they must apply for advance standing in the education department to receive formal admission per PDE regulations. To be formally admitted to the program for advance standing, a candidate must successfully complete 48 credit hours of coursework, pass all PAPA exams, provide two letters of recommendations and complete an Application for Advanced Standing. Students should contact their advisors for further details.

Requirements for Recommendation for State Certification in Teaching:
The Teacher Preparation Program is a professional program that recommends students for teacher certification in PreK-4 education (PreK-4) and secondary (7-12), biology, chemistry, English, mathematics, physics, and social studies certification. The Teacher Preparation Program also offers K-12 certification in art, this area will require some coursework in both elementary and secondary education. Candidates interested in art education should contact the certification officer or program director. Due to the extensive, hands-on experience in real world classrooms, courses may be offered during the day, in the evening or online.
Requirements:
The Liberal Arts Major in PreK-4 Education offers a comprehensive preparation program for teaching young children, predicated on a foundation in the liberal arts. Students in the program are required to complete the general education requirements, as well as the sequence of professional preparation courses. Students in secondary and K-12 certification areas must complete the general education requirements, a major in the academic discipline, as well as the sequence of professional preparation courses.

Curriculum:
PreK-4 Education Major
Education Courses (required):
EDU 104 Perspectives on Education (3)
EDU 105 Child Development: Birth Through Grade 4 (3)
EDU 108 Play and Movement (1)
EDU 205 Instructional Strategies for Teaching English Language Learners (3)
EDU 207 Trends and Issues in Early Childhood Education (3)
EDU 219W Cognitive Learning Theories (3)
EDU 220 Literacy I (3)
EDU 230 Mathematical Foundations (3)
EDU 234 Inclusion: Issues and Strategies (3)
EDU 240 Integrating the Arts (3)
EDU 241 Pedagogical Practices (3)
EDU 319 Methods of Teaching Elementary Social Studies (3)
EDU 323W Educational Research Methods (3)
EDU 328 Literacy II: Connections to Literature (3)
EDU 335 Methods of Teaching Elementary Mathematics (3)
EDU 336 Methods of Teaching Elementary Science (3)
EDU 400 Data Driven Instruction Decisions (2)
EDU 409 Differentiated Reading and Writing (3)
EDU 411 Early Elementary Curriculum (3)
EDU 430 Diverse Family and Community Partnerships (3)
EDU 431 Assessment and Adaptation (3)
EDU 431 Assessment and Adaptation (3)
INT EDU 423 Student teaching (9)
EDU 490 Integrative Capstone (3)

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

Infant and Toddler Development (BA)
The Bachelor Degree in Infant Toddler Development is designed to prepare highly qualified graduates to work effectively with very young children and their families to promote social-emotional development within early education environments through attention and development of high quality relationships and educational experiences essential for early brain development. The curriculum will engage students in the learning of cutting edge research on early childhood development and the experiences that promote optimal educational, health and mental health outcomes from an interdisciplinary perspective.

Curriculum:
Core Program Requirements (55 credits)
BIO114 Basic Nutrition (3)
PSY206  Infant Mental Health (3)
EDU105  Child development (3)
PSY101  General Psychology (3)
PSY209  Infant Development (3)
EDU108  Games Children Play (1)
EDU311  Early Childhood Curriculum (3)
PSY318  Infant Attachment (3)
EDU323W  Educational Research Methods (3)
EDU207  Trends and Issues in Early Childhood Education (3)
EDU205  English Language Learners (3)
PSY310  Infant Assessment (3)
PSY319  Family Interactions (3)
EDU219X  Cognitive Learning Theories (3)
EDU240  Integrating the Arts (3)
PSY312  Promoting Early Childhood Mental Health (3)
EDU430  Diverse Family and Community Partnerships (3)
EDU433  Intervention (3)
EDU490  Integrative Capstone (3)
INTEDU303  Internship (3)
Electives 22 credits

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

K-12 Teaching- Certification

Visual Arts Concentration (K-12)
The following courses comprise the Visual Arts major with a concentration in Visual Arts-Teaching. This area of study leads to certification in Art K-12. Students enrolled in this program will have advisors in Visual Arts and in Education.

Note: courses are not necessarily taken in numerical order.
Art History courses:
ART 131  History of World Art I (3)
ART 132  History of World Art II (3)
2 course Art history concentration

Studio Courses:
ART 105  Sculpture I (3)
ART 111  Ceramics I (3)
ART 115  Painting I (3)
ART 117  Drawing I (3)
ART 127  Printmaking Studio (3)
ART 135  2-D design I (3)
ART 124  3-D design (3)
ART 141  Media Literacy (3)
ART 490  Integrative Capstone (3)
PHI 276  Art, Beauty, Truth (3)
Three additional courses in advanced studio work
One photography course

Education Courses:
EDU 104  Perspectives on Education (3)
EDU 105  Child Development: Birth Through Grade 4 (3) or EDU 109 Adolescent Development (3)
EDU 205  Instructional Strategies for Teaching English Language Learners (3)
EDU 219W  Cognitive Learning Theories (3)
Secondary Education Certification

Secondary certification is available in biology, chemistry, English, mathematics, physics, and social studies. Within each discipline there are specific academic content courses required for certification. Students should contact the Education Program for a complete list of courses required for certification. Following is a list of professional preparation courses required of all secondary certification candidates.

Curriculum:
EDU 104 Perspectives on Education (3)
EDU 109 Adolescent Development (3)
EDU 205 Instructional Strategies for Teaching English Language Learners (3)
EDU 241 Pedagogical Practices (3)
EDU 219W Learning Theories (3)
EDU 234 Inclusion: Issues and Strategies (3)
EDU 431 Assessment and Adaptation (3)
EDU 430 Diverse Family and Community Partnerships (3)
INTEDU 423 Student Teaching (9)
EDU 431 Assessment and Adaptation

One* of the following courses is required:
EDU 416 Methods of Teaching Secondary English (3)
EDU 417 Methods of Teaching Secondary Social Studies (3)
EDU 418 Methods of Teaching Secondary Science (3)
EDU 419 Methods of Teaching Secondary Mathematics (3)
*EDU 432 Human Geography (3) (Required for Social Studies Certification)

Master of Arts in Teaching (MAT)

The Master of Arts in Teaching degree is a professional program that recommends students for teacher certification in PreK-12 education (PreK-4) and secondary (7-12), biology, chemistry, English, mathematics, physics, and social studies certification. The MAT also offers K-12 certification in art, which requires some coursework in both elementary and secondary education. Candidates interested in art or secondary education should hold a bachelor’s degree in their specific field. Education courses are held both in class and online.
This program involves both classroom study and extensive field experiences, culminating in a fulltime, semester-long Student Teaching experience. In accordance with the Pennsylvania State Department of Education (PDE) requirements, candidates must satisfy all regulations pertaining to teacher training contained in the Pennsylvania School Code. These regulations are subject to change by the State. Students will be required to comply with any such regulations that are instituted before they can apply for certification through PDE. In addition, students must have a valid (less than one year old) Child Abuse, Pennsylvania Criminal History and Federal Criminal History Record to enter a school for any and all field work. A P.P.D Tuberculin (TB) Test and a physical exam may also be required to complete field work.

Admission Requirements:
- A baccalaureate degree from an accredited college or university, including six credits in math, three credits in writing and three credits in literature.
- Overall undergraduate grade point average (GPA) of 3.0 or above on a 4.0 scale (Probationary admission may be granted for applicants with a GPA of less than a 3.0 who show promise through their other achievements).

Completed application for admission, including:
- Completed and signed application form
- Admissions essay
- Official transcripts from all colleges and universities attended
- Resume and/or additional supporting information on professional or volunteer activities
- Two letters of recommendation
- Payment of a non-refundable $45 application fee (no fee is required for the online application)

Clearances:
The Pennsylvania Department of Education (PDE) requires all individuals who interact with children in Pennsylvania schools to obtain three types of clearances: Act 34, Act 151, and FBI Criminal History Report. These clearances — a criminal background check, a child abuse check, and a criminal history report — are required for all Chatham field placements including observations and student teaching. In all MAT programs, field placements begin in the first term of enrollment. Therefore, students must submit these three clearances to the education department prior to their first day of classes. Negative information on any of these clearances may be cause for dismissal from the program.

Non-Degree Seeking Students:
At the discretion of the graduate program director, a qualified student can take up to 12 credit hours of graduate courses as a non-degree seeking student. Students who have been denied admittance into a program cannot register for courses as non-degree-seeking students. Students must earn a B or above in each course. Successful completion of 12 hours as a non-degree-seeking student does not imply admittance into the program. Courses taken as non-degree are not guaranteed to count towards the degree. In cohort programs, degree-seeking students will be given preference for available seats.

Additional Information:
All students seeking Pennsylvania state certification must have the following:
- six credits in English, including three credits in composition or writing and three credits in literature (American or British Literature), and
- six credits in college-level mathematics prior to entering the program.
Degree Requirements – Grades PreK-4

51 credits, including:

EDU 502 Perspectives on Education (2)
EDU 508 Play and Movement (1)
EDU 509 Issues and Trends in Early Childhood Education (3)
EDU 510 Differentiating Reading and Writing (3)
EDU 511 Early Elementary Curriculum (3)
EDU 514 Data Driven Instructional Decisions (2)
EDU 530 Diverse Family and Community Partnerships (3)
EDU 531 Assessment and Adaptation (3)
EDU 534 Methods of Teaching Elementary Social Studies (2)
EDU 535 Methods of Teaching Elementary Mathematics (3)
EDU 536 Methods of Teaching Elementary Science (2)
EDU 607 Child Development and Learning Theory (3)
EDU 609 Literacy (3)
EDU 634 Inclusion: Issues and Strategies (3)
EDU 639 Integrating the Arts (3)
EDU 657 Instructional Strategies for Teaching English Language Learners (3)
EDU 696 Student Teaching (9)

Degree Requirements – Secondary (biology, chemistry, English, mathematics, physics or social studies):

43 credits, including:

EDU 502 Perspectives on Education (2)
EDU 510 Differentiating Reading and Writing (3)
EDU 515 Secondary School Curriculum (3)
EDU 516 Methods of Teaching Secondary English (3) or
EDU 517 Methods of Teaching Secondary Social Studies (3) or
EDU 518 Methods of Teaching Secondary Science (3) or
EDU 519 Methods of Teaching Secondary Mathematics (3)
EDU 514 Data Driven Instructional Decisions (2)
EDU 530 Diverse Family and Community Partnerships (3)
EDU 531 Assessment and Adaptation (3)
EDU 605 Adolescent Development and Learning Theory (3)
EDU 634 Inclusion: Issues and Strategies (3)
EDU 657 Instructional Strategies for Teaching English Language Learners (3)
EDU 696 Student Teaching (9)

Plus two (2) courses in content area of certification for a total of six (6) credits

Degree Requirements: Art Education K-12

Programs in these areas require some coursework in both elementary and secondary education. Candidates for these degrees should contact the certification officer or program chairperson.

43 Credits, including

EDU 502 Perspectives on Education (2)
EDU 510 Differentiating Reading and Writing (3)
EDU 514 Data Driven Decision Making (2)
EDU 515 Secondary School Curriculum (3)
EDU 530 Diverse Family and Community Partnerships (3)
EDU 531  Assessment and Adaptation (3)
EDU 537  Methods of Teaching Art in the Elementary School (3)
EDU 547  Methods of Teaching Art in the Secondary School (3)
EDU 607  Child Development and Learning Theory (3)
EDU 634  Inclusion: Issues and Strategies (3)
EDU 639  Integrating the Arts (3)
EDU 657  Instructional Strategies for Teaching English Language Learners (3)
EDU 696  Student Teaching (9)

Masters of Education in Special Education (M.Ed)

The Master of Education in Special Education (M.Ed.) degree is designed for women and men in the teaching profession in grade PreK-12. The mission of the Chatham University Special Education Program is to prepare teachers in reflective, participatory, and collaborative practices to provide exemplary learning opportunities for children and youth with exceptionalities. The program is designed to develop ethical professionals working with diverse populations in a variety of social and cultural contexts. Students will either choose the PreK-8 Special Education major or the 7-12 Special Education major. Education courses are held both in class and online.

This program involves both classroom study and field experiences, culminating in 150 hour practicum experience in a school setting. In accordance with the Pennsylvania State Department of Education (PDE) requirements, candidates must satisfy all regulations pertaining to teacher training contained in the Pennsylvania School Code. These regulations are subject to change by the State. Students will be required to comply with any such regulations that are instituted before they can apply for certification through PDE. In addition, students must have a valid (less than one year old) Child Abuse, Pennsylvania Criminal History and Federal Criminal History Record to enter a school for any and all field work. A P.P.D Tuberculin (TB) Test and a physical exam may also be required to complete field work.

Admission Criteria for Special Education grades PreK-8 or grades 7-12:

Admission Requirements:

- A baccalaureate degree from an accredited college or university. All candidates must hold an initial certification or be eligible for Pennsylvania certification.
- GPA of 3.0 or above on a 4.0 scale (Probationary admission may be granted for applicants with a GPA of less than a 3.0 who show promise through their other achievements).

Completed application for admission, including:

- Completed and signed application form
- Admissions essay
- Official transcripts from all colleges and universities attended
- Two letters of recommendation
- Payment of a non-refundable $45 application fee (no fee is required for the online application)

Clearances:

The Pennsylvania Department of Education (PDE) requires all individuals who interact with children in Pennsylvania schools to obtain three types of clearances: Act 34, Act 151, and FBI Criminal History Report. These
clearances – a criminal background check, a child abuse check, and a criminal history report – are required for all Chatham field placements including observations and practicum. Field placements begin in the first term of enrollment. Therefore, students must submit these three clearances to the education department at prior to their first day of classes. Negative information on any of these clearances may be cause for dismissal from the program.

Students Seeking Only Special Education Certification (non-degree)
Students only interested in special education certification should contact the Program Director for non-degree certification requirements. This option is only open to those students are initially certified in the state of Pennsylvania.

Degree Requirements for PreK-8:
33 credits, including:
EDU 531 Assessment and Adaptation (3)
EDU 510 Differentiating Reading, Writing and Technology (3)
EDU 605 Autism Spectrum Disorders (3)
EDU 634 Inclusion: Issues and Strategies (3)
EDU 661 Advanced Instructional Interventions PreK-8 (3)
EDU 664 Behavior and Social Intervention and Support (3)
EDU 668 Low Incidence Disabilities Strategies Prek-8 (3)
EDU 671 Advocacy Collaboration and Teamwork (3)
EDU 690 Practicum in Special Education (6)
*Plus two (2) graduate level education course electives totaling six (6) credits. For students who have not had at least three credits in Instructional Strategies for Teaching English Language Learners are required by the Pennsylvania Department of Education to take this as one elective.

Degree Requirements for 7-12:
33 credits, including:
EDU 531 Assessment and Adaptation (3)
EDU 510 Differentiating Reading, Writing and Technology (3)
EDU 605 Autism Spectrum Disorders (3)
EDU 634 Inclusion: Issues and Strategies (3)
EDU 662 Advanced Instructional Interventions 7-12 (3)
EDU 664 Behavior and Social Intervention and Support (3)
EDU 669 Low Incidence Disabilities Strategies 7-12 (3)
EDU 671 Advocacy Collaboration and Teamwork (3)
EDU 690 Practicum in Special Education (6)
*Plus two (2) graduate level education course electives totaling six (6) credits. For students who have not had at least three credits in Instructional Strategies for Teaching English Language Learners are required by the Pennsylvania Department of Education to take this as one elective.
School of Arts, Science, and Business

Social Science

History, Political Science and International Studies

History-BA
Minor: History

International Studies-BA

Concentrations: Asia, Africa, Europe, Latin American or Middle East

International Certificates: Asia, Africa, Europe, Latin American or Middle East

Students who are majoring in other subjects may earn an international regional certificate by taking the courses required for one of the regional concentrations described above.

Policy Studies- BA

Political Science-BA

Minor: Political Science

Minor: Pre-law

History (BA)

The history program offers courses in American, European, and non-Western history. These courses provide students with a grounding in the many ways historians have made sense of the world. Understanding how diverse societies, economies, states, and cultures have changed and developed over time is crucial to evaluating and adapting to today’s ever-changing world. Throughout their course work, students learn to acquire, organize, analyze, and clearly communicate information in other words, to think critically and write well.

The teacher certification program offers certification in secondary social studies teaching. Students interested in this program should see the Certification Coordinator in the Education program for specific requirements.

Major Requirements:

12 courses, including:
HIS 100 Introduction to World History (3)
HIS 102 Introduction to American History (3)
POL 311W Selected Topics in the Research Process (3)
HIS 490 Integrative Capstone (3)

One of the following:
HIS 200W Introduction to Latin American History (3)
HIS 201 Introduction to Modern Middle Eastern History (3)
HIS 202W Introduction to Modern European History (3)
HIS 204W Introduction to East Asian Studies (3)
HIS 205W Africa, Past and Present (3)

1 approved 3-credit internship (INTHIS 303)
1 300 or 400-level seminars

3 courses concentrating in European, American or non-Western history from the following:
HIS 207 Oral History, Neighborhoods, and Race (3)
HIS 213 Special Topics in History (3)
HIS 215 Industrialization & the Working Class in Europe & America (3)
HIS 216 Rise of the Third World (3)
HIS 224 The Holocaust: Nazis, Occupied Europe, and the Jews (3)
HIS 228 Recent African History (3)
HIS 231W History of the British Empire (3)
HIS 241 History of Islam (3)
HIS 247 American Environmental History (3)
HIS 283 Religious Movements in Contemporary Africa (3)
HIS 300 Social & Political Thought in the Western Tradition (3)
HIS 301 The Middle East & the United States (3)
HIS 321 The Sixties, America & Vietnam
HIS 342 Modern China: A Cultural History (3)
HIS 350 The Civil War and Reconstruction (3)
HIS 401 History of Pan-Africanism (3)
HIS 402 Gender and the Family in America (3)
HIS 421 Revolutions in Modern Latin America (3)
HIS 426 The Arab-Israeli Conflict (3)
1 program elective

Interdisciplinary Major Requirements
8 courses, including:
HIS 100 Introduction to World History (3)
HIS 102 Introduction to American History (3)

And one of the following:
HIS 200W Introduction to Latin American History (3)
HIS 201 Introduction to Middle East (3)
HIS 202W Introduction to Modern European History (3)
HIS 205W Africa, Past and Present (3)

1 approved 3-credit internship (INTHIS 303)
2 courses concentrating in American, European or non-Western history
1 300-400-level seminar
1 program elective

Minor Requirements
6 courses, including:
2 courses from the following:
HIS 100 Introduction to World History (3)
HIS 102 Introduction to American History (3)
HIS 200W Introduction to Latin American History (3)
HIS 201 Introduction to Middle East (3)
HIS 202W Introduction to Modern European History (3)
HIS 204W Introduction to East Asian Studies (3)
HIS 205W Africa, Past and Present (3)

1 200- or 300-level course each in American, European and non-Western history
1 300-400-level seminar
For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.
International Studies (BA)

Chatham’s major in International Studies emphasizes cultural texts and histories, both classical and contemporary, in combination with practical experience and firsthand intercultural interaction. The core courses draw on humanistic intellectual traditions, in order to develop nuanced understandings of particular texts, topics, and problems within a broad and relevant historical, political, and cultural context. Completion of a regional concentration ensures practical grounding in language, historical and geographical understanding, and experiential learning; it also qualifies a student for financial and programmatic support for study abroad.

Likely career fields for an International Studies major include civic and non-profit work, international outreach, media and communications, and education. Careers in government and business are also achievable, especially if this major is complemented by additional study and experience. The major offers a foundation for graduate work in a variety of fields, including humanities, social sciences, and law.

Students may test out of some or all language requirement. They will not be given course credit but the requirement will be waived. Certificates must be at least 18 credits. In cooperation with the Chair of History, Political Science, and International Studies, students placing out of language must be sure that appropriate course work meets the 18 credit requirement.

Major Requirements:
HIS 100 Introduction to World History (3)
POL 100 Introduction to Comparative Politics (3) OR
POL 104 Introduction to International Relations (3)
FDT 160 World Film History (3)
ENG 204 World Literature (3)
POL 311W Selected Topics in the Research Process (3)
HIS 490 Integrative Capstone (3)

Asia Concentration Requirements:
CST/HIS 204W Intro to East Asian Studies (3)
One (1) 200-level regional elective approved by program director
One (1) 200- or 300-level regional elective approved by program directory
Study Away Experience or internship abroad approved by program advisor (6-12)
An approved Asian language through the intermediate level

Africa Concentration Requirements:
HIS 205W Africa Past and Present (3)
One (1) 200-level regional elective approved by program director
One (1) 200- or 300-level regional elective approved by program directory
StudyAway Experience or internship abroad approved by program advisor (6-12)
An approved African language through the intermediate level

Europe Concentration Requirements:
HIS 202W Introduction to the History of Modern Europe (3)
One (1) 200-level regional elective approved by program director
One (1) 200- or 300-level regional elective approved by program directory
Study Away Experience or internship abroad approved by program advisor (6-12)
An approved European language through the intermediate level

Latin America Concentration Requirements:
HIS 200W Introduction to Latin American History Latin America (3)
One (1) 200-level regional elective approved by program director
One (1) 200- or 300-level regional elective approved by program directory
Study Away Experience or internship abroad approved by program advisor (6-12)
Spanish (or other approved language) through the intermediate level

**Middle East Concentration Requirements:**
- HIS 201W  
  Introduction to the Modern Middle East (3)
- One (1) 200-level regional elective approved by program director
- One (1) 200- or 300-level regional elective approved by program directory
- Study Away Experience or internship abroad approved by program advisor (6-12)
- Arabic (or other approved Middle Eastern language) through the intermediate level

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

**International Certificate Program (Certificate)**
Students who are majoring in other subjects may earn an international regional certificate by taking the courses required for one of the following regional concentrations.

**International Certificate: Africa Requirements**
- HIS 205W  
  Africa Past and Present (3)
- One (1) 200-level regional elective approved by program director
- One (1) 200- or 300-level regional elective approved by program directory
- Study Away Experience or internship abroad approved by program advisor (6-12)
- An approved African language through the intermediate level

**International Certificate: Asia Requirements**
- CST/HIS 204W  
  Intro to East Asian Studies (3)
- One (1) 200-level regional elective approved by program director
- One (1) 200- or 300-level regional elective approved by program directory
- Study Away Experience or internship abroad approved by program advisor (6-12)
- An approved Asian language through the intermediate level

**International Certificate: Europe Requirements**
- HIS 202W  
  Introduction to the History of Modern Europe (3)
- One (1) 200-level regional elective approved by program director
- One (1) 200- or 300-level regional elective approved by program directory
- Study Away Experience or internship abroad approved by program advisor (6-12)
- An approved European language through the intermediate level

**International Certificate: Latin America Requirements**
- HIS 200W  
  Introduction to Latin American History Latin America (3)
- One (1) 200-level regional elective approved by program director
- One (1) 200- or 300-level regional elective approved by program directory
- Study Away Experience or internship abroad approved by program advisor (6-12)
- Spanish (or other approved language) through the intermediate level

**International Certificate: Middle East Requirements**
- HIS 201W  
  Introduction to the Modern Middle East (3)
- One (1) 200-level regional elective approved by program director
- One (1) 200- or 300-level regional elective approved by program directory
- Study Away Experience or internship abroad approved by program advisor (6-12)
- Arabic (or other approved Middle Eastern language) through the intermediate level
**Policy Studies (BA)**

Policy Studies is designed to introduce students to policy making in public or private domains. It provides an appropriate foundation for students interested in public service, either in elected office or in government agencies, as well as students interested in non-governmental policy organizations. It serves as a base for graduate work in public policy and law, as well as more traditional academic fields.

**Major Requirements:**
17 courses, including:

- **ECN 101** Principles of Macroeconomics: Decision-Making by the Firm and Consumers (3)
- **ECN 102** Principles of Microeconomics: The U.S. Economy in the World (3)
- **HIS 100** Introduction to World History (3) **OR**
- **HIS 102** Introduction to American History (3)
- **POL 100** Comparative Politics (3) **OR**
- **POL 101** American Government and Public Policy (3)
- **POL 202W** Understanding Public Policy (3)
- **BUS 110** Business Statistics **OR**
- **MTH 110** Elementary Statistics (3)
- **ECN 355** Economic Analysis and Public Policy (3)
- **POL 311W** Selected Topics in the Research Process (3)
- **POL 490** Integrative Capstone (3)

*The Integrative Capstone is registered in the instructor’s program and focuses on a policy issue.

1 approved 3-credit internship (INTPOL, INTECN, INTHIS 303)

1 economic analysis electives from the following:

- **ECN 250** Women and Work (3)
- **ECN 253** Economic Development (3)
- **ECN 262** Global Environmental Economics (3)
- **ECN 351** International Trade and Finance (3)

Or appropriate course substitute approved by the program director

2 sociopolitical analysis electives from the following:

- **POL 219W** International Organizations (3)
- **POL 262** Women and Politics
- **POL 300** U.S. Congress (3)
- **POL 302** Ethnic Conflict (3)
- **POL 319** Politics and the European Union (3)
- **POL 324** U.S. Foreign Policy (3)
- **SWK/WST 322W** Women and Policy (3)

Or appropriate course substitute approved by the program director

2 historical analysis electives from the following:

- **HIS 216** Rise of the Third World (3)
- **HIS 228** Recent African History (3)
- **HIS 247** American Environmental History (3)
- **HIS 342** Modern China: A Cultural History (3)

Or appropriate course substitute approved by the program director

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.
**Political Science (BA)**
The Political Science program offers courses in American Politics, International Politics, and Law-related subjects. The study of Political Science develops students’ conceptual skills and provides them with the tools to analyze political concepts in broad perspective and make sense of new issues as they arise. In addition to knowledge of the subject, the program is designed to develop skills in critical thinking and written and oral expression, deepen commitment to social responsibility and political participation, and to position students to go on to graduate study and professional careers.

The program maintains affiliations with programs and centers across the University and within the community, which bring students into contact with scholars and practitioners from multiple academic fields. There are opportunities for students to learn outside of the classroom, for example through participation in internships and in the programs and research of The Center for Women, Politics and Public Policy(e.g.: Winning Edge campaign school, and the Public Leadership Education Network (PLEN).

**Major Requirements:**
12 courses, including:
- POL 101 American Government and Public Policy (3)
- POL 100 Introduction to Comparative Politics (3) OR POL 104 Introduction to International Relations (3)
- POL 202W Understanding Public Policy (3)
- POL 311W Selected Topics in the Research Process (3)
- POL 490 Integrative Capstone (3)
- 1 approved 3-credit internship (INTPOL 303)
- 5 additional 3-credit program electives, 3 at the 200-level and 2 at the 300-level or above

**Interdisciplinary Major Requirements:**
8 courses, exclusive of the Integrative Capstone:
- POL 100 Introduction to Comparative Politics (3) OR
- POL 104 Introduction to International Relations (3)
- POL 101 American Government and Public Policy (3)
- POL 311W Selected Topics in the Research Process (3) OR an approved methods course in another discipline
- 1 approved 3-credit internship (INTPOL 303)
- 4 additional 3 credit program electives, 3 at the 200-level and 1 at the 300-level or above.

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

**Pre-Law Program**
Chatham’s pre-law program is designed to encourage and support students with an interest in careers in law. It also helps students prepare to attend law school. The program includes the pre-law advisor, a pre-law minor, co-curricular programs offered in partnership with the PA Center for Women, Politics, and Public Policy, and the support of an advisory committee.

5 courses, including:
- COM 234 Persuasion 1 (3)
- ENG 241 Business Writing (3) OR ENG 355 Advanced Writing (3)
- POL 303 Constitutional Law I (3)
- PHI 121 Introduction to Logic (3)
- IND 104 Preparing for the LSAT (2)
Political Science Minor

Political Science Minor Requirements:
6 courses, including:
POL 100 Introduction to Comparative Politics (3) OR
POL 104 Introduction to International Relations (3)
POL 101 American Government and Public Policy (3)
4 additional program electives, at least 1 at the 300-level or above.
Psychology (BA)
The major course work is organized in a common structure for the baccalaureate curriculum: a required introductory course, three methodology courses, six advanced content courses, and the integrated capstone experience.

Common elements of the curriculum include active and collaborative learning, research projects, fieldwork, practice and community service, discussion of ethical issues and values, and courses and research methods that heighten the student’s understanding of diversity in human behavior. Learning about psychology occurs in multiple settings: the classroom, internships, participation in psychology Psi Chi (the National Honor society for Psychology), and attendance and presentation of research at regional and national conferences. The program places a strong emphasis on effective student advising that goes beyond guidance in course selection and information about institutional procedures. The intent is to motivate students to explore and develop their values, interests, abilities, and career and life goals and to encourage students to consider post-baccalaureate educational possibilities, including graduate and professional school.

The psychology curriculum enables students to think scientifically about behavior and mental processes, to appreciate and respect others, and to pursue a variety of post-baccalaureate alternatives, including employment and graduate or professional school. This major is applicable to any career in which an understanding of human thought and behavior is central, including the health sciences, personnel/human resources, social work, introductory level counseling, interviewing, and data collection.

Major Requirements
11 courses, including:
PSY 101 General Psychology (3)
PSY 213 Statistics and Research Design (3)
PSY 217W Critical Thinking in Psychology (3)
PSY 314W Foundations of Behavioral Research (3)
INTPSY 303 Internship in Psychology (3)
PSY 490 Integrative Capstone (3)

1 course in learning and cognition from the following:
PSY 307 Cognitive Psychology (3)
PSY 326 Psychology of Learning (3)
PSY 324 Motivation (3)

1 course in individual differences, personality and social from the following:
PSY 323 Personality (3)
PSY 331 Social Psychology (3)
PSY 333 Abnormal Behavior (3)

1 course in biological bases from the following:
PSY 340 Psychopharmacology (3)
PSY 341 Psychobiology (3)
PSY 230 Animal Behavior (3)

1 developmental course from the following:
PSY 351 Childhood and Adolescence (3)
PSY 352 Adult Development (3)
PSY 357 Adolescence and the Transition to Adulthood (3)

2 additional psychology program electives
**Interdisciplinary Major Requirements**
8 courses, exclusive of the Integrative Capstone

- **PSY 101** General Psychology (3)
- **PSY 213** Statistics and Research Design (3)
- **PSY 314W** Foundations of Behavioral Research (3)

1 course in learning and cognition from the following:
- **PSY 307** Cognitive Psychology (3)
- **PSY 326** Psychology of Learning (3)
- **PSY 324** Motivation (3)

1 course in individual differences, personality and social from the following:
- **PSY 323** Personality (3)
- **PSY 331** Social Psychology (3)
- **PSY 333** Abnormal Behavior (3)

1 course in biological bases from the following:
- **PSY 340** Psychopharmacology (3)
- **PSY 341** Psychobiology (3)
- **PSY 230** Animal Behavior (3)

1 developmental course from the following:
- **PSY 351** Childhood and Adolescence (3)
- **PSY 352** Adult Development (3)
- **PSY 357** Adolescence and the Transition to Adulthood (3)

One additional approved psychology program elective.

**Minor Requirements**
6 courses, including:

- **PSY 101** General Psychology (3)

1 course in learning and cognition from the following:
- **PSY 307** Cognitive and Psychology (3)
- **PSY 326** Psychology of Learning (3)
- **PSY 324** Motivation (3)

1 course in individual differences, personality and social from the following:
- **PSY 323** Personality (3)
- **PSY 331** Social Psychology (3)
- **PSY 333** Abnormal Behavior (3)

1 course in biological bases from the following:
- **PSY 340** Psychopharmacology (3)
- **PSY 341** Psychobiology (3)
- **PSY 230** Animal Behavior (3)

1 developmental course from the following:
- **PSY 351** Childhood and Adolescence (3)
- **PSY 352** Adult Development (3)
- **PSY 357** Adolescence and the Transition to Adulthood (3)

One additional approved psychology program elective.

*For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.*
**School of Arts, Science, and Business**

**Social Science**

**Social Work and Criminology**

- Criminology-BA
- Social Services Administration-BA
- Social Work-BSW
- Minors: Criminology, Social Service Administration

**Criminology (BA)**

Criminology is the scientific study of crime and delinquency. Criminologists use concepts, theories, and methods from the social and behavioral sciences (sociology, criminal justice, political science, social work, legal studies) to explore the causes and consequences of criminal behavior and juvenile delinquency. Criminologists study the effects of legal and social policies, analyze data on crime perpetration and victimization, design and assess crime prevention and control models, and evaluate offender treatment programs. The program offers a major and minor in criminology. Completing the criminology major prepares students for graduate study in criminology, criminal justice, law, or other social/behavioral sciences; and for entry-level positions in legal, correctional, or human services agencies.

**Major Requirements:**

12 courses, including:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRM 101</td>
<td>Introduction to Criminal Justice</td>
<td>(3)</td>
</tr>
<tr>
<td>CRM/SWK 224</td>
<td>Juvenile Justice</td>
<td>(3)</td>
</tr>
<tr>
<td>CRM 225W</td>
<td>Criminology</td>
<td>(3)</td>
</tr>
<tr>
<td>CRM 305</td>
<td>Law Enforcement and Criminal Investigations</td>
<td>(3)</td>
</tr>
<tr>
<td>CRM 310</td>
<td>Survey of Corrections</td>
<td>(3)</td>
</tr>
<tr>
<td>INTCRM 303</td>
<td>Internship</td>
<td>(3)</td>
</tr>
<tr>
<td>CRM 490</td>
<td>Integrative Capstone</td>
<td></td>
</tr>
</tbody>
</table>
| PSY 101     | General Psychology                                | (3)     | **OR**
| SWK 101     | Introduction to Sociology                         |         |
| PSY 213     | Statistics and Research Design                    | (3)     |
| PSY 314W    | Foundations of Behavioral Research                | (3)     |

1 of the following or substitute electives approved by the program coordinator:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IND 105/105 L</td>
<td>Crime Scene Investigation</td>
<td>(4)</td>
</tr>
<tr>
<td>CRM 220</td>
<td>Women and the Criminal Justice System</td>
<td>(3)</td>
</tr>
<tr>
<td>CRM 313</td>
<td>Special Topics</td>
<td>(3)</td>
</tr>
<tr>
<td>CRM 340</td>
<td>Violent and Predatory Crimes</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 331</td>
<td>Social Psychology</td>
<td>(3)</td>
</tr>
</tbody>
</table>
PSY 333  Abnormal Psychology (3)
PSY 340  Psychopharmacology (3)
SWK 201W Human Behavior in the Social Environment I (3)
SWK 202 Human Behavior in the Social Environment II (3)
SWK 321 Social Welfare and Social Justice (3)
SWK 325 Deviant Behavior (3)

Criminology Minor Requirements

The criminology minor is primarily intended for students interested in careers in human services or criminal justice. The social science foundation of this minor particularly complements the B.A. degrees in psychology and social work available at Chatham.

5 courses, including:

3 required courses:
CRM 101  Introduction to Criminal Justice (3)
CRM 225W Criminology (3)
CRM/SWK 224 Juvenile Justice (3)

2 electives from the following, or substitute courses approved by program coordinator:
CRM 220 Women and the Criminal Justice System (3)
CRM 305 Law Enforcement and Criminal Investigations (3)
CRM 310 Survey of Corrections (3)
CRM 313 Special Topics (3)
CRM 340 Violent and Predatory Crimes (3)
IND 105/105 L Crime Scene Investigation (4)

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

Social Services Administration (BA)

The mission of the Chatham University undergraduate Social Services Administration program is to prepare students for entry level positions within social service agencies and for graduate study related to public administration, public health, social work, and related fields. The program emphasizes skills and knowledge related to the administration of non-profit agencies and the impact of policy on these agencies.

This major prepares students interested in social services and social policy for entry level administrative positions at social service agencies and for graduate school in public administration, public health, social work or related fields. The administrations of non-profit institutions as well as the impact of social policy on these institutions provide a framework for
integrating a foundation of knowledge and skills for a variety of non-profit settings. Students may choose an area of specialization such as criminal justice, or social welfare to focus their coursework including an internship.

**10 courses total including:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 105</td>
<td>Foundations of Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 337</td>
<td>Managing Non-Profits</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SWK 102</td>
<td>Introduction to Social Issues, Women, and Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWK 321</td>
<td>Social Welfare Policy</td>
<td>3</td>
</tr>
<tr>
<td>INTSSA 303</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>SSA 490</td>
<td>Integrative Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

4 courses from the following:

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 110</td>
<td>Statistics</td>
<td>3 OR</td>
</tr>
<tr>
<td>PSY 213</td>
<td>Statistics and Research Design</td>
<td>3 OR</td>
</tr>
<tr>
<td>BUS 110</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ACT 222</td>
<td>Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 272</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>PSY 314W</td>
<td>Foundations of Behavioral Research</td>
<td>3 OR</td>
</tr>
<tr>
<td>CRM101</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>SWK/CRM 224</td>
<td>Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>SWK/WST322W</td>
<td>Women and Policy</td>
<td>3</td>
</tr>
<tr>
<td>PSY 333</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SWK 351</td>
<td>Social Work Practice 1</td>
<td>3</td>
</tr>
<tr>
<td>POL 202</td>
<td>Understanding Public Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

One approved SWK, CRM, or BUS course

**Social Service Administration Minor Requirements:**

The Social Service Administration minor provides a structured interdisciplinary foundation for understanding the historical roles, importance, and administration of social service and nonprofit organizations in contemporary American society. The minor includes content on the development of social service organizations, the many human needs that they meet and the social problems they address. The minor also provides students with administrative skills and knowledge that will prepare them to work with other professionals in social service and nonprofit organizations.

5 courses, including:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 105</td>
<td>Introduction to Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 337</td>
<td>Managing Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SWK 101</td>
<td>Introduction to Sociology</td>
<td>3 OR</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SWK 102</td>
<td>Introduction to Social Issues, Women and Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWK 321</td>
<td>Social Welfare and Social Justice</td>
<td>3</td>
</tr>
</tbody>
</table>

Two of the following:

<table>
<thead>
<tr>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 322W</td>
<td>Women and Policy</td>
<td>3</td>
</tr>
</tbody>
</table>
For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

Social Work (BSW)

The social work program offers a major in social work leading to a Bachelor of Social Work (B.S.W.) degree that is accredited by the Council on Social Work Education. A liberal arts foundation is an integral part of an undergraduate social work education and provides an essential context for understanding human behavior. The B.S.W. prepares students for entry-level generalist social work practice as well as graduate education in social work and related fields. Bachelor level social workers are employed in all areas of human services and health care. They are also eligible for advanced standing in graduate programs in social work.

Students who are interested in pursuing a social work major may declare a social work major at any time by completing the major declaration form available from the University Registrar or on-line. Social work majors must also apply for 12-credit field placement completed during the senior year. This process is required to help ensure that students possess both the academic ability and personal maturity necessary for beginning social work practice. To apply for admission to the field placement, students be at least a first semester junior, have an overall GPA of 2.25 and a C- or higher in all social work courses. Specifics of the application process may be obtained from any member of the social work faculty.

Major Requirements:

16 courses, including:

BIO 135  Applied Human Biology (3) or another approved biology course
PSY 101  General Psychology (3)
PSY 213  Statistics and Research Design (3)
PSY 314W Foundations of Behavioral Research (3)
SWK 101  Introduction to Sociology (3)
SWK 102  Introduction to Social Issues, Women, and Social Work (3)
SWK 201W Human Behavior in the Social Environment I (3)
SWK 202  Human Behavior in the Social Environment II (3)
SWK 321  Social Welfare and Social Justice (3)
SWK 322W Women and Policy (3)
SWK 351  Practice I: Interviewing and Assessment with Individuals (3)
SWK 352  Practice II: Interventions with Individuals and Families (3)
SWK 354  Practice III: Working with Groups (3)
SWK 355  Practice IV: Working with Organizations and Communities (3)
SWK 460  Integrative Seminar in Social Work I (1.5)
SWK 461  Integrative Seminar in Social Work II (1.5)

12 credits of field placement from the following:

SWK 451  Field Placement (1)
SWK 452  Field Placement (2)
SWK 453  Field Placement (3)
SWK 454  Field Placement (4)
Preparation for professional social work practice necessitates a broad range of course work. Accreditation requirements preclude interdisciplinary majors. There is no social work minor. Students interested in the social work major are advised to meet with a member of the faculty early in their academic careers to develop a course sequence plan.

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.
School of Arts, Science, and Business

Science

Biochemistry-BA/BS

Biology-BA/BS

Tracks: Human Biology, Environmental Science, Cell & Molecular Biology

Minor: Botany, Biology

Chemistry-BA/BS

Minor: Chemistry

Exercise Science-BS in conjunction with School of Health Sciences

Interdisciplinary Health Sciences

Health Science and Biology-BS Statistics in conjunction with School of Health Sciences

Health Science and Exercise Science-BA in conjunction with School of Health Sciences

Health Science and Psychology-BA in conjunction with School of Health Sciences

Mathematics- BA/BS

Minor: Mathematics

Physics- BA/BS

Biology-MS

Green Chemistry-MSc

Biochemistry (BA/BS)

Biochemistry is a science whose boundaries now encompass many aspects of chemistry and biology, from molecules and cells to organisms and ecology. Scientists use the tools of biochemistry and molecular biology to explore cures for disease, improve public health, remediate environmental pollution, and develop cheaper and safer natural products. The program is approved by the American Chemical Society and is ideal for students who are planning graduate work in biochemistry or molecular biology, seeking jobs in biotechnology, or applying to medical school.

Major Requirements (B.A. Degree):

50 credits, including:

BIO 143 The Cell (3)
BIO 143L The Cell Laboratory (1)
BIO 144 The Organism (3)
BIO 144L The Organism Laboratory (1)
CHM 107 Chemistry I (3)
CHM 108 Chemistry II (3)
CHM 109 Chemistry I Laboratory (1)
CHM 110  Chemistry II Laboratory (1)
CHM 205  Organic Chemistry I (3)
CHM 206  Organic Chemistry II (3)
CHM 215  Elementary Organic Laboratory (2)
CHM 216  Organic Chemistry Laboratory (2)
CHM 338  Biochemistry I (3)
CHM 339  Biochemistry II (3)
CHM 340  Macromolecule Laboratory (2)
CHM 490  Integrative Capstone (3)
IND 350  Scientific Research Methods (2)
INTCHM 303  Internship (3)

- 3 credits of biology at the 200-level or above.
- 3 credits of chemistry at the 300-level or above.

Major Requirements (B.S. Degree):

79 credits, including:

BIO 143  The Cell (3)
BIO 143L The Cell Laboratory (1)
BIO 144  The Organism (3)
BIO 144L The Organism Laboratory (1)
BIO 231  Cell and Molecular Biology (3)
CHM 107  Chemistry I (3)
CHM 108  Chemistry II (3)
CHM 109  Chemistry I Laboratory (1)
CHM 110  Chemistry II Laboratory (1)
CHM 205  Organic Chemistry I (3)
CHM 206  Organic Chemistry II (3)
CHM 215  Elementary Organic Laboratory (2)
CHM 216  Organic Chemistry Laboratory (2)
CHM 311  Physical Chemistry I (3)
CHM 317  Integrated Chemistry Laboratory (2)
CHM 318  Chemical Analysis Laboratory (3)
CHM 322  Topics in Analytical Chemistry (3)
CHM 338  Biochemistry I (3)
CHM 339  Biochemistry II (3)
CHM 340  Macromolecule Laboratory (2)
CHM 490  Integrative Capstone (3)
MTH 151  Calculus I (4)
MTH 152  Calculus II (4)
PHY 251  Principles of Physics I (4)
PHY 252  Principles of Physics II (4)
PHY 255  Physics Laboratory I (1)
PHY 256  Physics Laboratory II (1)
IND 350  Scientific Research Methods (2)
INTCHM 303  Internship (3)

2 courses from the following:
BIO 221 General Microbiology (3)
BIO 417 Genetics (3)

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

Biology (BA/BS)

Biology includes the study of the structure, function, and interactions of living organisms at multiple levels; it is a field that is evolving rapidly. This major provides students with a broad interdisciplinary base in scientific knowledge combined with an in-depth exploration of one of three areas of biology. Course and career preparation in areas including pre-professional, medical and health-related, and environmental biology are covered in the program. The B.A. degree is appropriate for students who want to demonstrate their capability in biology, but also want to explore related areas like teaching.

Major Requirements (B.A. and B.S. Degrees):
All biology majors must complete IND 350, BIO 498 and 499, and at least two biology courses with a laboratory component at Chatham University.

Major Requirements (B.A. Degree):
17 courses, including:
BIO 143 The Cell (3)
BIO 143L The Cell Laboratory (1)
BIO 144 The Organism (3)
BIO 144L The Organism Laboratory (1)
BIO 490 Integrative Capstone (3)
CHM 107 Chemistry I (3)
CHM 108 Chemistry II (3)
CHM 109 Chemistry I Laboratory (1)
CHM 110 Chemistry II Laboratory (1)
IND 350 Scientific Research Methods (2)
INTBIO 303 Internship (3)
MTH 110 Elementary Statistics (3)
MTH 108 Pre-Calculus (3)
4 additional courses selected from biology numbered 200 or above; at least 3 of these must have a laboratory component, and at least 1 of the courses with a laboratory component must be numbered 300 or above.

Major Requirements (B.S. Degree):
All B.S. biology majors must complete the set of core courses in addition to the courses in one of the three available concentration areas listed below.

Core of 13 courses, including:
BIO 143 The Cell (3)
BIO 143L The Cell Laboratory (1)
BIO 144 The Organism (3)
BIO 144L The Organism Laboratory (1)
BIO 490 Integrative Capstone (3)
CHM 107 Chemistry I (3)
CHM 109 Chemistry I Laboratory (1)
CHM 108 Chemistry II (3)
CHM 110 Chemistry II Laboratory (1)
IND 350   Scientific Research Methods (2)
INTBIO 303  Internship (3)
MTH 110   Elementary Statistics (3)

Note: Students in the Human Biology track may substitute PSY 213 for MTH 110

Area 1: Human Biology
This track is designed for students interested in human biology and its application to allied health care professions (e.g., physician assistant studies, physical therapy, occupational therapy, and nursing.) This curriculum is also appropriate for students who wish to enter law, public health, and health policy fields with a strong science background. It contains 11 courses, including:

BIO 123    Nutrition (2)
BIO 123L   Nutrition Laboratory (1)
BIO 131    Human Genetics (2)
BIO 131L   Human Genetics Laboratory (1)
BIO 201    Anatomy (3)
BIO 201L   Anatomy Laboratory (2)
BIO 209    Basic Neuroscience (3)
BIO 209L   Basic Neuroscience Laboratory (2)
BIO 221    Microbiology (3)
BIO 221L   Microbiology Laboratory (2)
BIO 302    Physiology (3)
BIO 302L   Physiology Laboratory (2)
BIO 419    Immunology (3) OR
BIO 458    Histology (3)
MTH 151    Calculus I (4)

Plus one 3 credit elective (PSY 340, PSY 341, or a 200+ course in biology) approved by the advisor

Note: Students interested in physical therapy should also take MTH 151 and PHY 251, 252, 255, and 256.

Area 2: Environmental Science
This track is designed for students interested in public or private sector careers in ecology, natural resource management, or environmental sciences, or who wish to enter graduate programs related to ecological and/or environmental sciences. It contains 9 required courses:

BIO 248    Ecology (3)
BIO 248L   Ecology Laboratory (2)
BIO 224    Botany (3)
BIO 224L   Botany Laboratory (2)
BIO 226    Toxicology (3)
BIO 303    Applied & Environmental Microbiology (3)
BIO 303L   Microbiology Laboratory (2)
CHM 205    Organic Chemistry I (3)
CHM 215    Elementary Organic Laboratory (2)
ENV 129    Our Fragile Earth (3)
ENV 129L   Our Fragile Earth Laboratory (1)
ENV 247    Environmental Geology (3)
ENV 247L   Environmental Geology Laboratory (1)
ENV 327W   Writing about Environmental Science (3)
ENV 451    Soil Science (3)

Area 3: Cell and Molecular Biology
This track is designed for students who plan to enter a biological sciences graduate program or professional medical program (e.g., medicine, dentistry, veterinary sciences), and for those interested in career paths in biotechnology, biomedical research, and related areas. It contains 12 courses, including:

- BIO 231 Cell and Molecular Biology (3)
- BIO 408 Developmental Biology (3)
- BIO 417 Genetics (3)
- BIO 438 Biochemistry (3) or BIO 458 Histology
- BIO 440 Macromolecule Laboratory (2)
- CHM 205 Organic Chemistry I (3)
- CHM 215 Elementary Organic Laboratory (2)
- MTH 151 Calculus I (4)
- PHY 251 Principles of Physics I (4)
- PHY 252 Principles of Physics II (4)
- PHY 255 Physics Laboratory I (1)
- PHY 256 Physics Laboratory II (1)

Note: students interested in medical programs should also take MTH152 Calculus, CHM 206 Organic Chemistry II and CHM 216 Organic Chemistry II Laboratory

**Botany Minor**

Botany, or plant biology, is the scientific study of plants, from algae to giant sequoia trees. A minor in botany is ideal for students who wish to supplement their studies in some other discipline with a concentrated study of plant life.

**Minor Requirements**

19 credits, including:

- BIO 143 The Cell (3)
- BIO 143L The Cell Laboratory (1)
- BIO 144 The Organism (3)
- BIO 144L The Organism Laboratory (1)
- BIO 224 Botany (3)
- CHM 107 Chemistry I (3)
- CHM 108 Chemistry II (3)
- CHM 109 Chemistry I Laboratory (1)
- CHM 110 Chemistry II Laboratory (1)

Courses listed here that are also required for a student’s major must be replaced by a course approved in advance by the department chair.

**Biology Minor**

**Minor Requirements**

8 courses, including:

- BIO 143 The Cell (3)
- BIO 143L The Cell Laboratory (1)
- BIO 144 The Organism (3)
- BIO 144L The Organism Laboratory (1)

3 courses selected from biology courses numbered 200 or above; at least two of these must have a laboratory component.
1 biology elective or any science or mathematics course approved in advance and not already counted toward a major or minor.

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

Chemistry (BA/BS)

Approved by the American Chemical Society, the curriculum includes intensive preparation for graduate study and careers in the chemical industry or governmental laboratories.

Major Requirements (B.A. Degree)

44 credits, including:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
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<td>CHM 107</td>
<td>Chemistry I</td>
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<td>CHM 108</td>
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<td>CHM 206</td>
<td>Organic Chemistry II</td>
<td>3</td>
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<td>CHM 209</td>
<td>Inorganic Chemistry</td>
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<td>CHM 215</td>
<td>Elementary Organic Laboratory</td>
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<td>CHM 216</td>
<td>Organic Chemistry Laboratory</td>
<td>2</td>
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<tr>
<td>CHM 490</td>
<td>Integrative Capstone</td>
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<td>IND 350</td>
<td>Scientific Research Methods</td>
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<td>INTCHM 303</td>
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<tr>
<td>MTH 151</td>
<td>Calculus I</td>
<td>4</td>
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</tbody>
</table>

9 additional credits in chemistry at the 300-level or above.

Major Requirements (B.S. Degree)

72 credits including:

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<tr>
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<th>Title</th>
<th>Credits</th>
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<td>CHM 107</td>
<td>Chemistry I</td>
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<td>CHM 206</td>
<td>Organic Chemistry II</td>
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<td>CHM 311</td>
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<td>CHM 338</td>
<td>Biochemistry I</td>
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<td>CHM 340</td>
<td>Macromolecule Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHM 490</td>
<td>Integrative Capstone</td>
<td>3</td>
</tr>
<tr>
<td>IND 350</td>
<td>Scientific Research Methods</td>
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<td>INTCHM 303</td>
<td>Internship</td>
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<tr>
<td>MTH 151</td>
<td>Calculus I</td>
<td>4</td>
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</tbody>
</table>
MTH 152 Calculus II (4)
PHY 251 Principles of Physics I (4)
PHY 252 Principles of Physics II (4)
PHY 255 Physics Laboratory I (1)
PHY 256 Physics Laboratory II (1)

1 three (3) credit chemistry elective

Chemistry Minor

Minor Requirements
26 credits including:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CHM 107</td>
<td>Chemistry I (3)</td>
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<td>CHM 108</td>
<td>Chemistry II (3)</td>
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<td>CHM 109</td>
<td>Chemistry I Laboratory (1)</td>
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<td>CHM 110</td>
<td>Chemistry II Laboratory (1)</td>
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<td>CHM 205</td>
<td>Organic Chemistry I (3)</td>
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<td>CHM 206</td>
<td>Organic Chemistry II (3)</td>
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<tr>
<td>CHM 209</td>
<td>Inorganic Chemistry (3)</td>
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<tr>
<td>CHM 215</td>
<td>Elementary Organic Laboratory (2)</td>
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<tr>
<td>CHM 216</td>
<td>Organic Chemistry Laboratory (2)</td>
</tr>
<tr>
<td>CHM 311</td>
<td>Physical Chemistry I (3) or Biochemistry I (3)</td>
</tr>
<tr>
<td>CHM 338</td>
<td>Biochemistry I (3)</td>
</tr>
<tr>
<td>CHM 317</td>
<td>Integrated Chemistry Laboratory (2) or Macromolecule Laboratory (2)</td>
</tr>
<tr>
<td>CHM 340</td>
<td>Macromolecule Laboratory (2)</td>
</tr>
</tbody>
</table>

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

Exercise Science (BS)

The exercise science major prepares students for professional practice in a variety of fields including exercise and fitness training, hospital-based and corporate wellness programming as well as preparation for graduate study in exercise physiology, medicine, physical therapy, and other health science programs. Exercise science, as defined by the American College of Sports Medicine, is the study of movement and the associated functional responses and adaptations. The field of exercise science ranges from the study of how organ systems function at the cellular level to enhancing the biomechanical efficiency of the individual. The benefits of exercise have been medically recognized and accepted for their role in preventive medicine and in the rehabilitative process of health and well-being. Professionals in exercise science are prepared to examine, evaluate, prescribe, and manage the health and fitness of healthy people across the life span, as well as promote healthy lifestyles and prevention programs for individuals and communities.

Major Requirements:

47 Credits

BIO143 The Cell (3)
BIO143L The Cell Laboratory (1)
BIO144 The Organism (3)
BIO144L  The Organism Laboratory (1)
BIO201  Anatomy (3)
BIO201L  Anatomy Laboratory (2)
BIO302  Physiology (3)
BIO302L  Physiology Laboratory (2)
CHM107  Chemistry I *
CHM109  Chemistry I Laboratory *
CHM108  Chemistry II (3)
CHM110  Chemistry II Laboratory (1)
EXS101  Introduction to Exercise Science (1)
EXS252  Exercise and Nutrition (3)
EXS302  Principles of Strength & Conditioning (3)
EXS326  Applied Exercise Physiology I (3)
EXS326L  Applied Exercise Physiology I Laboratory (1)
EXS345  Kinesiology and Movement Science (3)
EXS345L  Kinesiology and Movement Science Laboratory (1)
EXS426  Applied Exercise Physiology II (3)
EXS426L  Applied Exercise Physiology II Laboratory (1)
EXS490  Integrative Capstone (3)
INTEXS303  Internship (3)
MTH110  Statistics *
PSY101  General Psychology (3)

*Credits applied towards general education requirements

**Students intending to apply to physician assistant graduate school are advised to take the following courses in addition to the above curriculum:**

- BIO 221  Microbiology (3)
- PSY 152  Developmental Psychology (3)

**Students intending to apply to physical therapy graduate school are advised to take the following courses in addition to the above curriculum:**

- PHY 151  Fundamentals of Physics I (3) **OR**
- PHY 251  Principles of Physics (4)
- PHY 255  Physics I Laboratory I (1)
- PHY 152  Fundamentals of Physics II (3) **OR**
- PHY 252  Principles of Physics II (4)
- PHY 256  Physics II Laboratory (1)
- PSY 152  Developmental Psychology (3)

**Students intending to apply to occupational therapy graduate school are advised to take the following courses in addition to the above curriculum:**

- PSY 152  Human Growth and Development (3)
- PSY 333  Abnormal Psychology (3)

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.
Interdisciplinary Health Science Majors

The Interdisciplinary Health Science and Biology, Health Science and Exercise Science, and Health Science and Psychology degrees are designed for students interested in pursuing a career in a health care field and/or continuing in a graduate Health Science Program. These degrees will provide students with a broad background of coursework in the basic and social sciences along with introductory coursework in the health sciences. Students who receive guaranteed admission into Chatham’s Physician Assistant Program, Occupational or Physical Therapy Program or Graduate Psychology are required to major in one of these concentrations. Specifically, students accepted into a Masters program in Psychology or Occupational Therapy will be required to major in HS/Psychology; students accepted into the Masters of Physician Assistant Studies Program will be required to major in HS/Biology; students accepted into the Doctor of Physical Therapy Program will be required to major in HS/Exercise Science.

Major Requirements:

Health Science – Biology Interdisciplinary Major (BS)
HSC 100 Introduction to the Health Professions (1)
BIO 119 Medical terminology (online) (3)
PSY 101 Introduction to Psychology (3)
BIO 143 The Cell (3)
BIO 143L The Cell Laboratory (1)
BIO 144 The Organism (3)
BIO 144L The Organism Laboratory (1)
CHM 107 Chemistry I (3)
CHM 109 Chemistry I Laboratory (1)
CHM 108 Chemistry II
CHM110 Chemistry II Laboratory (1)
MTH 110 Elementary Statistics or PSY 213
PHI 210 Biomed Ethics (3)
BIO 201 Anatomy (3)
BIO 201L Anatomy Laboratory (2)
BIO 302 Physiology (3)
BIO 302L (W) Physiology Laboratory (2)
IND 350(W) Research Methods (2)
BIO 490 Integrative Capstone (3)
INTBIO 303 Internship (3)

In addition, 12 Credits of Electives from any approved Bio courses for the major including the following required courses:
EXS/BIO 252W Exercise and Nutrition or IHS/BIO 200W Integrative Nutrition (3)
BIO 221/L (W) Microbiology (5)

Health Science – Exercise Science (BS)
HSC 100 Introduction to the Health Professions (1)
EXS 101 Introduction to Exercise Science (1)
BIO 119 Medical terminology (online) (3)
PSY 101 Introduction Psychology (3) (Social Science gen ed)
MTH 110 Elementary Statistics or PSY 213 (3) (Math gen ed)
BIO 143 The Cell (3)
BIO 143L The Cell Laboratory (1)
BIO 144 The Organism (3)
BIO 144L The Organism Laboratory (1)
CHM 107 Chemistry I (3) (science gen ed)
CHM109 Chemistry I Laboratory (3)
CHM 108 Chemistry II (1)
CHM110 Chemistry II Laboratory (1)
MTH 151 Calculus (4) or MTH 108 Pre-Calculus (3)
PHI 210 Biomed Ethics (3) (Humanities gen ed)
BIO 201 Anatomy (3)
BIO 201L Anatomy Laboratory (2)
EKS 252W Exercise and Nutrition (3)
PHY 251/255 (5) or PHY 151/255 (4) (upper level gen ed)
PHY 252/256W (5) or Physics 152/256W (4) (upper level gen ed)
PSY 351 Child & Adolescent Development (3) (upper level gen ed)
PSY 352 Adult Development (3) (or PSY 152 will substitute for 351/352)
BIO 302 Physiology (3)
BIO 302L Physiology Laboratory (2)
EKS 302 Principles of Strength and Conditioning (3)
EKS 345/L Kinesiology (4)
EKS 326/L Applied Exercise Physiology I (4)
IND 350 (W) Research Methods (2)
EKS 426/L Applied Exercise Physiology II (4)
EKS 490 Integrative Capstone (3)
INTEXS 303 Internship (3)

**Health Science – Psychology Interdisciplinary Major (BA)**

HSC 100 Introduction to the Health Professions (1)
BIO 119 Medical terminology (online) (3)
BIO 116 A & P I (4)
BIO 117 A & P II (4)
PSY 101 Introduction to Psychology (3)
PSY 213 Statistics & Research Design (3)
EKS 252W Exercise and Nutrition or IHS/BIO 200W Integrative Nutrition (3)
PHI 210 Biomed Ethics (3)
PSY 217W Critical Thinking (3)
PSY 314W Foundations of Behavioral Research (3)
PSY 326 Psychology of Learning or PSY 324 Motivation (3)
PSY 333 Abnormal Psychology (3)
PSY 340 Psychopharmacology or PSY 341 Psychobiology (3)
PSY 351 Child & Adolescent Development
PSY 352 Adult Development (3)
PSY 490 Integrative Capstone (3)
INTPSY 303 Internship (3)

PSY elective: PSY 236 PSY of Women or PSY 415 Human Sexuality or PSY 243 Health Psychology recommended but any approved PSY course for the major is accepted.

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

**Mathematics (BA/BS)**

Mathematics includes an introduction to the principal branches of mathematics: calculus, algebra, probability, statistics, and analysis with emphasis on application of mathematics to the sciences and social sciences.

The teacher certification program offers certification in secondary mathematics teaching. Students interested in this program should see the Certification Coordinator in the Education program for specific requirements.

**Major Requirements (B.A. Degree):**
43 credits, including:

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<tr>
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<tbody>
<tr>
<td>IND 350</td>
<td>Scientific Research Methods (2)</td>
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<tr>
<td>INTMTH 303</td>
<td>Internship (3)</td>
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<td>MTH 110</td>
<td>Elementary Statistics (3)</td>
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<td>MTH 151</td>
<td>Calculus I (4)</td>
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<td>MTH 152</td>
<td>Calculus II (4)</td>
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<td>MTH 215W</td>
<td>Introduction to Proof (4)</td>
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<td>MTH 221</td>
<td>Linear Algebra (3)</td>
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<td>MTH 222</td>
<td>Multivariate and Vector Calculus (3)</td>
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<td>MTH 327</td>
<td>Advanced Analysis (3) OR</td>
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<tr>
<td>MTH 341</td>
<td>Abstract Algebra (3)</td>
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<tr>
<td>MTH 490</td>
<td>Integrative Capstone (3)</td>
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9 additional 200-level or above physics or mathematics credits approved in advance.

Major Requirements (B.S. Degree):

56 credits, including:

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<td>Scientific Research Methods (2)</td>
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<td>INTMTH 303</td>
<td>Internship (3)</td>
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<tr>
<td>MTH 341</td>
<td>Abstract Algebra (3)</td>
</tr>
<tr>
<td>MTH 490</td>
<td>Integrative Capstone (3)</td>
</tr>
<tr>
<td>PHY 251</td>
<td>Principles of Physics I (4)</td>
</tr>
<tr>
<td>PHY 252</td>
<td>Principles of Physics II (4)</td>
</tr>
<tr>
<td>PHY 255</td>
<td>Physics Laboratory I (1)</td>
</tr>
<tr>
<td>PHY 256</td>
<td>Physics Laboratory II (1)</td>
</tr>
</tbody>
</table>

1 additional 200-level or above mathematics courses approved in advance.

Mathematics Minor

Minor Requirements

6 courses, including:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 151</td>
<td>Calculus I (4)</td>
</tr>
<tr>
<td>MTH 152</td>
<td>Calculus II (4)</td>
</tr>
<tr>
<td>MTH 221</td>
<td>Linear Algebra (3)</td>
</tr>
<tr>
<td>MTH 222</td>
<td>Multivariate and Vector Calculus (3)</td>
</tr>
</tbody>
</table>

1 200-level or above course in mathematics approved in advance.

1 200-level or above course in computing, mathematics, or physics that has not been counted already toward a major or minor.

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.
Physics (BA/BS)

Chatham University offers both B.A. and B.S. degrees in physics in collaboration with Carnegie Mellon University (CMU). This major prepares students for graduate or engineering study or for employment in industry. Students take first-year physics requirements and mathematics courses at Chatham; upper-level physics requirements and electives are taken at CMU through a special cross-registration agreement. Students also may choose to seek certification in physics at the secondary level by completing the appropriate courses in the education program at Chatham. A minor in physics is not available. To complete this major, students should plan to register for both Calculus and Physics during the first semester of the first year. Integrative Capstone work will be done at CMU with collaboration between Chatham and CMU faculties.

**Major Requirements (B.A. Degree):**

20 courses, including:

- IND 350  Scientific Research Methods (2)
- INTPHY 303  Internship (3)
- MTH 151  Calculus I (4)
- MTH 152  Calculus II (4)
- MTH 222  Multivariate and Vector Calculus (3)
- PHY 251  Principles of Physics I (4)
- PHY 252  Principles of Physics II (4)
- PHY 255  Physics Laboratory I (1)
- PHY 256  Physics Laboratory II (1)
- PHY 490  Integrative Capstone (3)

Physics 211, 231, 234, 331, 338, 340, and 341 at CMU are also required.

One physics elective taken at CMU.

One “technical” elective in physics, mathematics, computing, chemistry, or biology that is approved in advance.

**Major Requirements (B.S. Degree):**

23 courses, including:

- IND 350  Scientific Research Methods (2)
- INTPHY 303  Internship (3)
- MTH 151  Calculus I (4)
- MTH 152  Calculus II (4)
- MTH 222  Multivariate and Vector Calculus (3)
- PHY 251  Principles of Physics I (4)
- PHY 252  Principles of Physics II (4)
- PHY 255  Physics Laboratory I (1)
- PHY 256  Physics Laboratory II (1)
- PHY 490  Integrative Capstone (3)

Physics 211, 231, 234, 331, 338, 340, 341, and 439 at CMU are also required.

Two physics electives taken at CMU.

Two “technical” electives in physics, mathematics, computing, chemistry, or biology that are approved in advance.

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.
Master of Science in Biology (MS)

In many professions, the master’s degree is now the minimum requirement for either employment or advancement. To meet this need, Chatham has developed two options for the MS biology program. The non-thesis option can be completed in one calendar year, and different tracks are available focusing on different areas of biology. The thesis option includes a research component and typically takes one and a half to two years.

Non-Thesis Option:
Students must complete a total of five required courses, two required laboratories, and five approved electives (32-33 credits). Final selection of electives requires approval of the student’s academic advisor. Students may enroll in the program part-time, but should be aware that the majority of the courses are not available evenings or weekends. The program is designed for students beginning in the fall semester, and is typically completed in 9-12 months. Students who elect to begin the program in the spring semester will require a minimum of 12 months to complete the program requirements.

Thesis Option:
This option takes 4-5 semesters; students are expected to enroll full-time beginning in the fall semester and complete a total of seven required courses (including two semesters of thesis research), two required laboratories, and three approved electives (32-33 credits), allowing the program to be adapted to meet the needs of many different career goals. Students prepare for the thesis by taking a required research methods course in the fall semester and working with faculty to develop a research proposal, which must then be accepted by a faculty committee before thesis work can begin. Many of our graduates have gone on to present their work at regional or national conferences and many have had their research published.

The focal point of the program is human biology. This program is designed primarily for students who wish to improve their credentials and/or complete requirements for advanced programs in medicine, dentistry, pharmacy, optometry etc.

Human Biology Track
Degree Requirements
12 courses, including 7 required courses and 5 electives:

Required Courses:
- BIO 512  Advanced Human Gross Anatomy (3)
- BIO 512L  Advanced Human Gross Anatomy Laboratory (2)
- BIO 514  Advanced Human Physiology (3)
- BIO 516  Advanced Principles of Neuroscience (3) AND BIO 516L Advanced Principles of Neuroscience Laboratory (2)
- BIO 532  Biostatistics (3)
- BIO 623  Methods of Biological Research (2)

For the MS with thesis option, Thesis I and II (BIO698 and BIO699) are also required. Thesis courses are not available to students pursuing the non-thesis track.

Electives:
Choose from:
- BIO 508  Developmental Biology (3)
- BIO 517  Genetics (3)
- BIO 518  Chemical Analysis Laboratory (3)
BIO 519  Immunology (3)
BIO 531  Advanced Cell and Molecular Biology (3)
BIO 538  Biochemistry I (3)
BIO 539  Biochemistry II (3)
BIO 540  Bio-techniques Laboratory (2)
BIO 551  Bioinformatics (3)
BIO 552  Computational Drug Design (3)
BIO 553  Special Topics in Biology (3)
BIO 555  Medical and Bioethics (3) (Online)
BIO 558  Histology (3)
BIO 561  Pharmacology (3)
BIO 638  Internship (2)
BIO 639  Internship (3)
BIO 693  Independent Study (3)
FST 512  Practical Nutrition (3)
NUR 507  Health Policy and Advocacy (3)
NUR 651  Database Management for Evidence-based Decision Making
PSY 503  Applied Biological Psychology (3)
PSY 530  Introduction to Sports and Exercise Psychology (3)
PSY 629  Human Development Across the Lifespan (3)
PSY 635  Concepts of Mental Health and Illness (3)
PSY 663  Foundations of Health Psychology (3)
PWR 616  Technical Writing (3) (Online)
PWR 632  Science and Environmental Writing (3) (Online)

*Students may substitute two undergraduate courses for one graduate elective upon recommendation to the appropriate academic dean.

**Green Chemistry (MSc)**

Chatham's new Master of Science in Green Chemistry is the first program of its kind in the United States. Focused on delivering a truly unique educational experience for students with undergraduate degrees in biochemistry, biology, and chemistry, the M.S. in Green Chemistry program will delve into the design of products and processes that minimize the use and generation of hazardous substances. Graduates of the program will hold a competitive advantage over students from other chemistry programs that claim “green chemistry” as a departmental mission, as Chatham's program courses were developed specifically for the practice of green chemistry.

The M.S. in Green Chemistry is focused on developing highly effective and well-rounded science professionals. In addition to combining elements from all five sub-disciplines of chemistry — analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry — to build upon students' previous education, the program will also leverage business courses to strengthen students’ management and communication skills. Some of the courses will be offered through Chatham's Falk School of Sustainability, deepening students' subject matter knowledge as it relates to sustainability and green practices.

The Master of Science in Green Chemistry curriculum combines elements from all five sub-disciplines of chemistry - analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry - as well as classes from the business department. Some courses will be offered through the Falk School of Sustainability at Chatham University.
Curriculum:

Program Requirements:

CHM503  Introduction to Green Chemistry (3)
MTH562  Numerical Methods and Mathematical Modeling (3)
CHM515  Life-Cycle Assessment (3)
CHM516  Chemical Process Principles (3)
SUS562  Economics of the Environment (3)
BUS550  Innovation and Commercialization (3)
SUS525  Global Environmental Regulation (3)
BUS571  Business Communication (3)
CHM698  Green Chemistry Practices I- Industrial Challenges (3)
CHM699  Green Chemistry Practices II- Industrial Challenges (3)

Elective Courses:

CHM607  Catalysis (3)
CHM608  Polymer Chemistry (3)
CHM605  Rational Drug Design (3)
BIO526  Environmental Toxicology (3)
CHM609  Chemical Engineering for Chemists (3)
SUS502  Sustainability and Systems (3)
BIO438  Biochemistry I (3)
BIO439  Biochemistry II (3)
School of Arts, Science, and Business

Business

Accounting- BA
Business Administration (completer)-BA
Economics-BA
Healthcare and Business Management (completer)-BA
International Business-BA
Management-BA
Management Information Systems-BA
Marketing-BA

Minors: Accounting, Applied Management, Business, Economics, Management Information Systems, Marketing

Accounting-MAcc
Business Administration-MBA


Sustainability & Business Administration- MSUS-MBA In conjunction with Fall School of Sustainability

Additional Options

Intradisciplinary Major: major is in two business disciplines
Interdisciplinary Major: major in a business area and a non-business discipline

The Undergraduate Business (BUS) Programs Overview

Our business program understands the challenges facing women and men in the work force. The curriculum is designed to educate business students to be critical thinkers and creative problem solvers in a fast-changing global and technological environment. Required internships offer a valuable opportunity for hands-on learning and a personal evaluation of career options. Chatham business students develop current knowledge and confidence to enter, succeed, and lead in a field of their choice.

The undergraduate business curriculum begins with a set of core courses which cover the basic functions of business and the environment in which business operates. Courses in management, microeconomics, marketing, finance, and accounting introduce students to today’s business environment, and will serve to introduce the student to the basics of strategy, business operations, decision-making, marketing principles, sources and methods of financing business ventures, and internal controls. Two additional courses in macroeconomics and business law/ethics complete the core and promote an understanding of the environment in which business operates.
The curriculum also has two advanced courses that specifically develop themes central to business education in Chatham: business analytics and entrepreneurial thinking. These two courses build on skills and knowledge acquired in the core courses while honing leadership and problem solving skills and preparing students to further their studies in graduate school or pursue a professional career. Technology and research skills critical for success in today’s business world are infused throughout the curriculum.

Majors are offered in Accounting, Business Administration, Economics, Healthcare and Business Management, International Business, Management, Management Information Systems, and Marketing.

**Business Administration and Healthcare and Business Management are degree completion programs that are offered fully online.** Through these completion programs, students may transfer previously earned credits from either a two year college or from a previous four-year academic program. Please review the admissions section of the catalog for the LINK specific admissions requirements for this program.

**Accounting (BA)**

The Accounting major prepares students with not only technical accounting skills but also the critical thinking and communication skills necessary to succeed in the 21st century workplace. Chatham Accounting graduates are fully prepared to take advantage of diverse career opportunities including public accounting, industry or government.

**Core Major Requirements for Accounting, Economics, International Business, Management, Management Information Systems, and Marketing:**

- **ACT 222** Financial Accounting Principles (3)
- **ACT 223** Managerial Accounting Principles (3)
- **BUS 105** Foundations of Business: The Challenge of Business Leaders (3)
- **BUS 110** Business Statistics (3)
- **BUS 171** Information Systems and Operations (3)
- **BUS 230W** Organizational Behavior (3)
- **BUS 243** Principles of Marketing: Managing Profitable Customer Relationships (3)
- **BUS 257** Business Law and Business Ethics (3)
- **BUS 272** Principles of Finance: Strategically Financing Business Operations (3)
- **BUS 310W** Business Analytics: Research Methods (3) **OR**
- **BUS 312W** Marketing Research (3)
- **BUS 357** Strategy and Entrepreneurial Ventures (3)
- **ECN 101** Principles of Macroeconomics: The U.S. Economy in the World (3)
- **ECN 102** Principles of Microeconomics: Decision-Making by the Firm and Consumers (3)
- **INTBUS 303** Internship (3)
- **ACT 490** Integrative Capstone (3)

**Accounting Major (5 courses)**

4 required courses

- **ACT 322** Intermediate Financial Accounting I (3)
- **ACT 323** Intermediate Financial Accounting II (3)
In the page, there are descriptions of various academic programs, courses, and requirements. The content is structured as follows:

**Intradisciplinary Major in Two Business Disciplines**

Students who wish to do an Intradisciplinary major in two business concentrations must complete the Business Core Major Requirements, plus the following courses:

**Accounting (4 courses)**
- ACT 322 Intermediate Financial Accounting I (3)
- ACT 323 Intermediate Financial Accounting II (3)
- ACT 324 Federal Tax Accounting (3)
- ACT 412 Auditing (3)

**Interdisciplinary Major**

Students who wish to do an interdisciplinary major in a business area (Accounting, Economics, International Business, Management, or Marketing) and a non-business discipline will complete the following courses:

**Interdisciplinary Major in Accounting**

10 courses, exclusive of Integrative Capstone:
- ACT 222 Financial Accounting Principles (3)
- ACT 223 Managerial Accounting Principles (3)
- ACT 322 Intermediate Financial Accounting I (3)
- ACT 323 Intermediate Financial Accounting II (3)
- ACT 324 Federal Tax Accounting (3)
- ACT 412 Auditing (3)
- BUS 110 Business Statistics (3)
- BUS 257 Business Law and Business Ethics (3)

2 Approved Accounting or Business electives

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

**Business Administration (completer) (BA)**

The Business Administration completion program is offered fully online. Through the completion program, students may transfer previously earned credits from either a two year college or from a previous four-year academic program. Please review The Office Admission’s section of the catalog for specific admission’s requirements for this program.

**Core Major Requirements for the Business Administration Completion Program**
- ACT 222 Financial Accounting Principles (3)
- BUS 110 Business Statistics (3)
- BUS 171 Information Systems and Operations (3)
BUS 230W  Organizational Behavior (3)
BUS 243W  Principles of Marketing: Managing Profitable Customer Relationships (3)
BUS 257  Business Law and Business Ethics (3)
BUS 272  Principles of Finance: Strategically Financing Business Operations (3)
BUS 395W  Leadership and Management (3)
BUS 357  Strategy and Entrepreneurial Ventures (3)
BUS 390  Human Resources Management (3)
BUS 415  Strategic Management (3)
ECN 101  Principles of Macroeconomics: The U.S. Economy in the World (3)
INTBUS 303  Internship (3)
BUS 490  Integrative Capstone (3)

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

Economics (BA)

The Economics major provides a flexible and attractive skill set in key areas: statistics, managerial economics, decision-making, and global and emerging markets. Through coursework and hands on experience you’ll develop verbal and written communication skills that are critical in the workplace. A degree in economics is excellent preparation for graduate study in law, policy, or business.

Core Major Requirements for Accounting, Economics, International Business, Management, Management Information Systems, and Marketing:

ACT 222  Financial Accounting Principles (3)
ACT 223  Managerial Accounting Principles (3)
BUS 105  Foundations of Business: The Challenge of Business Leaders (3)
BUS 110  Business Statistics (3)
BUS 171  Information Systems and Operations (3)
BUS 230W  Organizational Behavior (3)
BUS 243  Principles of Marketing: Managing Profitable Customer Relationships (3)
BUS 257  Business Law and Business Ethics (3)
BUS 272  Principles of Finance: Strategically Financing Business Operations (3)
BUS 310W  Business Analytics: Research Methods (3) OR
BUS 312W  Marketing Research (3)
BUS 357  Strategy and Entrepreneurial Ventures (3)
ECN 101  Principles of Macroeconomics: The U.S. Economy in the World (3)
ECN 102  Principles of Microeconomics: Decision-Making by the Firm and Consumers (3)
INTBUS 303  Internship (3)
ECN 490  Integrative Capstone (3)

Economics Major (5 courses)

2 required courses:
ECN 330  Global Financial System and the Macro Economy (3)
ECN 331  Managerial Economics (3)

3 courses from the following:
ECN 250  Women and Work (3)
ECN 253  Economic Development in China (3)
ECN 262  Global Environmental Economics (3)
ECN 351  International Trade and Finance (3)
ECN 355  Economic Analysis of Public Policy (3)
ECN 358  Economic Development (3)

Intradisciplinary Major in Two Business Disciplines
Students who wish to do an Intradisciplinary major in two business concentrations must complete the Business Core Major Requirements, plus the following courses.

Economics (4 courses)
ECN 330  Global Financial System and the Macro Economy (3)
ECN 331  Managerial Economics (3)
2 Approved Economics major electives

Interdisciplinary Major
Students who wish to do an interdisciplinary major in a business area (Accounting, Economics, International Business, Management, or Marketing) and a non-business discipline will complete the following courses:

Interdisciplinary Major in Economics
10 courses, exclusive of Integrative Capstone:
BUS 105  Foundations of Business: The Challenge of Business Leaders (3)
ACT 222  Financial Accounting Principles (3)
BUS 110  Business Statistics (3)
ECN 101  Principles of Macroeconomics: The U.S. Economy in the World (3)
ECN 102  Principles of Microeconomics: Decision-Making by the Firm and Consumers (3)
ECN 330  Global Financial System and the Macro Economy (3)
ECN 331  Managerial Economics (3)
3 upper-level Economics electives.

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

Healthcare and Business Management - completer (BA)
The Healthcare and Business Management completion program is offered fully online. Through this completion program, students may transfer previously earned credits from either a two year college or from a previous four-year academic program. Please review The Office Admission’s section of the catalog for specific admission’s requirements for this program.

Core Major Requirements for the Healthcare and Business Management Completion Program:
ACT 222  Financial Accounting Principles (3)
BUS 105  Foundations of Business: The Challenge of Business Leaders (3)
BUS 110  Business Statistics (3)
BUS 171  Information Systems and Operations (3)
BUS 230W  Organizational Behavior (3) OR
COM 209  Intercultural Communications (3)
BUS 243W  Principles of Marketing: Managing Profitable Customer Relationships (3)
BUS 390  Human Resources Management (3)
BUS 395W  Leadership and Management (3)
CMP 283  Database Management (3)
IND 315  Electronic Healthcare Systems (3)
NUR 402  Health Policy & Finance (3)
BUS 490  Integrative Capstone (3) OR one of the following:
BUS 511  Health Advocacy & Policy (3)
BUS 540  Leadership for Change in Healthcare Organizations (3)
INTBUS 303  Internship (3)
BUS 490  Integrative Capstone (3)

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

International Business (BA)

International Business majors learn how to think globally about the business world. The curriculum engages the student in all functional areas of business and explores how these functions change and adapt by expanding across borders. Through an innovative combination of cross-disciplinary coursework, students develop expertise in language, cultural sensitivity, and an ongoing knowledge of world affairs.

Core Major Requirements for Accounting, Economics, International Business, Management, Management Information Systems, and Marketing:
ACT 222  Financial Accounting Principles (3)
ACT 223  Managerial Accounting Principles (3)
BUS 105  Foundations of Business: The Challenge of Business Leaders (3)
BUS 110  Business Statistics (3)
BUS 171  Information Systems and Operations (3)
BUS 230W  Organizational Behavior (3)
BUS 243  Principles of Marketing: Managing Profitable Customer Relationships (3)
BUS 257  Business Law and Business Ethics (3)
BUS 272  Principles of Finance: Strategically Financing Business Operations (3)
BUS 310W  Business Analytics: Research Methods (3) OR
BUS 312W  Marketing Research (3)
BUS 357  Strategy and Entrepreneurial Ventures (3)
ECN 101  Principles of Macroeconomics: The U.S. Economy in the World (3)
ECN 102  Principles of Microeconomics: Decision-Making by the Firm and Consumers (3)
INTBUS 303  Internship (3)
BUS 490  Integrative Capstone (3)

International Business Major (5 courses)
3 required courses
BUS 240  International Business (3)
ECN 351  International Trade and Finance (3)
BUS 413  Logistics and Operations (3)
2 courses from the following:
BUS 327  Global Marketing (3)
ECN 253  Economic Development in China (3)
Intradisciplinary Major in Two Business Disciplines
Students who wish to do an Intradisciplinary major in two business concentrations must complete the Business Core Major Requirements, plus the following courses.

International Business (4 courses)
BUS 240 International Business (3)
ECN 351 International Trade and Finance (3)
2 Approved International Business major electives
Language Requirement: Language proficiency through Intermediate (202) level or fluency in two languages.

Interdisciplinary Major
Students who wish to do an interdisciplinary major in a business area (Accounting, Economics, International Business, Management, or Marketing) and a non-business discipline will complete the following courses:

Interdisciplinary Major in International Business
10 courses, exclusive of Integrative Capstone:
BUS 105 Foundations of Business: The Challenge of Business Leaders (3)
BUS 110 Business Statistics (3)
ECN 101 Principles of Macroeconomics: The U.S. Economy in the World (3)
ECN 102 Principles of Microeconomics: Decision-Making by the Firm and Consumers (3)
ACT 222 Financial Accounting Principles (3)
BUS 240 International Business (3)
BUS 243W Principles of Marketing Managing Profitable Customer Relationships (3)
ECN 351 International Trade and Finance (3)
2 Approved courses from the following:
ECN 253 Economic Development in China (3)
ECN 262 Global Environmental Economics (3)
BUS 327 Global Marketing (3)
BUS 395W Leadership and Management (3)
ECN 330 Global Financial System and the Macro Economy (3)
ECN 358 Economic Development (3)
Language Requirement: Language proficiency through Intermediate (202) level or fluency in two languages.

Management (BA)

The Management major at Chatham cultivates strong leadership and entrepreneurial skills through both academic coursework, and real-world applications. Graduates are prepared to address challenges in talent acquisition, management, and the development of sustainable human capital.
Core Major Requirements for Accounting, Economics, International Business, Management, Management
Information Systems, and Marketing:

ACT 222  Financial Accounting Principles (3)
ACT 223  Managerial Accounting Principles (3)
BUS 105  Foundations of Business: The Challenge of Business Leaders (3)
BUS 110  Business Statistics (3)
BUS 171  Information Systems and Operations (3)
BUS 230W Organizational Behavior (3)
BUS 243  Principles of Marketing: Managing Profitable Customer Relationships (3)
BUS 257  Business Law and Business Ethics (3)
BUS 272  Principles of Finance: Strategically Financing Business Operations (3)
BUS 310W Business Analytics: Research Methods (3) OR
BUS 312W Marketing Research (3)
BUS 357  Strategy and Entrepreneurial Ventures (3)
ECN 101  Principles of Macroeconomics: The U.S. Economy in the World (3)
ECN 102  Principles of Microeconomics: Decision-Making by the Firm and Consumers (3)
INTBUS 303 Internship (3)
BUS 490  Integrative Capstone (3)

Management Major (5 courses)
3 required courses
BUS 390  Human Resources Management (3)
BUS 395W Leadership and Management (3)
ECN 331  Managerial Economics (3)
2 courses from the following:
BUS 240  International Business (3)
BUS 337  Managing Nonprofit Organizations (3)
BUS 413  Logistics and Operations (3)
ECN 250  Women and Work (3)

Intradisciplinary Major in Two Business Disciplines
Students who wish to do an Intradisciplinary major in two business concentrations must complete the Business Core Major
Requirements, plus the following courses.

Management (4 courses)
BUS 390  Human Resources Management
BUS 395W Leadership and Management
ECN 331  Managerial Economics
1 Approved Management major elective

Interdisciplinary Major
Students who wish to do an interdisciplinary major in a business area (Accounting, Economics, International Business,
Management, or Marketing) and a non-business discipline will complete the following courses:

Interdisciplinary Major in Management
10 courses, exclusive of Integrative Capstone:
BUS 105  Foundations of Business: The Challenge of Business Leaders (3)
BUS 110  Business Statistics (3)
ACT 222  Financial Accounting Principles (3)
BUS 230W Organizational Behavior (3)
BUS 257  Business Law and Business Ethics (3)
BUS 390  Human Resources Management (3)
BUS 395W Leadership and Management (3)
ECN 102  Principles of Microeconomics: Decision-Making by the Firm and Consumers (3)
ECN 331  Managerial Economics (3)
1 course from the following:
BUS 240  International Business (3)
BUS 337  Managing Nonprofit Organizations (3)
BUS 357  Strategy and Entrepreneurial Ventures (3)
ECN 250  Women and Work (3)

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

Management Information Systems (BA)

The MIS major prepares students to become critical thinkers and innovative designers of contemporary information systems in organizational settings. MIS majors develop both conceptual knowledge and hands-on skills in computing, relational databases, and web design. They will become competent in recognizing opportunities to improve business processes or areas, communicate with stakeholders, and implement and manage information systems projects.

Core Major Requirements for Accounting, Economics, International Business, Management, Management Information Systems, and Marketing:

ACT 222  Financial Accounting Principles (3)
ACT 223  Managerial Accounting Principles (3)
BUS 105  Foundations of Business: The Challenge of Business Leaders (3)
BUS 110  Business Statistics (3)
BUS 171  Information Systems and Operations (3)
BUS 230W Organizational Behavior (3)
BUS 243  Principles of Marketing: Managing Profitable Customer Relationships (3)
BUS 257  Business Law and Business Ethics (3)
BUS 272  Principles of Finance: Strategically Financing Business Operations (3)
BUS 310W Business Analytics: Research Methods (3) OR
BUS 312W Marketing Research (3)
BUS 357  Strategy and Entrepreneurial Ventures (3)
ECN 101  Principles of Macroeconomics: The U.S. Economy in the World (3)
ECN 102  Principles of Microeconomics: Decision-Making by the Firm and Consumers (3)
INTBUS 303 Internship (3)
BUS 490  Integrative Capstone (3)

Management Information Systems Major (5 Courses)

4 required courses:
BUS 317  Systems Analysis and Design (3)
CMP 202  Introduction to Programming (3)
CMP 283  Database Management Systems (3)
COM 261   Web Design I: Code + Aesthetics (3)
1 course from the following:
BUS 416   Computer Networking & Telecommunication (3)
BUS 421   Information Security (3)
BUS 450   Advanced Database (3)

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

**Marketing (BA)**

Marketing is a unique combination of art and science, creativity and rigor, innovation and fundamentals. Marketing majors obtain the full range of knowledge and skills needed to develop cutting edge marketing strategy and tactics. The program enables students to develop analytical and practical insights for leveraging business growth opportunities across industries and within targeted populations. Special emphasis is placed on ethical marketing practice and adaptation to new technologies, changing consumer preferences, environmental sustainability and a rapidly expanding global economy.

**Core Major Requirements for Accounting, Economics, International Business, Management, Management Information Systems, and Marketing:**

- ACT 222   Financial Accounting Principles (3)
- ACT 223   Managerial Accounting Principles (3)
- BUS 105   Foundations of Business: The Challenge of Business Leaders (3)
- BUS 110   Business Statistics (3)
- BUS 171   Information Systems and Operations (3)
- BUS 230W  Organizational Behavior (3)
- BUS 243   Principles of Marketing: Managing Profitable Customer Relationships (3)
- BUS 257   Business Law and Business Ethics (3)
- BUS 272   Principles of Finance: Strategically Financing Business Operations (3)
- BUS 310W  Business Analytics: Research Methods (3) OR
- BUS 312W  Marketing Research (3)
- BUS 357   Strategy and Entrepreneurial Ventures (3)
- ECN 101   Principles of Macroeconomics: The U.S. Economy in the World (3)
- ECN 102   Principles of Microeconomics: Decision-Making by the Firm and Consumers (3)
- INTBUS 303  Internship (3)
- BUS 490   Integrative Capstone (3)

**Marketing Major** 5 required Courses

- BUS 244   Consumer Behavior (3)
- BUS 445   Marketing Strategy (3)
- BUS 327   Global Marketing (3)
- BUS 350   Advertising and Promotion (3)
- COM 234   Persuasion (3)

**Intradisciplinary Major in Two Business Disciplines**

Students who wish to do an Intradisciplinary major in two business concentrations must complete the Business Core Major Requirements, plus the following courses.
Marketing (4 courses)
BUS 244 Consumer Behavior (3)
BUS 445 Marketing Strategy (3)
2 Approved Marketing major electives

Interdisciplinary Major
Students who wish to do an interdisciplinary major in a business area (Accounting, Economics, International Business, Management, or Marketing) and a non-business discipline will complete the following courses:

Interdisciplinary Major in Marketing
10 courses, exclusive of the Integrative Capstone:
BUS 105 Foundations of Business: The Challenge of Business Leaders (3)
BUS 110 Business Statistics (3)
ACT 222 Financial Accounting Principles (3)
BUS 243W Principles of Marketing: Managing Profitable Customer Relationships (3)
BUS 244 Consumer Behavior (3)
BUS 312W Marketing Research (3)
BUS 445 Marketing Strategy (3)
ECN 102 Principles of Microeconomics: Decision-Making by the Firm and Consumers (3)
2 courses from the following:
BUS 327 Global Marketing (3)
BUS 350 Advertising and Promotion (3)
BUS 357 Strategy and Entrepreneurial Ventures (3)
BUS 395W Leadership and Management (3)
BUS 496 Digital Marketing (3)
BUS 497 Strategic Pricing (3)

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.

Minors

Minor Requirements – Accounting
6 courses, including:
ACT 222 Financial Accounting Principles (3)
ACT 223 Managerial Accounting Principles (3)
ACT 322 Intermediate Financial Accounting I (3)
ACT 323 Intermediate Financial Accounting II (3)
ACT 324 Federal Tax Accounting (3)
ACT 412 Auditing (3) OR
ACT 480 Accounting Information Systems (3)

Minor Requirements – Applied Management
6 courses, including:
ACT 222 Financial Accounting Principles (3)
BUS 105 Foundations of Business: The Challenge of Business Leaders (3)
BUS 243W       Principles of Marketing: Managing Profitable Customer Relationships (3)
BUS 357        Strategy and Entrepreneurial Ventures (3)
ECN 101        Principles of Macroeconomics: The U.S. Economy in the World (3) OR
ECN 102        Principles of Microeconomics: Decision-Making by the Firm and Consumers (3)
INTBUS 303     Internship (3)

Minor Requirements - Business
6 Approved courses from Business program offerings

Minor Requirements – Economics
6 courses, including:
ECN 101        Principles of Macroeconomics: The U.S. Economy in the World (3)
ECN 102        Principles of Microeconomics: Decision-Making by the Firm and Consumers (3)
4 Approved upper-level Economics electives

Minor Requirements – Management Information Systems
6 courses, including:
BUS 105        Foundations of Business: The Challenge of Business Leaders (3)
BUS 171        Information Systems and Operations (3)
CMP 202        Introduction to Programming (3)
CMP 283        Database Management Systems (3)
2 courses from the Management Information Systems major

Minor Requirements – Marketing
6 courses, including:
BUS 105        Foundations of Business: The Challenge of Business Leaders (3)
ECN 102        Principles of Microeconomics: Decision-Making by the Firm and Consumers (3)
BUS 243W       Principles of Marketing: Managing Profitable Customer Relationships (3)
3 courses from Marketing major.

Master of Accounting (MAcc)
Made possible by a generous grant from The PNC Foundation, Inc.
The Master of Accounting (MAcc) program is designed to help prepare students with or without an accounting background to
take advantage of the many opportunities available in the field of accounting while providing students with the skills and
knowledge necessary for taking the CPA and/or the CMA examinations. Whether a student desires to work in private
industry, the not-for-profit sector, or governmental entities, a degree in accounting can lead to a dynamic career with skills
that are highly valued in the marketplace. The MAcc is a flexible program designed to fit the student’s career goals and is
available to college graduates of all majors. To sit for the CPA exam you will need: 150 credits in total of post-secondary
education including at least 36 credits of accounting-related subjects.

Undergraduate degree, 12 credits of college-level accounting courses or the equivalent, proficiency in written and oral
communications, college level math and computer usage, including word processing, spread sheets, databases, and the
Internet, are required.
Program Design:
The MAcc requires students to take 30 graduate credits. Eight courses (24 credits) are required core courses, and two (6 credits) are electives which students can choose based on educational needs and career interests.

Degree Requirements:
Prerequisites: (12 credits or equivalent)
ACT 222 Accounting Principles 1
ACT 322 Intermediate Accounting 1
ACT 323 Intermediate Accounting 2
ACT 324 Individual Tax Accounting

Core Courses: (24 credits)
ACT 540 Governmental and Not-For-Profit Accounting (3)
ACT 545 Accounting Theory (3)
ACT 573 Business Law and Ethics (3)
ACT 580 Accounting Information Systems (3)
ACT 620 Advanced Financial Accounting (3)
ACT 625 Cost Analysis (3)
ACT 630 Corporate Tax Accounting and Planning (3)
ACT 699 Forensic Accounting (3)

Electives: (Choose 6 credits below)
ACT 512 Auditing (3)
BUS 540 Leadership for Change in Healthcare Organizations (3)
BUS 570 Global Business (3)
BUS 576 Sustainable Human Capital (3)
BUS 623 Strategic Performance for Women Executives (3)
BUS 641 Sustainable Supply Chain Management (3)
BUS 672 Corporate Finance (3)

Master of Business Administration (MBA)
Located amongst Pittsburgh’s entrepreneurial hotbed with the likes of Google Pittsburgh, Innovation Works, and Carnegie Mellon University, the Chatham Master of Business Administration program prepares aspiring professionals for successful careers in specialized fields through an innovative curriculum, a dynamic network of business leaders, and collaboration with progressive centers like Chatham's award-winning Center for Women's Entrepreneurship (CWE).

The challenging and rigorous curriculum of the Chatham MBA is taught by faculty whose long and varied business experience and strong academic credentials form the cornerstone of the small interactive classes. The MBA is designed to provide maximum relevance to the business world of the 21st century. The program focuses on skills identified by current business leaders as vital in an increasingly competitive job market: sustainability, entrepreneurial acumen, project management, supply chain management, effective communication, and leadership, in addition to a rigorous business core. In each course, students apply management concepts to diagnose and solve practical problems in a supportive and collaborative environment.

The Chatham MBA consists of two parts: Core courses which provide students with detailed coverage of the advanced business knowledge and critical skills that are most in demand by employers, and six concentrations: 1) Healthcare Management; 2) Sustainability; 3) Entrepreneurial Leadership and Strategy; 4) Supply Chain Management; 5) Project Management; and 6) a Self-Designed concentration. In all six concentrations, the student is required to complete a challenging business consulting project in the MBA capstone. The Chatham MBA has been
developed as the MBA program for working adults. In addition to the flexibility of core coursework that can be completed either online or on campus, corporate partner discounts, competitive graduate assistantships, grant-funded positions, internships, and assistance with professional memberships and networking events further enhance opportunities for professionals.

**Degree Requirements:**
Proficiency in written and oral communications, college level math, and computer usage, including word processing, spreadsheets, databases, and the Internet, are required. In addition, basic knowledge of statistics, accounting, marketing and economics are essential. Students without previous business coursework or life experience in these areas must complete two college-level Foundation courses.

The pre-requisite (Foundation) courses are as follows (2 courses):
- BUS 110 Business Statistics (3) OR
- MTH 110 Elementary Statistics (3)
- ACT 222 Financial Accounting Principles (3)

Placement into these courses will be done on a case-by-case basis as part of the application review process by the Director of the Program. These prerequisite courses can be taken prior to or during the MBA program.

**MBA Curriculum:**
The MBA consists of a Core of 9 courses (27 credit hours) and the requirements of one specific concentration (Healthcare Management, Entrepreneurial Leadership and Strategy, Sustainability, Supply Chain Management, Project Management, or Self-Designed Concentration). Students should declare their Concentration as they enter the program.

Core (9 required courses - 27 credit hours) – required in all six concentrations
- BUS 570 Global Business (3)
- BUS 576 Sustainable Human Capital (3)
- BUS 577 Information Systems and Analytics (3)
- BUS 618 Economics for Managers (3)
- BUS 652 Managerial Accounting (3)
- BUS 671 Marketing Management (3)
- BUS 672 Corporate Finance (3)
- BUS 698 Strategy and Entrepreneurship (3)
- BUS 699 Business Consulting Capstone (3)

**Concentrations (choose 1)**

**Healthcare Management (9 credits online; offered jointly with the Chatham MSN program)**
- BUS 507 Health Policy & Advocacy (3)
- BUS 640 Healthcare Leadership for Change (3)
- BUS 651 Health Informatics: Database Management for Evidence-Based Decision Making (3)

**Entrepreneurial Leadership and Strategy (9 credits)**
- BUS 550 Innovation and Commercialization (3)
- BUS 575 Leading Organizations and Projects (3)
- BUS 623 Strategic Performance for Women Executives (3)

**Sustainability (9 credits)**
BUS 639  Sustainability and Assessment Reporting (3)
BUS 641  Sustainable Supply Chain Management (3)
SUS 580  Sustainable Behavior Change (3)

**Supply Chain Management (9 credits)**
- BUS 641  Sustainable Supply Chain Management (3)
- BUS 661  Logistics and Operations (3)
- BUS 662  Global Procurement (3)

**Project Management (9 credits)**
- BUS 575  Leading Organizations and Projects (3)
- BUS 582  Foundations of Project Management (3)
- BUS 680  Complex Issues in Project Management (3)

**Self-Designed Concentration (Choose 9 credits)**
- ACT 540  Government and Non-Profit Accounting (3)
- ACT 545  Accounting Theory (3)
- ACT 573  Business Law and Ethics (3)
- ACT 580  Accounting Information Systems (3)
- ACT 625  Cost Analysis (3)
- BUS 507  Health Policy & Advocacy (3)
- BUS 640  Healthcare Leadership for Change (3)
- BUS 550  Innovation and Commercialization (3)
- BUS 651  Health Informatics: Database Management for Evidence-Based Decision Making (3)
- BUS 575  Leading Organizations and Projects (3)
- BUS 582  Foundations of Project Management (3)
- BUS 623  Strategic Performance for Women Executives (3)
- BUS 639  Sustainability and Assessment Reporting (3)
- BUS 641  Sustainable Supply Chain Management (3)
- BUS 661  Logistics and Operations (3)
- BUS 662  Global Procurement (3)
- BUS 680  Complex Issues in Project Management (3)
- SUS 580  Sustainable Behavior Change (3)
- ACT 620  Advanced Financial Accounting (3) (prereq: ACT 323)
- ACT 630  Corporate Tax Accounting and Planning (3) (prereq: ACT 324)
- ACT 699  Forensic Accounting (3) (prereqs: ACT 573, ACT 620, ACT 630)

**Sustainability & Business Administration (MSUS-MBA)**
The program gives students an understanding and skills from both sustainability and business. Through this program, students earn both the Master of Sustainability and the Master of Business Administration. It includes core courses in both business and sustainability, and courses that provide breadth and depth in sustainability, business, and sustainable business. The degree requires 57 credits, and is designed to be completed by full time students in two school years and one summer. An optional first summer is offered for students who require prerequisites or simply want more time to take classes.

Each student also engages in, a Business Consulting Capstone or (individual or group) Sustainability Final Project, and a summer-long professional placement. During the summer semester, students will engage in projects centering on real world challenges such as consultation with sustainable businesses, making business plans for sustainability
businesses, or individual or group sustainability projects for businesses. Graduates will be uniquely prepared to champion sustainability in the business world.

Students meet all of the requirements for both the Master of Sustainability and the Master of Business Administration. Please refer to those programs for details.

Curriculum:
Students must meet all of the admission requirements for both the MSUS and MBA programs, and complete any prerequisite associated with either program. A total of 57 credits are required to earn the dual degree:

SUS 504 Introduction to Sustainability and Systems
SUS 511 Project, Design and Evolutions
BUS 641 Sustainable Supply Chain Management
SUS 580 Sustainable Behavior Change
BUS 570 Global Business
BUS 577 Information Systems and Analytics
SUS 516 Sustainable Decision Analysis

SUS 602 The Political Economy of Sustainability (3)
BUS 671 Marketing Management
BUS 640 Sustainability Assessment and Reporting

BUS 573 Strategy and Entrepreneurship

BUS 672 Corporate Finance
BUS 576 Sustainable Human Capital
SUS 601 Applied Ecology (3)

BUS 699 or SUS 698 Business Consulting Capstone or Final (Sustainability) Project
SUS 605 Leadership for Transitions to Sustainability
SUS 603 Sustainability: Ethics, Equity, Justice
SUS 699 Advanced Seminar in Sustainability
BUS 652 Managerial Accounting

Summer Immersion Experience
School of Health Sciences

Exercise Science

Exercise Science- BS

Integrative Health Studies

Integrative Health Studies-BA

Interdisciplinary Health Sciences

Health Science and Biology-BS In conjunction with the School of Art, Science and Business
Health Science and Exercise Science-BS In conjunction with the School of Art, Science and Business
Health Science and Psychology-BA In conjunction with the School of Art, Science and Business

Nursing

Pathways to Nursing
Nursing- RN to BSN
Master of Science in Nursing –MSN
Doctor of Nursing Practice- DNP

Occupational Therapy

Master of Occupational Therapy-MOT
Professional Doctor of Occupational Therapy-OTD

Physical Therapy

Physical Therapy- DPT

Physician Assistants Studies

Physician Assistants Studies- MPAS

Psychology

Counseling Psychology, MS,
Infant Mental Health-MS
Infant Mental Health Counseling-MS
Infant Mental Health-Certificate
Psychology- MA
Counseling Psychology, PsyD
School of Health Science (SHS)

Patricia A. Downey, Ph.D., Dean

Edward Ryan, Ph.D.,
Coordinator of Exercise Science, Assistant Professor of Exercise Science

Andres Carrillo, Ph.D., Assistant Professor of Exercise Science

John Laird, N.D.,
Coordinator of the Integrative Health Studies Program, Associate Professor of Physician Assistant Studies

Diane Hunker, Ph.D.,
Program Director- Nursing, DNP Program Coordinator, Associate Professor of Nursing

Mary Dee Fisher, D.N.P., Assistant Professor of Nursing
Chad Rittle D.N.P., Assistant Professor of Nursing
Julie Slade, D.N.P., RN-BSN Program Coordinator, Assistant Professor of Nursing
Emily E. Hopkins, Ph.D., Assistant Professor of Nursing
Meigan Robb, Ph.D., MSN Program Coordinator, Assistant Professor of Nursing
Bradley Sherrod, D.N.P., Assistant Professor of Nursing
Kathleen Spadaro, Ph.D., Assistant Professor of Nursing
Susan Sterrett, Ed.D., Associate Professor of Nursing
Michelle Doas, Ed.D., Associate Professor of Nursing
Debra Wolf, Ph.D., Assistant Director of Nursing, International Program Coordinator, Associate Professor of Nursing
Huixin Wu, D.N.P., Assistant Professor of Nursing

Joyce Salls, OTD,
Program Director- Occupational Therapy, Professor of Occupational Therapy

Cathy Dolhi, OTD, Associate Professor of Occupational Therapy
Jennifer Lape, OTD, Assistant Professor of Occupational Therapy
Amy M. Mattila, M.S., Assistant Professor of Occupational Therapy
Sharon Novalis, Ph.D., Assistant Professor of Occupational Therapy

Ingrid Provident, Ed.D, OTD Program Coordinator, Assistant Professor of Occupational Therapy
Jodi Schreiber, OTD, Assistant Professor of Occupational Therapy

**Joseph Schreiber,**
**Ph.D., Program Director-Physical Therapy,** Professor of Physical Therapy

Melissa Bednarek, PT, DPT, PhD Assistant Professor of Physical Therapy
Michelle Criss, PT, DPT, GCS Visiting Assistant Professor of Physical Therapy
David Fraser, PhD, Assistant Professor of Biology
Sarah Jameson, PT, DPT, MS, GCS Assistant Professor of Physical Therapy
Steve Karas, DSc, PT, CMPT, OCS, ATC Assistant Professor of Physical Therapy
Susan Perry, PT, DPT, MS Professor of Physical Therapy
Gordon Riddle, PT, DPT, OCS, SCS, ATC Visiting Assistant Professor of Physical Therapy
Edward Ryan, PhD, Assistant Professor of Exercise Science
Erin Marie Williams-Hatala, PhD, Assistant Professor of Biology
Ann Williamson, PT, DPT, NCS Assistant Professor of Physical Therapy
Jason Woollard, PT, PhD Assistant Professor of Physical Therapy

**Carl Garrubba, M.P.A.S,**
**Program Director- Physician Assistant Studies,** Associate Professor of Physician Assistant Studies

Alyssa Abebe, M.P.A.S, Assistant Professor of Physician Assistant Studies
Stacie Agnesi, M.P.A.S, Assistant Professor of Physician Assistant Studies
Jessica Anderson, M.P.A.S, **Associate Director of Clinical Education,** Assistant Professor of Physician Assistant Studies

Kelly Donkers, M.P.A., **Academic Coordinator,** Assistant Professor of Physician Assistant Studies

Susan Hawkins, M.S.Ed., Associate Professor of Physician Assistant Studies
John Laird, N.D., Associate Professor of Physician Assistant Studies
Lea O’Keefe, M.P.A., Assistant Professor of Physician Assistant Studies
Judy Truscott, M.P.A.S, **Associate Program Director,** Assistant Professor of Physician Assistant Studies

Nicole Brown, MSPAS, Assistant Professor of Physician Assistant Studies
Mary Jo Loughran, Ph.D.,
Program Director-Counseling Psychology, Associate Professor of Counseling Psychology

Robert Gallen, PhD.,
Program Director- Infant Mental Health, Associate Professor of Psychology

Britney Brinkman, Ph.D., Assistant Professor of Counseling Psychology
Jill Cyranowski, Ph.D., Associate Professor of Counseling Psychology
Anthony J. Goreczny, Ph.D., Professor of Counseling Psychology
Deanna Hamilton, Ph.D., Associate Professor of Counseling Psychology
Seth Harty, Ph.D., Assistant Professor of Counseling Psychology
Anthony Isacco, Ph.D., Assistant Professor of Counseling Psychology
Mary Beth Mannarino, Ph.D., Associate Professor of Counseling Psychology
Jennifer Morse, Ph.D., Assistant Professor of Counseling Psychology
Arlette Ngoubene-Atioky, Ph.D., Assistant Professor of Counseling Psychology
Jill Paquin, Ph.D., Assistant Professor of Counseling Psychology
Wonjin Sim, Ph.D., Assistant Professor of Counseling Psychology
Gina Zanardelli, Ph.D., Assistant Professor of Counseling Psychology
School of Health Sciences  
Exercise Science  
Exercise Science - BS

Exercise Science (BS)

The exercise science major prepares students for professional practice in a variety of fields including exercise and fitness training, hospital-based and corporate wellness programming as well as preparation for graduate study in exercise physiology, medicine, physical therapy, and other health science programs. Exercise science, as defined by the American College of Sports Medicine, is the study of movement and the associated functional responses and adaptations. The field of exercise science ranges from the study of how organ systems function at the cellular level to enhancing the biomechanical efficiency of the individual. The benefits of exercise have been medically recognized and accepted for their role in preventive medicine and in the rehabilitative process of health and well-being. Professionals in exercise science are prepared to examine, evaluate, prescribe, and manage the health and fitness of healthy people across the life span, as well as promote healthy lifestyles and prevention programs for individuals and communities.

Major Requirements:

47 Credits  
BIO143  The Cell (3)  
BIO143L  The Cell Laboratory (1)  
BIO144  The Organism (3)  
BIO144L  The Organism Laboratory (1)  
BIO201  Anatomy (3)  
BIO201L  Anatomy Laboratory (2)  
BIO302  Physiology (3)  
BIO302L  Physiology Laboratory (2)  
CHM107  Chemistry I *  
CHM109  Chemistry I Laboratory *  
CHM108  Chemistry II (3)  
CHM110  Chemistry II Laboratory (1)  
EXS101  Introduction to Exercise Science (1)  
EXS252  Exercise and Nutrition (3)  
EXS302  Principles of Strength & Conditioning (3)  
EXS326  Applied Exercise Physiology I (3)  
EXS326L  Applied Exercise Physiology I Laboratory (1)  
EXS345  Kinesiology and Movement Science (3)  
EXS345L  Kinesiology and Movement Science Laboratory (1)  
EXS426  Applied Exercise Physiology II (3)  
EXS426L  Applied Exercise Physiology II Laboratory (1)  
EXS490  Integrative Capstone (3)  
INTEXS303  Internship (3)  
MTH110  Statistics *  
PSY101  General Psychology (3)
*Credits applied towards general education requirements

Students intending to apply to physician assistant graduate school are advised to take the following courses in addition to the above curriculum:
- BIO 221 Microbiology (3)
- PSY 152 Developmental Psychology (3)

Students intending to apply to physical therapy graduate school are advised to take the following courses in addition to the above curriculum:
- PHY 151 Fundamentals of Physics I (3) OR PHY 251 Principles of Physics (4)
- PHY 255 Physics I Laboratory I (1)
- PHY 152 Fundamentals of Physics II (3) OR PHY 252 Principles of Physics II (4)
- PHY 256 Physics II Laboratory (1)
- PSY 152 Developmental Psychology (3)

Students intending to apply to occupational therapy graduate school are advised to take the following courses in addition to the above curriculum:
- PSY 152 Human Growth and Development (3)
- PSY 333 Abnormal Psychology (3)

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.
School of Health Sciences

Integrative Health Studies

Integrative Health Studies-BA

Integrative Health Studies (BA)

The Integrative Health Studies major is interdisciplinary and provides students with an overview of evidence-based complementary and alternative health practices. In addition to core science courses and labs, students will have the opportunity to study acupuncture and traditional Chinese medicine, nutrition and natural products, mind-body therapies, and body-based practices. This major provides preparation for students interested in professional study in medicine, osteopathic medicine, chiropractic medicine, naturopathic medicine, acupuncture and traditional Chinese medicine, nutrition, and allied health studies in occupational therapy, physical therapy, and physician assistant studies. It prepares students to meet the demands of a broadening healthcare industry, and a clientele that expects their healthcare providers to have an understanding of integrative health practices.

Major Requirements:

52 credits
BIO 143 The Cell (3)
BIO 143L The Cell Laboratory (1)
BIO 144 The Organism (3)
BIO 144L The Organism Laboratory (1)
CHM 107 Chemistry I (3)
CHM 109 Chemistry I Laboratory (1)
CHM 108 Chemistry II (3)
CHM 110 Chemistry II Laboratory (1)
BIO 201 Anatomy (3)
BIO 201L Anatomy Laboratory (2)
BIO 302 Physiology (3)
BIO 302L Physiology Laboratory (2)
PSY 101 General Psychology (3)
IND 350 Scientific Research Methods (2)
IHS 150 Introduction to Integrative Health Studies (3)
IHS 200W Integrative Nutrition (3)
IHS 210 Dietary Supplements and Botanical Medicine (3)
IHS 220 Acupuncture and Traditional Chinese Medicine (2)
IHS 300W Mind-Body Medicine (2)
IHS 310 Body-Based Practices (2)
IHS 490 Integrative Clinical Medicine (Integrative Capstone) (3)
INTIHS 303 Internship (3)

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.
School of Health Sciences

Interdisciplinary Health Sciences

Health Science and Biology-BS In conjunction with the School of Health Sciences
Health Science and Exercise Science-BS In conjunction with the School of Health Sciences
Health Science and Psychology-BA In conjunction with the School of Health Sciences

Interdisciplinary Health Science Majors

The Interdisciplinary Health Science and Biology, Health Science and Exercise Science, and Health Science and Psychology degrees are designed for students interested in pursuing a career in a health care field and/or continuing in a graduate Health Science Program. These degrees will provide students with a broad background of coursework in the basic and social sciences along with introductory coursework in the health sciences. Students who receive guaranteed admission into Chatham’s Physician Assistant Program, Occupational or Physical Therapy Program or Graduate Psychology are required to major in one of these concentrations. Specifically, students accepted into a Masters program in Psychology or Occupational Therapy will be required to major in HS/psychology; students accepted into the Masters of Physician Assistant Studies Program will be required to major in HS/Biology; students accepted into the Doctor of Physical Therapy Program will be required to major in HS/exercise science.

Major Requirements:

**Health Science – Biology Interdisciplinary Major (BS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HSC 100</td>
<td>Introduction to the Health Professions (1)</td>
</tr>
<tr>
<td>BIO 119</td>
<td>Medical terminology (online) (3)</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology (3)</td>
</tr>
<tr>
<td>BIO 143</td>
<td>The Cell (3)</td>
</tr>
<tr>
<td>BIO 143L</td>
<td>The Cell Laboratory (1)</td>
</tr>
<tr>
<td>BIO 144</td>
<td>The Organism (3)</td>
</tr>
<tr>
<td>BIO 144L</td>
<td>The Organism Laboratory (1)</td>
</tr>
<tr>
<td>CHM 107</td>
<td>Chemistry I (3)</td>
</tr>
<tr>
<td>CHM 109</td>
<td>Chemistry I Laboratory (1)</td>
</tr>
<tr>
<td>CHM 108</td>
<td>Chemistry II</td>
</tr>
<tr>
<td>CHM110</td>
<td>Chemistry II Laboratory (1)</td>
</tr>
<tr>
<td>MTH 110</td>
<td>Elementary Statistics (3) or PSY 213</td>
</tr>
<tr>
<td>PHI 210</td>
<td>Biomed Ethics (3)</td>
</tr>
<tr>
<td>BIO 201</td>
<td>Anatomy (3)</td>
</tr>
<tr>
<td>BIO 201L</td>
<td>Anatomy Laboratory (2)</td>
</tr>
<tr>
<td>BIO 302</td>
<td>Physiology (3)</td>
</tr>
<tr>
<td>BIO 302L (W)</td>
<td>Physiology Laboratory (2)</td>
</tr>
<tr>
<td>IND 350(W)</td>
<td>Research Methods (2)</td>
</tr>
<tr>
<td>BIO 490</td>
<td>Integrative Capstone (3)</td>
</tr>
<tr>
<td>INTBIO 303</td>
<td>Internship (3)</td>
</tr>
</tbody>
</table>

In addition, 12 Credits of Electives from any approved Bio courses for the major including the following required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXS/BIO 252W</td>
<td>Exercise and Nutrition or IHS/BIO 200W Integrative Nutrition (3)</td>
</tr>
<tr>
<td>BIO 221/L (W)</td>
<td>Microbiology (5)</td>
</tr>
</tbody>
</table>

**Health Science – Exercise Science (BS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 100</td>
<td>Introduction to the Health Professions (1)</td>
</tr>
<tr>
<td>EXS 101</td>
<td>Introduction to Exercise Science (1)</td>
</tr>
<tr>
<td>BIO 119</td>
<td>Medical terminology (online) (3)</td>
</tr>
</tbody>
</table>
PSY 101     Introduction Psychology (3) (Social Science gen ed)
MTH 110     Elementary Statistics or PSY 213 (3) (Math gen ed)
BIO 143     The Cell (3)
BIO 143L    The Cell Laboratory (1)
BIO 144     The Organism (3)
BIO 144L    The Organism Laboratory (1)
CHM 107     Chemistry I (3) (science gen ed)
CHM109      Chemistry I Laboratory (3)
CHM 108     Chemistry II (1)
CHM110      Chemistry II Laboratory (1)
MTH 151     Calculus (4) or MTH 108 Pre-Calculus (3)
PHI 210     Biomed Ethics (3) (Humanities gen ed)
BIO 201     Anatomy (3)
BIO 201L    Anatomy Laboratory (2)
EXS 252W    Exercise and Nutrition (3)
PHY 251/255 (5) or PHY 151/255 (4) (upper level gen ed)
PHY 252/256W (5) or Physics 152/256W (4) (upper level gen ed)
PSY 351     Child & Adolescent Development (3) (upper level gen ed)
PSY 352     Adult Development (3) (or PSY 152 will substitute for 351/352)
BIO 302     Physiology (3)
BIO 302L (W) Physiology Laboratory (2)
EXS 302     Principles of Strength and Conditioning (3)
EXS 345/L (W) Kinesiology (4)
EXS 326/L   Applied Exercise Physiology I (4)
IND 350 (W) Research Methods (2)
EXS 426/L   Applied Exercise Physiology II (4)
EXS 490    Integrative Capstone (3)
INTEXS 303  Internship (3)

Health Science – Psychology Interdisciplinary Major (BA)
HSC 100     Introduction to the Health Professions (1)
BIO 119     Medical terminology (online) (3)
BIO 116     A & P I (4)
BIO 117     A & P II (4)
PSY 101     Introduction to Psychology (3)
PSY 213     Statistics & Research Design (3)
EXS 252W    Exercise and Nutrition or IHS/BIO 200W Integrative Nutrition (3)
PHI 210     Biomed Ethics (3)
PSY 217W    Critical Thinking (3)
PSY 314W    Foundations of Behavioral Research (3)
PSY 326     Psychology of Learning or PSY 324 Motivation (3)
PSY 333     Abnormal Psychology (3)
PSY 340     Psychopharmacology or PSY 341 Psychobiology (3)
PSY 351     Child & Adolescent Development
PSY 352     Adult Development (3)
PSY 490     Integrative Capstone (3)
INTPSY 303  Internship (3)
PSY elective: PSY 236 PSY of Women or PSY 415 Human Sexuality or PSY 243 Health Psychology recommended but any approved PSY course for the major is accepted

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.
School of Health Sciences

Nursing

Pathways to Nursing
Nursing- RN to BSN
Master of Science in Nursing –MSN
Doctor of Nursing Practice- DNP

Pathways to Nursing

The Pathways to Nursing Program prepares world-ready nurses to develop the skills necessary in today’s health care system. Through a partnership with UPMC Shadyside School of Nursing students are educated by faculty members from both Chatham University and UPMC Shadyside School of Nursing. Courses in the first year will be held on the Chatham University Campus. In the second and third year some of the Nursing courses may be taught on the UPMC Shadyside School of Nursing Campus. Clinical experiences will be scheduled utilizing a variety of healthcare facilities in the local area. Once a student completes the nursing diploma program at UPMC Shadyside School of Nursing they become eligible to take the NCLEX-RN (National Council for Licensing Examination for Registered Nurse) to obtain a license as a registered nurse (RN). Students who successfully pass the NCLEX-RN enter into Chatham's Commission on Collegiate Nursing Education (CCNE) accredited on-line RN-BSN (Bachelor of Science in Nursing) program for the final two terms. Students may work as a Registered Nurse (RN) while completing the RN-BSN portion of the Pathways to Nursing Program. The Pathways to Nursing Program allows the student to complete a full four-year college experience at Chatham University while finishing their BSN Degree.

The RN-BSN programs at Chatham University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202)887-6791.

Eligibility for Pennsylvania Nursing Licensure:
Pennsylvania law prohibits the State Board of Nursing from issuing a license to anyone who has been convicted of a felony relating to a controlled substance, unless at least ten years have elapsed from the date of conviction, and the applicant satisfies other criteria of personal rehabilitation. At the time of application for licensure, the State Board also requires reporting of any crime, felony, misdemeanor, or pending criminal charges.

All undergraduate students must satisfy the General Education requirements.

Major Requirements:
NUR 111 Professional Nursing and Health Concepts (4)
NUR 112 Basic Health Concepts (5)
NUR 113 Health Assessment and Nursing Practice Strategies (1)
NUR 211 Health Promotion concepts (4)
NUR 212 Family Health Concepts (4)
NUR 215 Pharmacology in Nursing I (2)
NUR 311 Health and Illness Concepts (6)
NUR 312 Mental Health Concepts (5)
NUR 315 Pharmacology in Nursing II (2)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>NUR 380</td>
<td>Complex Health Concepts (7)</td>
</tr>
<tr>
<td>NUR 382</td>
<td>Professional Nursing and Health System Concepts (5)</td>
</tr>
<tr>
<td>NUR 399</td>
<td>NCLEX-RN Preparation (2)</td>
</tr>
<tr>
<td>NUR 402</td>
<td>Health Policy &amp; Finance (3)</td>
</tr>
<tr>
<td>NUR 403</td>
<td>Women’s Health Nursing (3)</td>
</tr>
<tr>
<td>NUR 407</td>
<td>Scholarship for Evidence-Based Practice (3)</td>
</tr>
<tr>
<td>NUR 409</td>
<td>Clinical Prevention, Population, and Environmental Health (3)</td>
</tr>
<tr>
<td>NUR 410</td>
<td>Global Cultural Diversity and Specialty Population Nursing. This course has a 35 hour clinical component. (3)</td>
</tr>
<tr>
<td>NUR 411</td>
<td>Geriatric Nursing. This course has a 35 hour clinical component. (3)</td>
</tr>
<tr>
<td>NUR 412</td>
<td>Nursing Communication and Quality Improvement (3)</td>
</tr>
<tr>
<td>NUR 499</td>
<td>Nursing Leadership and Professional Practicum. This course has a 70 hour clinical component. (4)</td>
</tr>
<tr>
<td>IND 175</td>
<td>Introduction to Nursing Resources (on-line course) (1)</td>
</tr>
<tr>
<td>PHI 210</td>
<td>Biomedical Ethics (3)</td>
</tr>
<tr>
<td>PSY 152</td>
<td>Human Growth and Development (3)</td>
</tr>
<tr>
<td>BIO 115</td>
<td>Microbiology (4)</td>
</tr>
<tr>
<td>BIO 116</td>
<td>Anatomy and Physiology I (4)</td>
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<tr>
<td>BIO 117</td>
<td>Anatomy and Physiology II (4)</td>
</tr>
<tr>
<td>SDE 101</td>
<td>Successful Transition (1)</td>
</tr>
</tbody>
</table>

**Bachelor of Science in Nursing for RNs (RN-BSN)**

Chatham University’s RN-to-BSN program is based on a strong liberal arts and science foundation preparing registered nurses with the knowledge, skills, and attitude to perform creatively, ethically, and effectively.

The BSN program at Chatham University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202)887-6791.

**Program Structure:**
The RN-to-BSN program is an online degree completion program that requires completion of a total of 120 credit hours, including 140 clinical hours, in college level courses. Clinical experiences are completed at approved clinical sites of the student’s choosing with the guidance of an approved preceptor. Cohorts are admitted each session. Students can enroll in full-time or part-time studies. Students must maintain a cumulative 2.0 or better to be awarded the Bachelor of Science in Nursing degree. All undergraduate students must satisfy the General Education requirements either through articulation agreement or completion of additional coursework.

**Degree Requirements:**
26 credits
IND 175 Introduction to Nursing Resources (1 credit)
NUR 402 Health Policy and Finance (3 credits)
NUR 403 Women’s Health Nursing (3 credits)
NUR 407 Scholarship for Evidence-Based Practice (3 credits)
NUR 409 Clinical Prevention, Population, and Environmental Health (3 credits)
NUR 410 Global Cultural Diversity and Specialty Population Nursing (3 credits, including 35 clinical hours)
NUR 411 Geriatric Nursing (3 credits, including 35 clinical hours)
NUR 412 Nursing Communication and Quality Improvement (3 credits)
NUR 499 Nursing Leadership and Professional Practicum (4 credits, including 70 clinical hours)

Liberal Arts courses to fulfill General Education requirements for RN-BSN students include the following:
(Note: Requirements may vary based on articulation agreements)
ART 215 Painting Studio (3)
BIO 114 Basic Nutrition (3)
ENG 102 Expository Writing (3)
MTH 110 Elementary Statistics (3)
PHI 121 Logic (3)
PSY 101 General Psychology (3)
PSY 152 Human Growth & Development (3)
SUS 101 Introduction to Sustainability (3)
SWK 164 Diversity in Health & Illness (3)

Clinical Requirements:
To enable RN-BSN students to complete the necessary clinical experiences, Chatham University requires students to complete a self-directed clinical placement process with the guidance of the nursing clinical coordinator. The clinical coordinator contacts all students registered for a course with a clinical component 5 weeks prior to the beginning of the course to alert them that it is time to begin planning. Clinical plans must be in place two (2) weeks prior to the beginning of the course. Failure to arrange clinical plans may result in the student being forced to drop a course with a clinical component and re-register at a future date.

Once contacted by the clinical coordinator, the process is as follows:
1) The student will identify a clinical site and preceptor with the assistance of the clinical coordinator. Once approved the student will develop a learning proposal with learning goals and an identified project at least two (2) weeks prior to the start of a clinical course; 2) A conference call must be scheduled and completed between the student, preceptor, and clinical coordinator prior to the end of the second clinical day; 3) Students must submit a clinical log via the Moodle course site as directed in the course and complete the minimum number of required clinical hours and the clinical project in the time allotted for each course with a clinical component; and 4) Clinical experiences are finalized by completing a second conference call and submitting required evaluations, a final signed clinical log, a reflection paper, and a copy of the final project at the conclusion of each clinical experience. Approval of the preceptor, clinical site, and learning experiences must be secured prior to beginning any clinical experiences. The Clinical Coordinator must ensure that a signed clinical affiliation agreement is in place with all clinical sites prior to engaging in any clinical experiences. Affiliation Agreements can take several weeks to complete. It is necessary to plan early. It is the responsibility of the RN-BSN student to comply with agency requirements specific to physical examinations, immunizations, CRP certification, drug screening, criminal record background checks, or any other requirements and submit all associated documentation directly to the clinical agency.

Transfer Credits:
Students may transfer up to 90 credit hours of college level courses into the program. All requests for transfer credit must be made prior to enrollment. A minimum of 30 credits, including the 26 credits of core requirements, must be taken at Chatham University. Registered nurses who are graduates of select nursing schools with established articulation agreements are subject to the criteria of the agreement.

Butler County Community College RN-BSN Partnership:
Through a partnership with Butler County Community College (BC3), Chatham University is offering its online RN-BSN Program through on-ground evening classes at BC3’s campus in Butler, PA. Convenient for working professionals, RN-BSN class sessions at BC3 will be held during weeknight evenings at the BC3 campus.

**Master of Science in Nursing (MSN)**

The Chatham University Nursing Program offers a 36 credit Master of Science Degree in Nursing (MSN). The program prepares students to become world ready nurse leaders, informatics specialists, or educators. The Chatham University MSN program requires 21 credits of MSN Core courses and 15 credits in the Educator, Leadership, or Informatics tracks.

The MSN program at Chatham University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202)887-6791.

**Program Structure:**
The Chatham University MSN program is delivered as an online program. The program builds on the Bachelor of Science in Nursing foundation by preparing nurses to advance their practice as nurse educators, leaders, or informatics specialist in a variety of settings. Clinical experiences are completed at approved clinical sites with the guidance of an approved preceptor. Full-time and part-time cohorts for each track are admitted each Fall. An International MSN track is delivered in an on ground format consisting of the 21 core credits and 15 specialty track credits for full-time fall cohorts.

**Degree Requirements:**
36 credits

**Core courses (21 credits)**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>NUR 501</td>
<td>Scientific Underpinnings for Practice (3 credits)</td>
</tr>
<tr>
<td>NUR 502</td>
<td>Advanced Pathophysiology/Pharmacology (3 credits)</td>
</tr>
<tr>
<td>NUR 503</td>
<td>Informatics Foundation and Health Care Technology (3 credits)</td>
</tr>
<tr>
<td>NUR 504</td>
<td>Organizational Quality and Systems Leadership (3 credits)</td>
</tr>
<tr>
<td>NUR 505</td>
<td>Advanced Physical Assessment and Health Promotion (3 credits)</td>
</tr>
<tr>
<td>NUR 506</td>
<td>Professional Role: Communication and Collaboration for Improving Patient Outcomes (3 credits)</td>
</tr>
<tr>
<td>NUR 507</td>
<td>Health Policy and Advocacy (3 credits)</td>
</tr>
</tbody>
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**Nursing Leadership/Management Track (15 credits)**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>NUR 630</td>
<td>Health Care Economics and Financial Management (3 credits)</td>
</tr>
<tr>
<td>NUR 650</td>
<td>Leadership and Health Care Operations (3 credits)</td>
</tr>
<tr>
<td>NUR 640</td>
<td>Leadership for Change (3 credits)</td>
</tr>
<tr>
<td>NUR 660</td>
<td>Health Care Leadership Practicum (3 credits, including 125 clinical hours)</td>
</tr>
<tr>
<td>NUR 670</td>
<td>Health Care Leadership Capstone (3 credits, including 125 clinical hours)</td>
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**Nursing Informatics Track (15 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>NUR 631</td>
<td>Integrating Technology into a Health Care Environment (3 credits)</td>
</tr>
<tr>
<td>NUR 651</td>
<td>Database Management for Evidence-Based Decision Making (3 credits)</td>
</tr>
<tr>
<td>NUR 641</td>
<td>Promoting Healthier Lifestyles in the Community using Innovative technology (3 credits)</td>
</tr>
<tr>
<td>NUR 661</td>
<td>Health Care Informatics Practicum (3 credits, including 125 clinical hours)</td>
</tr>
</tbody>
</table>
NUR 671  Health Care Informatics Capstone (3 credits, including 125 clinical hours)

Nursing Education Track (15 credits)
NUR 632  Curriculum Design and Evaluation in Nursing Education (3 credits)
NUR 642  Professional Role Responsibility of the Nurse Educator (3 credits)
NUR 652  Teaching Strategies and Information Technology for the Nurse Educators (3 credits)
NUR 662  Health Care Education Practicum (3 credits, including 125 clinical hours)
NUR 672  Health Care Education Capstone (3 credits, including 125 clinical hours)

Clinical Requirements:
The culminating learning experience of the MSN program includes a 125 hour practicum and 125 hour capstone in which students complete a project specific to the specialty track. A signed clinical affiliation agreement and an approved preceptor must be in place prior to engaging in any clinical experiences. It is the responsibility of the student to comply with agency requirements specific to physical examinations, immunizations, CRP certification, drug screening, criminal record background checks, and submit all associated documentation directly to the clinical agency.

Additional Clinical Hours:
For those students wanting to pursue a DNP degree from Chatham University, they may choose to take NUR 697 Nursing Clinical Practicum (3 credits, including 250 clinical hours) in addition to their MSN required curriculum. This course is designed to ensure a total of 500 clinical hours needed for acceptance into the DNP program.

Transfer Credits:
Students may transfer up to 6 credit hours of graduate level nursing courses into the program. All requests for transfer credits must be made in writing prior to enrollment. The nursing program’s Admissions and Progression Committee will review and determine if courses taken through another higher education institution can fulfill the requirements of any courses required for the MSN program. If transfer courses are accepted, a revised schedule planner will be developed and sent to the student outlining the courses still necessary to complete at Chatham University for degree completion.

Deferral of Admission and Leave of Absence:
The offer of admission is for a specific semester/ cohort only. A nursing student who wishes to defer entrance who has submitted a non-refundable deposit for enrollment should contact the school to confirm the deferment. A student may defer entrance into the MSN program for up to the next program start date after the initial start date. A student may defer one time only.

The structure of the MSN program does not facilitate a leave of absence. This is due to the curriculum structure and course schedule. MSN courses are offered once per year. This means a student who takes a leave of absence may need to wait one full year in order to enroll in a required course. In the event that a medical leave of absence from the program is absolutely necessary, the student is required to speak with a representative of the Nursing Program regarding withdrawal from the program so they are made aware of the process for reapplying to the program.
Doctor of Nursing Practice (DNP)

The Doctor of Nursing Practice (DNP) is a clinical doctorate that prepares nurses to practice as clinical leaders in the health care delivery system. Graduates of the DNP program have a skill set and competencies to function in clinical leadership roles depending on student interest and career trajectory.

The DNP program at Chatham University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202)887-6791.

Program Structure:
The DNP program is a low-residency, writing intensive, online program. Students can complete the 27 credit DNP program in 12 months of full time study, including 500 supervised clinical hours. Part-time study also is available. The program includes a mandatory on-campus residency and culminates in an evidence-based practice clinical immersion capstone experience. Clinical experiences are completed at approved clinical sites with the guidance of an approved preceptor. Cohorts are admitted each Fall and Spring.

Degree Requirements:
27 credits
NUR 700 Structure and Application of Contemporary Nursing Knowledge (3 credits)
NUR 702 Developing Evidence-Based Practice (3 credits)
NUR 703 Ethics and Public Policy in Healthcare Delivery (3 credits)
NUR 704 Quality Improvement in Health Care (3 credits)
NUR 705 Advancing Practice: Scholarship and Grant Writing (3 credits)
NUR 706 Communication and Collaboration for Healthcare Leadership (3 credits)
NUR 707 Information Technology and Data-Driven Decision Making (3 credits)
NUR 799 Capstone Experience (6 credits)

Clinical Requirements:
DNP students are required to complete 500 clinical hours during the program in NUR 702 (125 hours), NUR 704 (125 hours) and NUR 799 (250 hours). The DNP clinical is an advanced practice immersion experience that allows DNP students an opportunity that includes, but is not limited to: gaining and applying advanced skills in the clinical setting; linking policy making within clinical systems, or local, regional, or national organizations; translation of evidence-based research into practice through policy or practice innovation; and to serve as change agents in health care delivery settings. Clinical is defined by the Chatham University Nursing program faculty as those experiences that DNP students complete as they develop clinical expertise and transition to achieve the DNP student learning outcomes. A qualified preceptor and clinical site are identified and approved during the first semester of coursework. A signed clinical affiliation agreement must be in place prior to engaging in any clinical experiences. It is the responsibility of the student to comply with agency requirements specific to physical examinations, immunizations, CRP certification, drug screening, and criminal record background checks, and submit all associated documentation directly to the clinical agency.

Transfer Credits:
Given the integrated nature of the courses, all 27 credits of the DNP program must be completed at Chatham University.

Protection of Human Subjects:
To ensure for the protection of the rights and welfare of human subjects, all students enrolled in the doctor of nursing practice (DNP) program at Chatham are required to submit their proposed evidence-based practice change
project plan to an Institutional Review Board (IRB), or faculty approval substitute, for review and decision prior to implementing any aspect of the project.

**Deferral of Admission and Leave of Absence:**
The offer of admission is for a specific semester/cohort only. A nursing student who wishes to defer entrance who has submitted a non-refundable deposit for enrollment should contact the school to confirm the deferment. A student may defer entrance into the DNP program for up to the next program start date after the initial start date. A student may defer one time only.

Due to the integrated nature of the DNP courses, a personal or financial leave of absence is not permitted. Students requiring a medical leave of absence must submit a written request and documentation from a physician to the program director for review and decision.
School of Health Sciences

Occupational Therapy

Master of Occupational Therapy-MOT
Professional Doctor of Occupational Therapy-OTD

Master of Occupational Therapy (MOT)

All occupational therapy courses are limited to occupational therapy students unless permission is obtained from the instructor and the program director.

The goal of the Chatham University’s Master of Occupational Therapy (MOT) program is to educate competent occupational therapy practitioners to assist individuals of all ages to achieve maximum independence in daily life activities. Upon completion of this program, graduates are prepared to practice evidence-based occupational therapy in a variety of healthcare and community settings, provided that they pass the national certification exam and obtain state licensure as needed.

The MOT program curriculum design is based upon self-directed, active, experiential, and didactic learning strategies. The curriculum focuses on the development of critical thinking/professional reasoning skills, occupational therapy knowledge and evidence based practice skills, and professional growth and development. Students must complete fieldwork training as part of the degree requirement. Fieldwork experiences, which are provided throughout the curriculum in a variety of settings and locations, are designed in collaboration with the student’s academic advisor and fieldwork coordinator. Students must complete all degree requirements no later than five years after the date of first enrollment in the program. A student may petition the Graduate Programs Committee, through the occupational therapy program director, for an extension for a limited period if such extension is sought before the five-year limit expires.

Accreditation:

The MOT program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, 301-652-AOTA, www.acoteonline.org. Graduates of the program will be able to sit for the national certification examination for the occupational therapist, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist Registered (OTR). Most states require licensure in order to practice. State licenses are usually based on the results of the NBCOT Certification Examination.

Degree Requirements:

88 credits, including:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BIO 503</td>
<td>Human Anatomy (3)</td>
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<tr>
<td>BIO 503L</td>
<td>Human Anatomy Lab (1)</td>
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<tr>
<td>BIO 509</td>
<td>Fundamentals of Neuroscience (3)</td>
</tr>
<tr>
<td>BIO 509L</td>
<td>Fundamentals of Neuroscience Laboratory (1)</td>
</tr>
<tr>
<td>OTH 601</td>
<td>Foundations of Occupation &amp; Occupational Therapy (3)</td>
</tr>
<tr>
<td>OTH 603</td>
<td>Introduction to OT Assessment &amp; Intervention Skills (4)</td>
</tr>
<tr>
<td>OTH 605</td>
<td>Mental Health &amp; Occupational Performance (4)</td>
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<td>OTH 610</td>
<td>Advanced Topics in Occupational Therapy (2)</td>
</tr>
<tr>
<td>OTH 612</td>
<td>Evidence-based Practice I (2)</td>
</tr>
<tr>
<td>OTH 622</td>
<td>Occupational Performance in Children &amp; Adolescents (4)</td>
</tr>
<tr>
<td>OTH 623</td>
<td>Occupational Performance in the Aging Population (4)</td>
</tr>
<tr>
<td>OTH 624</td>
<td>Biomechanics &amp; Occupational Performance (4)</td>
</tr>
</tbody>
</table>
Professional Doctorate of Occupational Therapy (OTD)

The Professional Doctorate of Occupational Therapy (OTD) program is designed for occupational therapy clinicians and/or academicians who want to enhance their careers and be professional leaders. Students learn to apply evidence-based literature and bring practice to a heightened level of professional accountability, develop into a professional leader in areas of public policy, professional advocacy, and business management, gain additional theoretical knowledge and clinical competence, and practice concepts of educational theory and measurement as it relates to both clients and students. Each course is intricately connected to the professional student’s practice focus. Student growth is not simply academic; what is learned in “the classroom” can be applied directly to the student’s work setting. The student will grow into an advanced clinician. The professional student’s practice focus may be the setting in which they work, or may extend into the community or an emerging practice area.

Program Structure:
The online OTD program consists of ten (10) courses that are intricately connected to the professional student’s practice focus. The online learning experience is enhanced with two short required residencies at Chatham University in Pittsburgh.

Degree Requirements:
30 credits:
OTD 740 Occupational Science (3)
OTD 741 Evidence-Based Practice (3)
OTD 742 Advanced Practice Concepts and Skills (3)
OTD 750 Occupational Therapist as Entrepreneur (3)
OTD 751 Capstone Project Design (3)
OTD 752 Education Theory and Technology (3)
OTD 760 Leadership and Professionalism (3)
OTH 761 Proposal Development (1)
OTH 766 Methods of Evaluation (3)
OTH 772 Capstone Implementation and Evaluation (5)
Experienced Occupational Therapists who hold a Bachelor's degree in Occupational Therapy but no Master's degree, have the option to bridge into Chatham’s Bachelors-to-OTD program. Before entering the 16-month cohort, students will complete the following pre-requisites. All courses may be completed online at Chatham University:

- OTH 690 Principles of Evidence-Based Practice (3 credits)
- OTH 695 Models in Occupational Therapy (3 credits)
- ENG 528 Academic Writing (3 credits)
Doctor of Physical Therapy (DPT)

All physical therapy courses are limited to physical therapy students unless permission is obtained from the program director.

As an integral part of Chatham University, the Physical Therapy Program educates Doctors of Physical Therapy who will advance the quality of human life through excellence in clinical practice. The Program educates autonomous professionals who will meet the challenges of a dynamic health care environment and supports scholarly activity that bridges science and clinical practice.

The Chatham University Physical Therapy Program offers an exceptionally innovative and student-centered curriculum that promotes critical analysis and produces professionals who are guided by integrity, committed to excellence, and oriented to service. The Program supports practitioners in achieving best practice through scholarly inquiry, dissemination, and outreach.

Designed to prepare graduates to serve as generalists, the curriculum stresses clinical decision making through the study of patient problems typically encountered in the clinical setting. Normal structure and function provide a basis for the study of disease processes and prevention, and the effect of pathology and impairments on function and quality of life. The modified problem-based learning (PBL) curriculum presents the clinical arts and science of physical therapy in an integrated manner organized around body systems.

Chatham University offers a DPT degree upon successful completion of seven terms of study. Candidates follow a sequence of courses that includes 36 weeks of clinical education.

Degree Requirements:
104 credits, including:

- BIO 502 Human Gross Anatomy (4)
- BIO 502L Human Gross Anatomy Lab (2)
- BIO 504 Human Physiology (3)
- BIO 506 Principles of Neuroscience (3)
- BIO 506L Principles of Neuroscience Lab (1)
- PTH 700 Introduction to Clinical Skills (2)
- PTH 701 Foundations of Movement Science I (7)
- PTH 702 Foundations of Movement Science II (2)
- PTH 703 Management of Musculoskeletal Systems Dysfunction (11)
- PTH 704 Fundamentals of Exercise Physiology (2)
- PTH 707 Management of Cardiovascular and Pulmonary Systems Dysfunction (7)
- PTH 708 Management of Pediatric Neuro-musculoskeletal Systems Dysfunction (4)
- PTH 709 Management of Neuromuscular System Dysfunction (9)
- PTH 713 Management of Multi-System Dysfunction (3)
- PTH 722 Research I (3)
- PTH 724 Research II (2)
- PTH 730 Clinical Experience I-A (3)
- PTH 731 Clinical Experience I-B (4)
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<tr>
<th>Course Code</th>
<th>Course Title and Description</th>
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<tbody>
<tr>
<td>PTH 733</td>
<td>Clinical Experience II (7)</td>
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<tr>
<td>PTH 735</td>
<td>Clinical Experience III (12) or</td>
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<tr>
<td>PTH 746</td>
<td>Clinical Experience IV (6) and</td>
</tr>
<tr>
<td>PTH 747</td>
<td>Clinical Experience V (6)</td>
</tr>
<tr>
<td>PTH 741</td>
<td>Principles of Practice I: Introduction to Physical Therapy Practice (3)</td>
</tr>
<tr>
<td>PTH 742</td>
<td>Principles of Practice II: Communication and Ethics (3)</td>
</tr>
<tr>
<td>PTH 743</td>
<td>Principles of Practice III: Integration of Psychosocial Issues and Social Responsibility (1)</td>
</tr>
<tr>
<td>PTH 744</td>
<td>Principles of Practice IV: Service Learning (1)</td>
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<tr>
<td>PTH 745</td>
<td>Principles of Practice V: Health Care Delivery, Management, and Policy (3)</td>
</tr>
<tr>
<td>PTH 748</td>
<td>Research III: Evidence in Practice (2)</td>
</tr>
</tbody>
</table>

**Accreditation**

Chatham University’s Doctor of Physical Therapy degree program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (1111 North Fairfax Street, Alexandria, VA 22314, 703-684-2782).
School of Health Sciences

Physician Assistants Studies
Physician Assistants Studies- MPAS

Master of Physician Assistant Studies (MPAS)

All physician assistant studies courses are limited to physician assistant studies students, unless permission is obtained from the program director.

The curriculum is a 24 month (85 semester credits) professional course of study leading to the MPAS degree. Basic medical sciences, research, clinical methods, and clinical experiences are integrated from the beginning of the program and continued throughout the course of study.

The program produces physician assistants capable of providing primary medical care in an ethical, legal, safe, and caring manner. To achieve this, students must acquire knowledge and the ability to use that knowledge in the practice of medicine. Students are expected to consistently retrieve and apply their knowledge appropriately in the area of their patients and reason effectively. Self-directed learning skills are necessary in order to keep their knowledge current. Self-knowledge, knowledge and understanding of others and continued professional development beyond the degree are necessary for success.

Chatham University utilizes hybrid model of Problem-Based Learning, lecture, and on-line activity that challenges students to be self-directed and prepares students for the evidence-based, problem-oriented world of clinical medicine. Through actual patient cases, students develop learning issues and research topics using the most up to date resources, work in teams and receive feedback on knowledge base as well as professionalism to prepare them for primary care, problem-focused clinical practice.

The MPAS program is competency-based, requiring all students to master the required material. The grading system is pass/fail. Any student receiving a failing grade may remediate the course work with the approval of the respective instructor of record.

A student in the MPAS program must be in good academic standing to remain enrolled in the program. To be eligible for graduation, students must be in good academic standing and successfully complete all required courses.

Accreditation

The MPAS program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). Only graduates of an accredited program are permitted to sit for the certification examination, which is administered by the National Commission on Certification of Physician Assistants (NCCPA).

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Physician Assistant Program sponsored by Chatham University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2021. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.
**Degree Requirements:**
Completion of 85 credits in physician assistant studies courses.

All courses are pass/fail grading only.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>PAS 600</td>
<td>Essentials for the PA I</td>
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<td>PAS 601</td>
<td>Essentials for the PA II</td>
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<td>Clinical Application of the Basic Sciences I</td>
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<td>Clinical Application of the Basic Sciences II</td>
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<td>Introduction to Clinical Experience I</td>
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<td>PAS 616</td>
<td>History and Physical Examination</td>
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<td>PAS 617</td>
<td>Clinical Procedures</td>
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<td>Clinical Decision Making I</td>
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<td>PAS 634</td>
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<td>PAS 635</td>
<td>Healthcare Policy</td>
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<td>Program to Practice</td>
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<td>PAS 640 – 648</td>
<td>Clinical Experience I – IX</td>
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250
School of Health Sciences
Psychology
Counseling Psychology, MS
Infant Mental Health-MS
Infant Mental Health Counseling-MS
Infant Mental Health-Certificate
Psychology- MA
Counseling Psychology, PsyD

Master of Science in Counseling Psychology (MS)

The program focuses on both the professional, intellectual, and personal growth of students, emphasizing human-centered values as well as evidence-informed treatment approaches. The program aims to prepare students to become competent providers of counseling psychology services in the context of a diverse community and the ever-changing healthcare environment.

Successful completion of the counseling psychology courses prepares students for master's level positions in professions promoting the optimal development of individuals, families, groups, and organizations. Graduates of the program will be ready for employment in agencies providing mental and physical health services, social services and other educational, professional, and business organizations. The psychology-based curriculum integrates theoretical foundations, experiential perspectives, and research methodologies with practice. In addition, students learn to assess persons in their familial and social contexts, design strategies for change, and evaluate the effectiveness of those interventions. Students are further encouraged to be mindful of the socio-cultural diversity of individuals, families, and groups.

Degree Requirements:

Program of Study (39 credits + 9 credits field placement=48 credit hours for MSCP degree)

PSY 501 Foundations of Counseling Psychology (3)
PSY 503 Applied Biological Psychology (3)
PSY 555 Statistics and Research Design (3)
PSY 617 Psychology of Culture and Identity (3)
PSY 627 Vocational and Career Counseling (3)
PSY 629 Human Development across the Lifespan (3)
PSY 635 Concepts of Mental Health and Illness (3)
PSY 642 Assessment (3)
PSY 660 Counseling Theories and Techniques I (3)
PSY 661 Counseling Theories and Techniques II (3)
PSY 672 Group Counseling (3)
PSY 674 Foundations of Family Therapy (3)
PSY 681 Professional Integration Seminar (3)
Field Placements

PSY 682  Practicum (3)
PSY 685  Internship I (3)
PSY 686  Internship II (3)

Additional Electives Available for eligibility for LPC*

*A total of 60 credit hours is needed to become a licensed professional counselor in PA. Students may take 12 or more credit hours of electives in order to become eligible for the LPC in the Commonwealth of Pennsylvania. The electives may be taken as a specific concentration (Infant Mental Health or Sport and Exercise Psychology) or as a Self-Designed concentration. Each elective below is 3 credit hours:

PSY 511E  PAAR Training in Sexual Assault Counseling (3)
PSY 513  Learning and Behavior (3)
PSY 51  Human Sexuality (3)
PSY 530  Introduction to Sport and Exercise Psychology (3)
PSY 561  Pharmacology (3)
PSY 602  Sport & Exercise Psychology Interventions (3)
PSY 610  Advanced Seminar in Sport Psychology (3)
PSY 621  Advanced Seminar in Diversity Issues (3)
PSY 632  Positive Psychology (3)
PSY 645  Environmental Psychology (3)
PSY 663  Foundations of Health Psychology (3)
PSY 665  Addictions Counseling (3)
PSY 668  Crisis, Trauma, and Recovery (3)
PSY 669  Foundations of Expressive Arts Therapy (3)
PSY 671  Mindfulness Counseling (3)
PSY 673  Couples Counseling (3)
PSY 676  Counseling Children and Adolescents (3)
PSY 677  Grief Counseling (3)
PSY 678  Risk and Resilience in Childhood (3)
PSY 693  Independent Study (3)

Infant Mental Health Concentration

(See also Certificate in Infant Mental Health in the College for Continuing and Professional Studies)

12 credits from the following:

PSY 506  Essentials of Infant Mental Health (3)
PSY 509  Infant Development (3)
PSY 510  Infant Assessment (3)
PSY 512  Practice and Principles of Infant Mental Health Intervention (3)
PSY 514  Infant Attachment and Family Interactions (3)
Master of Science in Infant Mental Health (MS)

The Master of Science in Infant Mental Health program focuses on the personal and professional growth of students and prepares them to promote infant-caregiver relationships. Students in this program learn about early childhood development, assessment, and intervention with a focus on the role that relationships play in outcomes.

Program Structure:
The Master of Science in Infant Mental Health is a 36 credit degree program consisting of 30 core course credits and 6 elective credits through practicum and internships in a variety of settings that serve infants, toddlers, and their families with Reflective Supervision provided by faculty. Some classes are offered online, in the evenings and on the weekends and students can enroll in full-time or part-time studies.

In conjunction with their course work students will participate in one 2-day residency per semester to complete the program. Residency events may be held at Chatham University and/or at off-campus sites. In addition IMH students are expected to attend the annual Pennsylvania Infant Mental Health Conference which is held in different cities each year. The student is responsible for associated registration and travel expenses.

Degree Requirements:

36 credits
PSY 506 Essentials of Infant Mental Health (3)
PSY 509 Infant Development (3)
PSY 510 Infant Assessment (3)
PSY 512 Practices & Principles of IMH Intervention (3)
PSY 514 Infant Attachment: A Dual Relationship (3)
PSY 516 The Neonatal Intensive Care Unit (NICU) Experience (3)
PSY 518 Family Interactions (3)
PSY 653 Reflective Observation I (3)
PSY 674 Foundations of Family Therapy (3)
PSY 678 Risk and Resilience in Childhood (3)

Plus two electives in Psychology

Master of Science in Infant Mental Health Counseling (MS)

The Master of Science in Infant Mental Health Counseling program focuses on developing counselors prepared to promote the social-emotional development of very young children through interventions focused on improving infant-caregiver relationships. Students in this program are provided with specialized training in early childhood development, assessment, and intervention with a focus on the role that relationships play in outcomes. The Master of Science in Infant Mental Health Counseling program will allow students to complete the necessary credit hours to become a licensed professional counselor (LPC) in the Commonwealth of Pennsylvania.

Program Structure:
The Master of Science in Infant Mental Health Counseling is a 60 credit degree program consisting of 48 Prerequisite(s): credits, 3 elective credits and 9 field placement credits through practicum and internships in a variety of settings that serve infants, toddlers, and their families. Some classes are offered online, in the evenings and on the weekends and students can enroll in full-time or part-time studies.
In conjunction with their course work students will participate in one 2-day residency per semester to complete the program. Residency events may be held at Chatham University and/or at off-campus sites. In addition IMH students are expected to attend the annual Pennsylvania Infant Mental Health Conference that is held in different cities each year. The student is responsible for associated registration and travel expenses.

**Degree Requirements**

60 credits

**Prerequisite Courses (48 credits)**

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<td>PSY 501</td>
<td>Foundations of Counseling Psychology (3)</td>
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<td>PSY 506</td>
<td>Essentials of Infant Mental Health (3)</td>
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<tr>
<td>PSY 509</td>
<td>Infant Development (3)</td>
</tr>
<tr>
<td>PSY 510</td>
<td>Infant Assessment (3)</td>
</tr>
<tr>
<td>PSY 512</td>
<td>Practices &amp; Principles of Infant Mental Health Intervention (3)</td>
</tr>
<tr>
<td>PSY 514</td>
<td>Infant Attachment: A Dual Relationship (3)</td>
</tr>
<tr>
<td>PSY 518</td>
<td>Family Interactions (3)</td>
</tr>
<tr>
<td>PSY 555</td>
<td>Statistics &amp; Research (3)</td>
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<tr>
<td>PSY 617</td>
<td>Psychology of Culture &amp; Identity (3)</td>
</tr>
<tr>
<td>PSY 629</td>
<td>Human Development (3)</td>
</tr>
<tr>
<td>PSY 627</td>
<td>Vocational &amp; Career Counseling (3)</td>
</tr>
<tr>
<td>PSY 642</td>
<td>Assessment (3)</td>
</tr>
<tr>
<td>PSY 660</td>
<td>Counseling Theories and Techniques I (3)</td>
</tr>
<tr>
<td>PSY 661</td>
<td>Counseling Theories and Techniques II (3)</td>
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<tr>
<td>PSY 672</td>
<td>Group Counseling (3)</td>
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<tr>
<td>PSY 681</td>
<td>Professional Integration Seminar (3)</td>
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**Electives (Select one)**

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<tr>
<td>PSY 516</td>
<td>The Neonatal Intensive Care Unit (NICU) Experience (3)</td>
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<td>PSY 674</td>
<td>Foundations of Family Therapy (3)</td>
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<td>PSY 678</td>
<td>Risk and Resilience in Childhood (3)</td>
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**Field Placements (9 credits)**

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<tr>
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<tr>
<td>PSY 685</td>
<td>Supervised Internship I (3)</td>
</tr>
<tr>
<td>PSY 686</td>
<td>Supervised Internship II (3)</td>
</tr>
</tbody>
</table>

**Graduate Certificate in Infant Mental Health – Low Residency**

Chatham University’s Infant Mental Health (IMH) certificate program focuses on relationship-based training in order to promote optimal development of infants and families. The coursework includes academic and applied training based on the most current research to prepare students for work with infants and their families. Training may emphasize service learning and experiential opportunities.

**Program Structure:**

The IMH Low-residency certificate program is a three semester flexible cohort model that includes 6 courses taught online in an electronic classroom environment and/or on campus. In conjunction with their course work students will participate in one 2 day residency per semester to complete the program. Residency events may be held at Chatham University and/or at off-campus sites. In addition IMH students are expected to attend the annual Pennsylvania Infant Mental Health Conference that is held in different cities each year. The student is responsible for associated
registration and travel expenses. Students have the option to complete the certificate for university credit or non-credit.

Certificate Requirements:
18 credits
PSY 506 Essentials of Infant Mental Health (3)
PSY 509 Infant Development (3)
PSY 510 Infant Assessment (3)
PSY 512 Practices and Principles of Infant Mental Health Intervention (3)
PSY 514 Infant Attachment: A Dual Relationship (3)
PSY 518 Family Interactions (3)

Master of Arts in Psychology (MA)

The Chatham University Master of Arts in Psychology degree is a 36 credit hour degree that provides graduate level education and training in psychology. The mission of the MA in Psychology degree is to provide women and men a foundation in the study of human behavior and skills for working with people. Graduates of the MA in Psychology program are able to use their understanding of psychological science and theories to further their professional careers in many ways, including work in research settings, in human service, health, or educational organizations, and in doctoral programs in psychology. Students also benefit from the rich and stimulating environment of Chatham University.

Chatham's MA in Psychology program offers small classes with individualized attention, knowledgeable and experienced faculty, opportunities to conduct research, and activities fostering leadership skill. The program emphasizes critical thinking and problem-solving skills, self-awareness, attention to socio-cultural diversity, application of knowledge, and both collaborative and independent work. The degree does not provide the education needed for licensure as a psychologist or counselor.

In addition to the core graduate courses in psychology, the MA in Psychology degree offers the following areas of focus:

Health and Wellness
Science and Theories

Degree Requirements:
The MA consists of a total of 36 credit hours, as described below.

CORE COURSES FOR MA IN PSYCHOLOGY DEGREE
PSY 501 Foundations of Counseling Psychology (3)
PSY 503 Applied Biological Psychology (3)
PSY 555 Statistics and Research Design (3)
PSY 617 Psychology of Culture and Identity (3)
PSY 629 Human Development Across the Life Span (3)
PSY 635 Concepts of Mental Health and Illness (3)
PSY 642 Assessment (3)
PSY 660/661 Counseling Theories and Techniques I or II (3)
PSY 672 Group Counseling (3)

Health and Wellness Concentration – 3 of the following courses
PSY 530 Introduction to Sport and Exercise Psychology (3)
PSY 663 Foundations in Health Psychology (3)
PSY 665 Addictions Counseling (3)
Doctor of Psychology (PsyD)

Chatham University's Doctor of Psychology in Counseling Psychology (PsyD) is accredited by the American Psychological Association (APA). The PsyD in Counseling Psychology program prepares future psychologists to be globally-conscious and environmentally-aware agents of change with individuals and systems, promoting sustainable health and well-being of individuals, families, and communities. The Chatham PsyD is distinctive for its focus on promoting sustainable health and well-being, focusing on individuals, families, and communities, informed by the science of psychology. A hallmark of the Chatham PsyD program is its recognition of the complex relationship between the well-being of individuals and the diverse environments touching their lives – families, schools, workplaces, communities, the natural world, and even national and global conditions.

The PsyD Program requires a minimum of 85 total semester hours, including 70 semester hours of coursework, 12 semester hours of practicum, and 3 semester hours of pre-doctoral internship.

*Course sequencing may change to be in compliance with changing accreditation requirements. Students in the program will be notified promptly of any changes.

Curriculum:

Year One:
- PSY 708 Cognitive & Affective Bases of Behavior (3)
- PSY 709 Intellectual Assessment (3)
- PSY 711 Multicultural & Diversity Issues (3)
- PSY 810 Advanced Data Analysis (4)
- PSY 715 Ethical Issues (3)
- PSY 741 Pre-Practicum (3)
- PSY 746 Practicum I (3)
- PSY 750, 749, or 747 Practicum II (1, 2, or 3)
- PSY 804 Vocational Issues in Counseling Psychology (3)
- PSY 814 Psychopathology, Resilience, and Evidence-Based Practice (3)

Year Two:
- PSY 707 Social Psychology (3)
- PSY 718 Psychology and Sustainability (3)
- PSY 714 Personality Theory and Assessment (3)
- PSY 805 Group Processes & Interventions (3)
- PSY 807 Biopsychology (3)
- PSY 712 Advanced Research Design (4)
- PSY 816 Health Psychology Practice (3)
- PSY 840, 843, or 846 Practicum III (1, 2, or 3 credits)
- PSY 841, 844, 847, or Practicum IV (1, 2, or 3 credits)

Portfolio Review
Comprehensive Exams
Year Three
PSY 706  History of Psychology (3)
PSY 801  Family-Focused Systemic Interventions (3)
PSY 806  Supervision and Leadership (3)
PSY 809  Advanced Developmental Psychology (3)
PSY 815  Organizations, Communities, and Consultation (3)
PSY 842, 845, or 848 Practicum V (1, 2, or 3) (optional)*
PSY 851, 852 or 853 Supervised Field Experience (1, 2, or 3) (optional)
PSY 862  Dissertation I (3)
PSY 863  Dissertation II (3)

- PsyD students are required to complete at least four practicum courses for the degree (minimum of 1200 practicum hours). A fifth practicum course consisting of 1, 2, or 3 credits is available as an elective for students who want to expand skills into a new area or to strengthen existing skills prior to the pre-doctoral internship.

Year Four
PSY 871  Pre-Doctoral Internship I (variable credits 1-6, per DOT approval)
PSY 872  Pre-Doctoral Internship II (1)
PSY 873  Pre-Doctoral Internship III (1)
Falk School of Sustainability

Food Studies

Food Studies- MA

Accelerated Food Studies EARTH-MA

Sustainability

Sustainability – BA and BS

Sustainability- MSUS

Accelerated Sustainability EARTH –MSUS

Sustainability & Business Administration- MSUS-MBA In conjunction with the School of Art, Science and Business
**Falk School of Sustainability (FSS)**

**Peter Walker, Ph.D., Dean**

Crystal Fortwangler, Ph.D., Assistant Professor of Sustainability and Environmental Anthropology

Thomas R. Macagno, Ph.D., Assistant Professor of Sustainability and Business

Molly Mehlng, Ph.D., Assistant Professor of Ecology and Sustainability

John R. Taylor, Ph.D., Assistant Professor of Sustainable Agroecology

Ryan Utz, Ph.D., Assistant Professor of Water Resources

**Alice Julier, Ph.D., Program Director- Food Studies**, Associate Professor of Food Studies

Nadine Lehrer, Ph.D., Assistant Professor of Food Studies
Falk School of Sustainability

Food Studies

Food Studies- MA
Accelerated Food Studies EARTH-MA

Master of Arts in Food Studies (MA)

The Masters of Arts in Food Studies emphasizes a holistic approach to food systems, from agriculture and food production to cuisines and consumption, providing intellectual and practical experience from field to table. Graduates gain analytical and experiential knowledge of global and local food systems. Academic courses provide a critical framework, emphasizing the ways people relate to food within a cultural and historical context. Analyses of global, environmental, and gender issues are centralized in the study of the food system as a cultural, economic, and geographic entity. The 388-acre Eden Hall Campus, with its organic gardens, apiaries, orchards, kitchen and root cellar, provides a working environment for engagement with the practice and pedagogy of sustainable agriculture and culinary arts.

Food Studies is the interdisciplinary domain that includes agricultural and culinary history as well as sociological, cultural, political, economic, and geographic examinations of food production and consumption. At the heart of the curriculum model are a number of common preparatory, experiential, and core courses, which allow students to develop a shared knowledge base and community-based networks. The common preparatory courses provide all students with disciplinary training in both natural and social sciences, linking real world problems with ethics, theory, history, communication, research skills, and experiential learning. Internships and directed study in community settings are encouraged.

Curriculum:

The MAFS consists of 40 credits. Core (15 credits); Applied Electives (10 credits); Science Electives (3 credits); and Concentration Electives (12 credits)

Core (15 credits)

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<td>FST 509</td>
<td>Food Access</td>
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<td>FST 510</td>
<td>Food, Culture, History</td>
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<td>FST 520</td>
<td>Basic Agroecology</td>
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<td>FST 698</td>
<td>Thesis/Project</td>
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<td>FST 620</td>
<td>Research in Food and Agriculture</td>
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<tr>
<td>FST 502</td>
<td>Essential Reading in Food and Agriculture</td>
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At least 1 credit of methods including:

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<td>FST 522</td>
<td>GIS: Food and Agriculture</td>
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<tr>
<td>FST 600</td>
<td>Oral History Intensive</td>
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<td>SUS 682</td>
<td>Special Topics: Visual Communication of Sustainability</td>
<td>2</td>
</tr>
<tr>
<td>FST 613</td>
<td>Community Research: Food and Health</td>
<td>2</td>
</tr>
<tr>
<td>FST 621</td>
<td>Applied Methods</td>
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Applied Electives (10 credits)

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<td>FST 524</td>
<td>Greenhouse Production</td>
<td>3</td>
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<td>FST 527</td>
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<td>FST 528</td>
<td>Tree Care</td>
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<td>FST 531</td>
<td>Sustainable Fermentation</td>
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<td>FST 532</td>
<td>Sustainable Meat Production</td>
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<td>FST 608</td>
<td>Culture and Culinary Grains</td>
<td>(3)</td>
</tr>
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<td>FST 609</td>
<td>Dairy: Pasture to Plate</td>
<td>(3)</td>
</tr>
<tr>
<td>FST 614</td>
<td>New Product Development</td>
<td>(3)</td>
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<tr>
<td>FST 619</td>
<td>Cultivating the Midwest: Corn and Soybeans</td>
<td>(3)</td>
</tr>
<tr>
<td>FST 622</td>
<td>Advanced New Product Development</td>
<td>(3)</td>
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<td>FST 624</td>
<td>Chocolate: Politics and Pleasure</td>
<td>(3)</td>
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<td>FST 683</td>
<td>Special Topics</td>
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<td>Internship (1)*</td>
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<td>FST 692</td>
<td>Internship (2)*</td>
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<tr>
<td>FST 693</td>
<td>Internship Practicum (3)*</td>
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<tr>
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<td>*Students must complete a total of at least 3 internship credits</td>
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**Science Electives (3 credits)**

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<td>LAR 534</td>
<td>Soil Science</td>
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<tr>
<td>FST 607</td>
<td>Sustainable Consumption</td>
<td>(3)</td>
</tr>
<tr>
<td>LAR 518</td>
<td>Native Plant Botany</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Concentration Electives, chosen from the following:**

** (12 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FST 505</td>
<td>Food and Representations</td>
<td>(3)</td>
</tr>
<tr>
<td>FST 515</td>
<td>Writing about Food</td>
<td>(3)</td>
</tr>
<tr>
<td>FST 518</td>
<td>Business of Food and Agriculture</td>
<td>(3)</td>
</tr>
<tr>
<td>FST 522</td>
<td>GIS: Food and Agriculture</td>
<td>(3)</td>
</tr>
<tr>
<td>FST 526</td>
<td>Agriculture Systems and Practice</td>
<td>(3)</td>
</tr>
<tr>
<td>FST 603</td>
<td>Food Journeys</td>
<td>(3)</td>
</tr>
<tr>
<td>FST 604</td>
<td>Food, Social Change, &amp; Health</td>
<td>(3)</td>
</tr>
<tr>
<td>FST 605</td>
<td>Food and Climate Change</td>
<td>(3)</td>
</tr>
<tr>
<td>FST 611</td>
<td>Religion, Community, and Food</td>
<td>(3)</td>
</tr>
<tr>
<td>FST 612</td>
<td>Food, Commerce, and Culture</td>
<td>(3)</td>
</tr>
<tr>
<td>FST 615</td>
<td>Labor, Food and Inequality</td>
<td>(3)</td>
</tr>
<tr>
<td>FST 620</td>
<td>Research in Sustainable Agriculture</td>
<td>(3)</td>
</tr>
<tr>
<td>FST 625</td>
<td>US Agriculture Policy</td>
<td>(3)</td>
</tr>
<tr>
<td>FST 640</td>
<td>Sustainable Community Development</td>
<td>(3)</td>
</tr>
<tr>
<td>FST 683</td>
<td>Special Topics</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Electives not listed must be in area of student’s primary concentration area, and should be selected in consultation with the Advisor and/or Program Director. If additional classes are taken from the “Applied Electives” and “Science Electives” categories, they can count towards your general electives if approved by your Advisor and/or Program Director.**

**Accelerated Master of Food Studies EARTH (MA)**

This program is designed for students who have taken sufficient relevant credits at a high enough level, in their bachelors and previous education, to complete a masters of Food Studies in one year with the minimum requirement of 31 credits. The program includes core course requirements (10 credits) in food systems, food access and research methods. Each student will complete a minimum of six classes (18 credits) demonstrating knowledge and experience in food studies in a focused area of expertise. Area of expertise include but is not limited to: food politics, food market and marketing, sustainable agriculture, and food writing and communication.
Finally each student will undertake a summer internship (3 credits) working with a US-based organization, including businesses, not-for-profit organizations, and government. Most opportunities will be in the Southwestern Pennsylvania area.

Students in the program will obtain an understanding of how food is grown, treated, harvested, sold, purchased, consumed, shared, and disposed of. As well as an understanding of the impact it has on its suppliers, consumers, and environment.

**Curriculum:**

**Major requirements including tutorial**

10 credits  
FST 508  Food Systems (2)  
FST 509  Food Access (2)  
FST 620  Research in Food and Agriculture (2)  
FST 510  Food, Culture and History (3)

**Electives**

Six electives (18 credits)  
FST 513  Integrated Seminar in Applied Environmental Microbiology (3)  
FST 605  Food and Climate Change (3)  
SUS 580  Sustainable Behavior Change (3)  
SUS 605  Leadership for Transitions to Sustainability (3)  
SUS 516  Sustainable Decision Analysis (3)  
SUS 521  Ecotoxicology and Environmental Health (3)  
SUS 640  Sustainable Community Development (3)  
SUS 622  Engaging Animals (3)  
FST 520  Basic Agroecology (3)  
FST 575  Field Ecology (3)  
FST 505  Food and Representation (3)  
FST 512  Practical Nutrition (3)  
FST 513  Integrated Seminar in Applied Environmental Microbiology (3)  
FST 605  Food and Climate Change (3)  
FST 609  Dairy: From Pasture to Plate (3)  
FST 615  Food, Labor and Inequality (3)  
FST 625  US Agriculture Policy (3)  
FST 524  Greenhouse Production (3)  
FST 608  Culture and Culinary Grains (3)  
FST 518  Business of Food and Agriculture (3)  
FST 532  Sustainable Meat Production (3)  
FST 603  Food Journeys (3)  
FST 607  Sustainable Consumption (3)  
FST 611  Religion, Community, and Food (3)  
SUS 580  Sustainable Behavior Change (3)  
SUS 605  Leadership for Transitions to Sustainability (3)  
SUS 516  Sustainable Decision Analysis (3)  
BUS 570  Global Business (3)  
BUS 641  Sustainable Supply Chain Management (3)  
FST 518  Business of Food and Agriculture (3)
BUS 640  Sustainable Assessment and Reporting (3)
SUS 562  Economics of the Environment (3)

Internship
3 credits
Each student is expected to complete a three credit internship, in the region, in the summer after their two semesters of course work.
Falk School of Sustainability

Sustainability

Sustainability – BA and BS
Sustainability- MSUS
Accelerated Sustainability EARTH – MSUS
Sustainability & Business Administration- MSUS-MBA In conjunction with the School of Art, Science and Business

Bachelor of Arts in Sustainability and Bachelor of Science in Sustainability (BA/BS)
The Bachelor of Arts in Sustainability and Bachelor of Science in Sustainability advance the mission of the Falk School of Sustainability by immersing students in sustainability, integrating knowledge, implementation, and creation across the curriculum. The program includes an intellectual and experiential core in sustainability, individual and team projects, co-curricular activities, and ample room for electives. All students have extensive experiential coursework at the Eden Hall campus, including aquaculture/aquatic biology, agriculture and food, landscape ecology, policy and decision making, and sustainability assessment. In addition, they have coursework in environmental health, global change, systems, economics, social justice, and earth systems science. The Bachelor of Science designation is granted to those students who complete requirements for the accelerated Master of Sustainability program.

Curriculum:

Bachelor of Arts in Sustainability: 50 credits core curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUS 100</td>
<td>Sustainable Systems</td>
<td>3</td>
</tr>
<tr>
<td>SUS 102</td>
<td>Foundations of Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>ECN 102</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>SUS 105</td>
<td>First Year Seminar (cross listed with ENG105)</td>
<td>3 + 1</td>
</tr>
<tr>
<td>SUS 201/201L</td>
<td>Integrative Biology/ Lab (cross listed with ENG105)</td>
<td>3 + 1</td>
</tr>
<tr>
<td>SUS 202</td>
<td>Dynamic Earth Systems</td>
<td>3</td>
</tr>
<tr>
<td>SUS 203</td>
<td>Global Environmental Health (cross listed with BIO 118)</td>
<td>3</td>
</tr>
<tr>
<td>FST 420/420L</td>
<td>Basic Agroecology/ Lab (cross listed with BIO 118)</td>
<td>3 + 1</td>
</tr>
<tr>
<td>SUS 301</td>
<td>Science of Global Change</td>
<td>3</td>
</tr>
<tr>
<td>SUS 302</td>
<td>Sustainability and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>SUS 303</td>
<td>Communicating Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>SUS 304</td>
<td>Environment and Culture</td>
<td>3</td>
</tr>
<tr>
<td>SUS 406</td>
<td>Sustainability Policy</td>
<td>3</td>
</tr>
<tr>
<td>SUS 402</td>
<td>Built systems and life-cycle analysis (cross listed with SUS 416)</td>
<td>3</td>
</tr>
<tr>
<td>SUS 403</td>
<td>Sustainable Food Systems</td>
<td>3</td>
</tr>
<tr>
<td>SUS 490</td>
<td>Integrative Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

*SUS 490 is not required for students who are continuing to the Master of Sustainability

An additional twelve (12) core credits are required for students who will pursue the Masters in Sustainability (MSUS) program. MSUS potential candidates will take SUS 504: Introduction to Sustainability and Systems (3) and then choose one course from each menu category.

Menu 1: Earth systems science (choose one from this area).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUS 601</td>
<td>Applied Ecology</td>
<td>3</td>
</tr>
<tr>
<td>SUS 521</td>
<td>Ecotoxicology and Environmental Health</td>
<td>3</td>
</tr>
</tbody>
</table>

Menu 2: Economics and management (choose one from this area)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUS 602</td>
<td>The Political Economy of Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>BUS 609</td>
<td>Business and Sustainability</td>
<td>3</td>
</tr>
</tbody>
</table>

Menu 3: Ethics, equity, justice (choose one from this area)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUS 603</td>
<td>Sustainability - Ethics, Equity, Justice</td>
<td>3</td>
</tr>
</tbody>
</table>
Bachelor of Science in Sustainability: 51 credits core curriculum

SUS 100 Sustainable Systems (3)
SUS 102 Foundations of Sustainability (3)
SUS 105 First Year Seminar (cross listed with ENG105)
SUS 201/L Integrative Biology/ Lab (3) + (1)
SUS 202 Dynamic Earth Systems (3)
SUS 203 Global Environmental Health (cross listed with BIO 118) (3)
FST 420/L Basic Agroecology/ Lab SUS 301 Science of Global Change
SUS 302 Sustainability and Social Justice (3)
SUS 303 Communicating Sustainability (3)
SUS 305 Environmental Toxicology (3)
SUS 406 Sustainability Policy (3)
SUS 402 Built systems and life-cycle analysis (cross listed with SUS 416) (3)
SUS 403 Sustainable Food Systems (3)
SUS 404 Quantitative Ecology w/ field lab (3) + (1)
SUS 490 Integrative Capstone*(3)
*SUS 490 is not required for students who are continuing to the Master of Sustainability

An additional twelve (12) core credits are required for students who will pursue the Masters in Sustainability (MSUS) program. MSUS potential candidates will take SUS 504: Introduction to Sustainability and Systems (3) and then choose one course from each menu category.

Menu 1: Earth systems science (choose one from this area).
- SUS 601. Applied Ecology (3)
- SUS 521. Ecotoxicology and Environmental Health. (3)

Menu 2: Economics and management (choose one from this area)
- SUS 602. The Political Economy of Sustainability (3)
- BUS 609. Business and Sustainability (3)

Menu 3: Ethics, equity, justice (choose one from this area)
- SUS 622. Engaging Animals (3)
- SUS 404. Sustainable Community Development (3)

Co-curricular requirement
All students will be required to complete a prescribed number of co-curricular activities for a minimum of 30 hours each term. A list of such activities—which will include service projects, lectures, workshops, field excursions, and events—will be maintained by the program. Each student’s participation will be tracked through an on-line system.

Fifth year to MSUS
Graduates with an undergraduate degree in the Falk School of Sustainability and have taken SUS 504 and one course from each of the three menus may continue to earn a Master of Sustainability in one additional year. They must complete a minimum of 18 additional graduate credits to include (subject to revision)
- A professional summer immersion experience
- SUS 595, SUS 599, SUS 502
- At least 4 additional courses constituting a specialization track in the MSUS program

For additional required coursework for undergraduate students, please review the General Education/Core Requirements section of the catalog.
Master of Sustainability (MSUS)

From the local level to emerging global initiatives, sustainability principles are growing in importance and influence in all aspects of our society. Individuals and organizations are increasingly seeking to gain the knowledge and practical skills necessary to manage the complex challenges posed by sustainability. With the Master of Sustainability program, Chatham University is educating leaders to confront and address these challenges. The Master of Sustainability is a full-time, cohort-based program. Students are required to complete core coursework along with the cohort they join.

To fulfill the requirements for the Master of Sustainability degree program, students must successfully complete a minimum of 43 hours total credit hours, which include:

- 31 hours of core courses
- 12 hours of elective courses that constitute an area of specialization.
  - students may take more electives
  - students are NOT limited to electives listed in SUS
  - up to six hours of internship credit may count towards the area of specialization

All students are required to complete a 200-400 hour placement in a professional setting or field-based Research setting. Ideally, students will fulfill this requirement by working or conducting research 20-40 hours/week over a 10 week period during the summer following the first two semesters in the program. A hybrid experience is also possible if a student wants to, for example, conduct research for an organization in a professional setting.

All students are also required to participate in co-curricular activities

Curriculum:

Core Courses (31 Credits)

- SUS 502 Sustainability and Systems (3)
- SUS 504 Introduction to Sustainability and Systems (3)
- SUS 590 Careers in Sustainability (3)
- SUS 601 Applied Ecology (3)
- SUS 602 The Political Economy of Sustainability (3)
- SUS 603 Sustainability-Ethics, Equity, Justice (3)
- SUS 511 Project Design, Methods, and Evaluation (3)
- SUS 698 Final Project (6 total credits) Students will take this course in their final two semesters
- SUS 699 Advanced Seminar in Sustainability (2)

Students are required to take 2 additional credits of research methods courses.

Possible Electives (12 Credits)

- SUS 505 The Art of Nature: Historical to Contemporary Trends (3)
- SUS 513 Sense of Wonder (3)
- SUS 550 Eden Hall Experience (3)
- SUS 551 Eden Hall Experience: Digital Storytelling (3)
- SUS 562 Economics of the Environment (3)
- SUS 580 Sustainable Behavior Change (3)
- SUS 606 Urban Planning and Political Ecology
- SUS 610 Communicating Sustainability (3)
- SUS 611 Decision Making Under Uncertainty (3)
- SUS 614 Film and Sustainability (3)
- SUS 619 The Water’s Edge: Science and Policy from Summit to Sea (3)
- SUS 521 Ecotoxicology and Environmental Health (3)
- SUS 622 Engaging Animals (3)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUS 623</td>
<td>Applied Ecology Seminar</td>
<td>(3)</td>
</tr>
<tr>
<td>SUS 624</td>
<td>New Media, Science, and Society</td>
<td>(3)</td>
</tr>
<tr>
<td>SUS 635</td>
<td>Water Policy and Governance</td>
<td>(3)</td>
</tr>
<tr>
<td>SUS 640</td>
<td>Sustainable Community Development</td>
<td>(3)</td>
</tr>
<tr>
<td>SUS 682</td>
<td>Special Topics</td>
<td>(3)</td>
</tr>
<tr>
<td>SUS 691</td>
<td>Internship (1 credit)</td>
<td></td>
</tr>
<tr>
<td>SUS 692</td>
<td>Internship (2 credit)</td>
<td></td>
</tr>
<tr>
<td>SUS 693</td>
<td>Internship (3 credit)</td>
<td></td>
</tr>
</tbody>
</table>

(only 6 credits total of internship can be counted towards the degree)

**Common elective courses in other departments:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 575</td>
<td>Leadership and Management</td>
<td>(3)</td>
</tr>
<tr>
<td>BUS 576</td>
<td>Sustainable Human Capital</td>
<td>(3)</td>
</tr>
<tr>
<td>BUS 640</td>
<td>Sustainability and Assessment Reporting</td>
<td>(3)</td>
</tr>
<tr>
<td>BUS 641</td>
<td>Sustainable Supply Chain Management</td>
<td>(3)</td>
</tr>
<tr>
<td>BUS 674</td>
<td>Management of Nonprofit Organizations</td>
<td>(3)</td>
</tr>
<tr>
<td>FST 508</td>
<td>Food Systems</td>
<td>(3)</td>
</tr>
<tr>
<td>FST 509</td>
<td>Food Access</td>
<td>(3)</td>
</tr>
<tr>
<td>FST 520</td>
<td>Basic Agroecology</td>
<td>(3)</td>
</tr>
<tr>
<td>FST 605</td>
<td>Food and Climate Change</td>
<td>(3)</td>
</tr>
<tr>
<td>LAR 515</td>
<td>Media III: GIS</td>
<td>(3)</td>
</tr>
<tr>
<td>LAR 519</td>
<td>Community Planning &amp; Management</td>
<td>(3)</td>
</tr>
<tr>
<td>LAR 643</td>
<td>Design III: Urban Design Studio</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Accelerated Master of Sustainability (MSUS)**

This program is designed for students who have taken sufficient relevant credits at a high enough level, in their bachelors and previous education, to complete a masters of sustainability in one year with the minimum requirement of 31 credits. The program includes core course requirements (10 credits) in sustainability & systems, research methods and political economy. Each student will complete a minimum of six classes (18 credits) demonstrating knowledge and experience in sustainability in the US context in a focused area of expertise. Area of expertise include but is not limited to: Water resource management, Communications and media studies, Community health, Food systems, and Business and management.

Finally each student will undertake a summer internship (3 credits) working with a US-based organization, including businesses, not-for-profit organizations, and government. Most opportunities will be in the Southwestern Pennsylvania area.

Students in the program will learn to address the challenges of applying sustainability principles across all aspects of society, from the local level to emerging global initiatives. This program will develop the knowledge and practical skills necessary to manage the complex challenges posed by sustainability.

**Curriculum:**

**Major requirements including the Integrative Capstone:**

**10 credits**

- Introduction to Sustainability and Systems (3)
- Project Design, Methods, and Evaluation (3)
- Sustainability in Pittsburgh (1)
- The Political Economy of Sustainability (3)

**Electives**

**Six electives (18 credits)**

- Integrated Seminar in Applied Environmental Microbiology (3)
- Food and Climate Change (3)
- Sustainable Behavior Change (3)
- Leadership for Transitions to Sustainability (3)
SUS 516  Sustainable Decision Analysis (3)
SUS 521  Ecotoxicology and Environmental Health (3)
SUS 640  Sustainable Community Development (3)
SUS 622  Engaging Animals (3)
FST 575  Field Ecology (3)
FST 505  Food and Representation (3)
FST 512  Practical Nutrition (3)
FST 513  Integrated Seminar in Applied Environmental Microbiology (3)
FST 605  Food and Climate Change (3)
FST 609  Dairy: From Pasture to Plate (3)
FST 615  Food, Labor and Inequality (3)
FST 625  US Agriculture Policy (3)
FST 524  Greenhouse Production (3)
FST 608  Culture and Culinary Grains (3)
FST 518  Business of Food and Agriculture (3)
FST 532  Sustainable Meat Production (3)
FST 603  Food Journeys (3)
FST 607  Sustainable Consumption (3)
FST 611  Religion, Community, and Food (3)
SUS 580  Sustainable Behavior Change (3)
SUS 605  Leadership for Transitions to Sustainability (3)
SUS 516  Sustainable Decision Analysis (3)
BUS 570  Global Business (3)
BUS 641  Sustainable Supply Chain Management (3)
FST 518  Business of Food and Agriculture (3)
BUS 640  Sustainable Assessment and Reporting (3)
SUS 562  Economics of the Environment (3)

**Internship**

3 credits
Each student is expected to complete a three credit internship, in the region, in the summer after their two semesters of course work.

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**Master of Sustainability and Master of Business Administration (MSUS/MBA)**

The program gives students an understanding and skills from both sustainability and business. Through this program, students earn both the Master of Sustainability and the Master of Business Administration. It includes core courses in both business and sustainability, and courses that provide breadth and depth in sustainability, business, and sustainable business. The degree requires 57 credits, and is designed to be completed by full time students in two school years and one summer. An optional first summer is offered for students who require prerequisites or simply want more time to take classes.

Each student also engages in, a Business Consulting Capstone or (individual or group) Sustainability Final Project, and a summer-long professional placement. During the summer semester, students will engage in projects centering on real world challenges such as consultation with sustainable businesses, making business plans for sustainability businesses, or individual or group sustainability projects for businesses. Graduates will be uniquely prepared to champion sustainability in the business world.

Students meet all of the requirements for both the Master of Sustainability and the Master of Business Administration. Please refer to those programs for details.

**Curriculum:**
Students must meet all of the admission requirements for both the MSUS and MBA programs, and complete any prerequisite associated with either program. A total of 57 credits are required to earn the dual degree:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUS 504</td>
<td>Introduction to Sustainability and Systems (3)</td>
<td></td>
</tr>
<tr>
<td>SUS 511</td>
<td>Project, Design and Evolutions (3)</td>
<td></td>
</tr>
<tr>
<td>BUS 641</td>
<td>Sustainable Supply Chain Management (3)</td>
<td></td>
</tr>
<tr>
<td>SUS 580</td>
<td>Sustainable Behavior Change (3)</td>
<td></td>
</tr>
<tr>
<td>BUS 570</td>
<td>Global Business (3)</td>
<td></td>
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<tr>
<td>BUS 577</td>
<td>Information Systems and Analytics (3)</td>
<td></td>
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<tr>
<td>SUS 516</td>
<td>Sustainable Decision Analysis (3)</td>
<td></td>
</tr>
<tr>
<td>BUS 602</td>
<td>The Political Economy of Sustainability (3)</td>
<td></td>
</tr>
<tr>
<td>BUS 671</td>
<td>Marketing Management (3)</td>
<td></td>
</tr>
<tr>
<td>BUS 640</td>
<td>Sustainability Assessment and Reporting (3)</td>
<td></td>
</tr>
<tr>
<td>BUS 573</td>
<td>Strategy and Entrepreneurship (3)</td>
<td></td>
</tr>
<tr>
<td>BUS 672</td>
<td>Corporate Finance (3)</td>
<td></td>
</tr>
<tr>
<td>BUS 576</td>
<td>Sustainable Human Capital (3)</td>
<td></td>
</tr>
<tr>
<td>SUS 601</td>
<td>Applied Ecology (3)</td>
<td></td>
</tr>
<tr>
<td>BUS 699 or SUS 698</td>
<td>Business Consulting Capstone or Final (Sustainability) Project (3)</td>
<td></td>
</tr>
<tr>
<td>SUS 605</td>
<td>Leadership for Transitions to Sustainability (3)</td>
<td></td>
</tr>
<tr>
<td>SUS 603</td>
<td>Sustainability: Ethics, Equity, Justice (3)</td>
<td></td>
</tr>
<tr>
<td>SUS 699</td>
<td>Advanced Seminar in Sustainability (3)</td>
<td></td>
</tr>
<tr>
<td>BUS 652</td>
<td>Managerial Accounting (3)</td>
<td></td>
</tr>
</tbody>
</table>

Summer Immersion Experience
### Academic Calendar 2015-16

**SASB and FSS**

*Note: Graduate Psychology programs follow the SASB and FSS calendar. (rev. 8.12.2015)*

<table>
<thead>
<tr>
<th>Fall 2015 Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>14-week session</strong></td>
<td></td>
</tr>
<tr>
<td>Opening Convocation</td>
<td>Sunday, August 30</td>
</tr>
<tr>
<td>First day of classes</td>
<td>Monday, August 31</td>
</tr>
<tr>
<td>Labor Day – <strong>classes in session</strong></td>
<td>Monday, September 7</td>
</tr>
<tr>
<td>Add/drop period ends</td>
<td>Tuesday, September 8</td>
</tr>
<tr>
<td>Long Weekend</td>
<td>Mon-Tues, October 12-13</td>
</tr>
<tr>
<td>Last day to submit midterm undergraduate grades, before 12:00 noon</td>
<td>Friday, October 16</td>
</tr>
<tr>
<td>Registration for Spring, Maymester and Summer 2016</td>
<td>Tues-Fri, November 3-13</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>Monday, November 9</td>
</tr>
<tr>
<td>Family &amp; Friends Weekend</td>
<td>Fri-Sun, October 23-25</td>
</tr>
<tr>
<td>Thanksgiving break – no classes</td>
<td>Wed-Sun, November 25-29</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Saturday, December 12</td>
</tr>
<tr>
<td>Final Exams (<strong>grades are due within 48 hours of exam</strong>)</td>
<td>Mon-Thurs, Dec. 14-17</td>
</tr>
<tr>
<td>Last day to submit grades, before 12:00 noon</td>
<td>Friday, December 18</td>
</tr>
<tr>
<td>Commencement, 5:00 pm</td>
<td>Friday, December 18</td>
</tr>
<tr>
<td>Late registration for Spring 2016 begins</td>
<td>Monday, December 21</td>
</tr>
<tr>
<td>Degree conferral for Fall 2015 graduates</td>
<td>Wednesday, December 30</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st 7-week session</strong> (no Long Weekend for 7-week courses)</td>
<td></td>
</tr>
<tr>
<td>Opening Convocation</td>
<td>Sunday, August 30</td>
</tr>
<tr>
<td>First day of classes</td>
<td>Monday, August 31</td>
</tr>
<tr>
<td>Labor Day – <strong>classes in session</strong></td>
<td>Monday, September 7</td>
</tr>
<tr>
<td>Add/drop period ends</td>
<td>Tuesday, September 8</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>Monday, October 5</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Monday, October 19</td>
</tr>
<tr>
<td>Last day to submit grades, before 12:00 noon</td>
<td>Monday, October 26</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2nd 7-week session</strong></td>
<td></td>
</tr>
<tr>
<td>First day of classes</td>
<td>Wednesday, October 21</td>
</tr>
<tr>
<td>Add/drop period ends</td>
<td>Wednesday, October 28</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>Tuesday, November 24</td>
</tr>
<tr>
<td>Thanksgiving break – no classes</td>
<td>Wed-Sun, November 25-29</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Saturday, December 12</td>
</tr>
<tr>
<td>Last day to submit grades, before 12:00 noon</td>
<td>Friday, December 18</td>
</tr>
</tbody>
</table>

**General notes:**
- Rosh Hashanah is Sept. 13-15 and Yom Kippur is Sept. 23
- University of Pittsburgh classes begin August 31 and end December 19
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2016 Semester</strong></td>
<td></td>
</tr>
<tr>
<td><strong>14-week session</strong></td>
<td></td>
</tr>
<tr>
<td>First day of classes</td>
<td>Monday, January 4</td>
</tr>
<tr>
<td>Add/drop period ends</td>
<td>Monday, January 11</td>
</tr>
<tr>
<td>Martin Luther King Day – no classes</td>
<td>Monday, January 18</td>
</tr>
<tr>
<td>Last day to submit midterm undergraduate grades, before 12:00 noon</td>
<td>Friday, February 26</td>
</tr>
<tr>
<td>Spring Break (Saturday classes meet 3/12)</td>
<td>Sun-Fri, March 6-11</td>
</tr>
<tr>
<td>Registration for Fall 2016</td>
<td>Tue-Fri, March 15-25</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>Monday, March 21</td>
</tr>
<tr>
<td>Easter weekend – no Saturday classes</td>
<td>Saturday, March 26</td>
</tr>
<tr>
<td>Closing Convocation</td>
<td>Tuesday, April 12</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>Monday, April 18</td>
</tr>
<tr>
<td>Final Exams <em>(grades are due within 48 hours of exam)</em></td>
<td>Wed-Sat, April 20-23</td>
</tr>
<tr>
<td>Last day to submit grades, before 12:00 noon</td>
<td>Wednesday, April 27</td>
</tr>
<tr>
<td>University Day and Buckets &amp; Blossoms (classes are in session)</td>
<td>Friday, April 29</td>
</tr>
<tr>
<td>Late registration for Fall 2016 begins</td>
<td>Monday, May 2</td>
</tr>
<tr>
<td>Degree conferral for Spring 2016 graduates</td>
<td>Monday, May 30</td>
</tr>
<tr>
<td>Commencement, 10:00 am</td>
<td>Monday, May 16</td>
</tr>
<tr>
<td><strong>1st 7-week session</strong></td>
<td></td>
</tr>
<tr>
<td>First day of classes</td>
<td>Monday, January 4</td>
</tr>
<tr>
<td>Add/drop period ends</td>
<td>Monday, January 11</td>
</tr>
<tr>
<td>Martin Luther King Day – no classes</td>
<td>Monday, January 18</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>Monday, February 8</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Monday, February 22</td>
</tr>
<tr>
<td>Last day to submit grades, before 12:00 noon</td>
<td>Monday, February 29</td>
</tr>
<tr>
<td><strong>2nd 7-week session</strong></td>
<td></td>
</tr>
<tr>
<td>First day of classes</td>
<td>Tuesday, February 23</td>
</tr>
<tr>
<td>Add/drop period ends</td>
<td>Tuesday, March 1</td>
</tr>
<tr>
<td>Spring Break (Saturday classes meet 3/12)</td>
<td>Sun-Fri, March 6-11</td>
</tr>
<tr>
<td>Easter weekend – no Saturday classes</td>
<td>Saturday, March 26</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>Monday, April 4</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Monday, April 18</td>
</tr>
<tr>
<td>Last day to submit grades, before 12:00 noon</td>
<td>Wednesday, April 27</td>
</tr>
<tr>
<td><strong>Maymester</strong></td>
<td></td>
</tr>
<tr>
<td>First day of classes</td>
<td>Monday, April 25</td>
</tr>
<tr>
<td>Add/drop period ends</td>
<td>Wednesday, April 27</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>Friday, May 6</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Friday, May 13</td>
</tr>
<tr>
<td>Last day to submit grades, before 12:00 noon</td>
<td>Friday, May 13</td>
</tr>
</tbody>
</table>

*FYI: The University of Pittsburgh classes begin January 6 and end April 30, with Commencement May 1*
## Summer 2016 Semester

### 14-week session*

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of classes</td>
<td>Monday, May 16</td>
</tr>
<tr>
<td>Add/drop period ends</td>
<td>Monday, May 23</td>
</tr>
<tr>
<td>Memorial Day – no classes</td>
<td>Monday, May 30</td>
</tr>
<tr>
<td>4th of July – no classes</td>
<td>Monday, July 4</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>Monday, July 25</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Friday, August 19</td>
</tr>
<tr>
<td>Last day to submit grades, before 12:00 noon</td>
<td>Tuesday, August 23</td>
</tr>
<tr>
<td>Degree conferrals for Summer 2016 OT Graduates</td>
<td>Thursday, June 30</td>
</tr>
<tr>
<td>PA Graduates</td>
<td>Saturday, July 30</td>
</tr>
<tr>
<td>All Other Graduates</td>
<td>Tuesday, August 30</td>
</tr>
</tbody>
</table>

### 1st 7-week session*

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of classes</td>
<td>Monday, May 16</td>
</tr>
<tr>
<td>Add/drop period ends</td>
<td>Monday, May 23</td>
</tr>
<tr>
<td>Memorial Day – no classes</td>
<td>Monday, May 30</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>Friday, June 17</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Thursday, June 30</td>
</tr>
<tr>
<td>Last day to submit grades, before 12:00 noon</td>
<td>Tuesday, July 5</td>
</tr>
</tbody>
</table>

### 2nd 7-week session

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of classes</td>
<td>Wednesday, July 6</td>
</tr>
<tr>
<td>Add/drop period ends</td>
<td>Wednesday, July 13</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>Tuesday, August 9</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Friday, August 19</td>
</tr>
<tr>
<td>Last day to submit grades, before 12:00 noon</td>
<td>Tuesday, August 23</td>
</tr>
</tbody>
</table>

### 12-week session*

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of classes</td>
<td>Monday, May 16</td>
</tr>
<tr>
<td>Add/drop period ends</td>
<td>Monday, May 23</td>
</tr>
<tr>
<td>Memorial Day – no classes</td>
<td>Monday, May 30</td>
</tr>
<tr>
<td>4th of July – no classes</td>
<td>Monday, July 4</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>Thursday, July 14</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Monday, August 8</td>
</tr>
<tr>
<td>Last day to submit grades, before 12:00 noon</td>
<td>Wednesday, August 10</td>
</tr>
</tbody>
</table>

### General notes:

*Monday classes in these sessions have fewer meeting days than all other days of the week. Classes on these days will need to include equivalent instructional activities to make up the time.

**Note:** The University reserves the right to make calendar changes as it deems necessary.
### Physician Assistant Studies

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of classes</td>
<td>Thursday, August 13</td>
</tr>
<tr>
<td>Add/drop period ends</td>
<td>Thursday, August 20</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>Tuesday, November 17</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Saturday, December 19</td>
</tr>
<tr>
<td>Last day to submit grades, before 12:00 noon</td>
<td>Monday, December 21</td>
</tr>
</tbody>
</table>

### Physical Therapy

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of classes</td>
<td>Monday, August 17</td>
</tr>
<tr>
<td>Add/drop period ends</td>
<td>Monday, August 24</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>Monday, November 16</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Friday, December 18</td>
</tr>
<tr>
<td>Last day to submit grades, before 12:00 noon</td>
<td>Monday, December 21</td>
</tr>
</tbody>
</table>

### Occupational Therapy

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of classes</td>
<td>Monday, August 31</td>
</tr>
<tr>
<td>Add/drop period ends</td>
<td>Tuesday, September 9</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>Monday, November 9</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Saturday, December 12</td>
</tr>
<tr>
<td>Last day to submit grades, before 12:00 noon</td>
<td>Monday, December 14</td>
</tr>
</tbody>
</table>

### Pathways

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of classes</td>
<td>Monday, August 31</td>
</tr>
<tr>
<td>Add/drop period ends</td>
<td>Tuesday, September 8</td>
</tr>
<tr>
<td>Long Weekend</td>
<td>Mon-Tues, October 12-13</td>
</tr>
<tr>
<td>Last day to submit midterm undergraduate grades, before 12:00 noon</td>
<td>Friday, October 16</td>
</tr>
<tr>
<td>Family &amp; Friends Weekend</td>
<td>Fri-Sun, November 6-8</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>Friday, November 20</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Friday, December 18</td>
</tr>
<tr>
<td>Last day to submit grades, before 12:00 noon</td>
<td>Monday, December 21</td>
</tr>
</tbody>
</table>
General notes:
PA, PT, & OT child term sessions are for the purposes of scheduling and evaluation and are therefore disregarded for the purposes of add/drop, withdrawal, and billing. All sessions under the PA, PT & OT parent term follow the parent term dates listed above.

<table>
<thead>
<tr>
<th>Fall 2015 Semester</th>
<th></th>
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</thead>
</table>

**Nursing**

<table>
<thead>
<tr>
<th><strong>14-week session</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of classes</td>
<td>Monday, August 31</td>
</tr>
<tr>
<td>Add/drop period ends</td>
<td>Tuesday, September 8</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>Monday, November 9</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Saturday, December 12</td>
</tr>
<tr>
<td>Last day to submit grades, before 12:00 noon</td>
<td>Monday, December 14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>1st 7-week session</strong></th>
<th></th>
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<tbody>
<tr>
<td>First day of classes</td>
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<tr>
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<td>Monday, October 5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2nd 7-week session</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of classes</td>
<td>Wednesday, October 21</td>
</tr>
<tr>
<td>Add/drop period ends</td>
<td>Wednesday, October 28</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>Tuesday, November 24</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Saturday, December 12</td>
</tr>
<tr>
<td>Last day to submit grades, before 12:00 noon</td>
<td>Monday, December 14</td>
</tr>
</tbody>
</table>

**General (applicable to all programs listed above)**

<table>
<thead>
<tr>
<th><strong>Labor Day – classes in session</strong></th>
<th>Monday, September 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration for Spring, Maymester and Summer 2016</td>
<td>Tues-Fri, November 3-13</td>
</tr>
<tr>
<td>Thanksgiving break – no classes</td>
<td>Wed-Sun November 25-29</td>
</tr>
<tr>
<td>Commencement, 5:00 PM</td>
<td>Friday, December 18</td>
</tr>
<tr>
<td>Late registration for Spring 2016 begins</td>
<td>Monday, December 21</td>
</tr>
<tr>
<td>Degree conferral for Fall 2015 graduates</td>
<td>Wednesday, December 30</td>
</tr>
</tbody>
</table>

*Note: The University reserves the right to make calendar changes as it deems necessary.*
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   B.S., M.P.A.S., Chatham University
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   B.A., Chatham College; M.A., University of Pittsburgh; Ph.D., University of Pittsburgh
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   B.S., St. Bonaventure University; M.P.T., MCP Hahnemann University; Ph.D., Virginia Commonwealth University.
Melissa Bell, Assistant Professor of Social Work and Fieldwork Coordinator
B.A., Indiana University of Pennsylvania; M.S.W., Ph.D., University of Pittsburgh
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M.A., Kent State University
Ethan Block, Assistant Professor of Biology
B.A., University of California, Santa Cruz; Ph.D., University of Pittsburgh
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D.M.A., University of Maryland College Park
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Rebecca Luman, Accounts Payable  
B.A., Westminster College

Facilities Management
Robert R. DuBray, Director of Facilities and Public Safety  
B.S., M.A., Westfield State College
William Huhn, Police Officer
Toi Kenney, Police Officer
Amanda Mosley, Gate House Coordinator  
B.A., M.B.A., Chatham University
Louis O’Neill, Police Officer
Dawn Roerink, Manager of Facilities Services
B.S., LaRoche College
Stacey Enck, Facilities Manager, Eden Hall Campus
    B.S., Goucher College
Kevin Pilarski, Facilities Manager, Eastside Campus
Donald J. Aubrecht, Chief of Police and Assistant Director of Transportation
    Allegheny County Police Academy, United State Federal Marshal’s Training Academy, Pennsylvania
    Chiefs of Police Command Institute
Lisa Zezza, Public Safety and Facilities Coordinator

**Food Services**
Rob Coyne, General Manager
Daniel Dooley, Executive Chef
    A.O.S., Westmoreland Community College
Diana Hallen, Director of Dining, East Side Cafe
    B.A., Carlow University; A.O.S., Culinary Institute of America
Chris Galarza, Chef, Eden Hall Campus
    B.S., Art Institute of Pittsburgh
Scott Steiner, Director of Catering
    B.S., Penn College of Technology
Stacey Brown, Sous Chef, Eastside Café
    A.O.S, Pennsylvania Culinary Academy
Giosue Talotta, Pastry Chef
    A.O.S., B.S., Johnson and Wales University
Audrey Rhodes, Dining Services Supervisor
Lynn Elwell, Retail Supervisor
Sharen Logesky, Retail Supervisor
    A.O.S., Westmoreland Community College
John Maloy, First Cook
    A.O.S., Culinary Institute of America

**Human Resources**
Frank M. Greco, Director of Human Resources
    B.A., Westminster College; M.A., St. Francis University
Marsha Melzer, Secretary

**Information Technology**
Paul Steinhaus, CIO
    B.S., Indiana University; M.B.A., Chatham University
Megan Linton Becker, Administrative Application Specialist
    B.S., Clarion University, M.F.A., Chatham University
Becky Borello, Instructional Technologist
    B.S., M.S., St. Vincent College
Mark Briski, User Services Specialist
Jennifer Catullo, Systems and Network Specialist
    B.A., Chatham University
Brian Cottington, Events/Media Specialist
    B.A., Robert Morris University; M.F.A, Chatham University
John Eberle, User Services Specialist  
Elaine Ellison, User Services Specialist  
  B.A., Chatham University  
James Ferguson, Database Administrator, Developer  
Emily Frank, User Services Specialist  
  B.A. Chatham University  
Jenna Godfrey, Manager, Administrative Systems  
  B.A., Chatham University  
Christopher Grove, Systems & Network Specialist  
Steven Lowe, Helpdesk Manager  
Hana Morris, Manager, Internet Services  
  B.S., M.I.S.M., Carnegie Mellon University  
Lauren Panton, Manager, Instructional Technology & Media Services  
  B.S., M.A., Ohio State University  
JoHanna Parish, Web Specialist  
  B.S., La Roche College  
Lindsay Reznik, Campaign Administrator  
  B.A. Chatham University  
Jenny Trotter, Secretary  
  B.A. Marymount Manhattan College; M.B.A., Waynesburg University  

**Division of University Advancement**  
**Office of University Advancement**  
Kevin Fortwendel, Vice President  
  B.S. Indiana University; M.A., Indiana University  
Amy Baldonieri, Associate Vice President  
  B.A., Westminster College; M.M., Duquesne University;  
Cori Begg, Director of Alumni Relations and Communications  
  B.A., West Virginia University; M.P.W., Chatham University  
Dana DePasquale, Assistant Director of Alumni Relations  
  B.A., Saint Vincent College  
Jessica Edwards, Associate Director of Alumni Relations and Giving  
  B.S., West Virginia; M.P.W. Georgetown University  
Melinda Geidel, Data and User Services Coordinator  
  A.D., Everest Institute  
Shahid Madni, Major Gifts Officer  
  B.A., University of Birmingham  
Emma Neely, Coordinator of Prospect Research & Management  
  B.S., Slippery Rock University  
Dominick Oliver, Director of Annual Giving  
  B.A., Duquesne University; M.B.A, Duquesne University  
Leah E. Picker, *Grants and Donor Relations Officer*  
  B.A., Vassar College; M.S., University of Pittsburgh  
Judy Schieck, Director of Advancement Services  
  B.S., Duquesne University  
Jennifer Thoma, Major Gifts Officer  
Judy Watterson, Assistant Director of Annual Giving  
  B. A., Duquesne University; M.A. Auburn University
Division of Marketing and Communications
Office of Marketing and Communications
Bill Campbell, Vice President of Marketing & Communications
    B.A., University of Illinois
Cara Gillotti, Senior Copywriter
    B.A., University of Pittsburgh, M.A., Carnegie Mellon University
Angie Jasper, Director of Cultural and Community Events
    B.A., Wilmington College, M.B.A., Point Park University
Dianne Lacock, Executive Secretary to the Vice President of Marketing and Communications
    Associates in Business Administration, Robert Morris University
Brett Smith, Digital and Web Communications Specialist
    B.A., The Pennsylvania State University; M.S., University of Illinois at Urbana-Champaign
Krista Terpack, Senior Graphic Designer
    B.F.A., Washington University in St. Louis; M.B.A., Chatham University
Course Listing
2015-16
<table>
<thead>
<tr>
<th>Course Listing</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACT 222 - Financial Accounting Principles (3)</strong></td>
<td>This course represents an introduction to accounting principles; including the accounting process, double-entry bookkeeping, adjusting entries, and the preparation of financial statements. The objectives of this course are to make students aware of the importance of accounting information in every type of organization (private business, not-for-profit, and governmental).</td>
</tr>
<tr>
<td><strong>ACT 233 - Managerial Accounting Principles (3)</strong></td>
<td>This course represents an introduction to managerial accounting concepts including cost allocation and measurement, cost/volume profit analysis, budgeting, variance analysis, job and process costing, and capital budgeting. As well, partnership accounting and financial statement analysis will also be covered. Prerequisite(s): ACT 222.</td>
</tr>
<tr>
<td><strong>ACT 322 - Intermediate Financial Accounting I (3)</strong></td>
<td>A comprehensive study of generally accepted accounting principles as they relate to the measurement and reporting of assets and income. Students examine the nature, composition, valuation, and classification of balance sheet items. Prerequisite(s): ACT 222 and 223.</td>
</tr>
<tr>
<td><strong>ACT 323 - Intermediate Financial Accounting II (3)</strong></td>
<td>The second semester continues the application of generally accepted accounting principles related to intangibles, bonds, debt and loans, partnerships, corporations, and analysis of working capital. Prerequisite(s): ACT 322.</td>
</tr>
<tr>
<td><strong>ACT 324 - Federal Tax Accounting (3)</strong></td>
<td>This course is designed as the first course in federal taxation for the undergraduate student. The primary emphasis of the course is on the income taxation of individuals, but the course also includes an overview of the federal taxation of other forms of business organization (e.g., corporations, partnerships). The focus of the course is on developing knowledge of tax law and its application. Prerequisite(s): ACT 222.</td>
</tr>
<tr>
<td><strong>ACT 412 - Auditing (3)</strong></td>
<td>A study of auditing objectives, standards, and procedures employed in the examination of business enterprises and verification of their financial statements. This course includes an evaluation of internal control, preparation of work papers, report writing, professional ethics, and current auditing trends. Prerequisite(s): ACT 222 and 223 or approved equivalent.</td>
</tr>
<tr>
<td><strong>ACT 480 – Accounting Information Systems (3)</strong></td>
<td>This course examines critical business processes, systems controls, and IT audits through theories of Accounting Information Systems (AIS) and hands-on practice with auditing tools and enterprise systems. Case analyses and project assignments are designed to nurture professional competence in communicating objectives and procedures of internal control through proper systems documentation techniques, systems analysis and design methodologies, and assessment of information processing. The objective is to prepare the student to be effective AIS users, evaluators, designers, and auditors. Prerequisite(s): ACT 222 or approved equivalent.</td>
</tr>
<tr>
<td><strong>ACT 490 Integrative Capstone</strong></td>
<td>The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.</td>
</tr>
<tr>
<td><strong>ACT 491 - Independent Study (1)</strong></td>
<td>A study of auditing objectives, standards, and procedures employed in the examination of business enterprises and verification of their financial statements. This course includes an evaluation of internal control, preparation of work papers, report writing, professional ethics, and current auditing trends. Prerequisite(s): ACT 323 or approved equivalent.</td>
</tr>
<tr>
<td><strong>ACT 492 - Independent Study (2)</strong></td>
<td>This course’s focus is upon the principles of fund accounting and the financial reporting, budgeting and auditing of both public and private not-for-profit organizations. Particular attention is given to accounting procedures for the activities of state and local governments, but the course also considers other not-for-profit entities. Prerequisite(s): ACT 222 or approved equivalent.</td>
</tr>
<tr>
<td><strong>ACT 493 - Independent Study (3)</strong></td>
<td>This course encourages students to take a more conceptual view of accounting, urging them to get beyond the process and to grasp the reasoning behind accounting procedures. The focus is upon what it means for accounting to be a source of information and providing a framework for evaluating accounting alternatives. Prerequisite(s): ACT 222 or approved equivalent.</td>
</tr>
<tr>
<td><strong>ACT 512 - Auditing (3)</strong></td>
<td>This course is designed to provide students with a broad-based understanding of legal issues that affect modern businesses. The course covers the following substantive law areas: Choice of Entity, Corporate Governance, Raising Money, Securities Regulation, Bankruptcy, Contracts, Intellectual Property and Employment Law. Topics may include civil procedure, torts, strict liability, legal fees, case management, common law contracts, the Uniform Commercial Code, partnerships, corporate law, secured transactions, third-party rights, property, insurance, securities law, and ethics.</td>
</tr>
<tr>
<td><strong>ACT 540 - Government and Not-for-Profit Accounting (3)</strong></td>
<td>This course represents an introduction to governmental accounting concepts including fund accounting, governmental accounting, and the financial reporting, budgeting, and accounting of both public and private not-for-profit organizations. Particular attention is given to accounting procedures for the activities of state and local governments, but the course also considers other not-for-profit entities. Prerequisite(s): ACT 222 or approved equivalent.</td>
</tr>
<tr>
<td><strong>ACT 545 - Accounting Theory (3)</strong></td>
<td>This course represents an introduction to governmental accounting concepts including fund accounting, governmental accounting, and the financial reporting, budgeting, and accounting of both public and private not-for-profit organizations. Particular attention is given to accounting procedures for the activities of state and local governments, but the course also considers other not-for-profit entities. Prerequisite(s): ACT 222 or approved equivalent.</td>
</tr>
<tr>
<td><strong>ACT 573 – Business Law and Ethics (3)</strong></td>
<td>This course represents an introduction to governmental accounting concepts including fund accounting, governmental accounting, and the financial reporting, budgeting, and accounting of both public and private not-for-profit organizations. Particular attention is given to accounting procedures for the activities of state and local governments, but the course also considers other not-for-profit entities. Prerequisite(s): ACT 222 or approved equivalent.</td>
</tr>
</tbody>
</table>
ART 142 - Photography I: Black & White Darkroom (3) Fall

ART 141 - Media Literacy (3) Fall and Spring

ART 132 - History of World Art II: 1400 to Present (3) Spring

ART 127 - Printmaking Studio (3) Fall

ART 117 - Drawing I (3) Fall

ART 115 - Painting I (3) Spring

ART 111 - Ceramics I (3) Fall

ACT 699 - Forensic Accounting (3)

ACT 620 - Advanced Financial Accounting (3)

ACT 625 - Cost Analysis (3)

ACT 630 – Corporate Tax Accounting and Planning (3)

ACT 580 – Accounting Information Systems (3)

ART 103 - Introduction to Visual Culture (3)

ART 105 - Sculpture I (3) Fall

ART 111 - Ceramics I (3) Fall

ART 101 - Introduction to Visual Culture (3)

ART 105 - Sculpture I (3) Fall

ART 111 - Ceramics I (3) Fall

This course introduces the student to basic principles of painting and two-dimensional thinking and expression. Drawing skills, color theory, stretcher construction, and a general understanding of visual art concepts accompany each assignment. Additional Fee(s): Applied art fee.

ART 115 - Painting I (3) Spring

Through various drawing media, this studio course explores the basic principles of creating a work of visual art, including figure studies from the model, studies from nature, and techniques of composition. Additional Fee(s): Applied art fee.

ART 117 - Drawing I (3) Fall

This course is an introduction to the techniques and aesthetics of graphic media, including dry point, engraving, mezzotint, etching, and aquatint. Additional Fee(s): Applied art fee.

ART 127 - Printmaking Studio (3) Fall

This introductory survey focuses on Western art from the Renaissance to today and the art of selected non-Western cultures (including Japan, Africa, and Islamic countries) after 1400. It concentrates on the stylistic, technical, and expressive evolution of painting, architecture, and sculpture within specific historical contexts, yet also explores the cross-influences and interaction of non-Western and Western art as defining characteristics of the modern world.

ART 132 - History of World Art II: 1400 to Present (3) Spring

This course introduces students to the Macintosh computer interface and related media practices. Students explore digital foundations, media related histories, theoretical frameworks and critical examination of production elements as they discover how computers are radically changing the way image makers create and present their work. Cross-listed as COM/FDT 141. Additional Fee(s): Course Computing Fee.

ART 141 - Media Literacy (3) Fall and Spring

This course is designed to introduce students to the basic techniques of exposure and development in black-and-white photography. Emphasis is on technical as well as aesthetic characteristics. The photograph is studied as a medium for documentation, representation, and expression. Students are required to have a 35mm SLR (single lens reflex) film camera. If you plan to buy one, wait until the first week of class. Cross-listed as COM 273. Additional Fee(s): Applied art fee.
<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ART 152</td>
<td>Photography II – Introduction to Digital Photography</td>
<td>This course is designed to acquaint students with several darkroom and photo processing methods. Special attention is given to working with various photo papers, exposure manipulation in printing processes, toning, intensification, filtration, studio lighting of products, and photo finishing techniques. It also develops the student's aesthetic sense by emphasizing principles of composition in the photo essay, photo-journalism, and product and advertising photography. Cross-listed as COM 357. Prerequisite(s): ART 142 or permission of the instructor. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>ART 205</td>
<td>Sculpture Studio (3)</td>
<td>This advanced studio course gives the student the opportunity to study a particular process or combination of processes in more depth. Contemporary approaches such as installation and performance art, and environmental and conceptual art are introduced. Prerequisite(s): ART 105 or permission of the instructor. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>ART 208</td>
<td>Introduction to Art Museum Studies (3) Fall</td>
<td>This course introduces students to the themes and issues addressed in the Art Museum Studies program, including an overview of the history and function of art museums, their role in society, the interpretation of objects for museum audiences, and other issues central to the museum profession such as censorship and repatriation.</td>
</tr>
<tr>
<td>ART 210</td>
<td>History of Photography (3) Spring</td>
<td>This course will examine the relationships between photographs and audiences from the early nineteenth century to the present. A variety of themes will be discussed, including fashion photography, war, fine arts, advertising, portraits, landscapes, and social documentary. Within this structure, we will consider fundamental questions about photography, vision, and meaning, such as finding truth in images and discovering the relationship between image-making and power.</td>
</tr>
<tr>
<td>ART 211</td>
<td>Ceramics Studio (3)</td>
<td>This studio course advances the student in all technical aspects of ceramics and explores conceptual, critical approaches both to the medium and to specific contemporary issues. Prerequisite(s): ART 111 or permission of the instructor. Permission of instructor required for ART 311 and 411. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>ART 213</td>
<td>Special topics (3)</td>
<td>Special Topics is designed as an optional elective for students pursuing upper level studio requirements in painting, drawing, printmaking or material studies. Special Topics introduces contemporary/alternative approaches to studio practices not covered in the traditional studio experience. This course fulfills a women general education mission course requirement. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>ART 214</td>
<td>Design Studio (3) Fall</td>
<td>This course is an introduction to the visual grammar of dynamic composition and form. In this studio course the student will study design with an emphasis on gaining an understanding of organizing principles that contribute to visual engaging and visual arrangements. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>ART 215</td>
<td>Painting Studio (3) Fall</td>
<td>This advanced course in painting gives the student a broad understanding of technical issues in the context of contemporary conceptual and critical approaches to the medium. Students will have an opportunity to work on independent projects. Prerequisite(s): ART 115 or permission of the instructor. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>ART 217</td>
<td>Drawing Studio (3) Spring</td>
<td>This advanced studio course continues figure studies from the model, as well as landscape drawing and architectural drawing. Conceptual and critical approaches to the medium are emphasized. Prerequisite(s): ART 117 or permission of the instructor. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>ART 220</td>
<td>Material Studies Studio (3)</td>
<td>Students continue to develop their understanding of three-dimensional materials and processes, their history and practice, and associated conceptual vocabularies in this studio. The course aims to challenge students with ceramic and/or sculptural skills in order to move beyond technique, and reconsider material and process from a variety of perspectives. Studio and research assignments will examine technical and conceptual concerns – prompting students to articulate and contextualize their artistic practice. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>ART 227</td>
<td>Printmaking Studio (3) Spring</td>
<td>This course is an exploration of the expressive possibilities of graphic media. Historical methods of printmaking are introduced. Prerequisite(s): ART 127 or permission of the instructor. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>ART 231</td>
<td>Renaissance Art (3) Spring</td>
<td>This course traces the rise of the humanistic spirit in the art of Italy between 1300 and 1550. Equal emphasis is placed on the achievements of Early Renaissance artists and architects (Ghiberti, Alberti, Donatello, Masaccio, Botticelli), and the masters of the High Renaissance (Leonardo, Raphael, Michelangelo, Bramante, Titian).</td>
</tr>
<tr>
<td>ART 241</td>
<td>Lighting Principles (3) Fall</td>
<td>This course gives a basic grounding in lighting techniques for both studio and location work and covers the use of available light and various lighting instruments. Students create lighting plans; learn to create dramatic high-key effects of subtly sensitive illumination, and master color balance and metering. Prerequisite(s): ART/COM 273 or permission of the instructor. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>ART 245</td>
<td>Design Praxis (3)</td>
<td>This course introduces you to concepts of visual perception. Theories on the ‘way we see’, how information is interpreted through light and how it includes physiology and cognitive perception. This course also explores the relevance of symbols and archetypes in broadening one’s perceptual skills. The aim of this course is broaden and deepen student’s visual and verbal skills in critical thinking, the creative process and problem solving. Cross-listed as COM 245. Prerequisite(s): ART/COM/FDT 141 or permission of the instructor.</td>
</tr>
<tr>
<td>Course Code</td>
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</tr>
<tr>
<td>ART 247</td>
<td>Photography III – Intermediate Digital Photography (3) Spring</td>
<td>This course examines art movements in France, England, Germany, and other European countries from the early to late 19th-century, focusing on Romanticism and Realism, the Pre-Raphaelites, Impressionism and Post-Impressionism, and Symbolism. It explores the impact of urbanization, industrialization, and race and gender issues on visual culture.</td>
</tr>
<tr>
<td>ART 248</td>
<td>19th Century Art</td>
<td>This course introduces the tools, technology, and techniques of digital video production. Students plan, script, manage, and produce videos using digital technologies. Along with the technical application, students will be exposed to the history of video as an artistic and instructional medium, as well as the relationship of digital video to film and television. The theoretical focus is on critiques of narrative construction. Cross-listed as FDT/COM 250. Prerequisite(s): ART/COM/FDT 141. Additional Fee(s): Course Computing fee.</td>
</tr>
<tr>
<td>ART 250</td>
<td>Introduction to Digital Video Production (3) Fall</td>
<td>In this course the student will be introduced to the major movements in European and American art since 1900. The first half will focus on 1900 to 1950 and the concept of modernism, who and what shaped it, and the shifting definitions of the artist. The second half will focus on recent trends in world art, focusing on new media and movements, including installation art, earth art, video art, postmodernism, and the new theoretical and conceptual approaches to art and art history.</td>
</tr>
<tr>
<td>ART 254</td>
<td>Modern and Contemporary Art (3)</td>
<td>This introductory course in web design and net art production addresses formal design, aesthetic, conceptual and theoretical methods for the creative production and dissemination of student projects via a global network. Technical focus is on authoring nonlinear documents using software and basic web programming languages. Students conceptualize projects around a variety of topics including: online social networks, memory and database theory, cultural interfaces, the screen and the body, and collective media. Cross-listed as COM/ ART/FDT 141 or permission of the instructor. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>ART 256</td>
<td>Contemporary Art 1950 to the Present</td>
<td>This course examines recent trends in world art, focusing on new media and movements, including installation art, earth art, video art, postmodernism, and the new theoretical and conceptual approaches to art and art history.</td>
</tr>
<tr>
<td>ART 261</td>
<td>Web Design I: Code + Aesthetics (3) Fall</td>
<td>This course focuses on advanced methods of creative web page design. The student broadens her technical understanding of software programs including but not limited to Macromedia Dreamweaver and Flash. Students render complex net based works, which emerge from in-class conversations that critically analyze the internet medium across disciplines. Creative projects cohesively demonstrate technical and innovative aesthetic practices with strong conceptual and artistic integration. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>ART 262</td>
<td>–Web Design II: Interface and Structure</td>
<td>This course surveys the art of India, China, Southeast Asia, Korea, and Japan from the earliest civilizations to the modern period. Since much Asian artistic production was inspired by religious belief, students also will be introduced to the major currents of Asian religion and philosophy, including Buddhism, Hinduism, Jainism, Islam, Confucianism, Daoism, and Shintoism.</td>
</tr>
<tr>
<td>ART 271</td>
<td>Asian Art (3) Every Term (Online)</td>
<td>This advanced studio course gives the student the opportunity to study a particular process or combination of processes in more depth. Contemporary approaches such as installation and performance art, and environmental and conceptual art are introduced. Prerequisite(s): ART 105 or permission of the instructor. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>ART 305</td>
<td>Sculpture Studio (3)</td>
<td>This course introduces the art of Northern Renaissance—the painting, printmaking, and sculpture of the Low Countries, France, Germany and England, from approximately the fourteenth to the sixteenth centuries. Taking a thematic approach, to examine works ranging from the courtly art of the Burgundian Dukes in the fourteenth and fifteenth centuries, to the still-lifes of sixteenth-century urban Antwerp; from the “high art” of the Limbourg and van Eyck brothers, to the “popular imagery” of the Protestant Reformation.</td>
</tr>
<tr>
<td>ART 310</td>
<td>Northern Renaissance Art</td>
<td>This advanced studio course advances the student in all technical aspects of ceramics and explores conceptual, critical approaches both to the medium and to specific contemporary issues. Prerequisite(s): ART 211 or permission of the instructor. Permission of instructor required for ART 311 and 411. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>ART 311</td>
<td>Ceramics Studio (3)</td>
<td>This advanced course in painting gives the student a broad understanding of technical issues in the context of contemporary conceptual and critical approaches to the medium. Students will have an opportunity to work on independent projects. Prerequisite(s): ART 115 or permission of the instructor. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>ART 315</td>
<td>Painting Studio (3) Fall</td>
<td>This advanced studio course continues figure studies from the model, as well as landscape drawing and architectural drawing. Conceptual and critical approaches to the medium are emphasized. Prerequisite(s): ART 117 or permission of the instructor. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>ART 317</td>
<td>Drawing Studio (3) Fall</td>
<td>This survey examines art movements in France, England, Germany, and other European countries from the early to late 19th-century, focusing on Romanticism and Realism, the Pre-Raphaelites, Impressionism and Post-Impressionism, and Symbolism. It explores the impact of urbanization, industrialization, and race and gender issues on visual culture.</td>
</tr>
</tbody>
</table>
ART 320 - Material Studies Studio (3)  Students continue to develop their understanding of three-dimensional materials and processes, their history and practice, and associated conceptual vocabularies in this studio. The course aims to challenge students with ceramic and/or sculptural skills in order to move beyond technique, and reconsider material and process from a variety of perspectives. Studio and research assignments will examine technical and conceptual concerns - prompting students to articulate and contextualize their artistic practice. Prerequisite(s): ART 220. Additional Fee(s): Applied art fee.

ART 321 - Typography Design Studio (3) Fall  This class is an introduction to the concrete and conceptual aspects of typography as a visual medium. The first half of the semester will deal with the technique requirements of typography (micro typography). The second half will deal with abstract compositional uses for typography (macro typography), integrating hand skills and computer as way to render type. Historical and current forms of alphabetic communications will be explored, along with the relationship to contemporary image-based communication. Cross-listed as COM 321. Prerequisite(s): ART/COM/FDT 141 or permission of the instructor.

ART 327 - Printmaking Studio (3) Spring  This course is an exploration of the expressive possibilities of graphic media. Historical methods of printmaking are introduced. Prerequisite(s): ART 127 or permission of the instructor. Additional Fee(s): Applied art fee. Prerequisite(s): ART/COM/FDT 141 or permission of the instructor.

ART 350 - Intermediate Digital Video Production (3) Fall  Students will utilize the nonlinear editing software program Final Cut Pro to examine methods of production and related theories involved in achieving structure in film and video. By conceptually dissecting and practically applying techniques such as splicing, transitional effects, and other editing processes, students will render sophisticated projects which are conscious of how the edit structures film and by doing so becomes another creative and technical layer for study. Cross-listed as FDT 350. Prerequisite(s): ART 141 and FDT 250. Additional Fee(s): Applied art fee.

ART 353 - Print Design (3) Spring  This course combines technical training in digital imaging with exercises in creative print-media based design and critical thinking. Students learn conceptual and technical differences between analog and digital imaging and work with a range of digital tools, including QuarkXpress, AdobeInDesign, and Photoshop. Conceptual and content discourses will be developed through contemporary issues and the design of relevant documents. Cross-listed as COM 353. Prerequisite(s): ART/COM/FDT 141. Additional Fee(s): Applied art fee.

ART 355 - Visual Communications (3) Spring  This course introduces students to the process of developing a Visual Communication system with a special focus on non profit branding. An understanding of branding strategies are researched, explored and implemented to help serve the needs of growing community-based non-profits. Visual Identities are created for existing small non-profits to address their needs as well as strengthen their position in the marketplace and community. Cross-listed as COM 355. Prerequisite(s): ART/COM/FDT 141 or permission of the instructor.

ART 366 – American Art: Colonial to 1900 (3)  This course examines the major movements, artists, and cultural issues of American painting, sculpture, and photography from its beginnings to 1900. Special attention is given to works that address definitions of American “identity” and cultural interaction and conflict between races. Prerequisite(s): Art 132 or ART 131 or permission of the instructor.

ART 369 – Interactive Strategies  This course offers a broad survey of the history of traditional visual arts of Sub-Sahara Africa, the theoretical issues involved with presenting non-western setting, and hands-on experiences with the planning and implementation of an exhibition. The exhibition will involve selecting, researching, and presenting works of art from Chatham’s outstanding Olkes Collection of over 600 works of African art. This course fulfills a global general education mission course requirement.

ART 370 - Curating African Art (3) Spring  This course introduces the skills for taking photos that tell news stories. Learn how to capture the moment by applying the right camera functions and composition to the unscripted reality of breaking news and news features. Cross-listed with COM 374. Prerequisite(s): ART/COM 273 or permission of instructor.

ART 372 - Curating the Visual Arts (3) Fall  This course explores the roles and duties of the art museum curator. Topics addressed include collection care and management, exhibition planning and design, object handling, and exhibition critiques. Curators from local museums will serve as guest speakers. Students will collaboratively curate at least one exhibition. Prerequisite(s): ART 208 or permission of the instructor.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ART 381</td>
<td>Principles of Landscape Design [3] As Needed</td>
<td>This course explores the fundamental concepts of landscape design. By studying historical and contemporary examples, students examine the different structures of landscape using site plans and diagrams. The course also allows students to look at nature as the backdrop of all human activity and shows the convergence of elements from nature and the built world. Starting with the concept that natural landscaping is the basis for all planning, students gain an appreciation of ecological concepts in designing landscapes. Three hours of lecture per week. Cross-listed as ENV 381 and LNS 309.</td>
</tr>
<tr>
<td>ART 388</td>
<td>Advanced Digital Photography IV [3] Spring</td>
<td>This course explores the art of taking landscape shots digitally with emphasis on composition, focal points, color, light, movement, time of day, framing, and weather conditions. You will explore a range of image capturing from macro shots to points of view. Several shots new digital image editing processes will be taught using Photoshop. Prerequisite(s): ART 273 or permission of instructor. Additional Fee(s): Applied laboratory fee.</td>
</tr>
<tr>
<td>ART 405</td>
<td>Sculpture Studio [3]</td>
<td>This advanced studio course gives the student the opportunity to study a particular process or combination of processes in more depth. Contemporary approaches such as installation and performance art, and environmental and conceptual art are introduced. Prerequisite(s): ART 105 or permission of the instructor. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>ART 411</td>
<td>Ceramics Studio [3]</td>
<td>This studio course advances the student in all technical aspects of ceramics and explores conceptual, critical approaches both to the medium and to specific contemporary issues. Prerequisite(s): ART 111 or permission of the instructor. Permission of instructor required for ART 311 and 411. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>ART 415</td>
<td>Painting Studio [3] Fall</td>
<td>This advanced course in painting gives the student a broad understanding of technical issues in the context of contemporary conceptual and critical approaches to the medium. Students will have an opportunity to work on independent projects. Prerequisite(s): ART 315 or permission of the instructor. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>ART 417</td>
<td>Drawing Studio [3] Fall</td>
<td>This advanced studio course continues figure studies from the model, as well as landscape drawing and architectural drawing. Conceptual and critical approaches to the medium are emphasized. Prerequisite(s): ART 117 or permission of the instructor. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>ART 420</td>
<td>Material Studies Studio [3]</td>
<td>Students continue to develop their understanding of three-dimensional materials and processes, their history and practice, and associated conceptual vocabularies in this studio. The course aims to challenge students with ceramic and/or sculptural skills in order to move beyond technique, and reconsider material and process from a variety of perspectives. Studio and research assignments will examine technical and conceptual concerns - prompting students to articulate and contextualize their artistic practice. Prerequisite(s): ART 320. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>ART 421</td>
<td>Digital Animation and Compositing [3]</td>
<td>This production course provides an introduction to computer animation and visual effects. Students learn the principles, process, and philosophy of animation with a focus on the design and construction of environments, characters, and time-based motion. Students script, storyboard, design, and produce a short animated digital video. Cross-listed with FDT 421. Prerequisite(s): ART/FDT 141 and ART/FDT 250. Additional Fee(s): Course Computing fee.</td>
</tr>
<tr>
<td>ART 427</td>
<td>Printmaking Studio [3] Spring</td>
<td>This course is an exploration of the expressive possibilities of graphic media. Historical methods of printmaking are introduced. Prerequisite(s): ART 127 or permission of the instructor. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>ART 450</td>
<td>Advanced Digital Video Production [3]</td>
<td>This studio course is an intensive laboratory that looks at advanced methods of digital video production, including highly developed lighting practices, audio recording and mixing, nonlinear editing, and digital effects. Students will also experiment with various ways in which to prepare video for web streaming or embedding compressed video in multimedia applications. This course includes regularly scheduled screenings of significant experimental video and multimedia projects - continuing to engage students in conversations of aesthetic, structural, and critical concern. Cross-listed as COM/FDT 450. Prerequisite(s): ART/COM/FDT 141 and ART/COM/FDT 350. Additional Fee(s): Course Computing fee.</td>
</tr>
<tr>
<td>ART 481</td>
<td>Event Photography Practicum [1]</td>
<td>This practicum is for student’s photographing (stills) and digital video for selected Chatham College events along with candid shots of students for college publications, the Communicue, PR, and Chatham web pages with name credits on all published work. Earned credits will require the following: 1 credit must cover 2 events. All include lab work. Cross-listed with COM 481. Prerequisite(s): ART 241 or permission of the instructor. Additional Fee(s): Lab Fee.</td>
</tr>
<tr>
<td>ART 490</td>
<td>Integrative Capstone</td>
<td>The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.</td>
</tr>
<tr>
<td>ART 493</td>
<td>Independent Study [3]</td>
<td>This course is an overview of scientific principles of nutrition and their application to humans throughout the life cycle. It is designed for students who need a broad coverage of nutrition and have little or no background in science. Three hours of lecture per week.</td>
</tr>
<tr>
<td>BIO 114</td>
<td>Basic Nutrition [3] Fall and Spring</td>
<td>This course is an overview of scientific principles of nutrition and their application to humans throughout the life cycle. It is designed for students who need a broad coverage of nutrition and have little or no background in science. Three hours of lecture per week.</td>
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<tr>
<td>BIO 115</td>
<td>Basic Microbiology (4) Fall and Spring</td>
<td>This course is designed for students who need a broad coverage of microbiology and have little or no background in biology or chemistry. It includes a study of microbial aspects of infectious disease. Three hours of class and two hours of laboratory per week. Additional Fee(s): Laboratory fee.</td>
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<tr>
<td>BIO 116</td>
<td>Basic Anatomy and Physiology I (4) Fall and Spring</td>
<td>This is the first of two courses designed for students who need a broad coverage of anatomy and physiology and have little or no background in science. It includes a study of the structure and function of human cells, tissue, organs, and systems. Clinical applications of anatomy and physiology will also be considered. Three hours of class and two hours of laboratory per week. Additional Fee(s): Laboratory fee.</td>
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<tr>
<td>BIO 117</td>
<td>Basic Anatomy and Physiology II (4) Spring and Summer</td>
<td>This is the second of two courses designed for students who need a broad coverage of anatomy and physiology and have little or no background in science. It includes a study of the structure and function of human cells, tissue, organs, and systems. Clinical applications of anatomy and physiology will also be considered. Three hours of class and two hours of laboratory per week. Prerequisite(s): BIO 116. Additional Fee(s): Laboratory fee.</td>
</tr>
<tr>
<td>BIO 118</td>
<td>Environmental Health Issues (3) Odd Falls</td>
<td>This course addresses the connection between health and the environment. Topics include: the areas of environmental epidemiology, toxicology, and policy, agents of environmental disease, and water, air, and soil quality. The work of scientists and public health specialists to discover, assess, and reduce exposure and risk to environmental health problems are also explored. Case studies are used to provide context and background for the environmental health issues past and present. This course fulfills an environment general education mission course requirement. Three hours of lecture per week.</td>
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<tr>
<td>BIO 118L</td>
<td>Environmental Health Issues Laboratory (1) Odd Falls</td>
<td>The connection between health and the environment is explored through laboratory investigations in environmental epidemiology, toxicology, agents of environmental disease, and water, air, and soil quality. Two hours of laboratory each week. Prerequisite(s): Co-requisite or Prerequisite: BIO118. Additional Fee(s): Laboratory fee.</td>
</tr>
<tr>
<td>BIO 119</td>
<td>Medical Terminology (3) online</td>
<td>This course is designed for students who need a broad coverage of medical terminology and who have little or no background. It includes studies of etymology and human anatomy. There is a special emphasis on clinical applications. Three hours of lecture including media presentations per week. Prerequisite(s): None.</td>
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<tr>
<td>BIO 121</td>
<td>Plant and Human Interactions (3) As Needed</td>
<td>For millennia plants have provided food, shelter, and medicine for humanity. This course teaches how civilization began with agriculture and how plants have helped to shape the course of human history from prehistoric times to present. Two hours of lecture and two hours of laboratory per week. Additional Fee(s): Laboratory fee.</td>
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<tr>
<td>BIO 122</td>
<td>Nutrition (2) Fall</td>
<td>An introduction to nutrients, their composition, functions, and sources. Human physiology, including digestion, metabolism, and excretion, is covered, along with special nutritional needs throughout the life cycle. Integrated with this basic information are special topics pertaining to diets, organic foods, preservatives, pesticides, world hunger, and other current concerns. Two hours of lecture per week.</td>
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<tr>
<td>BIO 123L</td>
<td>Nutrition Lab (1) Fall</td>
<td>Laboratory course emphasizing nutrition. Experiments will correlate with and enhance the lectures in BIO 123. Two hours of laboratory per week. Prerequisite(s): Co-requisite or Prerequisite BIO 123. Additional Fee(s): Laboratory fee.</td>
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<tr>
<td>BIO 131</td>
<td>Human Genetics (3) Fall</td>
<td>This course is designed to help students understand issues in genetic research and biotechnology. Topics include pedigrees, birth defects, cancer, and the creation of transgenic animals. Two hours of lecture and two hours of laboratory per week. Additional Fee(s): Laboratory fee.</td>
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<tr>
<td>BIO 135</td>
<td>Applied Human Biology (3) Fall</td>
<td>This course is designed to introduce non-science majors to major aspects of human biology. The course will be taught as a series of modules covering the basic biology of various human systems followed by applications that are appropriate to the needs of students. Three hours of class per week.</td>
</tr>
<tr>
<td>BIO 135L</td>
<td>Applied Human Biology Laboratory (1) Fall</td>
<td>Laboratory course emphasizing aspects of human biology. Experiments will correlate with and enhance the lectures in BIO 135. Three hours of laboratory per week. Prerequisite(s): Co-requisite or Prerequisite BIO 135. Additional Fee(s): Laboratory fee.</td>
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<tr>
<td>BIO 143</td>
<td>The Cell (3) Fall</td>
<td>This course is designed to provide a broad overview of current biological concepts, including cell structure, function, division, and basic genetics. Biologically important molecules also are presented. This course is a prerequisite for all upper-level biology courses. Three hours lecture per week.</td>
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<tr>
<td>BIO 143L</td>
<td>The Cell Laboratory (1) Fall</td>
<td>Experiments to complement the material presented in BIO 143. Three hours of laboratory per week. Co-requisite or Prerequisite(s): BIO 143. Additional Fee(s): Laboratory fee.</td>
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<tr>
<td>BIO 144</td>
<td>The Organism (3) Spring</td>
<td>This course provides a general survey of animals and plants at the organism level, with emphasis on their evolution and various physiological processes such as respiration, circulation, digestion, and reproduction. This course is a prerequisite for all upper-level biology courses. Three hours of lecture per week. This course fulfills an environmental general education mission course requirement.</td>
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<tr>
<td>BIO 144L</td>
<td>The Organism Laboratory (1) Spring</td>
<td>Experiments to complement the material presented in BIO 144. Three hours of laboratory per week. Co-requisite or Prerequisite(s): BIO 144. Additional Fee(s): Laboratory fees.</td>
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<tr>
<td>BIO 201 - Anatomy (3) Spring</td>
<td>Lectures emphasize the human body and clinical applications of anatomy. They focus on anatomical terminology, gross structures, body movements, forming a three-dimensional mental image of body parts, and functional understanding of normal structures. Three hours of lecture per week. Prerequisite(s): BIO 143 and 144.</td>
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<tr>
<td>BIO 201L - Anatomy Laboratory (2) Fall</td>
<td>Laboratory experiments emphasizing comparative anatomy between humans and other animals. Three hours of laboratory per week. Co-requisite or Prerequisite(s): BIO 201. Additional Fee(s): Laboratory fees.</td>
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<tr>
<td>BIO 205 - Human Cadaver Dissection (3) Maymester</td>
<td>Students in this course will dissect a human subject, learning techniques with scalpels and scissors to separate and prepare the gross anatomy for study. This is an experiential lab course with teaching by example and supervision. A core part of this experience is learning professionalism in dealing with subjects, as well as lab safety and human remain protocols. Prerequisite(s): A grade of C- or better in BIO 201 or permission of instructor.</td>
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<tr>
<td>BIO 209 - Basic Neuroscience (3) Spring</td>
<td>This course is designed for wide appeal. It is an introduction to structure and function of the brain and spinal cord, and how nerves function and communicate. The basics of movement, sensation, language, emotion, and consciousness are discussed. Emphasis is placed on contrasting normal function with altered function in diseases. Three hours of lecture per week. Prerequisite(s): BIO 143 and 144, and CHM 109 and 110.</td>
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<tr>
<td>BIO 209LW - Basic Neuroscience Laboratory (2) Spring</td>
<td>Experiments and skills to compliment the material presented in BIO209. The course focuses on experimental procedures, scientific analysis and scientific writing. Three hours of laboratory per week. Prerequisite or co-requisite: BIO 209. Additional Fee(s): Laboratory fees.</td>
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<tr>
<td>BIO 213 - Special Topics in Women's Health (3) Even Springs</td>
<td>An upper level course designed for students in the Pre-Health Professions Program. This course will examine a variety of health issues with emphasis on those of special importance to women. The emphasis will be on the biological aspects of these issues, but social, ethical, and other aspects may be covered. Three hours of lecture per week. This course fulfills a women general education mission course requirement.</td>
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<tr>
<td>BIO 221 - General Microbiology (3) Spring</td>
<td>The study of fundamental characteristics of bacteria and related microorganisms, including taxonomy, physiology, and distribution. Three hours of lecture per week. Prerequisite(s): BIO 143 and 144, CHM 108 and 110.</td>
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<tr>
<td>BIO 221L - General Microbiology Laboratory (2) Spring</td>
<td>Experiments to complement the material presented in BIO 221. Four hours of laboratory per week. Co-requisite or Prerequisite(s): BIO 221. Additional Fee(s): Laboratory fees.</td>
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<tr>
<td>BIO 224 - Botany (3) Spring</td>
<td>An introduction to the structure and function of plants. Topics include the evolutionary rise of green plants, plant life cycles and development, plant physiology, plant ecology, and the morphology and taxonomy of vascular plants. The importance of plants for humans is discussed, including their use for food and medicine. Three hours of lecture per week. Prerequisite(s): BIO 143 and 144.</td>
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<tr>
<td>BIO 224L - Botany Laboratory (2) Spring</td>
<td>Experiments to complement the material presented in BIO 224. Four hours of laboratory or field experience per week. Co-requisite or Prerequisite(s): BIO 224. Additional Fee(s): Laboratory fees.</td>
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<tr>
<td>BIO 226 - Toxicology (3) Even Falls</td>
<td>A lecture course covering the organelles and activities of cells. Topics include the structure of proteins and other biomolecules, bioenergetics and enzymes, membranes, the mitochondrion, the chloroplast, the endo-membrane system, the cytoskeleton, and the nucleus and cellular reproduction. Three hours of lecture per week. Prerequisite(s): BIO 143 and 144, and CHM 109 and 110.</td>
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<tr>
<td>BIO 231 - Cell and Molecular Biology (3) Spring</td>
<td>A study of the interrelation between organisms and their environment. Three hours of lecture per week. Prerequisite(s): BIO 143 and 144. This course fulfills an environmental general education mission course requirement.</td>
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<tr>
<td>BIO 248 - Ecology (3) Fall</td>
<td>Experiments to complement the material presented in BIO 248. Four hours of laboratory or field experience per week. Co-requisite: BIO 248. Additional Fee(s): Laboratory fees.</td>
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<tr>
<td>BIO 248LW - Ecology Laboratory (2) Fall</td>
<td>Experiments to complement the material presented in BIO 248. Four hours of laboratory or field experience per week. Co-requisite: BIO 248. Additional Fee(s): Laboratory fees.</td>
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<tr>
<td>BIO 302 - Physiology (3) Spring</td>
<td>This course introduces students to the basic concepts of physiology. The lectures will emphasize chemical principles, cellular biological principles, and a survey of the nervous, endocrine, immune, musculoskeletal, cardiovascular, excretory, respiratory, and digestive systems. Three hours of lecture per week. Prerequisite(s): BIO 143 and 144, and one Biology course at the 200-level or above.</td>
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<tr>
<td>BIO 302LW - Physiology Laboratory (2) Spring</td>
<td>Laboratory experiments emphasizing comparative physiology between humans and other animals. Three hours of laboratory per week. Co-requisite or Prerequisite(s): BIO 302. Additional Fee(s): Laboratory fees.</td>
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<tr>
<td>BIO 303L - Microbiology Lab</td>
<td>cross listed with BIO221L</td>
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<tr>
<td>BIO 316 - Evolution (3) Even Springs</td>
<td>This course introduces the student to the principles and forces that produce biological evolution. Students will also examine the development of evolutionary theory through a historical perspective. Scientific thinking and communication are emphasized with examples in the vertebrate classes. Three hours of class per week. Prerequisite(s): BIO 143 and 144.</td>
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<tr>
<td>BIO 391 - Internship (1)</td>
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<td>BIO 392 - Internship (2)</td>
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<td>BIO 393 - Internship (3)</td>
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<tr>
<td>BIO 231</td>
<td>Biochemistry I (3) Fall</td>
<td>A microscopic analysis of human and animal tissue and organ function at the cellular level. Material comes from textbook, lecture, images, and animations in addition to practical application and identification of histological specimens. Recommended for students planning to apply to professional schools of medicine, veterinary medicine, or dentistry. Three hours of class per week. Prerequisite(s): BIO 231.</td>
</tr>
<tr>
<td>BIO 408</td>
<td>Developmental Biology (3) Spring</td>
<td>A study of the embryonic and post-embryonic development of animals, with special emphasis on humans. The morphogenesis, growth and mechanisms of differentiation are stressed. Other topics include cancer, regeneration, cloning, hormones as mediators of development, and developmental genetics. Prerequisite(s): BIO 231 or permission of instructor.</td>
</tr>
<tr>
<td>BIO 417</td>
<td>Genetics (3) Fall</td>
<td>This study of the modern concepts of the gene stresses theory and experimental evidence relating to the structure of the gene, heritability of characteristics, and the behavior of genes in populations. Three hours of lecture per week. Prerequisite(s): BIO 231, CHM 205, and MTH 110.</td>
</tr>
<tr>
<td>BIO 418</td>
<td>Chemical Analysis Laboratory (3) Spring</td>
<td>This laboratory teaches the proper design, implementation and analysis of modern techniques in instrumental chemistry, encompassing spectroscopy, electrochemistry, and separation science. In addition, several inorganic compounds are synthesized and characterized. Student-originated research projects are used extensively throughout this course. Three hours of class per week. Cross-listed as CHM 318. Prerequisite(s): CHM 216. Additional Fee(s): Laboratory fee.</td>
</tr>
<tr>
<td>BIO 419</td>
<td>Immunology (3) Spring</td>
<td>This course covers fundamental principles of immunology with emphasis on molecular and cellular immunology, including antigen and antibody structure and function, effector mechanisms, complement, major histo-compatibility complexes, and the cellular basis for the immune response. Three hours of lecture per week. Prerequisite(s): BIO 221 or 302.</td>
</tr>
<tr>
<td>BIO 438</td>
<td>Biochemistry I (3) Fall</td>
<td>Metabolism is studied with an emphasis on anabolic pathways and special pathways such as cytochrome P450. Other topics include molecular genetics and protein synthesis, hormones and receptors, and immunology. Three hours of lecture per week. Cross-listed as CHM 339. Prerequisite(s): BIO 438 or CHM 338.</td>
</tr>
<tr>
<td>BIO 439</td>
<td>Biochemistry II (3) Spring</td>
<td>An advanced laboratory course for junior or senior science majors who wish to gain theoretical and practical experience with the techniques and equipment commonly used in the fields of cellular biology, molecular biology, and biochemistry. Topics include PCR, electrophoresis, enzyme kinetics, aseptic cell and tissue culture, cell surface receptors, and molecular modeling. Three hour of laboratory per week. Cross-listed as CHM 340. Prerequisite(s): BIO 231 or BIO 438, or permission of the instructor. Additional Fee(s): Laboratory fee.</td>
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<tr>
<td>BIO 440W</td>
<td>Macromolecule Laboratory (2) Spring and Fall</td>
<td>This course examines moral dilemmas created or intensified by recent advances in medical technology. Examples of topics include euthanasia and the right to die, abortion, behavior modification, allocation of scarce medical resources, in vitro fertilization, genetic screening and engineering, and human experimentation. Three hours of lecture per week. Prerequisite(s): BIO 302 or 408 or 417.</td>
</tr>
<tr>
<td>BIO 455</td>
<td>Biomedical Ethics (3) Summer</td>
<td>This study of the modern concepts of the gene stresses theory and experimental evidence relating to the structure of the gene, heritability of characteristics, and the behavior of genes in populations. Three hours of class per week. Prerequisite(s): BIO 231 or permission of instructor.</td>
</tr>
<tr>
<td>BIO 458</td>
<td>Histology (3) Fall</td>
<td>A microscopic analysis of human and animal tissue and organ function at the cellular level. Material comes from textbook, lecture, images, and animations in addition to practical application and identification of histological specimens. Recommended for students planning to apply to professional schools of medicine, veterinary medicine, or dentistry. Three hours of class per week. Prerequisite(s): BIO 231.</td>
</tr>
<tr>
<td>BIO 481W</td>
<td>Ecology and Environmental Journal Club (2) Fall</td>
<td>Presentations, discussions, and written reviews of important research papers from the current literature. One class meeting per week. Co-requisite: BIO 498 or 499 or CHM 498 or 499 or permission of instructor.</td>
</tr>
<tr>
<td>BIO 482W</td>
<td>Cell and Molecular Biology Journal Club (2)</td>
<td>Presentations, discussions, and written reviews of important research papers from the current literature. One class meeting per week. Co-requisite: BIO 498 or 499 or CHM 498 or 499 or permission of instructor.</td>
</tr>
<tr>
<td>BIO 490</td>
<td>Integrative Capstone</td>
<td>The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.</td>
</tr>
<tr>
<td>BIO 491</td>
<td>Independent Study (1)</td>
<td>An in-depth study of gross human anatomic structure, emphasizing the musculoskeletal and neuromuscular systems through study of head and neck, body wall, and upper and lower extremity structures. Clinical correlates examine normal movement and pathological processes. Four hours of class and three hours of laboratory per week. Prerequisite(s): Permission of the instructor.</td>
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<tr>
<td>BIO 492</td>
<td>Independent Study (2)</td>
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<tr>
<td>BIO 493</td>
<td>Independent Study (3)</td>
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<tr>
<td>BIO 494</td>
<td>Independent Study (4)</td>
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<tr>
<td>BIO 502</td>
<td>Human Gross Anatomy (6) Fall</td>
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<td>Course Code</td>
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<tr>
<td>BIO 502L</td>
<td>Human Gross Anatomy Lab (0) Fall</td>
<td>Laboratory exercises to compliment lectures in BIO 502. Three hours of laboratory per week. Co-requisite: BIO 502</td>
</tr>
<tr>
<td>BIO 503</td>
<td>Human Anatomy (3) (For Occupational Therapy students only) Fall</td>
<td>This course provides a basic understanding of human anatomy, with an emphasis on the osteology and muscles of the upper and lower limbs, including the back. It uses a combination of systems-based and region-specific instruction. Lectures are complimented by laboratory exercises based upon the A.D.A.M. computer program. Three hours of class per week. Prerequisite(s): Permission of the instructor.</td>
</tr>
<tr>
<td>BIO 503L</td>
<td>Human Anatomy Lab (1) Fall</td>
<td>Laboratory exercises to compliment lectures in BIO 503. Two hours of laboratory per week. Co-requisite: BIO 503</td>
</tr>
<tr>
<td>BIO 504</td>
<td>Human Physiology (3) Fall</td>
<td>An in-depth study of the mechanisms of human body function, emphasizing cells, genetic control of protein synthesis, transport across membranes, contraction and excitation of muscles, the physiology of cardiac muscle, and rhythmical excitation of the normal heart.</td>
</tr>
<tr>
<td>BIO 505</td>
<td>Principles of Neuroscience (3) Spring</td>
<td>A study of the structure and function of the human central and peripheral nervous system, including vascular components and special senses. The course emphasizes nervous system control of movement. Three hours of class per week. Prerequisite(s): BIO 502 and BIO 503 or permission of instructor. Co-requisite: BIO 506L.</td>
</tr>
<tr>
<td>BIO 506</td>
<td>Principles of Neuroscience Laboratory (1) Spring</td>
<td>Laboratory experience includes human nervous system material, brain sections, and anatomical models. Two hours of laboratory per week. Co-requisite: BIO 506.</td>
</tr>
<tr>
<td>BIO 508</td>
<td>Developmental Biology (3) Spring</td>
<td>A study of the embryonic and post-embryonic development of animals, with special emphasis on humans. The morphogenesis, growth and mechanisms of differentiation are stressed. Other topics include cancer, regeneration, cloning, hormones as mediators of development, and developmental genetics. Prerequisite(s): graduate standing.</td>
</tr>
<tr>
<td>BIO 509</td>
<td>Fundamentals of Neuroscience (3) Spring</td>
<td>This course is designed to examine the fundamental aspects of nervous system function, emphasizing the bases of excitability, synaptic transmission and neuron-target interactions. BIO 509 introduces students to the basics of integrative neural function, including sensory, motor, learning, memory, and limbic systems. Three hours of lecture per week.</td>
</tr>
<tr>
<td>BIO 509L</td>
<td>Fundamentals of Neuroscience Laboratory (1) Spring</td>
<td>Laboratory exercises to compliment lectures in BIO 509, including study of human nervous system material, brain sections and anatomical models. Two hours of laboratory per week.</td>
</tr>
<tr>
<td>BIO 511</td>
<td>Seminar in Environmental Biology (3) Fall</td>
<td>An advanced survey of the basic concepts and theories of environmental biology, with particular emphasis on topics relevant to conservation biology. Includes discussion and evaluation of major scientific advances in the field based on primary literature in leading journals and symposia published in recent years. Prerequisite(s): graduate standing.</td>
</tr>
<tr>
<td>BIO 512</td>
<td>Advanced Human Anatomy (3) Spring</td>
<td>An in-depth study of both regional gross human anatomic structures &amp; cellular level tissue. The course is clinically oriented with emphasis on the musculoskeletal, neuromuscular, gastrointestinal, cardiopulmonary, urinary &amp; reproductive systems. Regional study of the head/neck, trunk, and upper/lower extremities, is accomplished through human cadaver dissection. Prerequisite(s): graduate standing. Corequisite: BIO 505.</td>
</tr>
<tr>
<td>BIO 512L</td>
<td>Advanced Human Anatomy Lab (2) Spring</td>
<td>The laboratory compliment to BIO 512, this course uses human cadavers to facilitate a deeper appreciation for regional gross human anatomic structures. The course is clinically oriented with reproductive systems, via regional study of the head/neck, trunk, and upper/lower extremities. Prerequisite(s): graduate standing.</td>
</tr>
<tr>
<td>BIO 514</td>
<td>Advanced Human Physiology (3) Spring</td>
<td>An in-depth study of the mechanisms of human body function, emphasizing cells, genetic control of protein synthesis, transport across membranes, contraction and excitation of muscles, the physiology of cardiac muscle, and rhythmical excitation of the normal heart. Prerequisite(s): graduate standing.</td>
</tr>
<tr>
<td>BIO 516</td>
<td>Advanced Neuroscience (3) Fall</td>
<td>A study of the structure and function of the human central and peripheral nervous system, including vascular components and special senses. The course emphasizes nervous system control of movement. Prerequisite(s): graduate standing. Corequisite: Advanced Neuroscience Lab, BIO 516L.</td>
</tr>
<tr>
<td>BIO 516L</td>
<td>Advanced Human Anatomy Lab (2) Fall</td>
<td>This lab complements the lectures in BIO 516, using hands-on laboratory and data collection exercises. It examines nervous system function, emphasizing excitability, synaptic transmission and neuron-target interactions. It also includes a study of integrative neural function in sensory, motor, learning, memory and limbic systems. Co-requisite: BIO 516.</td>
</tr>
<tr>
<td>BIO 517</td>
<td>Genetics (3)</td>
<td>A study of the modern concepts of the gene. Lectures stress theory and experimental evidence relating to the structure of the gene, heritability of characteristics, and the behavior of genes in populations. Prerequisite(s): graduate standing.</td>
</tr>
<tr>
<td>BIO 518</td>
<td>Chemical Analysis Laboratory (3) Spring</td>
<td>This laboratory teaches the proper design, implementation and analysis of modern techniques in instrumental chemistry, encompassing spectroscopy, electrochemistry, and separation science. In addition, several inorganic compounds are synthesized and characterized. Student-originated research projects are used extensively throughout this course. Prerequisite(s): Prerequisite(s): graduate standing.</td>
</tr>
<tr>
<td>BIO 519</td>
<td>Immunology (3) Spring</td>
<td>This course covers fundamental principles of immunology with emphasis on molecular and cellular immunology, including antigen and antibody structure and function, effector mechanisms, complement, major histocompatibility complexes, and the cellular basis for the immune response. Prerequisite(s): graduate standing.</td>
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<tr>
<td>BIO 532</td>
<td>Biostatistics (3) Spring</td>
<td>The study and application of biostatistics and probability distributions in biology, for students who already have a working knowledge of statistics and want to understand the place and application of biostatistical methods in science. Topics include hypothesis testing, ANOVA for one and many variables, and linear and nonlinear regression. Prerequisite(s): graduate standing</td>
</tr>
<tr>
<td>BIO 538</td>
<td>Biochemistry I (3) Fall</td>
<td>This course offers the structure and function of proteins, polynucleic acids, and biological membranes. Enzymes and kinetics are also taught. Metabolic pathways, with emphasis on the thermodynamics of the equilibria and the storage and usage of energy are also discussed. Prerequisite(s): enrollment in MS Biology program or permission of instructor. Prerequisite(s): graduate standing</td>
</tr>
<tr>
<td>BIO 539</td>
<td>Biochemistry II (3) Spring</td>
<td>Metabolism is studied with an emphasis on anabolic pathways and special pathways such as cytochrome P450. Other topics include molecular genetics and protein synthesis, hormones and receptors, and immunology. Prerequisite(s): graduate standing</td>
</tr>
<tr>
<td>BIO 540</td>
<td>Macromolecule Laboratory (2) Spring</td>
<td>An advanced laboratory course for junior or senior science majors who wish to gain theoretical and practical experience with the techniques and equipment commonly used in the fields of cellular biology, molecular biology, and biochemistry. Topics include PCR, electrophoresis, enzyme kinetics, aseptic cell and tissue culture, cell surface receptors, and molecular modeling. Prerequisite(s): graduate standing</td>
</tr>
<tr>
<td>BIO 551</td>
<td>Bioinformatics (3) Spring</td>
<td>Study of computational techniques of importance in contemporary drug design. Topics include molecular docking, ligand binding free energy calculations, de novo drug design, pharmacophore elucidation, quantitative structure-activity relations, and combinatorial library design. Prerequisite(s): graduate standing</td>
</tr>
<tr>
<td>BIO 552</td>
<td>Computational Drug Design (3) As Needed</td>
<td>Lectures and/or laboratories in selected areas of contemporary biology, with a focus of recent research. Prerequisite(s): Graduate standing.</td>
</tr>
<tr>
<td>BIO 553</td>
<td>Special Topics in Biology (3) As Needed</td>
<td>Selected topics in medical ethics emphasizing methods of ethical reasoning about moral dilemmas and contributions of philosophical theories and principles to practical problems of medicine. Includes legal aspects of health care decisions. Prerequisite(s): graduate standing</td>
</tr>
<tr>
<td>BIO 555</td>
<td>Biomedical Ethics (3) Summer</td>
<td>A microscopic analysis of human and animal tissue and organ function at the cellular level. Material comes from textbook, lecture, images and animations in addition to practical application and identification of histological specimens. Recommended for students planning to apply to professional schools of medicine, veterinary medicine, or dentistry. Prerequisite(s): graduate standing</td>
</tr>
<tr>
<td>BIO 558</td>
<td>Histology (3) Fall</td>
<td>This course covers the general principles of drug action, including administration, distribution, mechanism, and excretion. Emphasis will be placed on key pharmacological concepts, basic signal transduction pathways and molecular mechanisms. Pharmacology of the nervous, cardiovascular, and endocrine systems as well as the mechanisms of various antimicrobial agents will be considered. Prerequisite(s): graduate standing</td>
</tr>
<tr>
<td>BIO 561</td>
<td>Pharmacology (3) Spring</td>
<td>Study of the structure and function of proteins, polynucleic acids, and biological membranes. Topics include PCR, electrophoresis, enzyme kinetics, aseptic cell and tissue culture, cell surface receptors, and molecular modeling. Prerequisite(s): graduate standing</td>
</tr>
<tr>
<td>BIO 623</td>
<td>Methods of Biological Research (3) Fall</td>
<td>Study of experimental design in biology, including hypothesis formulation, literature review and bibliography selection, experimental methods, budgeting, setting timetables, and consideration of legal and ethical issues. Students will prepare and defend a proposal for their thesis work. Prerequisite(s): Graduate standing.</td>
</tr>
<tr>
<td>BIO 639</td>
<td>Internship (3)</td>
<td>Research in an area of biology. This is the second of two courses that result in a thesis approved by a committee of three faculty members. Prerequisite(s): Graduate standing</td>
</tr>
<tr>
<td>BIO 698</td>
<td>Biology Thesis I (2)</td>
<td>Research in an area of biology. This is the second of two courses that result in a thesis approved by a committee of three faculty members. Prerequisite(s): Graduate standing</td>
</tr>
<tr>
<td>BIO 699</td>
<td>Biology Thesis II (3)</td>
<td>Research in an area of biology. This is the second of two courses that result in a thesis approved by a committee of three faculty members. Prerequisite(s): BIO 698.</td>
</tr>
<tr>
<td>BIO 800</td>
<td>Graduate Continuing Education (1) As Needed</td>
<td>This course is for MS Biology students who are continuing their research but are not registered for any other courses.</td>
</tr>
<tr>
<td>BUS 105</td>
<td>Foundations of Business: The Challenge of Business Leadership (3)</td>
<td>Course introduces essential research tools in business. Topics include descriptive statistics of central tendency and variability and hypothesis testing statistical analysis using correlation, analysis of variance, and regression. Problems use applications from business cases, marketing research, and economic policy. Prerequisite(s): BUS 105.</td>
</tr>
<tr>
<td>BUS 110</td>
<td>Business Statistics (3)</td>
<td>Course introduces essential research tools in business. Topics include descriptive statistics of central tendency and variability and hypothesis testing statistical analysis using correlation, analysis of variance, and regression. Problems use applications from business cases, marketing research, and economic policy. Prerequisite(s): BUS 105.</td>
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<td>BUS 230</td>
<td>Organizational Behavior (3)</td>
<td>Organizational behavior is a field of study that seeks to understand, explain, and improve human behavior in organizations. Most organizations focus their efforts on improving job performance and organizational commitment. The purpose of this course is to provide a theoretical foundation and realistic understanding of how human behavior influences the effectiveness of the modern corporation. Prerequisite(s): BUS 105.</td>
</tr>
<tr>
<td>BUS 240</td>
<td>International Business (3)</td>
<td>A course in the problems, procedures, and techniques of conducting international trade. Background is provided on the relationships among multinational corporations, international financial markets, and government agencies. Multinational corporations’ strategic formulations of product policy research and development, production, and supply systems, as well as financing of international operations, are examined. Prerequisite(s): BUS 105. This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>BUS 243W</td>
<td>Principles of Marketing: Managing Profitable Customer Relationships (3)</td>
<td>This course introduces students to the basic concepts of marketing strategy and management. Students develop and learn to apply the knowledge and analytical skills needed to make effective marketing decisions. Basic marketing concepts such as strategic segmentation, targeting, positioning, product design, pricing, promotions and distribution highlight the marketer’s obligation to gain a deep understanding of unique customer groups (e.g., women, minorities, other potential target segments) to meet differentiated customer needs effectively, reliably and profitably in a changing international marketplace. Environmental sustainability is analyzed from the consumer perspective. Prerequisite(s): BUS 105.</td>
</tr>
<tr>
<td>BUS 244</td>
<td>Consumer Behavior (3)</td>
<td>An analysis of the concepts and research related to buyer behavior. The course reviews and evaluates the major theories of consumer behavior from the economics, behavioral sciences, and marketing literatures. The use of consumer research data for marketing decisions is emphasized. Topics include market segmentation, theories of brand choice, family decision making, life cycle theories, and the diffusion of innovations. Prerequisite(s): BUS 243W.</td>
</tr>
<tr>
<td>BUS 247</td>
<td>Business Law and Business Ethics (3)</td>
<td>This course will introduce women to the introductory concepts of business law including employment law, social and environmental responsibility of corporations, and international business law. It will also emphasize frameworks for conducting ethical analysis and the analysis of ethical dilemmas. Prerequisite(s): BUS 105.</td>
</tr>
<tr>
<td>BUS 272</td>
<td>Principles of Finance: Strategically Financing Business Operations (3)</td>
<td>The aim of this course is to enable students to apply fundamental ideas of financial economics to problems in corporate finance. Participants will gain an overview of valuation principles, learn basic principles of corporate finance from the perspective of a financial manager, and, through case studies, analyze important financial decisions made within firms. Prerequisite(s): ACT 222.</td>
</tr>
<tr>
<td>BUS 312</td>
<td>Marketing Research (3)</td>
<td>Business leaders at all levels need to be intelligent designers and consumers of marketing research. The essential aspects of qualitative and quantitative marketing research design and execution are addressed with assigned readings, class discussions, homework problems, in-class exercises, cases, and a team-led custom research study. Prerequisite(s): BUS 243W.</td>
</tr>
<tr>
<td>BUS 317</td>
<td>Systems Analysis and Design (3)</td>
<td>This course explores the rapidly evolving realities of international marketing. Through class discussion, case study and project work, students learn to analyze macro-environments (alternative cultures, economic systems, financial markets, governments and legal issues). Students learn to develop marketing strategies and tactics to fit the unique aspects of targeted global markets. Prerequisite(s): BUS 243W.</td>
</tr>
<tr>
<td>BUS 327</td>
<td>Global Marketing (3)</td>
<td>Through the use of case studies, assignments, and class projects, this course familiarizes students with the distinctiveness of nonprofit organizations and their management. Specific topics include marketing and fund raising, budgeting, personnel management and supervision, strategic planning and implementation, environmental and program evaluation, and managing inter-organizational networks. Prerequisite(s): BUS 105, or SWK 101 and 102, or permission of the instructor.</td>
</tr>
<tr>
<td>BUS 337</td>
<td>Managing Nonprofit Organizations (3)</td>
<td>This course offers a detailed study of advertising and promotion, including public relations and support media. An integrated marketing communications perspective will be emphasized. We will examine advertising and promotion utilizing a range of media outlets, including the internet, television, consumer magazines and professional journals. Prerequisite(s): BUS 243W.</td>
</tr>
<tr>
<td>BUS 350</td>
<td>Advertising and Promotion</td>
<td>Entrepreneurship is an exciting field of study, especially for women. Research indicates individuals who study entrepreneurship are three to four times more likely to start their own business. This course will take students through the entire entrepreneurial process from start-up to growth while exploring the personal and professional challenges. Prerequisite(s): BUS 105.</td>
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<tr>
<td>BUS 390</td>
<td>Human Resources Management (3)</td>
<td>This course reviews the latest developments and technology in the emerging field of human resources management. Readings and case studies are used to assess and evaluate alternative approaches in staffing, training and development, organization development, performance appraisal, compensation, benefits, labor relations, and collective bargaining. The overall emphasis of the course is to help students understand these elements of human resources management within an integrated systems approach. Prerequisite(s): BUS 105 and ECN 101 or 102.</td>
</tr>
<tr>
<td>BUS 395W</td>
<td>Leadership and Management (3)</td>
<td>In this age of virtual teams, a border-less economy, the unparalleled access to knowledge through the Internet and the flattening of organizational hierarchies, the leadership rules have changed. This course will analyze the varying global leadership roles of women and the challenges of leading diverse, multicultural groups of people in supporting an organization’s mission. Prerequisite(s): BUS 105. This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>BUS 413</td>
<td>Logistics and Operations (3)</td>
<td>This course introduces students to technical tools and skills essential for problem solving and decision making in logistics and operations management. Topics may include inventory optimization, network planning, demand forecasting, transportation planning, and production planning. Mastery of quantitative methods using spreadsheet modeling is required for all students. Prerequisite: Undergraduate statistics coursework. This course counts towards the Supply Chain Management concentration of Chatham University’s MBA program. Prerequisite(s): BUS 110 or approved equivalent. Cross list BUS 661 Logistics and Operations</td>
</tr>
<tr>
<td>BUS 415</td>
<td>Strategic Management (3)</td>
<td>This course presents a detailed exploration of the importance of strategy for providing businesses with a “competitive advantage.” Through the analysis of case studies students gain a critical understanding of different business strategies, the different processes of business strategy development, and of strategy implementation. Students also examine the contextual conditions affecting strategy development and strategy successes and failures. Prerequisite(s): BUS 105.</td>
</tr>
<tr>
<td>BUS 416</td>
<td>Computer Networking and Telecommunication (3)</td>
<td>This course introduces students to foundational network technologies for data encoding and transmission. Topics may include telephone network and Internet architecture, communication protocols (e.g., HTTP, SMTP), transport protocols (e.g., UDP, TCP), and network protocols (IP), TCP/IP, LANs, WANs, circuit vs. packet switching, local area network technology, network security, and multimedia. Prerequisite(s): BUS/CMP 171 or permission of the instructor</td>
</tr>
<tr>
<td>BUS 421</td>
<td>Information Security (3)</td>
<td>This course introduces students to fundamental issues in ensuring information security. Topics may include authentication models, protection models, security kernels, secure programming, IT auditing, intrusion monitoring, detection and remediation, and legal and social implications of information security. Prerequisite(s): BUS/CMP 171 or permission of the instructor.</td>
</tr>
<tr>
<td>BUS 445</td>
<td>Marketing Strategy (3)</td>
<td>This course examines the concepts and processes for gaining competitive advantage in the marketplace. It is designed around a marketing planning approach with a clear emphasis on how to do strategic analysis and planning. The course takes a hands-on approach toward analyzing markets and market behavior, and matching strategies to changing market conditions. Prerequisite(s): BUS 243W.</td>
</tr>
<tr>
<td>BUS 450</td>
<td>Advanced database Systems (3)</td>
<td>This course examines advanced topics of database management, including system architecture, complex database objects, building database applications, designing data warehouses, and creating database infrastructure to support Big Data analytics. Students gain hands-on experience through the implementation of database systems, including storage management, query processing, transaction management, and security management. Prerequisite(s): CMP 283.</td>
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<tr>
<td>BUS 490</td>
<td>Integrative Capstone</td>
<td>The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.</td>
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<tr>
<td>BUS 491</td>
<td>Independent Study (1)</td>
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<td>BUS 492</td>
<td>Independent Study (2)</td>
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<td>BUS 493</td>
<td>Independent Study (3)</td>
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<td>BUS 494</td>
<td>Independent Study (4)</td>
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<tr>
<td>BUS 495W</td>
<td>Global Business Leadership in Changing Times (3)</td>
<td>In this age of virtual teams, a border-less economy, the unparalleled access to knowledge through the Internet and the flattening of organizational hierarchies, the leadership rules have changed. This course will analyze the varying global leadership roles of women and the challenges of leading diverse, multicultural groups of people in supporting an organization’s mission. Prerequisite: BUS105</td>
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<tr>
<td>BUS 506 - Statistics</td>
<td>This course examines the fundamentals of research and quantitative methodology with emphasis on</td>
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<tr>
<td>Essentials (2)</td>
<td>statistical analysis by business. Topics include statistical measures and distributions, application of</td>
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<td></td>
<td>probability to statistical inference, experimental design, hypothesis testing, linear correlation, and</td>
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<td></td>
<td>statistical quality control. Focus is on business applications of statistics using problems and case studies.</td>
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<tr>
<td>BUS 507 - Accounting</td>
<td>This course is a basic overview of accounting and financial management issues and techniques to provide</td>
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<td>Essentials (2)</td>
<td>insight into the financial performance of organizations. The course provides a survey of the preparation, interpretation, analysis, and</td>
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<td>use of accounting statements and financial information. In addition, managerial accounting issues such as employee performance, efficiency, product rates and</td>
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<td>customer satisfaction stats will be covered.</td>
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<tr>
<td>BUS 508 - Marketing</td>
<td>This course will introduce students to marketing concepts relevant in any sector of business. Topics will include market analysis, product strategy, the marketing mix, and managing the marketing program. Course material will be presented through online discussion, collaborative activities, assigned readings, and team creation of a comprehensive marketing plan.</td>
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<tr>
<td>Essentials (2)</td>
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<tr>
<td>BUS 509 - Economics</td>
<td>The goal of this course is to give students an understanding as to what constitutes good &quot;economic thinking.&quot; This thought process is grounded in the construction and use of economic models. Drawing</td>
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<td>Essentials (2)</td>
<td>on issues in both microeconomics and macroeconomics, fundamental principles are applied to business decision-making.</td>
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<td>In this course students analyze and synthesize innovative approaches to complex issues in health care delivery at the local, state, and federal levels. Concepts such as politics, policy, market forces, and advocacy are used to assess how system approaches can affect health care delivery. Introduces students to the influence nursing leaders have on transforming the nation's health care delivery at the individual, local, state, national, and global levels. Transformational leadership for political and policy activism are emphasized, while exploring emerging regional, national, and global health issues and trends.</td>
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<tr>
<td>BUS 511 – Health Policy</td>
<td>This course examines the fundamentals of research and quantitative methodology with emphasis on</td>
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<td>&amp; Advocacy (3)</td>
<td>the use of statistical analysis by business. Topics include statistical measures and distributions, application of</td>
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<td></td>
<td>probability to statistical inference, experimental design, hypothesis testing, linear correlation, and</td>
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<td></td>
<td>statistical quality control. Focus is on business applications of statistics using problems and case studies.</td>
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<td>Course uses computer-based statistical package for data analysis.</td>
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<tr>
<td>BUS 515 - Statistical</td>
<td>This course focuses on the needs of health care leaders to take health care delivery into the future through creative, innovative design initiatives focusing on a consumer-driven health care delivery system. Content includes: variables impacting health care delivery systems; reimbursement and funding for design change; managing competition; creating the health care delivery system of the future; and managing human and financial resources in years to come.</td>
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<tr>
<td>Research Methods (3)</td>
<td>For MSIA students</td>
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<tr>
<td>BUS 540 – Healthcare</td>
<td>This course focuses on how to successfully commercialize an innovation. While it is important to come up with an innovative idea and develop a product concept, it is equally critical to effectively design and launch the product in the market and ensure its long-term success. This is where the innovation efforts of a large number of entrepreneurs and companies fail. The course provides an exposure to various product design approaches and strategies. Understanding commercialization activities such as pre-product launch planning, market testing, actual product launch, and post-launch follow-up is a major part of the course. These commercialization activities among other things involve developing a marketing plan for the product, identifying the proper intellectual property strategy, reviewing technical feasibility, obtaining a patent, pitching to investors, and crafting a business model for the product. The course provides a run-through of the complete cycle from idea to market entry.</td>
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<tr>
<td>Leadership for Change</td>
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<td>BUS 550 – Innovation</td>
<td>This course is designed to assist the student in understanding the various database systems used within a healthcare setting. Key to this course is understanding how healthcare professionals can collect and extract data from database systems to assess the organizations performance and impact on patient outcomes.</td>
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<tr>
<td>and Commercialization</td>
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<td>(3)</td>
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<td>BUS 551 – Health</td>
<td>This course introduces students to the world of international business and management by studying cultural influences, government, and business structures in our global economy. Students also learn about trade relations, international finance and legal and labor agreements. Also covered, are topics on information needs, production systems, marketing and promotion, and career planning.</td>
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<td>Informatics: Database</td>
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<td>Management for</td>
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<td>Evidence-Based Decision</td>
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<tr>
<td>Making (3)</td>
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<tr>
<td>BUS 570 - Global</td>
<td>This course targets key aspects of business communication: persuasive presentation skills, writing skills and listening skills. Students will be more effective in &quot;selling&quot; ideas to others, developing a more effective and adaptable communication strategy, and aligning objectives with those of the audience.</td>
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<tr>
<td>Business (3)</td>
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<tr>
<td>BUS 571 - Business</td>
<td>This course explores the rapidly evolving realities of international marketing. Through class discussion, case study and project work, students learn to analyze macro-environments (alternative cultures, economic systems, financial markets, governments and legal issues). Students learn to develop marketing strategies and tactics to fit the unique aspects of targeted global markets. Prerequisite(s): BUS 508</td>
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<tr>
<td>Communication (2)</td>
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<tr>
<td>BUS 572 - Global</td>
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<tr>
<td>Marketing (2)</td>
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<tr>
<td>BUS 573</td>
<td>Entrepreneurship/Strategy (2)</td>
<td>This course provides an understanding of the entrepreneurial process and overall concepts concerning strategy development and implementation. It begins with a perspective of the entrepreneur and covers areas such as starting a venture, financing options, managing and growing the business and finally harvesting strategies. The student will integrate concepts in management, finance, law, and marketing, and develop an overall strategic outlook.</td>
</tr>
<tr>
<td>BUS 574</td>
<td>Corporate Finance (3)</td>
<td>This course deepens an understanding of financial analysis tools and concepts. Students will learn how and when to use the financial-analytical tools required to make effective business and policy decision. Functional areas addressed are analyzing financial health, planning financial performance, interpretation of data and recommendations, supply-chain management.</td>
</tr>
<tr>
<td>BUS 575</td>
<td>Leading Organizations and Projects (3)</td>
<td>The course cultivates the student’s executive leadership potential for organizational development and transformation, with specific applications to the project management environment. Theoretical perspective and case analyses will explore topics of leading one’s self, motivating project teams, change management, and transforming the organization.</td>
</tr>
<tr>
<td>BUS 576</td>
<td>Sustainable Human Capital (3)</td>
<td>This course explores the strategic management of technology, information, and people from a Chief Information Officer’s (CIO) perspective. The business value and organizational challenges of enterprise resource planning (ERP) systems, customer relationship management (CRM) systems, data warehouses, and other systems. The course also examines ways in which information systems have transformed business analytics, Big Data, and evidence-based decision making using real or simulated analytics projects.</td>
</tr>
<tr>
<td>BUS 607</td>
<td>Human Resource Management and Issues of Diversity (2)</td>
<td>This course defines sustainability in business as balanced progress towards economic performance, social justice and environmental quality. Students will critically examine sustainability drivers, organizational conceptions of sustainability, strategic approaches to value creation and the challenges and opportunities of implementing a sustainability vision.</td>
</tr>
<tr>
<td>BUS 608</td>
<td>Economics for Managers (2)</td>
<td>This course is designed to expose students to the essential concepts and methodologies of business improvement techniques used to improve the effectiveness and efficiency of business operations. Students will learn how to increase profitability, eliminate waste, and reduce costs. Quality management principles including continuous process improvement, Six Sigma, and lean manufacturing/service will be introduced. Prerequisite(s): BUS 506</td>
</tr>
<tr>
<td>BUS 579</td>
<td>Creativity/Innovative Thinking (2)</td>
<td>This course presents the fundamental ideas of microeconomics and macroeconomics and then integrates them from a managerial decision-making perspective. The class utilizes real-world examples to highlight relevant economic concepts and to apply them to the business environment. Emphasis is on developing the ability to understand market competition and changes in the overall economic environment in order to develop the best competitive strategies for their firms. Prerequisite(s): BUS 509 or permission of instructor.</td>
</tr>
<tr>
<td>BUS 580</td>
<td>Business Ethics and Corporate Responsibility (2)</td>
<td>This course explores the strategic management of technology, information, and people from a Chief Information Officer’s (CIO) perspective. The business value and organizational challenges of enterprise resource planning (ERP) systems, customer relationship management (CRM) systems, data warehouses, and other systems. The course also examines ways in which information systems have transformed business analytics, Big Data, and evidence-based decision making using real or simulated analytics projects.</td>
</tr>
<tr>
<td>BUS 582</td>
<td>Foundations of Project Management (3)</td>
<td>This course cultivates theoretical examinations of human behavior in organizations, and ethical and practical skills for managing human capital. Organizational behavior is explored at the individual, group, and organizational levels of analysis focusing on topics of motivation, communication, group dynamics, decision making, culture, power, and politics. Students will also explore the effectiveness of tools for talent acquisition and development, such as compensation, feedback, and assessment.</td>
</tr>
<tr>
<td>BUS 587</td>
<td>Information Systems and Analytics (3)</td>
<td>The ability to negotiate successfully rests on a combination of analytical and interpersonal skills. This course presents a toolbox of analytical and process frameworks, strategies, and skills that can be used to better analyze negotiations, prepare more systematically and engage more strategically. Rhetoric, persuasion techniques and other interpersonal skills will be covered.</td>
</tr>
<tr>
<td>BUS 589</td>
<td>Negotiations/Persuasion (3)</td>
<td>Students will be introduced to various models exploring creativity and the workplace. Students will work with executives and engage in discussions on the issues of creative thinking, as well as interacting with artists both in class and at the studios to help understand how artistically creative people approach their art and craft. This course work will provide students with a much asked for component of management- the ability to think and utilize creativity in practical ways.</td>
</tr>
<tr>
<td>BUS 603</td>
<td>Business and Sustainability (2)</td>
<td>This course is designed to expose students to the essential concepts and methodologies of business improvement techniques used to improve the effectiveness and efficiency of business operations. Students will learn how to increase profitability, eliminate waste, and reduce costs. Quality management principles including continuous process improvement, Six Sigma, and lean manufacturing/service will be introduced. Prerequisite(s): BUS 506</td>
</tr>
<tr>
<td>BUS 577</td>
<td>Business Ethics and Corporate Responsibility (2)</td>
<td>This course explores the strategic management of technology, information, and people from a Chief Information Officer’s (CIO) perspective. The business value and organizational challenges of enterprise resource planning (ERP) systems, customer relationship management (CRM) systems, data warehouses, and other systems. The course also examines ways in which information systems have transformed business analytics, Big Data, and evidence-based decision making using real or simulated analytics projects.</td>
</tr>
<tr>
<td>BUS 581</td>
<td>Information Systems and Analytics (3)</td>
<td>The ability to negotiate successfully rests on a combination of analytical and interpersonal skills. This course presents a toolbox of analytical and process frameworks, strategies, and skills that can be used to better analyze negotiations, prepare more systematically and engage more strategically. Rhetoric, persuasion techniques and other interpersonal skills will be covered.</td>
</tr>
<tr>
<td>BUS 582</td>
<td>Foundations of Project Management (3)</td>
<td>This course presents the fundamental ideas of microeconomics and macroeconomics and then integrates them from a managerial decision-making perspective. The class utilizes real-world examples to highlight relevant economic concepts and to apply them to the business environment. Emphasis is on developing the ability to understand market competition and changes in the overall economic environment in order to develop the best competitive strategies for their firms. Prerequisite(s): BUS 509 or permission of instructor.</td>
</tr>
<tr>
<td>BUS 607</td>
<td>Human Resource Management and Issues of Diversity (2)</td>
<td>This course presents the fundamental ideas of microeconomics and macroeconomics and then integrates them from a managerial decision-making perspective. The class utilizes real-world examples to highlight relevant economic concepts and to apply them to the business environment. Emphasis is on developing the ability to understand market competition and changes in the overall economic environment in order to develop the best competitive strategies for their firms. Prerequisite(s): BUS 509 or permission of instructor.</td>
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<tr>
<td>BUS 611</td>
<td>Healthcare Quality Measurement (2)</td>
<td>This course will address the quality of healthcare in the United States from the perspectives of health care systems, providers, patients and payers. Methods of Quality Control (including QA/QC, Deming and TQM) will be covered in detail. Strategies to improve the quality of patient care will be critiqued.</td>
</tr>
<tr>
<td>BUS 612</td>
<td>Health Economics and Reimbursement (2)</td>
<td>This course applies microeconomic principles to analyze the drivers of healthcare behavior, the supply and demand for healthcare services, and the impact of insurance on the demand for healthcare services and the role of government in healthcare markets. Prerequisite(s): BUS 506, BUS 509</td>
</tr>
<tr>
<td>BUS 613</td>
<td>Health Policy and History (2)</td>
<td>This course will provide an introduction to the history, structure and current issues in the United States' health care system. The interrelationships of the major stake holders in the system, including providers, patients and payers, will be examined in detail. Particular attention will be given to the influence of legislative bodies, lobbyists and regulatory agencies.</td>
</tr>
<tr>
<td>BUS 614</td>
<td>Management Issues in Healthcare Institutions (2)</td>
<td>This course will examine common management themes from the perspective of the head of a health care institution. Topics will include financial management (margins, reimbursement, purchasing), marketing (competition and publicity), management for growth (mergers, alliances, horizontal and vertical integration), human resource issues (unionization, professional shortages), regulatory concerns and legal issues.</td>
</tr>
<tr>
<td>BUS 615</td>
<td>Healthcare Management Capstone (3)</td>
<td>The Capstone project will focus on management issues and challenges confronting actual healthcare institutions or firms. Students will work in teams on a selected consulting project for a healthcare organization client. By the end of the semester, teams will present a project report to their client, instructor(s) and class. Prerequisite(s): BUS 573, BUS 575, BUS 579, and BUS 614 or permission of instructor.</td>
</tr>
<tr>
<td>BUS 618</td>
<td>Economics for Managers (3)</td>
<td>This course is designed to illustrate how economic tools and techniques can be used to solve business problems. Economics not only describes why firms do what they do but can also point to strategies for entrepreneurs and managers. To this end you are introduced to the basic concepts and tools that economists use to understand how the economy works. Throughout, the focus of the course will be on applications. You should expect to leave the course with an understanding of how economics influences marketing, management, and other business-related decisions. Prerequisite(s): BUS 110 or approved equivalent.</td>
</tr>
<tr>
<td>BUS 620</td>
<td>Risk Management (2)</td>
<td>This course is designed to provide students with ideas, information, and insights that pertain to women and diversity in leadership. Women have unique challenges as leaders and managers, and this course will provide tools for modern women executives to meet these challenges and succeed in the business world.</td>
</tr>
<tr>
<td>BUS 621</td>
<td>Gender and Diversity in Leadership (2)</td>
<td>This course provides an advanced overview and theoretical understanding of the common elements and differences that shape leadership and public policy issues in the private, voluntary, and public sectors. Students will learn how institutions and processes of management and governance in each sector, shape the development of its leaders and their role.</td>
</tr>
<tr>
<td>BUS 622</td>
<td>Advanced Topics in Leadership and Governance (2)</td>
<td>This experiential course provides students hands-on experience working with local businesses as consultants to create business plans, actualize concepts and strategies, or develop opportunities. By the end of the course, students will have linked the various disciplines of business together into a unified and thorough business strategy and will have helped a local organization solve a real-world business problem. Prerequisite(s): BUS 573, BUS 575, and BUS 579.</td>
</tr>
<tr>
<td>BUS 623</td>
<td>Strategic Performance for Women Executives (3)</td>
<td>An in-depth study of how to measure, track, and report on sustainability issues in a business. This course will include a study of how to create effective Social Responsibility reports and the standards currently used to measure sustainability such as the GRI Standards. It will also teach students how to monitor and measure sustainability issues from within a business.</td>
</tr>
<tr>
<td>BUS 624</td>
<td>Multidisciplinary Strategic Management (3)</td>
<td>An in-depth study of how to measure, track, and report on sustainability issues in a business. This course will include a study of how to create effective Social Responsibility reports and the standards currently used to measure sustainability such as the GRI Standards. It will also teach students how to monitor and measure sustainability issues from within a business.</td>
</tr>
<tr>
<td>BUS 639</td>
<td>Sustainability Assessment and Reporting (3)</td>
<td>An in-depth study of how to measure, track, and report on sustainability issues in a business. This course will include a study of how to create effective Social Responsibility reports and the standards currently used to measure sustainability such as the GRI Standards. It will also teach students how to monitor and measure sustainability issues from within a business.</td>
</tr>
<tr>
<td>BUS 640</td>
<td>Sustainability Assessment and Reporting (2)</td>
<td>An in-depth study of how to measure, track, and report on sustainability issues in a business. This course will include a study of how to create effective Social Responsibility reports and the standards currently used to measure sustainability such as the GRI Standards. It will also teach students how to monitor and measure sustainability issues from within a business.</td>
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<td>BUS 641 -</td>
<td>Sustainable Supply Chain Management (3)</td>
<td>Understanding issues of supply chain management is essential to sustainability, both social and environmental. This course will provide students with an understanding of how supply chains work, how and where along the supply chain sustainability questions should be addressed/considered, and the impacts of those decisions on stakeholders further down the chain. Topics can include: packaging, transportation, energy use, and waste.</td>
</tr>
<tr>
<td>BUS 643 -</td>
<td>International Field Experience (3)</td>
<td>It is important for MBA students to develop a firsthand understanding of the markets and corporate settings of foreign countries through supervised experience, observation, interaction and research/analysis. This course will provide that critical knowledge with a ten day study abroad field experience. While not required for graduation, BUS 643 is highly recommended for all students. Additional Fee(s): Travel fee.</td>
</tr>
<tr>
<td>BUS 646 -</td>
<td>Social Entrepreneurship (2)</td>
<td>Provide students an understanding of the concept of using business for the social good using real world examples and studies of such initiatives. This course will focus on the issues and “softer” side of social entrepreneurship, and also the quantitative and quantifiable aspects of running a business for social good. Examples could include: the Grameen Foundation (micro-financing), Toms Shoes (donation), and Seventh Generation (environmentally friendly products as a distinguishing product and company factor). Prerequisite(s): open to graduate students only</td>
</tr>
<tr>
<td>BUS 649 -</td>
<td>Sustainability Capstone (3)</td>
<td>Students will undertake a semester long study of a local business or nonprofit organization from a sustainability perspective. The project will involve identifying an area of improvement for the company or organization, implementing a plan or measuring system, and tracking the results. The final product will be a paper and presentation. This project will be done in groups of 4 students.</td>
</tr>
<tr>
<td>BUS 652 -</td>
<td>Managerial Accounting (3)</td>
<td>This course examines accounting information that is used in managerial decision making within the organization. Focus is on interpretation of financial statements, cost accounting, financial planning and analysis, the development of internal controls, and constructing budgets. Prerequisite(s): ACT 222 or approved equivalent.</td>
</tr>
<tr>
<td>BUS 661 -</td>
<td>Logistics and Operations (3)</td>
<td>This course introduces students to technical tools and skills essential for problem solving and decision making in logistics and operations management. Topics may include inventory optimization, network planning, demand forecasting, transportation planning, and production planning. Mastery of quantitative methods using spreadsheet modeling is required for all students. Prerequisite: Undergraduate statistics coursework. This course counts towards the Supply Chain Management concentration of Chatham University’s MBA program. Prerequisite(s): BUS 110 or approved equivalent.</td>
</tr>
<tr>
<td>BUS 662 -</td>
<td>Global Procurement (3)</td>
<td>This course explores the strategic value of global procurement from the perspective of the organization’s stakeholders. Assignments and projects examine success factors, ethical challenges, legal issues, and managerial implications of global procurement. The student will develop deep understanding of the impact of procurement on quality, cost, and efficiency of supply chain management through hands-on experience with tools, techniques of methodologies of managing the procurement function. This course counts towards the Supply Chain Management concentration of Chatham University’s MBA program. Prerequisite(s): BUS 110 or approved equivalent.</td>
</tr>
<tr>
<td>BUS 667 -</td>
<td>Marketing Management (3)</td>
<td>This course takes the Chief Marketing Officer’s (CMO) perspective and explores marketing as the core of operating and sustaining a successful business. Discussions focus on theories, concepts, and guiding principles for interfacing with customers, competitors, partners, and the external environment. Theories and concepts are applied to the planning and executing the conception, pricing, promotion, and distribution of goods and services. The student develops strategies and tactics to create customer value and increase market place exchanges. Prerequisite(s): BUS 110 or approved equivalent.</td>
</tr>
<tr>
<td>BUS 672 -</td>
<td>Corporate Finance (3)</td>
<td>This course deepens an understanding of financial analysis tools and concepts. Students will learn how and when to use the financial-analytical tools required to make effective business and policy decision. Functional areas addressed are assessing financial health, planning financial performance, interpretation of data and recommendations, supply-chain management. Prerequisite(s): ACT 222 or approved equivalent.</td>
</tr>
<tr>
<td>BUS 674 -</td>
<td>Management Non-Profit Organizations (2)</td>
<td>This class will examine the unique issues and challenges around managing a non-profit organization. Topics can include: fundraising, governance, mission and visions, managing organizational change, and managing diverse workplaces.</td>
</tr>
<tr>
<td>BUS 680 -</td>
<td>Complex Issues in Project Management (3)</td>
<td>Case studies and simulations engage students in the examination of complex issues in project management, such as control, portfolio management, and rescuing failing projects. The Student will be able to analyze, evaluate, and optimize projects in specific environments and industries. This course counts towards the Project Management concentration of Chatham University’s MBA program. Prerequisite: BUS 582 or approved equivalent.</td>
</tr>
<tr>
<td>BUS 698 -</td>
<td>Strategy and Entrepreneurship (3)</td>
<td>This course provides an understanding of the entrepreneurial process and overall concepts concerning strategy development and implementation. It begins with a perspective of the entrepreneur and covers areas such as starting a venture, financing options, managing and growing the business and finally, harvesting strategies. The student will integrate concepts in management, finance, law, and marketing, and develop an overall strategic outlook. Prerequisite(s): BUS 671; Co-Requisite(s): BUS 672 or approved equivalent.</td>
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<tr>
<td>BUS 699</td>
<td>Business Consulting Capstone (3 credits)</td>
<td>This course provides the culminating experience in the MBA program through business consulting engagements. Student teams apply knowledge and skills gained through the MBA program to conduct complex problem-solving or analytical projects for woman entrepreneurs enrolled in the MyConsulting Corner program of Chatham University’s Center for Women’s Entrepreneurship. The student develops professional consulting skills by working with the program’s Executive-In-Residence throughout the client engagement. The final consulting product constitutes the MBA program’s capstone. Prerequisites: BUS 671, BUS 672, BUS 698.</td>
</tr>
<tr>
<td>CHM 105</td>
<td>General Chemistry (3) Fall</td>
<td>This course covers the same material as CHM 107 below, but is specifically structured for students who have had little or no previous chemistry experience, or who need extra help with algebraic problem solving. Three hours of lecture and one hour of recitation per week. Prerequisite or Co-requisite: CHM 109.</td>
</tr>
<tr>
<td>CHM 107</td>
<td>Chemistry I (3) Fall</td>
<td>This course begins with a study of atomic structure, then expands to cover chemical naming, patterns of reactivity, thermochemistry, the interaction of light and matter, atomic orbitals, ionic and covalent bonding, and molecular shapes. This course concludes with an introduction to organic chemistry and biochemistry. Three hours of lecture per week. Prerequisite or Co-requisite: CHM 109.</td>
</tr>
<tr>
<td>CHM 108</td>
<td>Chemistry II (3) Spring</td>
<td>The second semester of general chemistry continues exploring the structure, properties, and bonding of atoms and molecules, with emphasis on the physical characteristics of gases, liquids, solids and solutions, chemical equilibria, thermodynamics, and kinetics. Three hours of lecture per week. Prerequisite(s): CHM 105 or 107 Prerequisite or Co-requisite: CHM 110.</td>
</tr>
<tr>
<td>CHM 109</td>
<td>Chemistry I Laboratory (1) Fall</td>
<td>Introduction to the basic experimental procedures and laboratory techniques in chemistry. Experiments are correlated with the lectures in CHM 105 and CHM 107. Three hours of laboratory per week. Prerequisite or Co-requisite: CHM 105 or 107. Additional Fee(s): Laboratory fee.</td>
</tr>
<tr>
<td>CHM 110</td>
<td>Chemistry II Laboratory (1) Spring</td>
<td>Continued introduction to the basic experimental procedures and laboratory techniques in chemistry. Experiments are correlated with lectures in CHM 108. Three hours of laboratory per week. Prerequisite or Co-requisite: CHM 108. Additional Fee(s): Laboratory fee.</td>
</tr>
<tr>
<td>CHM 205</td>
<td>Organic Chemistry I (3) Fall</td>
<td>Development of the structural theory of organic compounds. Relationship of structure to reactivity, stereochemistry, types of organic reactive intermediates, and the chemistry of alkenes, alkenes, and aromatic compounds are covered. Three hours of lecture per week. Prerequisite(s): CHM 108 and CHM 110; Prerequisite or Co-requisite: CHM 215.</td>
</tr>
<tr>
<td>CHM 206</td>
<td>Organic Chemistry II (3) Spring</td>
<td>Discussion of organic functional groups and their chemistry. Spectroscopy, mechanisms, and synthetic type-reactions are included. A discussion of biologically important compounds is covered during the last third of the term. Three hours of lecture per week. Prerequisite(s): CHM 205 and CHM 215.</td>
</tr>
<tr>
<td>CHM 209</td>
<td>Inorganic Chemistry (3) Fall</td>
<td>A descriptive survey of inorganic chemistry, including bonding theories, coordination compounds, electrochemistry, inorganic syntheses, and the chemistry of the transition metals. Three hours of lecture per week. Prerequisite(s): CHM 108.</td>
</tr>
<tr>
<td>CHM 215W</td>
<td>Elementary Organic Laboratory (2) Fall</td>
<td>Basic manipulative skills, including introduction to several chromatographic techniques, are followed by chemistry of alkenes and aromatic compounds. Four hours of laboratory per week. Prerequisite(s): CHM 108 and 110. Prerequisite or Co-requisite: CHM 205. Additional Fee(s): Laboratory fee.</td>
</tr>
<tr>
<td>CHM 216W</td>
<td>Organic Chemistry Laboratory (2) Spring</td>
<td>Chemistry of organic functional groups. Identification of unknowns and a multistep synthesis. Four hours of laboratory per week. Prerequisite(s): CHM 215; Prerequisite or Co-requisite: CHM 206. Additional Fee(s): Laboratory fee.</td>
</tr>
<tr>
<td>CHM 311</td>
<td>Physical Chemistry I (3) Fall</td>
<td>Thermodynamic descriptions of chemical systems, emphasizing gases and solutions. Phase transitions and phase equilibria, chemical equilibria, kinetics, and electrochemistry. Three hours of lecture per week. Prerequisite(s): CHM 205 and CHM 215; MTH 152; and PHY 252.</td>
</tr>
<tr>
<td>CHM 312</td>
<td>Physical Chemistry II (4) Spring</td>
<td>Quantum mechanics, spectroscopy, introduction to symmetry, and introduction to statistical mechanics. Four hours of lecture per week. Prerequisite(s): CHM 311. Additional Fee(s): Laboratory fee.</td>
</tr>
<tr>
<td>CHM 317</td>
<td>Integrated Chemistry Laboratory (3) Fall</td>
<td>This laboratory teaches the proper design, implementation and analysis of modern techniques in instrumental chemistry, encompassing spectroscopy, electrochemistry, and separation science. In addition, several inorganic compounds are synthesized and characterized. Student-originated research projects are used extensively throughout this course. Seven hours of laboratory per week. Cross-listed as BIO 418. Prerequisite(s): CHM 216. Additional Fee(s): Laboratory fee.</td>
</tr>
<tr>
<td>CHM 318</td>
<td>Chemical Analysis Laboratory (3) Spring</td>
<td>This course explores the fundamental chemical principles underlying modern chemical instrumentation. Students learn the advantages and limitations of these instruments, how to select the proper instrumental configuration for a specific experiment, and how to evaluate emerging chemical technologies. Three hours of lecture per week. Prerequisite(s): CHM 215; Co-requisite: CHM 318.</td>
</tr>
<tr>
<td>CHM 322</td>
<td>Topics in Analytical Chemistry (3) Spring</td>
<td>This course covers the same material as CHM 107 below, but is specifically structured for students who have had little or no previous chemistry experience, or who need extra help with algebraic problem solving. Three hours of lecture and one hour of recitation per week. Prerequisite or Co-requisite: CHM 109.</td>
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<tr>
<td>CHM 338</td>
<td>Biochemistry I</td>
<td>Fall</td>
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<tr>
<td>CHM 339</td>
<td>Biochemistry II</td>
<td>Spring</td>
</tr>
<tr>
<td>CHM 340W</td>
<td>Macromolecule Laboratory</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>CHM 431</td>
<td>Advanced Inorganic Chemistry</td>
<td>As Needed</td>
</tr>
<tr>
<td>CHM 441</td>
<td>Advanced Organic Chemistry</td>
<td>As Needed</td>
</tr>
<tr>
<td>CHM 443</td>
<td>Environmental Chemistry</td>
<td>As Needed</td>
</tr>
<tr>
<td>CHM 452</td>
<td>Computational Drug Design</td>
<td>As Needed</td>
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<tr>
<td>CHM 490</td>
<td>Integrative Capstone</td>
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<td>CHM 491</td>
<td>Independent Study</td>
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<td>CHM 492</td>
<td>Independent Study</td>
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<td>CHM 493</td>
<td>Independent Study</td>
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<td>CHM 494</td>
<td>Independent Study</td>
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<tr>
<td>CHM 543</td>
<td>Advanced Environmental Chemistry</td>
<td>3</td>
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<tr>
<td>CMP 140</td>
<td>Introduction to Computer Science</td>
<td>Fall</td>
</tr>
<tr>
<td>CMP 202</td>
<td>Introduction to Programming</td>
<td>Spring</td>
</tr>
<tr>
<td>COM 101</td>
<td>Foundations of Human Communication</td>
<td>Fall</td>
</tr>
<tr>
<td>COM 106</td>
<td>Media and Society</td>
<td>3</td>
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<tr>
<td>COM 141</td>
<td>Media Literacy</td>
<td>Fall</td>
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<tr>
<td>COM 151</td>
<td>Introduction to Reporting (3)</td>
<td>This course covers the fundamentals of reporting and includes identifying different types of news sources, properly quoting interviewees, and orientation to basic media ethics, differentiating between opinion and analysis, confirming facts in the course of reporting, and finally writing skills.</td>
</tr>
<tr>
<td>COM 209</td>
<td>Intercultural Communication: Value and Ethics (3)</td>
<td>Course will provide the student with an appreciation of the complexities involved in the development of beliefs, attitudes and behaviors that reflect cultural values. This course will provide an understanding of the specific forces which shape perceptions, feelings and behaviors of various cultural groups. These forces include socially constructed categories such as race, ethnicity, nationality, gender, socio-economic status, and religion. These will be explored in a variety of contexts, language, family structures and the handling of conflict of laws and ethics (cultural relativism) will be examined. This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>COM 212</td>
<td>Digital Photography (3)</td>
<td>This course explores rhetorical and experimental studies of persuasion. It introduces the student to research in the field and critically examines some of the techniques developed in “selling” products, politics, and culture. It also examines the ethical considerations relevant to these techniques.</td>
</tr>
<tr>
<td>COM 213</td>
<td>Special Topics in Communications (3)</td>
<td>This course explores rhetorical and experimental studies of persuasion. It introduces the student to research in the field and critically examines some of the techniques developed in “selling” products, politics, and culture. It also examines the ethical considerations relevant to these techniques.</td>
</tr>
<tr>
<td>COM 234W</td>
<td>Persuasion (3) Fall</td>
<td>This course introduces you to concepts of visual perception. Theories on the ‘way we see’, how information is interpreted through light and how it includes physiology and cognitive perception. This course also explores the relevance of symbols and archetypes in broadening ones perceptual skills. The aim of this course is broaden and deepen student’s visual and verbal skills in critical thinking, the creative process and problem solving. Cross-listed as ART 245. Prerequisite(s): ART/COM/FDT 141 or permission of the instructor.</td>
</tr>
<tr>
<td>COM 245</td>
<td>Design Praxis (3)</td>
<td>The course outline includes digital photography; cameras; camera specifications; composition, color and grayscale modes; Photoshop essentials; scanning old photographs; photographic deterioration; electronic retouching; color and tonal corrections; gamma corrections; composite restoration; hand coloring old photographs; printing and display; cost factors and equipment; professional applications; and potential internships with career opportunities in the Visual Arts. Cross-listed as ART 247. Prerequisite(s): ART/COM/FDT 141. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>COM 247</td>
<td>Photography III Intermediate Digital Photography (3) Spring</td>
<td>This course introduces the tools, technology, and techniques of digital video production. Students plan, script, manage, and produce videos using digital technologies. Along with the technical application, students will be exposed to the history of video as an artistic and instructional medium, as well as the relationship of digital video to film and television. The theoretical focus is on critiques of narrative construction. Cross-listed as ART/FDT 250. Prerequisite(s): ART/COM/FDT 141. Additional Fee(s): Course Computing fee.</td>
</tr>
<tr>
<td>COM 250</td>
<td>Introduction to Digital Video Production (3) Fall</td>
<td>This production based course introduces students to reporting, structuring and writing print news stories. Students are assigned to cover weekly events and topics in the Pittsburgh area, this gaining a sense of how news judgment and media ethics are applied to actual reporting assignments. Prerequisite(s): COM 151.</td>
</tr>
<tr>
<td>COM 251</td>
<td>News Writing and Editing (3)</td>
<td>A one-credit, pass-fail lab section attached to COM 251: News writing and Editing. Credit will be awarded upon a student’s fulfillment of a staff position on The Communiqué over the course of one semester. As student may register for this lab a maximum of three times during her undergraduate years.</td>
</tr>
<tr>
<td>COM 251L</td>
<td>Staff Position: The Communiqué (1)</td>
<td>Students learn the theories, processes, and techniques involved in planning and implementing programs designed to influence public opinion and behavior through socially responsible performance and mutually satisfactory communication. The course emphasizes research, design, production, and writing public relations media, including news releases, features, pamphlets, brochures, financial statements, management reports, scripts, scenarios, and publicity. Students will analyze case histories presented by professional practitioners; appraise success and failure factors; and explore new concepts and developing trends.</td>
</tr>
<tr>
<td>COM 260W</td>
<td>Practical Public Relations (3)</td>
<td>This introductory course in web design and net art production addresses formal design, aesthetic, conceptual and theoretical methods for the creative production and dissemination of student projects via a global network. Technical focus is on authoring nonlinear documents using software and basic web programming languages. Students conceptualize projects around a variety of topics including: online social networks, memory and database theory, cultural interfaces, the screen and the body, and collective media. Cross-listed as ART/FDT 261. Prerequisite(s): COM/ART/FDT 141 or permission of the instructor. Additional Fee(s): Course Computing Fee.</td>
</tr>
<tr>
<td>COM 261</td>
<td>Web Design I: Code + Aesthetics (3) Fall</td>
<td>This course is designed to introduce students to the basic techniques of exposure and development in black-and-white photography. Emphasis is on technical as well as aesthetic characteristics. The photograph is studied as a medium for documentation, representation, and expression. Students are required to have a 35mm SLR (Single Lens Reflex) film camera. If you plan to buy one, wait until the first week of class. Cross-listed as ART 273. Additional Fee(s): Applied art fee.</td>
</tr>
<tr>
<td>COM 273</td>
<td>Photography I – B&amp;W Darkroom (3) Fall</td>
<td>This course covers the fundamentals of reporting and includes identifying different types of news sources, properly quoting interviewees, and orientation to basic media ethics, differentiating between opinion and analysis, confirming facts in the course of reporting, and finally writing skills.</td>
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<tr>
<td>COM 310W – Environmental Communication (3)</td>
<td>This writing-intensive course provides an overview of contemporary environmental communication theory, practice, and criticism. Students interrogate topics such as the meaning of &quot;green&quot; or &quot;sustainable,&quot; social justice and environmental advocacy, and public participation in environmental decision-making.</td>
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<tr>
<td>COM 321 - Typography Design Studio (3) Fall</td>
<td>This course is designed to acquaint students with several darkroom and photo processing methods. Special attention is given to working with various photo papers, exposure manipulation in printing processes, toning, intensification, filtration, studio lighting of products, and photo finishing techniques. It also develops the student's aesthetic sense by emphasizing principles of composition in the photo essay, photojournalism, and product and advertising photography. Cross-listed as ART 357. Prerequisite(s): ART/COM/FDT 141. Additional Fee(s): Applied art fee.</td>
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<tr>
<td>COM 351 - Advanced News Writing and Editing (3) Spring</td>
<td>A one-credit, pass-fail lab section attached to COM 351: Advanced News writing and Editing. Credit will be awarded upon a student's fulfillment of a staff position on The Communiqué over the course of one semester. A student may register for this lab a maximum of three times during her undergraduate years.</td>
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<tr>
<td>COM 351L - Staff Position: The Communiqué (1)</td>
<td>This course combines technical training in digital imaging with exercises in creative print-media based design and critical thinking. Students learn the foundations of print and publication design with an emphasis on the conceptual integration of typography and image in organizational frameworks. Students conceptualize and design multi-page documents using the Adobe Creative Suite with particular emphasis on Adobe InDesign. Conceptual and content discourses will be developed through contemporary issues and the design of relevant documents. Cross-listed as ART 353. Prerequisite(s): ART/COM/FDT 141 Additional Fee(s): Applied art fee.</td>
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<tr>
<td>COM 355 - Organizational Communication (3)</td>
<td>Organizational Communication will focus on five theoretical approaches to the study of communication in organizations. Those approaches are: classical, human relations/human resources, systems, cultural, and critical, with most time spent on the final theoretical perspective. Additionally, the course will examine how communication affects the gendered nature of the workplace.</td>
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<tr>
<td>COM 357 - Photography II – Introduction to Digital Photography (3) Spring</td>
<td>This class is an introduction to the concrete and conceptual aspects of typography as a visual medium. The first half of the semester will deal with the technique requirements of typography (micro typography). The second half will deal with abstract compositional uses for typography (macro typography), integrating hand skills and computer as way to render type. Historical and current forms of alphabetic communications will be explored, along with the relationship to contemporary image-based communication. Cross-listed as ART 321. Prerequisite(s): ART/COM/FDT 141 or permission of the instructor.</td>
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<tr>
<td>COM 360 - Advanced Public Relations (3) Fall</td>
<td>This course introduces students to the process of developing a Visual Communication system with a special focus on non-profit branding. An understanding of branding strategies are researched, explored and implemented to help serve the needs of growing community-based non-profits. Visual Identities are created for existing small non-profits to address their needs as well as strengthen their position in the marketplace and community. Cross-listed as ART 365. Prerequisite(s): ART/COM/FDT 141 or permission of the instructor.</td>
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<tr>
<td>COM 365 - Visual Communication (3)</td>
<td>This course introduces the skills for taking photos that tell news stories. Learn how to capture the moment by applying the right camera functions and composition to the unscripted reality of breaking news and news features. Cross-listed with ART 374. Prerequisite(s): ART/COM 273 or permission of instructor.</td>
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<tr>
<td>COM 374 - Photography V – Documentary and Photojournalism (3)</td>
<td>This course introduces students to the process of developing a Visual Communication system with a special focus on non-profit branding. An understanding of branding strategies are researched, explored and implemented to help serve the needs of growing community-based non-profits. Visual Identities are created for existing small non-profits to address their needs as well as strengthen their position in the marketplace and community. Cross-listed as ART 365. Prerequisite(s): ART/COM/FDT 141 or permission of the instructor.</td>
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<tr>
<td>COM 310W – Environmental Communication (3)</td>
<td>This writing-intensive course provides an overview of contemporary environmental communication theory, practice, and criticism. Students interrogate topics such as the meaning of &quot;green&quot; or &quot;sustainable,&quot; social justice and environmental advocacy, and public participation in environmental decision-making.</td>
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<tr>
<td>COM 400</td>
<td>Media Ethics and Law Responsibility (3)</td>
<td>Fall Study of current and past battles over the limits of free expression; moral and ethical issues and dilemmas, conflicts of interest; public perceptions of the press; and the interdependence of the media, economics, politics, sports, and entertainment. Media as instruments of social and ethical change will be discussed, along with press law and government controls, and the portrayal of people of color, gender issues, sexual diversity issues, and community issues.</td>
</tr>
<tr>
<td>COM 450</td>
<td>Advanced Digital Video Production (3)</td>
<td>This studio course is an intensive laboratory that looks at advanced methods of digital video production, including highly developed lighting practices, audio recording and mixing, nonlinear editing, and digital effects. Students will also experiment with various ways in which to prepare video for web streaming or embedding compressed video in multimedia applications. This course includes regularly scheduled screenings of significant experimental video and multimedia projects - continuing to engage students in conversations of aesthetic, structural, and critical concern. Cross-listed as ART/FDT 450. Prerequisite(s): ART/COM/FDT 141 and ART/COM/FDT 350. Additional Fee(s): Course Computing fee.</td>
</tr>
<tr>
<td>COM 490</td>
<td>Integrative Capstone</td>
<td>The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.</td>
</tr>
<tr>
<td>COM 493</td>
<td>Independent Study (3)</td>
<td>This course provides an introduction to the essential concepts and theories of health communication. Students study how individuals understand health issues and how communication processes help shape and influence our acceptance of health-related messages. Topics include health literacy, media coverage of health issues, and health risk communications.</td>
</tr>
<tr>
<td>COM 500</td>
<td>Health Communication (3)</td>
<td>This course offers an overview of environmental communications providing an analysis of how individuals, institutions and corporations describe and portray our interactions with the environment. Discussion topics include environmental discourse, environmental conflicts, risk communication, environmental disasters, environmental social movements, and the nature-society relationship.</td>
</tr>
<tr>
<td>COM 515</td>
<td>Environmental Communications (3)</td>
<td>This course provides an overview of concepts, tactics and skills employed in strategic internal and external communications. Students learn how to determine the communications objective(s), define the target audience(s) and stakeholders, and develop key messages to improve strategic communications.</td>
</tr>
<tr>
<td>COM 518</td>
<td>Strategic Communications (3)</td>
<td>This course provides an overview of the major theoretical and research developments in the communications discipline. The emphasis will be on the application of the theory to practice and on applied research. Topics include quantitative and qualitative research methods, research ethics, and the history and development of communication theories.</td>
</tr>
<tr>
<td>COM 525</td>
<td>Communications Research and Theory (3)</td>
<td>Students acquire an understanding of crisis management and risk communication. Course topics include public opinion research, data collection and analysis, crisis and risk management theory, and communication tactics and strategies. Students develop case studies relating to their areas of professional interest.</td>
</tr>
<tr>
<td>COM 528</td>
<td>Risk and Crisis Communications (3)</td>
<td>This course offers an overview of environmental communications providing an analysis of how individuals, institutions and corporations describe and portray our interactions with the environment. Discussion topics include environmental discourse, environmental conflicts, risk communication, environmental disasters, environmental social movements, and the nature-society relationship.</td>
</tr>
<tr>
<td>COM 550</td>
<td>Organizational Communications (3)</td>
<td>This course covers current theory and research in the area of organizational communications. Includes formal and informal organizations and public and private organizations. Topics include organizational culture, employee information needs, decision making, leadership and power. Emphasis will be placed on developing the analytical tools to analyze and improve organizational communications.</td>
</tr>
<tr>
<td>COM 583</td>
<td>Special Topics in Communications (3)</td>
<td>Course highlights various special topics within the communications field.</td>
</tr>
<tr>
<td>COM 610</td>
<td>Media and Social Change (3)</td>
<td>This course focuses on the relationship between media and social change. It examines the way various entities have employed mass media, the Internet, mobile media, and social networks to prompt social change. Topics include social marketing, persuasion and influence, community engagement, strategic philanthropy, and corporate social responsibility.</td>
</tr>
<tr>
<td>COM 625</td>
<td>Health Communications Campaigns (3)</td>
<td>Students explore the use of communication campaigns to reduce health risks and promote public health and awareness. Course prepares students to develop, implement, and assess health campaigns. Drawing on health behavior theory and communication research and theory, students work on case studies and develop original campaigns employing multiple communication channels. Prerequisite(s): COM 525 and COM 510.</td>
</tr>
<tr>
<td>COM 630</td>
<td>Strategic Communications Campaigns (3)</td>
<td>This course provides the skills and knowledge to develop and assess all aspects of strategic communications campaigns. Topics covered include advertising, marketing, public relations, consumer research, relationship building, branding, budgeting, and assessment. Students will examine case studies and develop their own strategic communication campaign connected with their professional interests. Prerequisite(s): COM 518.</td>
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<tr>
<td>CRM 313</td>
<td>Special Topics</td>
<td>This course provides an examination of the legal and ethical dimensions of communications. The historical development of media law is covered, although emphasis is placed on contemporary legal issues. Students explore complex ethical challenges facing media practitioners through case studies, exercises and class discussions.</td>
</tr>
<tr>
<td>CRM 310</td>
<td>Survey of Corrections</td>
<td>This is the capstone project for all students in the Master of Arts in Communication program. This applied learning experience builds upon previous coursework. Students develop a major project designed to meet their professional interests. The project will demonstrate mastery of the knowledge and skills gained throughout the program. Prerequisite(s): COM 525, COM 680, and all four courses in chosen track.</td>
</tr>
<tr>
<td>CRM 305</td>
<td>Law Enforcement and Criminal Investigations</td>
<td>This course is designed to educate students about various political, economic, and social issues in the United States, including but not limited to: the environment; the distribution of wealth and power; and current/proposed policies. In addition to knowledge of the issues, students will explore the impact of values, societal structure, and government process on our citizens. Students will learn strategies and tactics to make their voices heard and to mobilize others to be actively engaged in their society. The course will also examine the role women have played in making a difference throughout our history. Prerequisite(s): Completion of first-year general education requirements or placement based upon transfer credit.</td>
</tr>
<tr>
<td>CRM 225W</td>
<td>Criminology</td>
<td>This course will also focus on philosophy, theory and practices involved in the treatment of incarcerated individuals. Also included will be an examination of various inmate profiles, policies, rights, and liabilities. Other topics will include cultural awareness, interpersonal skills, and management for disturbed and segregated inmates, as well as security threat groups. Prerequisite(s): CRM 101 or permission of instructor.</td>
</tr>
<tr>
<td>CRM 224</td>
<td>Juvenile Justice</td>
<td>This course covers definitions and types of crime, research methods, theories and responses to crime. Crimes against people, property, and organizations will be examined, and biological, psychological, and sociological explanations will be discussed. Prerequisite(s): CRM 101 or permission of instructor.</td>
</tr>
<tr>
<td>CRM 220W</td>
<td>Women and the Criminal Justice System</td>
<td>This course covers definitions and types of crime, research methods, theories and responses to crime. Crimes against people, property, and organizations will be examined, and biological, psychological, and sociological explanations will be discussed. Prerequisite(s): CRM 101 or permission of instructor.</td>
</tr>
<tr>
<td>CRM 101</td>
<td>Introduction to Criminal Justice</td>
<td>This course provides an introduction to the criminal justice system of the United States. Coverage includes the steps from criminal investigation through prosecution, corrections, and parole. Also emphasized are professional roles of law enforcement, court, and correctional agents.</td>
</tr>
<tr>
<td>CRM 225W</td>
<td>Criminology</td>
<td>Criminology is the study of crime, its cause and effects. This course covers definitions and types of crime, research methods, theories and responses to crime. Crimes against people, property, and organizations will be examined, and biological, psychological, and sociological explanations will be discussed. Prerequisite(s): CRM 101 or permission of instructor.</td>
</tr>
<tr>
<td>CRM 305</td>
<td>Law Enforcement and Criminal Investigations</td>
<td>This course examines the current status of correctional facilities and offenders in the United States. The course will also focus on philosophy, theory and practices involved in the treatment of incarcerated individuals. Also included will be an examination of various inmate profiles, policies, rights, and liabilities. Other topics will include cultural awareness, interpersonal skills, and management for disturbed and segregated inmates, as well as security threat groups. Prerequisite(s): CRM 101 or permission of instructor.</td>
</tr>
<tr>
<td>CRM 310</td>
<td>Survey of Corrections</td>
<td>This course allows in-depth exploration of a special topic in forensic social science. Possible topics include organized crime, the death penalty, victimization of children and adolescents, and media portrayals of forensics and forensic professionals. Prerequisite(s): CRM101 and junior standing, or permission of instructor.</td>
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<tr>
<td>CRM 340</td>
<td>Violent and Predatory Crimes (3)</td>
<td>The criminology and victimology of violent and predatory crimes are explored from psychological, sociological, and biological perspectives. Serial, spree, rampage, and mass murder are covered. Students will gain increased understanding of violent and predatory criminals, their victims, social science research methods, forensic investigations, and criminal law. Prerequisite(s): CRM 101 and junior standing, or permission of instructor.</td>
</tr>
<tr>
<td>CRM 490 Integrative Capstone</td>
<td>The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.</td>
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<td>CRM 491 - Independent Study (1)</td>
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<td>CRM 493 - Independent Study (3)</td>
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<td>CRM 494 - Independent Study (4)</td>
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<tr>
<td>CST 183 - Representations of Race and Gender (3) Fall</td>
<td>This course introduces students to the methodology of cultural studies. In this survey students learn those skills essential to analyzing social constructions of identity. Specific attention is paid to diverse texts, including film, in order to locate how representations of race, gender, ethnicity, and &quot;otherness&quot; are culturally produced and disseminated.</td>
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<tr>
<td>CST 204W - Introduction to East Asian Studies (3)</td>
<td>An exploration of East Asian geography, history, language, and culture from the Zhou Dynasty (ca. 1,000 BCE) to present times. Focus on China, Korea, Japan with reference to neighboring regions and discussion of Taiwan. Emphasis on arts, ideologies, and East Asian cultural sites in Pittsburgh area. Cross-listed as HIS 204W. This course fulfills a global general education mission course requirement.</td>
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<tr>
<td>CST 213 - Special Topics in Cultural Studies (3)</td>
<td>This course is intended to augment the current offerings in Cultural Studies. The content and material of the course depend on faculty areas of specialization. Prerequisite(s): CST 183. This course fulfills a global general education mission course requirement.</td>
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<tr>
<td>CST 215 - Perspectives in Gay and Lesbian Studies (3)</td>
<td>This course examines the cultural representations of lesbian, gay, bisexual, and transgender people in literature, film, history and social movements. We will explore how gender and sexual identities intersect with race, class and ethnicity. Finally, students will become conversant with the arguments and critical terms used in the field of queer theory.</td>
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<tr>
<td>CST 225 - Female Narration: Race and Gender in Women's Film (3)</td>
<td>Students read a variety of twentieth-century U.S. Latina women writers, with attention to commonalities and differences, the social contexts of their lives, and the formal and thematic issues that make this literature a rich and important field of study. The course examines the parameters of a &quot;women's tradition&quot; in U.S. Latina/a literature, emphasizing its diversity and intersections with other traditions. Students develop an understanding of the major groups of Latino immigrants in the U.S. and the variety of roles that women have played in these communities. The class introduces the materials and methods of research in Latina/a studies.</td>
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<tr>
<td>CST 257 - U.S. Latina Women Writers (3)</td>
<td>This course examines Chinese cultural history from the late 19th century to the present, via literature and film. Political and aesthetic questions will frame our discussion of late dynastic culture, May Fourth (1920’s) reforms, wartime experience, the Maoist era, and the current cultural mix on the Chinese mainland and abroad. Prerequisite(s): HIS 204 or ENG 204 or permission of the instructor. Cross-listed as HIS 342. This course fulfills a global general education mission course requirement.</td>
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<tr>
<td>CST 342 - Modern China: A Cultural History (3)</td>
<td>The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.</td>
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<tr>
<td>CST 490 Integrative Capstone</td>
<td>The concepts of national income and output are analyzed and emphasis is placed on factors that influence the levels of economic activity, unemployment, and inflation, including fiscal and monetary policy and the role of international economics.</td>
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<tr>
<td>ECN 102</td>
<td>Principles of Microeconomics: Decision-Making by the Firm and Consumers (3)</td>
<td>The roles of the consumer and producer are studied in the context of the functioning of the price system in different market structures. Emphasis is placed on the factors that influence the distribution of income (rent, interest, profit, wages) in the economy and the economic influence of women and their purchase decisions in varying economies.</td>
</tr>
<tr>
<td>ECN 250</td>
<td>Women and Work (3)</td>
<td>This course examines recent research on women, men, and work in the labor market and in the household. It applies economic concepts and analysis to study the behavior of women and men, economic institutions, and economic outcomes. Topics include the family as an economic unit, economic restructuring, occupational segregation, discrimination, and human capital. Prerequisite(s): ECN 101 or ECN 102. This course fulfills a women general education mission course requirement.</td>
</tr>
<tr>
<td>ECN 262</td>
<td>Global Environmental Economics (3)</td>
<td>Combines material on economic analysis of the macro economy with an in depth review of the global financial system. Develops analytical models on how to attain goals of economic growth, price stability, and full employment. Covers role of the financial system, financial crises, and monetary policy. Cross-listed as ENV 262. Prerequisite(s): ECN 102. This course fulfills an environmental general education mission course requirement.</td>
</tr>
<tr>
<td>ECN 330</td>
<td>Global Financial System and the Macro Economy (3)</td>
<td>Emphasizes both analytical models and real world policy applications. Prerequisite(s): ECN 101 and 102.</td>
</tr>
<tr>
<td>ECN 331</td>
<td>Managerial Economics (3)</td>
<td>This course covers the application of intermediate microeconomic analysis to business decision making. It is designed to bridge economic theory and economic practice. Topics include consumer theory, production analysis, pricing strategy, and risk analysis. Prerequisite(s): ECN 102.</td>
</tr>
<tr>
<td>ECN 351</td>
<td>International Trade and Finance (3)</td>
<td>An introduction to international trade and finance, and an examination of the structure of international trade and the functioning of the international monetary system. Attention is given to recent issues in these areas and the relationship between the domestic and international economies. Prerequisite(s): ECN 101 or 102.</td>
</tr>
<tr>
<td>ECN 355</td>
<td>Economic Analysis of Public Policy (3)</td>
<td>This course develops microeconomic tools of analysis for policy problems through various policy applications. The course is broadly focused on evaluating the rationale for government intervention in the economy and evaluating the efficiency, incentive, and distributional effects of government policies. Issues such as how best to protect intellectual property, improve airline safety or control illegal immigration are better understood by organizing, measuring and weighing the effects of alternative policies. Prerequisite(s): ECN 102.</td>
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<tr>
<td>ECN 358</td>
<td>Economic Development (3)</td>
<td>An examination of the economic and non-economic factors accounting for the economic growth and development of modern economically developed nations and less-developed areas of the world. A review of the problems encountered in initiating and sustaining the process of economic development. Various theories of economic development and major policy issues are discussed. Prerequisite(s): ECN 101 or 102. This course fulfills a global general education mission course requirement.</td>
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<tr>
<td>ECN 490</td>
<td>Integrative Capstone</td>
<td>The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.</td>
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<tr>
<td>ECN 491</td>
<td>Independent Study (1)</td>
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<td>ECN 492</td>
<td>Independent Study (2)</td>
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<td>ECN 493</td>
<td>Independent Study (3)</td>
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<td>ECN 494</td>
<td>Independent Study (4)</td>
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<td>EDU 104</td>
<td>Perspectives on Education (3)</td>
<td>This course addresses physical, social, cognitive, and moral development from prenatal stages through middle childhood. Students examine child development in the context of social, cultural, and instructional settings. Using case studies, the implications of growth and development on instructional planning for effective learning are achieved. Students learn to create environments that are healthy, respectful, supportive and challenging for all children.</td>
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<td>EDU 105</td>
<td>Child Development: Birth Through Grade 4 (3)</td>
<td>This course provides an introduction and orientation to the education program, and is designed to explore the fundamental principles of teaching and their application in a classroom setting. Learning and the factors that influence learning will be analyzed, as effective teaching, classroom organization and management, instruction and assessment are examined for their impact on learning. Technology tie-ins to instruction, assessment, and presentation will be explored. Independent and small group activities, classroom dialogue, and student reflection will be used to guide and engage the beginning teacher in the observation process, as well as the development of skills and patterns of effective teaching.</td>
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EDU 108 – Play and Movement (1)  
A range of games and activities are explored in terms of functional movements and progression towards mature forms of selected physical skills. Healthy warm-up and participation strategies will be part of the exploration of each game. Games will be analyzed in terms of developmental appropriateness and the involvement of certain muscle groups and skill requirements. Students design an ‘original’ game targeting the development of age-specific skills.

EDU 109 - Adolescent Development (3)  
This course is a general introduction to the theory and methods in adolescent development. Patterns of physical, cognitive and social development are related to the context of middle and high school experiences to develop an appreciation of the important social developmental issues during particular periods of development. Emphasis will be placed on research that exemplifies these patterns and mechanisms.

EDU 205 – Instructional Strategies for Teaching English Language Learners (3)  
Students in this course will examine current and contemporary issues surrounding early childhood education. Class discussions focus on sociological, psychological, political, and economic forces shaping families, children and early educational experiences. Students will explore the connection between curriculum and physical environment. Major approaches and theories in early childhood curriculum are explored in terms of their cognitive, social, and physical dimensions. Emphasis is placed on the physical expression of early childhood learning theory. Issues of health and safety, including state and federal regulations are also explored. * This course requires an embedded 15 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.

EDU 207 – Trends and Issues in Early Childhood Education (3)  
This course addresses brain and cognitive development from prenatal stages through middle childhood. Students examine child development in the context of learning theories. The implications of physical and social growth and development on instructional planning for effective learning are explored. A field experience where theories and concepts can be observed is part of this course and serves to inform classroom discussion and activities. * This course requires an embedded 10 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.

EDU 219W - Cognitive Learning Theories (3)  
This course is designed to present theory, research and practical strategies associated with the teaching of communication/literacy skills. For the purposes of this course, literacy will be defined as one’s ability to use language in order to listen, speak, read and write. Students will examine the early communication experiences of young children and the influence of these experiences on further language development. These experiences will include the development of phonemic and phonological awareness. Also explored will be the assessment of communication skills in school age children as well as various approaches to effective instruction. Classes will consist of opportunities to read about historical as well as current perspectives, listen and speak with peers about interpretations of the information that is presented, and write about the information they have assimilated throughout the course. The refinement of teaching strategies through microteaching and tutoring individual or small groups of children in cooperating preschools and elementary schools will reinforce the theoretical considerations of the course. * This course requires an embedded 10 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.

EDU 227 - Literacy I (3)  
This course relates the principles and process skills of basic mathematics to effective teaching with manipulatives and hands-on learning. Students acquire the skills research, best practices, state and national performances standards and assessments. Students will create instruction that gives every student the opportunity to succeed in mathematics. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.

EDU 230 - Mathematical Foundations (3)  
This course surveys practices of inclusion in education. It encompasses the historical precedents, underlying philosophies, educational theory, instructional strategies, and practical implications of its implementation. * This course requires an embedded 20 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.
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<tr>
<td>EDU 240</td>
<td>Integrating the Arts (3)</td>
<td>This course focuses on the characteristics of effective teaching practices and examines different ways that effective teachers help students learn. The impact of standards and accountability on lesson planning, implementing instruction and assessment is examined. How student diversity influences classroom practices is examined through case studies and discussion topics. The use of technology to create lesson focus, increase student involvement and to organize lesson content is a theme that is explored throughout the course. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.</td>
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<tr>
<td>EDU 241</td>
<td>Pedagogical Practices (3)</td>
<td>This course is a study of the resources and methods of teaching elementary social studies including geography and culture. Links to literature and the fine arts are part of this exploration of a thematic integration of social studies in classroom activities. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.</td>
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<tr>
<td>EDU 319</td>
<td>Methods of Teaching Elementary Social Studies (3)</td>
<td>This course focuses on basic research methodology in preparation for research in education. Through a series of readings and meetings with an education program faculty member the student will explore the various types of educational research, select and define a research question and complete a literature review. The student will also create an outline for the research paper including the appropriate statistical measures as well as demonstrate her understanding of the topic through by giving a class presentation. This course is structured to make research meaningful and significant, to enable the student to write effectively, and to enhance the student's Chatham experience. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.</td>
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<tr>
<td>EDU 328</td>
<td>Literacy II: Connections to Literature (3)</td>
<td>This course is designed to examine and explore recent research developments related to national efforts to reform the teaching and learning of mathematics. Research-based curriculum projects are explored in terms of their ability to promote deep conceptual understanding in mathematics. Considerations involved in examining or developing assessment tasks, instruments, and frameworks are addressed in relation to the content taught. * This course requires an embedded 10 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.</td>
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<tr>
<td>EDU 335</td>
<td>Methods of Teaching Elementary Mathematics (3)</td>
<td>This course is designed to examine and explore recent research developments related to national efforts to reform the teaching of science for early learners. Students explore the teaching of science based on developmental and learning theory. Innovative classroom practices will be modeled and discussed while reviewing current initiatives to improve science instruction by national and state standards for science education, international studies of science teaching and new methods for ensuring that all students are encouraged to become excited about science topics. * This course requires an embedded 10 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.</td>
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<td>EDU 336</td>
<td>Methods of Teaching Elementary Science (3)</td>
<td>The importance of making decisions based on actual data collected on students now plays a major role in all schools. The data that needs to be reviewed goes beyond standardized test results and needs to include both summative and formative assessment results. The connection between the curriculum and the assessments utilized to assess a student’s progress along the curriculum needs to be viewed as a guide to effective educational decision making. Students entering the educational profession need a background in types of assessments and how data collected from such assessments can meet the needs of students in the context of the curriculum. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.</td>
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<td>EDU 400</td>
<td>Data-Driven Instructional Decisions (2)</td>
<td>This interdisciplinary course provides the basic understanding of the use of art, music, movement, and creative dramatics in an early childhood setting. It is designed to enhance the student’s mastery of other subjects in the elementary curriculum. Students examine national and the PA Academic Standards for the Arts and Humanities in Art, Music, Theater and Dance; and learn how to integrate these standards into interdisciplinary lessons in literacy, mathematics, science and history for students pre-kindergarten through fourth grade. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.</td>
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<td>EDU 409</td>
<td>Differentiated Reading and Writing (3)</td>
<td>This course provides the regular and special education teacher with specific data-based knowledge and skills to teach reading and writing to students with disabilities. Strategies to develop conceptual understanding in the content areas are equally important for the beginning and more accomplished learner. Projects include developing lessons that differentiate instructional practice and assessment to help all students achieve. * This course requires an embedded 10 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.</td>
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<td>EDU 411</td>
<td>Early Elementary Curriculum (3)</td>
<td>Students investigate instructional planning and implementation as well as a range of behavior and classroom management techniques. Reading assignments in appropriate professional literature encourage students to develop a familiarity with the most effective teaching approaches. Motivation, evaluation of student achievement, and differentiation of instruction are considered. * This course requires an embedded one (1) day per week pre-student teaching field placement. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.</td>
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<tr>
<td>EDU 415</td>
<td>Secondary School Curriculum (3)</td>
<td>This course addresses the theory and philosophy of teaching language arts in middle and secondary schools. Classroom teaching strategies are explored and implemented in class presentations and in grades 7-12 public classrooms. Students plan instructional situations that clearly express the reading-writing connection that exists in effective language arts programs. * This course requires an embedded 40 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.</td>
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<td>EDU 416</td>
<td>Methods of Teaching Secondary English (3)</td>
<td>This course intends to develop teaching/learning styles that research has shown are most effective for teaching social studies to adolescents. Contextual teaching, problem based learning and critical thinking are approached through instructional strategies that combine investigative classroom inquiry with both national and state content standards. Students learn to frame issues, help students research and analyze data and information and to construct meaning and understanding. * This course requires an embedded 40 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.</td>
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<td>EDU 417</td>
<td>Methods of Teaching Secondary Social Studies (3)</td>
<td>Examination of current theory and practice for teaching science in secondary schools is explored in this course. Curriculum development, teaching strategies and methodologies, and assessment issues are also addressed. Students examine research-based curriculum and inquiry teaching and learning as best practices in science education. * This course requires an embedded 40 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.</td>
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<td>EDU 418</td>
<td>Methods of Teaching Secondary Science (3)</td>
<td>A balance of theory and practice is explored in this course to help students become effective teachers of mathematics. Curriculum development, teaching strategies and methodologies, and assessment issues are also addressed. Students examine research-based curriculum and inquiry teaching and learning as best practices in science education. * This course requires an embedded 40 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.</td>
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<td>EDU 419</td>
<td>Methods of Teaching Secondary Mathematics (3)</td>
<td>This course will explore both the theoretical framework and the practical strategies that teachers will utilize as they design learning situations to meet these challenges. Students will learn and apply a variety of techniques for designing lesson and unit plans, integrating curriculum across subject areas, addressing state standards, authentically assessing children, implementing positive classroom management strategies and involving parents in the classroom. Particular attention will be given to the topic of differentiation and the exploration of instructional strategies. * This course requires an embedded one (1) day per week pre-student teaching field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.</td>
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Student teaching is a FULL-TIME, semester long assignment and a professional responsibility that takes place in a public school classroom under the direct supervision of a certified teacher employed by the school district. Student teachers are to abide by the PA Professional Code of Conduct for Educators as regulated by the PA Department of Education, Chatham University policies, and regulations and policies set forth by the district in which the student is placed. Additional Fee(s): Student Teacher Placement fee. This course is for education students only.

AES 430 – Diverse Family and Community Relationships

Advocates, educators, and parents have called for more and better family-school partnerships for decades. Recently, a body of empirical evidence has indicated that partnerships can have a positive impact. A number of studies highlight the positive associations between parent involvement in schools and their children's social and emotional development and academic achievement. This course explores the form and focus of several types of partnerships. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.

AES 431 - Assessment and Adaptation (3)

Students investigate the assessment of individuals with mild to moderate disabilities. Topics include the fundamental principles of assessment tools and the social responsibility of professionals to exercise fairness and accuracy in the assessment process. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.

AES 432 - Human Geography (3)

The course provides a review of the interaction between diversity of culture and the impact of geography. Economics, government, social structure, and cultural diversity are all reviewed as they developed over time and in the context of the contemporary world.

AES 437 - Methods of Teaching Elementary Art (3)

Students approach the teaching of art consistent with national standards of pedagogy and art. This course combines theory, research and practical knowledge about teaching art as a universal language and creative experience to elementary school children. * This course requires an embedded 20 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.

AES 447 - Methods of Teaching Secondary Art (3)

Students approach the teaching of art consistent with national standards of pedagogy and art. This course combines theory, research and practical knowledge about teaching art as a universal language and creative experience to secondary students. * This course requires an embedded 20 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement. Students who are not in the education program must obtain permission from the instructor before enrolling in this course.

AES 490 Integrative Capstone

The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

AES 498 - Tutorial (4)

AES 499 - Tutorial (4)

This course provides an introduction and orientation to the teacher education program, and is designed to explore the fundamental principles of teaching and their application in a classroom setting. Learning and the factors that influence learning will be analyzed, as effective teaching, classroom organization and management, instruction and assessment are examined for their impact on learning. Technology ties to instruction, assessment, and presentation will be explored. Independent and small group activities, classroom dialogue, and student reflection will be used to guide and engage the beginning teacher in the observation process, as well as the development of skills and patterns of effective teaching.

AES 502 - Perspectives on Education (2)

A range of games and activities are explored in terms of functional movements and progression towards mature forms of selected physical skills. Healthy warm-up and participation strategies will be part of the exploration of each game. Games will be analyzed in terms of developmental appropriateness and the involvement of certain muscle groups and skill requirements. Students design an ‘original’ game targeting the development of age-specific skills.
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<tr>
<td>EDU 509</td>
<td>Trends and Issues in Early Childhood Education</td>
<td>Students in this course will examine current and contemporary issues surrounding early childhood education. Class discussions focus on sociological, psychological, political, and economic forces shaping families, children and early educational experiences. Students will explore the connection between curriculum and physical environment. Major approaches and theories in early childhood curriculum are explored in terms of their cognitive, social, and physical dimensions. Emphasis is placed on the physical expression of early childhood learning theory. Issues of health and safety, including state and federal regulations are also explored. * This course requires an embedded 15 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.</td>
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<tr>
<td>EDU 510</td>
<td>Differentiated Reading and Writing</td>
<td>This course provides the regular and special education teacher with specific data-based knowledge and skills to teach reading and writing to students with disabilities. Strategies to develop conceptual understanding in the content areas are equally important for the beginning and more accomplished learner. Projects include developing lessons that differentiate instructional practice and assessment to help all students achieve. * This course requires an embedded 10 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.</td>
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<tr>
<td>EDU 511</td>
<td>Early Elementary Curriculum</td>
<td>The importance of making decisions based on actual data collected on students now plays a major role in all schools. The data that needs to be reviewed goes beyond standardized test results and needs to include both summative and formative assessment results. The connection between the curriculum and the assessments utilized to assess a student’s progress along the curriculum needs to be viewed as a guide to effective educational decision making. Students entering the educational profession need a background in types of assessments and how data collected from such assessments can meet the needs of students in the context of the curriculum.</td>
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<tr>
<td>EDU 514</td>
<td>Data-Driven Instructional Decisions</td>
<td>Students investigate instructional planning and implementation as well as a range of behavior and classroom management techniques. Reading assignments in appropriate professional literature encourage students to develop a familiarity with the most effective teaching approaches. Motivation, evaluation of student achievement, and differentiation of instruction are considered. * This course requires an embedded 1 day per week pre-student teaching field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.</td>
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<td>EDU 515</td>
<td>Secondary School Curriculum</td>
<td>This course addresses the theory and philosophy of teaching language arts in middle and secondary schools. Classroom teaching strategies are explored and implemented in class presentations and in grades 7-12 public classrooms. Students plan instructional situations that clearly express the reading-writing connection that exists in effective language arts programs. * This course requires an embedded 40 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.</td>
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<td>EDU 516</td>
<td>Methods of Teaching Secondary English</td>
<td>This course intends to develop teaching/learning styles that research has shown are most effective for teaching social studies to adolescents. Contextual teaching, problem based learning and critical thinking are approached through instructional strategies that combine investigative classroom inquiry with both national and state content standards. Students learn to frame issues, help students research and analyze data and information and to construct meaning and understanding. * This course requires an embedded 40 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.</td>
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<td>EDU 517</td>
<td>Methods of Teaching Secondary Social Studies</td>
<td>Examination of current theory and practice for teaching science in secondary schools is explored in this course. Curriculum development, teaching strategies and methodologies, and assessment issues are also addressed. Students examine research-based curriculum and inquiry teaching and learning as best practices in science education. * This course requires an embedded 40 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.</td>
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<tr>
<td>EDU 518</td>
<td>Methods of Teaching Secondary Science</td>
<td>A balance of theory and practice is explored in this course to help students become effective teachers of mathematics. Curriculum development, teaching strategies and methodologies, and assessment issues are also addressed. Students examine research-based curriculum and inquiry teaching and learning as best practices in science education. * This course requires an embedded 40 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.</td>
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<td>EDU 519</td>
<td>Methods of Teaching Secondary Mathematics</td>
<td>Students in this course will examine current and contemporary issues surrounding early childhood education. Class discussions focus on sociological, psychological, political, and economic forces shaping families, children and early educational experiences. Students will explore the connection between curriculum and physical environment. Major approaches and theories in early childhood curriculum are explored in terms of their cognitive, social, and physical dimensions. Emphasis is placed on the physical expression of early childhood learning theory. Issues of health and safety, including state and federal regulations are also explored. * This course requires an embedded 15 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.</td>
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<tr>
<td>EDU 530 – Diverse Family and Community Relationships</td>
<td>This course is designed to examine and explore recent research developments related to national efforts to reform the teaching of science for early learners. Students explore the teaching of science based on developmental and learning theory. Innovative classroom practices will be modeled and discussed while reviewing current initiatives to improve science instruction by national and state standards for science education. International studies of science teaching and new methods for ensuring that all students are encouraged to become excited about science topics. * This course requires an embedded 10 hours of field placement.  Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.</td>
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<td>EDU 531 - Assessment and Adaptation (3)</td>
<td>Students investigate the assessment of individuals with mild to moderate disabilities. Topics include the fundamental principles of assessment tools and the social responsibility of professionals to exercise fairness and accuracy in the assessment process. The use of formal and informal assessment tools in areas specific to reading, writing, and mathematics will be emphasized. Additionally, students will be writing Individual Education Plans.</td>
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<td>EDU 534 – Methods of Teaching Elementary Social Studies (2)</td>
<td>This course is designed to examine and explore recent research developments related to national efforts to reform the teaching and learning of mathematics. Research-based curriculum projects are explored in terms of their ability to promote deep conceptual understanding in mathematics. Considerations involved in examining or developing assessment tasks, instruments, and frameworks are addressed in relation to the content taught. * This course requires an embedded 10 hours of field placement.  Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.</td>
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<td>EDU 535 - Methods of Teaching Elementary Mathematics (3)</td>
<td>This course is designed to focus on pertinent issues and topics that concern students with autism spectrum disorders. This course provides an overview of evidenced-based instructional strategies used to teach students with autism as well as ways to collaborate with individuals in the home, school and community. Topics will cover specific instructional strategies, family/community relations, behavior, inclusion and transition. * This course requires an embedded 10 hours of field placement.  Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.</td>
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<tr>
<td>EDU 536 – Methods of Teaching Elementary Science (2)</td>
<td>Students approach the teaching of art consistent with national standards of pedagogy and art. This course combines theory, research and practical knowledge about teaching art as a universal language and creative experience for elementary children. * This course requires an embedded 10 hours of field placement.  Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.</td>
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<tr>
<td>EDU 537 - Methods Teaching Elementary Art (3)</td>
<td>Students approach the teaching of art consistent with national standards of pedagogy and art. This course approaches the teaching of art as a means of exploring its relevance to humanity. This course contains an embedded field experience of 16 hours in a secondary art classroom. * This course requires an embedded 10 hours of field placement.  Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.</td>
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<tr>
<td>EDU 547 - Methods of Teaching Secondary Art (3)</td>
<td>This course is designed to examine and explore recent research developments related to national efforts to reform the teaching of science for early learners. Students explore the teaching of science based on developmental and learning theory. Innovative classroom practices will be modeled and discussed while reviewing current initiatives to improve science instruction by national and state standards for science education. International studies of science teaching and new methods for ensuring that all students are encouraged to become excited about science topics. * This course requires an embedded 10 hours of field placement.  Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.</td>
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<tr>
<td>EDU 605 Instructing Students with Autism Spectrum Disorder (3)</td>
<td>This course is designed to focus on pertinent issues and topics that concern students with autism spectrum disorders. This course provides an overview of evidenced-based instructional strategies used to teach students with autism as well as ways to collaborate with individuals in the home, school and community. Topics will cover specific instructional strategies, family/community relations, behavior, inclusion and transition. * This course requires an embedded 10 hours of field placement.  Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.</td>
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<td>EDU 606-Adolescent Development and Learning Theory (3)</td>
<td>This course addresses physical, social, cognitive, and moral development from prenatal stages through middle childhood. Students examine child development in the context of social, cultural, and instructional settings. Using case studies, the implications of growth and development on instructional planning for effective learning is achieved. Students learn to create environments that are healthy, respectful, supportive and challenging for all children.</td>
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<td>EDU 607- Child Development and Learning Theory (3)</td>
<td>The interrelationships among listening, speaking, writing, and reading are investigated with emphasis on the impact that classroom organization, patterns, materials, and approaches have on teacher effectiveness in teaching elementary and early childhood-aged students. Analysis of Children’s Literature is part of the study of a balanced Reading curriculum. Students complete a major research paper or project demonstrating knowledge of teaching strategies reinforcing literacy skills. * This course requires an embedded 10 hours of field placement.  Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.</td>
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<td>EDU 609 - Literacy (3)</td>
<td>Advocates, educators, and parents have called for more and better family-school partnerships for decades. Recently, a body of empirical evidence has indicated that partnerships can have a positive impact. A number of studies highlight the positive associations between parent involvement in schools and their children’s social and emotional development and academic achievement. This course explores the form and focus of several types of partnerships.</td>
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<tr>
<td>EDU 618</td>
<td>Instructional Computer Integration (3)</td>
<td>This course helps students develop competency integrating technology into the curriculum. It provides a practical introduction to using technology to help students learn. Special emphasis is on the processed and products available through computer technology and educational media. Students prepare an instructional unit integrating a variety of technologies.</td>
</tr>
<tr>
<td>EDU 629</td>
<td>School Law (3)</td>
<td>The focus of this course is to explore the interaction between the law and educational practice and their continuing development under the press of changing societal demands. This course provides educators with information and insights to enable them to address potential legal problems using sound judgment.</td>
</tr>
<tr>
<td>EDU 634</td>
<td>Inclusion: Issues and Strategies (3)</td>
<td>This course is a survey of practices of inclusion in education. It encompasses the historical precedents, underlying philosophy, educational theory, instructional strategies, and practical implications of its implementation. Students participate in a variety of learning experiences throughout the course. Journal readings are used as the basis for information and to identify trends in inclusionary practice. Collaborative learning provides adults with the opportunity to apply their experiences to the inclusion model. Parents, community agencies, and educators are involved in panel discussions demonstrating the dynamics of educating students in an inclusive setting. Students adapt instructional materials and examine behavior-management techniques needed in an inclusive setting. * This course requires an embedded 10 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.</td>
</tr>
<tr>
<td>EDU 639</td>
<td>Integrating the Arts (3)</td>
<td>This course explores language development skills that are central to successful learning in academic areas. Students will learn how effective language development will result in children who successfully learn to read and who can use reading effectively in all academic subject areas and to negotiate the world. A major focus of this course is on information and methods for enhancing the literacy and academic experiences of students in grades Kindergarten through fourth grade.</td>
</tr>
<tr>
<td>EDU 657</td>
<td>Instructional Strategies for Teaching English Language Learners (3)</td>
<td>This interdisciplinary course provides the basic understanding of the use of art, music, movement, and creative dramatics in an early childhood setting. It is designed to enhance the student’s mastery of other subjects in the elementary curriculum. Students examine national and the PA Academic Standards for the Arts and Humanities in Art, Music, Theater and Dance; and learn how to integrate these standards into interdisciplinary lessons in literacy, mathematics, science and history for students pre-Kindergarten through fourth grade.</td>
</tr>
<tr>
<td>EDU 661</td>
<td>Advanced Instructional Interventions PreK-8 (3)</td>
<td>This course provides an advanced application of recent research and reviews of interventions for individuals with high incidence disabilities in the PreK-8 grades. Topics will include: recent research on interventions in reading, writing and math, effective instructional practices, learning strategies, reading, writing and math instructional strategies, content area accommodations, testing accommodations and early intervention methods. Prerequisite EDU 510. Co-Requisite: EDU 690</td>
</tr>
<tr>
<td>EDU 662</td>
<td>Advanced Instructional Interventions 7-12 (3)</td>
<td>This course provides an advanced application of recent research and reviews of interventions for individuals with high incidence disabilities in the 7-12 grades. Topics will include: recent research on interventions in reading, writing and math, effective instructional practices, learning strategies, reading, writing and math instructional strategies, content area accommodations, testing accommodations and transition. Prerequisite EDU 510. Co-Requisite: EDU 690</td>
</tr>
<tr>
<td>EDU 664</td>
<td>Behavior and Social Intervention and Support (3)</td>
<td>In this course, students investigate the principals and systematic approaches used to identify and analyze problem management techniques, individual behavior, social, and affective intervention strategies, and community-based support programs designed to address problem behavior. Positive Behavior Supports, functional behavior assessment, crisis intervention and conflict resolution are explored as strategies for confronting challenging behaviors. * This course requires an embedded 10 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.</td>
</tr>
<tr>
<td>EDU 668</td>
<td>Low Incidence Disabilities PreK-8 (3)</td>
<td>This course focuses on the design of a comprehensive educational program for students having low incidence disabilities in preK-8. Teacher/Teacher candidates will be exposed to the curriculum of students with low incidence disabilities such as life, vocational, and social skills, and functional academics. In addition, student will be able to identify and define various low-incidence disabilities as well as develop and implement lesson plans, curriculum and assistive technologies. Student will learn how to consult and research available journals and resources for teaching students with low-incidence disabilities. * This course requires an embedded 10 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.</td>
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<tr>
<td>ELI 082</td>
<td>Listening/ Speaking II (3) Fall and Spring</td>
<td>This course is the second intermediate level course designed to develop students' knowledge and skills in dealing with most situations likely to arise in everyday life matters on campus and in the community and participating in discussions, interviews and presentations in the classroom context. Students will participate in different classroom-based, project-based and community-based activities to develop their communication skills. The course also focuses on developing students' listening comprehension skills and strategies, and every day and academic vocabulary and expressions as well as improving students' cohesion, coherence and clarity of speech.</td>
</tr>
<tr>
<td>ELI 081</td>
<td>Listening/ Speaking I (3) Fall and Spring</td>
<td>This course is the intermediate level course designed to develop students' knowledge and skills in dealing with most situations likely to arise in everyday life matters on campus and in the community and participating in discussions, interviews and presentations in the classroom context. Students will participate in different classroom-based, project-based and community-based activities to develop their communication skills. The course also focuses on developing students' listening comprehension skills and strategies, and every day and academic vocabulary and expressions as well as improving students' cohesion, coherence and clarity of speech.</td>
</tr>
<tr>
<td>ELI 034</td>
<td>Basic Writing (3) Fall</td>
<td>This basic level writing course focuses on developing learners' abilities to write sentences and series of sentences about topics of immediate relevance linked with simple connectors like 'and', 'but' and 'because'.</td>
</tr>
<tr>
<td>ELI 033</td>
<td>Basic Listening/ Speaking (3) Fall</td>
<td>This basic level writing course focuses on developing learners' abilities to write sentences and series of sentences about topics of immediate relevance linked with simple connectors like 'and', 'but' and 'because'.</td>
</tr>
<tr>
<td>ELI 032</td>
<td>Basic Grammar (3) Fall</td>
<td>The basic level course provides explicit instruction and practice of basic grammatical elements and structures such as tenses, articles, parts of speech, negation, etc.</td>
</tr>
<tr>
<td>ELI 031</td>
<td>Basic Reading (3) Fall</td>
<td>This basic level course focuses on developing learners' abilities to read short and simple texts and correspondences on topics of the most immediate relevance.</td>
</tr>
<tr>
<td>EDU 696</td>
<td>Student Teaching (9)</td>
<td>Student teaching is a FULL-TIME, semester long assignment and a professional responsibility that takes place in a public school classroom under the direct supervision of a certified teacher employed by the school district. Student teachers are to abide by the PA Professional Code of Conduct for Educators as regulated by the PA Department of Education, Chatham University policies, and regulations and policies set forth by the district in which the student is placed. *Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete student teaching as well as a completed Student Teaching Application. Additional Fee(s): Student Teacher Placement fee.</td>
</tr>
<tr>
<td>EDU 690</td>
<td>Practicum in Special Education (6)</td>
<td>This course requires an embedded 10 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.</td>
</tr>
<tr>
<td>EDU 673</td>
<td>Transaction Planning and Adult Services (3)</td>
<td>This course focuses on the transition of students throughout their school programming. The course examines the following topics: parent's needs and methods of collaborating, inclusion, sexuality and transitions to adult life.</td>
</tr>
<tr>
<td>EDU 671</td>
<td>Advocacy Collaboration and Teamwork</td>
<td>This course focuses on developing effective collaboration skills with members of the school community, as well as the community at large, to provide a realistic and integrated program for all children. Students engage in a variety of group activities that call for the need to analyze group dynamics and implement effective communication strategies in a school setting.</td>
</tr>
<tr>
<td>EDU 669</td>
<td>Low Incidence Disabilities 7-12 (3)</td>
<td>This course focuses on the design of a comprehensive educational program for students having low incidence disabilities in 7-12. Teacher/Teacher candidates will be exposed to the curriculum of students with low incidence disabilities such as life, vocational, and social skills, and functional academics. In addition, student will be able to identify and define various low-incidence disabilities as well as develop and implement lesson plans, curriculum and assistive technologies. Student will learn how to consult and research available journals and resources for teaching students with low-incidence disabilities. * This course requires an embedded 10 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.</td>
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</table>
ELI 085 - Reading I (3) Fall and Spring

This course is an intermediate level reading course designed to develop students’ skills in reading factual and/or literary texts and clearly signaled argumentative texts. The course also aims at raising students’ awareness of the relationships among purpose, context, audience, rhetorical strategies and linguistic choices. The focus is on developing students’ abilities to identify the main ideas and supporting details of the reading texts and use the information in summaries, responses to the readings, presentations and discussions. The course also focuses on broadening students’ repertoire of academic vocabulary and sentence structures.

ELI 086 - Writing I (3) Fall and Spring

This course is intermediate writing course designed to develop students’ abilities to write well-developed, well-organized and cohesive texts on topics that are familiar and/or of personal interest. The class focuses on developing students’ abilities to write summaries and different types of essays including informative, descriptive, narrative, comparison and contrast, and persuasive essays. The course introduces different strategies in the writing process and expands students’ knowledge and use of vocabulary, sentence structures and rhetorical patterns.

ELI 087 - Reading II (3) Fall and Spring

This course is the second intermediate level course designed to develop students’ skills in reading factual and/or literary texts and clearly signaled argumentative texts. The course also aims at raising their awareness of the relationships among purpose, context, audience, rhetorical strategies and linguistic choices. The focus is on developing students’ abilities to identify the main ideas and supporting details of the reading texts and use the information in summaries, responses to the readings, presentations and discussions. The course also focuses on broadening students’ repertoire of academic vocabulary and sentence structures.

ELI 088 - Writing II (3) Fall and Spring

This course is the second intermediate writing course designed to continue to develop students’ abilities to write well-developed, well-organized and cohesive texts on topics that are familiar and/or of personal interest. The class focuses on developing students’ abilities to write different types of essays including informative, descriptive, narrative, comparison and contrast, and persuasive essays. The course introduces different strategies in the writing process and expands students’ knowledge and use of vocabulary, sentence structures and rhetorical patterns.

ELI 090 - American Culture and Cinema (3) Spring

American Culture and Cinema is a course of study which allows the students to reflect on the cultural history of American film and primarily-reflects on topics and issues rather than of “what happened when.” It presents basic concepts in such a way as to encourage discussion of films in general and successfully applies the methods and discoveries of the new film history while exploring American cinema. Detailed discussion of six genres (Melodrama, Comedy, The Musical, The War Film, Film Noir, and The Western) focuses on the point at which each had the greatest impact on the industry, film aesthetics, and the broader American culture.

ELI 091 - US Culture I (3) Summer

This course offers an introduction to “American” culture in the United States through an analysis of contemporary literature, history, and new media. By the end of the course, students will gain better understanding of U.S. traditions, values and culture and improve their language and academic skills including reading, writing, group and class discussion and oral presentation.

ELI 092 - Communication for Success (3) Summer and Spring

This is an intermediate level listening and speaking course designed to develop students’ confidence and abilities in both academic and social interaction. The course focuses on the use of metaphors, idioms and cultural references in conversational English as well as different strategies used in group discussions, class discussions and oral presentations. Students also have various opportunities to listen to “authentic” conversations in movies and TV shows, perform in role-play activities, participate in group projects and give oral presentations.

ELI 093 - US Culture: Pittsburgh (3) Fall and Summer

US Culture – Pittsburgh is a course of study which will acquaint each student with historical and cultural information about City of Pittsburgh. It will also allow students to participate in and enjoy cultural experiences which are uniquely “Pittsburgh.”

ELI 094 - Writing for Success (3) Summer and Spring

This course is an intermediate writing course designed to develop various elements of writing including reading, writing, group and class discussion and oral presentation. The class focuses on developing students’ abilities to write summaries and different types of essays including informative, descriptive, narrative, comparison and contrast, and persuasive essays. The course introduces different strategies in the writing process and expands students’ knowledge and use of vocabulary, sentence structures and rhetorical patterns.

ELI 096 - Reading for Success (3) Summer and Spring

This course is an advanced level course designed to develop students’ skills in reading college level texts; improve their understanding of the relationships among purpose, context, audience, rhetorical strategies and linguistic choices; start to develop students’ critical thinking skills; and connect reading skills with writing skills. The course also focuses on improving students’ repertoire of academic vocabulary and sentence structures.

ELI 101 - Academic Reading (3) Fall

This course is an advanced level course designed to develop students’ reading strategies and cultural awareness in preparation for the academic work they will encounter in the upcoming fall semester. Students will develop their reading fluency and critical thinking skills by studying authentic texts such as newspaper and magazine articles and novels. Course objectives will be achieved through a variety of methods including in-class reading tasks, group discussions, pair work, journals, oral presentations, reading assignments, written exercises, and tests/quiz.
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<th>Course Code</th>
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<tr>
<td>ELI 102</td>
<td>Academic Writing (3) Fall</td>
<td>This course is an advanced level course designed to develop students' knowledge and skills in writing academic texts including summaries, syntheses and research papers. The course trains students in different strategies in the writing process, improves students' understanding of rhetorical moves in various text types and develop their repertoire of linguistic resources to be used in maintaining clarity, cohesion and coherence in their writing. The course also focuses on developing students' research skills.</td>
</tr>
<tr>
<td>ELI 104</td>
<td>Academic Composition (3) Spring</td>
<td>This advanced course reinforces students' knowledge and skills in writing academic texts including summaries, syntheses and research papers. The course trains students in different strategies in the writing process, improves students' understanding of rhetorical moves in various text types and develop their repertoire of linguistic resources to be used in maintaining clarity, cohesion and coherence in their writing. The course also focuses on developing students' research skills.</td>
</tr>
<tr>
<td>ELI 106</td>
<td>Classroom Interaction (3) Fall</td>
<td>This advanced course reinforces students' skills in reading college level texts; improves their understanding of the relationships among purpose, context, audience, rhetorical strategies and linguistic choices; develops students' critical thinking skills; and connects reading skills with writing skills. The course also focuses on improving students' repertoire of academic vocabulary and sentence structures.</td>
</tr>
<tr>
<td>ELI 107</td>
<td>Advanced College Readings (3) Spring</td>
<td>This advanced course is designed to develop students' abilities to actively and productively participate in group discussions, class discussions and panel discussions, as well as improve their presentation skills. The course provides students opportunities to engage in different forms of discussion and give multiple presentations throughout the semester. The focus is also on improving students' knowledge of the U.S. classroom culture, language use, comprehensibility and discussion and presentation strategies in academic speaking tasks.</td>
</tr>
<tr>
<td>ELI 108</td>
<td>Academic Communication Skills (3) Spring</td>
<td>American Culture/American Cinema is a course of study which allows the students to reflect on the cultural history of American film and primarily reflects on topics and issues rather than of &quot;what happened when.&quot; It presents basic concepts in such a way as to encourage discussion of films in general and successfully applies the methods and discoveries of the new film history while exploring American cinema. Detailed discussion of six genres (Melodrama, Comedy, The Musical, The War Film, Film Noir, and The Western) focuses on the point at which each had the greatest impact on the industry, film aesthetics, and the broader American culture.</td>
</tr>
<tr>
<td>ELI 190</td>
<td>American Culture and Cinema (3) Spring</td>
<td>Introduction to U.S. Culture – Pittsburgh is a course of study which acquaints each student with historical and cultural information about the City of Pittsburgh. It will also allow students to participate in and enjoy cultural experiences which are uniquely &quot;Pittsburgh.&quot;</td>
</tr>
<tr>
<td>ELI 193</td>
<td>American Culture: Pittsburgh (3) Fall</td>
<td>This course is an advanced level course designed to develop graduate students’ abilities to comprehend lectures, participate successfully in classroom discussions, and to improve students’ abilities to give oral presentations. The course also focuses on developing students’ knowledge of U.S. classroom culture and improving their abilities to participate in a wide range of future academic interactions.</td>
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<tr>
<td>ELI 501</td>
<td>Graduate Academic Discourse (3) Fall</td>
<td>This course is an advanced level course designed to develop graduate students’ writing skills. The course focuses on writing tasks that graduate students often encounter in their graduate programs. The course also aims at improving students’ knowledge of writing conventions and writing styles in their individual fields. The course provides students with opportunities to analyze texts in their fields, improve academic vocabulary and expressions, develop their research skills and revise for accuracy, clarity and conciseness.</td>
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<tr>
<td>ELI 503</td>
<td>Graduate Writing (3) Fall</td>
<td>This survey course explores works written by multi-ethnic writers. In this course, students will spend considerable time learning the principles and methods of close literary analysis to develop critical reading and thinking skills. Students will examine how culture relates to literature: How does ethnic heritage contribute to writing? How do these writers define community and culture? How do strong oral traditions translate into literary forms? Students also will spend considerable time exploring the historical and social issues raised by the various texts. In discussing the many ways multicultural writers express their identities, students will attempt to analyze the complexity of their cultural identities.</td>
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<tr>
<td>ENG 100</td>
<td>Multicultural Literature (3)</td>
<td>A practical course for students who need to improve their grammar and usage skills, digesting and arranging ideas, marshaling suitable evidence, illustrating a point, composing distinct paragraphs, and commanding various appropriate means of reaching an intended audience. May be repeated up to three times with the permission of the English program.</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Expository Writing (3)</td>
<td>This advanced course reinforces students' knowledge and skills in writing academic texts including summaries, syntheses and research papers. The course trains students in different strategies in the writing process, improves students' understanding of rhetorical moves in various text types and develop their repertoire of linguistic resources to be used in maintaining clarity, cohesion and coherence in their writing. The course also focuses on developing students' research skills.</td>
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<tr>
<td>ENG 100</td>
<td>Academic Composition and Portfolio Development (3)</td>
<td>The purpose of the course is to introduce or reintroduce adult learners to college-level work and study, discuss and consider concepts and issues, and improve analytical writing skills. Participants also are introduced to experiential portfolio writing techniques, including a focus on the requirements and expectations of academic composition.</td>
</tr>
<tr>
<td>ENG 105</td>
<td>First Year Communication Seminar (3)</td>
<td>First Year Writing Seminars provide students with practice in critical reading, analytical thinking, and academic writing within a participatory, challenging First-Year Seminar setting. Seminars on discipline-based topics selected by individual Chatham faculty focus on acquiring skills in writing, information literacy, and oral presentation through frequent practice and regular coursework. Students are encouraged to ask difficult questions, consider multiple answers, and develop strategies for articulating and arguing their intellectual positions. Supplemental instruction will be required through the Learning Center for students who need additional support with writing skills beyond what is normally covered in the classroom.</td>
</tr>
<tr>
<td>ENG 108</td>
<td>Telling Our Stories: Writing Family History into Legend (3)</td>
<td>This course will focus on techniques of recording and crafting remembered stories into a book of family history. Using whatever people and resources are available, each writer will first collect memories and legends and then organize and write them into &quot;Our Story.&quot;</td>
</tr>
<tr>
<td>ENG 200</td>
<td>Frankenstein: Creation of Culture (3)</td>
<td>This course will study environmental texts for children, adolescents, and adults. Our primary questions will concern how literature and film can awaken environmental sensibilities in children, adolescents and adults - be these a concern for animals, an appreciation of nature's beauty and the value of green spaces, an understanding of ecological systems, or a rethinking of commonly held anthropocentric (human-centered) assumptions. Texts will range from Disney films, to adolescent novels, to adult novels. Each course unit will include an experiential or service learning component. This course fulfills an environmental general education mission course requirement.</td>
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<tr>
<td>ENG 201</td>
<td>Environmental Literature and Film (3)</td>
<td>A critical approach to major writers in several world traditions, from various periods, including such representative authors as Chuang Tze, Plato, and Wole Soyinka, and such representative works as the &quot;Book of Genesis,&quot; The Bacchae, and The Odyssey. This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>ENG 204</td>
<td>World Literature (3)</td>
<td>To explore, to discover, to pioneer, and to travel are cultural imperatives deeply engrained in the American character. In this course, we will look at the range of responses to these needs by men and by women, making sense of a long tradition that includes first-person narratives, semi-autobiographical narratives, and fantastic imaginative narratives.</td>
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<tr>
<td>ENG 205</td>
<td>Exploration (3)</td>
<td>A critical and historical approach to major writers in English during the Anglo-Saxon, medieval, and Renaissance periods, including such representative authors as the Beowulf poet, Chaucer, Spenser, Shakespeare, Donne, and Milton.</td>
</tr>
<tr>
<td>ENG 207</td>
<td>British Writers I (3)</td>
<td>This course surveys major British writers from what Enlightenment scholars call &quot;the long 18th century&quot; through the present. Major literary movements will include Victorianism, Modernism, and the contemporary English novel, with special attention paid to the historical context of each movement.</td>
</tr>
<tr>
<td>ENG 208</td>
<td>British Writers II (3)</td>
<td>An introduction to theoretical and applied linguistics as the &quot;science of language&quot; and its history, nature, and functions. Includes consideration of cross-disciplinary and cross-cultural linguistics, the nature of learning language, and linguistic analysis. Fulfills secondary English education certification requirement; recommended also for any student considering graduate study in English.</td>
</tr>
<tr>
<td>ENG 209</td>
<td>Linguistics (3)</td>
<td>A study of cultural and literary developments in America, beginning with the Puritans and culminating with the writers of the American Renaissance: Emerson, Thoreau, Douglass, Hawthorne, and Melville.</td>
</tr>
<tr>
<td>ENG 213</td>
<td>Special Topics (3)</td>
<td>A continuation of English 216, with emphasis on such figures as Whitman, Dickinson, Twain, Henry James, Faulkner, and contemporary poets such as Sylvia Plath.</td>
</tr>
<tr>
<td>ENG 218</td>
<td>20th-Century Literature (3)</td>
<td>A study of the major British, American, Latin American, and Continental writers from World War I to the present, including Eliot, Woolf, Joyce, Kafka, Stevens, Robbe-Grillet, and Borges.</td>
</tr>
<tr>
<td>ENG 220</td>
<td>Science Fiction and Gender (3)</td>
<td>This course focuses on the Science Fiction genre, attending in particular to issues of gender and sexuality. In addition to looking at images of women in Science Fiction (e.g. Barbarella or The Stepford Wives), students will study how women writers have used the genre to envision alternative gendered realities. How and why does this genre have specific appeal for women writers? How is Science Fiction particularly elastic when it comes to constructions of language, the body, sexuality, and identity?</td>
</tr>
<tr>
<td>ENG 230</td>
<td>The English Novel (3)</td>
<td>A study of landmark English novels, from developmental forms in the 18th century through refined Victorian fictions, as art forms and reflections of social concerns. Readings include works by such novelists as Defoe, Richardson, Fielding, Smollett, Sterne, Austen, the Brontes, Dickens, Eliot, Hardy, and Conrad.</td>
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<tr>
<td>ENG 241</td>
<td>Business Writing (3)</td>
<td>Business writing is designed to help students write clearly and effectively about a variety of subjects for specific audiences. Through actual writing practice and discussions of readings, a number of important issues are addressed, such as targeting an audience, determining methods of organization, and developing a flexible style.</td>
</tr>
<tr>
<td>ENG 242</td>
<td>Introduction to Creative Writing (3)</td>
<td>This course is for new creative writers and explores a broad range of fiction and poetry. Students read classic and contemporary works in these genres, while attending to how a given text adheres to or plays with generic norms. This is the foundational first course for the BFA major.</td>
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<tr>
<td>ENG 243</td>
<td>Creative Writing I (3)</td>
<td>Students present a selection of their work each week for class comment and criticism. In addition, special problem topics are assigned weekly to develop writing skills. Readings concentrate on contemporary prose and verse. Prerequisite(s): ENG 242.</td>
</tr>
<tr>
<td>ENG 244</td>
<td>Creative Writing II (3)</td>
<td>Students present a selection of their work each week for class comment and criticism. In addition, special problem topics are assigned weekly to develop writing skills. Readings concentrate on contemporary prose and verse. Prerequisite(s): ENG 243.</td>
</tr>
<tr>
<td>ENG 245</td>
<td>Advanced Writing Workshop (3)</td>
<td>This course focuses on creative writing for experienced writers, geared toward preparing a finished manuscript for potential publication. Fiction writers work intensively on a single story, revising and integrating its various parts. Poets write either long poems or poetic sequences and experiment with contemporary variations on traditional forms. Prerequisite(s): ENG 243 and 244, or equivalent.</td>
</tr>
<tr>
<td>ENG 249</td>
<td>Writing for Children (3)</td>
<td>Explores multiple facets of writing literature for preschool through adolescent audiences. Focuses on the transformation of experience and memory into a fictional story, developing a voice and point of view, character development, plot construction and intensification, describing setting, and use of vocabulary appropriate to the age of the audience.</td>
</tr>
<tr>
<td>ENG 262</td>
<td>Introduction to Women Writers (3)</td>
<td>Examining writers from Mary Wollstonecraft to the present, this course delineates the features of a literary tradition specific to women writing in English. It considers novels, essays, and poetry by Austen, Elliot, Stowe, Chopin, Gilman, Woolf, Morrison, Walker, Rich, Lorde, Dove, and others.</td>
</tr>
<tr>
<td>ENG 281</td>
<td>19th-Century African-American Literature (3)</td>
<td>This course is a critical and historical study of major African-American writers from the slave narrative to the turn of the century. The course examines the themes of community, literacy, and religion and the role they played in slavery and freedom. (See also Cultural Studies.)</td>
</tr>
<tr>
<td>ENG 282</td>
<td>20th-Century African-American Literature (3)</td>
<td>This course is a critical study of major African-American writers from the Harlem Renaissance of the 1920s to the present. Although the course concentrates on primary texts, specific attention is paid to contextualizing these works within historical and cultural frameworks. (See also Cultural Studies.)</td>
</tr>
<tr>
<td>ENG 283</td>
<td>The Harlem Renaissance (3)</td>
<td>The course explores the literature, politics, and arts of the Harlem Renaissance. This artistic, philosophical, and intellectual movement in New York City's Harlem took place roughly from the early 1920s to the onset of the Depression. Topics to be considered include the &quot;New Negro,&quot; the Jazz Age, and Urban Migration. Specific focus will be placed on the relationship between identity and geography as we consider the effects of migration and urbanization. (See also Cultural Studies.)</td>
</tr>
<tr>
<td>ENG 284</td>
<td>Contemporary African-American Women Writers (3)</td>
<td>This course will examine the literature of African-American women from 1950 to the present. Specifically, students focus on issues of marginalization, silencing, and female community and how they affect the construction of these narratives. Possible authors include Shange, Naylor, Williams, and Jones. (See also Cultural Studies.)</td>
</tr>
<tr>
<td>ENG 287</td>
<td>African-American Writers (3)</td>
<td>This course provides an introduction to the African-American expressive tradition, including poetry, fiction, autobiography, song and folktales from the 18th century to the present. Examining writers such as Douglass, Chesnutt, Brooks, Baldwin, Ellison, and Walker, this course works to delineate the critical and historical contours of the African-American literary tradition.</td>
</tr>
<tr>
<td>ENG 302</td>
<td>Children's Environmental Fiction</td>
<td>This course considers how children's and young adult literature and film can awaken environmental sensibilities in the reader/viewer. Students explore textual representations of flora, fauna, and the elements; the human desire to affiliate with the natural living world; and how fiction and film can promote ecological literacy and awareness.</td>
</tr>
<tr>
<td>ENG 313</td>
<td>Special Topics in Creative Writing (3)</td>
<td>Courses offered through Special Topics in Creative Writing build on the 200-level creative writing sequence. From creative writing courses tied to a particular theme or issue, to courses that provide intensive focus in a particular genre, to courses that train students in the mixing of genres, Special Topics in CW allows students to further hone their craft as writers.</td>
</tr>
<tr>
<td>ENG 321W</td>
<td>Shakespeare Survey (3)</td>
<td>A representative study of Shakespeare's comedies, histories, and tragedies as literary, dramatic, and Elizabethan art. Prerequisite(s): ENG 207 and ENG 216W or permission of instructor.</td>
</tr>
<tr>
<td>ENG 327</td>
<td>Writing About Environment Science (3) Odd Falls</td>
<td>This course is designed for students with some basic scientific skills, who might become scientists professionally, but all of whom will be communicating about science, often to non-scientists. In this course, we will read, discuss, and practice a variety of methods of communicating about environmental science, from popular culture to news to government reports. Students will learn to write scientific results into written journalistic English and will be able to evaluate scientific results from the news in terms of its scientific accuracy and clarity. Three hours of lecture per week. Cross-listed as ENV 327. Preerequisite: any 200-level ENG or ENV course or permission of the instructor..</td>
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<tr>
<td>ENG 350W</td>
<td>Seminar in Literary Theory and Scholarly Writing (3)</td>
<td>An advanced course in writing literary analysis and methods of literary research; required of all junior English majors and interdepartmental majors before enrollment in the tutorial. Prerequisite(s): Second-term junior status.</td>
</tr>
<tr>
<td>ENG 355</td>
<td>Advanced Writing Workshop (3)</td>
<td>This is an advanced writing class which concentrates on style, meaning, and effect. It is designed for upper-level students, and emphasizes the skills of writing more effective sentences, paragraphs and essays. The course focuses on writing academic papers, applications, proposals, and personal statements across the disciplines in appropriate formats.</td>
</tr>
<tr>
<td>ENG 357</td>
<td>Writers Writing: Process, Practice, and Perspectives (3)</td>
<td>The seminar considers the writing process, its elements, and purposes, as discussed by writers, scholars, and teachers of composition. Seminar topics include literacy acquisition, the history of composition studies, the development of invention procedures and revision strategies, the use and evaluation of composition studies, the creation of challenging and workable composition topics, the assessment of &quot;errors&quot; and error patterns, distinctions between &quot;fiction&quot; and &quot;fact,&quot; the sociopolitical role of composition topics, and the role of composition courses and varieties of composition theory. Participants write often, critiquing texts and academic studies.</td>
</tr>
<tr>
<td>ENG 380</td>
<td>August Wilson and Pittsburgh (3)</td>
<td>This course explores the dramatic work of August Wilson, paying particular attention to Wilson's ten-play cycle, which chronicles twentieth century African American life. Wilson's &quot;Pittsburgh cycle&quot; serves as a lens for reading the history of the city decade by decade.</td>
</tr>
<tr>
<td>ENG 385</td>
<td>Toni Morrison Seminar (3) Even Springs</td>
<td>This seminar is a study of Toni Morrison's literature within the context of African-American critical theory. Through Morrison's work, students will engage in current issues regarding the politics of language, narrative authority, historical revision, the production of meaning, and African-American subjectivity.</td>
</tr>
<tr>
<td>ENG 418</td>
<td>The American Nature Tradition (3)</td>
<td>In this course we will explore the vital relationship between American literature, American culture, Nature, and environmental values, asking how changing literary interpretations of the land have influenced attitudes toward nonhuman nature. Why have American authors been so consistently concerned with and inspired by the idea of wilderness? How did our culture move from the Puritan notion of howling wilderness to the Transcendentalist vision of divine nature to contemporary nature writers’ concern with imperiled ecosystems? What literary interpretations of nature will be likely in the future? This course fulfills an environmental general education mission course requirement.</td>
</tr>
<tr>
<td>ENG 419</td>
<td>Frontier Women (3)</td>
<td>Focus on American fiction that records physical as well as metaphysical journeys; writers’ exploration of new territories such as the frontier West, Polynesian Isles, and South Pole; their imaginative discovery of new truths about nature, society, and the self. Includes works by Poe, Cooper, Melville, Simms, Kirkland, and Chopin. This course fulfills an environmental general education mission course requirement.</td>
</tr>
<tr>
<td>ENG 422</td>
<td>American Exploration (3)</td>
<td>A study of the 19th-century American literary movement known as Realism. The course focuses on works by Henry James, William Dean Howells, and Mark Twain.</td>
</tr>
<tr>
<td>ENG 423</td>
<td>American Literary Realism (3)</td>
<td>This course surveys the English novel from 1850 to the 21st century. Of particular interest will be how these novels depict their subjects’ relationships with the State and with notions of Englishness. In roughly 150 years, expectations of what it means to be English have changed radically, but in some cases not at all. Each novel explores a new sense of Englishness rooted in the social-political climate.</td>
</tr>
<tr>
<td>ENG 425</td>
<td>Bleak Houses: Shifting Landscapes of the English Novel (3)</td>
<td>Academic Writing fosters the development of skills necessary for graduate school success. This online course focuses on the academic writing style. Each student develops two versions of a research proposal, a detailed version for graduate committees and a succinct version for grant applications. Students become proficient in the APA style and learn time-management skills. Students have the opportunity to resolve grammar and structure problems through one-on-one consultation with the professor.</td>
</tr>
<tr>
<td>ENG 428</td>
<td>Academic Writing (3)</td>
<td>A study of selected works of Twain within the context of American literature and the tradition of American humor.</td>
</tr>
<tr>
<td>ENG 430</td>
<td>Mark Twain and American Humor (3)</td>
<td>A study of selected nonfiction (e.g., essays, histories, biographies) designed to examine treatments of &quot;fact&quot; and to highlight differences in style among periods and writers. Selections compare 17th-, 18th-, and 19th-century works to contemporary pieces.</td>
</tr>
<tr>
<td>ENG 434</td>
<td>Literature of Fact (3)</td>
<td>A course focusing on the historical development of the principles of literacy criticism from classical origins to modern practice. Texts analyzed include passages and works by Plato, Aristotle, Horace, Longinus, Sidney, Pope, Johnson, Hazlitt, Brooks, Frye, and others.</td>
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<tr>
<td>ENG 441</td>
<td>Writing Personal Legend (3)</td>
<td>This writing class will use as inspiration self-representation by contemporary women authors who have written on the scrim of legend, myth, and folklore. The telling of tales is central to community interaction; story has always been used as a way, direct and indirect, of making culturally specific meaning out of experience. Students will read archival and contemporary material and then select traditional and modern stories resonant of their private experience to generate original work.</td>
</tr>
<tr>
<td>ENG 442</td>
<td>American Multicultural Literature: Texts, Theory, Pedagogy (3)</td>
<td>Students explore the issues, debates, and politics of American literary multiculturalism; consider texts from non-European imaginative traditions (Native American, African-American, and Chicano/a) that challenge not only the canon of American literature but also notions of the American and the literary; and devise strategies for incorporating such texts in courses on American multicultural literature.</td>
</tr>
<tr>
<td>ENG 443</td>
<td>Nature and Culture (3)</td>
<td>Through close reading of poetry and prose, students will explore the relationship between wilderness and literature—both representations of the natural world and what Stanley Kunitz calls &quot;your wilderness . . . the untamed self that you pretend doesn't exist, all that chaos locked behind the closet door, those memories yammering in the dark.&quot; Writers examined include: Anne Carson, Mark Doty, Kathleen Hill, and Virginia Woolf. Three hours of lecture per week. Cross-listed as ENV 445.</td>
</tr>
<tr>
<td>ENG 446</td>
<td>Wilderness and Literature (3)</td>
<td>A study of environmental fiction ranging from Jack London's The Call of the Wild to Margaret Atwood's Surfacing and Jane Smiley's A Thousand Acres, this course attends in specific to the representation of nature and environment in 20th-Century novels and other cultural texts (e.g., Bambi or The Emerald Forest). Students will consider how such representations interrogate, critique, or reinforce contemporary constrictions of the environment. Special attention will be given to questions of history, gender, and &quot;what counts&quot; (e.g., urban versus wilderness) as the environment. Cross-listed as ENV 447. Prerequisite(s): 200-level English course or permission of department chairperson, and any 300-level ENG or ENV course, or permission of either chairperson.</td>
</tr>
<tr>
<td>ENG 447</td>
<td>Contemporary Environmental Fiction (3)</td>
<td>This course will examine the 20th-century condition of exile in relation to its different configurations, from European émigrés to postcolonial subjects to experiences of exile in the United States, to the relation of exile to Diaspora (African, Indian, and Jewish). Students will see how different patterns of movement define subjects variously as exiles, migrants, nomads, and tourists. They also will approach the concept of exile from psychological, geographical, and cultural angles to understand the different uses of the term, its scope, and its limitations.</td>
</tr>
<tr>
<td>ENG 449</td>
<td>Exiles (3)</td>
<td>This course brings together theoretical, nonfictional, and fictional approaches to the study of women and the environment. Students will examine how diverse ecocentrists writers problematize, resistuate, and reclaim the woman/nature paradigm—a construct historically based in patriarchal culture. This course focuses particularly on how representations of women and environment (ranging from the traditional to the radical) can help students rethink and reimagine their relationship to the Earth. Cross-listed as ENV 452. Pre-requisite: any 300-level ENG or ENV course or permission of either chairperson.</td>
</tr>
<tr>
<td>ENG 452</td>
<td>Ecofeminist Literature (3)</td>
<td>This course fulfills a women general education mission course requirement.</td>
</tr>
<tr>
<td>ENG 455W</td>
<td>Shakespeare: Ecocriticism (3)</td>
<td>Students in this course study Shakespeare's sonnets and plays from a &quot;green&quot; perspective. This course looks at how Shakespeare's works engage deforestation, enclosure, the (ab)use of animals, stewardship, cultivation and the exploitation of natural resources.</td>
</tr>
<tr>
<td>ENG 463</td>
<td>Transcribing Lives (3)</td>
<td>Focused on developing personal histories into stories that entertain, inform, and inspire, this course teaches students to write autobiography and biography for young audiences using solid research techniques and storytelling skills. Prerequisite(s): ENG 243, 244, and 245, or permission of the program director.</td>
</tr>
<tr>
<td>ENG 464</td>
<td>Early Modern Romance: Representations of Women (3)</td>
<td>The course looks primarily at medieval and Renaissance romances, asking how they do or do not challenge past or stereotypical notions of the feminine. Possible reading selections include Tristan and Isolde, Sir Gawain and the Green Knight, Le Morte d'Arthur, The Faerie Queene, and The Arcadia. The course ends by looking at The Mists of Avalon, a feminist rewriting of Arthurian romance.</td>
</tr>
<tr>
<td>ENG 480</td>
<td>August Wilson Seminar (3)</td>
<td>This course explores the dramatic work of August Wilson, paying particular attention to Wilson's ten-play cycle. We will perform close readings of the plays, examining themes such as urban migration, the blues and Black Nationalism, while simultaneously using Wilson's drama as a lens for reading the history of Pittsburgh.</td>
</tr>
<tr>
<td>ENG 481</td>
<td>The Craft of Fiction (3)</td>
<td>This is a required entry-level course for all MFA students specializing in fiction. Students will experiment with creating scene, sense of place, summary, dialogue, framing, flashbacks, and transitions. Students will be introduced to the workshop method and given instruction on sending work out for publication.</td>
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<tr>
<td>ENG 482</td>
<td>The Craft of Nonfiction (3)</td>
<td>This is a required entry-level course for all MFA students specializing in nonfiction. Readings and writing will include exploration of scene construction, sense of place, point of view, character and narrator development, tone, lyricism, structure and oral presentation of the work. Students will be introduced to the workshop method and given instruction on sending work out for publication.</td>
</tr>
<tr>
<td>ENG 483</td>
<td>The Craft of Poetry (3)</td>
<td>This is a required entry-level course for all MFA students specializing in poetry. Reading and writing will center on the craft of poetry, and will include exploration of the tools of the poet including figures of speech, meter, music and rhythmic devices in both traditional and experimental forms, as well as instruction in oral performance of poetry. Students will be introduced to the workshop method and given instruction on sending work out for publication.</td>
</tr>
<tr>
<td>ENG 484</td>
<td>Craft of Environmental and Nature Writing (3)</td>
<td>This is a multi-genre course that focuses on the art and craft of nature and environmental writing. Students will read and study contemporary nature and environmental writing, and will be expected to generate creative work that illustrates a deep understanding of the literary tools available to writers in this genre.</td>
</tr>
<tr>
<td>ENG 485</td>
<td>Craft of Travel Writing (3)</td>
<td>This course focuses on American fiction that records physical as well as metaphysical journeys; writers' exploration of new territories such as the frontier West, Polynesian Isles, and South Pole; and their imaginative discovery of new truths about nature, society, and self. Includes works by Poe, Cooper, Melville, Simms, Kirkland, and Chopin.</td>
</tr>
<tr>
<td>ENG 486</td>
<td>The Craft of Writing for Children (3)</td>
<td>Students will develop techniques and skills for writing about food and culture by studying ethics, journalism, advertising, multimodal and new technology venues; recipe writing; food criticism; writing about food in a variety of genres from history to fiction, magazines and websites. Course emphasizes both print and online media. Cross-listed with FST 515.</td>
</tr>
<tr>
<td>ENG 490 Integrative Capstone</td>
<td></td>
<td>The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.</td>
</tr>
<tr>
<td>ENG 491</td>
<td>Independent Study (1)</td>
<td>Students will develop techniques and skills for writing about food and culture by studying ethics, journalism, advertising, multimodal and new technology venues; recipe writing; food criticism; writing about food in a variety of genres from history to fiction, magazines and websites. Course emphasizes both print and online media. Cross-listed with FST 515.</td>
</tr>
<tr>
<td>ENG 492</td>
<td>Independent Study (2)</td>
<td>Students will develop techniques and skills for writing about food and culture by studying ethics, journalism, advertising, multimodal and new technology venues; recipe writing; food criticism; writing about food in a variety of genres from history to fiction, magazines and websites. Course emphasizes both print and online media. Cross-listed with FST 515.</td>
</tr>
<tr>
<td>ENG 493</td>
<td>Independent Study (3)</td>
<td>Students will develop techniques and skills for writing about food and culture by studying ethics, journalism, advertising, multimodal and new technology venues; recipe writing; food criticism; writing about food in a variety of genres from history to fiction, magazines and websites. Course emphasizes both print and online media. Cross-listed with FST 515.</td>
</tr>
<tr>
<td>ENG 494</td>
<td>Independent Study (4)</td>
<td>Students will develop techniques and skills for writing about food and culture by studying ethics, journalism, advertising, multimodal and new technology venues; recipe writing; food criticism; writing about food in a variety of genres from history to fiction, magazines and websites. Course emphasizes both print and online media. Cross-listed with FST 515.</td>
</tr>
<tr>
<td>ENG 513</td>
<td>Writing about Food (3)</td>
<td>Students explore the genres of poetry, fiction, drama, and nonfiction from the perspective of a teacher, producing lesson plans, as well as developing a final curricular creative writing unit. Aspects of lesson design, classroom environment/management, the writing process, writing workshops, assessment, publication, and performance will be emphasized. Prerequisite(s): ENG 514.</td>
</tr>
<tr>
<td>ENG 514</td>
<td>Readings in the Pedagogy of Creative Writing (3)</td>
<td>This course is a prerequisite for ENG 515 (Teaching Creative Writing) and focuses on theoretical and pedagogical readings related to the teaching of creative writing.</td>
</tr>
<tr>
<td>ENG 515</td>
<td>Teaching Creative Writing (3)</td>
<td>This course focuses on Latin American authors of the 20th century. The readings pay particular attention to the historical and cultural background of modern Latin America, the development of national identities, and the roles of humor, popular culture, and gender difference in the works.</td>
</tr>
<tr>
<td>ENG 516</td>
<td>Latin American Literature in Translation (3)</td>
<td>This course explores the vital relationship between American literature, American culture, Nature, and environmental values, asking how changing literary interpretations of the land have influenced attitudes toward nonhuman nature.</td>
</tr>
<tr>
<td>ENG 518</td>
<td>The American Nature Tradition (3)</td>
<td>A number of narratives, novels, diaries, and poems recording the responses of women to the American frontier have become available in recent years. By reading about these experiences, and examining differences in perception and conception based apparently on gender, students will better understand how the frontier functioned within American culture.</td>
</tr>
<tr>
<td>ENG 519</td>
<td>Frontier Women (3)</td>
<td>This course focuses on American fiction that records physical as well as metaphysical journeys; writers' exploration of new territories such as the frontier West, Polynesian Isles, and South Pole; and their imaginative discovery of new truths about nature, society, and self. Includes works by Poe, Cooper, Melville, Simms, Kirkland, and Chopin.</td>
</tr>
<tr>
<td>ENG 522</td>
<td>American Exploration (3)</td>
<td>A multi-genre craft course that includes poetry, fiction, creative nonfiction, children's writing, and hybrid genres. This course fulfills the craft requirement for all genres.</td>
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<tr>
<td>ENG 525</td>
<td>Bleak Houses: English Novels in Shifting Landscapes (3)</td>
<td>This course surveys the English novel from 1850 to the 21st century. Of particular interest will be how these novels depict the subjects’ relationships with the state and with notions of Englishness. In roughly 150 years, expectations of what it means to be English have changed radically, but in some cases not at all. Each novel explores a new sense of Englishness rooted in the social-political climate.</td>
</tr>
<tr>
<td>ENG 526</td>
<td>Writing About Environmental Science (3)</td>
<td>In this course, students will read, discuss, and practice a variety of methods of communicating about environmental science, from popular culture to news to government reports. By the end, students should be able to competently translate scientific results into conversational English, and should be able to evaluate scientific results from the news in terms of their accuracy and clarity.</td>
</tr>
<tr>
<td>ENG 527</td>
<td>Ethnicity and Place (3)</td>
<td>This course focuses on the connection between place and cultural identity. Ethnic, regional, and linguistic markers help define writers’ distinctive voices. Dislocation from the place of origin can also result in a creative tension. Students will read a variety of texts that explore the borderlands between ethnicity and place.</td>
</tr>
<tr>
<td>ENG 530</td>
<td>Mark Twain and American Humor (3)</td>
<td>A study of selected works of Twain within the context of American literature and the traditional American humor.</td>
</tr>
<tr>
<td>ENG 531</td>
<td>Readings in Poetry (3)</td>
<td>This course is a graduate seminar focusing on the close reading of poetry drawn primarily from the modern and contemporary periods. Designed to complement the poetry workshop, this course is required of all MFA students specializing in poetry.</td>
</tr>
<tr>
<td>ENG 532</td>
<td>Readings in Prose (3)</td>
<td>This course is a graduate seminar focusing on the close reading of fiction and nonfiction drawn primarily from the modern and contemporary periods. Designed to complement the fiction and nonfiction workshops, this course is required of all MFA students specializing in fiction and nonfiction.</td>
</tr>
<tr>
<td>ENG 533</td>
<td>Readings in Creative Nonfiction (3)</td>
<td>This course is a graduate seminar focusing on the close reading of creative nonfiction drawn primarily from the modern and contemporary periods. Designed to complement the creative nonfiction workshop, this course is required of all MFA students specializing in creative nonfiction.</td>
</tr>
<tr>
<td>ENG 535</td>
<td>Writing Poetry: Form Workshop (3)</td>
<td>A poetry writing workshop focusing on form. Prerequisite(s): ENG 583.</td>
</tr>
<tr>
<td>ENG 536</td>
<td>Writing Poetry: Literary Movements Workshop (3)</td>
<td>A poetry workshop focusing on readings from a particular poetic movement, and writing poetry that models or responds to that movement. Prerequisite(s): ENG 583.</td>
</tr>
<tr>
<td>ENG 537</td>
<td>Writing Creative Nonfiction: Memoir (3)</td>
<td>A creative nonfiction workshop focusing on the memoir. Prerequisite(s): ENG 582.</td>
</tr>
<tr>
<td>ENG 538</td>
<td>American Multicultural Literature: Texts, Theory, Pedagogy (3)</td>
<td>Students explore the issues, debates, and politics of American literary multiculturalism; consider texts from non-European imaginative traditions that challenge not only the canon of American literature but also notions of the American and the literary; and devise strategies of incorporating such texts in courses on American multicultural literature.</td>
</tr>
<tr>
<td>ENG 542</td>
<td>American Multicultural Literature: The Lyric and Formally Adventurous Essay (3)</td>
<td>A Creative nonfiction workshop focused on lyric and experimental essay forms. Prerequisite(s): ENG 582.</td>
</tr>
<tr>
<td>ENG 543</td>
<td>Writing Creative Nonfiction: Literary Journalism (3)</td>
<td>A creative nonfiction workshop focusing on literary journalism. Prerequisite(s): ENG 582.</td>
</tr>
<tr>
<td>ENG 544</td>
<td>Writing Creative Nonfiction: Memoir (3)</td>
<td>A creative nonfiction workshop focusing on the memoir. Prerequisite(s): ENG 582.</td>
</tr>
<tr>
<td>ENG 546</td>
<td>Wildness and Literature (3)</td>
<td>Students read poetry, nonfiction and fiction that explore the relationship between wildness and humans as well as the relationship between wildness and culture. This seminar will trace the idea of wildness in American literature through the twenty-first century.</td>
</tr>
<tr>
<td>ENG 548</td>
<td>Writing Creative Nonfiction (3)</td>
<td>This course is designed to teach the techniques and practice of creative nonfiction through participation in a process of peer review and commentary, reading and discussions of selections of other writers and stories, and regular submissions of original creative compositions. The course is taught in a workshop format. Prerequisite(s): ENG 582.</td>
</tr>
<tr>
<td>ENG 549</td>
<td>Exiles (3)</td>
<td>This course examines the 20th-century condition of exile in relation to its different configurations, from European émigrés to postcolonial subjects to experiences of exile in the United States, to the relation of exile to Diaspora (African, Indian, and Jewish).</td>
</tr>
<tr>
<td>ENG 550</td>
<td>Writing Fiction: The Novel (3)</td>
<td>A fiction writing workshop focusing exclusively on the novel. Prerequisite(s): ENG 581.</td>
</tr>
<tr>
<td>ENG 551</td>
<td>Writing Fiction: The Short Story (3)</td>
<td>A fiction writing workshop focusing exclusively on the short story. Prerequisite(s): ENG 581.</td>
</tr>
<tr>
<td>ENG 552</td>
<td>Ecofeminist Literature (3)</td>
<td>This course brings together theoretical and creative approaches to the study of women and the environment. Students will examine how diverse eco-feminist writers problematize and reclaim the woman/nature paradigm. This course focuses particularly on how representations of women and can help students rethink and re-imagine their relationships to the Earth.</td>
</tr>
<tr>
<td>ENG 553</td>
<td>Writing Poetry (3)</td>
<td>This course is designed to teach the techniques and practice of poetry writing through participation in a process of peer review and commentary, reading and discussions of selections of other poets and poems, and regular submissions of original creative compositions. The course is taught in a workshop format. Prerequisite(s): ENG 583.</td>
</tr>
<tr>
<td>ENG 554</td>
<td>Writing Fiction (3)</td>
<td>This course is designed to teach the techniques and practice of fiction writing through participation in a process of peer review and commentary, reading and discussions of selections of other writers and stories, and regular submissions of original creative compositions. The course is taught in a workshop format. Prerequisite(s): ENG 583.</td>
</tr>
<tr>
<td>ENG 555</td>
<td>Shakespeare: Ecocriticism (3)</td>
<td>Students in this course study Shakespeare’s sonnets and plays from a “green” perspective. This course looks at how Shakespeare’s works engage deforestation, enclosure, the (ab)use of animals, stewardship, cultivation and the exploitation of natural resources.</td>
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<td>ENG 556</td>
<td>Writing for Children (3)</td>
<td>This course is designed to teach the techniques and practice of writing poetry and prose for children and adolescents through participation in a process of peer review and commentary, reading and discussions of selections of other writers and their work, and regular submissions of original creative compositions. The course is taught in a workshop format. Prerequisite(s): ENG 586.</td>
</tr>
<tr>
<td>ENG 557</td>
<td>Writing Fiction: Story Collections/Novel-in-Stories (3)</td>
<td>A fiction workshop focusing on writing story collections or a novel in story. Prerequisite(s): ENG 581.</td>
</tr>
<tr>
<td>ENG 558</td>
<td>Contemporary Writers and the Art of Reading (3)</td>
<td>This course will explore the ways creative writers read literature. Students will read both critical and creative work, examining a given writer’s creative interests, theories, and practices. Emphasis will be on 20th-century writers from around the world.</td>
</tr>
<tr>
<td>ENG 559</td>
<td>Writing for Children: Biography and Autobiography (3)</td>
<td>Focuses on developing personal histories into stories that entertain, inform, and inspire, students will write autobiographies and biographies for young audiences using solid research techniques and storytelling skills. Prerequisite(s): ENG 586.</td>
</tr>
<tr>
<td>ENG 560</td>
<td>Writing for Children: Mystery and Suspense (3)</td>
<td>This writing workshop requires students to compose and revise via in-class critiques. Students develop writing skills essential to suspenseful narrative, including the creation character, setting, atmosphere, critical details, and plot. Readings include high-quality mystery books and stories for young readers. Prerequisite(s): ENG 586.</td>
</tr>
<tr>
<td>ENG 561</td>
<td>Writing for Children: Picture Book (3)</td>
<td>Designed to complement Writing for Children and Adolescents, this course surveys the best of children’s fiction and nonfiction and encourages the student to examine issues of plot, story development, character, setting, and creative use of language.</td>
</tr>
<tr>
<td>ENG 562</td>
<td>Children’s Literature (3)</td>
<td>This course examines non-fiction and fiction writing for children based on history. Students examine the use of historical settings and events in high-quality books for young readers. As they prepare their own manuscripts, students develop active research strategies, which include the investigation, annotation, and development of primary and secondary sources. Prerequisite(s): ENG 586.</td>
</tr>
<tr>
<td>ENG 563</td>
<td>Writing for Children: History (3)</td>
<td>Designed to complement Writing for Children and Adolescents, this course surveys the best of children’s fiction and nonfiction and encourages the student to examine issues of plot, story development, character, setting, and creative use of language focusing on young adult literature.</td>
</tr>
<tr>
<td>ENG 564</td>
<td>Young Adult Literature (3)</td>
<td>Designed to complement Writing for Children and Adolescents, this course surveys the best of children’s fiction and nonfiction and encourages the student to examine issues of plot, story development, character, setting, and creative use of language focusing on young adult literature.</td>
</tr>
<tr>
<td>ENG 565</td>
<td>Practicum: Fourth River 1 (3)</td>
<td>This course is a practicum in which graduate students publish the print edition of Chatham’s national literary journal, The Fourth River. All phases of the publishing process are addressed, with a special emphasis on editorial acquisitions and copy editing.</td>
</tr>
<tr>
<td>ENG 566</td>
<td>Practicum: Fourth River 2 (3)</td>
<td>This course is a practicum in which graduate students publish the print edition of Chatham’s national literary journal, The Fourth River. All phases of the publishing process are addressed, with a special emphasis on design, production, proofreading, marketing, and distribution.</td>
</tr>
<tr>
<td>ENG 567</td>
<td>August Wilson and Pittsburgh (3)</td>
<td>This course explores the dramatic work of August Wilson, paying particular attention to Wilson’s ten-play cycle. We will perform close readings of the plays, examining themes such as urban migration, the blues and Black Nationalism, while simultaneously using Wilson’s drama as a lens for reading the history of Pittsburgh.</td>
</tr>
<tr>
<td>ENG 568</td>
<td>The Craft of Fiction (3)</td>
<td>This is a required course for MFA students specializing in fiction. Students will experiment with creating scene, sense of place, summary, dialogue, framing, flashbacks, and transitions. Students will be introduced to the workshop method and given instruction on sending work out for publication.</td>
</tr>
<tr>
<td>ENG 569</td>
<td>The Craft of Creative Nonfiction (3)</td>
<td>This is a required course for MFA students specializing in creative nonfiction. Readings and writing will include scene construction, sense of place, point of view, character and narrator development. Students will be introduced to the workshop method and given instruction on sending work out for publication.</td>
</tr>
<tr>
<td>ENG 570</td>
<td>The Craft of Poetry (3)</td>
<td>This is a required course for MFA students specializing in poetry. Reading and writing will center on the craft of poetry including music and rhythmic devices in traditional and experimental forms. Students will be introduced to the workshop method and given instruction on sending work out for publication.</td>
</tr>
<tr>
<td>ENG 571</td>
<td>Environmental Imagination (3)</td>
<td>This is a multi-genre course that focuses on the art and craft of nature and environmental writing. Students will read and study contemporary nature and environmental writing, and will be expected to generate creative work that illustrates a deep understanding of the literary tools available to writers in this genre.</td>
</tr>
<tr>
<td>ENG 572</td>
<td>Travel Writing (3)</td>
<td>This course focuses on the art and craft of travel writing. Students will read and study contemporary travel writing, and will be expected to generate creative work that illustrates a deep understanding of the literary tools available to writers in this genre.</td>
</tr>
<tr>
<td>ENG 573</td>
<td>The Craft of Writing for Children (3)</td>
<td>This course, required for all MFA students specializing in writing for children, examines the basic principles that guide writers for children and adolescents, beginning with concept and picture books and extending into full-length works of fiction and nonfiction. Students will explore multiple genres and audiences in a writing-intensive course.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>ENG 589</td>
<td>Creative Writing: Multi-Genre (3)</td>
<td>A multi-genre craft course that includes poetry, fiction, creative nonfiction, children's writing and hybrid genres. This course fulfills the workshop requirement for all genres. Prerequisite(s): ENG 589 or craft workshop in any genre.</td>
</tr>
<tr>
<td>ENG 595</td>
<td>Independent Literary Publishing (3)</td>
<td>This course gives students the opportunity to gain hands-on experience as publishers. Students will research independent literary presses or magazines of their own choosing, and then they will publish a literary chapbook by an author other than themselves.</td>
</tr>
<tr>
<td>ENG 605</td>
<td>Thesis Seminar: Prose</td>
<td>A workshop focusing on generating a thesis proposal, bibliography and significant creative work towards completion of the student's thesis. Readings will focus on creating and articulating a creative process and vision as well as models for longer creative projects. Normally taken the first semester of the student's second year, this course is a prerequisite for ENG698 Final Manuscript.</td>
</tr>
<tr>
<td>ENG 606</td>
<td>Thesis Seminar: Creative Nonfiction</td>
<td>A workshop focusing on generating a thesis proposal, bibliography and significant creative work towards completion of the student's thesis. Readings will focus on creating and articulating a creative process and vision as well as models for longer creative projects. Normally taken the first semester of the student's second year, this course is a prerequisite for ENG698 Final Manuscript.</td>
</tr>
<tr>
<td>ENG 607</td>
<td>Thesis Seminar: Poetry</td>
<td>A workshop focusing on generating a thesis proposal, bibliography and significant creative work towards completion of the student's thesis. Readings will focus on creating and articulating a creative process and vision as well as models for longer creative projects. Normally taken the first semester of the student's second year, this course is a prerequisite for ENG698 Final Manuscript.</td>
</tr>
<tr>
<td>ENG 608</td>
<td>Thesis Seminar: Children's Writing</td>
<td>This course is designed for students of the Chatham Low-Residency MFA in Creative Writing Program as the first-year tutorial class. This course is designed to expedite the development of the student's thesis. During the mentorship, students will work one-on-one with faculty mentors who guide the student's study of literature and craft; the mentor provides written commentary on the student's work.</td>
</tr>
<tr>
<td>ENG 612</td>
<td>Mentorship I (6)</td>
<td>The field seminar is a traveling creative workshop. This is a multi-genre course that is designed to push students outside the realm of comfort and make them question their assumptions about themselves and their culture. Travel locations and specific topics will vary. An additional fee applies to this course. May be repeated for credit.</td>
</tr>
<tr>
<td>ENG 674</td>
<td>Field Seminar (3)</td>
<td>The field seminar is a traveling creative writing workshop designed to push students outside the realm of comfort and make them question their assumptions about themselves and their culture. Travel locations and specific topics will vary, but will always be outside the United States. May be repeated for credit. Additional fee(s): Field Seminar fee.</td>
</tr>
<tr>
<td>ENG 675</td>
<td>Field Seminar: National (3)</td>
<td>Same as ENG 674 but destinations will be within the United States. May be repeated for credit. Additional fee(s): Field Seminar fee.</td>
</tr>
<tr>
<td>ENG 676</td>
<td>The Pittsburgh Field Seminar (3)</td>
<td>Same as ENG 674 but destinations will be within Pittsburgh and Western Pennsylvania. Additional fee(s): Field Seminar fee.</td>
</tr>
<tr>
<td>ENG 678</td>
<td>Field Placement (3)</td>
<td>During this course, taken in one of the final semesters of the MFA, students teach/study in a supervised field placement and practice the pedagogy of creative writing in a working classroom. Prerequisite(s): ENG 514 and ENG 515.</td>
</tr>
<tr>
<td>ENG 683</td>
<td>Special Topics (3)</td>
<td>Literature courses on differing topics, usually thematically based.</td>
</tr>
<tr>
<td>ENG 691</td>
<td>Independent Study (1)</td>
<td>Independent study on topics of the student's choosing.</td>
</tr>
<tr>
<td>ENG 692</td>
<td>Independent Study (2)</td>
<td>Internship with a publishing company, literary press or other writing organization. Must be approved by the director.</td>
</tr>
<tr>
<td>ENG 693</td>
<td>Independent Study (3)</td>
<td>Independent work on the final creative thesis and critical introduction. Taken in the last year of the MFA. The Thesis Seminar (ENG 605, 606, 607, 608, or 609) is a prerequisite for this course.</td>
</tr>
<tr>
<td>ENG 701</td>
<td>Residency I (3)</td>
<td>The ten-day intensive residency in Pittsburgh is required of all MFA students. The residency is composed of genre-specific craft sessions, workshops, lectures, readings and one-on-one conferences with mentors.</td>
</tr>
<tr>
<td>ENG 710</td>
<td>Mentorship II (6)</td>
<td>This course is designed for students of the Chatham Low-Residency MFA in Creative Writing Program as the second-year tutorial class. This course is designed to expedite the development of the student's MFA thesis.</td>
</tr>
<tr>
<td>ENG 800</td>
<td>Graduate Continuing Credit (1)</td>
<td>This course emphasizes quantitative and formal reasoning, critical reading and analytical thinking. Students, drawing on real life examples in environmental science, learn to identify and evaluate data and become knowledgeable consumers of scientific information, and explore the ways science and technology impact our everyday interactions with the world around us. Three hours of class per week. This course fulfills an environmental general education mission course requirement.</td>
</tr>
<tr>
<td>ENV 115</td>
<td>Shifting Environmental Paradigms (3) Fall</td>
<td>Fall This course fulfills an environmental general education mission course requirement.</td>
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<tr>
<td>ENV 115L – Environmental Paradigms Lab (1) Fall</td>
<td>This course explores the global implications of environmental issues. It is designed for all students interested in our global environment, one of the most critical issues of our time. The basic premise is that global ecological systems are in decline. This course will not only introduce students to the major issues causing or relating to this ecological decline, but also provide a template for thinking about and acting on solutions. Therefore, the focus is on active, participation-based learning, and students should leave the course ready to create environmental change. Three hours of lecture per week. This course fulfills an environmental general education mission course requirement.</td>
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<tr>
<td>ENV 116 - Global Environmental Challenges (3) Fall</td>
<td>This course introduces students to a wide range of environmental issues from a scientific perspective. Specific topics vary from year to year, but this course utilizes lectures, discussions, laboratories, guest speakers and field trips to increase knowledge about environmental problems as well as increase scientific knowledge and literacy. Three hours of lecture per week. This course fulfills an environmental general education mission course requirement.</td>
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<tr>
<td>ENV 129 - Our Fragile Earth: A Scientific Perspective (3) Spring</td>
<td>This lab offers hands-on opportunity to perform basic environmental lab skills, including water testing, bioassay, and greenhouse experiment protocol. The course may be taken independently as a freestanding environmental lab course. Two hours of laboratory per week. Additional Fee(s): Laboratory fee.</td>
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<tr>
<td>ENV 129L - Our Fragile Earth Laboratory (1) Spring</td>
<td>This course addresses contemporary environmental issues in a consistent and concerted fashion so as to introduce students to biological concepts. The concepts are developed to the extent needed to inform an understanding of the issues. Three hours lecture and two hours of laboratory per week. Additional Fee(s): Laboratory fee. This course fulfills an environmental general education mission requirement.</td>
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<tr>
<td>ENV 145 - Environmental Biology (4) As Needed</td>
<td>Fundamental earth science concepts are used to assess the impact of increasing global population and development on the Earth’s natural resources as well as to examine how natural processes interact with human activities. Aspects of environmental geology that are particularly applicable to western Pennsylvania are emphasized. Three hours lecture and two hours of laboratory per week. Additional Fee(s): Laboratory fee. This course fulfills an environmental general education mission course requirement.</td>
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<tr>
<td>ENV 147 - Environmental Geology (4) As Needed</td>
<td>This course will provide students with a basic understanding of how various environmental conditions impact all aspects of health and exercise performance. Topics to be discussed will include: environmental health concerns, air pollution, temperature regulation heat/cold stress, altitude and health, microgravity, and hypobaric. Three hours of lecture per week. Cross-listed as EXS 202. Prerequisite: Any EXS or ENV course at the 100-level.</td>
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<tr>
<td>ENV 202 - Exercise and the Environment (3) Even Springs</td>
<td>This course fulfills an environmental general education mission course requirement. Students learn about best practices for organic gardening through targeted readings and the experience of working in the greenhouse and the organic garden the Eden Hall Campus. The course makes connection between food production and nutrition, as students and faculty cook and eat together at EHC. Transportation between Eden Hall and Shadyside Campus will be provided.</td>
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<tr>
<td>ENV 213 - Special Topics (3)</td>
<td>This course fulfills an environmental general education mission course requirement. Students study organic growing practices through classroom and experiential learning at the Eden Hall greenhouse and garden. From growing seedlings to harvesting vegetables, students learn organic strategies for managing pests and disease, and maximizing soil and plant health. Transportation between Eden Hall and Shadyside Campus is provided.</td>
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<tr>
<td>ENV 221E – Organic Gardening (1)</td>
<td>An investigation of some of the important moral issues generated by human interaction with the environment (natural entities, ecosystems, and other species), such as obligation to future generations, the theoretical foundations for an adequate environmental ethic, biodiversity preservation, environmentally sound development and cultural practices, responsibility to animals, and personal choices and lifestyles. Three hours of lecture per week. Cross-listed as PHI 225.</td>
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<tr>
<td>ENV 222E – Organic Gardening (2)</td>
<td>Wilderness and farms are typically considered to be separate, but the ecology of farms can both mimic and support the ecology of wild spaces. In this course, students visit a range of wild and semi-wild spaces, plus a working farm, and learn about the ecological and environmental interactions between food production and nature preservation. Three hours of lecture per week. This course fulfills an environmental general education mission course requirement.</td>
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</tr>
<tr>
<td>ENV 225 - Environmental Ethics (3) Spring</td>
<td>This course will examine contemporary global environmental issues from a gendered perspective. It will address the following question: How does environmental change impact women’s lives, women’s health, women’s community roles, and how are women offering leadership to address these problems and offer alternative solutions at the global, national, and local levels? The course will examine these issues from a North/South perspective, examining how northern countries consumption and policies are impacting women in poor and transitional countries. It will also focus on key environmental concerns, from climate change, resource extraction, population, consumption, and toxic contamination. Three hours of lecture per week. This course fulfills an environmental general education mission course requirement.</td>
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</tr>
<tr>
<td>ENV 230W - Wilderness and Food Sustainability (3) Odd Spring</td>
<td>This course explores the global implications of environmental issues. It is designed for all students interested in our global environment, one of the most critical issues of our time. The basic premise is that global ecological systems are in decline. This course will not only introduce students to the major issues causing or relating to this ecological decline, but also provide a template for thinking about and acting on solutions. Therefore, the focus is on active, participation-based learning, and students should leave the course ready to create environmental change. Three hours of lecture per week. This course fulfills an environmental general education mission course requirement.</td>
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<tr>
<td>ENV 242 - Women &amp; the Global Environment (3) Even Falls</td>
<td>This course introduces students to a wide range of environmental issues from a scientific perspective. Specific topics vary from year to year, but this course utilizes lectures, discussions, laboratories, guest speakers and field trips to increase knowledge about environmental problems as well as increase scientific knowledge and literacy. Three hours of lecture per week. This course fulfills an environmental general education mission course requirement.</td>
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<tr>
<td>ENV 247</td>
<td>Environmental Geology</td>
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<tr>
<td>ENV 247L</td>
<td>Environmental Geology</td>
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<tr>
<td>ENV 250</td>
<td>Plants, People, and the Environment (3)</td>
<td>Even Falls</td>
</tr>
<tr>
<td>ENV 262</td>
<td>Global Environmental Economics (3)</td>
<td>As Needed</td>
</tr>
<tr>
<td>ENV 300</td>
<td>Perspectives on Landscape (3)</td>
<td>As Needed</td>
</tr>
<tr>
<td>ENV 313</td>
<td>Special Topics (3)</td>
<td>As Needed</td>
</tr>
<tr>
<td>ENV 317</td>
<td>Environmental Solutions &amp; Systems (3)</td>
<td>Even Springs</td>
</tr>
<tr>
<td>ENV 327</td>
<td>Writing About Environment Science (3)</td>
<td>Odd Falls</td>
</tr>
<tr>
<td>ENV 352</td>
<td>Environmental Organizations &amp; Governance (3)</td>
<td>As Needed</td>
</tr>
<tr>
<td>ENV 381</td>
<td>Principles of Landscape Design (3)</td>
<td>As Needed</td>
</tr>
<tr>
<td>ENV 412</td>
<td>Applied Design Studio II: The Principles and Practice of Landscape Design (3)</td>
<td>As Needed</td>
</tr>
<tr>
<td>ENV 414</td>
<td>Landscape Ecology (3)</td>
<td>As Needed</td>
</tr>
<tr>
<td>ENV 418</td>
<td>Native Plants (2)</td>
<td>As Needed</td>
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</tbody>
</table>

An introduction to the uses of plants by humans. Topics include the form, structure and genetics of plants related to their use as sources of food, shelter, fiber, flavors, beverages, drugs, and medicines. Plant structure and reproduction are studied in lecture and in-class activities with a particular focus on relationships between the plant's structural, chemical, or physiological attributes and the agricultural plant. Agricultural policies will also be discussed. Three hours of lecture per week. Prerequisite(s): ENV 116 and ENV 129.

This course focuses on the study of the relationship between economic activity and the environment. It teaches students the economic perspectives and tools for analyzing environmental problems and evaluating policy solutions. The course covers both conceptual topics and real-world applications. Three hours of lecture per week. Cross-listed as ECN 262. Prerequisite(s): ECN 102.

This design studio is the foundation course for the landscape studies program. The course gives students a broad overview of the breadth and scope of landscape design as it expresses society's relationship and attitudes toward nature and the land. Students will begin to learn the language and vocabulary used for seeing, describing, analyzing, and designing landscapes by looking at examples of historical and contemporary landscape design. Through weekly design exercise, including collages, sketches, and model making, students will learn how landscape space and form are created and how they articulate meanings and functions. They will explore the interrelationships of the structural elements that define landscape space and investigate the principles that create spatial design. Emphasis will be placed on learning how to generate ideas and give aesthetic and functional form to creative concepts. Three hours of lecture per week. Cross-listed as LNS 300.

This Special Topics courses will vary by year to provide in-depth analysis of a particular environmental issue. Three hours of lecture per week. Prerequisite(s): will be determined by the instructor.

This course takes an interdisciplinary, solution-oriented approach to the analysis of diverse environmental issues. Students learn systems thinking and sustainability as methods to evaluate and act upon environmental problems. Three hours of lecture per week. Prerequisite(s): ENV 116 or ENV 129. Additional Fee(s): Materials fee.

This course is designed for students with some basic scientific skills, who might become scientists professionally, but all of whom will be communicating about science, often to non-scientists. In this course, we will read, discuss, and practice a variety of methods of communicating about environmental science, from popular culture to news to government reports. Students will competently translate scientific results into written journalistic English and will be able to evaluate scientific results from the news in terms of its scientific accuracy and clarity. Three hours of lecture per week. Cross-listed as ENG 327. Prerequisite: any 200-level ENV course or permission of either department chairperson.

This course explores national and international environmental advocacy and organizations through a historical, political and economic context. The evolution, status, and future of the environmental movement are examined. Topics covered include ozone depletion, global climate change, sustainable development, and corporate environmentalism. Students conduct an environmental public opinion or advocacy project. Three hours of lecture per week.

This course explores the fundamental concepts of landscape design. By studying historical and contemporary examples, students examine the different structures of landscape using site plans and diagrams. The course also allows students to look at nature as the backdrop of all human activity and shows the convergence of elements from nature and the built world. Starting with the concept that natural landscaping is the basis for all planning, students gain an appreciation of ecological concepts in designing landscapes. Three hours of lecture per week. Cross-listed as ART 381 and LNS 309.

In this course students learn to analyze, synthesize, and assimilate contextual and site-specific information into the development and presentation of creative design solutions for specific landscape projects at different scales. These projects lead to an understanding of design problem definition; program development; site analysis; and inventory essential elements in the design process. Three hours of lecture per week. Cross-listed as LNS 412. Prerequisite(s): LNS 411 and 415. Additional Fee(s): Materials fee.

Introduces the study of how landscape structure affects the processes that determine the abundance and distribution of organisms. Students analyze spatial patterning as it relates to ecological systems and resource conservation. Students use quantitative and modeling tools to facilitate understanding of spatial processes, resource conservation, and ecosystem management. Three hours of lecture per week. Cross-listed as LAR 514.

Analysis of the flora of Western Pennsylvania and Allegheny County is the basis of this course. Students learn native plant identification and plant families. Students also learn to compare native to non-native species and discuss the medicinal, food, and, and horticultural uses of natives through field trips and in-class activities. Three hours of lecture per week. Cross-listed as LAR 518.
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ENV 425</td>
<td>Environmental Policy (3) Odd Springs</td>
<td>This course takes an interdisciplinary approach to the study of the theory and practice of environmental policies. The course focuses on the political and economic factors contributing to the success and failure of present environmental policies. Topics include the roles of government and the market in causing environmental problems, analysis of proposed means for resolving those problems, and the application of economic and political analyses to selected environmental issues. Three hours of lecture per week. Cross-listed as POL 425. Prerequisite(s): One of the following courses: POL 101, ECN 101, ECN 102, or ENV 116, or permission of instructor.</td>
</tr>
<tr>
<td>ENV 443</td>
<td>Environmental Chemistry (3) As Needed</td>
<td>This course is an advanced study of the chemical principles underlying common environmental problems. It aims to deepen the student’s knowledge of chemistry and its role in the environment and to show the power of chemistry as a tool to help us comprehend the changing world around us. Three hours of lecture per week. Cross-listed as CHM 443. Prerequisite(s): CHM 205.</td>
</tr>
<tr>
<td>ENV 445</td>
<td>Nature and Culture (3) As Needed</td>
<td>This course explores the issues of ecology and identity as part of the development of American literary culture. The development of an ecological imperative and the patterns of “nature” consciousness will be explored as they rise, grow and change. Questions of the relationship between nature and culture will be the main focus of the course, including the developing ideology of ecology as a response to the growth of mechanical culture and the rapid loss of wilderness. Three hours of lecture per week. Cross-listed as ENG 443. Pre-requisite(s): any 300-level ENG or ENV course, or permission of either chairperson.</td>
</tr>
<tr>
<td>ENV 446</td>
<td>Wilderness and Literature (3) As Needed</td>
<td>Through close reading of poetry and prose, students will explore the relationship between wilderness and literature - both representations of the natural world and what Stanley Kunitz calls &quot;your wilderness... the untamed self that you pretend doesn’t exist, all that chaos locked behind the closet door, those memories yammering in the dark.&quot; Writers examined include: Anne Carson, Mark Doty, Kathleen Hill, and Virginia Wolf. Three hours of lecture per week. Cross-listed as ENG 446. Pre-requisite: any 300-level ENG or ENV course or permission of either chairperson.</td>
</tr>
<tr>
<td>ENV 447</td>
<td>Contemporary Environmental Fiction (3) As Needed</td>
<td>A study of environmental fiction ranging from Jack London’s The Call of the Wild to Margaret Atwood’s Surfacing and Jane Smiley’s A Thousand Acres, this course attends in specific to the representation of nature and environment in 20th-Century novels and other cultural texts (e.g., Bambi or The Emerald Forest). Students will consider how such representations interrogate, critique, or reinforce contemporary constrictions of the environment. Special attention will be given to the questions of history, gender, and “what counts” (e.g., urban versus wilderness) as the environment. Three hours of lecture per week. Cross-listed as ENG 447. Prerequisite(s): 200-level English course or permission of department chairperson, and any 300-level ENG or ENV course, or permission of either chairperson.</td>
</tr>
<tr>
<td>ENV 451</td>
<td>Soil Science (3) Odd Springs</td>
<td>Study of soils as natural bodies, media for plant growth, and ecosystem components. Topics include soil morphology and characteristics, composition, formation, conservation, and soil erosion. Physical, chemical, and biological properties of soils are related to the production of plants, the functioning of hydrologic and nutrient cycles, and the protection of environmental quality. Three hours of lecture per week. Cross-listed as LNS 551 Prerequisite(s): ENV 129 or equivalent, or permission of instructor.</td>
</tr>
<tr>
<td>ENV 452</td>
<td>Ecofeminist Literature (3) Odd Falls</td>
<td>This course brings together theoretical, non-fictional, and fictional approaches to the study of women and the environment. Students will examine how diverse eco-feminist writers problematize, resituate, and reclaim the woman/nature paradigm - a construct historically based in patriarchal culture. This course focuses particularly on how representations of women and environment (ranging from the traditional to the radical) can help students rethink and re-imagine their relationship to the Earth. Three hours of lecture per week. Cross-listed as ENG 452. Pre-requisite: any 300-level ENG or ENV course or permission of either chairperson.</td>
</tr>
<tr>
<td>ENV 455</td>
<td>Environmental Educations (3) As Needed</td>
<td>Students develop skills and fluency in preparing, delivering and evaluating the interrelationships between humans and ecological systems. The specific focus is on decision-making approaches that satisfy environmental, economic and ethical criteria. An experiential learning approach is used to develop assessment skills environmental issues. Three hours of lecture per week. Cross-listed as LAR 570. Prerequisite(s): Junior or Senior standing.</td>
</tr>
<tr>
<td>ENV 475</td>
<td>Principles of Sustainability (3) As Needed</td>
<td>This course takes an interdisciplinary approach to the study of the theory and practice of environmental policies. The course focuses on the political and economic factors contributing to the success and failure of present environmental policies. Topics include the roles of government and the market in causing environmental problems, analysis of proposed means for resolving those problems, and the application of economic and political analyses to selected environmental issues. Cross-listed as POL 525.</td>
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<tr>
<td>ENV 555</td>
<td>Environmental Education (3)</td>
<td>The historical development of environmental education and the development of current standards in the environment and ecology, as well as a range of teaching methods for effectively presenting environmental challenges are explored. Course work includes observations and participation in environmental experiences within public school classrooms.</td>
</tr>
<tr>
<td>EXS 101</td>
<td>Introduction to Exercise Science (1) Fall</td>
<td>This course is designed to provide an overview of the field of exercise science as a discipline and profession. Students will be exposed to methods and techniques employed to develop positive attitudes and habits that support an active lifestyle. Topics of health risk factors and wellness will be explored as they specifically relate to exercise. Possible career choices related to this field will also be discussed. One hour of class per week.</td>
</tr>
<tr>
<td>EXS 102</td>
<td>First Aid and Cardiopulmonary Resuscitation (1) Spring</td>
<td>This course is designed to optimize students’ wellness. The various dimensions of wellness will be explored and various field trips will be taken over the course of the semester. The dimensions of wellness that will be covered in this course include: Physical, Emotional, Social, Spiritual, and Environmental. This course will provide opportunities to support students’ desires to lead a healthy lifestyle. Wellness opportunity resources will be provided to improve overall health. In addition, students will complete self-assessments and document their individual progress within each of the dimensions of wellness stated. Two hours of lecture per week plus one hour TBA. This course fulfills a wellness course requirement.</td>
</tr>
<tr>
<td>EXS 103</td>
<td>Wellness (2) Fall</td>
<td>This course will provide students with a basic understanding of how various environmental conditions impact all aspects of health and exercise performance. Topics to be discussed will include: environmental health concerns, air pollution, temperature regulation heat/cold stress, altitude and health, microgravity, and hypobaria. Three hours of lecture per week. Cross-listed as ENV 202. Prerequisite(s): Any EXS or ENV course at the 100-level.</td>
</tr>
<tr>
<td>EXS 202</td>
<td>Exercise and the Environment (3) Even Springs</td>
<td>This course reviews current research design and statistical techniques needed for a better understanding of peer-reviewed literature within exercise science. This course also reviews basic principles of an evidence-based approach related to various types of exercise interventions, and common diagnoses and prognoses in the area of public health (e.g., obesity, diabetes). Material presented in lecture will be focused on “real-world” data from the current literature. Two hours of lecture per week. Prerequisite(s): EXS 252.</td>
</tr>
<tr>
<td>EXS 301</td>
<td>Introduction to Critical Research Appraisal (2)</td>
<td>Students learn to integrate anatomical and physiological function into a comprehensive strength and conditioning model. Topics include testing, evaluation, exercise techniques, program design, and aerobic endurance training. Students are introduced to facility organization, risk management, and developing a policies and procedure manual. Three hours of class per week. Prerequisite(s): BIO 302.</td>
</tr>
<tr>
<td>EXS 302</td>
<td>Principles of Strength and Conditioning (3) Odd</td>
<td>This course provides students with the knowledge of theoretical and applied aspects of exercise physiology with an emphasis on exercise response and exercise testing. An in-depth understanding of how the body responds when exposed to acute bouts of exercise will be provided through lectures and laboratories. Topics discussed will include physiological adaptations of the cardiovascular, respiratory, metabolic, and neuromuscular systems in response to exercise, and assessment of aerobic endurance, muscular fitness and body composition. Three hours of lecture per week. Prerequisite(s): BIO 302; Co-requisite or Prerequisite(s): EXS 326L.</td>
</tr>
<tr>
<td>EXS 326</td>
<td>Applied Exercise Physiology I (3) Even Falls</td>
<td>Experiments to complement the material presented in EXS 326. Two hours of laboratory per week. Co-requisite or Prerequisite(s): EXS 326. Additional Fee(s): Laboratory fee.</td>
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<tr>
<td>EXS 326L</td>
<td>Applied Exercise Physiology I Laboratory (1) Even Falls</td>
<td>Experiments to complement the material presented in EXS 326. Lab will include activities related to skill acquisition, performance and biomechanical analysis of functional motor patterns. Three hours of laboratory per week. Co-requisite or Prerequisite(s): EXS 345L. Additional Fee(s): Laboratory fee.</td>
</tr>
<tr>
<td>EXS 345</td>
<td>Kinesiology and Movement Science (3) Even Springs</td>
<td>This course serves as an introduction to kinesiology and movement science of the human body. The student will learn the functional anatomy and biomechanics of the major joints of the human body and the application of kinesiology and biomechanical principles to describe and analyze normal and pathological human movement. Principles and practical application of motor learning, motor control and skill acquisition will also be introduced. Lab will include activities related to skill acquisition, performance and biomechanical analysis of functional motor patterns. Three hours of lecture per week. Prerequisite(s): BIO 201. Co-requisite or Prerequisite(s): EXS 345L.</td>
</tr>
<tr>
<td>EXS 345LW</td>
<td>Kinesiology and Movement Science Lab (1) Even Springs</td>
<td>Experiments to complement the material presented in EXS 326. Lab will include activities related to skill acquisition, performance and biomechanical analysis of functional motor patterns. Three hours of laboratory per week. Co-requisite or Prerequisite(s): EXS 345. Additional Fee(s): Laboratory fee.</td>
</tr>
<tr>
<td>EXS 426</td>
<td>Applied Exercise Physiology II (3) Odd Springs</td>
<td>This course provides students with the knowledge of theoretical and applied aspects of exercise physiology and wellness. The emphasis of this course focuses on the physiological adaptations to exercise training. Students will learn how to design exercise prescriptions for typical adult populations, athletic populations, and special populations (i.e. pediatric, geriatric, and obese). Three hours of lecture per week. Prerequisite(s): EXS 326. Co-requisite or Prerequisite(s): EXS 426L.</td>
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<tr>
<td>EXS 426L</td>
<td>Applied Exercise Physiology II Laboratory (1) Odd Springs</td>
<td>The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.</td>
</tr>
<tr>
<td>EXS/BIO 252</td>
<td>Exercise and Nutrition (3) Odd Springs</td>
<td>This course introduces the student to the science of human nutrition and the relationship between health, exercise and food intake. Basic topics of digestion, absorption, metabolism, interactions and functions of nutrients will be covered. Special topics emphasized in this course include optimal nutrition for exercise and sport, energy use during exercise, evaluation of body composition (body fat, muscle mass), development of obesity, weight management, and nutritional factors in planning a successful muscular strength and endurance program. Three hours of lecture per week.</td>
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<tr>
<td>FDT 141</td>
<td>Media Literacy (3) Fall</td>
<td>This course introduces students to the Macintosh computer interface and related media practices. Students explore digital foundations, media related histories, theoretical frameworks and critical examination of production elements as they discover how computers are radically changing the way image makers create and present their work. Cross-listed as ART/COM 141. Additional Fee(s): Course Computing fee.</td>
</tr>
<tr>
<td>FDT 160</td>
<td>World Film History (3)</td>
<td>This course presents an overview of the history of film by focusing on key countries, both Western and non-Western, whose film industries have made important contributions to world cinema and/or whose filmmakers have pioneered important film movements. The course places film industries and movements in the context both of cinematic history and history of the societies in question. This course fulfills a global general education mission course requirement.</td>
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<tr>
<td>FDT 161</td>
<td>Introduction to Film, Video, and New Media Art (3)</td>
<td>This course is an introduction to critical and aesthetic perspectives on film, i.e. the rules, codes, and strategies by which film represents reality. Students will be exposed to a variety of movements and moments in film history, but history will not be an explicit focus for the course. The course will map out the major conceptual areas in film studies using new methodologies in the areas of narrative comprehension, new vocabulary in film semiotics, and multiculturalism and the media. Issues explored in this course include questions of history and memory, self and other, and identity in both the Western and non-Western contexts. Prerequisite(s): FDT 141</td>
</tr>
<tr>
<td>FDT 213</td>
<td>Special Topics: Editing and Sound (3)</td>
<td>This course looks predominantly at films directed by women who have worked out strategies for a feminist film practice. The course will focus on the relationship between representations of women and the socio-political structures in which women live. It will also focus on the need for women, if they wish to affect perception of self and other, us and them, to take up the means of production. Exposing the sexual stratagems in various contemporary societies permits women filmmakers to recreate the world in their own image. Study of traditional portrayals of women will support understanding of the differences between subject and object position. Negotiating these often conflicting spaces allows students to comprehend the multiple mediations that structure a critical consciousness. Such awareness allows questions of responsibility in a world of diverse values and perspectives. The course is organized as a reading, viewing, and lecture experience. Cross-listed as CST 225. This course fulfills an environmental general education mission course requirement.</td>
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<tr>
<td>FDT 225</td>
<td>Female Narration: Race and Gender in Women's Film (3)</td>
<td>This course introduces the tools, technology, and techniques of digital video production. Students plan, script, manage, and produce videos using digital technologies. Along with the technical application, students will be exposed to the history of video as an artistic and instructional medium, as well as the relationship of digital video to film and television. The theoretical focus is on critiques of narrative construction. Cross-listed as ART/COM 250. Prerequisite(s): ART 141. Additional Fee(s): Course Computing fee.</td>
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<tr>
<td>FDT 250</td>
<td>Introduction to Digital Video Production (3) Fall</td>
<td>This introductory course in web design and net art production addresses formal design, aesthetic, conceptual and theoretical methods for the creative production and dissemination of student projects via a global network. Technical focus is on authoring nonlinear documents using software and basic web programming languages. Students conceptualize projects around a variety of topics including: online social networks, memory and database theory, cultural interfaces, the screen and the body, and collective media. Cross-listed as ART/COM 261. Prerequisite(s): ART/COM/FDT 141 or permission of the instructor. Additional Fee(s): Course Computing fee.</td>
</tr>
<tr>
<td>FDT 261</td>
<td>Web Design I: Code + Aesthetics (3) Fall</td>
<td>The emphasis of this course is on the physiological adaptations to exercise training. Students will learn how to design exercise prescriptions for typical adult populations, athletic populations, and special populations (i.e. pediatric, geriatric, and obese). Three hours of laboratory per week. Co-requisite or Prerequisite(s): EXS 426. Additional Fee(s): Laboratory fee.</td>
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Note: Additional Fee(s) and Co-requisite or Prerequisite(s) information is provided for some courses.
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<tr>
<td>FDT 300</td>
<td>Critical Theory (3)</td>
<td>Students will engage in topic-specific explorations of the creative, conceptual, theoretical/historical and technical possibilities of e-merging media art practices in this upper-level course. The content and material of the course will depend on faculty areas of specialization. Topics may include: Reactive Media Environments, Networked Embodiment, Race/Class/Gender and the Internet, Information Politics. Additional Fee(s): Course Computing fee.</td>
</tr>
<tr>
<td>FDT 313</td>
<td>Special Topics in Media Arts (3)</td>
<td>Students will learn the principles, process, and philosophy of animation with a focus on the design and construction of environments, characters, and time-based motion. Students script, storyboard, design, and produce a short animated digital video. Cross-listed with ART 421. Prerequisite(s): ART 141 and FDT 250. Additional Fee(s): Course Computing fee.</td>
</tr>
<tr>
<td>FDT 350</td>
<td>Intermediate Digital Video Production (3) Fall</td>
<td>This studio course is an intensive laboratory that looks at advanced methods of digital video production, including highly developed lighting practices, audio recording and mixing, nonlinear editing, and digital effects. Students will also experiment with various ways in which to prepare video for web streaming or embedding compressed video in multimedia applications. This course includes regularly scheduled screenings of significant experimental video and multimedia projects - continuing to engage students in conversations of aesthetic, structural, and critical concern. Cross-listed as ART/COM/FDT 450. Prerequisite(s): ART/COM/FDT 141, FDT 261 or permission of instructor. Additional Fee(s): Course Computing fee.</td>
</tr>
<tr>
<td>FDT 364</td>
<td>Web Design II: Interface + Structure (3)</td>
<td>This production course provides an introduction to computer animation and visual effects. Students learn to strategize projects that take into consideration the impact of designed, cultural interfaces on human experience. Students are exposed to a variety of projects and exhibitions, along with contemporary theoretical discourses in new media. How can students take advantage of the new possibilities that nonlinear forms evoke? Projects could include online interactive narratives, experimental DVD authoring, and interactive installations, among others. Prerequisite(s): ART/COM/FDT 450. Additional Fee(s): Course Computing fee.</td>
</tr>
<tr>
<td>FDT 421</td>
<td>Digital Animation and Compositing (3)</td>
<td>This course allows advanced students to explore interactive, networked, and convergent media realities. Students learn to strategize projects that take into consideration the impact of designed, cultural interfaces on human experience. Students are exposed to a variety of projects and exhibitions, along with contemporary theoretical discourses in new media. How can students take advantage of the new possibilities that nonlinear forms evoke? Projects could include online interactive narratives, experimental DVD authoring, and interactive installations, among others. Prerequisite(s): ART/COM/FDT 450. Additional Fee(s): Course Computing fee.</td>
</tr>
<tr>
<td>FDT 450</td>
<td>Advanced Digital Video Production Studio (3)</td>
<td>The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.</td>
</tr>
<tr>
<td>FDT 490</td>
<td>Integrative Capstone</td>
<td>As designed by Apple, this “hands-on course teaches students to perform basic editing functions while becoming familiar with the Final Cut Pro user interface. Students will start with basic video editing techniques and work all the way through Final Cut Pro’s powerful advanced features. Students will learn to mark and edit clips, mix sound, add titles, create transitions, apply filters. Students will learn basic set-up, customizing preferences and settings, capturing video and audio, various editing and trimming techniques, Ripple, Roll, Slip, and Slide tools, Editing and Audio creation, finishing and final output. Because Chatham University is an Apple Authorized Training Center for Education, students who complete this course and pass the certification exam will become Apple Certified Associates. Additional Fee(s): Course LAB Fee.</td>
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<tr>
<td>FDT 493</td>
<td>Independent Study (3)</td>
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<tr>
<td>FDT 500 LAB</td>
<td>Final Cut Pro (2 ) supplemental</td>
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<tr>
<td>FDT 510</td>
<td>LAB: Adobe Illustrator (1) supplemental</td>
<td>This one credit supplemental course will provide students with a foundational knowledge of the Illustrator interface. This vector-based graphic program most often used for line art employed in package design, logo development and quality type treatment. Illustrator will open up the possibilities with refined Photoshop composites as well as advanced drawing and graphic applications with the pen tool, type, compound paths, effect, layers, masks and patterns. Additional Fee(s): Course LAB Fee.</td>
</tr>
<tr>
<td>FDT 520</td>
<td>LAB: Adobe Photoshop (1) supplemental</td>
<td>This one credit supplemental course will provide students with a foundational knowledge of the Photoshop interface. Layers, masks, paths, filters and type will be explored along with layer masks, clipping paths, opacity, effects, tile patterns, gradients, preparing for print or web and color correction using levels, curves and adjustment layers. Additional Fee(s): Course LAB Fee.</td>
</tr>
<tr>
<td>FDT 530</td>
<td>LAB: Adobe InDesign (1) supplemental</td>
<td>This one credit supplemental course will provide students with a foundational knowledge of the InDesign interface. A rich desktop publishing application InDesign is best suited for large multi-page documents where workflows can be streamlined through paragraph, character styles and master pages. Learn foundations of InDesign, threading text-boxes, importing photos and styling images, utilize baseline grid, hyphenation, and libraries to create simple and complex layout compositions. Additional Fee(s): Course LAB Fee.</td>
</tr>
<tr>
<td>FDT 543</td>
<td>The Media Production Industry (3)</td>
<td>Offered in the final semester of the program it is designed to enhance the ability of graduates to establish themselves in the media production industry.</td>
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<tr>
<td>FDT 550</td>
<td>Media Project #1 – Digital Video Production (3)</td>
<td>Media Project I focuses on the production process for video and other media work – from concept to production to completed piece. In this course students are provided an understanding of the tools for each step of production. Students focus particularly on the technical elements of shooting and editing video. This course prepares students for Media Project II and Media Project III where additional technical elements such as lighting and sound will be explored. Both in and outside of class, production work provides essential opportunities for candidates to question and challenge ideas. Additional Fee(s): Course LAB Fee.</td>
</tr>
<tr>
<td>FDT 560</td>
<td>Media Context I: Global Visual Culture (3)</td>
<td>This course provides an overview for incoming students of current rhetorical concerns related to independent media, film production, and histories. The aim of this course is to introduce students from a wide variety of academic backgrounds to the basic ideas, methods, and historiographical concerns which have shaped the interdisciplinary study of digital media as it is today. The focus will be at once on the medium-specific ‘language’ of the filmic ‘text’ and on a broader understanding of the cultures in which these media are embedded, and which they have done their part to shape. Classes have been organized in such a way as to reflect this emphasis on ideas and methods; but students are expected to develop a broad knowledge of the history of media from 1895 to the present. Cross-listed with FDT program. Additional Fee(s): Course LAB Fee.</td>
</tr>
<tr>
<td>FDT 563</td>
<td>Media Context II: Global Visual Culture (3)</td>
<td>This course teaches students the fundamentals of HTML and CSS web markup language. Professional practices such as the development of information architecture, wire-framing, paper prototyping and user-centered research are explored and implemented within the context of site development. Students will learn about the history of Web Design, fundamentals of online writing, overviews of the multiple roles of front-end and back-end designers, usability and accessibility, and a thorough understanding of the process; from a project’s conception to the final delivery of interactive pages. Additional Fee(s): Course LAB Fee.</td>
</tr>
<tr>
<td>FDT 564</td>
<td>eMerging Media II: (Web I: code + aesthetic) (3)</td>
<td>Provides a focus on the art and craft of screenwriting. Students will read and study contemporary screenwriting, and will be expected to generate creative work that illustrates a deep understanding of the tools available to filmmakers in this genre.</td>
</tr>
<tr>
<td>FDT 565</td>
<td>Media Project II – Advanced Digital Video Production (3)</td>
<td>Introduces students to Avid non-linear editing system, the most widely used system within the industry. Students will have a chance to explore the ways in which the Avid DV Xpress can enhance traditional editing techniques. Media Project II concentrates on editing and expanding on the knowledge gained in the Media Project I class. As graduate curriculum, this course will balance the technical and the artistic, and candidates are expected to continue their own creative research outside of class, both technical and conceptual. Candidates will additionally assist one another outside of class to create and complete creative work ready for exhibition by the conclusion of the semester. Media Project II is designed to strengthen a student’s proficiency in editing and editorial decisions. These areas are vital for professional growth, artistic development, and future marketability. Overall, candidates must develop a broad range of skills integral to addressing an audience with moving images and sounds. This course aims to advance skill not only in image creation, but also in writing that is central to this work. Additional Fee(s): Course LAB Fee.</td>
</tr>
<tr>
<td>FDT 570</td>
<td>Screenwriting (3)</td>
<td>This course is designed to teach the techniques and practice of screenwriting for television and film through participation in a process of peer review and commentary, and reading and analysis of published screenplays. The course is taught in a workshop format with the emphasis placed on peer critique of both professional and student work.</td>
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<tr>
<td>FDT 641</td>
<td>The Craft of Screenwriting (3)</td>
<td>Provides a focus on the art and craft of screenwriting. Students will read and study contemporary screenwriting, and will be expected to generate creative work that illustrates a deep understanding of the tools available to filmmakers in this genre.</td>
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<tr>
<td>FDT 650</td>
<td>Media Project II – Advanced Digital Video Production (3)</td>
<td>Introduces students to Avid non-linear editing system, the most widely used system within the industry. Students will have a chance to explore the ways in which the Avid DV Xpress can enhance traditional editing techniques. Media Project II concentrates on editing and expanding on the knowledge gained in the Media Project I class. As graduate curriculum, this course will balance the technical and the artistic, and candidates are expected to continue their own creative research outside of class, both technical and conceptual. Candidates will additionally assist one another outside of class to create and complete creative work ready for exhibition by the conclusion of the semester. Media Project II is designed to strengthen a student’s proficiency in editing and editorial decisions. These areas are vital for professional growth, artistic development, and future marketability. Overall, candidates must develop a broad range of skills integral to addressing an audience with moving images and sounds. This course aims to advance skill not only in image creation, but also in writing that is central to this work. Additional Fee(s): Course LAB Fee.</td>
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<td>FDT 651</td>
<td>Screenwriting (3)</td>
<td>This course is designed to teach the techniques and practice of screenwriting for television and film through participation in a process of peer review and commentary, and reading and analysis of published screenplays. The course is taught in a workshop format with the emphasis placed on peer critique of both professional and student work.</td>
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<tr>
<td>FST 150</td>
<td>Food, Farm &amp; Field (3)</td>
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<td>FST 234</td>
<td>Asian Foodways (3)</td>
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<tr>
<td>FST 402</td>
<td>Global Agriculture (3)</td>
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**FST 234 - Asian Foodways (3)**

A strategic survey of Japanese, Chinese/Taiwanese, Korean, and South Asian food ways in their originating contexts and the U.S. Emphasis on anthropological understanding of food ways, cultural studies critique of class, gender, and family dynamics articulated via food, and historical transformations of food culture in response to migration and globalization.

**FST 402 - Global Agriculture (3)**

This multi-disciplinary course examines agro-ecological, socio-economic, and political issues in tropical agriculture in the global South, focusing on how production and consumption impact food, agriculture, and community sustainability. The course centers on a two-week visit to EARTH University in Costa Rica, plus pre- and post-trip sessions in Pittsburgh.
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<tr>
<td>FST 420</td>
<td>Basic Agroecology (3)</td>
<td>Through working on Chatham's Eden Hall Farm as well as neighboring farms, students will integrate best practices for sustainable agriculture with theory encountered in class. Topics will include basic principles of soil fertility, biodiversity, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues.</td>
</tr>
<tr>
<td>FST 502</td>
<td>Essential Readings in Food and Agriculture (.5)</td>
<td>This class provides grounding in essential texts in the contemporary understanding of food and agriculture. Readings include key food histories, journalism, critical nutrition and food industry writers, and agriculture and environmental treatise. Class will meet monthly to analyze texts. Students will contribute to forum and blog discussions throughout the year.</td>
</tr>
<tr>
<td>FST 504</td>
<td>Food Science Principals (3)</td>
<td>We will study scientific literature on nutrient availability before and after cooking, learn about chemical and physical and visual changes to food through various storage and cooking methods and investigate our sensory responses to certain foods in various types of physical and cultural settings.</td>
</tr>
<tr>
<td>FST 505</td>
<td>Food and Representations (3)</td>
<td>Focus on representations of food and eating in public contexts, from literature to policy, popular culture, marketing, and political rhetoric, but also including scientific, agricultural, and culinary discourses. Texts include advertising, research reports. This class examines the varying meanings assigned to agriculture, food, and eating.</td>
</tr>
<tr>
<td>FST 508</td>
<td>Food Systems (3)</td>
<td>Examines philosophical, sociological, economic, and cultural issues related to the production and consumption of food. From Agrarianism to the Green Revolution, explores the transformations of industrialization, technology, and migration. Provides a foundation in food systems and commodity chains as concepts and methodological tools for uncovering the relationship between communities, agriculture, markets, and consumers.</td>
</tr>
<tr>
<td>FST 509</td>
<td>Food Access (3)</td>
<td>If food is a basic human right, how do societies create universal access to food? In this course, we explore the moral and ethical basis for making citizens food secure despite global inequality. Major topics include the relationship between food access, culturally appropriateness, nutrition, sustainability, and justice.</td>
</tr>
<tr>
<td>FST 510</td>
<td>Food, Culture and History (3)</td>
<td>Provides an overview of food and diet in transnational history emphasizing cultural impact of modernity on food gathering, farming, plant biology, the body and consumption, health, taste, and cuisine. Topics include the development of agriculture, the causes of famine, the disruptions of colonialism, global exchange, industrialization, migration, and commercial economic dominance of the food system.</td>
</tr>
<tr>
<td>FST 511</td>
<td>Research Methods: Food (3)</td>
<td>Introduction to social science research methods applicable to the study of food and culture. Practicum includes ethnography, interviews, focus groups, survey research, oral history, textual analysis, cultural mapping, and visual methods. Applied approach to research: students will produce data for practical use in existing community projects or thesis preparation.</td>
</tr>
<tr>
<td>FST 512</td>
<td>Practical Nutrition (3)</td>
<td>Course provides an overview of nutrition as an evidence-based research field, focusing on groups and communities where research is conducted and then applied. Topics include science and politics of food categories; supplements and functional foods; weight and disordered eating, commercial, local, organic, and conventional foods; cuisine, culture, and diet.</td>
</tr>
<tr>
<td>FST 513</td>
<td>Food, Labor, and Inequality (3)</td>
<td>Course examines how food labors shape historical, political, and social contexts. From nomadic egalitarianism, agrarian politics, industrial stratification to global technological disparities, we explore the uneven compensation and status created in domestic settings, restaurants, factories, and farms. Research on contemporary food labor practices and relevant policies is emphasized.</td>
</tr>
<tr>
<td>FST 514</td>
<td>Fair Trade (3)</td>
<td>Exploring the role of global trade agreements, government policies, international labor standards, and social movements in determining global food production and distribution. Examines historical food exchanges, debates over genetic modification, and strategies of multinational corporations, environmental concerns, and development scenarios. Case studies include coffee, chocolate, green beans, and aquaculture.</td>
</tr>
<tr>
<td>FST 515</td>
<td>Writing about Food (3)</td>
<td>Students will develop techniques and skills for writing about food and culture by studying ethics; journalism, advertising, multimodal and new technology venues; recipe writing; food criticism; writing about food in a variety of genres from history to fiction, magazines and websites. Course emphasizes both print and online media. Cross-listed with ENG 513.</td>
</tr>
<tr>
<td>FST 516</td>
<td>Comparative Cuisines (3)</td>
<td>This course focuses on cuisine as a conceptual tool for understanding culture, geography, and environment. Explorations include: the development of cuisine, the relationship between nation-building and culinary doctrine, literacy and cultural preservation, colonialism, empire, and appropriation. Narratives explore migration, ethnic and racial identity, gender and traditionalism, peasant and elite foodways.</td>
</tr>
<tr>
<td>FST 517</td>
<td>Sustainable Systems (3)</td>
<td>Students work collectively to collaborate with one client on a real world problem to provide an analysis of a complex food-related public policy issue. Projects include business plan for food-based social enterprise; production/distribution models for urban farm operations; researching solutions for bringing fresh food into low-income, historically disadvantaged communities.</td>
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<tr>
<td>FST 518</td>
<td>Business of Food and Agriculture (3)</td>
<td>Course covers both history and current practices related to food and agriculture as economic enterprises in the United States and the world. Skills include ability to understand strategic management principles including identifying target markets, niche marketing. Students will be able to develop an agricultural project or food business plan including understanding barriers of entry, compiling demographic data, developing feasibility studies, long and short term business goals, define and calculate a breakeven point, and budget formulation.</td>
</tr>
<tr>
<td>FST 520</td>
<td>Basic Agroecology (3)</td>
<td>Using Chatham’s Eden Hall Campus gardens as well as neighboring farms as a case study, students will integrate best practices for sustainable agriculture with theory and research analysis in the classroom. Topics will include basic principles of soil fertility, biodiversity, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues.</td>
</tr>
<tr>
<td>FST 520L</td>
<td>Growing Sustainably Lab (1)</td>
<td>Through working on Chatham’s Eden Hall Farm as well as neighboring farms, students will integrate best practices for sustainable agriculture in ongoing projects. Lab component will include work with the western regional office of Pennsylvania Association for Sustainable Agriculture, farm-to-table initiatives, ongoing regional vermiculture and composting, and garden market development and maintenance for a variety of community partners. Additional fee(s): Laboratory fee.</td>
</tr>
<tr>
<td>FST 522</td>
<td>GIS: Food and Agriculture (3)</td>
<td>This course will provide students with a solid foundation of the principles and applications of GIS, an introduction to the desktop software ArcGIS, and will demonstrate its use in the public sectors. Skills learned in other courses can be brought to this course and built upon. Students will focus on their particular interests and projects. Additional fee(s): Course Computing fee.</td>
</tr>
<tr>
<td>FST 523</td>
<td>Intro to Agroforestry (3)</td>
<td>Students will explore alternative season extension practices used in cold season production and compare the opportunities available to local farmers who choose to adopt season extension practices. Through class lectures and assignments students will learn the essentials of healthy soil, pest and disease identification, planting, harvesting and marketing opportunities available to sustainable farmers. Through working on Chatham’s Eden Hall Farm as well as neighboring farms, students will integrate best practices for sustainable greenhouse growing with theory presented in class.</td>
</tr>
<tr>
<td>FST 524</td>
<td>Greenhouse Production (3)</td>
<td>Course explores natural systems, aboriginal knowledge and best practices for designing human systems, which reflect care of the earth. It integrates findings of agriculture, horticulture, ecology, alternative energy, community design and green building. Students learn methods of growing and living sustainably, with local examples and applications of permaculture design for Eden Hall.</td>
</tr>
<tr>
<td>FST 525</td>
<td>Weeds and Insects (3)</td>
<td>Pest management is often considered the greatest challenge of agriculture. In this course, we will learn basic biology of weeds and insects, ecology of how weeds and insects affect cropping systems, and a collection of organic methods for managing these threats.</td>
</tr>
<tr>
<td>FST 526</td>
<td>Agriculture Systems and Practice (3)</td>
<td>Students explore alternative agriculture practices used in farm management and compare local alternatives such as “Certified Organic”, “Certified Naturally Grown”, “Permaculture” and “Biodynamic” practices. Through class lectures and assignments students will learn to fulfill requirements for organic certification. Exploration of the International Federation of Organic Agriculture Movements (IFOAM) will provide a cultural and historical focus for this course.</td>
</tr>
<tr>
<td>FST 527</td>
<td>Permaculture (3)</td>
<td>Course explores natural systems, aboriginal knowledge and best practices for designing human systems, which reflect care of the earth. It integrates findings of agriculture, horticulture, ecology, alternative energy, community design and green building. Students learn methods of growing and living sustainably, with local examples and applications of permaculture design for Eden Hall.</td>
</tr>
<tr>
<td>FST 528</td>
<td>Tree Care (2)</td>
<td>This course provides an introduction to arboriculture, tree climbing and pruning. The class will teach proper tree pruning and the basics of climbing, as well as basic equipment safety, applicable to tree work in urban or agricultural settings, and an introduction to work as an arborist.</td>
</tr>
<tr>
<td>FST 530</td>
<td>Sustainable Culinary Basics (3)</td>
<td>Covers the fundamental concepts and skills of classical cookery focusing on local and sustainable practices. Topics include sourcing local ingredients, flavor profiles, cooking theories. Includes basics and terminology in stocks, soups, sauces, vegetables, starches, meat, and poultry from Eden Hall and field trips to local farms. Techniques include sautéing, roasting, poaching, braising and frying. Class runs 7 weeks and is offered twice. Additional fee(s): Materials fee</td>
</tr>
<tr>
<td>FST 531</td>
<td>Fermentation (3)</td>
<td>Through hands on production, tastings and lectures this course is designed to provide students with an understanding of winemaking principles and practices including a history of viticulture, wine production regions, wine types/styles, methods of winemaking, basics of fermentation, wine chemistry and winery operations. Active experience in the principles of sensory evaluation will be gained through weekly tastings. Students will produce root beer, beer, sake, local mead and vinegar to gain an understanding of various fermentation methods. An emphasis will be placed on sustainable viniculture practices and the globalization of wines. Additional fee(s): Materials fee</td>
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<tr>
<td>FST 532</td>
<td>Sustainable Meat Production (3)</td>
<td>Study ethical farming practices, food sustainability, and moral food choices through the lens of U.S. history from the 17th century to the present. Using lecture, readings, film, and independent research.</td>
</tr>
<tr>
<td>FST 600</td>
<td>Oral History Intensive (3)</td>
<td>Conducts oral history interviews and participates in on-line and in-person discussions of technique, theory, and function.</td>
</tr>
<tr>
<td>FST 602</td>
<td>Global Agriculture (2)</td>
<td>Focuses on the history of food-related social movements, policy mandates, and collective action. Global environmental concerns, gender politics, and public health policies are key topics.</td>
</tr>
<tr>
<td>FST 603</td>
<td>Food Journeys (3)</td>
<td>Topics include culinary adventuring, anti-colonialist eating, and the migrant food voice. Analysis of memoirs, cookbooks, and travelogues culminates in publishable food journeys.</td>
</tr>
<tr>
<td>FST 604</td>
<td>Food, Social Change and Health (3)</td>
<td>This course covers the basics of the relationship between climate change and food systems. Using case studies and research projects, coursework covers a comprehensive understanding of agriculture, food production, and consumption.</td>
</tr>
<tr>
<td>FST 605</td>
<td>Food and Climate Change (3)</td>
<td>A sustainable food system supports both environmental and personal health. In this course, students will explore the applied aspects and shared responsibilities of creating and procuring a regionally based diet that fulfills the food and nutrition needs of all eaters, regardless of income and resources.</td>
</tr>
<tr>
<td>FST 607</td>
<td>Sustainable Consumption (3)</td>
<td>This course uses grains such as wheat, oats, rice, and corn as a lens to explore how a wide range of factors including history, land use, crop development, human nutrition, food processing, sensory evaluation, and socio-economics shape how grains are grown, harvested, and ultimately transformed into bread and other consumables. Includes culinary production and site visits.</td>
</tr>
<tr>
<td>FST 608</td>
<td>Culture and Culinary Grains (3)</td>
<td>This course examines grains such as wheat, oats, rice, and corn as a lens to explore how a wide range of factors including history, land use, crop development, human nutrition, food processing, sensory evaluation, and socio-economics shape how grains are grown, harvested, and ultimately transformed into bread and other consumables. Includes culinary production and site visits.</td>
</tr>
<tr>
<td>FST 609</td>
<td>Dairy: From Pasture to Plate (3)</td>
<td>Meat is one of the most prized and problematic aspects of our food system. It is one of the key issues in environmental degradation through agriculture, but it is also the most celebrated component of new sustainable food initiatives. Large scale meat consumption can signal either a rise or decline in overall global health. This course will examine the culture, politics, history, and contemporary debates about the production and consumption of animals by humans.</td>
</tr>
<tr>
<td>FST 610</td>
<td>Culture and Politics of Meat (3)</td>
<td>This course explores the ways in which sustainability and communal religious life have intersected in the U.S. from the 17th century to the present. Using lecture, readings, film, and independent research, we will study ethical farming practices, food sustainability, and moral food choices through the lens of American religious communities.</td>
</tr>
<tr>
<td>FST 611</td>
<td>Religion Community and Food (3)</td>
<td>Combined with field experiences, this course explores food and culture in commercial and domestic settings in a specific global site, to be determined each summer. Classroom work and field experiences will explore historical, cultural, economic, and geopolitical aspects of food in that site. Topics include: food and national identity, food and globalization, food and economic sustainability.</td>
</tr>
<tr>
<td>FST 612</td>
<td>Food, Commerce and Culture (3)</td>
<td>Research focused on community needs, health and wellness issues, and the relationship between food access, agriculture, and food production. Participation in a pre-selected research study that aims to address some component of health, food access, agriculture, and cooking. May include: engaging relevant community agencies; recruitment of subjects; screening subjects for risk; adhering to IRB regulations; data collection and data entry, aiding in teaching a risk reduction class, participating in the urban garden, and coordinating cooking demonstrations.</td>
</tr>
<tr>
<td>FST 613</td>
<td>Community Research: Food and Health (3)</td>
<td>Focuses on the history of food-related social movements, policy mandates, and collective action. Global environmental concerns, gender politics, and public health policies are key topics.</td>
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<td>FST 614</td>
<td>New Product Development (3)</td>
<td>This course will explore the new product development process from ideation to market. Students will study the methodologies and practices of product development in a traditional Consumer Packaged Goods firm and apply modified methods to manage the new product development process for a start-up local distiller. Over the course of an academic year, students will develop and bring to market a liqueur to be sold by Pittsburgh Distilling Co.</td>
</tr>
<tr>
<td>FST 615</td>
<td>Food, Labor and Inequality (3)</td>
<td>In this course, we will focus on theoretical and applied frameworks for thinking about the labor of growing food, transporting it, transforming it into comestibles, and finally, serving and cleaning related to food consumption. The course considers how global labor shapes the availability and appropriateness of food for different populations and therefore includes a substantial analysis of gender, race, and social class. Readings and discussion will touch on migrant labor, domestic cooking, waiting and serving, agriculture, cooks and chefs, and food professionals.</td>
</tr>
<tr>
<td>FST 619</td>
<td>Cultivating the Midwest: Corn and Soybeans (3)</td>
<td>Combined with field experiences in western Minnesota, this course explores food and agriculture in the Midwestern U.S. Classroom work and field experiences will explore historical, cultural, agronomic, economic, and geopolitical issues, including corn and soybean production, processing and distribution, alternative agrifood networks, and other food systems issues in the Midwest.</td>
</tr>
<tr>
<td>FST 620</td>
<td>Research in Food and Agriculture (2)</td>
<td>This course is a basic overview of research methods for food and agriculture and is required for new students (who will also take a 1-3 credit &quot;applied&quot; methods class in future semesters). Different faculty, graduates, and practitioners will present information about their own research projects and how they chose methods to address research problems, how they handle multi-method problems, and what ethical and practical dilemmas one faces in each approach. Class time will be spent on examining and evaluating various approaches to research in food studies and sustainable agriculture.</td>
</tr>
<tr>
<td>FST 622</td>
<td>Advanced New Product Development (3)</td>
<td>This course will explore new product development process from ideation to market. Students study methodologies and practices of product development in a Consumer Packaged Goods firm. Focus for the advanced course includes consumer testing, packaging development, and production process to develop and bring to market a liqueur sold by Pittsburgh Distilling.</td>
</tr>
<tr>
<td>FST 624</td>
<td>Chocolate: Politics and Pleasure</td>
<td>This graduate multi-disciplinary course examines a range of philosophical, socio-economic, health and political issues related to agricultural policy in the US. It provides a foundation and introduction to U.S. farm policy as a means of exploring how political dynamics and choices impact the nature of food, agriculture, and communities at local, national and global scales.</td>
</tr>
<tr>
<td>FST 625</td>
<td>US Agriculture Policy (3)</td>
<td>Course explores the ways in which sustainability and spirituality have intersected in a variety of world religions. Through readings, lecture, film, the internet, and independent research, we raise questions such as: In what ways does sustainability make religious by these groups (Jews, Christians, Muslims, Hindus, Buddhists, and New Age traditions)? What are the religiously moral and ethical implications of food production/consumption? Who is participating in these practices? How do religious worldviews lend themselves to environmental action?</td>
</tr>
<tr>
<td>FST 630</td>
<td>Sustainability and Spirituality (3)</td>
<td>This course explores how people can engage in creating more environmentally, socially, and economically sustainable communities at multiple scales, from the local to the regional. The reading and assignments emphasize sustainable planning theory and practice as well as sustainable food systems perspectives. Students will engage in practice-based research and community projects.</td>
</tr>
<tr>
<td>FST 640</td>
<td>Sustainable Community Development (3)</td>
<td>Using theories of collective memory, methods of culinary and oral history, and techniques from cultural geography, this course examines components of the food universe of Allegheny County and Pittsburgh, focusing on the way its distinctive ethnic and class history result in specific traditions, culinary creations, and entrepreneurial endeavors related to selling and consuming food.</td>
</tr>
<tr>
<td>FST 683</td>
<td>Special Topics: Pittsburgh Food Landscape (3)</td>
<td>Internship placement will focus on local nonprofits, advocacy groups, community projects, food companies, farms, co-ops, food producers, and policy agencies. Directed experience can include developing products, community knowledge, food system data, or promotional materials (course requires instructor signature).</td>
</tr>
<tr>
<td>FST 691, 692</td>
<td>Internship (1) (2)</td>
<td>Students in 3 credit internships will have regular meetings as a group and individually with the supervising academic professor in order to address ethical, logistical, and intellectual issues related to community-based work in Food Studies (course requires instructor signature).</td>
</tr>
<tr>
<td>FST 693</td>
<td>Field Work Practicum (3)</td>
<td>Course provides supervision and research guidance for Master’s thesis or projects in Food Studies. Students will have instruction in data analysis, writing for public presentation and publication, professional development workshops, and community development projects.</td>
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<tr>
<td>FST 699</td>
<td>Pro-Seminar (3)</td>
<td>Professional development seminar including workshops on negotiation, networking, public presentation, publication, and communication. Includes guest speakers and event management opportunities.</td>
</tr>
<tr>
<td>FST 800</td>
<td>Graduate Continuing Credit (1)</td>
<td>This course is an introduction to world history from the rise of civilization to the present. It establishes and compares major themes in the leading civilizations of today's world. It investigates the development of the modern world system and interpretations of its impact on these civilizations. This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>HIS 100</td>
<td>Introduction to World History (3)</td>
<td>This course surveys American history from colonization to the present stressing themes that resonate with the World History survey, the influence of global forces on US history as well as the influence of US actions and ideas on the rest of the world.</td>
</tr>
<tr>
<td>HIS 102</td>
<td>Introduction to American History (3)</td>
<td>This course surveys Latin American history from colonization through the present with an emphasis on world history themes. While the legacies of the colonial period will be briefly examined, the course will focus primarily on the nineteenth and twentieth century's. Global themes will include the spread of European religions among indigenous populations; reversionner of liberal revolutionary ideas in the western hemisphere; the incorporation of Latin American and its populations into the world economy; the influence of race on society; and the spread of Marxism and resulting revolutions. This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>HIS 200W</td>
<td>Introduction to Latin American History (3)</td>
<td>This course introduces students to the cultural, religious, social, economic and political landscape of the Middle East. It provides an in-depth look at 'traditional' society, state and culture and then highlights change and resistance to change in the period since the First World War, when European imperialism redrew the political map and westernization threatened to redraw social, cultural and religious maps.</td>
</tr>
<tr>
<td>HIS 201</td>
<td>Introduction to Modern Middle Eastern History (3)</td>
<td>The impact of World War I on Europe, the crisis of democracy, the rise of totalitarian ideologies in the interwar period, and the decline of European influence in the world after World War II provide the focal points of the course. It then explores the slow resurgence of Europe, prospects for European unity, and revived European influence in international relations as a &quot;third force.&quot;</td>
</tr>
<tr>
<td>HIS 202W</td>
<td>Introduction to Modern Europe (3)</td>
<td>An exploration of East Asian geography, history, language, and culture from the Zhou Dynasty (ca. 1,000 BCE) to present times. Focus on China, Korea, Japan with reference to neighboring regions and discussion of Taiwan. Emphasis on arts, ideologies, and East Asian cultural sites in Pittsburgh area. Cross-listed as CST 204W. This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>HIS 204W</td>
<td>Introduction to East Asian Studies (3)</td>
<td>This course is an interdisciplinary examination of the problems and promises of African development. It investigates the historical development of pre-independence society, culture, political institutions, and economic structures, and their interaction with post-independent economic problems and development strategies.</td>
</tr>
<tr>
<td>HIS 205W</td>
<td>Africa, Past and Present (3)</td>
<td>Through this course, students will learn about oral history and the racial dynamics of American cities, especially Pittsburgh, since World War II. Students will learn about the history of racial inequality in cities and the efforts of people to both combat and maintain that inequality. They will then conduct oral history interviews to further explore the role the lives of people in two neighborhoods in Pittsburgh.</td>
</tr>
<tr>
<td>HIS 207</td>
<td>Oral History, Neighborhoods, and Race (3)</td>
<td>This course is intended to augment the present offerings in history. The content and material of the course depend on the visiting professor's area(s) of specialization. This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>HIS 213</td>
<td>Special Topics in History (3)</td>
<td>This course examines the industrialization of England, Germany, France, the United States and Russia between 1780 and 1940, and the emergence of an urban working class in those nations. Students will learn about the development of the textile, coal, railroad, steel, and auto industries paying close attention to world trade, technology, and labor management relations as well as working-class communities, cultures, and politics. Prerequisite(s): Any 100-level history course or permission of the instructor.</td>
</tr>
<tr>
<td>HIS 215</td>
<td>Industrialization &amp; the Working Class in Europe &amp; America (3)</td>
<td>The emergence of Third-Worldism after 1945 is the central historical development of the twentieth century. The Afro-Asian movement namely aimed at recasting the historical initiative away from implacable colonialist powers. This course focuses on the analysis of political doctrines and tangible developmental models that have independently and collectively marked the rise of the Third World.</td>
</tr>
<tr>
<td>HIS 216</td>
<td>Rise of the Third World (3)</td>
<td>This course surveys the destruction of two-thirds of European Jewry during World War II. Through a close reading of primary texts and secondary sources, it explores the foundations and development of Nazi policy toward the Jews. The course documents the reactions of Jews, European peoples and governments, the U.S. people and government, and various churches and political movements. Prerequisite(s): Any 100-level history course or permission of the instructor.</td>
</tr>
<tr>
<td>HIS 224</td>
<td>The Holocaust: Nazis, Occupied Europe, and the Jews (3)</td>
<td>This course surveys the destruction of two-thirds of European Jewry during World War II. It offers a close reading of primary texts and secondary sources, exploring the foundations and development of Nazi policy toward the Jews. The course documents the reactions of Jews, European peoples and governments, the U.S. people and government, and various churches and political movements. Prerequisite(s): Any 100-level history course or permission of the instructor.</td>
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<td>HIS 228</td>
<td>Recent African History (3)</td>
<td>This course examines the historical narratives relating to imperialism, ethnocentrism, military aggressions, colonization, acculturation, repression of revolt, technological diffusion, intellectual outreach, and cross-cultural fertilization from the beginning of the reign of Queen Elizabeth I in 1558 to the return of Hong Kong to China in 1997. Prerequisite(s): Any 100-level history course or permission of the instructor.</td>
</tr>
<tr>
<td>HIS 247</td>
<td>American Environmental History (3)</td>
<td>Environmental history examines human interaction with their environment over a time, a relationship shaped by cultures and political economies. In US history, there have been competing ideologies of capitalist exploitation, conservationism, preservationism, and sustainability. The course will also introduce students to different facets and methods of environmental history. Prerequisite(s): Any 100-level history course or permission of the instructor.</td>
</tr>
<tr>
<td>HIS 283</td>
<td>Religious Movements in Contemporary Africa (3)</td>
<td>This course is an interdisciplinary exploration of religious experimentation and innovation in modern African history. The course focuses on enterprises that intensify the production and reinvention of sacred ceremonies, legendary narratives, social norms, ritualistic language, and forms of political participation. Prerequisite(s): Any 100-level history course or permission of the instructor.</td>
</tr>
<tr>
<td>HIS 300</td>
<td>Social and Political Thought in the Western Tradition (3)</td>
<td>This course surveys some fundamental normative questions that have been formulated in religion, politics, the arts, and popular culture from Plato (5th century BC) to the present. It examines principles and methods of political and social thought as they relate to authority, obedience, freedom, equality, and justice. Prerequisite(s): Any 200-level history course or permission of the instructor.</td>
</tr>
<tr>
<td>HIS 301</td>
<td>The Middle East and the United States (3)</td>
<td>This course examines the history of the modern Middle East and how U.S. foreign policy has shaped that history from 1945 to the present. It explores official U.S. policy toward the Middle East and the policies of Middle Eastern countries toward the United States, but also tries to understand U.S.-Middle East relations in cultural, economic, and social terms. Prerequisite(s): Any 200-level history course or permission of the instructor.</td>
</tr>
<tr>
<td>HIS 321</td>
<td>The Sixties, America &amp; Vietnam</td>
<td>This course examines the 1960s in America and Vietnam. The course focuses on the war in Vietnam from multiple perspectives including those of Vietnamese and American leaders and ordinary people, examining the roots of the conflict and how it shaped lives and the path of history.</td>
</tr>
<tr>
<td>HIS 342</td>
<td>Modern China: A Cultural History (3)</td>
<td>This course examines Chinese cultural history from the late 19th century to the present, via literature and film. Political and aesthetic questions will frame our discussion of late dynastic culture, May Fourth (1920's) reforms, wartime experience, the Maoist era, and the current cultural mix on the Chinese mainland and abroad. Prerequisite(s): HIS 204 or ENG 204 or permission of the instructor. Cross-listed as CST 342. This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>HIS 350</td>
<td>The Civil War and Reconstruction (3)</td>
<td>This course examines the roots of the Civil War, the war itself, and attempts to reform society after the war. It stresses social history of the era, looking at the lives of ordinary people with particular attention paid to the role of race in shaping the course of events.</td>
</tr>
<tr>
<td>HIS 401</td>
<td>History of Pan-Africanism (3)</td>
<td>This course examines the birth and development of the ideology that promoted a universal approach to the rehabilitation of the philosophical traditions, need for self-respect, political consciousness, and aspirations for transatlantic unity among Black people between the 1770s to the end of the 20TH century. Prerequisite(s): Any 200-level history course or permission of the instructor.</td>
</tr>
<tr>
<td>HIS 402</td>
<td>Gender and the Family in America (3)</td>
<td>In every era the family has served as a basic human institution, but it has always been subject to other forces in society, such as religion, politics, and the economy. This course traces the history of the American family from the antebellum period to the twentieth century. It examines changes in relationships within the family (parents/children, husbands/wives) and the changing role of the family in society. Particular attention will be paid to the role of the family in defining gender roles and the effects of other institutions upon the family. Prerequisite(s): Any 200-level history course or permission of the instructor.</td>
</tr>
<tr>
<td>HIS 421</td>
<td>Revolutions in Latin America (3)</td>
<td>Western media typically paints a catastrophic view of Africa with stories of conflicts, environmental degradation, horrendous sanitary conditions, and their corollaries. Are the positive trends regarding economic growth, democratization, and endogenous creativity bring overlooked? The course tackles this question while offering opportunities to gain substantial, practical knowledge about contemporary Africa.</td>
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<tr>
<td>IAR 230 - Interior Materials (3)</td>
<td>This course examines the origins and issues of conflict between the Arabs and Israelis over Palestine. Using extensive primary materials and some secondary sources, the arguments of all sides of the conflict are presented and evaluated. While the core conflict between Palestinians and Israelis is emphasized, the role of regional and world powers also is examined. Prerequisite(s): Any 200-level history course or permission of the instructor.</td>
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<tr>
<td>IAR 225 - Interior Architecture II (3)</td>
<td>The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major, and may be considered, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.</td>
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<tr>
<td>IAR 220 - Interior Architecture I (3)</td>
<td>This course is intended only interior architecture majors or potential majors and addresses architectural ordering to develop creative abstract designs that translate into three-dimensional compositions of space and form. Architectural theories and manifestos are explored through process tools and applied utilizing design exercises and projects.</td>
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</tr>
<tr>
<td>IAR 219 - Drawing and Model Making Studio (3)</td>
<td>Students learn the basic computer drafting and drawing skills associated with AutoCAD software. Projects include creating new work and working from existing files. An understanding of drawing layers, detailing, layout, and printing will be presented. Prerequisite(s): IAR 210 or permission of instructor. Additional Fee(s): Course Computing fee.</td>
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<tr>
<td>IAR 218 - Building Codes (3)</td>
<td>Students learn and apply relevant building codes as they relate to the health, safety and life safety of the occupant. This course addresses energy laws, the principles of Universal design and accessible code compliance. Prerequisite(s): IAR 220 and IAR 235</td>
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<tr>
<td>IAR 219 - Drawing and Model Making Studio (3)</td>
<td>Students will develop the skills needed to generate design drawings using markers and colored pencils which communicate interior environments. One-point, two point, isometric, and axonometric drawing methods will be covered. Students will explore three-dimensional model making techniques. Prerequisite(s): IAR 210</td>
<td></td>
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<tr>
<td>IAR 220 - Interior Architecture I (3)</td>
<td>This studio addresses problem identification and problem solving in the context of small-scale projects of modest scope. Emphasis is placed on human factors, space planning, spatial experience, scale, materials, furniture, fixtures, equipment, and color with respect to user needs. Prerequisite(s): IAR 202, IAR 210 and IAR 219.</td>
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<tr>
<td>IAR 225 - Interior Architecture II (3)</td>
<td>This studio addresses problem identification and problem solving in the context of small scale projects of modest scope. Emphasis is placed on human factors, space planning, spatial experience, scale, materials, furniture, fixtures, equipment, and color with respect to user needs. Prerequisite(s): IAR 220 and IAR 215. Additional Fee(s): Course Computing fee.</td>
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<tr>
<td>IAR 230 - Interior Materials (3)</td>
<td>This course is intended only interior architecture majors or potential majors and addresses architectural materials and finishes. Students learn to select, specify and apply architectural finishes. They create specifications, execute take-offs, and produce cost estimates for interior construction. Manufacturing processes, installation methods, maintenance requirements, code regulations, and testing standards are covered.</td>
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<td>IAR 231 -</td>
<td>Green and Sustainable Design</td>
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<td>IAR 232 -</td>
<td>Color and Textiles (3)</td>
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<td>IAR 235 -</td>
<td>Construction Methods (3)</td>
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<td>IAR 257 -</td>
<td>20th- and 21st-Century Architecture (3)</td>
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<td>IAR 259 -</td>
<td>History of Interior Architecture: Prehistory to the 19th Century (3)</td>
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<td>IAR 310 -</td>
<td>Advanced Computer Applications in Interior Architecture (3)</td>
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<td>IAR 315 -</td>
<td>Construction Documents Studio (3)</td>
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<td>IAR 316 -</td>
<td>Visual Communication Studio (3)</td>
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<td>IAR 320 -</td>
<td>Interior Architecture III (3)</td>
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<td>IAR 325 -</td>
<td>Interior Architecture IV (3)</td>
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<td>IAR 330 -</td>
<td>Environmental Systems (3)</td>
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<td>IAR 335 -</td>
<td>Lighting &amp; Acoustics (3)</td>
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<td>IAR 433 -</td>
<td>Environmental/Sustainable Community Service (3)</td>
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<tr>
<td>IAR 445 -</td>
<td>Professional Practice (3)</td>
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**IAR 231 - Green and Sustainable Design**: Global issues of energy use, resource depletion, and indoor air quality have prompted design professionals to re-evaluate design and construction processes. This course provides students with the knowledge of the US Green Building Council (USGBC) and Environmental Design (LEED) certification system to promote environmentally responsible design.

**IAR 232 - Color and Textiles (3)**: The first part of this course examines theories of color in relation to light and space. In the second part, key topics include the selection, specification and application of textiles based on their properties and performance criteria, sustainability, installation methods, maintenance requirements, and regulations and standards.

**IAR 235 - Construction Methods (3)**: Intended for interior architecture majors, this course provides an overview of architectural building systems including exterior and interior construction methods and terminology.

**IAR 257 - 20th- and 21st-Century Architecture (3)**: This course is designed to relate the impact of architecture on both public and private spaces throughout the twentieth century and provide a view towards the future of architecture in the twenty-first century. The course will guide you through the major styles of architecture of the twentieth century and investigate the socio-historic context of the works and determinants of that architecture. Emphasis will also be placed on the interior spaces, furnishings and the arts and artists of the day.

**IAR 259 - History of Interior Architecture: Prehistory to the 19th Century (3)**: This survey course examines world architecture from prehistoric times through the 19th century, including the built environment of Europe, the Middle East, Asia, and the Americas. Emphasis is placed on the role of interior spaces, furnishings, and art within architecture.

**IAR 310 - Advanced Computer Applications in Interior Architecture (3)**: This advanced course focuses on Building Information Modeling (BIM) that integrates and synchronizes three-dimensional building modeling for use in all phases of the design process. Students are introduced to Revit and Sketch-up. Graphic rendering skills are also developed to help students communicate interior spaces. Prerequisite(s): IAR 215. Additional Fee(s): Course Computing fee.

**IAR 315 - Construction Documents Studio (3)**: Construction techniques are studied through the production of a set of construction documents. Issues addressed include the selection and assembly of materials, construction methods, detailing of interior finish systems and cabinetry, building codes, and accessibility. Prerequisite(s): IAR 320, 335, and 310, taken concurrently with IAR 330. Additional Fee(s): Course Computing fee.

**IAR 316 - Visual Communication Studio (3)**: This course explores color theories, psychology of color and light, typology, and compositional layout relative to interior design presentation, communication and development. Through a variety of media, techniques and applications of visual composition skills are applied to architectural interiors and exterior context. Prerequisite(s): IAR 215, 310, 219. Additional Fee(s): Course Computing fee.

**IAR 320 - Interior Architecture III (3)**: This advanced studio addresses concept development, design development, and detailing of medium- and large-scale projects. Emphasis is placed on program analysis, user needs, space planning, three-dimensional spatial development, design language and composition, materials and assemblies, color, lighting, acoustics, environmental systems, and building codes and life safety. Prerequisite(s): IAR 225 and 310, 335, 218 and successful completion of Portfolio Review. Additional Fee(s): Course Computing fee.

**IAR 325 - Interior Architecture IV (3)**: This advanced studio addresses concept development, design development, and detailing of medium- and large-scale projects. Emphasis is placed on program analysis, user needs, space planning, three-dimensional spatial development, design language and composition, materials and assemblies, color, lighting, acoustics, environmental systems, and building codes and life safety. Prerequisite(s): IAR 310 and 320. Additional Fee(s): Course Computing fee.

**IAR 330 - Environmental Systems (3)**: This course provides an overview of environmental control systems, including HVAC, plumbing, fire protection, power distribution, security, and data/voice telecommunication. Building codes are also addressed. Emphasis is placed on energy consumption and conservation, human comfort, and health and safety.

**IAR 335 - Lighting & Acoustics (3)**: This course is an introduction to lighting and acoustics. Emphasis is placed on the psychology of lighting; visual comfort criteria, measurement and calculations, available technologies in lighting design, the selection of fixtures, and the application of computer aided lighting simulation tools. Principles of acoustics, acoustic properties of materials and building systems in relation to building structures, sound transmission between rooms, and design methods in room and building acoustics are also addressed. Prerequisite(s): IAR 225 and IAR 215. Additional Fee(s): Course Computing fee.

**IAR 433 - Environmental/Sustainable Community Service (3)**: Encouraging environmental stewardship, students are required to participate in an environmental community service project under the supervision of a field leader or faculty member.

**IAR 445 - Professional Practice (3)**: In this course, students are introduced to the specialized services provided by the professional interior designer. Emphasis is placed on office operations and personnel issues, marketing strategies, project management, contract documents, ethics, and the legal and financial aspects of professional practice.
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<tr>
<td>IAR 490</td>
<td>Integrative Capstone</td>
<td>The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.</td>
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<tr>
<td>IAR 497</td>
<td>Immersive Design Research (3)</td>
<td>This course cultivates the ability to use formal architectural ordering to develop creative abstract designs that translate into three-dimensional compositions of space and form. Architectural theories and manifestos are explored through process tools and applied utilizing design exercises including concept development, abstract ideation, physical embodiment, architectural composition and analytical review. Prerequisite(s): IAR510, IAR519</td>
</tr>
<tr>
<td>IAR 502</td>
<td>Theory of Interior Architecture Studio (3) Spring</td>
<td>The designed environment influences and is influenced by human activity patterns and behavior. This course is an introduction to significant theories concerning the interaction of people and interior architecture. Emphasis is placed on shared human needs and differences based on age, culture, gender, and occupation.</td>
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<tr>
<td>IAR 505</td>
<td>Environment &amp; Behavior (3) Fall</td>
<td>This course develops graphic literacy as a language and philosophy for observation, analysis, expression, and presentation of interior architecture. Students are introduced to a number of techniques and methods of drawing used by interior designers, including freehand drawing, use of colored pencils, markers, and mechanical drafting through various exercises. An understanding is developed of architectural scale, plans, elevations, and sections. Additional work is spent on values, colors, palettes, and shadowing techniques that culminate in a final project.</td>
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<tr>
<td>IAR 510</td>
<td>Drafting &amp; Graphics Studio (3) Fall</td>
<td>Students learn the basic computer drafting and drawing skills associated with AutoCAD software. Projects include creating new work and working from existing files. An understanding of drawing layers, detailing, layout, and printing will be presented. Prerequisite(s): IAR 510 or permission from instructor. Additional Fee(s): Course Computing Fee.</td>
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<tr>
<td>IAR 515</td>
<td>Digital Drawing (3) Spring</td>
<td>Students learn and apply relevant building codes as they relate to the health, safety and life safety of the occupant. This course addresses energy laws, the principles of Universal design and accessible code compliance.</td>
</tr>
<tr>
<td>IAR 518</td>
<td>Building Codes (3) Summer</td>
<td>Students will develop the skills needed to generate design drawings using markers and colored pencils which communicate interior environments. One-point, two-point, isometric, and axonometric drawing methods will be covered. Students will explore three-dimensional model making techniques.</td>
</tr>
<tr>
<td>IAR 519</td>
<td>Drawing &amp; Model Making Studio (3) Fall</td>
<td>This studio addresses problem identification and problem solving in the context of small-scale projects of modest scope. Emphasis is placed on human factors, space planning, spatial experience, scale, materials, furniture, fixtures, equipment, and color with respect to user needs. Prerequisite(s): IAR 510, IAR 519, and IAR532.</td>
</tr>
<tr>
<td>IAR 520</td>
<td>Interior Architecture I (3) Spring</td>
<td>This studio addresses problem identification and problem solving in the context of small scale projects of modest scope. Emphasis is placed on human factors, space planning, spatial experience, scale, materials, furniture, fixtures, equipment, and color with respect to user needs. Prerequisite(s): IAR 502, IAR515, IAR520 and IAR 535. Additional Fee(s): Course Computing Fee.</td>
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<tr>
<td>IAR 525</td>
<td>Interior Architecture II (3) Summer</td>
<td>Students learn the basic computer drafting and drawing skills associated with AutoCAD software. Projects include creating new work and working from existing files. An understanding of drawing layers, detailing, layout, and printing will be presented. Prerequisite(s): IAR 510 or permission from instructor. Additional Fee(s): Course Computing Fee.</td>
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<tr>
<td>IAR 530</td>
<td>Interior Materials (3) Spring</td>
<td>This course is intended only for majors or potential majors and addresses architectural materials and finishes. Students learn to select, specify and apply architectural finishes. They create specifications, execute take-offs, and produce cost estimates for interior construction. Manufacturing processes, installation methods, maintenance requirements, code regulations, and testing standards are covered.</td>
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<tr>
<td>IAR 532</td>
<td>Color &amp; Textiles (3) Fall</td>
<td>The first part of this course examines theories of color in relation to light and space. In the second part, key topics include the selection, specification and application of textiles based on their properties and performance criteria, sustainability, installation methods, maintenance requirements, and regulations and standards.</td>
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<tr>
<td>IAR 535</td>
<td>Construction Methods (3) Spring</td>
<td>Intended for interior architecture majors, this course provides an overview of architectural building systems including exterior and interior construction methods and terminology.</td>
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<tr>
<td>IAR 557</td>
<td>20th- and 21st-Century Architecture (3) Spring</td>
<td>This course is designed to relate the impact of architecture on both public and private spaces throughout the twentieth century and provide a view towards the future of architecture in the twenty-first century. The course will guide you through the major styles of architecture of the twentieth century and investigate the socio-historic context of the works and determinants of that architecture. Emphasis will also be placed on the interior spaces, furnishings and the arts and artists of the day.</td>
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<tr>
<td>IAR 559</td>
<td>History of Interior Architecture: Prehistory to the 19th Century (3) Fall</td>
<td>This course examines world architecture from prehistoric times through the 19th century, including the built environment of Europe, the Middle East, Asia, and the Americas. Emphasis is placed on the role of interior spaces, furnishings, and art within architecture.</td>
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<tr>
<td>IAR 610</td>
<td>Advanced Computer Applications in Interior Architecture (3) Summer</td>
<td>This advanced course focuses on Building Information Modeling (BIM) that integrates and synchronizes three-dimensional building modeling for use in all phases of the design process. Students are introduced to Revit and Sketch-up. Graphic rendering skills are also developed to help students communicate interior spaces. Prerequisite(s): IAR 515. Additional Fee(s): Course Computing Fee.</td>
</tr>
<tr>
<td>IAR 615</td>
<td>Construction Documents Studio (3) Fall</td>
<td>Construction techniques are studied through the production of a set of construction documents. Issues addressed include the selection and assembly of materials, construction methods, detailing of interior finish systems and cabinetry, building codes, and accessibility. Prerequisite(s): IAR 525, IAR610, taken concurrently with IAR 620. Additional Fee(s): Course Computing Fee.</td>
</tr>
<tr>
<td>IAR 616</td>
<td>Visual Communications Studio (3) Spring</td>
<td>This advanced course explores color theories, typology, branding, graphic organization and compositional layout relative to interior design presentation, communication and development. Prerequisite(s): IAR 620. Additional Fee(s): Course Computing Fee.</td>
</tr>
<tr>
<td>IAR 620</td>
<td>Interior Architecture III (3) Fall</td>
<td>This course provides an overview of environmental control systems, including HVAC, plumbing, fire protection, power distribution, security, and data/voice telecommunication. Emphasis is placed on energy consumption and conservation, human comfort, and health and safety.</td>
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<tr>
<td>IAR 630</td>
<td>Building Systems (3) Fall</td>
<td>Global issues of energy use, resource depletion, and indoor air quality have prompted design professionals to re-evaluate design and construction processes. This course provides students with the knowledge of the US Green Building Council (USGBC) and Leadership in Energy and Environmental Design (LEED) certification system to promote environmentally responsible design.</td>
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<tr>
<td>IAR 631</td>
<td>Green &amp; Sustainable Design (3) Fall</td>
<td>This course is an introduction to lighting and acoustics. Emphasis is placed on the psychology of lighting, visual comfort criteria, measurement and calculations, available technologies in lighting design, the selection of fixtures, and the application of computer aided lighting simulation tools. Principles of acoustics, acoustic properties of materials and building systems in relation to building structures, sound transmission between rooms, and design methods in room and building acoustics are also addressed. Prerequisite(s): IAR 502, IAR 515 and IAR520. Additional Fee(s): Course Computing Fee.</td>
</tr>
<tr>
<td>IAR 635</td>
<td>Lighting &amp; Acoustics Studio (3) Summer</td>
<td>Students have the opportunity to assist with a class in interior architecture under the supervision of a faculty member. Prerequisite(s): IAR 620. Additional Fee(s): Course Computing Fee.</td>
</tr>
<tr>
<td>IAR 640</td>
<td>Internship (3)</td>
<td>An internship experience provides students with a greater understanding of professional practice. With instructor approval, students work full-time in an office environment under the supervision of a practitioner. Prerequisite(s): IAR 525.</td>
</tr>
<tr>
<td>IAR 645</td>
<td>Professional Practice (3) Spring</td>
<td>This course stresses evidence-based design. Students create a program for a project selected by the instructor using the latest research and literature available. The program serves as a foundation for the investigation of a design problem from concept generation through design development and detailing. Prerequisite(s): IAR 615, IAR620, IAR630, IAR631, and IAR655. Additional Fee(s): Course Computing Fee.</td>
</tr>
<tr>
<td>IAR 650</td>
<td>Graduate Tutorial (6) Spring</td>
<td>This graduate seminar is a review and analysis of published research in interior design and architecture. Students are introduced to various methods for gathering information and conducting research with emphasis placed on the selection and utilization of data collection strategies and tools, culminating in the development of a research proposal.</td>
</tr>
<tr>
<td>IAR 655</td>
<td>Graduate Research Methods (3) Fall</td>
<td>This course will introduce students to architectural theory through specific readings that will enable them to establish basic critical reasoning skills utilizing theoretical works. The course will focus on reading and discussing seminal texts while understanding their historical importance to architecture and interior design.</td>
</tr>
<tr>
<td>IAR 661</td>
<td>Interior Architecture Inquiry (3)</td>
<td>Students are introduced to current writings and discussion related to sustainability and globalization, which are then analyzed for their relevance to the decisions made by interior architects. An awareness of current issues and how the student may impact them provides a framework as students engage in research for their thesis.</td>
</tr>
<tr>
<td>IAR 662</td>
<td>Issues in Interior Architecture (3)</td>
<td>Students have the opportunity to assist with a class in interior architecture under the supervision of a faculty member.</td>
</tr>
<tr>
<td>IAR 670</td>
<td>Supervised Teaching (3)</td>
<td>In-depth investigation conducted independently by the student under the supervision of an instructor. This course may be taken to satisfy an elective requirement.</td>
</tr>
<tr>
<td>IAR 675</td>
<td>Independent Study (3)</td>
<td>The thesis is independently taken by a student under the guidance of an instructor. The final project is a written thesis with original research or a creative design project that is supported by in-depth information gathering and written material. Prerequisite(s): IAR655, ENG528, IAR661, IAR662.</td>
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<tr>
<td>IAR 680</td>
<td>Thesis (3)</td>
<td>The thesis is independently taken by a student under the guidance of an instructor. The final project is a written thesis with original research or a creative design project that is supported by in-depth information gathering and written material. Prerequisite(s): IAR655, ENG528, IAR661, IAR662.</td>
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<tr>
<td>IAR 681</td>
<td>Thesis (3)</td>
<td>The thesis is independently taken by a student under the guidance of an instructor. The final project is a written thesis with original research or a creative design project that is supported by in-depth information gathering and written material. Prerequisite(s): IAR 680</td>
</tr>
<tr>
<td>IAR 800</td>
<td>Graduate Continuing Credit (1)</td>
<td>This course examines the core philosophy, principles and clinical concepts of integrative medicine. It provides a survey of the major domains of complementary and alternative medicine as well as conventional medicine; and describes models to combine the two through integrative medicine.</td>
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<tr>
<td>IHS 150</td>
<td>Introduction to Integrative Health Studies (3)</td>
<td>Nutrition is more than macro and micronutrients. This course explores the role of diet and nutrition in health and disease from the perspective of holistic and sustainable food choices. Chronic health disorders account for the majority of morbidity and mortality in the USA. The role of nutrition in the causation, prevention and treatment of these disorders has been the focus of epidemiological and clinical research. This course explores the current knowledge of nutrition’s impact on obesity, cardiovascular disease, cancer, diabetes, osteoporosis, and inflammatory disorders. This approach serves as a practical application of fundamental concepts in nutrition. Prerequisite(s): IHS 150</td>
</tr>
<tr>
<td>IHS 200W</td>
<td>Integrative Nutrition (3)</td>
<td>This course examines the efficacy, safety, and regulatory issues of dietary supplements and botanical medicines in the context of the 1994 Dietary Supplement and Health Education Act. Their usage in the context of human body systems and medical disorders serves as the framework for the course. Prerequisite(s): IHS 150</td>
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<tr>
<td>IHS 210</td>
<td>Dietary Supplements and Botanical Medicine (3)</td>
<td>This course provides an overview of the multitude of body-based therapies utilized in complementary and alternative medicine. Topics will include chiropractic and osteopathic manipulative therapies, massage, Alexander and Feldenkrais techniques, structural integration, shiatsu, and myofascial release. Prerequisite(s): IHS 150 and IHS 200W</td>
</tr>
<tr>
<td>IHS 220</td>
<td>Acupuncture and Traditional Chinese Medicine (2)</td>
<td>This course is an investigation into the unity of the mind and body, and their combined role in healing. The course explores the mind’s role in illness, the impact of negative emotion, the placebo effect, and effective methods of treatment, including biofeedback, guided imagery, medical hypnosis, acupuncture, shamanism, meditation, prayer, and energy therapies such as reiki, chi gong and therapeutic touch. Prerequisite(s): IHS 150 and IHS 200W</td>
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<tr>
<td>IHS 300W</td>
<td>Mind-Body Medicine (2)</td>
<td>This course provides an overview of the multitude of body-based therapies utilized in complementary and alternative medicine. Topics will include chiropractic and osteopathic manipulative therapies, massage, Alexander and Feldenkrais techniques, structural integration, shiatsu, and myofascial release. Prerequisite(s): IHS 150 and IHS 200W</td>
</tr>
<tr>
<td>IHS 310</td>
<td>Body-Based Practices (2)</td>
<td>This is the Integrative Capstone Seminar in Integrative Health Studies. This course addresses men’s and women’s health issues from a holistic perspective including diet, exercise, stress management, dietary supplements, body therapies and alternative medical systems as well as conventional medicine. Prerequisite(s): IHS 150, IHS 200W, IHS 210, IHS 220, IHS 300W</td>
</tr>
<tr>
<td>IHS 499</td>
<td>Integrative Clinical Medicine (3)</td>
<td>This course introduces students to the essential skills necessary for successful learning in college. Students practice and demonstrate mastery of the skills within the contexts of the academic courses in which they are currently enrolled. Skills areas include: navigating the college environment, identifying goals, reading efficiently, managing time, controlling procrastination, taking notes and tests, and thinking critically. Students attend one group hour and one individual hour per week.</td>
</tr>
<tr>
<td>IND 101</td>
<td>Transitions: Essential Skills for Academic Success at Chatham (2)</td>
<td>This course will help students prepare for the LSAT, by focusing on study skills particular to this examination.</td>
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<tr>
<td>IND 104</td>
<td>LSAT Preparation (1)</td>
<td>Using concepts from biology, chemistry, and physics, students will learn the basics of forensic procedures, including DNA fingerprinting, organic and inorganic analysis, arson investigation, and trace evidence. The course will focus on relevance and implications of evidence for a criminal trial and how to process the evidence at a crime scene.</td>
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<tr>
<td>IND 105</td>
<td>Crime Scene Investigation (3) Spring</td>
<td>Using concepts from biology, chemistry, and physics, students will learn the basics of forensic procedures, including DNA fingerprinting, organic and inorganic analysis, arson investigation, and trace evidence. The course will focus on relevance and implications of evidence for a criminal trial and how to process the evidence at a crime scene. Additional Fee(s): Laboratory Fee</td>
</tr>
<tr>
<td>IND 105L</td>
<td>Crime Scene Investigation Laboratory (1) Spring</td>
<td>Fundamental research skills necessary in today’s information rich society are presented. Emphasis is on concepts, processes, and practical application rather than rote memorization. Working knowledge of methods of information gathering through library and Internet are provided. Skills in analyzing found information as it applies to a research topic are developed. This course satisfies part of the computer literacy requirement.</td>
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<tr>
<td>IND 110</td>
<td>Information Literacy (1)</td>
<td>This one-credit seminar is intended to foster student intellectual involvement in the Chatham Global Focus Program. Course participants attend a series of Global Focus events, lectures, and programs, and complete a specified number of assignments.</td>
</tr>
<tr>
<td>IND 115</td>
<td>Global Focus Seminar (1)</td>
<td>This course will teach students how to develop and apply skills in locating, evaluating, and synthesizing information from a variety of resources. Over the course of five weeks, students will complete five assignments that are specific to each week’s topic. This work is to be completed outside of class and is designed to help complete projects and papers in the nursing program.</td>
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<tr>
<td>IND 175</td>
<td>Introduction to Nursing Resources (1)</td>
<td>This course will help complete projects and papers in the nursing program.</td>
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<td>IND 203</td>
<td>Nelson Mandela and the End of Apartheid in South Africa (3)</td>
<td>Learn about the life of Nelson Mandela and the struggles he and others faced fighting apartheid (racial segregation) in South Africa that didn’t end until the early 1990’s.</td>
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<tr>
<td>IND 315</td>
<td>Electronic Healthcare Systems</td>
<td>This course introduces students to various electronic healthcare systems that integrate logic and clinical decision support to guide health professionals in caring for patients and consumers in managing their own health information. The course helps students understand how electronic healthcare systems can exchange information among database systems and healthcare providers.</td>
</tr>
<tr>
<td>IND 350W</td>
<td>Scientific Research Methods (2) Fall and Spring</td>
<td>This course serves as an introduction to research literature and research methodology in the sciences. Students prepare a research proposal including literature review, experimental design and methods, budget, timetable, and bibliography. Other topics include professional presentation techniques and research ethics. The student’s major department must approve proposals prior to the Tutorial. Prerequisite(s): Junior status and completion of at least two courses at the 200-level or above in the major.</td>
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<tr>
<td>IND 401</td>
<td>Study Away</td>
<td>Students studying away from the Chatham campus, including abroad, register for this course during the time they are away.</td>
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<tr>
<td>INTACT 303</td>
<td>Internship</td>
<td>The Chatham University Internship program provides women with the opportunity to acquire hands-on work experience related to their academic studies and career paths. According to the 2001 Job Outlook Survey by the National Association of Colleges and Employers (NACE), employers say that the perfect candidate is a graduate who brings relevant work experience to the table. This experience is gained through internships.</td>
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<td>INTTHIS 301 - Internship</td>
<td>A 1 credit, 40 hour internship experience provides students with a greater understanding of professional practice. With instructor approval, students work full-time in an office environment under the supervision of a practitioner.</td>
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<tr>
<td>INTTHIS 302 - Internship</td>
<td>A 2 credit, 80 hour internship experience provides students with a greater understanding of professional practice. With instructor approval, students work full-time in an office environment under the supervision of a practitioner.</td>
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<tr>
<td>INTTHIS 303 - Internship</td>
<td>A 3 credit, 120 hour internship experience provides students with a greater understanding of professional practice. With instructor approval, students work full-time in an office environment under the supervision of a practitioner.</td>
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<tr>
<td>INTMTH 301 - Internship</td>
<td>Students intern in an organization that deals with the concerns of women in the social/activist, for profit or government sectors in order to apply and explore concepts of gender identity and feminist practice. Students arrange internship through the Career Development office in coordination with the faculty sponsor who monitors her experience. Prerequisite(s): WST 201.</td>
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<tr>
<td>INTMTH 302 - Internship</td>
<td>This course introduces students to using Geographic Information Systems (GIS) as a tool to inventory, analyze, and present various spatial data. Cross-listed as LNS 310.</td>
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<tr>
<td>INTMTH 303 - Internship</td>
<td>This course develops graphic literacy as a language and philosophy for observation, analysis, expression, and presentation of landscape architectural designs. Students are introduced to a number of techniques used by landscape architects for completing plan, section, and perspective drawings. Both mechanical drafting and freehand sketching methods are covered to teach drawing, color rendering, lettering, and presentation methods.</td>
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<tr>
<td>INTWGS 303 Internship-Service</td>
<td>Students arrange internship through the Career Development office in coordination with the faculty sponsor who monitors her experience. Prerequisite(s): WST 201.</td>
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<tr>
<td>LAR 315 – Introduction to GIS</td>
<td>This course introduces students to using Geographic Information Systems (GIS) as a tool to inventory, analyze, and present various spatial data. Cross-listed as LNS 310.</td>
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<tr>
<td>LAR 508 - Media I: Landscape Graphic Communication</td>
<td>Elements from landscape, interior, industrial and graphic design are combined with a focus on identity, information and the visual aspects of mapping and wayfinding systems. Icon and pictogram systems are developed within built environments such as parks, airports, exhibits and stadiums. Physical materials are combined with design elements of image, line, shape, color, texture and type to facilitate information and communication through the idea of place. This course will explore the ways in which we use and perceive physical space and how the experience of that physical space may be altered by emerging technologies.</td>
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<tr>
<td>LAR 510 Environmental Signage and Urbanscapes</td>
<td>This course is an introduction to digital representation and the principles of graphic design and composition. Digital software, techniques and products appropriate for presenting conceptual illustrative graphics during the initial stages of the design process will be reviewed and applied. Additional fee(s): Course Computing fee.</td>
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<tr>
<td>LAR 512 - Media II: Digital Illustrative Graphics</td>
<td>This course is an introduction to digital representation and the principles of graphic design and composition. Digital software, techniques and products appropriate for presenting conceptual illustrative graphics during the initial stages of the design process will be reviewed and applied. Additional fee(s): Course Computing fee.</td>
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<td>LAR 514</td>
<td>Landscape Ecology (3)</td>
<td>In this course students will examine the role of ecology in landscape architecture and land use planning. The course will begin with an overview of general ecological principles and then move into the study of landscape ecology. Finally, students will use ecological principles to develop a conservation-based regional plan.</td>
</tr>
<tr>
<td>LAR 515</td>
<td>Geographic Information Systems (3)</td>
<td>Geographic Information Systems (GIS) are computerized systems designed for the storage, retrieval and analysis of geographically referenced data. GIS uses advanced analytical tools to explore at a scientific level the spatial relationships, patterns, and processes of cultural, biological, demographic, economic, geographic, and physical phenomena. The technical focus of the course includes computer lab tutorials and case studies using ArcGIS desktop GIS software from Environmental Systems Research Institute, Inc. (ESRI.) Application areas covered in this course include city and regional planning, community planning, economic development, education, election, and environmental studies, housing and property evaluation, transit and transportation issues, land use, historic studies, crime analysis and policing, emergency management, public works utilities, census population and demographic studies, health, and business applications, including marketing, advertising, and site selection. Additional fee(s): Course Computing fee.</td>
</tr>
<tr>
<td>LAR 516</td>
<td>Plant Identification: Trees and Shrubs (3)</td>
<td>This course introduces students to the skills needed to identify woody landscape plants. Emphasis is placed on natives and cultivators of native plants, focusing on their uses in the landscape with sustainable site design. This source predominantly uses field work with limited classroom lecture. Students successfully completing the course will: be able to correctly identify 160 woody landscape plants and be familiar with their site requirements, acquire a practical knowledge of plant nomenclature, plant morphology, and taxonomic terminology; use proper scientific and common names for plants studied, learn to identify plants by their physical characteristics, and learn site requirements for plants covered in course.</td>
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<tr>
<td>LAR 518</td>
<td>Native Plants (3)</td>
<td>Native Plants focuses on herbaceous flora of Northeastern US, with an emphasis on plant communities and the cultural conditions which give rise to them. Each major ecosystem of the area will be discussed, with emphasis on recreating these in the landscape. Field trips to typical habitat locations will reinforce these concepts.</td>
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<tr>
<td>LAR 519</td>
<td>Community Planning &amp; Management (3)</td>
<td>This course is an introduction to planning and management issues with emphasis on environmentally and socially sustainable development. The course provides an overview of the planning process and the methods and techniques associated with its application. It also highlights the major concerns of the emerging field of landscape planning including: land use planning; cultural and visual resources management, and the preservation, conservation, and development of natural resources within regional settings.</td>
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<tr>
<td>LAR 520</td>
<td>Prehistory of Landscape Architecture (3)</td>
<td>This course introduces students to the craft of designing space in landscapes with plant materials. This is explored through the examination of the experience of spaces that people observe and occupy and through the experimentation with the characteristics of the plants used to create those experiences.</td>
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<tr>
<td>LAR 521</td>
<td>Planting Design (3)</td>
<td>This core course introduces students to historically significant designed landscapes of key world cultures with the aim of placing the contemporary profession of Landscape Architecture within the continuum of man’s place making activities. The course will consist of a brief overview of ancient civilizations and their lasting influences on modern cultures followed by topics covering the major Western and Eastern landscape design movements and/or styles which have impacted and continue to impact design today. The second half of the course will address the evolution of the field in the U.S. continuing up to today’s current global practices in Landscape Architecture.</td>
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<tr>
<td>LAR 522</td>
<td>History of Landscape Architecture (3)</td>
<td>This course will begin with an investigation of early 20th century strivings of landscape architects towards both modernist and conservationist approaches within the profession. These threads will be followed to discover and appreciate the context of the modern profession’s main avenues of work. The class focus will be on establishing criteria for categorizing major activity areas within the profession ranging from the outrageously artistic to the courageously scientific and placing a representative sampling of specific works and practitioners within the context of the typologies defined. The many venues for practicing environmentally proactive design will be at the forefront of readings and individual research.</td>
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<tr>
<td>LAR 526</td>
<td>Topics in 20th Century Landscape Architecture (3)</td>
<td>This course focuses on the fundamentals of the Cultural Landscape Report (CLR), the primary method of documenting, analyzing and treating a cultural or historic landscape and HALS documentation. Realization of historic landscape treatment as a sustainable factor is key.</td>
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<tr>
<td>LAR 527</td>
<td>Historic Landscape Preservation (3)</td>
<td>This course introduces the student to the many facets of ornamental along with a basic knowledge of plants, plant biology, plant physiology, plant reproduction, and plant maintenance. The course also covers the challenges of using environmentally healthy horticultural practices.</td>
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<tr>
<td>LAR 532</td>
<td>Ornamental Horticulture (3)</td>
<td>This course focuses on the fundamentals of the Cultural Landscape Report (CLR), the primary method of documenting, analyzing and treating a cultural or historic landscape and HALS documentation. Realization of historic landscape treatment as a sustainable factor is key.</td>
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<td>LAR 534</td>
<td>Soil Science (3)</td>
<td>This course introduces students to the common biotic and abiotic problems caused by diseases and pests in ornamental plants, as well as basic concepts of the current techniques and beliefs on managing these problems. Students cover the general principles of diagnosis and learn environmentally friendly management options.</td>
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<tr>
<td>LAR 535</td>
<td>Diseases and Pests (3)</td>
<td>This is the first in a sequence of design studios focusing on concepts, skills, and methods of design. This course introduces the student to the basic vocabulary and theoretical principles of the design process, with oral, written and graphic project presentations relative to the natural environment. This studio includes a sketchbook and models for the development of three-dimensional spatial concepts in form, sequence, relationships, scale, color, textures, and values within the context of sustainable landscape architecture. Additional Fee(s): Course Computing Fee.</td>
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<tr>
<td>LAR 541</td>
<td>Design I: Fundamentals (3)</td>
<td>In this studio, students learn to analyze, synthesize, and assimilate contextual, site-specific diagramming into the development and presentation of creative and sustainable design solutions for specific landscape architecture projects. These projects lead to an understanding of design problem definition, program development, as well as a spatial appreciation of scale, site analysis and inventory as essential elements of the environmentally focused design process. Emphasis is placed on site analysis and conceptual diagramming. Model building is a component of this course. Prerequisite(s): LAR 541. Additional Fee(s): Course Computing Fee.</td>
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<tr>
<td>LAR 542</td>
<td>Design II: Site Design Process (3)</td>
<td>This course explores the fundamental sustainable theory and practice. Students develop skills and fluency in evaluating the interrelationships between the human actions in the built and natural environment. Focus is placed on core philosophies of sustainable thought and decision-making approaches that satisfy environmental, economic, and social criteria. Practical alternatives are analyzed for more sustainable design, construction, landscape, and maintenance of the built environment. An experiential learning approach is used to develop facilities for assessing sustainability issues. Cross-listed as ENV 443.</td>
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<tr>
<td>LAR 570</td>
<td>Principles of Sustainability (3)</td>
<td>The goal of this course is to introduce the students to the principles of ecology in urban and rural environments. Initially there will be a series of lectures to study ecological concepts, with extensive reading and discussion from the primary literature. The students will gain the understanding of how the physical environment, global cycles and climate influence the biogeographical distribution of global and regional ecosystems and local microhabitats. Lectures will focus on the physical environment, plant and animal adaptations, population ecology and community dynamics. One–half of the classes will consist of field trips to observe flora and fauna, practice plant and animal data collection techniques using standard field methods, and to study human ecology and the impacts of population growth and resource consumption.</td>
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<tr>
<td>LAR 575</td>
<td>Field Ecology (3)</td>
<td>This course increases general knowledge of wetland systems - the physical and biological processes that influence the formation, development and distribution of wetlands in the landscape. Focus on the physical and biotic characteristics of wetlands through a series of lectures and discussions based on extensive readings of primary literature along with study of the principles of hydrogeomorphology, biogeochemistry, energy flow, population dynamics and community structure wetlands assessment. This course will review the life histories of keystone wetland species and threatened and endangered species endemic to regional wetland habitats. Field trips to local and regional wetlands will include inland wetlands of bogs, swamps, freshwater marshes and riparian habitat complexes with their characteristic flora and fauna.</td>
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<tr>
<td>LAR 578</td>
<td>Wetlands Ecology (3)</td>
<td>This course is an introduction to the various design methods, techniques, and strategies that are commonly used in landscape architecture. The emphasis will be on the problem-solving processes, including incremental adaptation, pattern language, modular division, and optimization. Design exercises will examine the assumptions made in the construction of conceptual designs. Additional Fee(s): Course Computing Fee.</td>
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<tr>
<td>LAR 591</td>
<td>Independent Study (1)</td>
<td>This course examines the emerging field of urban design. It introduces a critical analysis of various city planning factors and human systems with special emphasis on the three pillars of sustainable design - ecologic, social and economics. Actual sites located in Western Pennsylvania are utilized with emphasis on attaining civic improvements and quality of the city’s aesthetic environment. Prerequisite(s): LAR 512, LAR 515 and LAR 542. Additional Fee(s): Course Computing Fee.</td>
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<td>LAR 592</td>
<td>Independent Study (2)</td>
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<td>LAR 593</td>
<td>Independent Study (3)</td>
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<td>LAR 630</td>
<td>Design V: Design Methods Studio (3)</td>
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<td>LAR 643</td>
<td>Design III: Urban Design Studio (4)</td>
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<td>LAR 644 - Design IV: Landscape Master Planning (4)</td>
<td>This course allows the student to explore design topics and projects that are not covered in other design studios. Each student should collaborate with a faculty advisor in writing a proposal that outlines the specifics of the proposed site, users, and program.</td>
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<tr>
<td>LAR 646 - Design VI: Special Topics (3)</td>
<td>This course is the first in a series of construction courses that begin to look at the technical aspects of site design. This course specifically looks at landform as a design element. Landform is the base physical element for all landscape architectural designs. It can be utilized to accomplish both artistic and functional goals, such as managing storm water, establishing privacy, or providing accessibility in the landscape. Prerequisite(s): LAR 650. Additional Fee(s): Course Computing Fee.</td>
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<tr>
<td>LAR 650 - Construction I: Site Engineering (3)</td>
<td>Focus is on landscape construction methods and materials from masonry to wood. Students will learn construction and detailing of walls, fences, planters, walls, stairs, and paving, focusing on environmentally friendly and sustainable harvested materials. Students produce construction drawings and specific site details for various project types relevant to construction. Field trips to construction sites may be included. Prerequisite(s): LAR 508. Additional Fee(s): Course Computing Fee.</td>
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<tr>
<td>LAR 651 - Construction II: Landscape Construction Materials (3)</td>
<td>Students incorporate a design project into final design and construction documents. This project will allow the students to produce a complete set of construction documents appropriate for bidding. Sustainable site design, land use, and construction will be incorporated through layout, grading, construction detailing, planting plans, and general ecosystem management. Prerequisite(s): LAR 650 and LAR 651. Additional Fee(s): Course Computing Fee.</td>
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<tr>
<td>LAR 652 - Construction III: Landscape Construction Documents (4)</td>
<td>This course introduces the student to the basic elements of roadway design and explores how these elements can be combined with context sensitive solutions to result in sustainable transportation. The course begins with an introduction to the concept of environmental stewardship and how this obligation can be married with functional feasibility to produce sustainable and enduring transportation solutions. Technical and procedural elements of roadway design such as project planning and development, environmental clearance, traffic operation, geometric layout, drainage, structural design, traffic maintenance during construction, and benefit/cost analysis are introduced and discussed. Additional issues such as traffic calming, pedestrian usage, bicycle usages, and inter-modal transit facilities are also discussed. The final project will require the students to prepare and present a conceptual design for an urban corridor that meets its functional needs as a roadway and incorporates context sensitive solutions.</td>
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<tr>
<td>LAR 654 - Construction IV: Road Design &amp; Sustainable Transportation (3)</td>
<td>This seminar course focuses on stormwater management using natural methods for water runoff through wetlands, bioswales, permeable paving, stormwater detention and sustainable water management systems. Pennsylvania Stormwater Best Management Practices (BMP) will be studied as well as innovative stormwater design.</td>
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<tr>
<td>LAR 655 - Water in Natural Systems &amp; Urban Environments (3)</td>
<td>This course outlines many of the non-design skills needed for a successful career as a landscape architect. Topics include professional and environmental ethics; legal aspects of the profession; project management; and the professional’s relationship to the client and society. Introduction of the key aspects of the construction implementation process and procedures include contracts, cost estimates and specifications. Finally the course will clarify of the current procedures for licensure in landscape architecture, including a session specifically discussing the Landscape Architecture Review Examination (LARE).</td>
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</tr>
<tr>
<td>LAR 656 – Community Fieldwork (1)</td>
<td>Critical readings, discussion and writing assignments on a range of disciplinary and interdisciplinary issues of professional practice related to the field of landscape architecture.</td>
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<tr>
<td>LAR 657 – Community Fieldwork (2)</td>
<td>This course is an introduction to the interdisciplinary field of landscape architecture exploring its historical evolution, highlighting its interaction with arts and science, and examining its contemporary leaders.</td>
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</tr>
<tr>
<td>LAR 658 – Community Fieldwork (3)</td>
<td>This course is the first in a series of construction courses that begin to look at the technical aspects of site design. This course specifically looks at landform as a design element. Landform is the base physical element for all landscape architectural designs. It can be utilized to accomplish both artistic and functional goals, such as managing storm water, establishing privacy, or providing accessibility in the landscape. Prerequisite(s): LAR 652. Additional Fee(s): Course Computing Fee.</td>
<td></td>
</tr>
<tr>
<td>LAR 660 - Professional Practice in Landscape Architecture (1)</td>
<td>Critical readings, discussion and writing assignments on a range of disciplinary and interdisciplinary issues of professional practice related to the field of landscape architecture.</td>
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</tr>
<tr>
<td>LAR 661 - Seminar I (1)</td>
<td>This course is an overview of the methods and techniques used in preparing a research thesis or a terminal landscape design and/or landscape planning project. Prerequisite(s): LAR 660.</td>
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</tr>
<tr>
<td>LAR 662 - Seminar II (1)</td>
<td>This course provides essential knowledge of sustainable building concepts fundamental to all LEED rating systems. Defines “sustainable” as it relates to green building, describes structure of LEED rating system and certification process; describes key green building concepts and goals and strategies and measurements for achieving those goals; describes case studies that represent LEED best practices and prepares students for LEED Green Associate Exam.</td>
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</tr>
<tr>
<td>LAR 663 - Seminar III: Scholarship Preparation (1)</td>
<td>This course builds on the techniques and practices covered in both Media I and Media II courses with 3D modeling, digital drafting and computerized rendering techniques. In addition to developing advanced technical skills, this course instills a critical attitude toward using digital visualization in practice and development of implementation graphics. Additional fee(s): Course Computing fee.</td>
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</tr>
<tr>
<td>LAR 664 - LEED Principles and Strategies (3)</td>
<td>This seminar course focuses on stormwater management using natural methods for water runoff through wetlands, bioswales, permeable paving, stormwater detention and sustainable water management systems. Pennsylvania Stormwater Best Management Practices (BMP) will be studied as well as innovative stormwater design.</td>
<td></td>
</tr>
<tr>
<td>LAR 665 - Media III: Digital Implementation Graphics (3)</td>
<td>This course is an introduction to the interdisciplinary field of landscape architecture exploring its historical evolution, highlighting its interaction with arts and science, and examining its contemporary leaders.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>LNG 132 - Introduction to French II (4)</td>
<td>This course continues from French 101. It introduces students to the people and culture of the French-speaking world through multidisciplinary research for literary and aesthetic expression in landscape architecture. It focuses on the use of disciplinary areas and the potential bibliographical and institutional resources that are available to the students when drawing upon other disciplines to inform the interpretation, writing, and design of landscape architecture. Emphasis is placed on the selection and utilization of data collection strategies and tools in the development of a research proposal.</td>
<td></td>
</tr>
<tr>
<td>LNG 131 - Introduction to French I (4)</td>
<td>This course provides students with essential marketing principles and advanced desktop publishing skills to complete individual design portfolios. Analysis of professional portfolios and research of target firm’s requirements are completed to establish a deliverable format. Using advanced tools in Adobe InDesign and other design applications, students learn how to implement their portfolios as both print and interactive formats. Topics such as selective content, innovative graphics, consistent layout, stylized copy, and creative packaging are covered. The portfolios created in this course are used to market individual talents to any sector of the design profession. Additional Fee(s): Course Computing Fee.</td>
<td></td>
</tr>
<tr>
<td>LNG 122 - Introduction to Chinese Language and Culture II (4)</td>
<td>This course continues beginning course in Arabic and continues introduction to the Arabic language. Students will learn Arabic grammar and write the language. Oral skills are emphasized and the class will be conducted as much as possible in Arabic. This course fulfills a global general education mission course requirement.</td>
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</tr>
<tr>
<td>LNG 121 - Introduction to Chinese Language and Culture I (4)</td>
<td>This course is a continuation of CHN101. It continued to build up students' vocabulary and sentence patterns in communicative contexts. Prerequisite(s): CHN101 or equivalent, or permission of the instructor. This course fulfills a global general education mission course requirement.</td>
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</tr>
<tr>
<td>LNG 120 - East Asian Scripts: Philosophy, Poetics, and Practice</td>
<td>A continuation of French 101. Prerequisite(s): FRN 101 or permission of the instructor. This course fulfills a global general education mission course requirement.</td>
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</tr>
<tr>
<td>LAR 800- Graduate Continuing Credit (1)</td>
<td>This course provides students with essential marketing principles and advanced desktop publishing skills to complete individual design portfolios. Analysis of professional portfolios and research of target firm’s requirements are completed to establish a deliverable format. Using advanced tools in Adobe InDesign and other design applications, students learn how to implement their portfolios as both print and interactive formats. Topics such as selective content, innovative graphics, consistent layout, stylized copy, and creative packaging are covered. The portfolios created in this course are used to market individual talents to any sector of the design profession. Additional Fee(s): Course Computing Fee.</td>
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</tr>
<tr>
<td>LAR 670 - Portfolio (3)</td>
<td>This graduate seminar introduces students to some methods and techniques that have been developed through multidisciplinary research for literary and aesthetic expression in landscape architecture. It focuses on the contributions and limitations of different approaches to the study of landscape in a range of disciplinary areas and the potential bibliographical and institutional resources that are available to the students when drawing upon other disciplines to inform the interpretation, writing, and design of landscape architecture. Emphasis is placed on the selection and utilization of data collection strategies and tools in the development of a research proposal.</td>
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</tr>
<tr>
<td>LAR 671 - Study Abroad (1)</td>
<td>This course continues beginning course in Arabic and continues introduction to the Arabic language. Students will learn Arabic grammar and write the language. Oral skills are emphasized and the class will be conducted as much as possible in Arabic. This course fulfills a global general education mission course requirement.</td>
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</tr>
<tr>
<td>LAR 672 - Study Abroad (2)</td>
<td>This course continues beginning course in Arabic and continues introduction to the Arabic language. Students will learn Arabic grammar and write the language. Oral skills are emphasized and the class will be conducted as much as possible in Arabic. This course fulfills a global general education mission course requirement.</td>
<td></td>
</tr>
<tr>
<td>LAR 673 - Study Abroad (3)</td>
<td>This course continues beginning course in Arabic and continues introduction to the Arabic language. Students will learn Arabic grammar and write the language. Oral skills are emphasized and the class will be conducted as much as possible in Arabic. This course fulfills a global general education mission course requirement.</td>
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</tr>
<tr>
<td>LAR 680 - Graduate Research Methods (3)</td>
<td>This course continues beginning course in Arabic and continues introduction to the Arabic language. Students will learn Arabic grammar and write the language. Oral skills are emphasized and the class will be conducted as much as possible in Arabic. This course fulfills a global general education mission course requirement.</td>
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</tr>
<tr>
<td>LAR 681 - Internship (1)</td>
<td>The student will have the opportunity to work in an office environment to better understand the duties and responsibilities involved with sustainable landscape architectural design. A total of 40 hours is required for 1 credit.</td>
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<tr>
<td>LAR 682 - Internship (2)</td>
<td>The student will have the opportunity to work in an office environment to better understand the duties and responsibilities involved with sustainable landscape architectural design. A total of 80 hours is required for 2 credits.</td>
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</tr>
<tr>
<td>LAR 683 - Internship (3)</td>
<td>The student will have the opportunity to work in an office environment to better understand the duties and responsibilities involved with sustainable landscape architectural design. A total of 120 hours is required for 3 credits.</td>
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</tr>
<tr>
<td>LAR 690 - Capstone Studio (6)</td>
<td>This course stresses evidence-based design. Students create a program for a project selected by the instructor using the latest research and literature available. The program serves as a foundation for the investigation of a design problem from concept generation through design development and detailing. Prerequisite(s): LAR 663.</td>
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</tr>
<tr>
<td>LAR 691 - Master's Thesis (1-9)</td>
<td>The master's thesis is scholarly option undertaken by MLA students, and is conducted under the guidance of a faculty committee. A thesis proposal, sponsored by a faculty advisor and approved by the program director, is a prerequisite for registration in this course. Two thesis options are offered: research thesis and applied study. In a research thesis, the student produces new knowledge or scholarly work, while in an applied thesis the student produces a comprehensive project that demonstrates professional standards. This course offers flexible credits that may be taken in increments from 1 to 9 credits. A minimum of 6 credits is required for the MLA thesis option. A minimum GPA of 3.5 is required to register for this course.</td>
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</tr>
<tr>
<td>LAR 695 - MLA Thesis (1-9)</td>
<td>This course provides students with essential marketing principles and advanced desktop publishing skills to complete individual design portfolios. Analysis of professional portfolios and research of target firm’s requirements are completed to establish a deliverable format. Using advanced tools in Adobe InDesign and other design applications, students learn how to implement their portfolios as both print and interactive formats. Topics such as selective content, innovative graphics, consistent layout, stylized copy, and creative packaging are covered. The portfolios created in this course are used to market individual talents to any sector of the design profession. Additional Fee(s): Course Computing Fee.</td>
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<td>LAR 800- Graduate Continuing Credit (1)</td>
<td>This course provides students with essential marketing principles and advanced desktop publishing skills to complete individual design portfolios. Analysis of professional portfolios and research of target firm’s requirements are completed to establish a deliverable format. Using advanced tools in Adobe InDesign and other design applications, students learn how to implement their portfolios as both print and interactive formats. Topics such as selective content, innovative graphics, consistent layout, stylized copy, and creative packaging are covered. The portfolios created in this course are used to market individual talents to any sector of the design profession. Additional Fee(s): Course Computing Fee.</td>
<td></td>
</tr>
<tr>
<td>LNG 101 - Introductory Arabic I (4)</td>
<td>This course provides students with essential marketing principles and advanced desktop publishing skills to complete individual design portfolios. Analysis of professional portfolios and research of target firm’s requirements are completed to establish a deliverable format. Using advanced tools in Adobe InDesign and other design applications, students learn how to implement their portfolios as both print and interactive formats. Topics such as selective content, innovative graphics, consistent layout, stylized copy, and creative packaging are covered. The portfolios created in this course are used to market individual talents to any sector of the design profession. Additional Fee(s): Course Computing Fee.</td>
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<tr>
<td>LNG 102 - Introductory Arabic II (4)</td>
<td>This course provides students with essential marketing principles and advanced desktop publishing skills to complete individual design portfolios. Analysis of professional portfolios and research of target firm’s requirements are completed to establish a deliverable format. Using advanced tools in Adobe InDesign and other design applications, students learn how to implement their portfolios as both print and interactive formats. Topics such as selective content, innovative graphics, consistent layout, stylized copy, and creative packaging are covered. The portfolios created in this course are used to market individual talents to any sector of the design profession. Additional Fee(s): Course Computing Fee.</td>
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<td>LNG 120- East Asian Scripts: Philosophy, Poetics, and Practice</td>
<td>This course provides students with essential marketing principles and advanced desktop publishing skills to complete individual design portfolios. Analysis of professional portfolios and research of target firm’s requirements are completed to establish a deliverable format. Using advanced tools in Adobe InDesign and other design applications, students learn how to implement their portfolios as both print and interactive formats. Topics such as selective content, innovative graphics, consistent layout, stylized copy, and creative packaging are covered. The portfolios created in this course are used to market individual talents to any sector of the design profession. Additional Fee(s): Course Computing Fee.</td>
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<tr>
<td>LNG 121 - Introduction to Chinese Language and Culture I (4)</td>
<td>This course provides students with essential marketing principles and advanced desktop publishing skills to complete individual design portfolios. Analysis of professional portfolios and research of target firm’s requirements are completed to establish a deliverable format. Using advanced tools in Adobe InDesign and other design applications, students learn how to implement their portfolios as both print and interactive formats. Topics such as selective content, innovative graphics, consistent layout, stylized copy, and creative packaging are covered. The portfolios created in this course are used to market individual talents to any sector of the design profession. Additional Fee(s): Course Computing Fee.</td>
<td></td>
</tr>
<tr>
<td>LNG 122 - Introduction to Chinese Language and Culture II (4)</td>
<td>This course provides students with essential marketing principles and advanced desktop publishing skills to complete individual design portfolios. Analysis of professional portfolios and research of target firm’s requirements are completed to establish a deliverable format. Using advanced tools in Adobe InDesign and other design applications, students learn how to implement their portfolios as both print and interactive formats. Topics such as selective content, innovative graphics, consistent layout, stylized copy, and creative packaging are covered. The portfolios created in this course are used to market individual talents to any sector of the design profession. Additional Fee(s): Course Computing Fee.</td>
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<td>LNG 131 - Introduction to French I (4)</td>
<td>This course provides students with essential marketing principles and advanced desktop publishing skills to complete individual design portfolios. Analysis of professional portfolios and research of target firm’s requirements are completed to establish a deliverable format. Using advanced tools in Adobe InDesign and other design applications, students learn how to implement their portfolios as both print and interactive formats. Topics such as selective content, innovative graphics, consistent layout, stylized copy, and creative packaging are covered. The portfolios created in this course are used to market individual talents to any sector of the design profession. Additional Fee(s): Course Computing Fee.</td>
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<tr>
<td>LNG 132 - Introduction to French II (4)</td>
<td>This course provides students with essential marketing principles and advanced desktop publishing skills to complete individual design portfolios. Analysis of professional portfolios and research of target firm’s requirements are completed to establish a deliverable format. Using advanced tools in Adobe InDesign and other design applications, students learn how to implement their portfolios as both print and interactive formats. Topics such as selective content, innovative graphics, consistent layout, stylized copy, and creative packaging are covered. The portfolios created in this course are used to market individual talents to any sector of the design profession. Additional Fee(s): Course Computing Fee.</td>
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<tr>
<td>LNG 141</td>
<td>Introductory German (4)</td>
<td>This is an introduction to the German language, intended for students with little or no previous instruction in German. It develops the four basic language skills of listening comprehension, reading, speaking, and writing. Focus is on communicative skills and a broad introduction to the culture of the German speaking world. This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>LNG 142</td>
<td>Introductory German II (4)</td>
<td>This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>LNG 151</td>
<td>Introduction to Japanese I (4)</td>
<td>A continuation of Introduction to Japanese I. Prerequisite(s): JPN 101 or permission of instructor. This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>LNG 150</td>
<td>Introduction to Japanese II (4)</td>
<td>This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>LNG 161</td>
<td>Introduction to Spanish I (4)</td>
<td>An introduction to the four basic skills: comprehension, speaking, reading, and writing, with emphasis on the spoken language. This course also introduces students to the people and cultures of the Spanish-speaking world. This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>LNG 162</td>
<td>Introduction to Spanish II (4)</td>
<td>Continuation of Spanish 101. Prerequisite(s): SPN 101 or permission of the instructor. This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>LNG 201</td>
<td>Intermediate Arabic I (4)</td>
<td>This course is intended for students with at least one year of previous college-level instruction in Arabic. It is designed to provide the student with a continued introduction to Arabic as it is spoken and written in Arabic speaking cultures. Focus is on speaking and listening skills so that students are able to understand and speak enough Arabic to communicate at a basic level with a native speaker on a variety of topics. In addition, students learn to write simple texts on everyday themes and read uncomplicated texts, on familiar topics. This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>LNG 202</td>
<td>Intermediate Arabic II (4)</td>
<td>This course is intended for students with at least one year of previous college-level instruction in Arabic. It is designed to provide the student with a continued introduction to Arabic as it is spoken and written in Arabic speaking cultures. Focus is on speaking and listening skills so that students are able to understand and speak enough Arabic to communicate at a basic level with a native speaker on a variety of topics. In addition, students learn to write simple texts on everyday themes and read uncomplicated texts, on familiar topics. Prerequisite(s): ARB 201. This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>LNG 221</td>
<td>Intermediate Chinese Language and Culture I (4)</td>
<td>Review and reinforcement of the basic skills learned in first-year French. Intensive grammar review through video programs, textbook, literary readings, and computer resources. Continued focus on the culture of the Francophone world. Prerequisite(s): FRN 102 or permission of the instructor. This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>LNG 222</td>
<td>Intermediate Chinese Language and Culture II (4)</td>
<td>This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>LNG 231</td>
<td>Intermediate French I (4)</td>
<td>A continuation of French 201. Prerequisite(s): FRN 201 or permission of the instructor. This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>LNG 232</td>
<td>Intermediate French II (4)</td>
<td>This course is a continuation of the first year German sequence 101-102. It is intended for students with at least one year of previous college-level instruction in German. It provides an intensive grammar review of the first year and then continues to develop the four basic language skills of listening comprehension, reading, speaking, and writing. Focus is on communicative skills and composition and a focus on the culture and contemporary reality of German-speaking regions. This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>LNG 241</td>
<td>Intermediate German (4)</td>
<td>This is a continuation of Intermediate German language (GER 201), intended for students with an intermediate level of German. It continues to develop the four basic language skills of listening comprehension, reading, speaking, and writing. Focus is on communicative skills, beginning reading and composition, and a focus on the culture and contemporary reality of German-speaking regions. This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>LNG 242</td>
<td>Intermediate German II (4)</td>
<td>This is a continuation of the first year introduction to the Japanese language (JPN 101 -102), intended for students with at least one year of instruction in Japanese. It continues to develop the four basic language skills of listening comprehension, reading, speaking and writing. Focus is on communicative skills and a broad introduction to the culture and contemporary reality of Japan. Prerequisite(s): JPN 102. This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>LNG 251</td>
<td>Intermediate Japanese I (4)</td>
<td>This course fulfills a global general education mission course requirement.</td>
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<tr>
<td>LNG 252</td>
<td>Intermediate Japanese II (4)</td>
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<td>LNG 261</td>
<td>Intermediate Spanish I (4)</td>
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<tr>
<td>LNG 262</td>
<td>Intermediate Spanish II (4)</td>
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<td>LNG 418</td>
<td>Language Attachment (1)</td>
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<tr>
<td>LNG 491</td>
<td>Independent Study (1)</td>
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<td>LNG 492</td>
<td>Independent Study (2)</td>
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<td>LNG 493</td>
<td>Independent Study (3)</td>
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<tr>
<td>LNG 494</td>
<td>Independent Study (4)</td>
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<tr>
<td>LNG 300</td>
<td>Perspectives on Landscape (3) As Needed</td>
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<tr>
<td>LNG 309</td>
<td>Principles of Landscape Design (3) As Needed</td>
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<tr>
<td>LNG 310</td>
<td>Introduction to GIS (3)</td>
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<tr>
<td>LNG 412</td>
<td>Applied Design Studio II: The Principles and Practice of Landscape Design (3)</td>
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<tr>
<td>LNG 524</td>
<td>Plant Management (3)</td>
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<tr>
<td>LNG 601</td>
<td>Landscape Operations and Management (3)</td>
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<tr>
<td>LNG 695</td>
<td>Collaboration Studio in Landscape Design &amp; Development (4)</td>
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<tr>
<td>LNG 800</td>
<td>Graduate Continuing Credit (1)</td>
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<tr>
<td>MTH 100</td>
<td>Mathematical Literacy (3) As Needed</td>
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</tbody>
</table>

This course is designed to review high school math skills, strengthen understanding of math concepts, and increase numerical fluency. Students will have ample opportunity to improve competency, enhance comprehension, and derive the proficiencies necessary to be successful in higher-level math courses. Three hours of class per week.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>MTH 103</td>
<td>Mathematical Reasoning (4) Spring</td>
<td>This course is designed for the non-science major, to give a new outlook on mathematics and to provide a sense of the beauty and applicability of mathematics in our world. Topics are primarily related to geometry and include shapes in two and three dimensions, conic sections, topology, fractals and applied geometry. Four hours of class per week.</td>
</tr>
<tr>
<td>MTH 105</td>
<td>College Algebra (3) Fall</td>
<td>The study of real numbers, linear equations and inequalities, polynomials, rational expressions, roots and radicals, quadratic equations and inequalities, graphs, systems of linear equations, conics, quadratic functions, and inverse functions. Three hours of class per week. Prerequisite(s): One year of high school algebra or equivalent.</td>
</tr>
<tr>
<td>MTH 106</td>
<td>Trigonometry (3) Spring</td>
<td>The study of right-triangle and circular function approaches to trigonometry, graphs of trigonometric functions, trigonometric identities, inverse trigonometric functions, polar coordinates, complex numbers, exponential functions, and logarithmic functions. Three hours of class per week. Prerequisite(s): One year of high school algebra or equivalent.</td>
</tr>
<tr>
<td>MTH 108</td>
<td>Precalculus (3) Fall and Spring</td>
<td>Development of essential skills in algebra and trigonometry. Topics include the coordinate system, functions and their graphs, solutions of equations and inequalities, introduction to transcendental functions, trigonometric functions and their graphs, trigonometric identities, and the historical and cultural significance of mathematics. Three hours of class per week. Prerequisite(s): One year of high school algebra or equivalent.</td>
</tr>
<tr>
<td>MTH 110</td>
<td>Elementary Statistics (3) Fall and Spring</td>
<td>Topics include statistical measures and distributions, decision making under uncertainty, application of probability to statistical inference, linear correlation, introduction to nonparametric statistical methods, and application to problems drawn from the natural and social sciences. Three hours of class per week. Prerequisite(s): Two years of college-preparatory mathematics.</td>
</tr>
<tr>
<td>MTH 151</td>
<td>Calculus I (4) Fall</td>
<td>This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometric functions with applications. Four hours of class per week. Prerequisite(s): Placement test, or MTH 105 and 106, or MTH 108, or equivalent.</td>
</tr>
<tr>
<td>MTH 152</td>
<td>Calculus II (4) Spring</td>
<td>This is the second course in the calculus sequence. Topics include differential and integral calculus for the transcendental functions, advanced methods of integration, and infinite sequences and series. Four hours of class per week. Prerequisite(s): MTH 151.</td>
</tr>
<tr>
<td>MTH 215W</td>
<td>Introduction to Proof (4) Spring</td>
<td>This course introduces students to the process of reading, understanding and writing rigorous mathematical arguments. Additionally, students will become familiar with computer software used for analyzing math problems and typesetting mathematical documents. This course is a pre-requisite for many upper-level math courses and is intended to help students transition from problem-solving oriented classes such as Calculus into courses focused on understanding and writing proofs. Topics include: basic logic, introductory set theory, functions and relations, and quantifiers. Four hours of class per week. Prerequisite(s): MTH 151 and MTH 152, or equivalent, or permission of instructor.</td>
</tr>
<tr>
<td>MTH 221</td>
<td>Linear Algebra (3) Even Springs</td>
<td>Topics include finite dimensional vector spaces, geometry of R^n, linear functions, systems of linear equations, and theory of matrices and determinants. Three hours of class per week. Prerequisite(s): MTH 152.</td>
</tr>
<tr>
<td>MTH 222</td>
<td>Multivariate and Vector Calculus (3) Fall</td>
<td>An introduction to multivariate calculus using vector spaces, partial differentiation and multiple integration, calculus of vector functions, applications to extremum problems, and differential equations. Three hours of class per week. Prerequisite(s): MTH 152.</td>
</tr>
<tr>
<td>MTH 241</td>
<td>Differential Equations (3) Odd Springs</td>
<td>Introduction to differential equations. Topics include first-order and linear equations, systems of equations, series solutions, and Laplace transform methods with computer-aided study of numerical solutions, and introduction to partial differential equations, and Fourier series. Three hours of class per week. Prerequisite(s): MTH 152.</td>
</tr>
<tr>
<td>MTH 244</td>
<td>Discrete Mathematics (3) Even Falls</td>
<td>This course is an introduction to the fundamental logic and mathematical concepts of discrete quantities, as employed in digital computers. Emphasis will be on the careful and precise expression of ideas. Topics include sets and logic, relations and functions, proof techniques, algorithms, combinatorics, discrete probability, graphs, and trees. Three hours of class per week.</td>
</tr>
<tr>
<td>MTH 256</td>
<td>The History and Theory of Numbers (3) Odd Falls</td>
<td>A survey of the history of our number system and theory of numbers. Topics covered include the development of number systems and mathematics from before the sixth century to the present, divisibility, factorization, arithmetic functions, quadratic reciprocity, primitive roots, and diophantine equations. Three hours of class per week. Prerequisite(s): MTH 105 and 106, or MTH 108, or equivalent.</td>
</tr>
<tr>
<td>MTH 310</td>
<td>Probability (3) As Needed</td>
<td>An introduction to the theory of probability and the role of proofs in mathematics. Topics include discrete and continuous probability functions, random variables, expectations, moments, moment generating functions, the central limit theorem, and Chebyshev's inequality. Applications of probability such as queuing theory, Markov processes, and reliability theory also will be covered. Three hours of class per week. Prerequisite(s): MTH 152 and MTH 215.</td>
</tr>
<tr>
<td>MTH 327</td>
<td>Advanced Analysis (3) Odd Falls</td>
<td>Foundations for abstract analysis, real and complex number systems, elements of point set topology and limits, continuity, and derivatives. Three hours of class per week. Prerequisite(s): MTH 215 and MTH 222.</td>
</tr>
<tr>
<td>MTH 341</td>
<td>Abstract Algebra (3) Even Falls</td>
<td>Introduction to elements of modern abstract algebra, including rings, groups, and fields. Three hours of class per week. Prerequisite(s): MTH 215 and MTH 241.</td>
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<tr>
<td>MTH 418</td>
<td>Mathematics Seminar (3) As Needed</td>
<td>Offerings. Three hours of class per week. Prerequisite(s): MTH 215.</td>
</tr>
<tr>
<td>MTH 490</td>
<td>Integrative Capstone</td>
<td>The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.</td>
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<tr>
<td>MTH 491</td>
<td>Independent Study (1)</td>
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<tr>
<td>MTH 492</td>
<td>Independent Study (2)</td>
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<tr>
<td>MTH 493</td>
<td>Independent Study (3)</td>
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<tr>
<td>MTH 494</td>
<td>Independent Study (4)</td>
<td></td>
</tr>
<tr>
<td>MUS 124</td>
<td>Opera: Mozart to Verdi (3)</td>
<td>This course examines Italian, French, and German operas from the Classical period through the 19th century. A study of components of operatic form (e.g. recitative, aria, ensemble) and musical characteristics of historical periods, national styles, and individual composers is implemented through musical examples and readings. Voice types/classifications and character interpretations are discussed.</td>
</tr>
<tr>
<td>MUS 150</td>
<td>History of Rock, Pop and Soul (3)</td>
<td>The course introduces fundamental terminology and theoretical concepts associated with common practice Western art music. Specific topics covered include notation, scales, intervals, triads, rhythm, form and basic aural skills. This course provides the requisite knowledge necessary for MUS 161: Music Theory I.</td>
</tr>
<tr>
<td>MUS 159</td>
<td>Music Fundamentals (3)</td>
<td>Through guided listening, students examine musical works and gain an understanding of the style of various composers and historical periods. Relevant cultural features are presented, and basic elements of music are introduced to enhance the appreciation of this art form.</td>
</tr>
<tr>
<td>MUS 160</td>
<td>The Art of Music (3)</td>
<td>This course covers principles of diatonic harmony and voice-leading, as well as species counterpoint and simple formal structures, with an emphasis on analysis and stylistically appropriate composition. The course includes an ear-training lab that features sight-singing, rhythmic performance, and melodic, harmonic and rhythmic dictation. Prerequisite(s): MUS 159 or a placement exam grade of 85% or higher.</td>
</tr>
<tr>
<td>MUS 161</td>
<td>Diatonic Tonal Harmony (4)</td>
<td>The course covers principles of chromatic harmony and voice-leading, as well as species counterpoint and simple formal structures, with an emphasis on analysis and stylistically appropriate composition. The course includes an ear-training lab that features sight-singing, rhythmic performance, and melodic, harmonic and rhythmic dictation. Prerequisite(s): MUS 161.</td>
</tr>
<tr>
<td>MUS 171</td>
<td>Choir (2)</td>
<td>Students prepare and perform a wide variety of choral literature for both women’s and mixed voices. An audition is required as are two, two-hour rehearsals per week. Pass/fail grading only.</td>
</tr>
<tr>
<td>MUS 173</td>
<td>Instrumental Ensemble (2)</td>
<td>Preparation and performance of chamber music for various ensembles.</td>
</tr>
<tr>
<td>MUS 174</td>
<td>Survey of Jazz (3)</td>
<td>Students explore the origin and development of jazz from its African origins to Dixieland and contemporary styles. They become familiar with jazz musicians and a wide variety of jazz styles through recorded music and, when possible, live performances.</td>
</tr>
<tr>
<td>MUS 175</td>
<td>Voice (1)</td>
<td>One 30-minute lesson per week. Co-requisite: Music 171 or another music program course. Additional Fee(s): Applied music fee.</td>
</tr>
<tr>
<td>MUS 176</td>
<td>Voice (2)</td>
<td>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</td>
</tr>
<tr>
<td>MUS 177</td>
<td>Voice (3)</td>
<td>One 60-minute lesson per week plus performance. Additional Fee(s): Applied music fee.</td>
</tr>
<tr>
<td>MUS 183</td>
<td>Composition</td>
<td>Students will work closely with the composition instructor to identify and articulate their personal artistic perspective, and develop sound or multimedia compositions that express this outlook. Students may also work on analytic projects that relate to their artistic projects. Specific goals are determined in collaboration with the instructor.</td>
</tr>
<tr>
<td>MUS 191</td>
<td>Piano (1)</td>
<td>One 30-minute lesson per week. Co-requisite: Music 171 or another music program course. Additional Fee(s): Applied music fee.</td>
</tr>
<tr>
<td>MUS 192</td>
<td>Piano (2)</td>
<td>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</td>
</tr>
<tr>
<td>MUS 193</td>
<td>Piano (3)</td>
<td>One 60-minute lesson per week plus performance. Additional Fee(s): Applied music fee.</td>
</tr>
<tr>
<td>MUS 195</td>
<td>Orchestral Instruments (1)</td>
<td>One 30-minute lesson per week. Co-requisite: A music program course. Additional Fee(s): Applied music fee.</td>
</tr>
<tr>
<td>MUS 196</td>
<td>Orchestral Instruments (2)</td>
<td>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</td>
</tr>
<tr>
<td>MUS 197</td>
<td>Orchestral Instruments (3)</td>
<td>One 60-minute lesson per week plus performance. Additional Fee(s): Applied music fee.</td>
</tr>
<tr>
<td>MUS 232</td>
<td>Women in Music (3)</td>
<td>This course is a survey of women composers in Western art music, with a special emphasis on contemporary composers. This survey will include such important figures as Ruth Crawford, Ellen Taaffe Zwilich, and Tania Leon.</td>
</tr>
<tr>
<td>MUS 252</td>
<td>Chromatic Tonal Harmony (4)</td>
<td>The course covers principles of chromatic harmony and voice-leading, as well as advanced formal structures, with an emphasis on analysis and stylistically appropriate composition. The course includes an ear-training lab that features sight-singing, rhythmic performance, and melodic, harmonic and rhythmic dictation. Prerequisite(s): MUS 161.</td>
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<tr>
<td>NUR 211</td>
<td>Health Promotion Concepts (4)</td>
<td>Using an array of MIDI-compatible keyboards, instruments, and computers, the course focuses on digitally generated sound and timbres, computer-assisted sound production, and multi-tracked recording techniques. Where appropriate, emphasis is placed on applications to film, theatre, dance, and other arts. Additional Fee(s): Course Computing fee.</td>
</tr>
<tr>
<td>NUR 113</td>
<td>Health Assessment and Nursing Practice Strategies (1)</td>
<td>This course examines foundational, patient-centered concepts for nursing practice including the concepts of functional ability and optimal human function, mobility, and sensory perception. The patient centered concepts of motivation and adherence are examined as a foundation for teaching the student how to effectively educate patients for optimal self-management and function. Course taught through UPMC: Shadyside School of Nursing.</td>
</tr>
<tr>
<td>NUR 112</td>
<td>Basic Health Concepts (5)</td>
<td>This one credit laboratory experience is designed to complement the content in NUR112. The focus of this course is the development of the knowledge and skills needed to perform a complete physical assessment utilizing a systematic approach of data collection. This laboratory experience will permit the student to engage in developing cognitive and psychomotor skills to support nursing care related to functional ability, mobility, and patient education. Course taught through UPMC: Shadyside School of Nursing.</td>
</tr>
<tr>
<td>NUR 111</td>
<td>Professional Nursing and Health Concepts (4)</td>
<td>The student will be introduced to the role of the professional nurse based on the Nursing Standards for Professional Practice (Professionalism concept) and explore Tanner’s Clinical Judgment model (Clinical Judgment concept) to develop a systematic approach to clinical decision making. The concept of communication will be explored utilizing self-discovery techniques creating a foundation upon which professional, therapeutic, and structured communication skills will be developed. The concept of informatics will be introduced identifying technologies to support the safe communication of health information. Navigation of the clinical information system will be experienced in the clinical setting. Course taught through UPMC: Shadyside School of Nursing.</td>
</tr>
<tr>
<td>MUS 490</td>
<td>Integrative Capstone</td>
<td>The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.</td>
</tr>
<tr>
<td>MUS 262</td>
<td>Electronic Computer Music Studio (3)</td>
<td>Using an array of MIDI-compatible keyboards, instruments, and computers, the course focuses on digitally generated sound and timbres, computer-assisted sound production, and multi-tracked recording techniques. Where appropriate, emphasis is placed on applications to film, theatre, dance, and other arts. Additional Fee(s): Course Computing fee.</td>
</tr>
<tr>
<td>MUS 266</td>
<td>World Music (3)</td>
<td>The course focuses on the music and related arts of selected major civilizations of the world, including India, China, and Japan as well as areas such as Southeast Asia, South America, and Africa. Emphasis is placed on the factors resulting in art that is sometimes quite different from Western music.</td>
</tr>
<tr>
<td>MUS 267</td>
<td>History of Music I (3)</td>
<td>This course will explore the intersection of music and nature in musical thought and practice. Students will explore readings from a variety of historical periods to understand the variety of ways in which the relationship between music and nature has been conceived. Particular emphasis will be placed on Early Modern thought as well as living composers such as David Dunn, Annea Lockwood, John Luther Adams, Alvin Curran, Christopher Shultis, and other sonic ecologists who incorporate sounds from the natural environment into their work. This course fulfills an environmental general education mission course requirement.</td>
</tr>
<tr>
<td>MUS 301</td>
<td>Music and the Natural World (3)</td>
<td>This course will explore the intersection of music and nature in musical thought and practice. Students will explore readings from a variety of historical periods to understand the variety of ways in which the relationship between music and nature has been conceived. Particular emphasis will be placed on Early Modern thought as well as living composers such as David Dunn, Annea Lockwood, John Luther Adams, Alvin Curran, Christopher Shultis, and other sonic ecologists who incorporate sounds from the natural environment into their work. This course fulfills an environmental general education mission course requirement.</td>
</tr>
<tr>
<td>MUS 365</td>
<td>20th-Century Music Analysis (3)</td>
<td>The course introduces students to art music of 20th-century through the technical analysis of pitch, rhythmic, formal, and timbral structures. Composers whose work is studied in this course include, but are not limited to, Arnold Schoenberg, Anton Webern, Igor Stravinsky, Pierre Boulez, Charles Ives, John Cage, Morton Feldman, and Iannis Xenakis. Prerequisite(s): MUS 252.</td>
</tr>
<tr>
<td>MUS 368</td>
<td>History of Music II (3)</td>
<td>This course is a continuation of History of Music I, and examines the growth and development of music as an art, music as a part of the whole of civilization, and representative works of all periods leading to an understanding of music itself. Prerequisite(s): MUS 267W.</td>
</tr>
<tr>
<td>MUS 267W</td>
<td>History of Music I (3)</td>
<td>This course will explore the intersection of music and nature in musical thought and practice. Students will explore readings from a variety of historical periods to understand the variety of ways in which the relationship between music and nature has been conceived. Particular emphasis will be placed on Early Modern thought as well as living composers such as David Dunn, Annea Lockwood, John Luther Adams, Alvin Curran, Christopher Shultis, and other sonic ecologists who incorporate sounds from the natural environment into their work. This course fulfills an environmental general education mission course requirement.</td>
</tr>
<tr>
<td>MUS 301</td>
<td>Music and the Natural World (3)</td>
<td>This course will explore the intersection of music and nature in musical thought and practice. Students will explore readings from a variety of historical periods to understand the variety of ways in which the relationship between music and nature has been conceived. Particular emphasis will be placed on Early Modern thought as well as living composers such as David Dunn, Annea Lockwood, John Luther Adams, Alvin Curran, Christopher Shultis, and other sonic ecologists who incorporate sounds from the natural environment into their work. This course fulfills an environmental general education mission course requirement.</td>
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<tr>
<td>NUR 212</td>
<td>Family Health Concepts</td>
<td>The focus of this course is to develop tasks and adaptation as they relate to lifespan and health with the incorporation of selected health issues, physical and developmental changes in the life cycle, health maintenance, and health problems. The concept of caring as it relates to family and health care will be introduced. The clinical experience will explore family health care within the community and health care settings. Course taught through UPMC: Shadyside School of Nursing.</td>
</tr>
<tr>
<td>NUR 215</td>
<td>Pharmacology in Nursing I</td>
<td>This course provides students with a foundation of basic pharmacologic concepts important for safe medication management. Through the exploration of medication classifications, students identify the implications to nursing practice. Building on the concepts presented in prerequisite nursing courses, the students explore medication management across the lifespan. Utilizing the nursing standards for professional practice, students will demonstrate skillfulness in safe medication management. Clinical laboratory will enable students to apply these essential aspects culminating in a medication math calculation competency exam. Course taught through UPMC: Shadyside School of Nursing.</td>
</tr>
<tr>
<td>NUR 311</td>
<td>Health and Illness Concepts</td>
<td>Incorporating prior knowledge of concepts of health, illness, stress, coping, and communication, this course focuses on the nursing care of individuals across the lifespan with acute and chronic alterations of emotions, cognitions, behaviors, and coping. The student will identify the impact these alterations have on the patient’s ability to actively participate and collaborate with staff in meeting care needs in all healthcare settings. Communication strategies are emphasized as pathways to safe, effective care and interdisciplinary collaboration. Course taught through UPMC: Shadyside School of Nursing.</td>
</tr>
<tr>
<td>NUR 312</td>
<td>Mental Health Concepts</td>
<td>This course prepares students with advanced pharmacologic concepts important for safe medication management. Through the exploration of medication classifications that are utilized in the treatment of more complex concepts, students identify the implications to nursing practice. Building on the concepts presented in pre-requisite nursing courses, the students explore medication management of acute and complex concepts. Utilizing the nursing standards for professional practice, students will demonstrate skillfulness in safe medication management. Clinical laboratory will enable students to apply these essential aspects. Course taught through UPMC: Shadyside School of Nursing.</td>
</tr>
<tr>
<td>NUR 315</td>
<td>Pharmacology in Nursing II</td>
<td>Using prior knowledge of concepts of health and illness, this course focuses on the nursing care of patients with acute illness and subsequent complex health alterations. The themes of homeostasis and regulation, oxygenation and perfusion and health care delivery are examined through concept analysis of acid-base balance, gas exchange, perfusion, intracranial regulation, clotting and palliation as applied to complex health issues. Family dynamics as it relates to acute illness are explored. The role of the professional nurse is further developed with an emphasis on interdisciplinary collaboration and communication. Clinical experiences will include higher acuity acute care environments and long term acute care. Course taught through UPMC: Shadyside School of Nursing.</td>
</tr>
<tr>
<td>NUR 380</td>
<td>Complex Health Concepts</td>
<td>This course is designed to facilitate the student’s development and transition into the professional nursing role. Through guided experiences with registered nurse preceptors in the acute care setting, students are expected to integrate previous evidenced based learning. They will gradually increase accountability for the patient centered care of patients and their families experiencing functional and dysfunctional health patterns. The primary theme addressed in this course is care competencies for professional nurses that are examined through analysis of the concepts of health care quality and leadership. Course taught through UPMC: Shadyside School of Nursing.</td>
</tr>
<tr>
<td>NUR 382</td>
<td>Professional Nursing and Health System Concepts</td>
<td>This course prepares the student to take the NCLEX-RN exam through a variety of individual and group strategies. Students will utilize test taking strategies to respond to high level NCLEX style questions and integrate knowledge from previous courses to meet the requirements of benchmarking for licensure as an entry level nurse. Course taught through UPMC: Shadyside School of Nursing.</td>
</tr>
<tr>
<td>NUR 390</td>
<td>NCLEX Preparation</td>
<td>This course is designed to explore the role of Health and Public Policy, financial considerations, the formulation and role of legislation and regulation, and ethical principles related to the ANA Code of Ethics. Also addressed will be such topics as value-based purchasing, end-of-life care, living wills, advanced directives, social networking and the Affordable Care Act. The students will analyze an ethical dilemma, write an advocacy letter to a state or federal legislator, and study the role of professional nursing organizations with respect to advocacy and formulating public policy.</td>
</tr>
<tr>
<td>NUR 402</td>
<td>Health Policy and Finance</td>
<td>This course will present an overview of issues relevant to women's health nursing. Nursing assessment techniques specific to female clients will be explored. Specific nursing interventions to promote women's health will be covered including: HIV, early detection of female cancers, reproductive health, mental health issues, osteoporosis, pharmacokinetics, nutrition, and physical fitness.</td>
</tr>
<tr>
<td>NUR 403</td>
<td>Women's Health Nursing</td>
<td>The focus of this course is to develop tasks and adaptation as they relate to lifespan and health with the incorporation of selected health issues, physical and developmental changes in the life cycle, health maintenance, and health problems. The concept of caring as it relates to family and health care will be introduced. The clinical experience will explore family health care within the community and health care settings. Course taught through UPMC: Shadyside School of Nursing.</td>
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<td>NUR 407</td>
<td>Scholarship for Evidence-Based Practice (3)</td>
<td>This course is designed to enable students to critically review nursing research, choose a relevant clinical issue to examine, explore literature and utilize nursing research in clinical practice. Ethical principles of nursing research, particularly the protection of human subjects and other ethical accountabilities focusing on research utilization and evidence-based practice will be explored.</td>
</tr>
<tr>
<td>NUR 409</td>
<td>Clinical Prevention, Population, and Environmental Health (3)</td>
<td>This course provides a framework for the development of nursing interventions promoting population and environmental health for individuals and communities. Health promotion will be a significant focus of the two major written assignments of this course. The students will complete a community assessment for a community of their choosing and will select an area of need for development of a health promotion project.</td>
</tr>
<tr>
<td>NUR 410</td>
<td>Global Cultural Diversity and Specialty Population Nursing (3 credits, including 35 clinical hours)</td>
<td>The focus of this course is on various cultural and specialty populations the student may provide care for while working as a professional nurse. Multiple aspects of culture, vulnerability, and needs of individual populations will be analyzed and discussed. Through classroom assignments and clinical experiences the student will gain a greater understanding of various populations, the needs of these populations, and the challenges faced when providing care to these populations. Addition attention will be provided to issues of ethics, social justice, health literacy, and barriers to care. Additional Fee(s): Clinical fee.</td>
</tr>
<tr>
<td>NUR 411</td>
<td>Geriatric Nursing (3 credits, including 35 clinical hours)</td>
<td>The focus of this course is on geriatric health and caring for the geriatric population. Multiple aspects of aging and the aging population will be explored. Through classroom assignments and clinical experiences the student will gain a greater understanding of the needs and issues of the aging population and how care can best be given. Specific nursing interventions to promote older adult health will be covered including pharmacological considerations, nutrition, elder abuse, sexuality, coping with loss and grief, health and wellness promotion and continuum of care. Additional Fee(s): Clinical fee.</td>
</tr>
<tr>
<td>NUR 412</td>
<td>Nursing Communication and Quality Improvement (3)</td>
<td>This course will educate the student on effective communication and collaboration amongst the interprofessional team with the goal of practicing high quality, safe, patient-centered care. Topics of quality improvement and interprofessional communication will be emphasized.</td>
</tr>
<tr>
<td>NUR 499</td>
<td>Contemporary Nursing Leadership: Preparing the World Ready Nurse (4 credits, including 70 clinical hours)</td>
<td>This culminating course encompasses various aspects of professionalism and leadership while shadowing multiple leaders in the clinical setting. Students will apply leadership concepts and decision making skills in the provision of high quality nursing care. Additional Fee(s): Clinical fee.</td>
</tr>
<tr>
<td>NUR 501</td>
<td>Scientific Underpinnings for Practice (3)</td>
<td>This course focuses on normal, acute, and chronic human physiological processes across the lifespan. Attention will be given to genetic/genomic content that may alter or result in an acute or chronic disease. Information gained in this course may assist the student in performing a physical health assessment based the symptomatology of various acute and chronic illnesses. In addition, the course will focus on pharmacological medications for the treatment of acute and chronic diseases. The essentials of drug actions will be reviewed. Genetic/genomic and pharmacogenomic topics will be reviewed in relation to the use of pharmaceutical medications.</td>
</tr>
<tr>
<td>NUR 502</td>
<td>Advanced Pathophysiology/ Pharmacology (3)</td>
<td>This course will assist healthcare professionals within a graduate program to develop a strong foundation of knowledge in understanding the impact technology and informatics has in the delivery of care across various health settings. Students will be introduced to current and emerging technologies while exploring the impact on patient outcomes and staff satisfaction. Key to this foundation of knowledge will be the graduate’s ability to communicate, coordinate, and analyze change that results from the utilization of technology at point of care.</td>
</tr>
<tr>
<td>NUR 503</td>
<td>Informatics Foundation &amp; Health Care Technology (3)</td>
<td>The course content includes theories, research, and applications that focus on managing organizational behavior, quality improvement, and systems leadership within and across all aspects of an integrated health care delivery system. This course provides an overview of these topics with an emphasis on leadership decision making. Course content is presented so that students can comprehend how patient care systems are structured, processes developed, and outcomes affected by the actions of health systems leaders and employees.</td>
</tr>
<tr>
<td>NUR 504</td>
<td>Organizational, Quality, &amp; Systems Leadership (3)</td>
<td>This course focuses on health assessment of the adult, child, and infant. Concentration is focused on physical assessment techniques and taking a thorough health history in order to improve and ensure quality patient care. Genetic/genomic content will be reviewed accordingly with each physical system assessed as well as use of a pedigree for the family history portion of a health history. Content will also encompass clinical prevention and health population strategies that are culturally appropriate and evidence-based.</td>
</tr>
<tr>
<td>NUR 505</td>
<td>Advanced Physical Assessment and Health Promotion (3)</td>
<td>This course provides an overview of the use of technology at point of care. The course content is presented so that students can comprehend how patient care systems are structured, processes developed, and outcomes affected by the actions of health systems leaders and employees.</td>
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<tr>
<td>NUR 506</td>
<td>Professional Role: Communication &amp; Collaboration for Improving Patient Outcomes (3)</td>
<td>This course will assist nurses in graduate programs to develop, analyze and apply skills in collaboration and communication, including the Inter-professional Education Collaborative’s core competencies, effective communication strategies based on complexity and transformational leadership theory, and skills of presentation and publication to improve patient care and advance the discipline of nursing.</td>
</tr>
<tr>
<td>NUR 507</td>
<td>Health Policy &amp; Advocacy (3) (cross listed as BUS 507)</td>
<td>This course focuses on examination and understanding of health care financing and reimbursement. Concepts preparing a world-ready nurse leader to function in a variety of health care delivery settings. Course content focuses on concepts of budget and management, leadership, and critical thinking, and linking patient care outcomes to resource management.</td>
</tr>
<tr>
<td>NUR 630</td>
<td>Health Care Economics and Financial Management (3)</td>
<td>This course focuses on the needs of health care leaders to take health care delivery into the future through creative, innovative design initiatives focusing on a consumer-driven health care delivery system. Content includes: variables impacting health care delivery systems; reimbursement and funding for design change; managing competition; creating the health care delivery system of the future; and managing human and financial resources in years to come. Pre or co-requisite: NUR504.</td>
</tr>
<tr>
<td>NUR 631</td>
<td>Integrating Technology into a Healthcare Environment (3)</td>
<td>This course focuses on the processes of curriculum development and evaluation that are critical responsibilities of nurse educators in schools of nursing, patient education programs, or staff development. Course goals include how the curriculum provides guidelines for program delivery and methods for evaluating program effectiveness. Major theories and concepts that relate to curriculum development are discussed in relationship to the mission and philosophy of specific educational programs.</td>
</tr>
<tr>
<td>NUR 640</td>
<td>Leadership for Change (3) (cross listed as BUS 640)</td>
<td>This course focuses on the needs of health care leaders to take health care delivery into the future through creative, innovative design initiatives focusing on a consumer-driven health care delivery system. Content includes: variables impacting health care delivery systems; reimbursement and funding for design change; managing competition; creating the health care delivery system of the future; and managing human and financial resources in years to come. Pre or co-requisite: NUR504.</td>
</tr>
<tr>
<td>NUR 641</td>
<td>Promoting Healthier Lifestyles in the Community using Innovative Technology (3)</td>
<td>This course focuses on the processes of curriculum development and evaluation that are critical responsibilities of nurse educators in schools of nursing, patient education programs, or staff development. Course goals include how the curriculum provides guidelines for program delivery and methods for evaluating program effectiveness. Major theories and concepts that relate to curriculum development are discussed in relationship to the mission and philosophy of specific educational programs.</td>
</tr>
<tr>
<td>NUR 642</td>
<td>Professional Role and Responsibility of the Nurse Educator (3)</td>
<td>The professional role and responsibility of the nurse educator course focuses on diverse roles and practice environments experienced by nurse educators. The course will provide novice and experienced nurse educators with guidelines for practice in classroom, clinical, staff development, and various educational settings. Academic and institutional policies, protocols, and legal aspects of education will be explored. Pre or co-requisites: NUR532, NUR652.</td>
</tr>
<tr>
<td>NUR 650</td>
<td>Leadership and Health Care Operations (3)</td>
<td>This course provides an overview of three distinct and necessary areas of leadership knowledge with an emphasis on managerial decision-making: legal aspects of health care, human resource management, and health policy. Learning activities will focus on the identification of legal, ethical, and political issues related to nursing management roles within health care organizations and systems. Pre-requisites or co-requisites: NUR504, NUR630, NUR640.</td>
</tr>
<tr>
<td>NUR 651</td>
<td>Database Management for Evidence-based Decision making (3) (cross listed as BUS 651)</td>
<td>This course is designed to help the student understand the various database systems used within a healthcare setting. Key to this course is understanding how healthcare professionals can collect and extract data from database systems to assess the organization's performance and impact on patient outcomes. Understanding the various database systems and how information is interfaced for viewing purposes is critical to how data can be collected for analysis. Pre or co-requisites: NUR503, NUR631.</td>
</tr>
<tr>
<td>NUR 652</td>
<td>Teaching Strategies and Information Technology for the Nurse Educator (3)</td>
<td>This course will focus on strategies to develop knowledge and skill sets in pedagogy, teaching-learning theories, testing and measurement, and various educational technologies. An in-depth introduction to information technology that supports practice and improves patient care and outcomes will be explored. Pre or co-requisite: NUR632.</td>
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<tr>
<td>NUR 660</td>
<td>Healthcare Leadership Practicum (3)</td>
<td>The practicum/capstone course focuses on the role of the professional nurse in the healthcare environment. Students will work closely with healthcare professionals who are directly involved in improving care quality, organizational processes, or safety engaging in a learning experience that further integrates program content. Practicum experience includes a formal preceptor-ship with clinical leaders, which is individualized to align with the student’s field of interest. Clinical settings vary according to student interest, goals, and overall career objectives. This course includes 125 clinical hours. Pre or Co-requisites: NUR630, NUR640. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>NUR 661</td>
<td>Healthcare Informatics Practicum (3)</td>
<td>The practicum focuses on the role of the healthcare informatics professional within a healthcare environment. Students will work closely with healthcare professionals who are directly involved in improving quality of care, organizational processes, or safety, engaging in a learning experience that further integrates program content. Practicum experience includes a formal preceptorship which is individualized to align with the student’s field of interest. Practicum settings vary according to student interest, goals, and overall career objectives. This course includes 125 clinical hours. Pre or Co-requisites: NUR503, NUR631, NUR651. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>NUR 662</td>
<td>Healthcare Education Practicum (3)</td>
<td>The course focuses on the role of the professional nurse in the healthcare environment. Students will work closely with healthcare professionals who are directly involved in improving care quality, organizational processes, or safety engaging in a learning experience that further integrates program content. Practicum experience includes a formal preceptor-ship with clinical leaders, which is individualized to align with the student’s field of interest. Clinical settings vary according to student interest, goals, and overall career objectives. This course includes 125 clinical hours. Pre or Co-requisite: NUR632. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>NUR 670</td>
<td>Healthcare Leadership Capstone (3)</td>
<td>This course focuses on the expanded role of the professional nurse in the healthcare environment. The student will facilitate the implementation of a practice change project developed in the practicum course. The student will work in a collaborative relationship with their preceptor and other identified healthcare professionals who are directly or indirectly involved with their project. The course provides the student with the experience needed to transition into a professional role as a MSN. This course includes 125 clinical hours. Pre or Co-requisites: NUR504, NUR630, NUR640, NUR660. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>NUR 671</td>
<td>Healthcare Informatics Capstone (3)</td>
<td>This course focuses on the expanded role of the healthcare informatics professional in the healthcare environment. The student will facilitate the implementation of their practice change project developed in the practicum course. The student will work in a collaborative relationship with their preceptor and other identified healthcare professionals who are directly or indirectly involved with their project. The course provides the student with the experience needed to transition into the role of a healthcare informatics professional with a Master’s degree. This course includes 125 clinical hours. Pre or Co-requisites: NUR503, NUR631, NUR641, NUR661. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>NUR 672</td>
<td>Healthcare Education Capstone (3)</td>
<td>This course focuses on the expanded role of the professional nurse in the healthcare environment. The student will facilitate the implementation of a practice change project developed in the practicum course. The student will work in a collaborative relationship with their preceptor and other identified healthcare professionals who are directly or indirectly involved with their project. The course provides the student with the experience needed to transition into a professional role as a MSN. This course includes 125 clinical hours. Pre or Co-requisites: NUR632, NUR642, NUR652, NUR662. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>NUR 697</td>
<td>Nursing Clinical Practicum (3)</td>
<td>The Nursing Clinical Practicum experience provides an opportunity for students to gain clinical experience related to a clinical area of interest, leading to advanced knowledge and experience. The student will select clinical areas matching their areas of interest, working under the guidance of a faculty or clinical coordinator and a preceptor. This course is designed for those planning admission to the DNP program to gain the 250 hours necessary for admission to the program. The course can be taken more than once. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>NUR 700</td>
<td>Structure and Application of Contemporary Nursing Knowledge (3)</td>
<td>This course introduces the advanced practice nurse to the world of contemporary nursing knowledge, as formalized in conceptual models of nursing and nursing theories applied to clinical practice. There is emphasis on the metaparadigm, philosophies, conceptual models, theories, and empirical indicators linking them to clinical practice, inclusive of informatics tools.</td>
</tr>
<tr>
<td>NUR 702</td>
<td>Developing Evidence-Based Practice (3)</td>
<td>This course prepares students with skills and competencies needed to build and assimilate knowledge for establishing a scholarly trajectory at a high level of complexity. This clinical course consists of 125 clinical hours and is the foundation for the culminating Capstone project focusing on improving practice. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>NUR 703</td>
<td>Ethics and Public Policy in Healthcare Delivery (3)</td>
<td>This course focuses on ethical issues and public policy in healthcare. Students develop strategies to manage ethical dilemmas and analyze health policy to educate, advocate and provide leadership in shaping health care policy.</td>
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</table>
This course focuses on quality improvement initiatives, including the protection of human subjects. The emphasis is on skills and competencies needed to provide leadership in quality and systems change. This course includes 125 clinical hours and is the foundation for the culminating Capstone project focusing on improved practice and outcomes. Additional fee(s): Clinical fee.

NUR 705 - Advancing Practice: Scholarship and Grantwriting (3)
This course provides further investigation of evidence-based practice advancing nursing leadership and clinical outcomes. Students will develop skills for clinical scholarship including manuscript development and grant writing.

NUR 706 - Communication and Collaboration for Healthcare Leadership (3)
This course focuses on strategies to improve professional communication with peers, subordinates, and patients in the healthcare environment.

NUR 707 - Information Technology and Data-Driven Decision Making (3)
This course provides students with an opportunity to examine the value of technology and information systems to support evidence-based practice, guidelines and policy across various health settings. Various methods for gathering, managing, and synthesizing data will be introduced in order to conduct analyses for quality improvement, financial and outcome evaluations.

NUR 799 - Capstone Experience (6)
This course provides an opportunity for the student to implement and evaluate a planned evidence-based practice change project. This project lays the groundwork for future scholarship. This course culminates in a tangible and deliverable academic product derived from the practice immersion experience. A total of 250 clinical hours are included in the course. Additional fee(s): Residency fee.

OTD 740 - Occupational Science (3)
Professional students examine landmark occupational science literature and apply learned concepts of human nature and meaningful occupation to observation exercises within their practice focus.

OTD 741 - Evidence-Based Practice (3)
This course is designed to provide the experienced therapist with a systematic method to critically evaluate and integrate the results of current scientific literature into the clinical decision making process. Students will participate in discussions and practical exercises to articulate clinical questions that can be answered through sources of scientific evidence. Strategies for searching relevant data bases, appraising and evaluating sources of evidence will be presented.

OTD 742 - Advanced Practice Concepts and Skills (3)
Students apply The Occupational Therapy Practice Framework: Domain and Process (AJOT, 2008) and conceptual models most relevant for their practice focus to evaluation and intervention processes. Additionally, students redesign facility forms to reflect The OT Practice Framework’s language and concepts.

OTD 750 - Occupational Therapist as Entrepreneur (3)
Students continue to develop their ability to critically evaluate scientific evidence within their practice focus. Through a critical review of the literature, the professional student generates an evidence-based plan of assessment or intervention. This is linked to the Capstone Rotation (faculty approval). Prerequisite OTD 741ce-based plan of assessment or intervention, and develops an IRB proposal. This is linked to subsequent capstone courses OTD 770 and OTD 771.

OTD 751 - Capstone Project Design (3)
This course, through an examination of learning theories, provides the therapist with strategies to develop optimal learning experiences for their students, clients, caregivers, or employers. Coursework is applied directly in the professional student’s educational and/or clinical setting. Students gain skills in current technological tools used in the teaching-learning environment.

OTD 752 - Education Theory and Technology (3)
This course examines the meaning of leadership from both a personal and organizational perspective. Students explore leadership theories and styles and the meaning of professionalism through narratives of leaders and related literature. Through group discussion of leadership and professional issues, students reflect and on their own leadership strengths, as well as strategies for applying this knowledge in their professional lives. Additional fee(s): Residency fee.

OTD 760 - Leadership and Professionalism (3)
This course provides the experienced therapist with the skills and resources necessary for developing competitive proposals, including an IRB proposal, a proposal for a professional presentation, and a proposal for a professional publication. Students will explore and evaluate presentation and publication opportunities, participate in practical exercises to understand human subject protection, understand responsibilities of outcome dissemination and develop a quality proposals to share the outcomes of their capstone project.

OTD 761 - Proposal Development
Students learn to evaluate the effectiveness of their teaching and therapeutic interventions. Methods for survey and test construction are examined and practiced with consumers of our services: students, clients, and/or caregivers.

OTD 766 - Methods of Evaluation (3)
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<tr>
<td>OTD 772</td>
<td>Capstone Implementation and Evaluation</td>
<td>The methods of evidence-based practice culminate in the professional student’s design and implementation of an intervention within their clinical setting. Although an independent study, students network with faculty mentors, administrators, and other professionals to successfully engage in the evidence-based occupational therapy capstone project. Professional students apply concepts from previous courses as they evaluate the efficacy of their individual implemented programs and present their findings. Presentations are conducted on the Chatham University campus to the Master of occupational therapy Program’s faculty, students, and area practitioners. Pre-requisites OTD 752 Education Theory and Technology and OTD 766 Methods of Evaluation.</td>
</tr>
<tr>
<td>OTH 601</td>
<td>Foundations of Occupational and Occupational Therapy (3)</td>
<td>Students explore the role of occupation as the foundation of the profession and the relationship between occupation and health. Standards of practice, OT roles, history, current practice and future trends are discussed. Methods of evaluation and documentation are introduced and practiced. Occupations throughout the lifespan and implications for intervention are examined.</td>
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<tr>
<td>OTH 603</td>
<td>Introduction to OT Assessment and Intervention Skills (4)</td>
<td>Students learn to identify and assess the influence of client factors, performance skills and patterns, activity demands, and context on occupational performance from a physical disabilities perspective. Experiential learning opportunities enable students to gain proficiency in administering and interpreting assessments and practicing intervention strategies related to multiple areas of occupation.</td>
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<tr>
<td>OTH 605</td>
<td>Mental Health and Occupational Performance (4)</td>
<td>Students learn and apply the occupational therapy process for clients with mental health disorders. Occupational performance assessment and intervention planning and implementation are emphasized. Societal and personal attitudes towards persons with mental health disorders are explored. The social, economic, political, and demographic factors influencing mental health service provision are addressed.</td>
</tr>
<tr>
<td>OTH 610</td>
<td>Advanced Topics in Occupational Therapy (2)</td>
<td>This course introduces the role of evidence in occupational therapy clinical reasoning and practice. Students develop research consumer skills, including database search techniques, and critical analysis skills. Students are instructed within lecture and lab formats and with written and oral assignments that develop understanding of evidence-based practice.</td>
</tr>
<tr>
<td>OTH 612</td>
<td>Evidence Based Practice I (2)</td>
<td>Students explore occupational development of children and adolescents, and the interrelationship between the child/adolescent, occupation, and environment on participation. Students learn about common pediatric diagnoses, practice models, and intervention sites and apply this knowledge to occupational therapy evaluation and intervention. Influence of the family, environment, and socio-cultural factors is explored.</td>
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<tr>
<td>OTH 622</td>
<td>Occupational Performance in Children and Adolescents (4)</td>
<td>This course examines the normal aging process and age-related diseases with emphasis on functional performance, activity limitation, and performance restrictions of individuals from adulthood through the lifespan. Students review the assessment and treatment of clients, including prevention, remediation, and maintenance of wellness. Various practice settings for the aged population are discussed.</td>
</tr>
<tr>
<td>OTH 623</td>
<td>Occupational Performance in the Aging Population (4)</td>
<td>Students integrate knowledge of occupational performance with anatomy, neurology and body factors to learn how impairments can lead to disability or role loss. Assessments and interventions are taught with a holistic approach to the person. Instruction is in both lecture and lab formats and with written and oral assignments.</td>
</tr>
<tr>
<td>OTH 624</td>
<td>Biomechanics and Occupational Performance (4)</td>
<td>Theoretical practice models that guide occupational therapy evaluation and intervention are introduced and explored. Engagement in active learning opportunities enables students to describe and implement the occupational therapy process using selected models. Students analyze and relate pertinent occupational therapy literature and case studies to models of practice.</td>
</tr>
<tr>
<td>OTH 626</td>
<td>Occupational Therapy Conceptual Models of Practice (2)</td>
<td>This course develops and applies the students evidence-based practice skills. Emphasis is placed on writing focused clinical questions, systematic database searches and critical appraisals of research papers. Students work in small groups with a faculty advisor and individually to analyze and articulate evidence through written and oral assignments.</td>
</tr>
<tr>
<td>OTH 628</td>
<td>Evidence Based Practice II (3)</td>
<td>Students learn principles of assistive technology practice and the occupational therapist’s role on the assistive technology team. Students explore and critique technology resources, assess environments, and apply information to evaluation and treatment. The impact of environmental interventions on the consumer’s ability to engage in meaningful occupations is discussed and analyzed.</td>
</tr>
<tr>
<td>OTH 632</td>
<td>Environmental Interventions (3)</td>
<td>This course is intended to provide an opportunity for occupational therapy students to study and experience global health issues by participating in an international fieldwork experience. This experience is intended to give students the opportunity to 1) understand the culture and contemporary health care issues of the visited country 2) illustrate the role or potential role of occupational therapy in contributing to the health and wellbeing of the population and 3) reflect on their personal growth and on the sustainability of their service. Additional fee(s): Travel fee.</td>
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<tr>
<td>OTH 633</td>
<td>Global Health perspectives (2)</td>
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<tr>
<td>OTH 635</td>
<td>Pediatric Fieldwork I-A and Seminar (1)</td>
<td>This course provides students the opportunity to visit sites where occupational therapy services are provided to infants, children, and/or adolescents. Guided assignments and small group discussion are used to help students apply the didactic classroom knowledge to pediatric practice settings.</td>
</tr>
<tr>
<td>OTH 636</td>
<td>Adult Fieldwork I-B and Seminar (1)</td>
<td>This course provides students the opportunity to visit sites where occupational therapy services are provided to adults and older adults. Guided assignments and small group discussion are used to help students apply the didactic classroom knowledge to adult practice settings.</td>
</tr>
<tr>
<td>OTH 637</td>
<td>Functional Neuroscience (4)</td>
<td>This course emphasizes preparatory, purposeful, and occupation-based intervention commonly used in neurologically based occupational therapy practice. Students learn, apply, practice, compare and contrast evaluative and intervention methods for dysfunction related to neurological conditions. Students practice hands-on techniques, analyze cases, and superimpose purposeful and occupation-based treatment after incorporating various neuro-physiologically based techniques.</td>
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<tr>
<td>OTH 641</td>
<td>Neurological Conditions and Occupational Performance (4)</td>
<td>This course emphasizes preparatory, purposeful, and occupation-based intervention commonly used in neurologically based occupational therapy practice. Students learn, apply, practice, compare and contrast evaluative and intervention methods for dysfunction related to neurological conditions. Students practice hands-on techniques, analyze cases, and superimpose purposeful and occupation-based treatment after incorporating various neuro-physiologically based techniques.</td>
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<tr>
<td>OTH 643</td>
<td>Evidence Based Practice III (2)</td>
<td>This course further develops evidence based practice skills by synthesizing the evidence analyzed in OTH 628 to prepare for writing a critical appraisal of topic. Students continue to work in small groups with a faculty advisor and produce a large format poster to report their findings via a poster presentation.</td>
</tr>
<tr>
<td>OTH 644</td>
<td>Community Based Fieldwork I-C and Seminar (2)</td>
<td>This community-based fieldwork experience emphasizes higher level management skills, including advocacy, consultation and program planning. Students learn about community agencies, population and organizational needs, and the roles of occupational therapists in community-based settings. Students complete an organizational analysis, needs assessment, and a program plan which is implemented and evaluated.</td>
</tr>
<tr>
<td>OTH 645</td>
<td>Professional Leadership and Management (3)</td>
<td>Students explore the meaning of professional leadership/service through self-assessment and engagement in a variety of projects throughout the course. Managerial roles, including communicating, marketing, budgeting, planning and evaluating programs are discussed within the broader context of an evolving health care system. Ethical issues related to occupational therapy are explored and analyzed.</td>
</tr>
<tr>
<td>OTH 646</td>
<td>Evidence Based Practice Capstone Project (3)</td>
<td>In this course students prepare a critical appraisal of topic using evidence gathered and analyzed in OTH 612, OTH 628 and OTH 643. Students develop a scholarly agenda and learn how to collect and analyze data in preparation for entry level evidence based practice. Objectives are achieved through written and oral assignments.</td>
</tr>
<tr>
<td>OTH 660</td>
<td>Fieldwork II Seminar (1)</td>
<td>This seminar course enables students to synthesize information and strategies in preparation for Level II fieldwork. Students analyze topics related to effective communication and supervision. Job search skills, résumé writing and interviewing techniques, are integrated. Students develop organizational skills to fulfill national occupational therapy certification examination and state licensure applications.</td>
</tr>
<tr>
<td>OTH 662</td>
<td>Fieldwork Level II-A (12)</td>
<td>In this first 12 week full-time fieldwork experience, students engage in the evaluation and provision of occupational therapy services with clients in a practice setting under the supervision of an occupational therapist. Students apply previously learned knowledge and skills and gain additional proficiencies that will support their growth as entry-level practitioners.</td>
</tr>
<tr>
<td>OTH 665</td>
<td>Fieldwork Level II-B (12)</td>
<td>In this second 12 week full-time fieldwork experience, students engage in the evaluation and provision of occupational therapy services with clients in a new practice setting under the supervision of an occupational therapist. Students continue to apply previously learned knowledge and skills and gain additional proficiencies that will support their growth as entry-level practitioners.</td>
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<tr>
<td>OTH 666</td>
<td>Evidence Based Practice (3)</td>
<td>This course facilitates student preparation for Level II fieldwork and preliminary job searches. Effective communication and supervisory strategies, characteristics of successful fieldwork students, stress management, job search skills, resume writing, and interviewing techniques are addressed. Students develop organizational strategies to fulfill fieldwork requirements as well as application processes for the national occupational therapy certification examination and state licensing.</td>
</tr>
<tr>
<td>OTH 690</td>
<td>Models of Practice in Occupational Therapy (3)</td>
<td>This course presents occupation based models that guide the practice of occupational therapy. Students analyze and compare selected models via assigned readings and group discussions. Assessment tools and techniques, intervention strategies, and documentation formats associated with the models are presented. Students apply selected models to their professional practice.</td>
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<tr>
<td>PAS 600A, PAS 600B &amp; PAS 600C</td>
<td>Essentials for the Physician Assistant I (9)</td>
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<td>Essentials for the Physician Assistant I is a problem-oriented approach to primary and specialty care medicine. This course incorporates medical diagnosis and treatment; pharmacotherapeutics; psychosocial assessment and management; patient education; management of patients with chronic illness; clinical decision making; and prevention of disability and disease through detection, education, and prevention. The course is divided into three segments. Audit grades will be given to PAS 600A &amp; PAS 600B. The final grade will be given for the course in PAS 600C. Prerequisite: PAS 616</td>
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<tr>
<td>PAS 601A, PAS 601B &amp; PAS 601C</td>
<td>Essentials for the Physician Assistant II (9)</td>
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<td>Essentials for the Physician Assistant II is a problem-oriented approach to primary and specialty care medicine. This course incorporates medical diagnosis and treatment; pharmacotherapeutics; psychosocial assessment and management; patient education; management of patients with chronic illness; clinical decision making; and prevention of disability and disease through detection, education, and prevention. The course is divided into three segments. Audit grades will be given to PAS 601A &amp; PAS 601B. The final grade will be given for the course in PAS 601C. Prerequisite: PAS 600C</td>
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<tr>
<td>PAS 602 - Clinical Application</td>
<td>An in-depth study of topics in gross human anatomy, physiology, and pathophysiology, supporting the instruction in the Essentials for the Physician Assistant courses. Instruction will involve basic sciences with an emphasis on the clinical application of the material, utilizing a systems approach.</td>
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<td>of Basic Sciences I</td>
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<tr>
<td>PAS 603 - Clinical Application</td>
<td>This course is a continuation of PAS 602. An in-depth study of topics in gross human anatomy, physiology, and pathophysiology, supporting the instruction in the Essentials for the Physician Assistant courses. Instruction will involve basic sciences with an emphasis on the clinical application of the material, utilizing a systems approach. Prerequisite: PAS 602</td>
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<tr>
<td>of Basic Sciences II</td>
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<tr>
<td>PAS 604 - Critical Reading of the</td>
<td>Students critically evaluate medical literature and resources used in the Essentials for the Physician Assistant courses, including research design, data collection, and statistical analysis.</td>
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<td>Literature I</td>
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<tr>
<td>PAS 605 - Critical Reading of the</td>
<td>This course is a continuation of PAS 604. Students critically evaluate medical literature and resources used in the Essentials for the Physician Assistant courses, including research design, data collection, and statistical analysis. Prerequisite: PAS 604</td>
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<tr>
<td>Literature II</td>
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<tr>
<td>PAS 606 - Clinical Pharmacology I</td>
<td>This clinically-oriented course provides students with knowledge required for the safe and effective use of pharmaceutical agents in the diagnosis, prevention, and treatment of diseases through an understanding of pharmacokinetics and pharmacodynamics. Topics selected will support the body systems covered in the Essentials for the Physician Assistant courses.</td>
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<tr>
<td>PAS 607 - Clinical Pharmacology II</td>
<td>This course is a continuation of PAS 606. This clinically-oriented course provides students with knowledge required for the safe and effective use of pharmaceutical agents in the diagnosis, prevention, and treatment of diseases through an understanding of pharmacokinetics and pharmacodynamics. Topics selected will support the body systems covered in the Essentials for the Physician Assistant courses. Prerequisite: PAS 606</td>
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<tr>
<td>PAS 610 - Introduction to Clinical</td>
<td>This course will introduce the student to various types of medical documentation and medical terminology. It will address HIPAA and OSHA regulations, as well as Universal Precautions. Professional comportment while on rotations will also be introduced.</td>
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<tr>
<td>Experiences I</td>
<td>(2)</td>
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<tr>
<td>PAS 611 - Introduction to Clinical</td>
<td>This is a continuation of PAS 610. Students will continue to explore various types of medical documentation and issues surrounding cultural sensitivity in medicine. Professional comportment and communication skills will be addressed. Students will be introduced to billing and coding. Policies and procedures for clinical rotations will also be introduced. Prerequisite: PAS 610</td>
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<tr>
<td>Experiences II</td>
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<tr>
<td>PAS 612 - Introduction to the PA</td>
<td>This course introduces the students to the physician assistant profession and their role in the American healthcare system. Topics of discussion include history of the profession, national and state organizations, federal and state laws affecting practice, education, and the future of the profession.</td>
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<tr>
<td>Profession</td>
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<tr>
<td>PAS 614 - Medical Ethics</td>
<td>Contemporary professional medical ethics issues are discussed and debated. Instruction is provided through classroom discussions, guest lectures, and small group discussion.</td>
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<tr>
<td>PAS 616 - History &amp; Physical</td>
<td>An introductory course designed to orient students to the theory and application of medical history taking and physical exam performance. Students will participate in group lectures and practical lab sessions, and will be evaluated through class participation, quiz performance, oral and written communication, and skills competencies.</td>
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<td>Examination</td>
<td>(2)</td>
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<tr>
<td>PAS 617 - Clinical Procedures</td>
<td>Laboratory course covering theory and application of common clinical procedures that a physician assistant will encounter during practice. Students demonstrate competence through practical evaluations.</td>
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<tr>
<td>PAS 625 - Clinical Decision Making I</td>
<td>Problem-oriented cases present the student with opportunities to use clinical reasoning to formulate differential diagnoses and emphasize development of treatment and care plans. These courses run concurrently with the clinical experiences I-IX.</td>
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<tr>
<td>PAS 626 - Clinical Decision Making II</td>
<td>Problem-oriented cases present the student with opportunities to use clinical reasoning to formulate differential diagnoses and emphasize development of treatment and care plans. These courses run concurrently with the clinical experiences I-IX.</td>
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<tr>
<td>PAS 627 - Clinical Decision Making III</td>
<td>Problem-oriented cases present the student with opportunities to use clinical reasoning to formulate differential diagnoses and emphasize development of treatment and care plans. These courses run concurrently with the clinical experiences I-IX.</td>
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<tr>
<td>PAS 628</td>
<td>Clinical Decision Making IV (1)</td>
<td>Drawing on skills acquired in PAS 625, 626 &amp; 627, as well as knowledge that has been acquired throughout the curriculum, students develop case presentations which include history, physical examination, diagnostics, treatment, and patient education, based on specific disease entities. Additionally, students complete summative program evaluations related to medical knowledge base and clinical assessment skills.</td>
</tr>
<tr>
<td>PAS 630</td>
<td>Topics in Clinical Medicine (3)</td>
<td>An intensive review in preparation for entering practice as a physician assistant. A series of special seminars and presentations provides the student with a topical approach to medicine.</td>
</tr>
<tr>
<td>PAS 633</td>
<td>Physical Diagnosis I (3)</td>
<td>This course is a continuation of PAS 633. Practical laboratory course covering application of interviewing, history taking and physical exam skills, as well as elicitation and documentation of patient data. Students demonstrate competence through practical evaluations and written documentation. Students perform system-based and problem-focused physical examinations for both primary care and specialty complaints that support the coinciding information that students will cover in PAS 601 Essentials for the Physician Assistant I. Prerequisite: PAS 616</td>
</tr>
<tr>
<td>PAS 634</td>
<td>Physical Diagnosis II (3)</td>
<td>Students explore relevant healthcare law and policy issues that impact the Physician Assistant profession and healthcare delivery systems. Instruction is provided through classroom discussions, guest lectures, and small group problem-based learning.</td>
</tr>
<tr>
<td>PAS 635</td>
<td>Healthcare Policy (1)</td>
<td>This course assists students with the transition of becoming a clinically practicing physician assistant. The course will provide information on how to prepare for the new career, including obtaining certification, licensure, malpractice insurance, and other essential items needed before they begin practicing.</td>
</tr>
<tr>
<td>PAS 636</td>
<td>Program to Practice (1)</td>
<td>These are clinical courses designed to provide students with supervised medical and surgical clinical practice experiences enabling them to meet program expectations and acquire the competencies needed for clinical PA practice.</td>
</tr>
<tr>
<td>PAS 640 - 648</td>
<td>Clinical Experiences I through IX (3 credits each)</td>
<td>This course is designed to introduce the student to the concepts of fitness and personal health and physical skills needed to maintain fitness for life. Topics included are physical fitness, health, nutrition, jogging, walking, and the use of weight and exercise equipment.</td>
</tr>
<tr>
<td>PED 101</td>
<td>Introduction to Lifetime Fitness (1)</td>
<td>Members of Chatham’s NCAA Division III varsity sports teams may register for credit two times, either for the same varsity sport or two different varsity sports, over the course of the student’s participation in varsity sport. Injured team members may receive a pass for the course if they continue to participate through regular rehabilitation, managerial duties, regular attendance at team practices, and support of the team. Team members who quit, are dismissed or are otherwise declared ineligible must withdraw from the course. Failure to withdraw results in failing (no pass) grade. Pass/fail only. May be repeated once for credit.</td>
</tr>
<tr>
<td>PED 102</td>
<td>Varsity Sport (1)</td>
<td>This class focuses on muscular toning and strengthening through the use of weight training equipment. Class discussions on muscle physiology supplement vigorous workouts using Body Masters equipment and free weights. Students may repeat this course a maximum of two times.</td>
</tr>
<tr>
<td>PED 103</td>
<td>Weight Training for Women (1)</td>
<td>How a woman ages depends on a combination of lifestyle behaviors and hereditary factors. Women in their 30s and 40s can begin taking steps to minimize the effects of aging. This course teaches students how to modify current physical and emotional health habits to improve the quality of their lives as they grow older. Students may repeat this course a maximum of two times.</td>
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<tr>
<td>PED 105</td>
<td>Body Conditioning and the Normal Aging Process (1)</td>
<td>This is an exercise program that incorporates basic dance warm-up, back exercise, stretching, deep breathing, and relaxation exercises. Body Dynamics is created from many physical and mental disciplines and is not an aerobics program. Students may repeat this course a maximum of two times.</td>
</tr>
<tr>
<td>PED 107</td>
<td>Body Dynamics (1)</td>
<td>Yoga is the world’s oldest system of personal development. It is a discipline that can help bring stress under control through the practice of physical postures (asanas) for muscle tone and flexibility and through breathing and meditation techniques for quieting the mind. Students may repeat this course a maximum of two times.</td>
</tr>
<tr>
<td>PED 108</td>
<td>Yoga and Relaxation (1)</td>
<td>This course is an introductory level pilates mat class. Exercises focus on core strength, stability, and flexibility. The six basic fundamentals are introduced as well as beginner exercises, which progress throughout the semester. Students may repeat this course a maximum of two times.</td>
</tr>
<tr>
<td>PED 112</td>
<td>Total Fitness and Gym Ball (1)</td>
<td>The gym ball is one of the many emerging disciplines/programs to target core/trunk stability as well as total body fitness. This class is for all levels and for those interested in improving muscular fitness, flexibility, and balance. Students are required to purchase an exercise ball before the class begins. Students may repeat this course a maximum of two times.</td>
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<td>PED 115</td>
<td>Squash (1)</td>
<td>Students will learn the fundamentals of squash, including sound footwork, proper racquet technique, and various serves. Basic strategy, squash rules, and terminology are presented to give the student a complete understanding of the game. Students may repeat this course a maximum of two times.</td>
</tr>
<tr>
<td>PED 117</td>
<td>Tennis (1)</td>
<td>Instruction for all levels of tennis skill from novice to advanced player, including skill development, competition strategy, and rules of play. Students may repeat this course a maximum of two times.</td>
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<tr>
<td>PED 118</td>
<td>Racquet Techniques: Badminton (1)</td>
<td>Basic racquet skills, footwork, and strategies are taught. Students learn techniques, terminology, and rules of the game that will increase their proficiency and enjoyment of the sport of badminton. Students may repeat this course a maximum of two times.</td>
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<tr>
<td>PED 119</td>
<td>Skiing: Conditioning and Techniques (1)</td>
<td>On-campus physical conditioning and classroom discussion are combined with ski trips to local ski resorts. Students will learn proper conditioning techniques to be better prepared to ski. Participation is open to skiers of all abilities. Students are required to attend two ski outings during the course. Additional Fee(s): Additional fees are required. Students may repeat this course a maximum of two times.</td>
</tr>
<tr>
<td>PED 120</td>
<td>Conditioning for Rowing (1)</td>
<td>Participants learn proper rowing techniques by training on the Concept II rowing ergometers and the rowing simulator at poolside. Daily workouts, videotaping, and individual skill analysis are performed. Students are instructed in proper strength training, flexibility, exercises, and nutritional guidelines to enhance performance. Safety considerations are also reviewed. Students may repeat this course a maximum of two times.</td>
</tr>
<tr>
<td>PED 121</td>
<td>Introduction to Athletic Coaching (3)</td>
<td>Students will learn basic principles of athletic coaching at the scholastic level, including developmental, recreational, and varsity level. These principles will not be sport specific but will cover general physiological, psychological, management, and strategic skills development for all sports. Students will earn certification through the American Sport Education Program (ASEP).</td>
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<tr>
<td>PED 123</td>
<td>Indoor Soccer (1)</td>
<td>Students will learn the proper techniques used in the game of soccer including passing, shooting, heading, positioning, and game strategies. Physical conditioning will also be a part of the course. Students may repeat this course a maximum of two times.</td>
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<tr>
<td>PED 125</td>
<td>Volleyball Skills (1)</td>
<td>Basic skills, footwork, and game strategies are taught. Students learn techniques, terminology, and rules of the game that will increase their enjoyment and proficiency of volleyball. Students may repeat this course a maximum of two times.</td>
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<tr>
<td>PED 126</td>
<td>Oriental Sword (1)</td>
<td>Oriental Sword is a fun, fast paced, non competitive fitness class that uses traditional Japanese sword and staff techniques to get a great full body workout. The course uses wooden or plastic swords in a manner consistent with ancient Japanese swordsmanship, manners, and discipline.</td>
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<tr>
<td>PED 128</td>
<td>Beginning Karate (1)</td>
<td>Cardio Kickboxing is an exciting physical activity that incorporates the benefits of aerobic exercise and martial arts techniques. The course is designed to emphasize proper form, cardiovascular conditioning, and overall fitness. Students may repeat this course a maximum of two times.</td>
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<tr>
<td>PED 131</td>
<td>Cardio Kickboxing (1)</td>
<td>A total body workout focusing on maintaining an elevated heart rate while working with dumbbells, steps, exercise balls, and basic sports conditioning exercises. Students may repeat this course a maximum of two times.</td>
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<tr>
<td>PED 132E</td>
<td>Cardioblast (1)</td>
<td>Students will learn to utilize and increase speed, agility, and quickness to improve their training and athletic performance. Students may repeat this course a maximum of two times.</td>
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<tr>
<td>PED 140</td>
<td>Speed, Agility &amp; Quickness (1)</td>
<td>This course covers all aspects of walking, including equipment and training techniques. In addition, students will learn basic body dynamics and how they relate to this lifetime training activity. Students may repeat this course a maximum of two times.</td>
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<tr>
<td>PED 141</td>
<td>Walking For Fitness (1)</td>
<td>This course provides stimulating low-impact aerobic exercise to improve overall fitness. Routines are choreographed to music. Emphasis is on muscle tone, correct use of exercise techniques, fat density, and nutrition. Students may repeat this course a maximum of two times.</td>
</tr>
<tr>
<td>PED 145</td>
<td>Aerobic Dancing (1)</td>
<td>The course explores the traditional social dancing of Scotland: reels, jigs, and strathspeys (slow dances). Basic steps and figures are taught in every class and incorporated into specific dances. Students will be introduced to a variety of exciting music (fiddle, piano, accordion, bagpipes) and the French etiquette and the history of the dance. No previous experience, partners, or kilts are required. Students may repeat this course a maximum of two times.</td>
</tr>
<tr>
<td>PED 147</td>
<td>Scottish Country Dancing (1)</td>
<td>This course introduces students to an aerobic method of training that is safe and unique. Students will learn a sequence of water exercises that are designed to increase cardiovascular fitness, flexibility, strength, and muscular endurance. Swimming is not required. Students may repeat this course a maximum of two times.</td>
</tr>
<tr>
<td>PED 150</td>
<td>Water Aerobics (1)</td>
<td>This course introduces students to an aerobic method of training that is safe and unique. Students will learn a sequence of water exercises that are designed to increase cardiovascular fitness, flexibility, strength, and muscular endurance. Swimming is not required. Students may repeat this course a maximum of two times.</td>
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<td>PHI 212</td>
<td>Business and Professional Ethics (3)</td>
<td>This course investigates some of the ethical, social, and psychological problems that arise in the practice of business. It examines the ethical responsibilities of business enterprises and individuals in the workplace.</td>
</tr>
<tr>
<td>PHI 210</td>
<td>Biomedical Ethics (3)</td>
<td>This course focuses on the ethical, legal, and social implications of biomedical technologies and practices. It examines issues such as end of life care, genetic testing, and research.</td>
</tr>
<tr>
<td>PHI 205</td>
<td>Introduction to Social and Political Thought (3)</td>
<td>This course explores the historical, philosophical, and political foundations of social and political thought. It considers various theories, methodologies, and applications in the field.</td>
</tr>
<tr>
<td>PHI 212</td>
<td>Business and Professional Ethics (3)</td>
<td>This course examines ethical issues in business, such as corporate responsibility, social justice, and environmental ethics. It explores the ethical norms and values that guide business practices.</td>
</tr>
<tr>
<td>PHI 211</td>
<td>Human Values and Ethics (3)</td>
<td>This course delves into the study of human values, ethics, and moral reasoning. It explores how values influence personal and societal decision-making.</td>
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<tr>
<td>PHI 212</td>
<td>Business and Professional Ethics (3)</td>
<td>This course explores the ethical principles and practices in business, focusing on issues such as corporate responsibility, social justice, and environmental ethics.</td>
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<tr>
<td>PHI 218 - Ethics and Women's Issues (3)</td>
<td>A discussion-based course that focuses upon issues of particular relevance to women. Topics discussed may include equality, affirmative action and comparative worth, social and gender roles, feminism, love, sexuality, family, work, caring and justice, pornography, fashion and beauty, abortion, reproduction, and ecofeminism.</td>
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<tr>
<td>PHI 225 - Environmental Ethics (3)</td>
<td>An investigation of some of the important moral issues generated by human interaction with the environment (natural entities, ecosystems, and other species), such as obligation to future generations, the theoretical foundations for an adequate environmental ethic, biodiversity preservation, environmentally sound development and cultural practices, responsibility to animals, and personal choices and lifestyles. Cross-listed as ENV 225. This course fulfills a women general education mission course requirement.</td>
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<tr>
<td>PHI 241 - Love, Sex, and Friendship (3)</td>
<td>This course is an intensive philosophical inquiry into the concepts of love, friendship, and sex and how these are connected. It examines ideas on relationship, intimacy, and personal fulfillment by some of the best thinkers in the western intellectual tradition. It also explores some puzzling contemporary problems surrounding relationships.</td>
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<tr>
<td>PHI 276 - Art, Beauty, Truth (3)</td>
<td>A philosophical inquiry into the nature and significance of art, beauty, and aesthetic experience, interpretation, and evaluation. Prerequisite(s): One course in philosophy.</td>
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<td>PHI 491 - Independent Study (1)</td>
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<td>PHI 492 - Independent Study (2)</td>
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<td>PHI 494 - Independent Study (4)</td>
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<tr>
<td>PHL 150 - Introduction to Public Health (3) Spring</td>
<td>This course will look at the public health system in the United States and its role in the delivery of health care and the monitoring of disease. Three hours of class per week.</td>
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<tr>
<td>PHL 225 - Community Health (3) Fall</td>
<td>This course focuses on individual and societal health-related decisions about interventions to improve health and prevent disease. Social, economic, ethical, environmental, cultural, scientific and political factor will be considered as they relate to implementation decision. Three hours of class per week. Prerequisite(s): PHL 150.</td>
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<tr>
<td>PHL 230 - Global Health (3) Fall</td>
<td>This course focuses on global health issues and the need for culturally sensitive and culturally congruent care of diverse and high-risk populations. It considers both individual and societal levels of health care. Three hours of class per week. Prerequisite(s): PHL 150.</td>
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<tr>
<td>PHL 250 - Information Management and Analysis (3) Spring</td>
<td>Basic concepts of information representation, storage, and retrieval are considered as they pertain to science and public health, with emphasis on applications in the field and in commercial settings. Three hours of lecture per week. Prerequisite(s): PHL 225 or PHL 330.</td>
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<tr>
<td>PHL 302 - Behavioral Change (3) Fall</td>
<td>This course will draw from learning theory and other behavior change theories, such as health belief. It will focus on the relationship among individual, community and environmental factors in promoting and maintaining healthy behavior. Three hours of lecture per week. Prerequisite(s): PHL 250.</td>
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<tr>
<td>PHL 324 - Introduction to Epidemiology (3) Fall</td>
<td>This course studies the distribution of health-related situations and events in specified populations and the factors that determine them. Applications are made to the control of health problems. Three hours of lecture per week. Prerequisite(s): PHL 250.</td>
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<tr>
<td>PHL 340 - Environmental and Occupational Health (3) Spring</td>
<td>This course is concerned with protecting the safety, health and welfare of people engaged in work or employment. The connections are explored between public health approaches to this topic and those employed in occupational medicine, hygiene, safety engineering, chemistry and health physics. Three hours of lecture per week. Prerequisite(s): PHL 250.</td>
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<tr>
<td>PHL 343 - Analytical Methods (3) Fall</td>
<td>This course focuses on the interactions of people involved in health care and the dissemination and interpretation of health-related messages. It provides an overview of provider-recipient communication, communication in health-care organizations, and public health concerns as they relate to physical, mental, and social health issues. Three hours of lecture per week. Prerequisite(s): PHL 250.</td>
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<tr>
<td>PHL 350 - Health Communication (3) Spring</td>
<td>This course is an introduction to the methods, tools and uses of applied research. The course surveys basic data gathering, analytical concepts and techniques as they apply to administrative problems. Skills and issues related to research are also considered. Three hours of lecture per week. Prerequisite(s): MTH 110 and PHL 250.</td>
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<tr>
<td>PHL 410 - Health Systems Policy and Law (3) Fall</td>
<td>This course is an introduction to the structure and function of institutions that provide personal and public health service. The course analyzes public policy issues, including licensing and the financing and regulation of health care services. Three hours of lecture per week. Prerequisite(s): PHL 250.</td>
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<tr>
<td>PHL 432 - Introduction to Biostatistics (3) Spring</td>
<td>This course presents methods for analyzing categorical data in public health, epidemiology, and medicine. Topics include discrete distributions, log-linear models, and logistic regression. Emphasis is placed on the application of the methods and the interpretation of results by applying the techniques to a variety of data. Statistical software packages are used extensively. Three hours of lecture per week. Prerequisite(s): MTH 110 and PHL 250.</td>
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<tr>
<td>PHL 434 - Traumatology (3) Fall</td>
<td>This course examines the concepts and theories underlying relationships between psychology and disaster. Emphasis is placed on the linkages between human behavioral responses as they typically occur in natural disasters and the role of public health personnel in early assessment and intervention to avoid post-traumatic stress. Three hours of lecture per week. Prerequisite(s): PHL 324.</td>
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<td>PHL 498 - Tutorial (4)</td>
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<tr>
<td>PHY 151</td>
<td>Fundamentals of Physics I (3) As Needed</td>
<td>This is the first course in an algebra-based sequence. Topics include motion, momentum and energy, Newton’s Laws, thermodynamics, kinetic theory, and heat and waves. Three hours of class per week. Prerequisite(s): MTH 108.</td>
</tr>
<tr>
<td>PHY 152</td>
<td>Fundamentals of Physics II (3) As Needed</td>
<td>This is the second course in an algebra-based sequence. Topics include electricity and magnetism, circuits, sound, optics, and relativity. Three hours of class per week. Prerequisite(s): PHY 151.</td>
</tr>
<tr>
<td>PHY 251</td>
<td>Principles of Physics I (4) Fall</td>
<td>Introduction to the concepts, laws, and structure of physics. This is the first course in a calculus-based sequence that focuses on classical mechanics. Topics include vector analysis, kinematics, Newton’s laws, work, conservation of energy and momentum, collisions, gravity, harmonic motion, and wave phenomena. Four hours of class per week. Prerequisite: MTH 151.</td>
</tr>
<tr>
<td>PHY 252</td>
<td>Principles of Physics II (4) Spring</td>
<td>Introduction to the concepts, laws, and structure of physics. The second course in a calculus-based physics sequence. Topics include thermodynamics, fluids, electricity, circuit analysis, magnetism, Maxwell’s equations, properties of light, and optics. Four hours of class per week. Prerequisite: PHY 251.</td>
</tr>
<tr>
<td>PHY 255</td>
<td>Physics Laboratory I (1) Fall</td>
<td>Experimental techniques of classical mechanical physics. Three hours of laboratory per week. Co-requisite: PHY 151 or PHY 251. Additional Fee(s): Laboratory fee.</td>
</tr>
<tr>
<td>PHY 256W</td>
<td>Physics Laboratory II (1) Spring</td>
<td>Experimental techniques of classical physics with applications to electricity, magnetism, sound, and optics. Three hours of laboratory per week. Prerequisite(s): PHY 255. Prerequisite or Co-requisite: PHY152 or PHY 252. Additional Fee(s): Laboratory fee.</td>
</tr>
<tr>
<td>PHY 490</td>
<td>Integrative Capstone</td>
<td>The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.</td>
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<td>PHY 491</td>
<td>Independent Study (1)</td>
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<tr>
<td>POL 100</td>
<td>Introduction to Comparative Politics (3)</td>
<td>Introduction to politics, policies, and political institutions outside of the United States. Includes concepts such as electoral systems, party systems, parliamentary and presidential systems, democratization, and political change in both Western and non-Western settings. This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>POL 101</td>
<td>American Government and Public Policy (3)</td>
<td>This course provides an introduction to the principles and practices of government, federalism, with special attention to the policy process, political participation and selected political issues in the United States.</td>
</tr>
<tr>
<td>POL 104</td>
<td>Introduction to International Relations (3)</td>
<td>A survey of significant patterns and trends in 20th-century world politics, modes of conducting relations among nations, instruments for promoting national interests, and current problems of economic and political interdependence. This course fulfills a global general education mission course requirement.</td>
</tr>
<tr>
<td>POL 202</td>
<td>Understanding Public Policy (3)</td>
<td>This course introduces students to the concepts and tools used in the analysis of public policies, and uses these concepts and tools to examine public policies in the United States and other industrial democracies. Prerequisite(s): POL 101 or permission of the instructor.</td>
</tr>
<tr>
<td>POL 205W</td>
<td>The Structure and Culture of Conflict (3)</td>
<td>This course introduces students to the structure and anatomy of conflict and the ways in which conflict is impacted by the culture of the parties, the neutral, or the setting. The course addresses the language of conflict, conflict models, and issue framing.</td>
</tr>
<tr>
<td>POL 213</td>
<td>Special Topics</td>
<td>This course examines the role of international organizations in world politics, including how and why the network of organized international institutions developed and what they contributed to managing such issues as military conflict, political change, and economic stability. Prerequisite(s): POL 100 or 104, or permission of the instructor.</td>
</tr>
<tr>
<td>POL 219W</td>
<td>International Organizations (3)</td>
<td>This course is designed to introduce students to the political, economic and social transformation of post-communist Central and Eastern Europe. Students will gain an understanding of the institutional design of these countries, the manner in which political transition has developed in the region and major issues facing the region in the near future. Prerequisite(s): POL 100 or 104, or permission of the instructor. This course fulfills a global general education mission course requirement</td>
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<tr>
<td>POL 222</td>
<td>Government and Politics of Eastern Europe</td>
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<tr>
<td>POL 229</td>
<td>Campaigns and Elections (3) - What makes a candidate successful? How do you win in local, state, and national politics today? This course will provide a survey of trends in modern U.S. political campaigns and elections, including the effects of political parties, interest groups, the media, campaign finance, election laws, and individual candidates. Special emphasis will be placed on the impact of gender on electoral success. Students will follow one current campaign in detail, comparing it to the literature on campaigning. Prerequisite(s): POL 101 or permission of the instructor.</td>
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<tr>
<td>POL 246</td>
<td>State and Local Government (3) - This course offers an introduction to politics at the state and local levels. Reviews the roles of political institutions, including legislature, executive, and courts, as well as the importance of political parties and interest groups. Examines how institutional structures affect public policy outcomes, particularly in the areas of social and economic policy. Prerequisite(s): POL 101 or permission of the instructor.</td>
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<tr>
<td>POL 262</td>
<td>Women and Politics (3) - Does gender make a difference in politics? Are women different from men in their political behavior? Do women contribute different norms, rules, and outcomes within political institutions? Students become familiar with the literature on, and conduct research projects in a specific aspect of, women's involvement in politics. Prerequisite(s): POL 101, or permission of the instructor. This course fulfills a women general education mission course requirement.</td>
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<tr>
<td>POL 268</td>
<td>Environmental Policy (3) - This course takes an interdisciplinary approach to the study of the theory and practice of environmental policies. The course focuses on the political and economic factors contributing to the success and failure of present environmental policies. Topics include the roles of government and the market in causing environmental problems, analysis of proposed means for resolving those problems, and the application of economic and political analyses to selected environmental issues. Prerequisite(s): POL 101 or permission of the instructor. This course fulfills an environmental general education mission course requirement.</td>
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<tr>
<td>POL 300</td>
<td>The U.S. Congress - This course is designed to introduce students to theories about the sources of nationalist and ethnic conflict and strategies that have been used to manage these conflicts. The first part of the course examines sources of ethnic identity and how governments have attempted to reinforce or deemphasize those identities. The second part will examine how domestic factors have and have not worked to suppress ethnic conflict. Finally, we will examine how the international community and other third parties have attempted to bring about the peaceful resolution of conflicts. Prerequisite(s): POL 100 or 104, or permission of the instructor.</td>
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<tr>
<td>POL 302</td>
<td>Ethnic Conflict (3) - This course examines the political science of law and courts through a consideration of the scope of Article III jurisdiction, bargaining and decision-making on the U.S. Supreme Court, and political struggles over doctrine within the judicial hierarchy. Topics include the ways in which courts have affected Congressional power over taxation and commerce and presidential domestic and international powers. Readings are from U.S. Supreme Court opinions Prerequisite(s): POL 101 or permission of the instructor.</td>
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<tr>
<td>POL 303</td>
<td>Constitutional Law I: U.S. Government Powers and Relationships (3) - An examination of the role American courts have played in giving meaning and scope to rights and liberties protected by the Constitution. The course considers the rights of persons accused of crime; rights to free speech, press, and assembly; freedom of religious belief and practice; equal protection of the law; and the right of privacy. These issues are examined partly through consideration of the actual impact of such decisions on the political system. Examinations require the student to apply principles to hypothetical-fact situations. Prerequisite(s): POL 101 or permission of the instructor.</td>
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<tr>
<td>POL 304</td>
<td>Constitutional Law II: Civil Liberties (3) - The course introduces methods and approaches used to describe, explain, and evaluate social science research. Students will get an introduction to an instructor chosen research topic. Students will learn to formulate questions, create a literature review, gather and evaluate evidence and provide feedback on outside research concerning the selected course topic. Prerequisite(s): Junior standing or consent of the instructor.</td>
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<tr>
<td>POL 311W</td>
<td>Selected Topics in the Research Process - This course will cover in-depth, topical analysis of contemporary issues in the discipline not covered in other courses in the program. The course may include special offerings by the Hillman Chair in Politics.</td>
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</tr>
<tr>
<td>POL 313</td>
<td>Special Topics (3) - This course is designed to introduce students to the political, economic and social transformation of Russia and the other states of the Former Soviet Union. Students will gain an understanding of the institutional design of these countries, the manner in which political transition has developed in the region and major issues facing the region in the near future. Prerequisite(s): POL 100.</td>
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<tr>
<td>POL 319</td>
<td>Politics of the European Union (3) - This course is designed to introduce students to the political, economic and social transformation of the European Union. Students will gain an understanding of the historical evolution of the EU, the institutional design of the EU, the major policy areas governed by the EU and major issues facing the expansion of EU in the near future.</td>
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<tr>
<td>POL 320</td>
<td>Politics of the Former Soviet Union (3) - This course will provide a survey of trends in modern U.S. political campaigns and elections, including the effects of political parties, interest groups, the media, campaign finance, election laws, and individual candidates. Special emphasis will be placed on the impact of gender on electoral success. Students will follow one current campaign in detail, comparing it to the literature on campaigning. Prerequisite(s): POL 101 or permission of the instructor.</td>
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<tr>
<td>PSY 101</td>
<td>General Psychology (3)</td>
<td>An introduction to the scientific study of behavior with an emphasis on the origins of behavior, learning, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment.</td>
</tr>
<tr>
<td>PSY 152</td>
<td>Human Growth and Development (3)</td>
<td>Physical, cognitive, social, and emotional development are studied throughout the life span. Major theories of development are discussed. Applications and examples are presented from applied contexts. Special needs of individuals at various stages throughout the life span are addressed. Does NOT count toward the psychology major. Prerequisite(s): PSY 101 or by permission of instructor.</td>
</tr>
<tr>
<td>PSY 209</td>
<td>Infant Development (3)</td>
<td>This course provides in-depth examination of infant development from conception to age three-years. Participants will gain an understanding of the bio-psychosocial aspects of brain development, attachment theory, temperament, and the potential consequences of trauma and loss. The development of specific development milestones across age levels will be reviewed.</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Psychology of Eating (3)</td>
<td>This course examines the research and theories of food consumption from biological, cultural, and learning perspectives. Topics include the physiology of hunger, development of food preferences, cuisines, and disordered eating. Prerequisite(s): PSY 101 or by permission of instructor.</td>
</tr>
<tr>
<td>PSY 213</td>
<td>Statistics and Research Design (3)</td>
<td>This course is designed to introduce students to essential research tools. Topics include frequency distributions, indices of central tendency, variability, and various inferential statistics, including nonparametric techniques. This course also examines research design procedures with an emphasis on analysis of variance. Priority given to psychology, social work and forensics majors. Prerequisite(s): PSY 101, SWK 101 or permission of the instructor.</td>
</tr>
<tr>
<td>POL 330</td>
<td>International Human Rights Law</td>
<td>A practical research opportunity through the Pennsylvania Center for Women, Politics, and Public Policy. Students learn to collect original data on women in politics and policy, do preliminary analysis, and contact elected officials throughout Pennsylvania. Pass/fail grade only. Prerequisite(s): POL 311W or permission of the instructor.</td>
</tr>
<tr>
<td>POL 407</td>
<td>Seminar in Race and Public Policy (3)</td>
<td>This course examines public policies that have been constructed to address issues surrounding the question of race in areas of education, employment, and housing. The course analyzes the historical construction of race as a concept in American society, including how and why this concept was institutionalized publicly and privately in various arenas of the U.S. at different historical junctures and the progress that has been made in dismantling racialized institutions since the Civil Rights Era. Prerequisite(s): POL 202 or permission of the instructor.</td>
</tr>
<tr>
<td>POL 425</td>
<td>Environmental Policy (3) Odd Springs</td>
<td>This course takes an interdisciplinary approach to the study of the theory and practice of environmental policies. The course focuses on the political and economic factors contributing to the success and failure of present environmental policies. Topics include the roles of government and the market in causing environmental problems, analysis of proposed means for resolving those problems, and the application of economic and political analyses to selected environmental issues. Three hours of lecture per week. Cross-listed as ENV 425. Prerequisite(s): One of the following courses: POL 101, ECN 101, ECN 102, or ENV 116, or permission of instructor.</td>
</tr>
<tr>
<td>POL 490</td>
<td>Integrative Capstone</td>
<td>The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.</td>
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</tbody>
</table>

Other courses mentioned:
- PSY 213 - Statistics and Research Design (3)
- PSY 101 - General Psychology (3)
- PSY 209 - Infant Development (3)
- PSY 210 - Psychology of Eating (3)
- PSY 152 - Human Growth and Development (3)
- POL 330 - International Human Rights Law
- POL 407 - Seminar in Race and Public Policy (3)
- POL 425 - Environmental Policy (3) Odd Springs
- POL 490 Integrative Capstone
- POL 492 - Independent Study (2)
- POL 493 - Independent Study (3)
- POL 494 - Independent Study (4)
- POL 330 - International Human Rights Law
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<th>Course Code</th>
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<tr>
<td>PSY 215</td>
<td>Theories of Counseling and Psychotherapy (3)</td>
<td>Major approaches to &quot;helping&quot; are examined and compared within two basic course orientations: a person-centered framework and a rational-emotive one. Interviewing and listening skills are discussed and practiced. The course also features guest lecturers who are practitioners in human-services settings. Prerequisite(s): PSY 101 or permission of the instructor.</td>
</tr>
<tr>
<td>PSY 217W</td>
<td>Critical Thinking in Psychology (3)</td>
<td>In this course, students will use a collection of classic articles from the history of psychology, as well as contemporary psychological research to develop an understanding of critical thinking skills used in psychological theory building, research and the evaluation of research results. Prerequisite(s): PSY 101 or permission of the instructor.</td>
</tr>
<tr>
<td>PSY 225</td>
<td>Death and Dying (3)</td>
<td>This course explores the psychological and social impact of death. While such study will include theoretical approaches to death and bereavement, attention also will be focused on individual, cultural, and situational differences. It examines the phenomenon of death as understood by family members, physicians, nurses, and the dying themselves. Prerequisite(s): PSY 101, SWK 101, or permission of the instructor.</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Animal Behavior (3)</td>
<td>A general introduction to the study of animal behavior from evolutionary and sociobiological perspectives. Emphasis is on social behaviors and interactions. Prerequisite(s): PSY 101 or permission of the instructor. Additional Fee(s): Laboratory fee.</td>
</tr>
<tr>
<td>PSY 236</td>
<td>Psychology of Women (3)</td>
<td>The course examines current theory and research on the psychology of women. Topics include the development of gender roles, gender comparisons, women and work, love relationships, women’s physical and mental health, violence against women, and women in later adulthood. Students who take this course should acquire an understanding of what it means to be a female in North America. Prerequisite(s): PSY 101 or WST 101 or by permission of instructor. This course fulfills a women general education mission course requirement.</td>
</tr>
<tr>
<td>PSY 243</td>
<td>Health Psychology (3)</td>
<td>An examination of the psychological processes that influence physical health. Topics include stress and coping; nutrition, weight control, and diet; managing and controlling pain; substance abuse; and health promotion. Prerequisite(s): PSY 101 or permission of the instructor.</td>
</tr>
<tr>
<td>PSY 301</td>
<td>Forensic Psychology and the Criminal Justice System (3)</td>
<td>Can psychology help solve problems in the criminal justice system? Principles from cognitive developmental, personality and social psychology will be used to assess criminal justice procedures and policies. Coverage includes effects of pretrial publicity, expert testimony, and judges’ instructions on juries; and proper procedures for eyewitness identifications, interviews, and interrogations. Cross-listed as CRM 301. Prerequisite(s): PSY 101 and CRM 101 or permission of instructor.</td>
</tr>
<tr>
<td>PSY 307</td>
<td>Cognitive Psychology (3)</td>
<td>A survey of theories and research concerned with human cognitive processes. Topics include attention, memory, problem solving, and concept formation. Prerequisite(s): PSY 101 or permission of instructor.</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Infant Assessment (3)</td>
<td>This course will provide students with an understanding of why and how to complete developmental assessment of infants from a multidisciplinary perspective. Participants will learn to assess infant development of milestones in cognitive, social-emotional, communication, adaptive skills as well as sensory integration.</td>
</tr>
<tr>
<td>PSY 312</td>
<td>Promoting Early Childhood Mental Health (3)</td>
<td>This course introduces promotion, prevention and intervention approaches for enhancing the social-emotional development in children aged 0 to 3 emphasizing evidence-based practice. Participants will gain valuable skills for assisting parents, caregivers, educators and children in the promotion of positive social, emotional and behavioral development.</td>
</tr>
<tr>
<td>PSY 313</td>
<td>Special Topics in Psychology (3)</td>
<td>This course is designed to allow students to explore in depth a specific topic or area of psychology. Topics will vary from year to year and might include coping and adaptation, history and systems of psychology, psychology of eating and eating disorders, or evaluation of self-help literature and programs. Prerequisite(s): PSY 101 or permission of the instructor.</td>
</tr>
<tr>
<td>PSY 314W</td>
<td>Foundations of Behavioral Research (3)</td>
<td>This course examines the scientific method employed by psychologists. Topics include sampling, validity and reliability, experimentation, and field research. Students also conduct laboratory assignments on areas within learning, cognition, and social psychology. Prerequisite(s): PSY 101 or permission of the instructor.</td>
</tr>
<tr>
<td>PSY 318</td>
<td>Infant Attachment (3)</td>
<td>This course will explore caregiver-infant interactions with specific emphasis on early attachment relationships between parents and child, problems in the attachments process, family systems, and approaches to improve the quality of caregiver-infant relationships. A special focus on the impact of attachment on early education outcomes will be emphasized.</td>
</tr>
<tr>
<td>PSY 319</td>
<td>Family Interactions (3)</td>
<td>This course will examine dyadic relationships between caregivers and children including information and strategies for promoting interactive relationships between early childhood providers and families who experience varying challenges using infant mental health principles. This course will build helping skills when working with very young children and families.</td>
</tr>
<tr>
<td>PSY 322</td>
<td>Personality (3)</td>
<td>A survey of individual characteristics from four conceptual strategies: psychoanalytic, dispositional, phenomenological, and behavioral. All conceptual strategies address issues of theory, assessment, research, and personality change. Emphasis is on enduring principles and contemporary issues, illustrated with selected examples and personal application. Prerequisite(s): PSY 101 or permission of instructor.</td>
</tr>
<tr>
<td>PSY 324</td>
<td>Motivation (3)</td>
<td>A survey of concepts and data related to the arousal and direction of behavior. Prerequisite(s): PSY 101</td>
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<tr>
<td>PSY 326</td>
<td>Psychology of Learning (3)</td>
<td>An overview of the principles and research associated with modern learning theory. Topics include classical conditioning, operant learning, reinforcement theory, and stimulus control of behavior. Prerequisite(s): PSY 101 or permission of instructor.</td>
</tr>
<tr>
<td>PSY 331</td>
<td>Social Psychology (3)</td>
<td>An examination of human social behavior with an emphasis on social influences that people have upon the beliefs or behaviors of others. The course covers methods of inquiry as well as the scientific study of how we think about, influence, and relate to one another. Representative topics include conformity, persuasion, social cognition, prejudice, aggression, and interpersonal relationships. Prerequisite(s): PSY 101 or permission of instructor.</td>
</tr>
<tr>
<td>PSY 333</td>
<td>Abnormal Behavior (3)</td>
<td>A study of definitions of normality and abnormality, functional and organic syndromes, theories of causation, and procedures for the diagnosis and modification of disturbed behavior. Prerequisite(s): PSY 101 or permission of instructor.</td>
</tr>
<tr>
<td>PSY 340</td>
<td>Psychopharmacology (3)</td>
<td>The influence of drugs on behavior and psychological state. Topics include neuron morphology, neurochemistry, principles of pharmacology, and the action and effects of psychotropic drugs. Prerequisite(s): PSY 101 or permission of the instructor.</td>
</tr>
<tr>
<td>PSY 341</td>
<td>Psychobiology (3)</td>
<td>An examination of the biological correlates of behavior. Emphasis is placed on the central nervous system and its structure, organization, and function. Specific topics considered are sleep, learning, memory, sexual behavior, motivation, and complex processes such as thought and language. Prerequisite(s): PSY 101 or permission of instructor.</td>
</tr>
<tr>
<td>PSY 351</td>
<td>Childhood and Adolescence (3)</td>
<td>A general introduction to theories and methods of developmental psychology. The course covers patterns and possible mechanisms of behavioral development from conception through adolescence. Audio- and videotapes of infants, children, and their families supplement lectures, discussions, and written exercises. The life-span perspective is continued in PSY 352. Prerequisite(s): PSY 101 or permission of instructor.</td>
</tr>
<tr>
<td>PSY 352</td>
<td>Adult Development (3)</td>
<td>The periods of adolescence and adulthood are examined through current theories of development. A life cycle perspective is adopted to study physical, cognitive, and social/emotional development. Questions of qualitative changes, continuity/discontinuity stages, individual differences, and the impact of biological, environmental, and cultural factors throughout adulthood are addressed. This course is designed to follow PSY 351 but may be taken as a stand-alone course. Prerequisite(s): PSY 101 or permission of instructor.</td>
</tr>
<tr>
<td>PSY 357W</td>
<td>Adolescence and the Transition into Adulthood (3)</td>
<td>An in-depth study of the biological, cognitive, and psychosocial aspects of adolescent development and the transition to adulthood (including individuals ages 18-25 years), with a focus on how healthy development during this period can be enhanced by parenting and educational strategies. Prerequisite(s): PSY 101 or permission of instructor.</td>
</tr>
<tr>
<td>PSY 391</td>
<td>Internship (1)</td>
<td>Intensive study of a specific research problem by survey of literature, data collection and data analysis with the supervision and collaboration of a faculty member, possibly in collaboration with other students who are working on the same problem or related ones. Minimum registration: one term or interim; repeated registration to a total of three permitted. This course is ideal preparation for tutorial work in psychology. Prerequisite(s): PSY 101, 213, or permission of the instructor.</td>
</tr>
<tr>
<td>PSY 392</td>
<td>Internship (2)</td>
<td>Intensive study of a specific research problem by survey of literature, data collection, and data analysis with the supervision and collaboration of a faculty member, possibly in collaboration with other students who are working on the same problem or related ones. Minimum registration: one term or interim; repeated registration to a total of three permitted. This course is ideal preparation for tutorial work in psychology. Prerequisite(s): PSY 101, 213, 314W, or permission of the instructor.</td>
</tr>
<tr>
<td>PSY 393</td>
<td>Internship (3)</td>
<td>Intensive study of a specific research problem by survey of literature, data collection, and data analysis with the supervision and collaboration of a faculty member, possibly in collaboration with other students who are working on the same problem or related ones. Minimum registration: one term or interim; repeated registration to a total of three permitted. This course is ideal preparation for tutorial work in psychology. Prerequisite(s): PSY 101, 213, 314W, or permission of the instructor.</td>
</tr>
<tr>
<td>PSY 401</td>
<td>Individual Research (1)</td>
<td>Intensive study of a specific research problem by survey of literature, data collection, and data analysis with the supervision and collaboration of a faculty member, possibly in collaboration with other students who are working on the same problem or related ones. Minimum registration: one term or interim; repeated registration to a total of three permitted. This course is ideal preparation for tutorial work in psychology. Prerequisite(s): PSY 101, 213, 314W, or permission of the instructor.</td>
</tr>
<tr>
<td>PSY 402</td>
<td>Individual Research (2)</td>
<td>Intensive study of a specific research problem by survey of literature, data collection, and data analysis with the supervision and collaboration of a faculty member, possibly in collaboration with other students who are working on the same problem or related ones. Minimum registration: one term or interim; repeated registration to a total of three permitted. This course is ideal preparation for tutorial work in psychology. Prerequisite(s): PSY 101, 213, 314W, or permission of the instructor.</td>
</tr>
<tr>
<td>PSY 403</td>
<td>Individual Research (3)</td>
<td>Intensive study of a specific research problem by survey of literature, data collection, and data analysis with the supervision and collaboration of a faculty member, possibly in collaboration with other students who are working on the same problem or related ones. Minimum registration: one term or interim; repeated registration to a total of three permitted. This course is ideal preparation for tutorial work in psychology. Prerequisite(s): PSY 101, 213, 314W, or permission of the instructor.</td>
</tr>
<tr>
<td>PSY 415</td>
<td>Human Sexuality (3)</td>
<td>This course draws from current research to examine biological, psychological, and social aspects of sexuality. In addition, issues relating to sexuality for parents and educational and counseling professionals will be addressed. Prerequisite(s): PSY 101 or permission of instructor. This course fulfills a women general education mission course requirement.</td>
</tr>
<tr>
<td>PSY 430</td>
<td>Introduction to Sport &amp; Exercise Psychology (3)</td>
<td>This course is designed to introduce students to the basic concepts and intervention techniques of sport and exercise psychology. Topics covered will include motivation theory applied to sport, team dynamics, an introduction to psychological skills training, the psychology of sport injury, and issues pertinent to exercise adoption, adherence, and drop-out. Prerequisite(s): PSY 101.</td>
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<tr>
<td>PSY 500</td>
<td>Integrative Capstone</td>
<td>The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.</td>
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<tr>
<td>PSY 491</td>
<td>Independent Study (1)</td>
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<tr>
<td>PSY 492</td>
<td>Independent Study (2)</td>
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<tr>
<td>PSY 493</td>
<td>Independent Study (3)</td>
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<tr>
<td>PSY 494</td>
<td>Independent Study (4)</td>
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<tr>
<td>PSY 501</td>
<td>Foundations of Counseling Psychology (3)</td>
<td>The course focuses on historical, theoretical, ethical, and practical aspects of the counseling psychology field. Students will write a research paper, using the American Psychological Association Publication Manual and library resources commonly used by counseling psychologists. The course will also introduce students to the theory and practice of basic counseling skills.</td>
</tr>
<tr>
<td>PSY 503</td>
<td>Applied Biological Psychology (3)</td>
<td>The course addresses biological aspects of human psychology, including the biological basis of neurological deficits and mental disorders, and the use psychotropic medications for treating mental illnesses. Topics also include stress and health, mental disorders such as depression, anxiety, and schizophrenia, and contemporary issues in biological psychology.</td>
</tr>
<tr>
<td>PSY 506</td>
<td>Essentials of Infant Mental Health (3)</td>
<td>This course will provide an introduction and overview of Infant Mental Health (IMH). Core theoretical concepts related to the practice of IMH will be examined. Emphasis will be placed on understanding how IMH principles provide a foundation for working with infants, toddlers, and families across settings and disciplines.</td>
</tr>
<tr>
<td>PSY 509</td>
<td>Infant Development (3)</td>
<td>This course will provide in-depth examination of infant development from conception to age 3. Participants will gain an understanding of the bio-psychosocial aspects of brain development, attachment theory, temperament, and the potential consequences of trauma and loss. The development of specific development milestones across key skills will be reviewed.</td>
</tr>
<tr>
<td>PSY 510</td>
<td>Infant Assessment (3)</td>
<td>This course will provide students with an introduction and hands on experience completing developmental assessment of infants from a multidisciplinary perspective. Participants will learn to assess infant development of milestones in cognitive, social-emotional, communication, adaptive skills as well as sensory integration. Prerequisite(s): PSY 506 and PSY 509.</td>
</tr>
<tr>
<td>PSY 512</td>
<td>Practice and Principles of Infant Mental Health Intervention (3)</td>
<td>This course introduces specific prevention and intervention approaches for promoting attachment relationships and social-emotional development in children aged 0 to 3 emphasizing evidence-based practice. Participants will gain valuable skills for assisting parents, caregivers, educators and children in the promotion of positive social, emotional and behavioral development. Prerequisite(s): PSY 506 and PSY 509.</td>
</tr>
<tr>
<td>PSY 513</td>
<td>Learning and Behavior (3)</td>
<td>The course addresses concepts of instrumental and classical conditioning. Topics include concepts relevant to behavior formation and maintenance, application of conditioning techniques to counseling sessions, research data on learning techniques, and effective and cognitive elements of learning theories. The course also emphasizes ways to improve clients’ self-change abilities.</td>
</tr>
<tr>
<td>PSY 514</td>
<td>Infant Attachment: A Dual Relationship (3)</td>
<td>This course will explore parent-infant interactions with specific emphasis on early attachment relationships between parents and child, problems in the attachments process, family systems, and interventions to improve the quality of parent-infant relationships. Opportunities to observe and assess attachment relationships and parent-infant interactions within different at-risk populations will be provided. Prerequisite(s): PSY 506, PSY 509, and PSY 510.</td>
</tr>
<tr>
<td>PSY 515</td>
<td>Human Sexuality (3)</td>
<td>This course draws from current research to examine biological, psychological, and social aspects of sexuality. In addition, issues relating to sexuality for parents and educational and counseling professionals will be addressed.</td>
</tr>
<tr>
<td>PSY 516</td>
<td>The NICU Experience (3)</td>
<td>This course reviews medical, developmental, psychological and social risk factors associated with neonatal intensive care unit (NICU) hospitalization for infants and families. The impact of NICU placement on parent-infant attachment, developmental milestone acquisition, and parent mental health will be explored. Mental health interventions in the NICU will be examined. Prerequisite(s): PSY 506 and PSY 509.</td>
</tr>
<tr>
<td>PSY 518</td>
<td>Family Interactions (3)</td>
<td>This course will provide students with in depth instruction and observation of parent-infant interactions, an understanding of family systems, and approaches to assessment and intervention within this relationship. Prerequisite(s): PSY 506 and PSY 509.</td>
</tr>
<tr>
<td>PSY 530</td>
<td>Introduction to Sport &amp; Exercise Psychology (3)</td>
<td>This course is designed to introduce students to the basic concepts and intervention techniques of sport and exercise psychology. Topics covered will include motivation theory applied to sport, team dynamics, an introduction to psychological skills training, the psychology of sport injury, and issues pertinent to exercise adoption, adherence, and drop-out.</td>
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<tr>
<td>PSY 555 - Statistics</td>
<td>and Research Methods (3)</td>
<td>The course provides a basic review of descriptive and inferential statistics and how these techniques are used with research methods in counseling psychology. Students will become proficient in computer analysis of data sets, designing and evaluating research designs and techniques, and understanding primary research in counseling literature.</td>
</tr>
<tr>
<td>PSY 561 – Pharmacology</td>
<td>(3)</td>
<td>This course covers the general principles of drug action, including administration, distribution, mechanism, and excretion. Emphasis will be placed on key pharmacological concepts, basic signal transduction pathways and molecular mechanisms. Pharmacology of the nervous, cardiovascular, and endocrine systems as well as the mechanisms of various antimicrobial agents will be considered. Prerequisites: PSY 503 or permission of the instructor</td>
</tr>
<tr>
<td>PSY 599 - Tutorial for</td>
<td>Integrated Degree Students (3)</td>
<td>The two course sequence satisfies the undergraduate tutorial requirement, and is available only to students accepted into the MSCP Integrated Degree program. During PSY 598, students will complete the research or project proposal. During PSY 599, students will conduct the research or project, and present the final results to their tutorial board (this is only for undergraduate students who take the IDP route). Prerequisite(s): Acceptance into the MSCP Integrated Degree Program.</td>
</tr>
<tr>
<td>PSY 602 - Sport &amp; Exercise</td>
<td>Psychology Interventions (3)</td>
<td>Students in this course will become competent in the understanding and application of the core mental skills of sport and exercise psychology across settings and across the lifespan.</td>
</tr>
<tr>
<td>PSY 610 - Advanced</td>
<td>Seminar in Sport &amp; Exercise Psychology (3)</td>
<td>This course focuses on research and professional practice in an athletic or exercise setting. Issues of credentialing, certification, and licensure will be presented. Further, pertinent ethical issues will be examined. Students will develop a research project that involves conceptualizing a problem statement and designing a study to address the question.</td>
</tr>
<tr>
<td>PSY 617 - Psychology of</td>
<td>Culture and Identity (3)</td>
<td>The course addresses issues of culture and identity, as related to counseling and therapeutic relationships. Sociopolitical, socioeconomic, familial, and psychological aspects of diversity, identity, and culture are explored through readings, seminars, and experiential exercises. Students challenge underlying assumptions and develop effective skills to work with diverse populations in counseling.</td>
</tr>
<tr>
<td>PSY 621 - Advanced</td>
<td>Seminar in Diversity Issues (3)</td>
<td>The course further develops the multicultural competency of counselors in relation to specific selected topics related to diversity and counseling. This is an elective course.</td>
</tr>
<tr>
<td>PSY 627 - Vocational/Career</td>
<td>Counseling (3)</td>
<td>The course addresses the issues involved in the lifelong process of vocational development, through exploration of theories and assessment approaches in career counseling. Additional topics addressed include self-awareness, career awareness and assessment, career decision making and planning, and career implementation.</td>
</tr>
<tr>
<td>PSY 629 - Human Development</td>
<td>Across the Life Span (3)</td>
<td>The course explores cognitive, social, emotional and physiological development throughout the life span. While including concentration on the major theoretical approaches to life span development, an equally significant focus will be on practical application of material.</td>
</tr>
<tr>
<td>PSY 632 – Positive</td>
<td>Psychology (3)</td>
<td>Positive Psychology is the study of how humans do well and flourish. This course in an introduction to positive psychology theories and techniques. Didactic, experiential, and interactive elements will be used to explore concepts, research, interventions, and exercises that positive psychology has contributed to the larger field of psychology.</td>
</tr>
<tr>
<td>PSY 635 - Concepts of</td>
<td>Mental Health and Illness (3)</td>
<td>The course provides an overview of concepts of mental health and its development, and of the etiologies of psychopathology, from a culturally sensitive perspective. Students learn to recognize the complex biological and environmental contributors to mental illness, and to evaluate effective treatment approaches for mental illness.</td>
</tr>
<tr>
<td>PSY 642 - Assessment</td>
<td>(3)</td>
<td>The course covers the basics of psychological assessment. The importance of integrating information from various sources when formulating hypotheses and diagnostic impressions and when developing treatment plans is emphasized. Other topics include interviewing, mental status examinations, psychophysiological strategies, psychological tests related to various diagnostic groupings, and program evaluation.</td>
</tr>
<tr>
<td>PSY 645 – Environmental</td>
<td>Psychology (3)</td>
<td>Students will explore concepts, research, and practice related to the interface between environmental and psychology. The course emphasizes the effects that environmental and climate change issues have on human health and well-being.</td>
</tr>
<tr>
<td>PSY 655 - Reflective</td>
<td>Consultation I (3)</td>
<td>Students will use observations and experiences at field placement sites to develop and/or strengthen their ability to use reflective practice principles to conceptualize, support and, for students in the LPC programs, counsel from the Infant Mental Health perspective. The course provides a reflective group consultation experience for students. A treatment team approach will be taken to assist students in developing skills for case observation, conceptualization, treatment planning, use of therapeutic interventions, and clinical decision making skills. Topics such as development, gender, ethnicity and ethics will be included in classroom discussions on a regular and as-needed basis. Prerequisite(s): PSY 506, PSY 509, PSY 510, and PSY 512.</td>
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<tr>
<td>PSY 656</td>
<td>Reflective Consultation II (3)</td>
<td>Students will use observations and experiences at field placement sites to develop and/or strengthen their ability to use reflective practice principles to conceptualize, support, and, for students in the LPC programs, counsel from the Infant Mental Health perspective. The course provides a reflective group consultation experience for students. A treatment team approach will be taken to assist students in developing skills for case observation, conceptualization, treatment planning, use of therapeutic interventions, and clinical decision making skills. Topics such as development, gender, ethnicity and ethics will be included in classroom discussions on a regular and as-needed basis. Prerequisite(s): PSY 506, PSY 509, PSY 510, and PSY 512.</td>
</tr>
<tr>
<td>PSY 660</td>
<td>Counseling Theories and Techniques I (3)</td>
<td>The course presents the following approaches to counseling: behavioral, cognitive, cognitive-behavioral, reality, mindfulness-informed therapies, person-centered, humanistic, existential, and integrative. The course includes both theory and opportunities to develop and practice skills related to the theories.</td>
</tr>
<tr>
<td>PSY 661</td>
<td>Counseling Theories and Techniques II (3)</td>
<td>The course presents the following approaches to counseling: psychoanalytic, psychodynamic, Adlerian, interpersonal process, Gestalt, postmodern, and feminist. The course includes both theory and opportunities to develop and practice skills related to the theories.</td>
</tr>
<tr>
<td>PSY 663</td>
<td>Foundations of Health Psychology (3)</td>
<td>Students will explore how psychological processes influence physical health. Further, the psychological sequelae of physical illness will be examined. Students will delve into the mind-body connection with consideration given to the cultural context. The role of the counseling psychologist as a member of the healthcare team will be explored.</td>
</tr>
<tr>
<td>PSY 665</td>
<td>Addictions Counseling (3)</td>
<td>The course addresses a variety of addiction topics, including chemical dependency, eating disorders, sexual addiction, the chemically dependent offender, and women's issues in addiction. Several treatment models are explored, with emphasis on effectiveness of treatment approaches and on multicultural sensitivity.</td>
</tr>
<tr>
<td>PSY 668</td>
<td>Crisis, Trauma and Recovery (3)</td>
<td>The course is an introduction to the field of psychological trauma, examining the historical development of trauma as a clinical entity and an overview of theories and strategies for treating trauma. Students will learn to identify and work with their own reactions to clients who present trauma issues.</td>
</tr>
<tr>
<td>PSY 671</td>
<td>Mindfulness Counseling (3)</td>
<td>This course explores mindfulness and acceptance based approaches to counseling and discusses the integration of art and science when utilizing these approaches. Students will examine current research about efficacy of such approaches, and also develop beginning skills in these approaches.</td>
</tr>
<tr>
<td>PSY 672</td>
<td>Group Counseling (3)</td>
<td>The course explores the theory and practice of group experience from the perspectives of a member and observer. Topics include basic elements of group dynamics, interpersonal styles as they affect or hinder group functioning, role identity, leadership style, and application of group skills in organizations.</td>
</tr>
<tr>
<td>PSY 673</td>
<td>Couples Counseling (3)</td>
<td>This advanced course covers selected theories and techniques related to couples counseling. The emphasis in the course is on practical application of the theories. Prerequisite(s): PSY 662 and PSY 674</td>
</tr>
<tr>
<td>PSY 674</td>
<td>Foundations of Family Therapy (3)</td>
<td>The course focuses on the evaluation and treatment of psychological symptoms from the perspective of the family and systems theory. The history and evolution of the family movement will be presented and multiple family therapy modalities introduced, with an emphasis on selected theories and applications. Prerequisite(s): PSY 660 and PSY 661.</td>
</tr>
<tr>
<td>PSY 676</td>
<td>Counseling Children and Adolescents (3)</td>
<td>The course focuses on issues and concepts related to counseling children and adolescents with social and/or emotional problems. Topics include significant differences between children/adolescents and adults; theories of normal child development and temperament; and conceptualization and effective treatment of problems.</td>
</tr>
<tr>
<td>PSY 677</td>
<td>Grief Counseling (3)</td>
<td>The course introduces students to the techniques, strategies, and treatment modalities counselors use to work with adults, children, and families dealing with bereavement. The class focuses on psychological, somatic, cultural, and spiritual aspects of grief and loss. Other topics included are interventions, community resources, and diverse religious and cultural practices.</td>
</tr>
<tr>
<td>PSY 678</td>
<td>Risk and Resilience in Childhood (3)</td>
<td>The course covers child/adolescent psychopathology and psychological assessment of children and adolescents. Specific topics include diagnostic and assessment issues specific to children and adolescents; psychological and developmental disorders specific to children and adolescents; and related social and cultural issues.</td>
</tr>
<tr>
<td>PSY 681</td>
<td>Professional Integration Seminar (3)</td>
<td>The course explores ethical conceptualization, analysis, and practices of applied and counseling psychologists. Topics include the ethical standards of the American Psychological Association and the American Counseling Association, the history of applied psychology, and the developing mental health counseling movement. Certification, licensure, and regulatory practices are also discussed.</td>
</tr>
<tr>
<td>PSY 682</td>
<td>Practicum (3)</td>
<td>The course is an entry-level fieldwork course in which students obtain supervised counseling experience. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats. Additional fee(s): Clinical fee.</td>
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<tr>
<td>PSY 685</td>
<td>Supervised Internship I (3)</td>
<td>The course is a supervised field placement experience focusing on integration of theory and practice. The course requires attendance at a weekly seminar on campus, which involves presentations focusing predominantly on assessment, diagnosis, and case conceptualization. Prerequisite(s): PSY 682. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>PSY 686</td>
<td>Supervised Internship II (3)</td>
<td>The course enhances students’ abilities to effectively offer mental health treatment and services to clients. Activities include discussion of issues in contemporary counseling psychology and treatment planning, formal case presentations, and completion of the graduate portfolio. Prerequisite(s): PSY 682. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>PSY 687</td>
<td>Advanced Internship I (3)</td>
<td>The course provides an advanced field placement opportunity for students who want to further develop counseling skills with a particular population and/or develop new skills with a population different from the ones worked with in prior field placements. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>PSY 706</td>
<td>History of Psychology (3)</td>
<td>This course focuses on contemporary perspectives and historical and philosophical foundations of counseling psychology. The course emphasizes modern theories and practices of counseling psychology as a social science and profession, particularly as related to sustainable health and well-being for individuals, families, and communities.</td>
</tr>
<tr>
<td>PSY 707</td>
<td>Social Psychology (3)</td>
<td>This course provides an overview of historical and current trends in social psychology. Major theories and research findings relating to group dynamics, attitude change, prejudice, and others are presented. Contemporary critiques of the field and the relevance of social psychology to social change and the helping professions are discussed.</td>
</tr>
<tr>
<td>PSY 708</td>
<td>Cognitive and Affective Bases of Behavior (3)</td>
<td>The course addresses empirically supported theories of Cognition and Affect and their influence on human behavior. Cognitive understanding of how humans learn, process and retain information and its role in human activities will be examined. Affect will be examined through review of early attachment relationships, emotional regulation, and social-emotional processes.</td>
</tr>
<tr>
<td>PSY 709</td>
<td>Intellectual Assessment (3)</td>
<td>The course prepares students to administer tests of cognitive functions. Students will examine theory and clinical assessment of cognitive functioning including basic psychometric principles. Practical experiences are offered in test administration, scoring, interpretation, and professional report writing.</td>
</tr>
<tr>
<td>PSY 711</td>
<td>Multicultural and Diversity Issues in Counseling Psychology (3)</td>
<td>The course provides an in-depth exploration of cultural differences as they impact the counseling relationship. Identity development theory will be examined, as will multicultural research methods and findings. Finally, the significance of both between-group and within-group differences will be explored for their relative influence on the process of therapeutic change.</td>
</tr>
<tr>
<td>PSY 712</td>
<td>Advanced Research Design (4)</td>
<td>This course reviews essential concepts in research design and statistics, with an emphasis on ensuring that students are capable of critically evaluating research studies and drawing reasonable conclusions from those studies. Students will have a strong foundation in research design and proficiency in statistics after having completed this course.</td>
</tr>
<tr>
<td>PSY 714</td>
<td>Personality Theory and Assessment (3)</td>
<td>The course will focus on providing students with the knowledge, skills, and experiences necessary to perform ethical practice with clients across the full dimension of human experience, using the APA Ethics Guidelines as a foundation.</td>
</tr>
<tr>
<td>PSY 715</td>
<td>Ethical Issues in Counseling Psychology (3)</td>
<td>The course offers theories and techniques related to the design, administration, and interpretation of quantitative tests measuring psychological variables such as intelligence, aptitude, and personality traits. It does not involve actual test design, administration and interpretation, but does explore theories and techniques related to these activities.</td>
</tr>
<tr>
<td>PSY 716</td>
<td>Psychometrics (2)</td>
<td>The course presents the interface between environment and sustainability issues and the discipline of counseling psychology. Students review psychological literature about the relationship between environmental problems/solutions and human health and well-being, as well as implications of this for psychologists' work with individuals, families, and communities.</td>
</tr>
<tr>
<td>PSY 718</td>
<td>Psychology and Sustainability (3)</td>
<td>This course prepares students, and is a pre-requisite, for field placements in settings that provide psychological services. The course reviews the Diagnostic &amp; Statistical Manual and emphasizes integration of basic assessment and intervention activities, as well as ethical and professional issues in psychology.</td>
</tr>
<tr>
<td>PSY 741</td>
<td>Pre-Practicum (3)</td>
<td>This course is a field placement in which students obtain training in psychological service provision. In the one-credit option, students work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats, for 75-149 hours per term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>PSY 744</td>
<td>Practicum I (1)</td>
<td>This course is a field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 300 hours on site in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>PSY 746</td>
<td>Practicum I (3)</td>
<td>This course is a field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 300 hours on site in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.</td>
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<tr>
<td>PSY 747</td>
<td>Practicum II (3)</td>
<td>This course is the second field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 300 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>PSY 748</td>
<td>Practicum I (2)</td>
<td>This course is a field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 150 hours per term in the two credit option in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>PSY 749</td>
<td>Practicum II (2)</td>
<td>This course is the second field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 150 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>PSY 750</td>
<td>Practicum II (1)</td>
<td>This course is the second field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 75-149 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>PSY 800</td>
<td>Graduate Continuing Credit (1)</td>
<td>The class focuses on theories and interventions related to conceptualization and improvement of interaction within family systems. A framework of family science and evidence-informed approaches is emphasized. Students will examine general systems theory, family systems interventions, trans-generational theory, modern and post-modern adaptations of family intervention, and multi-systemic approaches.</td>
</tr>
<tr>
<td>PSY 801</td>
<td>Family-Focused Systemic Interventions (3)</td>
<td>Theories of vocational choice as well as career decision making, planning and lifelong career development will be addressed. Current issues in field of vocational counseling will be integrated with well-established theories and methods of vocational assessment.</td>
</tr>
<tr>
<td>PSY 804</td>
<td>Vocational Issues in Counseling Psychology (3)</td>
<td>In this class, research on group process and dynamics will be examined from diverse perspectives such as psychodynamic, systemic, social learning, and existential, as applied in group psychotherapy. The specific applications of different types of therapeutic groups will be emphasized. This class will include an experience of group supervision for participants.</td>
</tr>
<tr>
<td>PSY 805</td>
<td>Group Processes and Interventions (3)</td>
<td>This course introduces students to theories, research, roles and activities of supervision, consultation, and leadership in counseling psychology. The course is both didactic and experiential. For all activities, issues of diversity, ethics, and professional practice will be discussed.</td>
</tr>
<tr>
<td>PSY 806</td>
<td>Supervision and Leadership (3)</td>
<td>This course focuses on the development of the brain and nervous system, interconnections between the human body's biological systems, and types and mechanisms of psychopharmacological interventions for psychological disorders.</td>
</tr>
<tr>
<td>PSY 807</td>
<td>Biopsychology (3)</td>
<td>In this course, students critically review classic and contemporary theories and research in developmental psychology. Students describe how the theories and research apply to psychology practice, develop additional research questions to further knowledge in the field, and become familiar with ethical and cultural issues related to developmental psychology.</td>
</tr>
<tr>
<td>PSY 809</td>
<td>Advanced Developmental Psychology (3)</td>
<td>This course introduces advanced concepts in data analysis, with an emphasis on ensuring that students are capable of designing research studies and selecting and implementing appropriate methods of data analysis. Students will work on their dissertation proposals in this course.</td>
</tr>
<tr>
<td>PSY 810</td>
<td>Advanced Data Analysis (4)</td>
<td>The course addresses theories and research related to psychopathology, as well as the strength-based perspective in counseling psychology. Major approaches to understanding adaptive and maladaptive behavior of individuals, such as psychoanalytic, humanistic, social constructivist, systemic, and social learning, will be discussed.</td>
</tr>
<tr>
<td>PSY 814</td>
<td>Psychopathology, Resilience, and Evidence-Based Practice (3)</td>
<td>This course will address theories and research related to functioning of organizations and communities. The counseling psychologist as consultant will be discussed, along with major principles and strategies for conducting system level assessments, and planning, implementation and evaluation of consultative interventions.</td>
</tr>
<tr>
<td>PSY 815</td>
<td>Organizations, Communities, and Consultation (3)</td>
<td>The course focuses on the interface between psychology and medicine, preparing students to use psychology interventions in the treatment and management of illness and to understand the role of psychologist in the interdisciplinary healthcare team. Theory, research, and practice of health psychology will be presented.</td>
</tr>
<tr>
<td>PSY 816</td>
<td>Health Psychology Practice (3)</td>
<td>Two needs may be met by this course: 1) a doctoral student may wish to develop an independent study in addition to completing the dissertation; 2) a doctoral student may have a required course waived based on previous study, but still need to earn credits to complete the doctoral degree. This is a one credit option.</td>
</tr>
<tr>
<td>PSY 831</td>
<td>Independent Study (1)</td>
<td>Two needs may be met by this course: 1) a doctoral student may wish to develop an independent study in addition to completing the dissertation; 2) a doctoral student may have a required course waived based on previous study, but still need to earn credits to complete the doctoral degree. This is a two credit option.</td>
</tr>
<tr>
<td>PSY 832</td>
<td>Independent Study (2)</td>
<td>Two needs may be met by this course: 1) a doctoral student may wish to develop an independent study in addition to completing the dissertation; 2) a doctoral student may have a required course waived based on previous study, but still need to earn credits to complete the doctoral degree. This is a two credit option.</td>
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<tr>
<td>PSY 833</td>
<td>Independent Study (3)</td>
<td>Two needs may be met by this course: 1) a doctoral student may wish to develop an independent study in addition to completing the dissertation; 2) a doctoral student may have a required course waived based on previous study, but still need to earn credits to complete the doctoral degree. This is a three credit option.</td>
</tr>
<tr>
<td>PSY 840</td>
<td>Practicum III (1)</td>
<td>This course is the third field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 75-149 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>PSY 841</td>
<td>Practicum IV (1)</td>
<td>This course is the fourth field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 75-149 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>PSY 842</td>
<td>Practicum V (1) (optional elective)</td>
<td>This course is an optional fifth field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 75-149 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>PSY 843</td>
<td>Practicum III (2)</td>
<td>This course is the third field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 150 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>PSY 844</td>
<td>Practicum IV (2)</td>
<td>This course is an optional fifth field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 150 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>PSY 845</td>
<td>Practicum V (2) (optional elective)</td>
<td>This course is the third field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 150 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>PSY 846</td>
<td>Practicum III (3)</td>
<td>This course is the fourth field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 300 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>PSY 847</td>
<td>Practicum IV (3)</td>
<td>This course is an optional fifth field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 300 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>PSY 848</td>
<td>Practicum V (3) (optional elective)</td>
<td>This course is an optional fifth field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 300 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>PSY 851</td>
<td>Supervised Field Experience (1) (optional elective)</td>
<td>The course provides doctoral students the opportunity to obtain experience providing services in community settings. The course is reserved for those settings in which supervision is provided by professionals who are not licensed psychologists, but represent other professions (social work, psychiatry, counselors, etc.).</td>
</tr>
<tr>
<td>PSY 852</td>
<td>Supervised Field Experience (2) (optional elective)</td>
<td>The course provides doctoral students the opportunity to obtain experience providing services in community settings. The course is reserved for those settings in which supervision is provided by professionals who are not licensed psychologists, but represent other professions (social work, psychiatry, counselors, etc.).</td>
</tr>
<tr>
<td>PSY 853</td>
<td>Supervised Field Experience (3) (optional elective)</td>
<td>The course provides doctoral students the opportunity to obtain experience providing services in community settings. The course is reserved for those settings in which supervision is provided by professionals who are not licensed psychologists, but represent other professions (social work, psychiatry, counselors, etc.).</td>
</tr>
<tr>
<td>PSY 862</td>
<td>Dissertation I</td>
<td>These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology.</td>
</tr>
<tr>
<td>PSY 863</td>
<td>Dissertation II</td>
<td>These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology.</td>
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<tr>
<td>PTH 700</td>
<td>Introduction to Clinical Skills (2)</td>
<td>This course provides an introduction to physical therapy clinical skills with an emphasis on basic assessment and intervention procedures, along with surface anatomy palpation. Principles relating to these foundational techniques will be introduced via lecture and laboratory experiences. The techniques will be applied in future courses in increasingly complex patient problems and diagnoses.</td>
</tr>
<tr>
<td>PTH 701</td>
<td>Foundations of Movement Science I (7)</td>
<td>An in-depth analysis of normal and abnormal human motion with an emphasis on biomechanics, gait, tissue adaptation and mechanisms that affect movement. Principles of the physical therapy evaluation process and differential diagnosis along with therapeutic techniques, exercise, and modalities will be introduced. Prerequisite(s): BIO 502 and BIO 504 and PTH 700.</td>
</tr>
<tr>
<td>PTH 702</td>
<td>Foundations of Movement Science II (2)</td>
<td>This course includes advanced study and application of current theories of motor control, motor learning, and motor development, including basic premises, clinical implications, and limitations of each model. The use of this information to guide the examination of children and adults with neuromuscular dysfunction is explored. Prerequisite(s): BIO 506 and PTH 701.</td>
</tr>
<tr>
<td>PTH 703</td>
<td>Management of Musculoskeletal Systems Dysfunction (11)</td>
<td>This course will provide in-depth preparation required to perform the examination, evaluation, and management of musculoskeletal conditions commonly encountered in physical therapy practice. The course includes the physical therapy diagnostic process, including differential diagnosis and development of evidence-based physical therapy plans of care. Prerequisite(s): PTH 701, PTH 704, BIO 506, PTH 707.</td>
</tr>
<tr>
<td>PTH 704</td>
<td>Fundamentals of Exercise Physiology (2)</td>
<td>Students will learn the basic principles of exercise physiology utilizing a firm understanding of both anatomy and physiology. These principles stem from how the human body's normal structure and physiological functioning alters with physical activity. Understanding these adaptations is critical to the understanding of the physiological demands of rehabilitation programs. Prerequisites(s): BIO 502 and BIO 504.</td>
</tr>
<tr>
<td>PTH 707</td>
<td>Management of Cardiovascular &amp; Pulmonary Dysfunction (7)</td>
<td>This course provides didactic, laboratory and problem-based learning experiences in the examination, evaluation and treatment of patients with primary and secondary cardiac and pulmonary dysfunction as well as vascular and integumentary disorders. Content includes management of patients across the lifespan with a wide spectrum of acute illnesses and/or chronic conditions. Prerequisite(s): PTH 703.</td>
</tr>
<tr>
<td>PTH 708</td>
<td>Management of Pediatric Neuro-musculoskeletal System Dysfunction (4)</td>
<td>This problem-based course will provide in-depth information on the examination, evaluation, and management of pediatric neuro-musculoskeletal system dysfunction from birth through adolescence and young adulthood. Students will build upon concepts of normal development, motor control, and motor learning to develop a theoretical framework for addressing the physical therapy needs of children. Prerequisite(s): PTH 702 and PTH 707.</td>
</tr>
<tr>
<td>PTH 709</td>
<td>Management of Neuromuscular System Dysfunction (9)</td>
<td>This problem-based course explores the prevention, evaluation and management of neuromuscular system dysfunction throughout the adult life span. Students will build upon concepts from all previous courses to gain a comprehensive understanding of the multiple complex problems seen in patients with neurologic diagnoses. Prerequisite(s): PTH 702 and PTH 707.</td>
</tr>
<tr>
<td>PTH 713</td>
<td>Management of Multi-System Dysfunction (3)</td>
<td>This problem-based learning course emphasizes the physical therapy management of complex patients across the lifespan who present with pathology affecting multiple body systems. Students utilize advanced clinical decision-making skills and current evidence to evaluate and prioritize interventions when treating the patient as a whole. Prerequisite(s): PTH 708 and PTH 709.</td>
</tr>
<tr>
<td>PTH 722</td>
<td>Research I (3)</td>
<td>The purpose of this course is to offer students the opportunity to gain knowledge and skills that are essential to the critical evaluation of the medical literature and the application of research to the practice of physical therapy. Prerequisite(s): PTH 741 and PTH 742.</td>
</tr>
<tr>
<td>PTH 724</td>
<td>Research II (2)</td>
<td>The purpose of this course is to offer students the opportunity to enhance knowledge and skills that are essential to the critical evaluation of the medical literature and the application of research to the practice of physical therapy. Prerequisite(s): PTH 722.</td>
</tr>
<tr>
<td>PTH 730</td>
<td>Clinical Experience I-A (3)</td>
<td>The first part of this ten-week, full-time experience is scheduled at the completion of musculoskeletal system coursework. Students will be placed in outpatient facilities or general hospitals with an expectation that students, under the supervision of a licensed physical therapist, will primarily evaluate and treat patients with musculoskeletal conditions. Prerequisite(s): Satisfactory completion of all previous academic requirements.</td>
</tr>
<tr>
<td>PTH 731</td>
<td>Clinical Experience I-B (4)</td>
<td>The second part of this ten-week, full-time experience is scheduled at the completion of musculoskeletal system coursework. Students will be placed in outpatient facilities or general hospitals with an expectation that students, under the supervision of a licensed physical therapist, will primarily evaluate and treat patients with musculoskeletal conditions. Prerequisite(s): Satisfactory completion of all previous academic requirements.</td>
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<tr>
<td>PWR 601 - PWR 606</td>
<td>Grant Writing Int/Prof Writing (3)</td>
<td>This course focuses on teaching the conventions and fundamentals of writing successful grants for nonprofit organizations, educational institutions, and government agencies. Students will focus on developing their abilities to conceptualize, design, and create.</td>
</tr>
<tr>
<td>PWR 601 - PWR 606</td>
<td>Introduction to Professional Writing (3)</td>
<td>This course introduces the novice professional student to the roles of the physical therapist as: a professional; a communicator; and as a scholar. There is a heavy emphasis on patient-practitioner communication skills, especially during the patient interview. Fundamentals of evidence-based practice help students embrace the role of scholarly clinician.</td>
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<tr>
<td>PWR 616 -</td>
<td>Technical Writing (3)</td>
<td>This course teaches students how to prepare letter reports and technical reports about subjects that require technical explanations, diagrams, charts, and jargon understood by technical readers. In addition, this course teaches students how to present technical information to technical readers so they understand the concepts and can apply them in their work.</td>
</tr>
<tr>
<td>PWR 617 –</td>
<td>Teaching Technical Writing (3)</td>
<td>This course prepares you to teach technical writing. It will focus on theories of pedagogy, syllabus and assignment creation, grading methods, and practices of professionalization, which will all work to equip you to enter the academic arena or to teach in corporate settings.</td>
</tr>
<tr>
<td>PWR 620 -</td>
<td>Political and News Writing (3)</td>
<td>This course is designed to give students a working knowledge of the practice of reporting and writing for newspapers, magazines and online venues. Through comprehensive writing projects and student prepared news blogs, students practice with the leading edge techniques and tools required for writing.</td>
</tr>
<tr>
<td>PWR 621 -</td>
<td>Use of New and Social Media (3)</td>
<td>This course seeks to give students the skills and confidence to create interesting and informative digital presentations based on simple presentation design and delivery options.</td>
</tr>
<tr>
<td>PWR 625 -</td>
<td>Business and Organizational Writing (3)</td>
<td>This course teaches the rhetorical principles and writing practices necessary for producing effective business letters, memos, reports, and collaborative projects in professional contexts. The course teaches the rhetorical principles that help students shape their business writing ethically, for multiple audiences, in a variety of professional situations.</td>
</tr>
<tr>
<td>PWR 632 -</td>
<td>Science and Environmental Writing (3)</td>
<td>This course is concerned with the communication of financial information in writing: How should financial professionals construct documents? What are the writing techniques needed to make the numbers tell their own story? Topics include genres of financial writing (reports, presentations, correspondence), successful writing strategies (audience analysis, grammar usage, information gathering), organizing information, and using tables and charts.</td>
</tr>
<tr>
<td>PWR 641 -</td>
<td>Financial Writing (3)</td>
<td>This course teaches students the rhetorical principles and writing practices necessary for producing effective business letters, memos, reports, and collaborative projects in professional contexts. The course teaches the rhetorical principles that help students shape their business writing ethically, for multiple audiences, in a variety of professional situations.</td>
</tr>
<tr>
<td>PWR 662 -</td>
<td>Writing for Digital Media (3)</td>
<td>This course will provide an introduction to the technical skills needed for designing on-line content and interactive multimedia. Current multimedia tools for use in creating web-based products will be taught with ample opportunity for practice. Students learn authoring tools and multimedia techniques while covering topics, including non-text-based communication, integration of visuals, the animation of text and graphics, and digital video web-deployment.</td>
</tr>
<tr>
<td>PWR 670 -</td>
<td>Principles of Information Architecture (3)</td>
<td>In this course students will learn about the evolution of the discipline and the underlying principles and fundamentals, including task analysis, scenario development, taxonomy creation, and findability design. Students build on these basics with practical and contemporary applications and tools.</td>
</tr>
<tr>
<td>PWR 673 -</td>
<td>Web Design and Development I (3)</td>
<td>A continuation of Web Design and Development I, this course will advance student knowledge and understanding of multimedia authoring tools.</td>
</tr>
<tr>
<td>PWR 674 -</td>
<td>Web Design and Development II (3)</td>
<td>Students will use audience analysis to help develop wireframes and storyboards, progress to full interface design, as well as gain an appreciation for the basic elements of design and how content is an integral part of design. Students will focus on interactions and behaviors.</td>
</tr>
<tr>
<td>PWR 675 -</td>
<td>Visual and Interface Design (3)</td>
<td>This required course for the Web Content Development and Technical Writing concentrations includes working on a client project for a real business customer. Students learn to develop statements of work, client agreements, and gain experience with direct application of course principles.</td>
</tr>
<tr>
<td>PWR 694 -</td>
<td>Client Project (3)</td>
<td>This course teaches students how to prepare letter reports and technical reports about subjects that require technical explanations, diagrams, charts, and jargon understood by technical readers. In addition, this course teaches students how to present technical information to technical readers so they understand the concepts and can apply them in their work.</td>
</tr>
<tr>
<td>PWR 699 -</td>
<td>Professional Writing Practicum (3)</td>
<td>This course prepares you to teach technical writing. It will focus on theories of pedagogy, syllabus and assignment creation, grading methods, and practices of professionalization, which will all work to equip you to enter the academic arena or to teach in corporate settings.</td>
</tr>
<tr>
<td>REL 157 -</td>
<td>World Religions (3)</td>
<td>An introduction to the world’s major religious traditions, including Hinduism, Buddhism, Daoism, Confucianism, Judaism, Christianity, and Islam. This course fulfills a global general education mission course requirement.</td>
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<tr>
<td>REL 252</td>
<td>History of Judaism (3)</td>
<td>A survey of the development of Jewish religious ideas from Biblical to modern times and an examination of the impact of these ideas on the Western heritage. This course is funded by the Jewish Chautauqua Society of New York. Prerequisite(s): REL 157 or permission of the instructor.</td>
</tr>
<tr>
<td>REL 266</td>
<td>History of Eastern Religions (3)</td>
<td>The History of Eastern Religions will provide students with a broad historical overview of the various traditions of Hinduism, Jainism, Buddhism, Taoism, and Confucianism from their inception to their relevance in contemporary society. It will expose students to the primary sacred and historical texts and will attempt to foster an authentic understanding of the faith traditions. Prerequisite(s): REL 157 or permission of the instructor.</td>
</tr>
<tr>
<td>REL 275</td>
<td>History of Christianity (3)</td>
<td>The History of Christianity will provide students with a broad historical overview of Christianity from its founding to its relevance in contemporary society. It will expose students to the primary sacred and historical texts of Christianity and will attempt to foster an authentic understanding of this religion tradition. Prerequisite(s): REL 157 or permission of the instructor.</td>
</tr>
<tr>
<td>REL 313</td>
<td>Special Topics Seminar in Religion (3)</td>
<td>This seminar will serve as the culminating academic experience of the religion minor. It will focus on specialized topics and provide students with the opportunity for in-depth study and research. Prerequisite(s): HIS 157 and one of the following: HIS 241, REL 252, REL 266, or REL 275, or permission of the instructor.</td>
</tr>
<tr>
<td>SDE 100</td>
<td>Career Exploration (1)</td>
<td>Career exploration is a course designed to assist those students who are undecided about career choices. This course covers self-assessment, career exploration, and the development of networking and the development of internship/job search skills. Concepts such as the role and function of work in society and economic/job market trends will be incorporated into class discussions. Students learn about various sources of career information, including the Occupational Outlook Handbook and various online resources. Students leave the course with the skills to assist them in lifelong career planning and decision making. Counts as a wellness requirement in the developmental category.</td>
</tr>
<tr>
<td>SDE 101</td>
<td>Strategies for Success in College (1)</td>
<td>This course provides first-year students with strategies necessary to transition successfully to the college environment. The course will introduce students to the Chatham community, its culture, and its traditions. Additional topics relevant to the first-year experience are also considered. Gateway students are exempt from SDE 101.</td>
</tr>
<tr>
<td>SDE 104</td>
<td>Organic Gardening: Reaping the Harvest (1)</td>
<td>Students in this course will learn about best practices for organic gardening through class discussion and the experience of harvesting and preparing the garden for winter at Chatham’s Eden Hall Farm Campus. No other physical activity also reaps a meal of fresh vegetables. This course fulfills a wellness course requirement.</td>
</tr>
<tr>
<td>SDE 105</td>
<td>The Learning Manager: Strategies for Success in an Academic Environment (1)</td>
<td>This course prepares participants to adapt workplace strategies (quality assessment, project design and management, time management, and organization and communication skills) to an academic environment. Students are introduced to experiential learning and shown how they can receive credit for learning acquired outside the classroom. They participate in collaborative activities, including peer evaluation, study groups, and group work. This course fulfills a wellness course requirement.</td>
</tr>
<tr>
<td>SDE 118</td>
<td>Wellness Event Symposium (1)</td>
<td>Represents a collection of designated activities focused on career development and service related events as well as activities correlated to Chatham University’s missions of Environmental Responsibility, Women’s Leadership and Global Understanding. By attending fourteen Chatham sponsored events throughout the semester, students gain exposure to critical areas of development. This course fulfills a wellness course requirement.</td>
</tr>
<tr>
<td>SDE 121</td>
<td>Portfolio Development (2)</td>
<td>This course will provide instruction in the development of a portfolio, documenting learning gained through experience. The focus of this course will be on defining goals, determining learning outcomes as specified in targeted courses, compiling documentation that supports the learning of the stated outcomes, and the preparation of a portfolio for faculty evaluation and possible award of credit. This course fulfills a wellness course requirement. Prerequisite(s): Gateway students only, and must obtain permission from instructor.</td>
</tr>
<tr>
<td>SDE 133</td>
<td>Self Defense: (SHARP) Sexual Harassment and Rape Prevention (1)</td>
<td>This self-defense course will utilize education and physical activity to help students recognize and deal with dangerous situations. Self-defense is a means of empowerment: through stretching, discussion of risk reduction strategies, and practice of self-defense techniques, students will learn how to defend themselves. This course fulfills a wellness course requirement.</td>
</tr>
<tr>
<td>SDE 136</td>
<td>Wellness for Gateway Students (1)</td>
<td>Gateway students will interact in teams as they become acclimated to Chatham University’s Gateway program and become better prepared to reach their individual educational goals while parallely addressing intellectual, financial, physical and social wellness. Pre-requisite: Gateway student status This course fulfills a wellness course requirement.</td>
</tr>
<tr>
<td>SDE 138</td>
<td>Peer Education Training (1)</td>
<td>This course is designed to prepare students to participate in the Chatham University Resident Advisor program. Upon completion of course work, students are able to direct peer groups involved in various health and wellness topics and are prepared to conduct and assist with various residence life activities. Pass/fail grading only. Prerequisite(s): Student must be a Resident Advisor to enroll in this course.</td>
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<tr>
<td>SDE 152</td>
<td>Meditation Techniques (1)</td>
<td>This course introduces students to a variety of meditation techniques and their physiological effects. Students are required to practice these techniques both in class and outside of class. Written assignments will focus on students' experiences with meditation. Counts as a wellness requirement in the developmental category.</td>
</tr>
<tr>
<td>SDE 172</td>
<td>The Meaningful Life (2)</td>
<td>A meaningful productive life engages people in enjoying doing their best while at the same time contributing to something beyond themselves, ideally with actions that have effect reaching far into the future. This course has three focal points: to examine the growing body of research on the meaningful life; to combine an academic study of the subject with an experiential component; and to help students to build a personal plan to incorporate the course concepts into their own lives. This course fulfills a wellness course requirement.</td>
</tr>
<tr>
<td>SDE 301</td>
<td>Strategies for Success in College Transfer (1)</td>
<td>This class will prepare participants to conduct a job or internship search. Topics will include writing a professional resume and cover letter, interviewing techniques, networking and job search skills, and professional etiquette and dress. Students will create a career handbook, which will include their work from the class and will be graded. This class will fulfill a wellness requirement in the development category. This course fulfills a wellness course requirement.</td>
</tr>
<tr>
<td>SDE 310</td>
<td>Career Preparation (2)</td>
<td>The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.</td>
</tr>
<tr>
<td>SSA 490</td>
<td>Integrative Capstone</td>
<td>Through the lens of the natural and cultural history of Eden Hall and its surroundings, students learn about cultural, social, economic, natural and other systems. The course will focus on land use over time, the economic and social drivers and impacts of those land uses, and the implications for environmental wellbeing.</td>
</tr>
<tr>
<td>SUS 100</td>
<td>Sustainable Systems (3)</td>
<td>Introduction to the history, evolution and principles of sustainability. Focuses on exploring and critiquing decision-making approaches that satisfy environmental, economic and social criteria in terms of sustainable practices. Students will understand the definition of and history of sustainability theory and the three realms practical sustainability; social, economic and environmental.</td>
</tr>
<tr>
<td>SUS 101</td>
<td>Introduction to Sustainability (3)</td>
<td>Students examine core concepts of sustainability, and explore its origins, history, and achievements across the globe at multiple scales. Students gain a foundation for more in-depth study of sustainability. Students also focus on their personal conception of sustainability and engage in a sustainability group project linked to community partners.</td>
</tr>
<tr>
<td>SUS 102</td>
<td>Foundations of Sustainability (3)</td>
<td>First Year Writing Seminars provide students with practice in critical reading, analytical thinking, and academic writing within a participatory, challenging First-Year Seminar setting. Seminars cover sustainability topics selected by individual faculty and focus on acquiring skills in writing, information literacy, and oral presentation through frequent practice and regular coursework. Students are encouraged to ask difficult questions, consider multiple answers, and develop strategies for articulating and arguing their intellectual positions. Crossed ENG105</td>
</tr>
<tr>
<td>SUS 105</td>
<td>First Year Writing Seminar (3)</td>
<td>This course explores food, farm, and environment through readings, films, lectures, demonstrations, field trips, and on-farm and kitchen experiences in research and production problems. Activities include presentations on specific topics, group discussions, hands-on lab and field activities, individual and group presentations, field trips, and reflection through writing, video, and photography.</td>
</tr>
<tr>
<td>SUS 150</td>
<td>Food, Farm &amp; Field (3)</td>
<td>This course will introduce traditional biological concepts from molecules to organisms within an integrative and applied framework. Students will learn the interdisciplinary nature and common approaches of biology through applied topics relevant to sustainability such as human and ecological health, freshwater and marine fisheries, energy sources, and climate dynamics.</td>
</tr>
<tr>
<td>SUS 201</td>
<td>Integrative Biology (3)</td>
<td>Laboratory exercises including data collection, small-scale experimentation, data modeling, and simulation will be experienced to complement the material covered in SUS 201. Two hours of laboratory will be held per week at the Eden Hall Campus aquatic science lab. Co-requisite or Prerequisite(s): SUS 201. Additional Fee(s): Laboratory fees = $ 50.</td>
</tr>
<tr>
<td>SUS 201L</td>
<td>Integrative Biology Lab (1)</td>
<td>The earth is a dynamic, evolving system. This course provides an introduction to earth's formation, its materials composition and distribution, and the processes of the lithosphere, atmosphere, hydrosphere, and biosphere that interact to shape surface and subsurface features and conditions. The complex adaptive systems framework will be applied.</td>
</tr>
<tr>
<td>SUS 202</td>
<td>Dynamic Earth Systems (3)</td>
<td>This course introduces students to a variety of meditation techniques and their physiological effects. Students are required to practice these techniques both in class and outside of class. Written assignments will focus on students' experiences with meditation. Counts as a wellness requirement in the developmental category.</td>
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<tr>
<td>SUS 202</td>
<td>Dynamic Earth Systems (3)</td>
<td>The earth is a dynamic, evolving system. This course provides an introduction to earth's formation, its materials composition and distribution, and the processes of the lithosphere, atmosphere, hydrosphere, and biosphere that interact to shape surface and subsurface features and conditions. The complex adaptive systems framework will be applied.</td>
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<td>SUS 203</td>
<td>Global Environmental Health (3) This course explores the state of environmental health around the world, looking into general and place-based conditions, and the systemic determinants of those conditions. Crossed BIO118.</td>
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</tr>
<tr>
<td>SUS 301</td>
<td>Science of Global Change (3) This course explores how biogeophysical processes change over time. Topics include Earth history, evolution, climate change, the hydrologic cycle, and nutrient cycles. Emphasis will be put on anthropogenic changes and strategies for their mitigation and adaptation.</td>
<td></td>
</tr>
<tr>
<td>SUS 302</td>
<td>Social Justice and Sustainability (3) This course focuses on social justice and sustainability. We examine environmental risks and benefits as they are unequally distributed in society. We look especially at environmental problems in relation to social constructs such as gender, race, ethnicity, and class. We will also focus on solutions and responses to these problems.</td>
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<tr>
<td>SUS 303</td>
<td>Communicating Sustainability (3) This course will focus on the development and application of skills for communicating the principles, evidence, complexity and stories of sustainability. Students will be introduced to the major revolutions in communication technologies, various communication strategies (risk, health, environmental, science, green marketing), and best practices in technical, web, and visual communication.</td>
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<tr>
<td>SUS 304</td>
<td>Environment and Culture (3) Environmental toxicology is the study of the fate and effects of chemicals in the environment. This course provides an overview of the field including basic chemistry, major classes of pollutants, their sources and fate in the environment, their movement and transformation in organisms, and their mechanisms of toxicity.</td>
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<tr>
<td>SUS 305</td>
<td>Environmental Toxicology This course explores the energy, physical, economic, and cultural resources embedded in built systems, from nanoscale materials to transnational infrastructure. Students develop an understanding of how and when interventions into a system can lead to more sustainable choices from the individual to the global scale. Cross with 416.</td>
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</tr>
<tr>
<td>SUS 402</td>
<td>Built systems and life-cycle analysis (3) This course explores sustainability of food from the local to the global level, focusing on economic, social, ethical, and environmental factors. Explores the roles of food access and culture, food production and consumption at various scales, and resources embedded in foods.</td>
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<tr>
<td>SUS 403</td>
<td>Sustainable Food Systems (3) Drawing from case studies in landscape design and natural resource management, this course will apply quantitative methods to ecological data analysis. Students will work with the software program R to apply statistical inference and mathematical modeling using previously collected data sets on single species, species interactions, communities, and food webs.</td>
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<tr>
<td>SUS 404</td>
<td>Quantitative Ecology (3) Laboratory exercises will be coordinated with the quantitative ecology lecture.</td>
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<tr>
<td>SUS 404L</td>
<td>Quantitative Ecology Lab (1) This course addresses water policy, management, and sustainability. We will consider water resources with specific attention to the challenges that come with managing a resource that crosses a range of boundaries and scales. Topics include U.S. water policy, water privatization, water resources in the global south, infrastructure and climate change.</td>
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<tr>
<td>SUS 406</td>
<td>Sustainability &amp; Policy: Water (3) This course addresses topological environmental challenges (e.g., water) and develops sustainable, leadership-based skills for managing these challenges. Students will learn about the social, ecological, and economic aspects of the topic, and then apply their knowledge to field experiences. Field experiences include service projects, fieldwork, or training.</td>
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<tr>
<td>SUS 407</td>
<td>Natural Resource Leadership (3) The class contributes to a foundation for sustainability management by exploring different quantitative approaches to sustainable decision-making including: Life Cycle Analysis, Ecosystem Services Valuation, Carbon and Water Footprinting, and DPSIR (Drivers, Pressures, States, Impacts and Responses) Society-Environment interaction framework. Finally, the class explores how quantitative decision-making is shaped by various stakeholders.</td>
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<tr>
<td>SUS 416</td>
<td>Sustainable Decision Analysis (3) This course explores food, farm, and environment through readings, films, lectures, demonstrations, field trips, and on-farm and kitchen experiences in research and production problems. Activities include presentations on specific topics, group discussions, hands-on lab and field activities, individual and group presentations, field trips, and reflection through writing, video, and photography.</td>
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<tr>
<td>SUS 450</td>
<td>Farm, Food, Field (3) The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.</td>
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<tr>
<td>SUS 490</td>
<td>Integrative Capstone (3)</td>
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<tr>
<td>SUS 492</td>
<td>Independent Study (2)</td>
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<tr>
<td>SUS 501-550</td>
<td>Fundamentals of Sustainability (3)</td>
<td>This course will develop skills necessary to understand, describe, and communicate about sustainability at multiple scales and in various discourses (public, private, non-governmental organization and individuals). We will evaluate interrelationships among environmental, societal, and economic well-being; consider cross-cultural understandings; and discuss implications of such relationships on individual and social decisions.</td>
</tr>
<tr>
<td>SUS 501</td>
<td>Fundamentals of Sustainability (3)</td>
<td>Students experience and investigate the linkages among society, economics, and the environment, including positive and negative feedbacks. They explore different approaches to and definitions of sustainability and evaluate the appropriateness of those approaches and definitions through experimentation, case studies, discussions, reflections, and the occasional lecture.</td>
</tr>
<tr>
<td>SUS 502</td>
<td>Sustainability and Systems (3)</td>
<td>In this course, students will develop skills necessary to understand, describe, and communicate complex systems. Working from examples, exercise and interactive discussions, students will learn to identify key drivers and leverage points for change. Students will learn to solicit useful information, model, and enact change using a various systems-based tools.</td>
</tr>
<tr>
<td>SUS 503</td>
<td>Understanding Knowledge Across the Disciplines (3)</td>
<td>This course will explore how individuals and disciplines approach knowledge and inform sustainability. It will examine assumptions about the individual as a decision maker; explore the differences and similarities among academic disciplines; and explore the role of experts and expertise in sustainable development planning.</td>
</tr>
<tr>
<td>SUS 504</td>
<td>Introduction to Sustainability and Systems (3)</td>
<td>This course provides students the skills to understand, communicate, and critique the fundamentals of sustainability at multiple scales and across disciplines and cultures. It explores sustainability's origins and foundations, application, and assessment. We evaluate the inter-relationships among environmental, societal, and economic well-being and the implications on individual and social decision-making.</td>
</tr>
<tr>
<td>SUS 505</td>
<td>The Art of Nature: Historical to Contemporary Trends (3)</td>
<td>This course examines art works and periods that reveal our changing attitudes towards nature. Works span botanical illustration and landscape painting to projects that restore and regenerate living systems. The Scientific and Industrial Revolutions, the environmental movement, and sustainability are considered. Hands-on creative projects illuminate the course concepts.</td>
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<tr>
<td>SUS 506</td>
<td>Sustainability &amp; Policy: Water (3)</td>
<td>This course addresses water policy, management, and sustainability. We will consider water resources with specific attention to the challenges that come with managing a resource that crosses a range of boundaries and scales. Topics include U.S. water policy, water privatization, water resources in the global south, infrastructure and climate change.</td>
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<td>SUS 507</td>
<td>Natural Resource Leadership (3)</td>
<td>This course addresses topical environmental challenges (e.g., water) and develops sustainable, leadership-based skills for managing these challenges. Students will learn about the social, ecological, and economic aspects of the topic, and then apply their knowledge to field experiences. Field experiences include service projects, fieldwork, or training.</td>
</tr>
<tr>
<td>SUS 511</td>
<td>Project Design, Methods, and Evaluation (3)</td>
<td>This course encourages students to recognize multiple ways to gather knowledge, interpret it, and put it to use. It explores how one pursues research from beginning to end. Students will gain pragmatic skills to pursue research, gather data, analyze it, and send it for &quot;use&quot; or application.</td>
</tr>
<tr>
<td>SUS 512</td>
<td>Sustainability in Pittsburgh (1)</td>
<td>Pittsburgh and the surrounding region have experienced several waves of change; the current described as a &quot;green renaissance&quot;. This course will provide a brief socio-ecological history then will visit various places and people that highlight the diversity in how Pittsburgh is striving to become a model of a sustainable city.</td>
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<tr>
<td>SUS 513</td>
<td>Sense of Wonder: A History of Ecology (3)</td>
<td>At the core of the scientific approach to nature is a sense of wonder, a deep curiosity about how biological and ecological systems work, change, and persist. In this course, students will examine the history and evolution of the ecological sciences from the 19th century through contemporary applications within sustainability.</td>
</tr>
<tr>
<td>SUS 516</td>
<td>Sustainable Decision Analysis (3)</td>
<td>The class contributes to a foundation for sustainability management by exploring different quantitative approaches to sustainable decision-making including: Life Cycle Analysis, Ecosystem Services Valuation, Carbon and Water Footprinting, and DPSIR (Drivers, Pressures, States, Impacts and Responses) Society-Environment interaction framework. Finally, the class explores how quantitative decision-making is shaped by various stakeholders.</td>
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<tr>
<td>SUS 521</td>
<td>Ecotoxicology and Environmental Health (3)</td>
<td>Human health is intimately connected to environmental conditions and ecosystem integrity. Introducing concepts and measures of ecosystem and human health, this course will cover the principles and practice of contributing fields including ecotoxicology, epidemiology, environmental health and risk assessment. Students will be led from inquiry to action for key issues.</td>
</tr>
<tr>
<td>SUS 525</td>
<td>Global Environmental Regulation (3)</td>
<td>This course covers the basics regulations that currently govern green chemistry in the U.S. and internationally, with a focus on what chemical companies must consider when introducing new processes and products. It will also cover current trends in legislation and what they portend for the near future.</td>
</tr>
<tr>
<td>SUS 550</td>
<td>Eden Hall Experience (3)</td>
<td>This course provides an opportunity for students to engage Chatham faculty and staff, community members, and contractors and designers on topics related to the development and maintenance of the Eden Hall campus. It allows students an inside look at the first sustainable campus built in the United States from the ground-up. This is a unique opportunity for students to be involved in understanding and contributing to the process of building and maintaining a sustainable campus.</td>
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<tr>
<td>SUS 551</td>
<td>Eden Hall Experience: Digital Storytelling (2)</td>
<td>This course allows students to engage Chatham faculty/staff, local community members, contractors, and designers on topics related to the development and maintenance of the Eden Hall campus. It is a unique opportunity for students to be involved in understanding this sustainable campus, and helping to shape and promote it.</td>
</tr>
<tr>
<td>SUS 552</td>
<td>Economics of the Environment (3)</td>
<td>This course is designed to introduce you to how economists think about the environment. The theory of externalities and market failure provide the basis for applying microeconomic concepts to the study of environmental issues. Analytical tools, particularly cost-benefit analysis, are explained and applied to problems with environmental dimensions.</td>
</tr>
<tr>
<td>SUS 580</td>
<td>Sustainable Behavior Change (3)</td>
<td>This hybrid course combines classroom and online instruction with real-world application. Students learn the latest science concerning sources of environmental degradation. In teams, students apply motivational theory, collect secondary and primary data, and develop an action plan for increasing pro-environmental behaviors (PEB) in a specific context.</td>
</tr>
<tr>
<td>SUS 590</td>
<td>Careers in Sustainability (3)</td>
<td>Students will advance their efforts for a sustainability career through a series of professional development activities, guest speakers and events. They will identify key sustainability challenges, and will gain experience in appropriate methods for addressing these challenges.</td>
</tr>
<tr>
<td>SUS 595</td>
<td>Achieving Careers in Sustainability (3)</td>
<td>Students will advance their efforts for a sustainability career through a series of professional development activities, guest speakers, and co-curricular activities. They will strengthen their sustainability challenges, and will develop experience in appropriate methods for addressing these challenges. Students will also utilize this course to meet MSUS program expectations.</td>
</tr>
<tr>
<td>SUS 601</td>
<td>Applied Ecology (3)</td>
<td>The overall goal of this course is to examine the role that science contributes to sustainability. Students will critically assess process, evidence, uncertainty, application, and communication for traditional and alternative scientific methods through focused issues of sustainability (i.e., climate change, energy consumption, water pollution, urban ecosystems, children's environmental health, agroecosystems).</td>
</tr>
<tr>
<td>SUS 602</td>
<td>The Political Economy of Sustainability (3)</td>
<td>This course will examine the economic dimensions of environmental change through the frameworks of political economy, political economy, development studies, and sustainability. Through case studies and current theory, we will investigate the costs, benefits, and sustainability of environmental governance.</td>
</tr>
<tr>
<td>SUS 603</td>
<td>Sustainability- Ethics, Equity, Justice (3)</td>
<td>This course focuses on the role of the “social” as one of the three pillars of sustainability. It explores historic and contemporary notions of ethics, social equity and social justice. It examines how these concepts can be applied to sustainability by studying local and global case studies.</td>
</tr>
<tr>
<td>SUS 605</td>
<td>Leadership for Transitions to Sustainability (3)</td>
<td>This course explores urban processes through the field of planning and a critical look at human/environment relationships in cities. Students will advance their knowledge of cities and how they function through in depth readings of governance, urban ecology, urban political ecology, food, infrastructure, policy, and inequality in metropolitan areas.</td>
</tr>
<tr>
<td>SUS 606</td>
<td>Urban Planning and Political Ecology (3)</td>
<td>This course will focus on the development and application of skills for communicating the principles, evidence, complexity and stories of sustainability. Students will be introduced to the major revolutions in communication technologies, various communication strategies (risk, health, environmental, science, green marketing), and best practices in technical, web, and visual communication.</td>
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<tr>
<td>SUS 610</td>
<td>Communicating Sustainability (3)</td>
<td>This class explores different perspectives on decision-making under uncertainty. Students evaluate how individuals and groups make decisions, and different notions about how they SHOULD act when faced with uncertainty. Finally, the class explores some common mischaracterizations of individual choice, and evaluates the role of information and expertise in decision-making.</td>
</tr>
<tr>
<td>SUS 611</td>
<td>Decision Making Under Uncertainty (3)</td>
<td>Students will critically assess the visual media of film across a range of formats for their design and effectiveness as part of sustainability efforts. Students will then utilize the knowledge to create a film proposal to address a sustainability issue of their choice.</td>
</tr>
<tr>
<td>SUS 614</td>
<td>Film and Sustainability (2)</td>
<td>The water’s edge is rich with ecological and cultural activity. Through online discussions, field excursions, public service, participation in research, interactions with practitioners, and a curated exhibit, this course bridges theory with application for the science and policy relevant to the aquatic-terrestrial interface (e.g., streams, rivers, lakes, and coastal shorelines).</td>
</tr>
<tr>
<td>SUS 619</td>
<td>The Water’s Edge: Science and Policy from Summit to Sea (3)</td>
<td>This skill-based course conveys specific qualitative, quantitative, or mixed methods for conducting the systematic investigation of a business, client project, practical problem, or applied research situation. Each section will address a different method; examples of topics include GPS and mapping, introduction to statistics, surveys, sustainability audits, and water quality monitoring.</td>
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<tr>
<td>SUS 650</td>
<td>Farm, Food, Field (3)</td>
<td>This course explores food, farm, and environment through readings, films, lectures, demonstrations, field trips, and on-farm and kitchen experiences in research and production problems. Activities include presentations on specific topics, group discussions, hands-on lab and field activities, individual and group presentations, field trips, and reflection through writing, video, and photography.</td>
</tr>
<tr>
<td>SUS 640</td>
<td>Sustainable Community Development (3)</td>
<td>This course explores how people can engage in creating more environmentally, socially and economically sustainable communities at multiple scales, from the local to the regional. The reading and assignments emphasize sustainable planning theory and practice as well as sustainable food systems perspectives. Students will engage in practice-based research and community projects.</td>
</tr>
<tr>
<td>SUS 635</td>
<td>Water Policy and Governance (3)</td>
<td>This course addresses water policy and governance. We will consider water resources with specific attention to the challenges that come with managing a resource that crosses a range of boundaries and scales. The course will explore debates around topics such as Pittsburgh's urban water management, justice, climate change, and scarcity.</td>
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<tr>
<td>SUS 634</td>
<td>Cases in Sustainability Leadership (6)</td>
<td>This course addresses water policy and governance. We will consider water resources with specific attention to the challenges that come with managing a resource that crosses a range of boundaries and scales. The course will explore debates around topics such as Pittsburgh's urban water management, justice, climate change, and scarcity.</td>
</tr>
<tr>
<td>SUS 633</td>
<td>Implementing Sustainability (3)</td>
<td>In this course, students work in teams with fellow students to create and put into place sustainability strategies to implement sustainability across diverse organizations. This can include developing financing opportunities, grant writing, sustainability assessment, making the business case for sustainability, implementing sustainability policy, engaging stakeholders, and developing communication strategies. Student teams will change each semester, with a goal of developing strategies for a range of settings with a variety of colleagues.</td>
</tr>
<tr>
<td>SUS 632</td>
<td>Implementing Sustainability (3)</td>
<td>In this course, students work in teams with fellow students to create and put into place sustainability strategies to implement sustainability across diverse organizations. This can include developing financing opportunities, grant writing, sustainability assessment, making the business case for sustainability, implementing sustainability policy, engaging stakeholders, and developing communication strategies. Student teams will change each semester, with a goal of developing strategies for a range of settings with a variety of colleagues.</td>
</tr>
<tr>
<td>SUS 631</td>
<td>Implementing Sustainability (3)</td>
<td>In this course, students work in teams with fellow students to create and put into place sustainability strategies to implement sustainability across diverse organizations. This can include developing financing opportunities, grant writing, sustainability assessment, making the business case for sustainability, implementing sustainability policy, engaging stakeholders, and developing communication strategies. Student teams will change each semester, with a goal of developing strategies for a range of settings with a variety of colleagues.</td>
</tr>
<tr>
<td>SUS 630</td>
<td>Sustainability and Spirituality (3)</td>
<td>In this course, students work in teams with fellow students to create and put into place sustainability strategies to implement sustainability across diverse organizations. This can include developing financing opportunities, grant writing, sustainability assessment, making the business case for sustainability, implementing sustainability policy, engaging stakeholders, and developing communication strategies. Student teams will change each semester, with a goal of developing strategies for a range of settings with a variety of colleagues.</td>
</tr>
<tr>
<td>SUS 624</td>
<td>New Media, Science, and Society (3)</td>
<td>Course explores the ways in which sustainability and spirituality have intersected in a variety of world religions. Through readings, lecture, film, the internet, and independent research we raise questions such as: In what ways does sustainability made religious by these groups (Jews, Christians, Muslims, Hindus, Buddhists, and New Age traditions)? What are the religious moral and ethical implications of food production/consumption? Who is participating in these practices? How do religious worldviews lend themselves to environmental action/awareness?</td>
</tr>
<tr>
<td>SUS 622</td>
<td>Engaging Animals (3)</td>
<td>This course considers human-other animal engagements and how these affect sustainability. We first make sense of what “engaging animals” means, focusing on human-animal relations at different scales and levels cross-culturally, and then consider the impact on sustainability. We end with a student-led symposium on a specific human-animal relationship in relation to sustainability.</td>
</tr>
<tr>
<td>SUS 621</td>
<td>Applied Ecology Seminar (1)</td>
<td>Current findings of ecological science have implications for many fields of practice including water management, landscape architecture, sustainable agriculture, urban planning, conservation, and sustainable development. This seminar will focus on understanding and applying primary literature from a range of subfields within ecology.</td>
</tr>
<tr>
<td>SUS 620</td>
<td>- Engaging Animals (3)</td>
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<td>SUS 618</td>
<td>Sustainable Community Development (3)</td>
<td>This course explores how people can engage in creating more environmentally, socially and economically sustainable communities at multiple scales, from the local to the regional. The reading and assignments emphasize sustainable planning theory and practice as well as sustainable food systems perspectives. Students will engage in practice-based research and community projects.</td>
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<td>Sustainable Community Development (3)</td>
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<tr>
<td>SUS 681</td>
<td>Special Topics (1)</td>
<td>This course explores the role of &quot;social justice&quot; as one of the pillars of sustainability by integrating the concepts associated with it into a local community-based project. Students have an opportunity to pursue a project designed and implemented in conversation with a community partner that incorporates key components of environmental and social justice.</td>
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<tr>
<td>SWK 325</td>
<td>Deviant Behavior (3)</td>
<td>This course examines deviant behavior from sociological, psychological, and biological perspectives. Deviance is discussed as a problem in individual adjustment, small groups, and social organizations. Theory and research concerning the major types of deviant behavior and societal reactions, as both cause and consequences of deviant behavior are discussed. Prerequisite(s): SWK 101 or permission of instructor.</td>
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<tr>
<td>SWK 351</td>
<td>Practice 1: Interviewing and Assessment with Individuals (3)</td>
<td>This course introduces generalist social work practice, including its philosophy, domains, and values. The role of the practitioner and an overview of the helping process provide the foundation for the study and practice of basic interviewing skills. Course objectives include the application of the generalist model of social work practice, explication and practice of basic interviewing skills and differential assessment with individuals. Open only to social work majors, social service administration majors/minors and psychology majors, or with permission of the instructor. Prerequisite(s): SWK 102.</td>
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<tr>
<td>SWK 352</td>
<td>Practice 2: Interventions with Individuals and Families (3)</td>
<td>Building on the knowledge and skills acquired in Social Work 351, this course focuses on direct practice with individuals and families, including the assessment, middle, and termination phases of social work practice. Skills for working with diverse populations will be illustrated and practiced using videos and role playing. Prerequisite(s): SWK 351.</td>
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<tr>
<td>SWK 354</td>
<td>Practice 3: Working with Groups (3)</td>
<td>This course examines the essential components of generalist social work practice with groups. Topics include group typology, formation, development, and processes. Strategies for effective leadership with small and large groups are explored using both didactic and experiential methods. Prerequisite(s): SWK 351.</td>
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<tr>
<td>SWK 355</td>
<td>Practice 4: Working with Organizations and Communities (3)</td>
<td>Organizational and community theories are examined and linked to agency design and administration, community organization, and social planning. Models of intervention are evaluated in terms of existing power structures, underlying assumptions, and potential for enhancing social and economic justice. Strategies based on the strengths perspective and aimed at empowering disadvantaged groups receive special attention. Prerequisite(s): SWK 351.</td>
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<tr>
<td>SWK 451 - 455</td>
<td>Field Placement (1-5)</td>
<td>Students participate in a practice experience with the opportunity to apply social work knowledge, ethics, and practice skills. Students work closely with their field instructors. Students must apply and be accepted for field placement. Students must complete a total of 12 credits of field placement. Prerequisite(s): SWK 352, 354, and 355; Co-requisite in the fall term, SWK 460 and in the spring term, SWK 461.</td>
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<tr>
<td>SWK 460 - 461</td>
<td>Integrative Capstone Seminar in Social Work I (1.5) Fall</td>
<td>The capstone course of the social work program, this seminar requires students to synthesize and integrate their professional knowledge with field experience. Topics include ethics, professional practice, critical thinking, and integration of research in practice, and career development. Prerequisite(s): Co-requisite: Field placement.</td>
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<tr>
<td>VCD 510 - 530</td>
<td>Branding (3)</td>
<td>Typographic Design Studio examines the concrete and conceptual aspects of typography as a communications tool. Typographic history, type specimens, grid structures, serve as a foundation for the intersections between form and meaning. Typographic Design studio projects will range from typographic compositional studies, expressive typography, to information-focused typographic systems. Additional Fee(s): Course LAB Fee.</td>
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<tr>
<td>VCD 520</td>
<td>Typography (3)</td>
<td>This course introduces students to the roles that graphic design plays in society as shapers of style and ritual within contexts of community and commerce. The semester-long project will focus on the realization of a concept involving publication design. The class will be organized into teams which will work collaboratively in the development of concepts, process design, layout, scheduling, production and the share of expense and production of the project. Multiple roles are developed within the group based on the needs of the project from: photographer, copy editors, art director, to illustrators and production artist. Additional Fee(s): Course LAB Fee.</td>
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<tr>
<td>VCD 540</td>
<td>History of Communication Design (3)</td>
<td>The historical focus of this course is on the expansion of mass communication in the last 200 years – from the influence of industrial revolution, modernism, consumerism, globalization, and the information age.</td>
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<tr>
<td>VCD 590</td>
<td>MA Thesis: Interdisciplinary Design: Applied (3)</td>
<td>Students will explore the concept of sustainable design within the context of graphic design. Through studio projects and exercises students will develop an understanding of green graphic design standards.</td>
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<tr>
<td>VCD 600</td>
<td>Internship Practicum (3) (option A)</td>
<td>Chatham MA/MFA students have the opportunity to gain hands-on professional experience in the Pittsburgh area and beyond through an academic internship program supervised in collaboration with department faculty.</td>
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<tr>
<td>VCD 670</td>
<td>Package Design (3) (option B)</td>
<td>Packaging design systems combines graphics, fundamentals of marketing and an understanding of form and structure. Packages are evaluated based on creative strategies developed from marketing positions.</td>
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<tr>
<td>VCD 680</td>
<td>Interdisciplinary Design: Research &amp; Critical Frameworks (3)</td>
<td>The mastery production components: a self-directed project with an approved thesis topic generated by individual student interest. The final project is completed under joint guidance of the class instructor and an outside advisor. Additional Fee(s): Course LAB Fee</td>
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<tr>
<td>VCD 690</td>
<td>MFA Thesis: Interdisciplinary Design: Applied (3)</td>
<td>The mastery production components: a self-directed project with an approved thesis topic generated by individual student interest. The final project is completed under joint guidance of the class instructor and an outside advisor. Cross-listed with FDT program. Additional Fee(s): Course LAB Fee</td>
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<tr>
<td>WGS 101</td>
<td>Introduction to Women’s Studies (3) Spring</td>
<td>Political, cultural and social influences shape the production of alphabets, typography, posters, publications, advertising, brand identities, and interactive design. This course asks the question of how the accomplishments of past designers are relevant to contemporary design practices. The primary historical focus of this course is on the expansion of mass communication in the last 200 years – from the influence of industrial revolution, modernism, consumerism, globalization, and the information age. Within these newly forming critical design histories, students are asked to consider broader frameworks of indigenous graphic design practices to construct richer, complex design histories. Additional Fee(s): Course LAB Fee</td>
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<td>WGS 201W</td>
<td>Feminist Theory (3) Spring</td>
<td>This course is designed to provide students with a critical introduction to the historical development and current controversies of feminist theory including global feminism and women's bodies as a site of contestation. It includes a comprehensive summary of the diverse and interdisciplinary philosophical strains that make up the intellectual heritage of modern feminism. Prerequisite(s): CST 183 or WST 101.</td>
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<tr>
<td>WGS 275</td>
<td>Producing Food, Producing Difference (3)</td>
<td>Course examines race, class, and gender as organizing principles for social experience, with a focus on food as a key symbolic and material resource that is unequally distributed through entitlements rather than need. Debates about local, global, artisanal, and commercial food intersect with debates about cultural differences.</td>
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<td>WGS 313</td>
<td>Special Topics in Women's Studies (3)</td>
<td>This course fulfills a women general education mission course requirement.</td>
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<td>WGS 322W</td>
<td>Social Welfare: Women and Policy (3)</td>
<td>This course is designed to examine current issues and policies that impact the lives of women and to explore methods of creating or modifying policies. This course will utilize a comparative policy framework to explore the strengths and weaknesses of current interventions regarding their promotion of social and economic justice. This course fulfills a women general education mission course requirement.</td>
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<td>WGS 490</td>
<td>Integrative Capstone</td>
<td>The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.</td>
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