

The seal of Chatham University is a circular emblem. It features a central shield with a checkered pattern. Above the shield is a lamp of knowledge. The words "CHATHAM UNIVERSITY" are inscribed around the top inner edge of the circle, and the year "1862" is at the bottom. The seal is rendered in a light gray color.

**Chatham University**  
**2007-2008**  
**Course Catalog**

**Woodland Road**  
**Pittsburgh, PA 15232**  
**412-365-1100**



“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

### **Disclaimer**

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## **Degrees and Accreditation**

Chatham University grants the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Social Work, Master of Business Administration, Master of Business Administration for Healthcare Professionals, Master of Arts in Teaching, Master of Arts in Landscape Studies, Master of Landscape Architecture, Master of Interior Architecture, Master of Science in Interior Architecture, Master of Fine Arts in Film and Digital Technology, Master of Fine Arts in Writing, Master of Professional Writing, Master of Science in Counseling Psychology, Master of Arts in Leadership and Organizational Transformation, Master of Occupational Therapy, Master of Physician Assistant Studies, Doctor of Physical Therapy, and Transitional Doctor of Physical Therapy degrees.

The University is accredited by the Middle States Commission on Higher Education, the American Chemical Society, the American Physical Therapy Association, the Commission on Accreditation of Allied Health Education Programs, the Council on Social Work Education, the Commission on Collegiate Nursing Education, and the American Society of Landscape Architects. The teacher education program is recognized and approved by the Pennsylvania Department of Education.

Except for limiting the granting of undergraduate degrees to women, 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 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.

# The University and the City

## About Chatham

### *Mission Statement*

Chatham University prepares its students, bachelors through doctoral level, on campus and around the world, to excel in their professions and to be engaged, environmentally responsible, globally conscious, life-long learners, and citizen leaders for democracy. The women's undergraduate program offers superb career preparation informed by the liberal arts; other entities within the University provide men and women with undergraduate, graduate, professional, and continuing education of the highest quality with primary emphasis on preparation for work and the professions.

### *Structure*

Founded in 1869, Chatham University is a coed university with a women's college as its historic heart. Chatham University provides students with a solid education built upon strong academics, public leadership and global understanding. Chatham's 35-acre arboretum campus is located on historic Woodland Road in Pittsburgh's Shadyside neighborhood. Students may easily access Pittsburgh's dynamic career, cultural, and entertainment opportunities and share in the educational and social offerings of the other nine area colleges and universities. The University houses three distinctive Colleges: Chatham College for Women includes academic and co-curricular programs for undergraduate women and embodies the traditions and rituals of one of the nation's oldest residential colleges for women. The College for Graduate Studies offers women and men both masters and doctoral programs. Programs within the College for Graduate Studies include concentrations in art and architecture, business, counseling psychology, health sciences and nursing, teaching, and writing. The College for Continuing and Professional Studies provides online and hybrid undergraduate and graduate degree programs for women and men, certificate programs, and community programming.

### *History of the University*

Chatham University was chartered on December 11, 1869 as Pennsylvania Female College. Chatham was founded to provide women with an education comparable to that which men could receive at the time at "colleges of the first class."

The Reverend William Trimble Beatty, pastor of Shadyside Presbyterian Church, led a group of like-minded Pittsburghers in making the dream of solid academic training for women a reality. The founders were somewhat ahead of their time: 1869 was the year that the National Association of Women's Suffrage was established and the year John Stuart Mill published *The Subjection of Women*. Pennsylvania Female College occupied the largest private residence in Allegheny County, the George Berry mansion atop Fifth Avenue in Shadyside. Fifteen faculty and just more than 100 students occupied the 11-acre campus.

Chatham was one of the earliest liberal arts colleges for women established originally as a college rather than as a seminary. It is one of four eastern colleges founded for women that still limit the granting of baccalaureate degrees to women. In 1890 the name was changed to Pennsylvania College for Women (PCW) and in 1955 to Chatham College in honor of William Pitt, the Earl of Chatham and Pittsburgh's namesake. Ultimately in 2007 the institution was recognized as Chatham University by the Commonwealth of Pennsylvania.

Throughout its history, Chatham has been a pioneer in curricular progress, adapting its educational programs to meet society's changing needs while maintaining intellectual integrity.

The first curriculum required all students to be proficient in Latin, French, or German; higher mathematics; history; English; natural sciences; systematic Bible history; and Anglo-Saxon. In succeeding years, the College added electives ranging from modern literature to family living, and reduced the number of required courses.

Shortly after the turn of the 20th century, the progressive social service certification program - which uniquely blended classroom teaching with service work in the community - was developed. This program was the pioneer for Chatham's service-learning initiatives of today and highlighted the understanding and need for continued social service work among students and alumnae for decades to come. Pennsylvania College for Women also had an active social life with rich and varied performances by student groups and a May Day festival that drew crowds in the thousands to campus.

In the 1920s, new curricular requirements emerged in English composition, science, and contemporary history. These and other changes subsequently led to the College's recognition as a Class A College by the Middle States Commission in Higher Education and the American Association of University Women.

By the 1940s, the faculty had reorganized the curriculum into lower and upper divisions with the lower division focusing on the major fields of interest. Post-World War II revisions developed a required basic curriculum that included courses in the arts, modern society, natural sciences, speech, and philosophy. During this period the College joined the ranks of only a handful of colleges across the country in its awarding of Bachelor of Science degrees.

In the 1970s, Chatham again adapted its curriculum to reflect new career needs for women, adding major programs in areas such as communication, administration, and management. The Gateway program for women over the age of 23 seeking a baccalaureate degree was one of the first such programs in the country designed to address the needs of the adult woman student.

The Chatham University experience is dedicated to enabling its graduates to make an impact on the world around them. A social consciousness, an awareness and understanding of the environment, an interest in public service, a strong grounding in the sciences and liberal arts, and the ability to communicate effectively are characteristics that today's Chatham women share with 1929 alumna Rachel Carson.

The undergraduate and graduate student body of almost 1,800 represents twenty-eight states and eighteen other countries. Members of minority groups and international students compose 20 percent of the undergraduate student body. Resident and commuting students participate actively in the numerous professional, academic, social, and special-interest organizations at the University.

Chatham's outstanding liberal arts base, combined with the capstone experience of the "senior tutorial" – an original research project guided one-on-one by a Chatham professor – provides an excellent bridge to graduate and professional schools. The University offers especially strong preparation for law school, medical school, and science-based graduate programs as well as the University's own graduate degree programs. Agreements with other institutions such as Carnegie Mellon University offer students opportunities to obtain both a liberal arts and engineering degree as well as masters degrees after only one additional year of study. Chatham students also may

elect to earn teacher certification – for early childhood, elementary, secondary, or environmental education – while they complete an undergraduate degree.

Students develop their personal, professional, and leadership skills to the fullest potential through internships, study abroad, service-learning, leadership training opportunities, and personal development seminars. Most students complete at least two internships or career-related experiences in their fields. Recent examples include internships with Mellon Financial Corporation, University of Pittsburgh Medical Center, Historical Center of Western Pennsylvania, WPGH-Fox 53, Allegheny County Children, Youth and Family Services, and Interscope Technologies. Chatham Abroad, a multi-week travel experience with classmates and faculty, has taken students to the Galápagos Islands, Belize, Morocco, Egypt, Italy, Spain, France, Ireland, England, Russia, Norway, Iceland, Greece, and Haiti. In 2000, Chatham University's Study Abroad Program was ranked fourth in the nation by U.S. News and World Report.

At Chatham College for Women, each student can personalize her curriculum by choosing from more than 30 majors in the sciences, social services, humanities, fine and performing arts, pre-professional programs, and interdisciplinary areas such as environmental studies and global policy studies. Students also may create interdisciplinary or double-major programs. Through the Five-Year Masters Program, students may earn a bachelor's and a master's degree in as few as five years.

The College for Graduate Studies offers coeducational graduate programs in accounting, biology, business administration, counseling psychology, creative writing, film and digital technology, interior architecture, landscape architecture, landscape studies, nursing, occupational therapy, physical therapy, physician assistant studies, and teaching.

The College for Continuing and Professional Studies offers RN-to-BSN and Doctor of Nursing Practice degrees online, as well as graduate degrees in the health sciences and professional writing.

Following fifteen years of growth in enrollment, endowment, academic and co-curricular programs, and physical plant, Dr. Barazzone and the Chatham College Board of Trustees successfully petitioned the Commonwealth of Pennsylvania for university status. The institution was officially recognized as Chatham University in April 2007. The new identity caps a decade of growth in enrollment, programs and infrastructure that has transformed the Pittsburgh institution. Chatham College offered undergraduate degrees to women only until 1994, when the College offered its first graduate program for women and men. Chatham now offers 23 masters level programs and four doctoral level programs, all applied degrees, for women and men. Of Chatham's 1,400 degree-seeking students, more than 800 are graduate students.

Chatham University prepares its students for a lifetime of personal and professional achievements – unprecedented opportunities, challenges, and leadership roles that Chatham's founders only could have imagined in 1869. Chatham proudly continues to build its history and tradition of excellence in women's education and meeting society's changing needs.

#### *How to Get to Chatham*

The Chatham University campus is 20 minutes by bus or taxi from downtown Pittsburgh and approximately 45 minutes from the airport. Visitors should allow at least an hour if traveling by limousine/taxi service from the airport. Several major airlines serve Pittsburgh International Airport with flights to and from most cities in the United States. (A detailed list may be found at <http://www.chatham.edu/about/flights.cfm>.) Flight time between

Pittsburgh and Boston, Chicago, New York City, Washington, DC, Atlanta, or St. Louis is 90 minutes or less, with non-stop flights available between most major U.S. cities.

### *Chatham University Seal*

The seal is a symbolic representation of the ideals to which the College 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 College's Latin motto dates from the occasion of the laying of the cornerstone of the first new College building in 1871 and 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.

## **Buildings and Facilities**

### *Academic Buildings and Facilities*

**Art and Design Center** (2004) is an adaptive reuse of the University's former Gymnasium (1952). Built in the Collegiate Georgian style, the building fronts the University's athletic field and Lodge. The main entry houses offices for arts and design division faculty as well as the University's photographic slide archives. The sculpture and ceramics studios, including a kiln room, now occupy the building's former dance studio. The main gymnasium floor – which still includes the basketball court lines – houses studios for painting, printmaking, interior architecture, and landscape architecture, as well as a computer lab with plotter equipment. Over the studios is a steel and glass bridge that provides student exhibition space and connects a semi-smart classroom with a senior tutorial room and kitchenette.

**Arthur E. Braun Hall of Administration** (1953) was named in honor of Arthur E. Braun, chairman of the Board of Trustees for 50 years. Adjoining Falk Hall, Braun contains Braun Conference Room, Student Services, and the Chatham University Center for Women's Entrepreneurship, the Pennsylvania Center for Women, Politics, and Public Policy, the Pittsburgh Teachers Institute, the Rachel Carson Institute, and faculty offices. On the lower floor is the media center with two regular and one graphic arts darkrooms, slide editing room, video editing room, television editing suite, and writing laboratory. Media center equipment includes VHS 1/2" color equipment, video editing equipment, studio lighting, Macintosh computers with graphics capabilities, and a full range of graphic art, photographic, projection, audio, media production, and computer multimedia equipment.

**Athletic and Fitness Center** (2004) is an advanced four-level athletic facility designed as the University's multi-purpose center. On the first level students can enjoy an eight-lane competition swimming pool, whirlpool/sauna/steam room, squash courts, and rock-climbing wall. For student athletes, the athletic training room contains a hydro-therapy room and complete line of rehabilitation equipment. The second level has a semi-smart classroom with adjoining human performance laboratory. In addition, the fitness and cardiovascular rooms contain treadmills, elliptical machines, bikes, free weights, and circuit strength machines. The dance and aerobics studio is a multi-function space that offers Pilates, martial arts, aerobic classes, and dance courses. On the third

level, the performance court for basketball and volleyball seats 600 spectators. Finally, the fourth level offers a three-lane walking track and smoothie bar where students may purchase healthy snacks and beverages. Comfortable seating is conveniently located throughout the center for students to relax with friends, watch television, or use a personal laptop to wirelessly connect to the Internet. The athletic field is adjacent to the Art and Design Center.

**Campbell Memorial Chapel** (1950) was refurbished and rededicated in 1984 to the memory of Mary Campbell Eckhardt, Class of 1943, and her father, Robert Davis Campbell, former member of the Board of Trustees. The large auditorium with performance acoustics seats 600 and contains a completely rebuilt four keyboard Moller organ, considered to be one of the finest such instruments in the country. On the ground floor of the chapel are classrooms and graduate health science instructional laboratories.

**Cora Helen Coolidge Hall of Humanities** (1953), adjacent to Falk Hall, was named in memory of Cora Helen Coolidge, dean of education and professor of English from 1906 to 1917 and president of the University from 1922 to 1933. The building contains classrooms, psychology research facilities, a psychology suite and labs, faculty offices, and the Margaret H. Sanger Lecture Hall, a 100-seat multimedia classroom.

**Dilworth Hall** (1959) was built by the University and named in honor of Joseph Dilworth, a founder of and financial advisor to the University. A bequest from Dilworth, who died in 1885, began a fund to build Dilworth Hall, a three-story, red brick building that today houses occupational therapy, nursing, physician assistant studies, and physical therapy instructional laboratories, and faculty offices.

**Edward Danforth Eddy Theatre** (1974), adjacent to the Jennie King Mellon Library, is named in honor of the president of the University from 1960 to 1977. The 285-seat, tiered auditorium has a large proscenium stage and full audiovisual equipment. The theatre lobby houses a lounge for the entire University community.

**Laura Falk Hall of Social Studies** (1953) adjoins Braun and Coolidge halls and was named in memory of Laura Falk, Pittsburgh benefactor and humanitarian. It contains the copy center, faculty lounge, student lounge, classrooms, and faculty offices.

**James Laughlin Music Center** (1931) was named in memory of the first president of the Board of Trustees and one of the founders of the University. Formerly the University library, it now houses the Welker Room, Founders' Room, music faculty offices, and the School of Continuing Education.

**Jennie King Mellon Library** (1973) was named in memory of Mrs. Richard B. Mellon, class of 1887. A modern, climate-controlled facility with a service-oriented professional staff, the library contains more than 100,000 volumes, 800 subscriptions to periodicals, online databases, and computerized search systems. Housed within the library are the University's Information Technology department and the University's main computing facility which includes a student computer laboratory. Fully renovated in 2001, the library includes state-of-the-art multimedia computer classrooms. The library also houses the Chatham University PACE Center.

Science Complex is comprised of the **Louise C. Buhl Hall of Science** (1930) and the **Science Laboratory Building** (1999). Buhl Hall was erected in honor of Mrs. Henry Buhl, Jr., who with her husband promoted higher education programs for women. The building was renovated in 1999 through a gift from the Buhl Foundation. It contains joint faculty/student research laboratories; an Ecology/Botany Lab adjoining a greenhouse; computer suites and laboratories; and modern instruments such as NMR, FTIR, AA, and UV-visible and fluorescence

spectrophotometers, GC, HPLC, and video demonstration systems. The laboratory building, added in 1999, contains the Kresge Atrium; organic chemistry labs; biology labs; Beckwith Lecture Hall, complete with multimedia equipment; and a shared instrument laboratory. The Kresge Atrium is home to the restored 1889 Tiffany Alumnae Memorial Window.

**Woodland Hall** (1909) contains, in addition to its residence facilities, an art gallery, Physician Assistant Studies classrooms, Student Health Services, Counseling Services, and a coffee bar and lounge with outdoor patio.

### **Other Buildings and Facilities**

**Beatty House** (1890), the former residence of William H. Rea, a longtime trustee of the University, was acquired by the University in 1948 and remodeled as a residence hall. In 1998, Beatty House was renovated again and is now the home of the Office of Institutional Advancement (development, alumnae affairs, and University communications).

**Berry Hall** (1895) was purchased by the University in 1962 and named in honor of George A. Berry, a member of the first Board of Trustees. An example of the Charles Bulfinch style of architecture seen in Boston's Faneuil Hall, Berry Hall serves as the home of the Office of Admissions.

**Gregg House** (1909), located at 121 Woodland Road, has been the Chatham president's residence since 1945 when it was given to the University by John R. Gregg's descendants.

**Howe-Childs Gate House**, originally known as Willow Cottage, is the oldest Civil War-era home on Fifth Avenue. The building served as the cottage for the family mansion of Pittsburgh industrialist Thomas Marshall Howe. Previously owned by Chatham University from 1959-1985, the University repurchased the home in 2000. Renovations included restoring the exterior, reconstructing the interior, and landscaping the grounds. The Gate House is headquarters for the campus arboretum and provides facilities for campus events. The building is designated a Pittsburgh historic landmark and an official project of Save America's Treasures.

**Lindsay House** (1910) was built as a home for the seventh president of the University, Henry Drennan Lindsay and his family. The home of University presidents through 1945, Lindsay House is now home to the Division of Writing, Literary, and Cultural Studies.

**Andrew W. Mellon Hall** (1887) was originally built by George M. Laughlin and later was home to Andrew W. Mellon, U.S. Secretary of the Treasury, from 1917 to 1937. Donated to the University in 1940 by Mellon's son Paul, it now houses Academic Affairs, the President's Office, Student Affairs, and the Office of Finance and Administration. First-floor living areas are used for social events and meetings; administrative offices are located on the first, second, and third floors. The basement includes the broadcast studio and meeting space. The Paul R. Anderson Dining Hall (1971), an addition to Mellon Hall, is named for Dr. Anderson, president of the University from 1945 to 1960. A snack bar is located on the lower level.

**Mellon Carriage House**, once part of the original Andrew W. Mellon estate, now houses a 24/7 student lounge, the post office, Chatham bookstore, and Student Affairs.

**Raizman House** (1915) – Dorothy Lowethal Raizman Esq. '68 and her husband Richard Raizman M.D., gifted their Woodland Road residence to the University in December 2002. It is now the residence of the vice president for academic affairs.

**Mary Acheson Spencer House** (1953) was built by the University and named to honor the 1883 Chatham alumna who was a member of the Board of Trustees for 50 years.

**Dean's Residence** (1994), located at 126 Woodland Road is the home of the vice president for student affairs/dean of students.

### **Residence Halls**

**Chatham Apartments** (1998), located on Fifth Avenue at the intersection of Maryland Avenue and adjacent to the campus, features 36 two-bedroom apartments for Chatham undergraduate students. The buildings are equipped with a computer laboratory and offer access to the campus computer and telephone networks. The apartments are serviced by the University's Facilities Management and Public Safety departments.

**Chung Apartments** (2002), located at 5836 Fifth Avenue adjacent to campus, features 18 spacious two-bedroom apartments for undergraduate students. The buildings are equipped with a computer laboratory and offer access to the campus computer and telephone networks. The apartments are serviced by the University's Facilities Management and Public Safety departments.

**Fickes Hall** (1927), once owned by aluminum pioneer Edward Fickes, was donated to the University in 1943. In 1946 the home was enlarged by a three-story structure that joined the original home and carriage house. Fickes houses just over 100 residents and includes a computer laboratory, living room, television room, study area, sun porch, patio, recreation area, and laundry facilities. The third floor of Fickes is designated as the Japanese Immersion Floor, a theme-living option available to students with an interest in Japanese culture.

**Marjory Rea Laughlin House** (1912) was built by James Laughlin, president of the University's first Board of Trustees. Given to the University in 1967, Laughlin houses just over 30 students and is distinguished by its unconventional first floor layout with side entrance, large entrance hall, and grand staircase. The student rooms upstairs progress in a maze-like fashion, and the home is appointed with leaded glass and wooden paneling throughout. Laughlin House includes a computer laboratory, living room, television room, study area, patio, kitchen, and laundry facilities. Laughlin is designated as the Intercultural House, a special interest housing option for Chatham students. The students who live in the Intercultural House share a common interest in intercultural and international issues. The Intercultural House allows Chatham students the opportunity to discover the exhilarating worlds that exist outside their personal experiences.

**Linzer Apartments** (2002), located at 5780 Fifth Avenue adjacent to the campus entrance, features 24 one-bedroom apartments for undergraduate students. The apartments are serviced by the University's Facilities Management and Public Safety departments.

**Julia and James Rea House** (1912) was built by James C. and Julia Dodge Rea and donated to the University in the late 1960s. With its rich wooden paneling and many fireplaces, the 23-room brick home is modeled on a large English country house. Rea House accommodates 28 students and includes a computer laboratory, living room, dining room, television room, solarium, patio, kitchen, and laundry facilities. Rea House is also home to the Rachel Carson Environmental House, a theme-living option for students desiring to live in an environmentally-friendly community and in initiating environmental-awareness programs across campus and in the local area.

**Woodland Hall** (1909), the largest residence hall on campus, is a four-story, red brick building. In 1930 a south wing was added and in 1952 a further addition created a U-shaped building that houses just over 100 students. Woodland includes a computer laboratory, living room, television room, study rooms, and laundry facilities. It also houses Student Health Services, Counseling Services, Physician Assistant Studies classrooms, a coffee shop, and an art gallery. Woodland is home to the Community Service Floor, a living community for residents with an interest in service.

### About Pittsburgh

One of Chatham's most significant assets is its location in the city of Pittsburgh. Rated among the most livable cities, Pittsburgh also is ranked as one of the safer cities in the United States.

As a city of culture, it is the home of the Pittsburgh Symphony Orchestra, the Three Rivers Arts Festival, the Andy Warhol Museum, the Carnegie International, and dozens of other small- to large-size arts groups. WQED is the site of the nation's first public television station, which created such programs as the National Geographic specials and Mister Rogers' Neighborhood. Pittsburgh also houses superb ballet, opera, and theatre companies as well as numerous visual and performing arts venues. The Carnegie contains two museums, a music hall, and a library under one roof, and many more specialized museums are located throughout the city.

Pittsburgh is a place for varied career and internship opportunities for Chatham students. With its three rivers the city is one of the busiest inland ports in the United States, and Pittsburgh International Airport provides direct access to cities throughout the country and to connections around the globe. It is headquarters for such giants as Alcoa, PPG, US Steel, Bayer, PNC, Mellon Bank, and Heinz. Pittsburgh also is a city of research with 25,000 scientists and 170 research facilities. Its hospital systems are among the finest in the nation, at the forefront of education, research, robotics, and organ transplants.

Pittsburgh is home to farmers' markets and elegant restaurants, restored Federal-period townhouses and high-tech architecture, neighborhood ethnic bistros and night spots. More than 120,000 University students live in, learn in, and make the city a vibrant place. The colleges and universities of Pittsburgh are much like the city itself – diverse in their academic offerings and special strengths, different in their sizes and architecture, but sharing the same spirit of cooperation and innovation that marks the city. Students may cross register and participate in extracurricular programs, evidence of nine institutions working together to strengthen the educational offerings of all.

### Student Life

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.

## Student Services

### *Cross-registration*

Full-time students at Chatham University may take advantage of a wide variety of 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, LaRoche College, University of Pittsburgh, Robert Morris University, Pittsburgh Theological Seminary, and Point Park University. Through many inter-institutional programs sponsored by PCHE, a Chatham student may be a part of a wider university community rich in resources, talents, and learning opportunities.

During the fall and spring terms, full-time Chatham students paying a flat-rate tuition fee (such as health science students) may take courses at any other PCHE institution without additional tuition charges. Full-time Chatham students paying a per-credit tuition may take courses at the Chatham per-credit rate. Students can receive full credit for no more than one course per term, except that more than one physics or music course at Carnegie Mellon University can be taken for full credit in a single term. Grades from such courses will transfer to their Chatham records.

During the summer, when cross-registration is not available, Chatham students can 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 registrar an official transcript showing the course and final grade. After review by the registrar, credits for approved courses will transfer to Chatham, but the grades will not. Students should complete a Chatham form "Summer Study at Another Institution Application" before registering for summer classes to facilitate transfer of the finished credits. The application is available in Student Services.

### *Computer Resources*

Computer use is encouraged in all disciplines at Chatham. The main office of the Information Technology Services (ITS) department is located in the Jennie King Mellon Library. ITS provides access to the University hardware, software, network and phones. All registered students receive network accounts for file and printing services, e-mail, online courses, and the Chatham University student portal. Full- and part- time staff are available to answer technology-related questions at the Help Desk located on the first floor of the library.

As part of a new undergraduate technology initiative, all incoming first year students receive a new tablet laptop which they will own upon graduation. Use of the tablet is integrated into the University curriculum and enables students to access the Chatham network via wireless access throughout the campus. Additionally, many of the campus buildings are equipped with wireless access points to allow for broad use of the tablets. Students also benefit from faculty using "smart" classrooms and other technology supports, such as the Broadcast studio, Mac lab and Art and Design Center lab, for teaching and learning.

Both PCs and Macintosh computers are available in public computing spaces, including a 24 hour lab accessible with your ID card from the lobby of the Library. Each residence hall and most classroom buildings also have computer labs. Public labs have scanning stations, specialized software and CD burners for use by registered students.

All residence hall rooms and faculty and administrative offices have direct Internet and network connectivity. Students who live in on-campus residence halls, including Chatham and Chung apartments, may bring their computers and receive assistance from the Help Desk to connect to the campus network and the Internet.

IT staff regularly offer trouble-shooting sessions and training classes on frequently used software programs. Campus computer and information resources may be accessed through the Internet or from various on-campus locations.

#### *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 networked computer reference stations in the library and from other Internet accessible computers in residence halls and off campus. The collection includes nearly 100,000 volumes, 7,000 current periodical titles, and databases, many of which are available online, and hundreds of microforms, software programs, audio and video tapes, and databases, many of which are available online. The library offers a wide variety of information and instructional services, including access to on-line and CD-ROM databases, virtual reference service, inter-library loans, database searching workshops, course-related instruction, and individual research consultations.

Professional librarians are available all hours the library is open to answer questions, help with research papers or projects, and show students how to find and use library and other information sources. Chatham students also have access to the vast collections of colleges and universities in the Pittsburgh area through the Library's participation in regional library consortia.

#### **Office of Student Affairs**

The Office of Student Affairs coordinates all co-curricular aspects of both undergraduate and graduate student life. The objective of this office is to provide a cohesive program of activities and services to enhance the overall quality of campus life. The vice president for student affairs/dean of students and staff of the division are available for confidential discussions of personal matters and to provide guidance to individual students in identifying, articulating, and resolving problems.

#### *Athletics and Recreation*

Athletics provides a balance to the rigorous demands of the academic environment. Through athletics, students can enjoy opportunities to develop leadership skills and find a healthy outlet for the release of stress. Chatham believes that wellness is an important aspect of student life and that a well rounded person is best able to meet the challenges of an increasingly complex world. It is in this light that Chatham views, promotes, and directs its athletics program.

#### *Varsity Athletics*

Chatham is a member of the NCAA Division III and sponsors seven intercollegiate sports for undergraduate women: basketball, ice hockey, soccer, softball, swimming and diving, tennis, and volleyball.

### *Intramural Sports*

Students and faculty alike participate in organized competition in sports ranging from kickball to flag football. Intramurals are a great way to socialize with friends and relieve stress.

### *Facilities*

In addition to organized athletic activities, the Athletic and Fitness Center offers facilities for squash, rock climbing, swimming, strength training, and cardio fitness. See page 9 for a full listing of AFC amenities. The AFC is open mornings, evenings and weekends for the campus community. Students with a valid ID may borrow an assortment of recreational equipment at the AFC, including basketballs, volleyballs, squash racquets, soccer balls, and camping equipment.

### **Student Activities**

The campus life program of the University is designed to offer students a variety of social, cultural, educational, and recreational opportunities to enrich each student's collegiate experience. Staff members provide support for all student-sponsored organizations and activities, encouraging students to assume leadership in the out-of-classroom setting.

Throughout the year the Chatham Student Government (CSG), Graduate Student Council, Chatham Activities Board (CAB), Resident Student Association, and other student organizations plan many activities. Among these activities are movies, dances, educational programs, entertainers, and residence hall/student activities social events. Annual Chatham traditions include the Activities Fair, Fall Fest, Haunted Hayride, Battle of the Classes and Song Contest, Candlelight Holiday Concert and Fickes Eggnog, and Spring Fling. Students, faculty, and staff coordinate educational programs for Hispanic Heritage Month, International Awareness Month, Black History Month, and Women's History Month. Tickets for Pirates games, cultural events, and student activities' sponsored events are sold through the Office of Student Activities, located on the second floor of the Carriage House. The Events Calendar, accessible through Chatham's Home Page, also offers information regarding on- and off-campus events.

Students are encouraged to take advantage of the wide range of social and cultural events in Pittsburgh. Student Activities offers subsidized tickets to many city events, including Pittsburgh Ballet performances, Pittsburgh Cultural Trust events, Pittsburgh Public Theater programs, operas, dance performances, sporting events, theatre productions, and the local amusement parks. During the evening hours, the University of Pittsburgh's shuttle service is available to different Pittsburgh areas, so that Chatham students may explore the city more conveniently and participate more fully in the social life of neighboring colleges and universities.

On campus, the Student Center, located in the Carriage House, provides space for students to study and relax. Students have access to a kitchen, TV lounge, computers, dartboard, foosball and Playstation II games, a poker/game table, and an arcade machine. The Student Center also houses student organization offices and a student leadership conference and resource room.

### *Commuting Students*

Although primarily a residential campus, Chatham includes a large number of commuter students. Between classes they can relax and study in student lounges, the Carriage House Student Center, snack bar, library, or AFC. Commuters can buy lunch in the dining hall while on campus. Commuting students are encouraged to

participate fully in the wide range of activities and programs on campus. All commuters are members of the Commuter Student Association, a student led organization designed to represent commuter student concerns to the Chatham community. The director of student activities is the primary liaison for commuting students. Requests for on-campus lockers, how to get involved, and issues/concerns can be addressed with the director by calling 412-365-1527.

#### *International Student Services*

For many years the Chatham community has been enriched by international students who bring their diverse cultures to life. Chatham continues its commitment to provide a quality education to students from around the globe.

The Office of International Programs works in conjunction with the Student Affairs staff and various University staff and faculty members to assist international students with academic and social concerns and offers assistance to students with issues of cultural adjustment. Specifically, staff members are available to assist with immigration issues, campus programs, academic advice, and support throughout the cultural transition.

An International Student Orientation is designed to introduce international students to college life in the United States and assist them with the transition to life at Chatham. The orientation program includes information about academic life at Chatham, health and counseling issues, immigration regulations, and much more.

Open to all Chatham students, the International Student Association (ISA) sponsors activities promoting international awareness on campus throughout the year.

#### *Gateway Student Association*

The Gateway Student Association is a Chatham University student group designed to offer support and encouragement for adult women who have different obligations from other students. Obligations such as home, work, and families often delay the adult woman's education. The Gateway Student Association is one of the special services offered to this group. For more information, please contact the director of student activities at 412-365-1527.

#### *Leadership Education*

Chatham University encourages students to assume leadership responsibilities both on and off the campus. To encourage the development of effective leadership skills, Chatham provides students with an opportunity to participate in various leadership offerings. Specifically, Chatham offers students opportunities to enhance their skills and leadership potential through workshops, conferences, course work, mentoring relationships with women in leadership roles, service activities, and internship opportunities locally, nationally, and internationally. For more information regarding leadership opportunities, students may contact the director of student activities at 412-365-1527.

#### *Performing Groups*

Chatham students with dramatic or musical abilities have a number of ways to develop their talents. Throughout the school year, they may write, stage, direct, or act in theatre department productions, which are presented in Chatham's Eddy Theatre. Students also may audition for the College Choir, which participates in campus events, presents its own fall and spring concerts, and, through its tours, reaches an audience that extends well beyond Pittsburgh. In addition, Chatham's Gospel Choir is open to all members of the College community.

### *Publications*

The University's campus newspaper, *The Communiqué*, is open to all who have an interest in journalism or layout and design. Chatham also offers an annual literary magazine, *Minor Bird*, and the University yearbook, *The Cornerstone*.

### *Chatham Interfaith Council*

The Chatham Interfaith Council exists at the invitation of Chatham University to collaboratively serve the expressed spiritual and religious needs of the campus community. Council members are local clergy representing a variety of religious traditions, a staff and faculty liaison, and two student representatives. Programs of the Chatham Interfaith Council have included a world religions panel presentation, a film/issues discussion series, service projects, and fellowship meals. The Council members also offer on-campus worship opportunities periodically for special occasions and some religious holidays.

### *Student Organizations*

At Chatham University students play an active role in developing University policy, governing their personal lives, and organizing and promoting recreational, social, and cultural programs.

### *Chatham Student Government*

The Chatham Student Government (CSG) is the official governing board for undergraduate student-related issues and the official representative of the undergraduate student body. All Chatham students are members of CSG, and all student organizations fall within the responsibility of CSG. These organizations reflect a wide diversity of interests and talents, such as the Chemistry Society, International Student Association, Chatham Feminist Collective, the Green Horizons environmental group, Black Student Union, Students Against Sexual Oppression, Rea Coffeehouse Committee, political clubs, and several faith groups encompassing various religious traditions. For more information regarding student clubs and organizations, contact the assistant director of student activities at 412-365-1281.

### *Chatham Graduate Student Council*

The Chatham Graduate Student Council (CGSC) is the governing board for graduate student-related issues and the official representative of the graduate student body. All Chatham graduate students are members of CGSC. Monthly Graduate Council meetings are open to all graduate students, faculty and staff; in addition, multiple graduate programs and events are scheduled throughout the year. Many graduate programs have created interest groups or aligned with national organizations for additional opportunities to engage in fields of study outside of the classroom. Check with your program chair for more details. For more information on graduate co-curricular life, please contact the director of student activities at 412-365-1527.

## **Health and Counseling Services**

The Health and Counseling Services staff recognizes that mental and physical health are paramount to academic success. Located on the ground floor of Woodland Hall, the offices offer individual daily appointments with psychological and medical professionals.

### *Counseling Services*

Counseling services is staffed by a full-time Doctor in Counseling Psychology and a part-time Doctor in Clinical Psychology. Both professionals are licensed by the Commonwealth of Pennsylvania. The services are free and consist of brief individual confidential counseling/psychotherapy and educational workshops. Counseling is viewed as aiding a student's personal growth and development, so that the maximum benefit can be derived from the college experience. Individual brief counseling sessions provide students an opportunity to openly explore any personal, social, family, or academic concerns that they may not wish to share with others. If long term care is needed the student will be referred to an external mental health professional.

Students seek campus counseling for a variety of reasons, such as difficulties in personal relationships, emotional or social difficulties, stress, concerns about academic progress, or career paths. Theme-oriented psycho-educational workshops are offered on topics such as women's issues, relationships, stress, and assertiveness. These workshops provide students with assistance in learning how to cope with issues that may interfere with their academic work and personal lives. When appropriate, referrals to specialized mental health services and agencies are made for treatment with private therapists, physicians, psychologists, and psychiatrists.

Full-time students are eligible, when appropriate, for short term counseling and/or external referrals. Part-time students are eligible for assessment and external referrals. Counseling sessions are by appointment only. To schedule an appointment, contact the Counseling Services office.

Students involved in treatment with an external mental health professional are strongly encouraged to remain in treatment or to obtain comparable treatment locally in order to maintain continuity of care. A referral list of mental health professionals in the Pittsburgh area is available at the Counseling Services office.

### *Health Services*

Health Services serves as an urgent care facility committed to providing you with excellence in assessment and care of your illness and access to an extensive referral list for those in need of primary specialist care. Additional part-time staff includes a registered nurse, medical secretary, and board-certified family practice physicians. All professional staff are licensed by the Commonwealth of Pennsylvania.

Open to all registered students, Health Services offers general medical, gynecological, and urgent care. Appointments for physicians should be scheduled in advance by telephone; nurse visits need not be scheduled in advance unless requested by the student. Fees for physicians and associated services are posted in the Health Services waiting room and are billed directly to the individual student account. Health and wellness programs and workshops are offered to assist students in making responsible decisions about their health.

### **Residence Life**

Chatham's residence life program is directed at supporting all students in their academic pursuits and actively contributing to the personal growth and development of each student through co-curricular activities. Residence Life staff members are educators working to promote an environment in which the process of learning mature roles and responsibilities is enhanced and the academic curriculum enriched. Undergraduate students are required to live in campus housing during their first and second years in college. Graduate and Gateway students are welcome to join our community by exploiting the convenience of Chatham-owned housing bordering campus on Fifth Avenue.

Chatham undergraduate residence halls and apartments are staffed by 7 professional Graduate Residence Directors (GRDs) and 18 undergraduate resident advisors (RAs), both of whom are trained in a variety of areas to

assist students in their residential settings. RAs serve as resource persons and peer counselors while educating students about the standards of behavior that exist and offering a diverse array of social, educational, and cultural programs. Graduate resident directors (GRDs) are graduate students who live in the halls and apartments to supervise the RAs, counsel students, advise the planning and implementation of residence hall programs, and respond to emergencies on campus. Seven GRDs staff the campus and also work closely with other departments on campus, such as Career Services, International Programs, and Student Activities. The Director of Residence Life is a full-time member of the Student Affairs staff and trained professional who also lives on campus and works closely with the GRDs and RAs in developing an overall residence life program and coordinating the daily operations of the Chatham residence halls and apartments. The Office of Residence Life is located in the Carriage House within the Office of Student Affairs. For more information, please visit [www.chatham.edu/residencelife](http://www.chatham.edu/residencelife).

### **Public Safety**

The Chatham University Public Safety Department is responsible for campus safety and security. The officers are commissioned police officers and patrol the campus 24 hours a day, seven days a week. The department offers crime prevention programs, coordinates the safety committee, and provides other safety and security services such as self-defense classes for students. Located in Rea Garage, the Public Safety Office front desk is open Monday, Tuesday, Thursday, and Friday from 8 a.m. to 12 p.m. and Wednesdays from 9 a.m. to noon. To contact the department: dial x1111 (emergency), x1230 (non-emergency), or x1274 (secretary). Emergency call boxes are also located throughout the campus. For more information, including information related to the Jeanne Cleary Disclosure of Campus Security Policy and Crime Statistics Act please go to <http://www.chatham.edu/campuservices/publicsafety.cfm>

### *Parking*

Chatham University requires vehicles to display a parking permit when parking on the campus during specific days and times. The Chatham University Parking and Transportation Information and Enforcement policies are available on the Web at [http://www.chatham.edu/campuservices/publicsafety\\_parking.cfm](http://www.chatham.edu/campuservices/publicsafety_parking.cfm)

### **Disability Services**

The Americans with Disabilities Act of 1990 prohibits discrimination based on disability in all student practices and requires reasonable accommodation for such disabilities. Chatham University's policy for disabilities, therefore, states that the University will comply with the requirements of the Act and will address requests for reasonable accommodations of a disability. Students who are disabled and need accommodations are to inform the Vice President/Dean of Students. The student will then be referred to the Assistant Dean, PACE (Program for Advising, Career Development and Educational Enrichment) who will:

- Begin a dialogue with the student to discuss the disability.
- If appropriate, request documentation from the student of the disability from a medical professional and/or prior educational records from secondary school and/or other higher educational institutions.
- Discuss what accommodations have been made in the past for the student and whether these accommodations have been successful.
- Discuss what reasonable accommodations can be implemented at Chatham University.

Chatham University will work with the student to provide the most appropriate reasonable accommodations for the student's disability. The dialogue between the student and the Assistant Dean of PACE will continue throughout the student's stay at Chatham to assess any changes in the disability situation.

### **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 student-run 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).

### **Family Educational Rights and Privacy Act of 1974 (FERPA)**

#### *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 Registrar. The Office of the 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 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 Registrar. The 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 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/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 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 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/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.

## Chatham College for Women

Chatham College for Women preserves the institution's historic commitment to the education of women since the University's founding as Pennsylvania Female College in 1869. Chatham College for Women maintains the academic and co-curricular programs for undergraduate women and embodies the traditions and rituals of one of the nation's oldest colleges for women. Chatham College for Women prepares its 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 World Ready Women 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 College for Women offers strong preparation for law school, medical school, and science-based graduate programs as well as the University's own graduate degree programs. Five-year masters degree programs allow women to enter the Chatham College for Women and continue through to completion of a graduate degree through the College for Graduate Studies. Chatham College for Women welcomes international students from many areas of the world who enrich the experience for all. The College 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 our "pillars of excellence" representing the strengths of our World Ready Women, these attributes are woven throughout the curriculum and are championed by our centers and institutes.

- Global understanding
- Environmental awareness and responsibility
- Women's public leadership

Distinctive elements of a Chatham College for Women Education include:

- The First-Year Program, which includes a First-Year seminar, Arts First and First-Year science course. Faculty motivated and skilled in working with first-year students work collaboratively to introduce Chatham women to college-level inquiry, challenge them to approach areas from an interdisciplinary perspective, and broaden academic experiences beyond the classroom.

- The Senior Tutorial: During the last few semesters at Chatham, students conduct an original research project guided one-on-one by a Chatham professor, and present it publicly. The Senior Tutorial provides an excellent opportunity to build on the undergraduate experience and to bridge the gap to graduate and professional schools.
- Integrated approach to information technology and information literacy. All first-year students receive HP tablet computers with access to a wireless campus network. The use of this technology is integrated into coursework and modeled by the Faculty.
- World Ready Women: A variety of programs provide rich opportunities for Chatham women to expand and explore the world beyond campus and beyond the United States, preparing them for the opportunities and challenges of a diverse and interdependent global society.
- Global Focus Program: Begun in 1995, the Global Focus Program at Chatham University concentrates on one region of the world each year to enable the university community to engage in a comprehensive study of that region through coursework, class assignments, campus events, community activities, co-curricular programs, service learning projects, and an “all campus read” by an author from the global focus country. By the time she graduates, a Chatham undergraduate will have been immersed in four world regions in her curriculum work and co-curricular activities.
- Chatham Abroad: Eligible Chatham sophomores experience international study and travel as an integral part of their Chatham degree program. Students study and work closely with Faculty before, during and after the trip abroad during the month of May.
- Maymester: 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 each woman graduates, she will have engaged in Maymester courses which provide intensive and highly engaging learning experiences on campus and in experiential settings off campus.

Distinctive Institutes and Centers which focus on topics central to Chatham are designed to enrich each student’s experience. Housed on the Chatham University campus, each center interacts with the campus community and the surrounding region and sponsors events open to all throughout the year. These include: The Rachel Carson Institute, The Pennsylvania Center for Women, Politics and Public Policy (PCWPP), The Center for Women Entrepreneurship, and The Center for Conflict Management.

### [Undergraduate Admissions and Financial Aid](#)

Chatham University is a community of highly motivated and capable students who are enthusiastic about learning and participating in a vibrant, interactive learning process. They are prepared to take increasing responsibility for their educations and lives. To that end, Chatham admits applicants at the undergraduate and graduate levels who show strong evidence of these qualities. The Chatham student body is diverse, representing a wide range of ages, interests, talents, and experiences from a variety of cultural, geographic, racial, religious, and socioeconomic backgrounds. The College looks for evidence of character, originality, and maturity, as well as sound academic training and motivation. While Chatham admits only women to its undergraduate programs, the College’s graduate degree programs, continuing education, certificate, and other special programs are coeducational.

## *Undergraduate Admissions*

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

### *Admissions Procedures for First-Year Students*

Admission to Chatham University is determined by the candidate's academic record, her promise as a student at Chatham, and commitment to continued personal growth. Information provided by the student is reviewed by the Office of Admissions.

Admission to Chatham is based on a careful review of all credentials presented by the candidate. Although Chatham has no specific academic requirements, it 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*

Application forms may be obtained from the Chatham University, Office of Admissions, Woodland Road, Pittsburgh, PA 15232, 412-365-1290 or 800-837-1290; or by e-mail at [admissions@chatham.edu](mailto:admissions@chatham.edu).

Prospective students may apply on-line at [www.chatham.edu](http://www.chatham.edu). Chatham also accepts the Common Application for admission to the College. All application forms should be returned to the Office of Admissions with a nonrefundable application fee of \$35. The application fee may be submitted by check or money order made payable to Chatham University.

### *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) 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 guidance counselor or teachers.

Students may apply using our SAT optional policy and choose not to submit their SAT 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 (highly recommended)
- Portfolio (optional)

If an applicant feels that these materials do not adequately represent her academic abilities or explain her academic history, she is encouraged to submit additional explanatory materials to strengthen her application.

Further, prospective students are strongly encouraged to arrange an admissions interview by calling for a personal tour and meeting with an admissions counselor. The Office of Admissions is open Monday through Friday, 9 a.m. to 5 p.m., and selected Saturdays during the academic year (prospective students should call ahead for the availability of Saturday visits). Campus tours are offered Monday–Friday at 9:00 a.m., 11:00 a.m., and 2:00 p.m. If it is not possible to schedule a campus visit, prospective students should contact the Office of Admissions to schedule an interview with an alumnae 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 an acceptance deposit of \$150 for registration, which will be applied to her first semester at Chatham. If she plans to live on campus, a housing deposit of \$150, which also will be applied to her 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.

#### *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 on the preceding page. If she has submitted a deposit for enrollment, she should then contact her admissions counselor to confirm the deferment. The student is required to make an advance deposit of \$150 for registration, which will be applied to her first semester at Chatham. She 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.

#### *Advanced Placement Credit*

Candidates who have participated in Advanced Placement Program courses of the College Entrance Examination Board are encouraged to take the Advanced Placement examinations. Chatham grants course credit for scores of 4 or 5 on these examinations. Fulfillment of some introductory prerequisite courses is granted, when appropriate, for scores of 4 or 5. A maximum of 21 credits will be accepted from test scores.

#### *International Baccalaureate*

Candidates who have participated in the International Baccalaureate (I.B.) program in their high schools may be awarded transfer credits as follows:

- A score of 5, 6, or 7 on a subject examination at the higher level results in 6 Chatham credit hours in that subject.
- 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.

#### *Admissions 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 districts and a list of required courses for high school graduation. For more information about this opportunity, students may contact the Office of Admissions.

#### *Admissions Procedures for Transfer Students*

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

#### *Application*

Application forms may be obtained from the Office of Admissions, Chatham University, Woodland Road, Pittsburgh, PA 15232, 412-365-1290 or 800-837-1290; or by e-mail at [admissions@chatham.edu](mailto:admissions@chatham.edu). Prospective students may apply on-line at [www.chatham.edu](http://www.chatham.edu). Chatham also accepts the Common Application for admission to the College. All application forms should be returned to the Office of Admissions with a nonrefundable processing fee of \$35. An online application is also available at [www.chatham.edu](http://www.chatham.edu), no fee is required for the online application. Applications are accepted on a rolling basis. In most instances, candidates are notified of an admission decision within two weeks of the completion of the application process. In addition to the application, required materials include an official high school transcript, including standardized testing scores (SAT or ACT); official transcripts from all former institutions attended; essay or writing sample; and one or more letters of recommendation. Transfer students can apply using our SAT optional policy. If the student has over 24 transferable credits, they do not need to provide their high school transcript. A campus visit is strongly encouraged.

#### *Transfer Credits*

First-year candidates who have received college credit for college-level courses and who can produce an official transcript from an accredited college or university may expect to receive credit for courses within the liberal arts tradition for which she has earned a minimum of C. A preliminary evaluation of transfer credits is made at the time of admission to provide the applicant with an indication of her class standing. A final evaluation is made by the Chatham registrar before registration.

All transfer credit must be submitted to the College prior to initial matriculation. Courses submitted for transfer after initial matriculation will not be accepted. This includes all AP credit, CLEP credit, and courses completed at previous institutions of higher education. Normally, a maximum of 60 credits will be accepted in transfer from regionally accredited community colleges. Only six of these credits will be accepted as upper-level courses.

#### *Evaluation of Transfer Credit*

Generally, a transfer student admitted from an accredited institution may expect to receive credit for courses within the liberal arts tradition for which she has earned a minimum grade of C. A preliminary evaluation of

transfer credits is made at the time of admission to provide the applicant with an indication of her class standing. A final evaluation is made by the Chatham registrar before registration.

All transfer students are assigned faculty advisors who help them to clarify Chatham graduation requirements in their particular circumstances. Transfer students must be enrolled at Chatham for a minimum of three long terms (three semesters) and successfully complete 45 credits and the majority of the coursework in the major for graduation. For specific requirements, see General Bachelor's Degree Requirements.

Applicants from non-accredited or newly founded institutions not yet fully accredited should submit results from the College Level Examination Program (CLEP). Information about CLEP, test center locations, and costs may be obtained by writing to the College Level Examination Program, P.O. Box 6600, Princeton, NJ 08541. A student may take one or more of the five General Examinations. The examination results, along with the applicant's high school and college records, will be considered by the Admissions Committee.

Applicants also are advised to read closely those sections of the Catalogue on the College Level Examination Program (CLEP) and Experiential Learning Credit because these programs may allow students to earn college credit for knowledge gained through experience.

#### *Tuition and Room Deposit*

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

#### *Admissions Procedures for Gateway Students*

##### *The Gateway Program*

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 women 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 women recognize that intellectual growth continues through adulthood and that continuing education fosters that growth. Gateway women 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 women 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.

The Gateway Program is open to women age 23 or older who wish to pursue their first undergraduate degree. 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
- Nonrefundable \$35 application fee (check or money order payable to Chatham University), 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 Catalogue on the College Level Examination Program (CLEP) and Experiential Learning Credit because these programs frequently apply to a Gateway student's experiences.

### *International Gateway Students*

International women aged 23 and older are welcome to join the Gateway program. (For admission procedures and requirements, see "Admissions Procedures for International Undergraduate Students" on page 23.)

### *Tuition and Room Deposit*

Accepted students who plan to enroll must make an advanced deposit of \$150 for registration, which will be applied to her first semester at Chatham. If she plans to live in undergraduate housing on campus, a housing deposit of \$150, which also will be applied to her first semester at Chatham, will reserve campus housing. Tuition and housing deposits received prior to May 1 receive priority housing, registration, and advising. Deposits are refundable up to May 1.

Gateway students wishing to live in our Linzer or Chung apartments, open to only Gateway and graduate students, should contact the Office of Residential Life 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 the Office of Admissions, Chatham University, Woodland Road, Pittsburgh, PA 15232. To make a payment by credit card, please call the Office of Admissions at 800-837-1290.

### *Readmission to Chatham*

A student granted a formal leave of absence may reenter without reapplying for admission, unless she is not enrolled for two or more consecutive terms, in which case she must reapply under the procedure described previously for transfer students.

Students who formally withdraw from Chatham must reapply under the procedure described for transfer students if they wish to return to Chatham.

If a student ceases to be enrolled without either receiving a formal leave of absence or formally withdrawing and 12 months or more have passed since the student last enrolled, the student must reapply under the procedure described for transfer students.

### *Admissions Procedures for International Undergraduate Students*

Women of all ages who are graduates of secondary school systems worldwide may apply as first-time college students or as transfer students from accredited international or American colleges and universities. A TOEFL (Test of English as a Foreign Language) score of 550 and above on the paper-based TOEFL, 213 and above on the computer based TOEFL, 79 and above on the internet based test or the SAT I or the IELTS (International English Language Testing System) can also be submitted. If students wish to submit the IELTS, a score of 6.0-6.5 or higher is required for full-time undergraduate admission.

- 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 or money order payable to Chatham University)

- Admissions essay
- All official secondary and postsecondary academic records. Translation and professional evaluation required.\*
- Official copy of TOEFL, IELTS, score or SAT (Chatham code for both: 2081)
- One letter of recommendation
- Copy of U.S. visa (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 and a completed certification of finances form provided by the Office of Admissions).

Transfer Transcript Evaluation Policy: International 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. The Office of Admissions maintains a listing of the approved evaluation agencies. 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.

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 must pay the \$150 tuition and \$150 housing deposits. Accepted students who pay their deposits and prove adequate financial resources will be issued the Certificate of Eligibility for Nonimmigrant (F-1) Status (Form I-20), which will be used by the student to apply for F-1 student visa status.

#### *Admission through the Bridge Program for International Students*

The Bridge Program is designed to help international students adjust to the academic English-language college environment. In the Bridge Program, international women combine enrollment in English-language courses during the first year with a course from an approved list.

Conditional acceptance, or acceptance through the Bridge Program, is offered to students who receive a 500 and above on the paper-based TOEFL, 173 and above on the computer-based TOEFL, or 61 and above on the internet-based TOEFL conditional acceptance may also be offered with an IELTS score of 5.0-5.5. Students are also encouraged, and at times may be required, to participate in the summer American College English Program.

To participate in the Bridge Program, the student is required to:

- Enroll in three ESL classes for two terms and take one elective course from an approved list.
- To successfully complete the Bridge Program and remove the conditions of admission, the students must successfully complete a post-test and have a strong faculty recommendation.
- The admissions application process and deadlines are the same as for fulltime undergraduates.

#### *Proof of Finance*

It is incumbent upon each accepted international student to provide sufficient funds to cover all direct and indirect educational expenses before being issued the official I-20 form. Except for the merit scholarship (see page 26), awarded to eligible international students, no additional financial assistance is provided by Chatham University. The student, her 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 in the form of two original bank statements, indicating enough funds in the bank to cover all direct and indirect educational costs for the first year at Chatham University
- A letter from the student's sponsor indicating ensured support for the remaining years at Chatham University.
- A completed certificate of finance form provided by the Office of Admissions.
- For additional information regarding proof of finances, please contact the international admissions counselor at 412-365-1290. Further information is available from the Office of Admissions.

#### *TOEFL (Test of English as a Foreign Language) Registration Information*

Submission of an official TOEFL score is required for undergraduate and graduate applications if English is not the student's primary language. Outside the United States, registration information typically is available at U.S. educational commissions and foundations, U.S. Embassies and Consulates, and some private educational organizations, such as the Institute of International Education (IIE) and Peterson's Advising Centers. Students also may request registration information and forms from TOEFL/TSE Publications, P.O. Box 6154, Princeton, NJ 08541-6154 USA. Or they may call 609-771-7100. TOEFL scores can be forwarded directly to Chatham at no additional expense to the student. In order to do so, the student must mark Chatham's four-digit TOEFL code (2081) on the test sheet.

#### *Admissions Procedures for Visiting Students*

Chatham welcomes visiting students from other colleges and universities for a term, a Maymester, or a full year. The student should be in good academic standing at her own institution and should have written approval from the major academic officer of her college. She should apply at least four weeks before the beginning of the term. Tuition, fees, and resident charges are assessed as for Chatham students. All inquiries should be directed to the Office of Admissions.

International visitors are welcome to attend Chatham University as non-degree-seeking students through formal exchange programs with sister colleges or by individual arrangement. The academic schedule typically includes English language, American culture, and other academic course work. Full participation in extracurricular activities is encouraged. For more information, students may contact the Office of International Programs.

#### *Admissions Procedures for High School Scholar Students*

Chatham invites serious high school students seeking the additional challenge of college-level work to participate in the High School Scholar Program. Students or secondary counselors may contact the Office of Admissions for detailed information and application procedures at 800-837-1290.

#### Undergraduate Financial Aid

Chatham University offers both need-based financial aid and merit-based scholarships. Admission to Chatham is exclusive of financial need. More than 90 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 in Braun Hall. The office is open Monday through Friday from 8:00 to 5:00. Our phone number is 412-365-2797. We can also be reached via e-mail at [financialaid@chatham.edu](mailto: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 educations. 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.

Once a student has completed the financial aid application process and is found eligible for need-based and/or merit-based aid, she will receive a financial aid package detailing the combination of sources used to provide financial assistance. It is our hope that the financial assistance offered through Chatham University, combined with family resources, will provide the funding necessary for all qualified students to obtain a Chatham education.

### *Financial Aid Eligibility*

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

- Be enrolled in a degree-seeking program at Chatham on at least a half-time basis of six (6) or more credits
- Be a U.S. citizen, permanent resident, or eligible non-citizen (with appropriate INS documentation)
- Maintain "Satisfactory Academic Progress" as defined by the College on page 30
- Demonstrate financial need as defined by the University and specific program requirements.

### *Determining Financial Need*

To determine the 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 family, including income, assets, family size, and number in college, a federal calculation determines the "Expected Family Contribution." The federally calculated family contribution is constant no matter which institution a student attends. Determining a student's eligibility for aid involves three basic components:

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

After the College 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.

## Financial Aid Application Process

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

- The FAFSA as soon as possible after January 1. The FAFSA may require four weeks' processing time. This can be completed on-line at [www.fafsa.ed.gov](http://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.
- 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)
- A master promissory note with a participating lender (applies only to students awarded a Stafford Loan).

All students whose FAFSAs are selected for verification also will be required to provide: (1) a completed Verification Form; (2) verification of all nontaxable income, if applicable; (3) signed copies of the student's (and the spouse's, if married) federal income tax return from the calendar year preceding the academic year for which the aid is requested. Parents of dependent students also need to submit copies of the appropriate federal income tax returns.

#### *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.

#### *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.

#### *Tuition Installment Program*

The Chatham University Tuition Installment Program is a semester based, interest-free payment program that allows students to finance tuition and fees over four monthly installments each 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 and enrollment forms for this payment program are sent to students each semester with their term invoice. To enroll in the Tuition Installment Program, a student must be registered for classes and be in good financial standing with the Office of Student Accounts. The Tuition Installment Program is offered for the fall and spring semesters.

#### *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 Office of Student Accounts. 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 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.

#### *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.

#### *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, 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 (Visa, MasterCard, American Express, and Discover). Payments may be made to the Student Services Center in person, by mail, or by phone.

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.

#### [Undergraduate Financial Aid Programs](#)

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.

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 2.8 or higher.

**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 2.8 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 2.8 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 2.8 or higher and participation in Chatham's community service activities.

#### *Federal Pell Grants*

These federally funded grants are available to undergraduate students with demonstrated financial need.

- Federal Supplemental Educational Opportunity Grant (SEOG)  
Federally funded grants are available to undergraduate students with exceptional financial need.
- Pennsylvania State (PHEAA) Grants  
These state-funded grants are available to undergraduate Pennsylvania residents with demonstrated financial need.

#### *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.

#### *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.

#### *Legacy Scholarships*

Scholarships are made available to students who are daughters of Chatham alumnae and for sisters of currently enrolled students. Applicants may contact the Office of Admissions for details.

### *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.

### *Chatham Scholarships for International Students*

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 (TOEFL or IELTS), and indication of community involvement and activities. Merit is the primary consideration.

## 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 [www.collegecentral.com/chatham](http://www.collegecentral.com/chatham).

### *Federal Student Employment Frequently Asked Questions:*

Q: What happens if I am unable to work the total amount of hours that I was awarded?

A: Students will receive payment only for the hours worked.

Q: How is work-study related to financial aid?

A: 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.

Q: Why isn't my work-study award on my bill?

A: 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 accounts and may owe the College money.

Q: 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?

A: 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.

Q: Do I have to pay money back if I don't work all of my hours?

A: 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

Please note the majority of Stafford Loans are delivered to Chatham University through electronic funds transfer. If students choose a lender that is not on our Preferred Lender list, Stafford and/or PLUS loan funds may come in the form of a check, which requires a student or parent signature. All other forms of student financial aid are disbursed to Chatham University via electronic funds transfer or check.

#### *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 at the start of the term.

#### *Federal 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. To obtain this loan, the student must complete a master promissory note with a lending institution in addition to filing the FAFSA. Students are encouraged to contact 412-365-2797 to obtain a list of preferred lenders.

#### *Federal Unsubsidized Stafford Loan*

This low-interest loan is available to all students regardless of financial need. The variable interest rate is adjusted every July 1. 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, the student must make interest payments or have the interest capitalized during in-school, grace, or deferment periods. To obtain this loan, the student must complete a master promissory note with a lending institution in addition to filing the FAFSA.

#### *Federal (PLUS)*

This loan is made available through lending institutions to parents of dependent students, as well as graduate students who are enrolled at least part-time. Applicants must submit to the lending institution a loan application for a credit analysis. The variable interest rate is adjusted every July 1. Repayment begins within 60 days after the loan is fully disbursed. 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 loans can be deferred until six months after graduation, provided you are enrolled at least part-time, which is six credits. These programs require credit worthiness or a co-signer. For more information on these types of loans, please visit [www.salliemae.com](http://www.salliemae.com).

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 Undergraduate Aid

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 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, 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 each year.

#### *Refund of Excess Financial Aid*

Students may be eligible for a refund if their financial aid and/or other credits exceed current semester charges. Refunds are issued weekly after the add/drop period once all charges and financial aid have been applied to the student account.

All refunds are automatically mailed directly to the student's permanent address on file. Students who would like to request their refund be held for pick-up, or to request that Chatham University retain their refund to cover future expenses, must complete a Refund Authorization Form. This form must be completed within the first two weeks of each semester to ensure the refund is processed correctly.

The refund check will be made payable to the student unless the refund balance is generated by the receipt of a Parent Plus loan. In that event, the refund will be made payable to the parent and mailed to the parent's address.

Please note: if a student has paid tuition via credit card and funds are received that create a credit balance, the funds are returned to the credit card, not the student.

#### *Satisfactory Academic Progress*

Good academic standing and satisfactory academic progress are necessary for financial aid eligibility. Full-time undergraduate students must complete 24 credits for every two terms of enrollment. Full-time undergraduate students must maintain a required cumulative grade point average of 2.0. Part-time students must complete 75 percent of credits attempted and maintain a 2.0 cumulative grade point average. Please note that Chatham scholarships require different grade point averages.

#### *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.

A student must initiate the completion of a consortium agreement in order for Student Services 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 registrar will confirm the number of credits to be accepted for Chatham credit. 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.

## Undergraduate Financial Information

### Tuition

To be considered a full-time student for purposes of determining charges and full-time eligibility for financial aid, an undergraduate student must be enrolled for 12 credits in the fall term, at least 12 credits for the combined spring/Maymester terms and 12 credits in summer terms.

Charges are computed under the following schedule:

Full-time Tuition (12-21 credits).....	\$12,608 per term
(More than 21 credits is considered a financial overload and will be billed at an additional \$612 per credit.)	
Part-time Tuition (1-11 credits) .....	\$612 per credit

### *Maymester Tuition*

For regular full-time students who take a Maymester course on campus and are registered for a minimum total of 12 credits in the combined spring and Maymester terms, there are no additional tuition, room, or board charges for Maymester. Spring and Maymester are billed as one term. Some Maymester courses may involve extra expenses for special supplies or travel. International students must be registered for a minimum of 12 credits in the spring term in order to maintain their F-1 status.

## Room and Board

### *Housing*

Housing charges are computed under the following schedule:

Campus Residence Halls.....	\$2,000 per term
Campus Residence Halls Private Room.....	\$2,400 per term
Chatham Apartments.....	\$2,000 per term
Chung Apartments.....	\$2,000 per term

Residential students must pay a one-time damage deposit. The deposit is placed in escrow for the length of the student's stay in the residence hall. The deposit, less any amount owed to the University, is refunded upon graduation or withdrawal.

### *Meal Plans*

Students who live in Fickes, Rea, Laughlin, or Woodland halls are required to be on a meal plan. Each meal plan comes with “flex” dollars to be used in the snack bar, coffee bar, or dining hall. Students may use flex dollars for themselves, or they may use them for guests’ meals. Students may change their meal plan during the add/drop period each term by completing a new Meal Plan Contract, available in the Student Accounts Office. Meal plan changes will not be permitted after the add/drop period each term. Unused meals are forfeited at the end of each term. Unused flex dollars are forfeited at the end of the academic year.

Students who live in University apartments are required to be on a special apartment meal plan. Unused meals are forfeited at the end of each term. Unused flex dollars are forfeited at the end of the academic year. Students may opt to choose one of the residential meal plans (see above) in lieu of the Apartment Meal Plan.

Commuter students have the option of purchasing any of one of the meal plans offered by completing a Meal Plan Contract, available in the Student Accounts Office. The Meal Plan Contract must be completed and submitted to the Student Accounts Office by the end of the add/drop period each term. Commuter students can also purchase special Cougar Dining Dollars (similar to the flex dollars included with meal plans), which can be used in the snack bar, coffee bar, or dining hall. They may be purchased in \$50 increments and must be prepaid. Cougar dollars do not expire until the student leaves Chatham. More information about Cougar Dining Dollars is available in the Student Accounts Office.

Meal Plan charges are computed under the following schedule:

Plan A	Residential Plan	19 Meal Plan + \$50 Flex	\$1,946per term
Plan B	Residential Plan	14 Meal Plan + \$100 Flex	\$1,946 per term
Plan C	Residential Plan	10 Meal Plan + \$200 Flex	\$1,946 per term
Plan D	Apartment Plan	25 Meals + \$200 Flex	\$360 per term
Plan E	Commuter Plan	25 Meals + \$200 Flex	\$360 per term

### *Chatham Telephone Service*

The College provides each resident student with a phone jack in the student’s room. The student is responsible for bringing a touch tone phone. 800/888 calls, most local calls (refer to your student handbook for a list of exchanges), and on-campus calls can be made from this phone. Outgoing calls will need to be made using a calling card.

### **Miscellaneous Charges and Fees**

Admission Application Fee.....\$35 per application

The admission application fee is a non-refundable fee charged for processing an admission application and is not applied as credit to the student account.

Applied Art Fee.....\$50 per course

Students enrolled in the visual arts department’s two and three dimensional studio courses and digital arts courses pay this fee to help defray the costs of materials, supplies, software, and equipment.

Applied Music Fee.....\$250 per term/one hour lesson per week

Applied Music Fee.....\$125per term/half-hour lesson per week

The applied music fee is charged each term for private instruction in piano, organ, voice, violin, or other instruments. Students majoring in music may take 12 credit hours of applied music at the rate of one

course per term without charge in the junior and senior years. A student taking a course for noncredit must apply through the Laboratory School of Music.

Audit Fee.....\$25 per course

Any full-time student who registers for a course on a recorded audit basis is charged a non-refundable audit fee, payable at the time of registration. The academic regulations for overload must be maintained. Part-time and non-matriculated students enrolled during the fall and spring terms, and all students enrolled during the summer terms, must pay all regular credit tuition and fees.

College Fee.....\$150 per term

The college fee is mandatory for all students and entitles each student to all student publications (with a minor additional fee for yearbook); admission to college social events, student-sponsored concerts and lectures; and membership in the Chatham Student Government, Chatham Activities Board, and all other student organizations.

Chatham Abroad Administrative Fee.....\$1,000

This fee helps to defray the administrative costs associated with the Chatham Abroad Program.

Collection Fee.....Varies

This fee is charged to the student in the event a student account is determined uncollectible by the University and it is assigned to a collections agency. The exact amount of the collection fee will vary based upon the delinquent account balance.

Experiential Learning Credit Posting Fee.....\$75 per credit

This fee is charged for each credit a student receives through faculty approval of her experiential learning portfolio.

Graduation Fee.....\$100 per degree

This one time fee covers the cost of the diploma and graduation materials and services.

Health Services/Medical Professional Fee.....Varies

The University bills the student directly for physician office visits and various services. A listing of fees is available in Health Services.

Late Add/Drop Fee.....\$50 per course

Any student who receives permission to make a course change to their schedule after the end of the add/drop period will be assessed this fee.

Late Financial Clearance Fee.....\$150 per term

This fee is assessed to students not financially cleared by the published tuition due date each term.

Late Payment Fee.....\$35 per month

This fee is assessed monthly to any student account for which payment was not received by the due date indicated on the monthly account statement.

Late Registration Fee.....\$150 per term

This fee is assessed to continuing students who process a new registration after the open registration period published each term.

Laundry Fee.....\$50 per term

All students living in a residence hall or the Chatham Apartments will be assessed this fee for the unlimited use of the onsite laundry facilities. Residents of Linzer and Chung apartments use coin-operated machines and are not assessed this fee.

Liability Insurance Fee.....\$20 per term

A fee charged to students taking classes in the Education or Counseling Psychology Program for liability insurance during field work.

Photography Course Fee.....\$50 per course

This fee is charged for all photography and audiovisual courses requiring additional instructional supplies.

Replacement ID Card Fee.....\$25 per card

This fee is charged to students who obtain a replacement ID.

Returned Check Fee.....\$50 per check

Students will be assessed this fee for any check returned for insufficient funds, closed account, stop payment order, or for any other reason that would cause the check to be returned to the University.

Science Laboratory Fee.....\$50 per course

This fee is charged to all photography and audiovisual courses requiring additional instructional supplies.

Senior in absentia Fee.....\$583 per credit

When a senior is permitted in a rare emergency and with formal approval of the Committee on Academic Standing to complete all or a portion of her senior year in absentia, she is charged this fee per credit. The fee is waived if the student is enrolled in and paying for the tutorial during the in-absentia period.

Student Accident and Sickness Insurance Policy.....\$650 per term

See section on Student Accident and Sickness Insurance for further information.

Student Teacher Placement Fee.....\$473

This fee covers the cost of teacher placement charged by the school district.

## 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 also available by completing the appropriate remittance attached to the invoice. 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 also available by completing the appropriate remittance attached to the Account Statement. 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 will 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.

#### *Student Accident and Sickness 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 Accident and Sickness Insurance Plan is available to all matriculated students. Enrollment can be completed directly with the insurance agent, Special Risk Consultants, Inc., with the Enrollment Form found in the brochure mailed to all students. A charge of \$650 will be placed on the student's fall and spring student account to cover the cost of the plan. Students should work with the Financial Aid Office to ensure that the cost of the plan is included in the calculation of the overall cost of attendance for Student Financial Aid packaging.

Full-time students who have alternate coverage may waive enrollment in the Chatham University Accident and Sickness 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 Accident and Sickness 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, room, and board charges only; non-refundable 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:

#### Fall/Spring

- Before the first day of the semester: 100%
- 1st – 14th day of semester: 80%
- 15th – 28th day of semester: 50%
- 29th day of semester and beyond: 0%

### Maymester/Summer

- Before the first day of the semester: 100%
- Before end of add/drop: 80%
- Semester less than or equal to 30% complete: 50%
- Semester greater than 30% complete: 0%

After the Institutional Refund Policy is applied, any balance is due upon withdrawal. Any credit amount will be refunded within 14 business days.

For the purpose of computing any refund, a student's withdrawal date is the date the student initiates the withdrawal process by filing a notice of withdrawal or leave of absence.

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. If the student affairs division gives clearance for the student to live off-campus, the College will refund the student's initial \$200 housing damage deposit, less any amount owed for damages.

Students can change to another meal plan only until the end of the add/drop period. If a student wishes to change her meal plan after the add/drop period, such a change would need to be approved by the vice president of student affairs. Should approval be granted, charges will be prorated. The date for this calculation is the date on which the vice president of student affairs receives written notification of the student's intent to change her meal plan.

Appeals regarding the institutional refund policy should be addressed in writing to the director of student accounts.

### *Return of Federal Funds*

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:

Students who withdraw from the University before 60 percent of the term may have a percentage of federal aid returned to the federal government. Federal financial aid includes the Pell grant, SEOG, Perkins loan, Stafford loans (subsidized and unsubsidized), and PLUS loans. This mandatory recalculation is based upon the percentage of earned aid using the following formula: Percent earned = Number of days completed in the term up to withdrawal date divided by the total number of days in the term. This is the percentage of federal financial aid disbursed that is permitted to be applied toward institutional charges.

The amount of federal financial aid that will be returned to the federal government is based upon the percent of unearned aid using the following formula: Aid to be returned = 100 percent minus percent earned times the amount of aid disbursed towards institutional charges.

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.

Funds are to be returned in the following order:

- Unsubsidized Federal Family Educational Loans (FFEL)
- Subsidized FFEL Loans
- Federal Perkins Loans
- FFEL PLUS Loans
- Federal Pell Grants
- Federal SEOG
- Other Title IV assistance for which a return of funds is required
- Other federal, state, private, or institutional funds
- Student

## Undergraduate Academic Programs and Procedures

### General Bachelor's Degree Requirements

The Bachelor's degree at Chatham may be earned by fulfilling the following requirements:

1. The satisfactory completion of 120 credit hours or the equivalent, the last 20 credits to be completed in residence, and the satisfactory completion of at least two approved Maymester programs;
2. The satisfactory completion of all general education requirements;
3. The satisfactory completion of an approved major;
4. The satisfactory completion of the tutorial;
5. The completion of a minimum of 75 credit hours in residence at Chatham University for those students who enter with first-year status. All Chatham directed Maymester courses, Chatham summer courses, and courses taken in cross-registration are credited toward fulfilling the residence requirement. Transfer students entering Chatham with sophomore standing are required to complete a minimum of 54 credit hours at Chatham. Transfer students entering Chatham with junior or Senior standing are required to be in residence for a minimum of three long terms and to complete successfully a minimum of 45 credit hours.
6. A cumulative grade point average (GPA) of 2.0 in all course work.

### *Second Degree*

Students who already have a bachelor's degree from a regionally accredited institution of higher education may take a second bachelor's degree at Chatham by fulfilling the following requirements:

1. The satisfactory completion of an approved major in a field different from that of their first degree;
2. The satisfactory completion of the tutorial; and
3. A cumulative GPA of 2.0 in all course work.

Second degree students are exempt from all general education requirements.

### General Education

Chatham University's General Education curriculum requires courses that cumulatively impart the broad skills needed to be World Ready Women.

- The intellectual habits of analytical reasoning and public presentation that enable lifelong learning.
- The sense of civic responsibility that comes from an understanding of the issues facing our communities, nations, and world and of our place in them.
- A general understanding of and appreciation for all places, cultures, arts, and people that enrich our lives.
- A knowledge of the self and of our abilities and values.

To be able to adapt to changing circumstances, students must be able to continue 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 three primary themes of the College mission are global understanding, environmental responsibility, and women's public leadership. The General Education program is designed to develop the liberal arts skills and knowledge of these aspects of the mission incrementally, from years one through four. The program leads students through courses in local, national, and global issues in a developmental fashion through a series of dedicated core courses. The culmination is a final Integrative Seminar where students bring the perspectives of their major disciplines along with the liberal arts perspectives from the General Education curriculum to bear on a project relating to the themes of the College mission.

In addition, the General Education core courses also teach academic skills developmentally. Students will develop skills in information literacy, critical reading, analytical thinking, problem solving, and public communication through writing and speaking in each General Education course.

#### *First-Year Student Courses*

The first-year student sequence is a common intellectual experience that serves to introduce students to the College community and its culture, provide opportunities to learn about the city of Pittsburgh and the resources of the urban environment, and study issues of concern to women. These courses provide students with the analytical and communication skills essential for successful college performance.

#### First-Year College Seminar

College Seminars focus on topics of particular interest to individual Chatham faculty and introduce students to the themes of the College: global understanding, women's public leadership, and environmental responsibility, or to the underlying concepts of these themes broadly defined (e.g., women's public leadership vs. women and gender broadly conceived). These seminars provide students with an opportunity to develop and practice critical reading, analytical thinking and writing, and public communication in a participatory, seminar setting. While building these seminars upon their own scholarly passions, professors design these courses specifically for first-year students. Students are encouraged to ask difficult questions, consider and explore multiple answers, and develop strategies for articulating and arguing their intellectual positions. These seminars feature a discussion of writing concurrent with its regular practice through coursework. Supplemental Instruction is available through the PACE Center for any student who may require additional help with writing skills beyond what is normally covered in the classroom.

#### Arts First Seminar

This course provides an introduction to arts through visits to exhibitions and to musical, theatrical, and other performances and gives the student the intellectual basis for appreciating the arts through lectures and hands-on studio work. The course also encourages self-discovery through the arts.

#### First-Year Science Seminar and Lab

With an emphasis on quantitative and formal reasoning, critical reading, and analytical thinking, students will identify and evaluate data and become knowledgeable consumers of scientific information. In both the

classroom and the laboratory, students will be challenged to solve problems through careful observation and active experimentation.

### *Sophomore-Level Course*

#### Citizenship and Civic Engagement

Citizenship and Civic Engagement courses encourage student development of multifaceted knowledge about U.S. political, economic, and social issues coupled with the acquisition of abilities that foster effective participation in civil society. Courses may include service learning and/or experiential learning components.

### *Junior-Level Course*

#### Diversity and Identity in Global Context

The intention of the courses in this area is to help prepare students for responsible citizenship in a global community. Students develop a broad, multifaceted knowledge of the breadth of human diversity within a global context. Students will acquire an understanding of how socially constructed categories such as race, ethnicity, gender, class, religion, sexuality, and nationality emerge, evolve, inform, and affect the individual. These courses consider texts, theories, and/or art through an explicit comparison between the United States and other societies, comparisons between or among other societies, or through an extensive study of one individual culture outside the United States.

### *Senior-Level Course*

#### Integrative Seminar

The Integrative Seminar functions as a culminating, interdisciplinary experience for general education by enabling graduating seniors to integrate and synthesize knowledge gained from their majors with knowledge gained through general education by demonstrating the application of their disciplinary knowledge to courses broadly conceptualized around the College themes.

To integrate disciplinary knowledge and general education skills and experience, students must research, analyze, write, lead, debate, present, persuade, work as a group, and learn from one another and from people outside the College. The importance of this seminar as a culminating experience for students enables them to demonstrate to future employers that they have the skills needed to make a contribution in their professions by displaying those skills (writing, research, creativity, analytical, oral, persuasive), knowledge (students will have expanded on the knowledge of their own disciplines and on that of others), leadership, and the ability to work collaboratively with others.

### *Additional General Education Requirements*

The following requirements must be fulfilled for a student to graduate from Chatham University. These courses may be taken at any time during a student's matriculation at the College.

#### 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. Quantitative reasoning courses are in mathematics, numeracy, or statistics. Acceptable courses fulfilling the quantitative reasoning requirement may be determined by a student's major program. Students are strongly encouraged to complete this requirement early in their academic career.

## Wellness

From a holistic perspective, wellness courses include those involving physical activity, courses on healthy lifestyles, or courses on gaining a sense of personal fulfillment (i.e., spiritual fulfillment, meaningful life, or purposeful life). Students are required to fulfill a total of four courses from a combination of integrated courses, lifetime activity courses, and/or developmental courses defined below. Students are required to take a minimum of two courses from the lifetime activity courses. The remaining two courses can be completed through any combination of courses in the categories listed below.

- **Physical Education Courses:** These one-credit physical education courses are designed to teach a fitness activity that people are generally able to continue throughout their lives. Course expectations are fulfilled largely during class time. These courses are offered on a pass-fail basis only, and particular courses may not be repeated under the same course number. Course topics may only be repeated at increasingly advanced levels.
- **Other Wellness Courses:** These one- and two-credit courses explore one or more dimensions of physical, emotional, or spiritual wellness or life goals. The courses will include examinations, papers, laboratories, or other components of academic offerings.

## Intercultural/International Experience

Participation in the global community is closely related to the ability to understand and appreciate cultural difference, and nothing brings this more sharply into focus than an examination of at least one other society's experiences and views of itself and the world. A foreign language not only affords unique access to a different culture and its ways of life and thought, but also increases awareness of one's own language and culture. Similarly, international travel or intercultural experiences sharpen students' perceptions of other cultures through direct engagement in diverse settings.

For these reasons, Chatham University requires its students to complete an international/intercultural experience or demonstrate communicative ability in a foreign language at the intermediate level. They may do this through successful completion of one of the following:

- any language course at the 205 level or equivalent (3 credits)
- two sequential courses in a single language (6 credits)
- a Chatham Abroad or intercultural Chatham Away experience (3 credits)
- an approved international, intercultural experience or course.

## Transfer Students and General Education Requirements

### Core General Education and Wellness Courses

**First-Year Transfer students (1-20 credits)** must complete the First-Year College Seminar. Students may be able to transfer courses equivalent to the Arts First Seminar and the First-Year Science Seminar. If they have not had equivalent courses at another institution, students must take the designated Chatham general education courses. Students are required to take the three remaining general education courses (Citizenship

and Civic Engagement, Diversity and Identity in Global Context, and Integrative Seminar) once they have completed the First-Year College Seminar. Students are required to complete the four-course wellness requirement.

**Sophomore Transfers (21-59 credits)** are exempt from the First-Year College Seminar. Students may be able to transfer courses equivalent to the Arts First Seminar and the First-Year Science Seminar. If they have not had equivalent courses at another institution, students must take the designated Chatham general education substitute courses within the first two semesters at Chatham. Equivalent courses for Arts First at other institutions include at least three credits in art, music, dance, or theater courses. Equivalent courses for First-Year Science Seminar at other institutions and Chatham substitute courses are an approved science course with lab. Students are required to take the three remaining general education courses (Citizenship and Civic Engagement, Diversity and Identity in Global Context, and Integrative Seminar). Students are required to complete three wellness courses, with a minimum of one lifetime activity course.

**Junior Transfers (60+ credits)** are exempt from the First-Year College Seminar. Students may be able to transfer courses equivalent to the Arts First Seminar and the First-Year Science Seminar. If they have not had equivalent courses at another institution, students must take the designated Chatham general education substitute courses within the first two semesters at Chatham. Equivalent courses for Arts First at other institutions include at least three credits in art, music, dance, or theater courses. Equivalent courses for First-Year Science Seminar at other institutions and Chatham substitute courses are an approved science course with lab. Students may also transfer an equivalent course to Citizenship and Civic Engagement. Students with no equivalent transfer course must take Citizenship and Civic Engagement. No other Chatham course may substitute for this course. Students are required to take the Integrative Seminar and Diversity and Identity in Global Context. Students are required to complete two wellness courses with a minimum of one lifetime activity course.

#### Quantitative Reasoning

The quantitative reasoning requirement may be met with a Chatham course approved by the student's major program or an approved, equivalent Chatham course or other transfer course.

#### International/Intercultural Experience

The international/intercultural experience requirement may also be met with a Chatham Abroad or other study abroad experience; one language course at the 205-level or equivalent; a two-course sequence in a single language; or an approved international, intercultural experience or course. An approved, equivalent transfer course may meet this requirement.

#### *Five-Year Masters Students*

Chatham has a number of programs that require students to accelerate their undergraduate courses. In addition, some students have conflicts in the senior year that make completion of the general education program difficult in the sequence described earlier. Students who know that they will have difficulty completing the senior year requirements should plan to take the three upper level general education courses (Citizenship and Civic Engagement, Diversity and Identity in Global Context, and Integrative Seminar) in the sophomore and junior years. Students who take a semester or year abroad in the sophomore or junior year may also need to condense the sequence into a shorter time period than previously described.

### *Gateway Students*

Gateway students must complete all General Education requirements. Gateway students who transfer 20 or fewer credits may substitute Expository Writing (ENG 102) or Academic Composition and Portfolio Development (ENG 104) for College Seminar (COR 105).

### *First-Year Sequence Requirements for International Students*

International students who earned TOEFL scores above 550 and full admission to the College will go through the regular first-year sequence similar to all other first-year students. Those admitted into the “Bridge Program” will take three English as a Second Language courses in the fall term and three courses in the spring term in lieu of the First-Year College Seminar. Depending upon a student’s English proficiency and academic progress after the fall, academic advisors may recommend the First-Year College Seminar course in the spring. First-year international students are required to take the Arts First Seminar course and the First-Year Science course.

### *Grading for General Education Courses*

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, she must retake and pass the course or an appropriate approved substitute.

## **Tutorial**

The tutorial, undertaken by the student during her senior year, is an extended independent project that acquires its focus from a continuing dialogue between the student and tutor. 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 as a seminar. Such programs could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The tutorial consists of eight credit hours of study designed by the student and tutor, who is a faculty member. The tutorial in an interdisciplinary major must have the approval of the two academic programs. The eight credit hours normally are consecutive, four in each of two long terms, concluding in the senior year.

For students accepted into and enrolling in a Five-Year Masters Program, the senior tutorial requirement may be fulfilled through completion of graduate course work.

The Tutorial Manual, which discusses in-depth tutorial requirements, deadlines, and guidelines, is available on the Academic Advising section of the Chatham University website at [www.chatham.edu/advising](http://www.chatham.edu/advising). Each senior should have an individual copy of the manual readily available for her perusal.

## **Academic Program Options**

In addition to general education courses and electives that provide a foundation of skills, knowledge, and experiences, students are required to select a major (a program of courses providing an in-depth experience in an academic area). At her option, a student may pursue one or more minors, also programs of study focusing on an academic area, but requiring fewer courses than a major. Other opportunities for concentrated study at both the undergraduate and post-baccalaureate levels include teacher certification and certificates.

Students are expected to declare their majors no later than the registration period at the end of their sophomore year, using the appropriate form. Students will not be allowed to register for their junior year until they have declared a major. Students may change majors anytime up to the start of the senior year.

### **Program Major**

Major programs are offered in the following areas: Accounting, Art History, Arts Management, Biochemistry, Biology, Business Economics, Chemistry, Cultural Studies, Economics, Education, English, Environmental Studies, Exercise Science, Film/Digital Video-Making, Forensics, French and Francophone Studies, Global Policy Studies, History, International Business, Liberal Arts: Elementary Education, Liberal Arts: Early Childhood Education, Management, Marketing, Mathematics, Music, Physics, Political Science, Professional Communication (broadcast journalism, print journalism, professional writing, public relations), Psychology, Public Policy Studies, Social Work, Spanish and Hispanic Studies, Theatre, Visual Arts (emerging media, photography, studio), and Women's Studies. Engineering is available through a dual-degree program in cooperation with other institutions. Each program determines the requirements for its 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 tutorial. Four courses in each program must be at the 200-level or above. Individual programs may require specific courses in fulfillment of the requirements. The tutorial 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 her program, particularly in the interrelations of the subjects to be studied.

### **Multidisciplinary Major**

A major program also may be pursued through concentrated study of several disciplines bearing on a single concern, possibly in disciplines not usually considered related. The major may be built around a single topic. Each of these majors must be approved by a committee of three full-time faculty members from disciplines most closely related to the proposed major. The responsibility for the approval and monitoring of the major rests with this committee.

Each student who considers undertaking a multidisciplinary major must consult with her faculty advisor concerning the selection of her major committee. The student prepares a proposal for her major that must include, but is not limited to, a statement of educational goals, the purpose of the proposed major, a detailed plan of study including all courses that would apply to the major, and a bibliography that reflects the body of knowledge upon which the major is built. The plan of study must adhere to the following guidelines: (1) the major consists of no fewer than 12 courses, including the two courses of tutorial; (2) no more than one independent study and one internship can be applied toward the major; (3) seven of the 12 courses must be at the 200-level or above.

### **Double Major**

A student may earn a Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, or Bachelor of Social Work degree with a double major by fulfilling the requirements of two majors exclusive of the tutorial with no double counting of courses. If the two majors are for different degrees, then the student must choose which degree she wishes. If the two majors require the same course, a substitute course must be approved by one of the programs. A single tutorial 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 her program, particularly in the interrelation of the subjects to be studied.

### **Double Degree**

A student may earn two Chatham degrees concurrently by completing all the degree requirements specified by the College along with all the requirements for a second major, including a second tutorial, with no double counting of courses. A student must take an additional 45 credits, for a total of 165 credits. Engineering is available through a double-degree program in cooperation with other institutions.

### **Program Minor**

Such a minor consists of a minimum of five courses. Internships and independent studies may be a part of the requirements. There are no tutorial requirements for the minor.

### **College Minor**

Such a minor is designed by faculty members or programs and focuses on a specialized field or area. A College minor is interdisciplinary in nature.

### **Cross-registration**

Students at Chatham University may take advantage of a wide variety of undergraduate 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, LaRoche College, University of Pittsburgh, Robert Morris University, Pittsburgh Theological Seminary, and Point Park University. Through many inter-institutional programs sponsored by PCHE, a Chatham student may be a part of a wider university community rich in resources, talents, and learning opportunities.

During the summer, when cross-registration is not available, Chatham students can 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 registrar an official transcript showing the course and final grade. After review by the registrar, credits for approved courses will transfer to Chatham, but the grades will not. Students should complete a Chatham form "Summer Study at Another Institution Application" before registering for summer classes to facilitate transfer of the finished credits. The application is available in the Registrar's Office.

Cross-registration permits full-time Chatham students to take courses at any other PCHE institution without additional tuition charges. Students can receive full credit for no more than one course per term, except that more than one physics or music course at Carnegie Mellon University can be taken for full credit in a single term. Grades from such courses will transfer to their Chatham records. Additional information on cross-registration may be obtained from Student Services.

### **Special Academic Opportunities for Undergraduates**

#### **Five-Year Masters Program**

Well-qualified Chatham students have the opportunity to earn a bachelor's degree in the major of their choice, along with a master's degree from Chatham University in as little as five years.

Well-qualified Chatham students also have the opportunity to earn a bachelor's degree from Chatham University and a master's degree from the H. John Heinz III School of Public Policy at Carnegie Mellon University in as

little as five years. Eligible students may be accepted into one of the following programs at the Heinz School: public policy and management, health care policy and management, information systems management, or arts management. Students should inform the director of academic advising of their intentions and consult their advisors in their first year for guidance in developing an appropriate undergraduate course of study for the Five-Year Masters Program.

### *Eligibility*

The Five-Year Masters Program is primarily for those who enter Chatham as first-year students, but is open to any undergraduate female student at Chatham. Depending on the number and type of transfer credits accepted, undergraduate transfer students will be able to accelerate the completion of the masters degree. Students are welcome to major in any subject they choose, providing they complete the necessary prerequisites to enter the graduate program.

### *Undergraduate Program*

All students who expect to participate in the Five-Year Masters Program must complete all general education requirements as well as fulfill prerequisites for the graduate program they intend to enter. Students also must complete all requirements for their undergraduate majors.

Students admitted to the Five-Year Masters Program in Counseling Psychology, Occupational Therapy, or Physician Assistant Studies do not complete an undergraduate tutorial. However, they must complete a graduate research project in their graduate field of study that fulfills the tutorial requirements. Depending on the student's curricular and co-curricular program (e.g., athletics, work-study), she may need to take courses in all three Maymester terms and at least one summer.

Students who wish to obtain additional information about the Five-Year Masters Program can contact the Office of Admissions, the director of academic advising or the program director of the graduate program in which they are interested.

### **Chatham Scholars Program**

The Chatham Scholars Program is designed to provide a program of academic enrichment. Students will take First-Year Seminar, First-Year Science, 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.

### **The Accelerated Undergraduate Degree Program**

The Accelerated Degree Program is a special program for academically strong students who wish to complete a bachelor's degree in three years. To qualify for the program, a student must be in the top 10 percent of her high school graduating class or have a cumulative 3.5 grade point average (GPA) on a 4.0 scale. Upon admission, a student must maintain a 3.0 GPA to continue in the program. Students in the program ordinarily take five courses each term, one course each Maymester, and a total of three courses in the two summers after their first and second years at Chatham. Overload fees are waived for any student in good standing in the program.

### **Certification Program in Music Education**

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, 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. Additional information is available in the Music Program section of the catalogue, and a complete listing of courses is posted on the Music web page.

### **Chatham Abroad**

The Chatham Abroad program offers eligible Chatham sophomores the experience of international study and travel as an integral part of their Chatham degree program. Chatham Abroad is a series of academic courses focused on interdisciplinary topics which are taught by Chatham faculty during the Maymester term. Maymester courses are preceded by a required 1-credit pre-course in the spring term. The courses, topics, and foreign sites vary from year to year, depending on faculty interests and experiences, the global economy, and current international political conditions.

### **Semester in Washington**

Juniors in good standing with the desire to immerse themselves in an intensive study of public policy-making in the nation's capital are eligible to participate in the American University's Washington Semester program.

### **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.

PLEN offers students the opportunity to participate in semester-long internships in Washington, DC, as well as seminars and conferences. Women leaders in the Congress, courts, executive agencies, and non-governmental advocacy groups serve as teachers and mentors for participating students.

For more information about PLEN, stop by the Pennsylvania Center for Women, Politics, and Public Policy in Braun Hall or visit the Office of Student Affairs.

### **French Studies in Angers**

Each spring Chatham University offers students in good standing the opportunity to study in Angers, France, at the CIDEF (Centre international d'études françaises). A competitive application process taking into consideration Chatham GPA and letter(s) of recommendation determines participation in the CIDEF program. The Office of International Programs can supply more information about the application process.

The CIDEF is a Chatham-sized institution of approximately 520 students located at the Université Catholique de l'Ouest. Angers is situated in the chateaux area of France, an hour or so south of Paris by fast train. Students travel to CIDEF from all over the world – Europe and Asia, as well as the Americas – so that American students make up only 10 to 15 percent of the student body. The emphasis of the program is on French language and culture as taught by native speakers and residents of the city.

For this program, students enroll at Chatham for French courses taken in Angers. Students receive both a CIDEF diploma and in-residence Chatham credits for their work in Angers as full-time students. The standard course load in Angers is 12 to 18 credit hours. Only students whose French language skills are beyond the beginning level may enroll in the Angers program. Those students who pass the CIDEF placement test at the intermediate or superior levels will take six contact hours of French language and 12 contact hours of electives in French. Grade evaluation is done for each course completed in the program by the Chatham University Modern Languages faculty sponsor in conjunction with the registrar.

### **Seoul Women's University (Seoul, Korea)**

Through a partnership with Seoul Women's University, Chatham students in good standing may apply for selection to a special summer program in Seoul, Korea. Conducted in English, this one-month program in July focuses on Korean culture, politics, history, and economics. Field trips and excursions as well as small group interaction with Korean students provide a unique opportunity for cross-cultural experiences.

Acceptance into this program is dependent upon recommendation by Chatham University. Students who wish to obtain academic credit for this experience should consult with their advisors. Further information regarding this program can be obtained from the Office of International Programs.

### **Costa Rica, Institute for Central American Development Studies (ICADS)**

Established in 1998, the partnership between Chatham and ICADS program combines academic, language training and service learning, and in-field opportunities. The for-credit, full-time program offers a four-week Spanish language immersion program, a semester-long internship and research program, and a field course in resource management and sustainable development. Founded in 1986, ICADS is a non-profit foundation focusing on Central American social and environmental issues. Participants are placed with Costa Rican families, facilitating language skills and active participation in the culture and society of the country.

For more information, contact the department of modern languages or the Office of International Programs.

### **The Japanese Studies Program**

Chatham University offers this program each fall in partnership with Doshisha Women's College in Kyoto, Japan. Now considered the "cultural capital" of Japan, Kyoto was the national capital for more than 1,000 years. Nijo Castle, Ryoanji rock garden, and more than 1,700 Buddhist temples and 300 Shinto shrines make Kyoto one of the most beautiful and historic Japanese cities. The program offers Chatham women a cultural immersion experience and provides courses in both Japanese language and culture (culture courses are conducted in English). In addition to classroom study, students take field trips and stay with Japanese families.

Generally, participants in the program will have completed at least the sophomore year of studies with a cumulative GPA of 3.0 or better. One year of study of the Japanese language is highly recommended and may be required. Acceptance into the program is dependent upon the recommendation of Chatham University. A limited number of scholarships are available from Doshisha College. Information regarding scholarship opportunities and the application process is available from the Office of International Programs.

### **Chatham Program in Rome**

This study abroad program is offered in the fall or spring terms in partnership with the American University of Rome and the Pittsburgh Council of Higher Education. The American University of Rome is located in a four-story villa in a prestigious area on the crest of Rome's highest hill, the Junculum, just a few minutes' walk from

the historic Trastevere district. With the exception of the cost of airfare, this study abroad program is similar to our current PCHE consortium arrangements, allowing students to register at Chatham and study in Rome at basically the same tuition cost as a semester at Chatham. Housing is billed separately. Most of the student's current financial aid package also will apply to this program. Since students in this program live together in apartments, they usually prepare or purchase their daily meals. Taught in English by European faculty, courses are available in all the fields of the humanities and social sciences, in addition to the languages. Students may apply through the Office of International Programs by March for the fall term and by the end of September for the spring term.

### **Study Abroad Programs through Other Colleges**

Any student may study abroad for credit in approved programs for any term, including the Maymester, summer, or full year. Normally, full-year programs are designed for juniors, while other programs are open to all classes. A student's eligibility to apply for and enroll in a specific program is determined by the institution offering the program. The program of study must be sponsored by an accredited U.S. college or university or by a recognized foreign institution.

Interested students are encouraged to file the Chatham application 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 application form are available from the Office of International Programs.

### **English Language and American Cultural Orientation Summer Program**

Chatham University's English Language and American Culture Program focuses on teaching English as a second language and familiarizing students with American cultural practices. International students seeking admission to an American college or university are encouraged to enroll in these courses to improve their English-language abilities. The program includes four hours of daily language instruction emphasizing listening, conversation, and communication skills and college-level reading and vocabulary study skills.

Students learn about American culture through faculty lectures, films, videos, and field trips. Through a program of cultural interaction, students are helped to feel comfortable and may enjoy all the benefits of Chatham and the city of Pittsburgh. While at Chatham for the summer programs, students may live in student housing.

## **Undergraduate Academic Regulations**

### **Academic Calendar**

The 2007-2008 calendar will consist of two terms of 15 weeks each and a three-week term in May known as Maymester. The credit hour is the unit of academic credit for all courses offered during any term. One credit hour is the equivalent of one semester hour. A minimum of 120 credit hours is required for graduation.

### **Maymester Term**

The Maymester term provides an opportunity to carry out unique programs of study, both on- and off-campus. Each student must participate in at least two different Maymester sessions during her four years at Chatham and may enroll for a maximum of five credits per Maymester term. Maymester offers students a variety of options, including Chatham courses on- and off-campus, traditional independent studies, internships, and study abroad.

Students who transfer to Chatham with a minimum of 45 credits in transfer are required to complete one Maymester term.

### **Academic Load**

The average full-time academic load is 30 credits per year. The minimum full-time load is 24 credits per year. The minimum full-time credit load per term is 12. Students with programs below this limit are considered part-time and are charged on a per-credit basis.

### **Academic Overload**

A program of more than 18 credit hours in any one term is considered an academic overload. The minimum load in Maymester is three credit hours, and the maximum load is six credit hours. To qualify for an overload, a student must have a 3.0 cumulative Chatham GPA. A student who has a GPA below 3.0 must request permission for an academic overload from the dean of the college. All students intending to take more than 18 credits in a single term must complete an academic overload request form, available in Student Services.

### **Independent Study**

A student may register for only one independent project (independent study or internship) per term. Independent study options are available in all academic programs. Up to 18 credits of independent study may count toward the 120 credits needed to graduate. Credit values for independent study are one, two, three, or four credits.

### **Class Standing**

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 – 30 credits Second-Semester, First-Year Student
- 31 – 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
- 

### **Schedule Changes**

#### **Registration**

All registration, adding, and dropping of courses occur online. Students must register for classes on the dates indicated on the University calendar. 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 will be assessed a late registration fee.

#### **Adding and Dropping Courses**

Students may add or drop courses, with the approval of their advisors, 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 a special permission form available at the Office of the Registrar. The length of the add/drop period depends on the length of the term.

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

There are no academic penalties for adds and drops occurring within the prescribed deadlines. However, there may be financial or financial aid penalties for adds or drops that occur after the first day of class. See the institutional refund policy for more information.

After the conclusion of the add/drop period, students wishing to add, drop, or change the grading option on a course must petition the dean of the College. Late adds and drops are normally limited to unusual circumstances that can be documented in writing. A fee will be charged for any authorized course change occurring after the prescribed deadlines.

### **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 term, a grade of W will be recorded on the transcript as an official withdrawal. During the Maymester term and other, non-standard terms, the withdrawal period is through the first two weeks of the term. Students wishing to withdraw from courses must fill out and submit a withdrawal form to the Office of the Registrar. Course Withdrawal forms are available in the Office of the Registrar.

The calendar for registration changes for summer school and other, non-standard terms is available in the online academic calendar.

### **Withdrawal from Courses for Non-Academic Reasons**

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 College dean, who will make the decision and notify the Director of Advising and the Registrar.

### **Grades**

#### **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 and LP grades do not affect the GPA.

The grades are as follows:

Grade	Grade Point Value	Description
A	4.00	Excellent
A-	3.67	
B+	3.33	Good
B	3.00	
B-	2.67	
C+	2.33	Satisfactory
C	2.00	
C-	1.67	
D+	1.33	Minimal performance
D	1.00	
D-	0.67	
F	0.00	Unsatisfactory performance, no credit
NG		No Credit
I		Incomplete work in a course
W		Withdrawal from a course with no penalty
P		Pass, minimal value C
LP		Low pass, equivalent to D
F		Unsatisfactory, no credit

### *Midterm Grades*

All undergraduate students receive a report of their midterm grades. These grades will not become a part of the student's permanent record. The registrar establishes the submission date for midterm grades.

### *Final Grades*

The registrar reports all grades and credits earned to all students and their advisors at the close of each term.

### *Repeat Courses*

When available, students may repeat courses. Whenever a course is repeated, the academic record and transcript reflect all course enrollments and the grade earned for each enrollment. 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. Courses must be repeated for a letter grade.

### *Incomplete Grade*

The incomplete, or I, is a temporary grade given only when extenuating circumstances prevent completion of all course work on time. No student may receive a grade of "I" for a course simply because of failure to complete required assignments on time. Incompletes shall be granted only in cases of serious illness or injury, family crisis,

or some other substantiated unforeseen circumstance beyond the control of the student that would make it impossible to complete all course requirements by the end of the term.

Incomplete grades are granted at the discretion of the instructor for the course. Students who believe they can demonstrate a legitimate need for an incomplete should 1) obtain an Incomplete Contract from the Office of the Registrar, 2) seek instructor approval to take an incomplete and establish the terms of the contract, and 3) return the contract to the Office of the Registrar. The deadline for completing this process is the day of the course's scheduled final examination.

Unless the instructor stipulates a shorter time period for completion of the work, an incomplete must be satisfied within six weeks of the end of the term in which it was received. In exceptional cases (e.g. lengthy illness) the student may petition the dean of the College.

A regular letter grade will be recorded upon notification by the instructor to the registrar. Incompletes will convert to the grade of F at the end of the six-week period unless an extension request is approved. As long as an "I" remains on her 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 her record.

#### *Pass/Fail Grades*

With the guidance of her advisor, a student may decide to take a course on a pass/fail basis rather than under the traditional grading system. If a student elects to take a course on a pass/fail basis, she must declare her intention at the time of registration. She may change this option during the first two weeks of the term.

For a cross-registered course, the student must declare her option to the Chatham registrar within two weeks of the beginning of the course.

A student may enroll for no more than 30 pass/fail credits during her studies at the University. Courses for major and minor credit may not be taken pass/fail. General Education credits may not be taken on a pass/fail basis, except for lifetime activity courses in the wellness program. Tutorial 498 receives pass/fail credit until the completion of 499, which must be taken for a letter grade.

Internships may be taken only on a pass/fail basis.

Students choosing to take courses on a pass/fail basis will be graded as follows:

P = Pass, minimal value C-

LP = Low pass, equivalent to D

F = Unsatisfactory, no credit

An F earned in a pass/fail course is calculated into the grade point average (GPA); P and LP grades do not affect the GPA.

### *Appeal of Grades*

A challenge to a grade received in a course, thesis, tutorial, 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.

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 informally. If the grievance is not settled, the student may then file a petition with the appropriate dean, who will seek informal reconciliation. A student challenging a grade received in a course may file a petition with the dean no later than 120 calendar days after the date on which the grade was due in the Office of the Registrar.

If reconciliation is not achieved at the dean level, the student may file a petition with the vice president for academic affairs. The decision of the vice president is final in the grade appeal process. A petition must be filed with the vice president no later than five working days after receiving the dean's decision in the case. The vice president 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 will inform the student and the faculty member of the decision in writing.

### **Tutorial Regulations**

Final copies of the tutorial are due to the Office of Academic Affairs according to the schedule provided annually in the Tutorial Manual. The final copies are distributed to the members of the board by the Office of Academic Affairs. Upon completion, students are required to submit a bound copy of their tutorial to the library.

With the support of their tutors, students may request an extension deadline from the dean of the College. An extension request will be accepted until 5 p.m. one week before the final copies are due. Tutorial extension requests will only be granted when exceptional circumstances beyond the control of the student warrant them. If approved by the Committee, the extension will not be granted beyond the last day of classes. Failure to deliver final copies of the tutorial or a petition requesting an extension according to the schedule above results in an automatic F grade for Tutorials 498 and 499.

No incomplete grades will be given in Tutorial 498; only grades of P, LP, or F are given. No incomplete grades will be given in Tutorial 499 except in unusual circumstances that prevent the student from completing the work of the course and that can be confirmed by authoritative documentation. Requests for incomplete grades in Tutorial 499 should be directed to the dean, who will make the decision in consultation with the tutor.

At the end of the first term, the tutor grades the student's work. The grade submitted for Tutorial 498 will be P, LP, or F. When Tutorial 499 is completed successfully and the grade is determined, the grade for 498 will be changed to the same grade as 499. If a student receives an F for 498, that grade will be figured into the grade point average (GPA). Students must receive a passing grade in 498 prior to registering for 499.

### **Transcripts**

Graduates and students whose student accounts are in good standing may request an official copy of their College records. Requests for transcripts, submitted in writing, should be directed to the Registrar, and will be processed within two business days without a fee. Students may also be issued a transcript over the counter upon immediate request or have a transcript sent by Fed Ex Express Service (overnight) for a \$20 fee. Requests for Fed Ex

Express Service must be received by noon for same day pickup. Students whose accounts are delinquent cannot receive official transcripts until accounts are paid in full, including late fees and collections costs, if any.

## **Academic Honors**

### *Dean's List, Fall and Spring Terms*

To qualify for the Dean's List, a full-time, degree-seeking student must achieve an 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 term. One course required to be taken pass/fail (Maymester or internship experiences up to three credits, or Tutorial 498) may be included in the 12-credit minimum.

Part-time, degree-seeking students who maintain an average of 3.5 and successfully complete a minimum of six credits for a letter grade will receive a letter of commendation. One course required to be taken pass/fail may be included in the six-credit minimum.

### *Program Honors*

Program honors are awarded at graduation 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 faculty. The minimum standard for program honors is a 3.0 overall GPA, a 3.5 GPA in the major or program, and exemplary performance on the tutorial. Students with interdisciplinary or double majors must meet the requirements for honors in each discipline in order to be eligible for program honors.

### *College Honors*

College 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 College honors. A student who is granted academic forgiveness from the Committee on Academic Standing must complete at least 60 graded credit hours at Chatham to be eligible for College honors.

### *Honor Societies and Awards*

Chatham recognizes student achievement through membership in honorary societies: Beta Beta Beta (biology), Golden Z Club (service and leadership), Mortar Board (scholarship, leadership, and service), Omicron Delta Epsilon (economics), Phi Alpha (Social Work), Phi Beta Kappa (liberal arts and sciences), Phi Sigma Iota (foreign language), Pi Gamma Mu (Social Sciences), Psi Chi (psychology), and Sigma Tau Delta (English). Special awards also are presented at Closing Convocation each spring to students who excelled academically and made outstanding contributions to College and community affairs.

## **Terms of Study**

### *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 fully. This implies attending regularly, engaging in course activity, completing work on time, and making up work missed because of an emergency absence.

### *Final Examinations*

Unexcused absence from an examination results in a failure grade for that examination. The dean may excuse absences only in the case of a documented illness or other serious emergency.

### *Course Exemption*

A student may be exempted from a current Chatham course if she has shown that she has satisfactorily fulfilled the main course objectives. However, no credit is awarded for such an exemption.

### *Credit by Examination*

A student also 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:

- she has failed
- for which she has already received credit
- for which she is presently registered after the third week
- that fulfills a general education requirement.

Students may apply no more than four courses by examination toward the degree. To take an examination, a qualified student must pay an application fee and have the permission of the course instructor, in consultation with the division chair and the registrar. For an additional fee, the course is placed on the student's transcript with the notation, "Credit by Examination." The course is recorded after the student successfully completes the examination.

### *College Level Examination Program (CLEP)*

Chatham currently awards credit for satisfactory performance on the College Level Examination Program (CLEP) tests. The five general academic areas are English composition, mathematics, social sciences and history, natural sciences, and humanities. A student is advised to take the examinations early in her academic program, preferably before achieving sophomore status.

### *Experiential Learning Credit Program*

Chatham University recognizes that life experiences may provide a knowledge base equivalent to college course work. Through experiential learning, students have the opportunity to gain academic credit for knowledge gained through employment, job training, volunteer and civic activities, military service, and travel. Students who wish to apply for experiential learning credit are required to enroll in English 104, academic composition and portfolio development, a course that helps them prepare a portfolio documenting the knowledge gained experientially. Once the portfolio is complete, faculty members evaluate it and determine the number of credits to be awarded to the student. A processing fee is charged on a per-credit basis for all credits awarded to the student.

Degree-seeking students may earn a maximum of 30 Chatham credits for their portfolio. Credits earned through the Experiential Learning Credit Program may count toward the residency requirement for students entering the College with first-year or sophomore standing (see page 55). However, regardless of the number of credits earned through this process, the student must complete a minimum of 45 credits through traditional classroom instruction in residency at Chatham.

For information about the portfolio development course, students may contact the director of academic advising at 412-365-2762.

### *Auditing Courses*

Full-time students may audit a course by obtaining permission from the instructor and completing a course audit application available from Student Services. Students who are registered for 12 or more credits do not incur any additional charges for auditing a course. If a student's registration decreases to 11 credits or fewer while she is auditing a course, all regular per-credit tuition and fees apply to the audited course. For full-time students, 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. A student can indicate on the course audit application that she would like to have the course audit recorded on her transcript. If the student wants to have the audit recorded on her transcripts, she must 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. For full-time students, a nonrefundable recording fee will be charged for each recorded audit.

Part-time and non-matriculated students may audit a course by obtaining permission from the instructor and completing a course audit application. All regular per-credit tuition and fees apply to the audited course. The course audit option is restricted to Chatham undergraduate courses and does not apply to independent studies. No credit is granted for course audits. A student can indicate on the course audit application that she would like to have the course audit recorded on her transcript. If the student wants to have the audit recorded on her transcripts, she must meet the same course requirements as the students who take the course for credit. For part-time and non-matriculated students, no additional recording fee is charged for the recorded audit.

### *Work in Absentia*

Work done in absentia will be credited if it has the prior approval of the responsible program director or faculty member and the dean.

### *Undergraduate Courses through The School of Continuing Education*

Undergraduate students at Chatham University may take up to 6 credits through the School of Continuing Education. The majority of these courses are offered online only. In order to register for a credit bearing School of Continuing Education course, students must complete the "Add/Drop/Withdraw Form" and have it approved by both their advisor and the School of Continuing Education.

### *Graduate Courses for Undergraduate Credit*

Qualified, matriculated, undergraduate students not enrolled in the Five-Year Masters Program may receive permission to take up to six credits of graduate-level courses relevant to their program of study. Students 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 graduate degree or program.

## **Academic Standards and Progress**

### **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**

Faculty members must make a responsible effort to confront the student with the evidence of dishonesty within five working days of discovering a case of suspected cheating or plagiarism. Three possible scenarios follow:

If, after talking with the student, the faculty member is satisfied that no offense occurred, no further action is warranted.

If the student admits to wrongdoing, the faculty member must send an academic dishonesty form to the Office of Student Affairs for inclusion in the student's conduct file. In general, if this is the student's first incident of academic dishonesty, the faculty member may decide what penalties will apply, and the student will not be called before the Student Conduct Board (SCB). However, there may be instances when a first incident is serious enough to warrant sending the student to the SCB; this decision is at the faculty member's discretion.

If the student denies responsibility and the faculty member continues to believe academic dishonesty has occurred, the faculty member must send an academic dishonesty form to the Office of Student Affairs to inform the SCB of the incident and that the issue has not been resolved. SCB will then convene a hearing. Procedures for convening and conducting a SCB hearing are available in the Student Handbook (Chapter 4).

Upon receipt of an academic dishonesty form, the advisor to the SCB will inform the reporting faculty member whether the student has been involved in other incidents of academic dishonesty. Faculty members should take this information into account when deciding on course-specific penalties.

### *Sanctions and Penalties for Cheating and Plagiarism*

Faculty members may decide on the penalty for the first incident of academic dishonesty. Penalties should reflect the severity of the offense. Typical penalties include:

- requiring the student to resubmit the assignment or take a new examination

- failing the student on the assignment or examination
- lowering the student's grade for the course
- failing the student for the course

Regardless of the penalty decided upon, the faculty member must report the incident to the Office of Student Affairs by filing an academic dishonesty form.

For a second or subsequent incident, the student must also go before the SCB which will determine the appropriate course of action over and above the course-specific actions decided on by the course instructor. In addition to the above penalties, sanctions may include academic probation, suspension, or expulsion from the College.

The student may appeal the above decisions in writing to the Office of Academic Affairs within seven working days.

If the student has admitted to or been found responsible for academic dishonesty, the dean of students will maintain the first academic dishonesty form in the student's file. If no further incidents of academic dishonesty occur, the record will be destroyed upon graduation or separation from the College. If the student has committed two or more offenses, the academic dishonesty forms and their disposition become part of the student's permanent College record.

#### *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.

#### **Review of Academic Progress**

A student's progress is reviewed at the close of each term. At that time, the dean reviews the grades of all students who have not met College standards. While individual consideration is given to each student experiencing academic difficulty, the dean is guided by the following:

All students are expected to maintain at least a 2.0 cumulative grade point average (GPA).

Full-time students are expected to accumulate course credits, under the minimal normal course load of 12 credits per long term, at a rate consistent with achieving 120 credits by the end of 10 long terms. Students may be given a probationary period when they fall below either of these expectations.

Any student may be warned, placed on probation, or placed on mandatory leave of absence at any time by the dean for marked deficiency in scholarship.

- Academic warning: All students beyond the first year will be placed on academic warning for excessive incompletes and/or a term average below 2.0.
- Academic probation: All students will be placed on academic probation for a cumulative GPA below 2.0, or two semesters of term averages below 2.0. Probationary status may endanger the continuation of financial aid.

First-year students who are found to be experiencing unsatisfactory academic progress may be assigned to special support programs.

- FAST: First-year students whose term GPAs fall below 2.0 are enrolled in the FAST (Fresh Approach to Study) Program. Through enrollment in Transitions: Essential Skills for Success @ Chatham, FAST students will assess their academic strengths and challenges, and practice the skills necessary for successful college study.
- A FAST student whose cumulative GPA remains below 2.0 but fulfills her FAST learning contract and earns a 1.8 term GPA may be placed on FAST II.
- A FAST II student whose cumulative GPA remains below 2.0 but fulfills her FAST learning contract and earns a 2.0 term GPA may be given one additional semester of extended probation.
- If after three semesters, her cumulative GPA remains below 2.0, she will be placed on Mandatory Leave of Absence (MLOA).

Upperclass students who are found to be experiencing unsatisfactory academic progress may be assigned to special support programs.

- REACH: Upper classwomen whose GPAs fall below 2.0 will be enrolled in the REACH (REassessing Academic CHallenges) Program. This program assesses academic strengths and challenges and focuses especially on course content mastery.
- A REACH student whose cumulative GPA remains below 2.0 but fulfills her REACH learning contract and earns a 2.0 term GPA may be given one additional semester of extended probation.
- If after two semesters her cumulative GPA remains below 2.0, she will be placed on Mandatory Leave of Absence (MLOA).

**Mandatory Leave of Absence (MLOA):** Chatham reserves the right to require a student to take a leave of absence for academic reasons following a review by the appropriate College authorities. This action, which requires the student to be away from the College for a specified period of time, is taken in the best interest of the student.

Chatham reserves the right to require a student to take a leave of absence if a review by the dean determines her scholarship to be unsatisfactory. At that time, the student will be advised of the steps she must take to demonstrate a serious commitment to academic study and thus gain reinstatement. In all cases, the student, her advisor, and the Offices of Academic Affairs and Student Affairs, and, when appropriate, the parent or guardian, will be notified of this action.

A student is subject to mandatory leave of absence for a semester of all “F” grades.

Normally, first-term, first-year students are not placed on MLOA, but are instead put on FAST.

Students who have been placed on MLOA must request reinstatement from the Office of Academic Affairs. Written requests for reinstatement must include documentary evidence that the student has fulfilled the requirements established by the dean at the time she was put on MLOA. For the term following reinstatement, the student's academic standing is probationary, and she must fulfill the required probationary conditions. Students seeking readmission should contact the Director of Advising for help in the reinstatement process.

#### *Academic Forgiveness Policy*

Undergraduate students who have returned to the College after an absence of at least two consecutive terms have the option of applying for academic forgiveness to the Committee on Academic Standing (CAS). (For the purposes of this policy, summer counts as a term; Maymester does not.)

This is a one-time opportunity for students to request that all grades received previously at Chatham be removed from their cumulative GPA calculation. Students will be eligible for Academic Forgiveness after they have returned to Chatham and completed a minimum of 12 credits maintaining a GPA of at least 2.0. Credits received for the forgiven courses will be retained, the grades will remain on the transcript, but they will no longer be calculated in the GPA. If this option is exercised, a minimum of 45 graded credits for graduation must be completed at Chatham College after the student's return from her absence.

#### *Voluntary Leave of Absence*

A voluntary leave of absence may be granted for participation in an approved study away program; for study abroad; study at another college or university in the United States; purposes of work, travel, or other nonacademic experience; health; or personal reasons. Students desiring a voluntary leave of absence must meet with the director of academic advising to complete the appropriate paperwork. The deadline for requesting a voluntary leave of absence in any term is the end of the withdrawal period for that term.

If the leave is granted, the student may return to the College within one year without reapplying for admission. The student is expected to notify the director of academic advising and the College dean and pay the \$150 deposit by April 20 prior to a fall return or by December 1 prior to a spring return.

A student who is absent from the College for more than two consecutive terms should contact the Office of Admissions to begin the readmission process. If the student needs financial assistance to return, she will be given full consideration. Applications should be made to the Office of Admissions and Financial Aid.

Normally, no more than two leaves are granted to a student during her course of study.

#### *Mandatory Non-Academic Leave of Absence*

Chatham reserves the right to require a student to take a leave of absence following a review by the appropriate College authorities. This action, which requires the student to be away from the College for a specified period of time, is taken in the best interest of the student.

The College may require a leave of absence or withdrawal for reasons that would supersede a voluntary leave of absence or withdrawal. Upon the recommendation of the vice president for student affairs/dean of students, the College may require a leave of absence or withdrawal at any time it is deemed reasonably necessary to protect the student, other students, members of the College community, or the interests of the College itself. When a student

who has been on a required leave wishes to return to the College, she/he must apply in writing to the vice president for student affairs/dean of students at least one month in advance of return. The student will not be permitted to return to the College until the appropriate staff members provide validation. If the student is approved to return, staff members may make recommendations to the vice president regarding conditions of return and/or continued enrollment.

#### *Withdrawal From the College*

To avoid unnecessary financial complications with the College and other loan providers, a student who wishes to withdraw from the College should contact the director of academic advising immediately to complete a Withdrawal from College form. Any refund will be made in accordance with both the College's and federal government's refund policies.

Upon the recommendation of the director of student health and the director of counseling services and/or the College physician, the College may ask a student to withdraw for health reasons.

Students who return to the College after withdrawal must reapply and be reaccepted for admission. Students should contact the Office of Admissions to begin the readmission process.

#### *Summer Study*

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

### **Teacher Certification**

Chatham prepares undergraduate and graduate students for certification in four areas: early childhood (N-3), elementary (K-6), secondary (7-12), art (K-12), and environmental (K-12). In addition, certification in special education (K-12) and School Counseling 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. Undergraduate students may begin the program during their first year with approval of their major advisor and the director of the education program.

As part of the course work for each undergraduate education class, a student is required to spend time in field placement 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 course work, as well as to develop an effective individual teaching style.

To be admitted to student teaching, candidates must successfully complete the three PRAXIS pre-professional tests 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 – H. John Heinz III School of Public Policy**

Well-qualified Chatham students have the opportunity to earn a bachelor's degree from Chatham University and a master's degree from the H. John Heinz III School of Public Policy at Carnegie Mellon University in as little as five years. Eligible students may be accepted into one of the following programs at the Heinz School: public policy and management, health care policy and management, information systems management, and arts management. Interested students should speak with a faculty advisor or the director of academic advising for additional information.

### **Engineering**

Through cooperative 3-2 arrangements with Carnegie Mellon University and the Pennsylvania State University, Chatham students interested in engineering may spend their first three years at Chatham and complete the remaining two years of their engineering program at the affiliated school. Upon successful completion of the program, a student receives a Bachelor of Arts degree from Chatham and a Bachelor of Science degree in an engineering field from the cooperating school.

### **Carnegie Mellon University – Collaboration in Teacher Training**

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.

A student should indicate her intention to apply for this program during his/her first or second year, so that he/she can begin taking appropriate courses.

Formal admission is decided in the fall of the junior year. Specific programs offer different combinations of major, teaching certification, and master's courses during the junior, senior, and graduate (fifth) years, with close advising of students in each program. Master's courses in each Carnegie Mellon department are carefully designed to provide graduate training relevant to the teaching areas of secondary schools. For application procedures and more information on this program, students may contact the education program at Chatham.

### **Carnegie Mellon University – 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. Additional information is available in the Music Program section of the catalogue, and a complete listing of courses posted on the Music webpage.

## Academic Resources and Services

### PACE Center - Programs for Academic Advising, Career Development, and Educational Enrichment

The College's PACE Center, including the programs for Academic Advising, Career Development, and Educational Enrichment/Learning Center, is located on the third floor of the Jennie King Mellon Library. PACE offers students a comprehensive approach to academic and career planning as well as an academic support network designed to maximize each student's academic success at the College.

### Academic Advising

#### *Advising Mission*

The Chatham University advising system is designed to respond to student needs in a timely and conscientious manner while recognizing the individuality of each student's situation. Although students are ultimately responsible for their academic progress, every undergraduate student should be given the opportunity to work with an advisor who appreciates her unique interests and goals, who is knowledgeable about academic policies, and who is able to refer students to appropriate campus resources. Through these services, advisors help students as they develop academically, professionally, and personally.

#### *Advising Assignment Policies*

First-year students are assigned to a faculty member who has volunteered to serve as a first-year advisor. These faculty members represent every academic division of the undergraduate college. Initial advising assignments are based on the student's expressed interest area. Students who are undecided about their major areas of interest are advised by the director of academic advising and career counseling.

First-year advisors work intensely with their advisees throughout the first year, helping them to clarify and identify their interests, values, and goals. The advisors also provide information about the College 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 their first semester. 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.

#### *Provisionally Admitted Student Advising – Transitions Program*

Students enrolled in the College's Transitions program will work collaboratively with a PACE staff mentor/advisor during their first year at the College. After the completion of the first year, students will be transferred to their major advisors.

#### *Transfer Student Advising*

Transfer students who are ready to declare their majors are assigned to advisors in the major. Transfer students unsure of their majors are advised by the director of academic advising and career counseling.

#### *Advising for Undecided Students*

There are many resources available for students who are undecided about their majors. The director of academic advising and career counseling offers individual career counseling to assist students in exploring interests, skills, values, and personality and in relating them to college majors and careers. Inventories such as the Strong Interest Inventory and the Myers-Briggs Type Indicator are used to assist in career planning. Students are encouraged to try a variety of courses and experiential learning opportunities during their first year to help clarify their strengths and interests. Students also use the Discover on-line career guidance program to help them set major and career goals. The Career Exploration course (SDE 100) is offered for students who feel they would benefit from a step-by-step approach to the career decision-making process.

### *Pre-professional Advising*

A student planning a career that requires post-baccalaureate training follows a special sequence of courses, and her progress is guided closely by specific faculty advisors and Career Development staff.

To prepare for the health professions – medicine, dentistry, occupational therapy, physical therapy, veterinary medicine, and public health – a student takes a series of biology and chemistry courses in addition to other requirements. She may decide to major in chemistry or biology, or pursue another major, as long as she completes the sequence of courses required for admission to a professional school. Students who intend to enter graduate school in the medical or health sciences should work closely with the pre-health advisor as well as with their academic advisor.

The undergraduate degree program at Chatham also offers students excellent preparation for law school admission. Chatham's general education curriculum helps a student develop her ability to think, write, and speak precisely and effectively. Although law schools do not require a specific major, many students and faculty assume that one or more of the social sciences or humanities provides the best disciplinary background. However, as the practice of law becomes more complex, other majors also become relevant. A student who indicates an intent to apply for law school admission should work closely with the faculty pre-law advisor as well as with her academic advisor.

All pre-professional students, regardless of academic field, receive guidance and assistance throughout their academic careers. The College 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 Career Development. Undergraduates apply to the Teacher Preparation program at the end of their sophomore year. Information about the Teacher Preparation program is available through the Education Program Director. For more information about Chatham's pre-professional advising programs, contact the director of academic advising and career counseling in the PACE Center.

### **Career Development**

Career Development assists students with career decision-making, job search strategy, graduate school planning, and experiential education activities, including community service, on-campus employment, and internships. Services are provided through individual counseling and advising, group workshops, and courses for credit. Students of all majors and class levels are encouraged to take advantage of career development activities early in their college careers to increase success and satisfaction with career and life planning. The following sections reflect some of the opportunities and services available through Career Development.

### *Career Advising and Workshops*

Individual career advising and workshops are available for all students; these sessions address topics such as cover letter/resume writing, internship and job search strategies, graduate school planning, and related career concerns.

### *Courses for Credit*

Career Development offers the Career Exploration course in the fall and spring terms and the Career Preparation course in Maymester.

### *Internship Program*

The Chatham University Internship Program provide students with the opportunity to acquire hands-on work experience related to their academic studies and career plans. A student may enroll for a maximum of 17 internship credits during her undergraduate education. Each student undertaking an internship does so through Career Development with the sponsorship of a faculty member. Students receive individual guidance in selecting and applying for the experience, setting learning objectives, registering for credit, and evaluating the experience. The evaluation process includes students' and site supervisors' evaluations as well as reflection activities. Internships may be paid or unpaid, are one to twelve credits, and may be completed year-round. The Internship Program is available to all undergraduate students with a 2.0 GPA beginning in their second semester of study.

### *Career Resources*

The PACE Center provides a career library and technical resources to help students explore career options, make informed decisions, and conduct their job, internship, and graduate school searches in a timely and professional manner. Students have access to books, print resources and guidelines, computers, and printing, scanning, and faxing services during professional business hours.

### *College Central Network Database*

This 24-hour online resource allows students to search conveniently, by career interest and position type, through hundreds of listed opportunities targeted to Chatham students, alumnae, and graduate alumni. Go to [www.collegecentral.com/chatham](http://www.collegecentral.com/chatham) to find information on the following available positions:

- Full-time, part-time seasonal jobs;
- Internships;
- Volunteer opportunities;
- Student employment

### *Mentoring*

Through mentoring, Chatham students are matched with professionals in fields of their choice and have the opportunity to learn, in depth, about different professions. Most matches are with Chatham alumnae. Students have the opportunity to identify mentors year-round through the College Central Network Database.

### *Summer Employment Program*

There are many opportunities for part-time, academic-year employment. The largest is the Federal Student Employment Program, which provides dozens of employment opportunities for students on campus as well as in

the community. These positions are posted through the College Central Network Database. Career Development also posts part-time positions that do not require financial aid awards.

#### *Graduate and Professional School Planning*

As a complement to faculty advising, Career Development assists students in clarifying goals for further education, identifying graduate programs, preparing for admissions tests, reviewing graduate application essays, locating sources of scholarships and making available opportunities to practice graduate school entrance exams.. Students are encouraged to begin the graduate school planning process as soon as they have identified career goals.

#### *Professional Employment*

Career Development assists students in refining their resumes, cover letters, interviewing skills, and job search strategies. In addition to the hundreds of full-time postings available online through College Central Network Database, students have direct access to hundreds of regional and national employers through various job fair and networking events, held both on campus and in conjunction with other Pittsburgh region colleges and universities.

### **Educational Enrichment/Learning Center**

The PACE Center provides Chatham students with comprehensive educational enrichment services designed to promote academic success. Planned collaboratively with College faculty and staff, PACE Center programs enhance and support Chatham's curriculum. Services include academic counseling/coaching, peer and professional tutoring, supplemental instruction, computer-aided tutorials, workshops, courses and the FAST and REACH programs for students on academic probation.

#### *Academic Skills Programs*

Chatham students wishing to strengthen their academic skills are encouraged to participate in PACE Center educational enrichment opportunities:

Academic counseling/coaching sessions address topics such as academic progress, grade tracking, learning styles, procrastination, time management, test-taking, textbook reading, and note taking. Diagnostic inventories are used to focus sessions.

Peer and Professional Tutoring: Peer tutoring support is available for students enrolled in Chatham courses. Each student may receive two hours of tutoring per week per course, at no charge. Tutors are recommended by faculty and trained; they work with students wither one-on-one or in groups. Students seeking tutoring should complete a Request for Tutoring form, available in the PACE Center, and confer with the coordinator of tutoring. In most cases, tutor/tutee matches are made within three working days of the request. Professional tutoring is available for students in mathematics and writing during regularly scheduled hours and by appointment.

Supplemental Instruction (SI) is available in writing, chemistry, biology, mathematics, and other selected courses.

Computer aided tutorials are available in a wide range of subject areas.

Workshops are offered at convenient times and locations including the College residence halls. Topics include goal setting, public speaking, study skills, and stress management.

First-year and sophomore students may enroll in Transitions: Essential Skills for Success @ Chatham, a course designed to promote academic success.

FAST (Fresh Approach to SStudy) and REACH (REassessing Academic CHallenges), for students on probation, are administered through the PACE Center

### **Act 101 Program**

The Act 101 Program is housed in the PACE Center. The program, funded by the Pennsylvania Department of Education, is designed to provide additional tutoring, academic counseling, and cultural enrichment to students from Pennsylvania who qualify and show academic promise. The Act 101 Program addresses students' needs by providing individualized tutoring and academic counseling, academic support groups, and opportunities to participate in leadership conferences, workshops, seminars, cultural events, and other student development activities.

### **Services for Students with Disabilities**

Academic accommodations for students with diagnosed disabilities are coordinated by the assistant dean of the PACE Center. Students present their documentation and arrange for reasonable accommodations at the beginning of each new term in which they are enrolled. The Center also provides accommodations such as texts on tape, distraction-limited testing, and peer note takers for students who qualify. In addition, for students who suspect the presence of a disability but have not yet been tested, referrals for off-campus diagnostic testing are provided through PACE.

### *Computer Resources*

Computer use is encouraged in all disciplines at Chatham. The main office of the Information Technology Services (ITS) department is located in the Jennie King Mellon Library. ITS provides access to the College hardware, software, network and phones. All registered students receive network accounts for file and printing services, e-mail, online courses, and the Chatham University student portal. Full- and part- time staff are available to answer technology-related questions at the Help Desk located on the first floor of the library.

As part of a new undergraduate technology initiative, all incoming first year students receive a new tablet laptop which they will own upon graduation. Use of the tablet is integrated into the University curriculum and enables students to access the Chatham network via wireless access throughout the campus. Additionally, many of the campus buildings are equipped with wireless access points to allow for broad use of the tablets. Students also benefit from faculty using "smart" classrooms and other technology supports, such as the Broadcast studio, Mac lab and Art and Design Center lab, for teaching and learning.

Both PCs and Macintosh computers are available in public computing spaces, including a 24 hour lab accessible with your ID card from the lobby of the Library. Each residence hall and most classroom buildings also have computer labs. Public labs have scanning stations, specialized software and CD burners for use by registered students.

All residence hall rooms and faculty and administrative offices have direct Internet and network connectivity. Students who live in on-campus residence halls, including Chatham and Chung apartments, may bring their computers and receive assistance from the Help Desk to connect to the campus network and the Internet.

IT staff regularly offer trouble-shooting sessions and training classes on frequently used software programs. Campus computer and information resources may be accessed through the Internet or from various on-campus locations.

### **The Jennie King Mellon Library**

The Jennie King Mellon Library, a department of the Information Services Group, serves the Chatham community as a primary research, study, and resource center. Students may access the library's collections through networked computer reference stations in the library and from other Internet accessible computers in residence halls and off-campus. The collection includes nearly 100,000 volumes, 7,000 current periodical titles and databases, many of which are available on-line, and hundreds of microforms, software programs, and audio and video tapes. The library offers a wide variety of information and instructional services, including access to on-line and CD-ROM databases, virtual reference service, interlibrary loans, database searching workshops, course-related instruction, and individual research consultations.

During library hours, professional librarians are available to answer questions, help with research papers or projects, and show students how to find and use library and other information sources. Chatham students also have access to the vast collections of colleges and universities in the Pittsburgh area through the library's participation in regional library consortia.

### **Office of International Programs**

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, providing curricular and co-curricular experiences on campus and abroad, and involving all students regardless of major and all faculty regardless of discipline or teaching area.

As the center for Chatham's international activities, the Office of International Programs provides learning opportunities and services that foster cross-cultural awareness, facilitate intercultural communications, and enhance knowledge of world cultures and societies.

The role of the Office is to:

- Provide opportunities abroad for students, faculty, and staff
- Administer Chatham Abroad
- Plan and develop new international opportunities
- Develop and maintain links with colleges and universities abroad
- Support the internationalization of the curriculum
- Assist the faculty in their internationalization efforts
- Maintain study abroad resource materials
- Provide assistance to international students and scholars
- Organize or assist with the organization of the Global Focus program and other co-curricular programs
- Coordinate international fellowship and scholarship opportunities

For more information, please contact us at 412-365-1159.

## Outreach Centers

### **Pennsylvania Center for Women, Politics, and Public Policy**

The Pennsylvania Center for Women, Politics, and Public Policy (PCWPPP) at Chatham University is a non-partisan center devoted to fostering women's public leadership through education, empowerment, and action.

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 and advocacy trainings, offers educational programs in applied politics, and provides timely analysis on women's issues through its Hillman Chair in Politics and Regional Women's Initiative. 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;
- Advocacy training programs for women throughout Pennsylvania;
- Bi-partisan candidate training;
- Research and program with the Hillman Chair
- Volunteer and internship connections;
- Scholarly lectures;
- Experiential learning opportunities across PA and in Washington DC
- Data collection about women in local politics in Pennsylvania; and,
- NEW Leadership Pennsylvania – a public leadership training program for college women throughout Pennsylvania.

For more information or to participate in Center activities, contact the executive director at 412-365-1878 or visit [www.chatham.edu/pcwppp](http://www.chatham.edu/pcwppp).

### **The Chatham College Center for Women's Entrepreneurship (CCCWE)**

The Chatham College Center for Women's Entrepreneurship (CCCWE) was established in 2005 to address the needs of a growing number of women entrepreneurs in southwestern Pennsylvania. The Center is dedicated to the vision of economic empowerment and personal growth for women and offers unique services and programs that are distinctive to both established and start-up businesses owned by women. CCCWE is funded through grants from the Claude Worthington Benedum Foundation and the Lois Tack Thompson Fund of the Pittsburgh Foundation.

### **Regional Women's Initiative**

The Regional Women's Initiative (RWI), a project of the Pennsylvania Center for Women, Politics, and Public Policy, was launched in the spring of 2005. With a focus on the 10-county region of southwestern Pennsylvania, RWI seeks to advance the status of women through its mission of increasing public awareness of gender disparity and empowering women to change the status quo on issues including equity in political representation, economic status, and health. The work of RWI includes a virtual women's center, a network of women leaders, and data on women's status in the region as well as public programs and strategic partnerships that provide training and empowerment opportunities.

## The Rachel Carson Institute

Continuing the legacy of Chatham's most distinguished alumna, the Rachel Carson Institute strives to advance the understanding that all living things on Earth are linked, bound by systems and cycles that are both interdependent and currently at risk. The Institute was founded in 1989 as the environmental education and outreach arm of the College to promote awareness and understanding of current environmental issues through public symposia and educational programs. Carson, through her publication of *Silent Spring*, alerted the world to the dangers of chemical contamination of biological systems – both in the natural world and in humans. Her work led to the establishment of the United States Environmental Protection Agency, labeling of all pesticides and restrictions on many of the most toxic ones, and the groundswell of public opinion that formed the modern environmental movement. The Institute's programming falls on three areas: women's environmental concerns and leadership in environmental policy and science, environmental education programs for youth, and campus-based programs for environmental stewardship and campus sustainability.

During 2007, the Rachel Carson Institute collaborated in hosting a number of Pittsburgh area events celebrating the centennial of Rachel Carson's birth. Some of these included the Women's Health and the Environment Conference at the David L. Lawrence Convention Center, a showing of Kaiulani Lee's *A Sense of Wonder* (a play about the life of Rachel Carson), the third Spirit and Nature Conference at Chatham's Eddy Theatre (November 2007), and the Rachel Carson Legacy Conference at CMU (September 2007). RCI works closely with the Rachel Carson Homestead, a local nonprofit which preserves the historic home in Springdale where Rachel Carson lived as a child. The Homestead offers educational programs about Ms. Carson's legacy to schools and adult audiences. RCI also collaborates with organizations such as Green Building Alliance, Conservation Consultants International, Grow Pittsburgh and Mildred's Daughters Organic Farm, Student Voices, and Earth Force.

Rachel Carson Institute hosts speakers on a regular basis, and in 2006 and 2007 offered talks for students and the public by Dave Cooper (Mountain Justice), Ride for Climate bicyclists, Walkin' Jim Stoltz, Meg Lowman, Devra Davis, and Marcia Bonta. RCI also offers outreach opportunities in Pittsburgh and beyond, and we have given presentations with Global Pittsburgh, the Garden Club of Allegheny County, Fern Hollow Nature Center, and at academic conferences. RCI has a historic focus on the interaction between women's health and the environment, and actively seeks community collaborations to enhance opportunities for students and community members to gain access to environment and health information.

As consistent with the mission of a women's college, the Institute's programs on women and the environment are concerned with promoting a gendered perspective on environmental issues and developing women's leadership in environmental policy making. Women and women's perspectives are typically marginalized in positions of power in institutions with the greatest impact on the environment – national governments, corporations, and international financial institutions. Yet, women have mobilized communities, challenged conventional scientific knowledge, developed new methods of documenting harm, and offered leadership in environmental transformation.

### *Environmental Education Programs for Youth*

Each year, in conjunction with local or national environmental groups, the Institute hosts a variety of educational programs for middle and high school students to provide education on current environmental issues and to encourage them to become actively involved in the movement toward a healthier, more sustainable global environment. Rachel Carson Environmental Awareness Day has been held continuously each spring for over fifteen years.

### **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. Additional information about service opportunities is available at [www.collegecentral.com/chatham](http://www.collegecentral.com/chatham).

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 the Woodland Hall Community Service Floor, a small residential community-building 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.

### **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.

### **Center for the Study of Conflict**

The Center for the Study of Conflict offers undergraduate and graduate programs that provide students with the opportunity for concentrated study in the areas of conflict management and conflict resolution within their declared major fields.

The focus in the graduate division is on conflict management and the employment of alternative methods of dispute resolution, such as negotiation, arbitration, and mediation. Students will have opportunities to hone dispute resolution skills through advanced workshops and clinics.

Students in the undergraduate program will concentrate on conflict resolution through examination and analysis of social injustice and the problems of discordant societies. Students will learn how tools such as restorative justice, truth and reconciliation, mediation, and public dialogue are used to resolve disputes and transform societies.

The program introduces students to the field of conflict transformation. The curriculum is designed to provide students with the academic and practical tools needed to work on issues related to peace and justice. Specifically, the program:

- Introduces theoretical tools for the analysis of conflict;
- Offers training in the methods of conflict resolution;
- Imparts ethical, moral, and philosophical insights into the process of creating peaceful social change;
- Provides opportunities for experiential learning through internship programs; and
- Provides opportunities for student scholarship through participation in the writing and editing of the *Journal of Conflict Transformation*

## General Education and College-Wide Courses

### *General Education (COR)*

General Education courses encompass the required offerings in General Education – First-Year Seminar (COR105), First-Year Science (COR115/115L), Arts First (COR110), Citizenship and Civic Engagement (COR203), Diversity and Identity in a Global Context (COR304), and Integrative Seminar (COR405).

### *Chatham Abroad (CAB)*

The Chatham Abroad program offers eligible sophomores the experience of international study and travel as an integral part of their Chatham degree program. (Eligible students may not bypass their year of eligibility.) Chatham Abroad is a series of academic courses focused on interdisciplinary topics taught abroad by the Chatham faculty during the Maymester term. The courses, topics, and foreign sites vary each year, dependent on faculty interests and expertise, the global economy, and current international political conditions. Thus, the Chatham Abroad courses described here are representative rather than inclusive. Each course carries three Chatham credits on a pass/fail basis. Participants must also take the required three-credit Chatham Seminar in the spring term prior to the Maymester. Specific guidelines for eligibility for participation in Chatham Abroad are available in the Office of International Programs.

### *English as a Second Language (ESL)*

Each course carries academic credit, but credits earned in courses below the 100 level are not applicable to the baccalaureate degree.

### *Interdisciplinary Courses (IND)*

These courses offer opportunities for students to explore a topic of study from multiple perspectives.

### *Physical Education and Wellness (PED)*

The Physical Education program provides a balance to the rigorous demands of the academic environment by offering courses to develop personal fitness and wellness, athletic skills, and recreational interests. A Physical Education major is not offered, but students may major in exercise science.

### *Student Development (SDE)*

Courses in this department are offered to enhance a student's professional development. Student Development 100 is a one-credit course designed to expose students to the world of work and to provide an opportunity for students to explore personal interests and abilities.

Cooperative education experience is a credit-bearing program that integrates one or more semesters of paid employment in areas related to the student's career interests. Co-op work experiences may be taken for four to twelve credits. Forty hours of work experience are required for each credit granted.

Students wishing to enroll in Chatham's internship program must register for the experience through a specific academic department. Internships are available for one to three credits. Forty hours of work experience are required for each credit granted. The Career Development office coordinates the Internship program.

A student may enroll for a maximum of 17 internship and cooperative education credits during her undergraduate education. A student may participate in only one internship experience per term. Co-ops are scheduled for one or more semesters. Students eligible for internships or co-ops must have a 2.0 GPA or higher. Other noncredit

opportunities that enhance a student's professional development are provided by the Office of Career Development.

## **Majors, Interdisciplinary Majors and Minors**

### **African-American Studies**

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*

6 courses, including:

- CST 183                      Representations of Race and Gender (3)
- 5 African or African-American Studies electives

### **Art History (ART)**

The Art History major provides students with training in the critical analysis of visual images, including the traditional fine arts of painting, sculpture, and architecture and newer art forms like photography, film, video, and other electronic media. Emphasis is placed on understanding works of art in a variety of contexts: political, social, cultural, and theoretical. The program offers courses in Western art history from the Renaissance to the contemporary period. Non-Western course work focuses on Africa, Asia, Japan, and special topics courses related to the Global Focus Program. Distinctive to the major is the priority given access to and hands-on experience with actual works of art. Through site visits to local art museums, work with the College collections, and curating exhibitions for the College gallery, the Chatham art history student has an unusual degree of exposure to physical art objects, the contexts within which they exist, and the impact of those contexts.

#### *Major Requirements:*

14 courses, including:

- ART 131              History of World Art I: Pre-History to 1400 (3)
- ART 132              History of World Art II: 1400 to the Present (3)
- ART 208              Introduction to Art Museum Studies (3)
- ART 231              Renaissance Art (3)
- ART 234              Baroque and Rococo Art (3) or
- ART 248              19th-Century Art (3)
- ART 254              Modern Art, 1890 to 1950 (3) or

- ART 256 Contemporary Art, 1950 to the Present (3)
- ART 271 Asian Art (3) or
- ART 372 African Art (3)
- ART 363 Women and Art (3)
- ART 366 American Art: Colonial to 1900 (3)
- ART 498 Tutorial (4)
- ART 499 Tutorial (4)

1 studio art course

2 of the following:

- ART 257 20th- and 21st-Century Architecture (3)
- ART 316 Japanese Prints: Technique and History (3)
- ART 327 Printmaking Studio (3)
- ART 338 Impressionism (3)
- ART 391 Internship (1)
- ART 392 Internship (2)
- ART 393 Internship (3)
- ART 491 Independent Study (1)
- ART 492 Independent Study (2)
- ART 493 Independent Study (3)
- ART 494 Independent Study (4)

Any one of the courses not selected above as a major requirement, or approved experimental courses, may also be used to satisfy the elective requirements.

### *Interdisciplinary Major Requirements*

8 courses, exclusive of the tutorial:

- ART 131 History of World Art I:Pre-History to 1400 (3)
- ART 132 History of World Art II:1400 to the Present (3)
- ART 231 Renaissance Art (3)
- ART 234 Baroque and Rococo Art (3) or
- ART 248 19th-Century Art (3)
- ART 254 Modern Art, 1890 to 1950 (3) or
- ART 256 Contemporary Art, 1950 to the Present (3)
- ART 271 Asian Art (3) or
- ART 372 African Art (3)
- ART 363 Women and Art (3)
- ART 366 American Art: Colonial to 1900 (3)

### *Minor Requirements*

6 courses, including:

- ART 131 History of World Art I:Pre-History to 1400 (3)
- ART 132 History of World Art II:1400 to the Present (3)
- ART 231 Renaissance Art (3)

ART 256	Contemporary Art, 1950 to the Present (3)
ART 271	Asian Art (3) or
ART 372	African Art (3)
ART 366	American Art: Colonial to 1900 (3)

### Arts Management

The arts management program is an interdisciplinary major, combining courses from business, economics, and fine and performing arts. The program is designed specifically to prepare students for either immediate placement in managerial positions in a variety of visual or performing arts organizations or for graduate study in arts administration. Students must specialize in one area of the arts and are urged to gain pre-professional experience by completing an internship in their chosen fields.

#### *Major Requirements*

16 courses, including:

ACT 222	Financial Accounting Principles I (3)
BUS 105	Introduction to Management (3)
BUS 243	Marketing (3)
BUS 337	Managing Nonprofit Organizations (3) or
BUS 343	Small Business Management and Entrepreneurship (3) or
	An approved course in arts management
ECN 102	Principles of Microeconomics (3)
MTH 110	Elementary Statistics (3)

#### *Additional Major Requirements*

Additionally, the student must choose an area of concentration by completing at least eight courses from one of the following programs: Art History, Music, Theatre, or Visual Arts. The tutorial must explore an issue that combines the student's field of artistic interest with business and economics. An internship in the student's field of concentration, although not required, is highly recommended.

### Arts Museum Studies 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 balances museum history and theory with practical experience designing and installing exhibitions and planning programming. 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*

6 courses, including:

ART 208	Introduction to Art Museum Studies (3)
ART 268	Museum History and Theory (3)
ART 368	Museum Education and the Visual Arts (3)
ART 378	Curating the Visual Arts (3)

### ART 393 Internship (3)

1 elective, which may include an upper-level Art History course, ART 117, appropriate Special Topics course, or course from another discipline approved by program director

Additional coursework may be necessary based on the student's level of preparation.

Art History and Arts Management majors may overlap no more than six credits with the Art Museum Studies minor.

## Behavioral Neuroscience

Behavioral neuroscience is a branch of the biological sciences that focuses on the structure and function of the nervous system, emphasizing the neural bases of behavior. The behavioral neuroscience minor offers a diverse and challenging selection of courses in biology, psychology, chemistry, and neuroscience.

### *Minor Requirements*

6 courses, including:

BIO 143	The Cell (4)
BIO 144	The Organism (4)
BIO 209	Basic Neuroscience (3)
BIO 309	Advanced Neuroscience (5)
BIO 312	Neuropharmacology (3)
PSY 101	General Psychology (3) or
CHM 105	General Chemistry (3) or
CHM 107	Chemistry I (3)

Courses listed here that are also required for a student's major must be replaced by a course approved in advance by the division chair.

## Biochemistry

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 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)*

18 courses, including:

BIO 143	The Cell (4)
BIO 144	The Organism (4)
CHM 105	General Chemistry (3) or
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	Biochemistry, Cell, and Molecular Biology Laboratory (2)
CHM 498	Tutorial (4) and
CHM 499	Tutorial (4) or
BIO 498	Tutorial (4) and
BIO 499	Tutorial (4)
IND 350	Scientific Research Methods (2)

- 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)*

28 courses, including:

BIO 143	The Cell (4)
BIO 144	The Organism (4)
CHM 105	General Chemistry (3) or
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	Biochemistry, Cell, and Molecular Biology Lab (2)
CHM 498	Tutorial (4) and
CHM 499	Tutorial (4) or
BIO 498	Tutorial (4) and
BIO 499	Tutorial (4)
IND 350	Scientific Research Methods (2)
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)
2 courses from the following:	
BIO 221	General Microbiology (5)
BIO 231	Principles of Cell and Molecular Biology (3)
BIO417	Genetics (3)
BIO 431	Advanced Principles of Cell and Molecular Biology (3)

### **Biology (BIO)**

Biology offers a broad curriculum with exposure to all major areas of biology. This major provides intensive preparation for graduate and professional study or entry-level positions. Course and career preparation in areas including pre-professional, medical and health-related, and environmental biology are covered in the program. A secondary education certification in biology is also available.

#### *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. Exclusive of BIO 143 and 144, biology courses on the 100 level do not count toward a major.

#### *Major Requirements (B.A. Degree)*

15 courses, including:

BIO 143	The Cell (4)
BIO 144	The Organism (4)
BIO 498	Tutorial (4)
BIO 499	Tutorial (4)
CHM 105	General Chemistry (3) or
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)
MTH 110	Elementary Statistics (3)
MTH 108	Elementary Precalculus (3) or
MTH 151	Calculus I (4)

- 4 additional courses selected from PSY 230 and biology courses 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)*

19 courses, including:

BIO 143	The Cell (4)
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BIO 144	The Organism (4)
BIO 417	Genetics (3) or
BIO 431	Advanced Principles of Cell and Molecular Biology (3)
BIO417L	Genetics Laboratory (2) or
BIO 440	Biochemistry, Cell, and Molecular Biology Lab (2)
BIO 498	Tutorial (4)
BIO 499	Tutorial (4)
CHM 105	General Chemistry (3) or
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 215	Elementary Organic Laboratory (2)
IND 350	Scientific Research Methods (2)
MTH 110	Elementary Statistics (3)
MTH 108	Precalculus (3) or
MTH 151	Calculus I (4)

- 3 additional courses selected from PSY 230 and the biology courses numbered 200 or above; at least 2 of these must have a laboratory component.
- 2 additional courses selected from the offerings in biology, chemistry, environmental studies, mathematics, and physics.

#### *Interdisciplinary Major Requirements*

8 courses, including:

BIO 143	The Cell (4)
BIO 144	The Organism (4)
IND 350	Scientific Research Methods (2)

5 courses selected from biology courses numbered 200 or above; at least 2 of these must have a laboratory component. Students may take their tutorials in either biology or the cooperating department.

#### *Minor Requirements*

6 courses, including:

BIO 143	The Cell (4)
BIO 144	The Organism (4)

- 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.
-

## Botany

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*

8 courses, including:

BIO 143	The Cell (4)
BIO 144	The Organism (4)
BIO 224	Botany (5)
BIO 384	Plant Physiology (5) or
BIO 425	Plant Development (5)
CHM 105	General Chemistry (3) or
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 division chair.

## Broadcast Journalism

see Professional Communication

## Business (BUS)

In our technological society a successful administrator, entrepreneur, or researcher is one who can understand the impact of change and effectively deal with it. The opinion of a growing number of professionals is that students graduating from programs emphasizing the liberal arts are better prepared to understand and manage change than others more narrowly educated. It is the purpose of Chatham's department of business to complement the student's liberal arts training by providing her with the fundamental tools necessary to comprehend the technical as well as the human environment in which we work.

The program is designed to provide a general foundation, as well as a concentration, in an area of the student's choosing. The student's first step is to take courses in economics, accounting, management theory, and statistics. Once these courses are completed, she decides on a major in accounting, management, international business, business economics, or marketing. After this decision, she takes a second set of courses especially designed to introduce her to more advanced topics in those areas. The final stage is to investigate in greater depth some aspect of her interest through the senior tutorial.

Management, accounting, business economics, and marketing are fields of study that can enhance a student's education in other areas. Students with broader interests can combine these majors with a discipline outside the program in an interdisciplinary major.

Although the courses are not part of the major requirements, a year of calculus should be considered a prerequisite for those students going on to graduate school.

### *Core Major Requirements*

14 courses, including:

ACT 222	Financial Accounting Principles I (3)
ACT 223	Financial Accounting Principles II (3)
BUS 105	Introduction to Management (3)
BUS 235	Group Dynamics in Organizations (3)
BUS 243	Marketing (3)
BUS 272	Introduction to Finance (3)
BUS 300	Organizational Research and Quantitative Methods (3)
BUS 393	Internship (3)
BUS 498	Tutorial (4)
BUS 499	Tutorial (4)
ECN 101	Principles of Macroeconomics (3)
ECN 102	Principles of Microeconomics (3)
MTH 110	Elementary Statistics (3)
PHI 212	Business and Professional Ethics (3) or
BUS 256	Business Law (3)

#### *Additional Major Requirements*

Students must complete one of the following concentrations in addition to the core major requirements.

#### Accounting

6 courses, including:

ACT 322	Intermediate Accounting I (3)
ACT 323	Intermediate Accounting II (3)
ACT 324	Federal Tax Accounting (3)
ACT 325	Cost Accounting (3)
ACT 331	Auditing (3)
BUS 256	Business Law (3)

#### Business Economics

6 courses, including:

ECN 230	Intermediate Macroeconomics (3)
ECN 231	Intermediate Microeconomics (3)

- 2 upper-level electives in Economics
- 2 approved Professional Electives (At least six semester hours, including at least one course from a business area other than economics)

#### International Business

5 courses, including:

BUS 240	International Business (3)
BUS 316	Organizational Design & Operations (3)
ECN 351	International Trade and Finance (3)

1 course from the following:

BUS 272 Introduction to Finance (3)  
BUS 327 Global Marketing (3)  
ECN 358 Economic Development (3)

1 approved Civilization course

Additional Requirement: Language Proficiency at the 205 level: Requires placement at the 205 level or appropriate coursework

### Management

6 courses, including:

BUS 316 Organizational Design and Operations (3)  
BUS 415 Strategic Management (3)

2 approved Professional Electives (At least six semester hours, including at least one course from a business area other than management)

2 courses from the following:

BUS 255 Gender Issues in Work and Management (3)  
BUS 337 Managing Nonprofit Organizations (3)  
BUS 343 Small Business Management and Entrepreneurship (3)  
BUS 357 Entrepreneurial Venture (3)  
BUS 390 Human Resources Management (3)

### Marketing

6 courses, including:

BUS 310 Marketing Research (3)  
BUS 445 Marketing Strategy (3)

2 approved Professional Electives: At least six semester hours, including at least one course from a business area other than marketing.

2 courses from the following:

BUS 244 Consumer Behavior (3)  
BUS 327 Global Marketing (3)

Approved Technical Course in Professional Communication (3)

### *Interdisciplinary Major in Accounting*

10 courses, exclusive of tutorial:

ACT 222 Principles of Accounting I (3)  
ACT 223 Principles of Accounting II (3)  
ACT 322 Intermediate Accounting I (3)  
ACT 323 Intermediate Accounting II (3)  
ACT 324 Federal Tax Accounting (3)  
ACT 325 Cost Accounting (3)  
BUS 300 Organizational Research and Quantitative Methods (3)  
PHI 212 Business and Professional Ethics (3) or  
BUS 256 Business Law (3)  
MTH 110 Elementary Statistics (3)

1 approved accounting or business elective

*Interdisciplinary Major in Business Economics*

10 courses, exclusive of tutorial:

ACT 222	Principles of Accounting I (3) or
BUS 105	Introduction to Management (3)
BUS 235	Group Dynamics in Organization (3)
BUS 300	Organizational Research and Quantitative Methods (3) or
ECN 301	Econometrics (3)
ECN 101	Principles of Macroeconomics (3)
ECN 102	Principles of Microeconomics (3)
MTH 110	Elementary Statistics (3)
PHI 212	Business and Professional Ethics (3) or
BUS 256	Business Law (3)

3 upper-level Economics electives

*Interdisciplinary Major in Management*

10 courses, exclusive of tutorial:

ACT 222	Principles of Accounting I (3)
BUS 105	Introduction to Management (3)
BUS 235	Group Dynamics in Organization (3)
BUS 300	Organizational Research and Quantitative Methods (3)
BUS 316	Organizational Design and Operations (3)
ECN 101	Principles of Macroeconomics (3) or
ECN 102	Principles of Microeconomics (3)
MTH 110	Elementary Statistics (3)
PHI 212	Business and Professional Ethics (3) or
BUS 256	Business Law (3)

2 courses from the following:

BUS 255	Gender Issues in Work and Management (3)
BUS 337	Managing Nonprofit Organizations (3)
BUS 343	Small Business Management and Entrepreneurship (3)
BUS 390	Human Resources Management (3)
BUS 415	Strategic Management (3)

*Interdisciplinary Major in International Business*

An interdisciplinary major is not available in International Business.

*Interdisciplinary Major in Marketing*

10 courses, exclusive of tutorial:

ACT 222	Principles of Accounting I (3)
BUS 105	Introduction to Management (3)
BUS 235	Group Dynamics in Organization (3)
BUS243	Marketing (3)

- BUS 300      Organizational Research and Quantitative Methods (3) or
- BUS 310      Marketing Research (3)
- ECN 102      Principles of Microeconomics (3)
- MTH 110      Elementary Statistics (3)
- PHI 212      Business and Professional Ethics (3) or
- BUS 256      Business Law (3)
- 2 courses from the following:
- BUS 244      Consumer Behavior (3)
- BUS 310      Marketing Research (3)
- BUS 327      Global Marketing (3)
- BUS 445      Marketing Strategy (3)

*Interdisciplinary Major in Two Business Disciplines*

21 courses, exclusive of tutorial:

- ACT 222      Principles of Accounting I (3)
- ACT 223      Principles of Accounting II (3)
- BUS 105      Introduction to Management (3)
- BUS 235      Group Dynamics in Organization (3)
- BUS 243      Marketing (3)
- BUS 272      Introduction to Finance (3)
- BUS 300      Organizational Research and Quantitative Methods (3)
- ECN 101      Principles of Macroeconomics (3)
- ECN 102      Principles of Microeconomics (3)
- MTH 110      Elementary Statistics (3)
- PHI 212      Business and Professional Ethics (3) or
- BUS 256      Business Law (3)

1 required internship

In addition to the above courses, students doing an interdisciplinary major in two business disciplines must complete two of the following clusters:

Accounting (4 courses)

- ACT 324      Federal Tax Accounting (3)
- ACT 325      Cost Accounting (3)
- ACT 322      Intermediate Accounting I (3)
- ACT 323      Intermediate Accounting II (3)

Business Economics (4 courses)

- ECN 230      Intermediate Macroeconomics (3)
- ECN 231      Intermediate Microeconomics (3)

2 approved economics electives

Management (4 courses)

- BUS 316      Organizational Design and Operations (3)

BUS 415 Strategic Management (3)  
2 approved management electives

Marketing (4 courses)

BUS 310 Marketing Research (3)  
BUS 445 Marketing Strategy (3)  
2 approved marketing electives

*Minor Requirements – Applied Management*

6 courses, including:

ACT 222 Financial Accounting Principles I (3)  
BUS 105 Introduction to Management (3)  
BUS 243 Marketing (3)  
ECN 101 Principles of Macroeconomics (3) or  
ECN 102 Principles of Microeconomics (3)

1 approved management elective  
1 approved 3-credit internship

*Minor Requirements - Business*

6 approved courses from Business program offerings

*Minor Requirements – Business Economics*

ECN 101 Principles of Macroeconomics (3)  
ECN 102 Principles of Microeconomics (3)

4 approved upper-level economics electives  
Students may count 1 approved internship as an elective

*Minor Requirements – Accounting*

6 courses, including:

ACT 222 Financial Accounting Principles I (3)  
ACT 223 Financial Accounting Principles II (3)  
ACT 322 Intermediate Accounting I (3)  
ACT 323 Intermediate Accounting II (3)  
ACT 324 Federal Tax Accounting (3) or  
ACT 325 Cost Accounting (3)

1 approved elective from Accounting or Business program offerings

*Minor Requirements – Marketing*

6 courses, including:

BUS 105 Introduction to Management (3)  
BUS 243 Marketing (3)  
BUS 244 Consumer Behavior (3)  
COM 141 Media Literacy (3)

ECN 102 Principles of Microeconomics (3)  
1 approved 200-level or above communication technology course

*Certificate in Accounting*

8 courses are required by the State Board of Accountancy to sit for the Pennsylvania Certified Public Accounting (CPA) examination. Given the coverage on the examination in the past, the following courses are required for a certificate in accounting:

ACT 222 Financial Accounting Principles I (3)  
ACT 223 Financial Accounting Principles II (3)  
ACT 322 Intermediate Accounting I (3)  
ACT 323 Intermediate Accounting II (3)  
ACT 324 Federal Tax Accounting (3)  
ACT 325 Cost Accounting (3)  
ACT 331 Auditing (3)  
BUS 256 Business Law (3)

**Chemistry (CHM)**

Approved by the American Chemical Society, the curriculum includes intensive preparation for graduate study and careers in the chemical industry or governmental laboratories. Secondary education certification in chemistry is also available.

*Major Requirements (B.A. Degree)*

16 courses, including:

CHM 105 General Chemistry (3) or  
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 209 Inorganic Chemistry (3)  
CHM 215 Elementary Organic Laboratory (2)  
CHM 216 Organic Chemistry Laboratory (2)  
CHM 498 Tutorial (4)  
CHM 499 Tutorial (4)  
IND 350 Scientific Research Methods (2)  
MTH 151 Calculus I (4)

9 additional credits in chemistry at the 200-level or above.

*Major Requirements (B.S. Degree)*

26 courses including:

CHM 105 General Chemistry (3) or

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 209	Inorganic Chemistry (3)
CHM 215	Elementary Organic Laboratory (2)
CHM 216	Organic Chemistry Laboratory (2)
CHM 311	Physical Chemistry I (3)
CHM 312	Physical Chemistry II (4)
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 340	Biochemistry, Cell, and Molecular Biology Lab (2)
CHM 498	Tutorial (4)
CHM 499	Tutorial (4)
IND 350	Scientific Research Methods (2)
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)

3 credits in chemistry at the 400-level

*Interdisciplinary Major Requirements*

13 courses, including:

CHM 105	General Chemistry (3) or
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 209	Inorganic Chemistry (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) or
CHM 340	Biochemistry, Cell, and Molecular Biology Laboratory (2)

1 course selected from CHM312, CHM322, CH338, or any 400-level chemistry course.  
Students may take their tutorial in either chemistry or the cooperating program.

#### *Minor Requirements*

11 courses including:

CHM 105	General Chemistry (3) or
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 209	Inorganic Chemistry (3)
CHM 215	Elementary Organic Laboratory (2)
CHM 216	Organic Chemistry Laboratory (2)
CHM 311	Physical Chemistry I (3) or
CHM 338	Biochemistry I (3)
CHM 317	Integrated Chemistry Laboratory (2) or
CHM 340	Biochemistry, Cell, and Molecular Biology Lab (2)

#### **Computing (CMP)**

Knowledge of computing is becoming increasingly important in today's market. Chatham computing courses prepare students majoring in other disciplines for computer use while in graduate or professional study, employment in industry, or teaching in the elementary or secondary school.

#### *Minor Requirements*

6 courses, including:

CMP 140	Introduction to Computer Science (3)
CMP 202	Introduction to Programming (3)
CMP 204	Algorithms and Data Structures (3)
CMP 283	Database Management Systems (3)
CMP 393	Internship (3) or
1 200-level or above course in computing or mathematics.	
MTH 244	Discrete Mathematics (3)

#### **Conflict Resolution (CMR)**

Future leaders who recognize the impact of culture on conflict, who are aware and connected to their own development, and who have acquired conflict resolution skills can make the difference between chaos and societal stability. The course structure for the Minor in Conflict Resolution stresses communication skills and dialogue that can benefit every student. Through a combination of classroom instruction, research, writing and internships, the Center for the Study of Conflict will help students create a unique learning experience in the context of practical approaches to engaging, managing and resolving conflict.

#### *Minor Requirements*

18 credits, including the following:

Four required courses:

CMR 410	The Structure and Culture of Conflict (3)
CMR 420	Conflict, Ideology and Radical Social Change (3)
CMR 430	Introduction to Alternative Dispute Resolution (3)
CMR 393	Internship: Mediators Without Borders (3)

Two elective courses, selected from the following:

HIS 426	The Arab-Israeli Conflict (3)
PHI 382	Rights, Justice, and the Law (3)
POL 303 or 304	Constitutional Law I or Constitutional Law II (3)
POL 407	Minority Groups and the Law (3)
PSY 331	Social Psychology (3)
SWK 321 or 322	Social Welfare Policy I or Social Welfare Policy II (3)
WST 325	Transnational Perspectives of Gender Identity (3)

### **Creative Writing**

see English

### **Cultural Studies (CST)**

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 a student the opportunity to focus on an aspect of the field that meets her particular interests. The student is expected to work closely with her advisor in order to construct a coherent course of study.

#### *Major Requirements*

16 courses, including:

CST 183	Representations of Race and Gender (3)
CST 498	Tutorial (4)
CST 499	Tutorial (4)
ENG 350	Seminar in Literary Theory and Scholarly Writing (3)
ENG 385	Toni Morrison Seminar (3)
FLM 300	Critical Theory (3)

- 1 film-related course
- 2 courses in multi-ethnic studies
- 2 courses in African-American Studies
- 3 Cultural Studies electives

#### *Interdisciplinary Major Requirements*

9 courses, exclusive of the tutorial

CST 183	Representations of Race and Gender (3)
ENG 350	Seminar in Literary Theory and Scholarly Writing (3)

ENG 385 Toni Morrison Seminar (3)

FLM 300 Critical Theory (3)

- 1 film-related course
- 2 courses in multi-ethnic studies
- 2 courses in African-American Studies

The tutorial 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.

### **Dance (DAN)**

Modern dance is increasingly becoming more diverse in its styles and cultural influences. The dance minor is designed to provide students the opportunity to explore dance theory, dance technique, and the practice of dance.

#### *Minor Requirements*

15 credits, including:

DAN 201 Moments in Dance (3)

12 credits chosen from the following:

DAN 111 Special Topics in Dance (1)

DAN 121 Contemporary Dance Technique I (3)

DAN 125 Ethnic Dance (1)

DAN 160 African Dance (3)

DAN 211 Special Topics in Dance (2)

DAN 221 Contemporary Dance Technique II (3)

DAN 225 Ethnic Dance (2)

DAN 239 Dance Performance (2)

DAN 311 Special Topics in Dance (2)

DAN 325 Ethnic Dance (3)

### **Economics (ECN)**

The economics program at Chatham builds on a student's liberal arts foundation to introduce the economic way of thinking about the world. Economic thinking involves using models of human behavior, such as supply and demand and comparative advantage, to understand economic decision-making. Economics majors learn abstract models, deductive reasoning, and empirical analysis. The program includes theoretical courses in microeconomics and macroeconomics, quantitative work, statistical analysis, and applied field courses. The major is flexible and provides students with a basic set of tools to understand major policies and problems in our society. Experiential learning courses and internships are available and encouraged. Courses in economics provide a sound underpinning for diverse careers in areas such as business, law, government, and public policy and for graduate level work in the social sciences.

### *Major Requirements*

12 courses, including:

ECN 101	Principles of Macroeconomics (3)
ECN 102	Principles of Microeconomics (3)
ECN 230	Intermediate Macroeconomics (3)
ECN 231	Intermediate Microeconomics (3)
ECN 301	Econometrics (3)
ECN 498	Tutorial (4)
ECN 499	Tutorial (4)
MTH 110	Elementary Statistics (3)

4 of the following:

ECN 262	Environmental Economics (3)
ECN 275	Ecological Economics (3)
ECN 280	Money and Banking (3)
ECN 358	Economic Development (3)
ECN 351	International Trade and Finance (3)
ECN 374	Labor Economics (3)
ECN 385	Industrial Organization and Public Policy (3)

Students may count one approved internship as an elective.

### *Interdisciplinary Major Requirements*

8 courses, exclusive of the tutorial:

ECN 101	Principles of Macroeconomics (3)
ECN 102	Principles of Microeconomics (3)
MTH 110	Elementary Statistics (3)

5 courses from the economics major requirements. Students may count one approved internship.

### *Minor Requirements*

6 courses in Economics including:

ECN 101	Principles of Macroeconomics (3)
ECN 102	Principles of Microeconomics (3)

Four upper level economics electives

Students may count 1 approved internship.

## **Education (EDU)**

### *Requirements for Recommendation for State Certification in Teaching*

The Teacher Preparation Program is a professional program offering teacher certification in early childhood education (N-3), elementary (K-6), secondary (7-12), biology, chemistry, English, mathematics, physics, and social studies. The Teacher Preparation Program also offers K-12 certification in art, environmental education, and special education. Programs in these areas will require some coursework in both elementary and secondary education. Candidates for these certifications should contact the certification officer or program director.

### *Major Requirements*

The Liberal Arts Major in Elementary and Early Childhood 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, a minor in an academic discipline 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.

This program involves both classroom study and extensive field experiences, culminating in a 14 or 16 week Student Teaching experience. In accordance with the Pennsylvania State Department of Education requirements, candidates also 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 their certifications have been received.

To gain admission to the program, a candidate must successfully complete 48 credit hours of coursework at Chatham with a cumulative 3.0 GPA. She must also submit passing scores on the PRAXIS pre-professional examinations that meet PDE requirements.

#### *Liberal Arts: Early Childhood Education (N-3)*

EDU 100	Introduction to Field Experiences (1)
EDU 102	Principles of Teaching and Learning (2)
EDU 103	Children's Literature and the Arts (2)
EDU 104	Perspectives on Education (3)
EDU 207	Trends and Issues in Early Childhood Education (2)
EDU 208	Teaching Literacy in the Elementary School (4)
EDU 233	Early Interventions (3)
EDU 311	Early Childhood Curriculum (4)
EDU 318	Technology and Assessment in the Elementary School (2)
EDU 410	Early Childhood Education Practicum (3)
EDU 424	Teaching in Multicultural Settings (3)
EDU 427	Designing Early Childhood Centers (2)
EDU 414	Early Childhood Student Teaching (9)
PSY 351	Childhood and Adolescence (3)
PSY 353	Field Placement for Principles of Child Development (1)

- 1 course in English Writing
- 1 course in Literature
- 2 courses in Mathematics
- 1 course in Sciences
- 1 course in Environmental Science  
(one of the above sciences must have a lab component)
- 1 course dealing with U.S. History
- Minor in an academic discipline (preferably in English, math, science, or history)
-

*Liberal Arts: Elementary Education (K-6) Requirements*

EDU 100	Introduction to Field Experiences (1)
EDU 102	Principles of Teaching and Learning (2)
EDU 103	Children's Literature and the Arts (2)
EDU 104	Perspectives on Education (3)
EDU 208	Teaching Literacy in the Elementary School (4)
EDU 212	Elementary Curriculum (2)
EDU 234	Inclusion: Issues and Strategies (3)
EDU 309	Field Experiences Level I: Elementary (1)
EDU 310	Field Experiences Level II: Elementary (1)
EDU 318	Technology and Assessment in the Elementary School (2)
EDU 323	Junior Seminar (2)
EDU 419	Methods of Teaching Elementary Social Studies(2)
EDU 424	Teaching in Multicultural Settings (3)
EDU 435	Methods of Teaching Elementary Mathematics(2)
EDU 436	Methods of Teaching Elementary Science (2)
EDU 413	Elementary Student Teaching (9)
PSY 351	Childhood and Adolescence (3)
PSY 353	Field Placement for Principles of Child Development (1)
(Content) 498-499	Tutorial (8)

- 1 course in English Writing
- 1 course in Literature
- 2 courses in Mathematics
- 1 course in a Science
- 1 course in Environmental Science  
(one of the above sciences must have a lab component)
- 1 course dealing with U.S. History
- Minor in an academic discipline (preferably in English, math, science, or history)

*Certification*

Certification is available in early childhood, elementary, and specific areas of secondary education. See above descriptions. In addition, certification in K-12 is available in art education and environmental education. Programs in these areas will require some coursework in both elementary and secondary education. Candidates for these certifications should contact the certification officer or program chairperson.

*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 Teacher Preparation Program for a complete list of courses required for certification. Following is a list of professional preparation courses required of all secondary certification candidates.

EDU 100	Introduction to Field Experiences (1)
EDU 102	Principles of Teaching and Learning (2)

EDU 104	Perspectives on Education (3)
EDU 220	Principles of Secondary Education (3)
EDU 220F	Field Placement: Principles of Secondary Education (1)
EDU 234	Inclusion: Issues and Strategies (3)
EDU 309	Field Experience I: Secondary (1)
EDU 310	Field Experience II: Secondary (1)
EDU 317	Secondary School Curriculum (2)
EDU 424	Teaching in Multicultural Settings (3)
EDU 425	Tests and Measurements (3)
EDU 426	Literacy in the Content Areas (3)
EDU 426F	Field Placement: Literacy in the Content Areas (1)
EDU 423	Secondary Student Teaching (9)

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 447	Methods of Teaching Secondary Art (3)
*EDU 432	Human Geography (3) (Also required for Social Studies Certification)

### *K-12 Certifications*

#### Visual Arts K-12 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

ART 132 History of World Art II

- A 2 course Art history concentration

Studio Courses:

ART 105 Sculpture

ART 111 Ceramics

ART 215 Painting

ART 117 Drawing

ART 127 Printmaking

ART 135 2-D design

ART 124 3-D design

- Three additional courses in advanced studio work

- One photography course

One of the following:

ART 141 Media Literacy

ART 151 Media Analysis: Text

Additional Courses:

ART 429 Junior Seminar

ART Tutorial 498-499

PHI 276 Art, Beauty, Truth

Education Courses:

EDU 100 Introduction to Field Experiences

EDU 102 Principles of Teaching & Learning

EDU 104 Perspectives on Education

EDU 220 Principles of Secondary Education

EDU 234 Inclusion: Issues and Strategies

EDU 309 Field Experiences I

EDU 310 Field Experiences II

EDU 317 Secondary School Curriculum

EDU 318 Technology and Assessment

EDU 324 Teaching in Multicultural Settings

EDU 325 Tests and Measurements

EDU 437 Methods of Teaching Elementary Art

EDU 447 Methods of Teaching Secondary Art

EDU 426 Student Teaching: Art

### Environmental K-12 Certification

The environmental studies and environmental education teaching certificate are multidisciplinary, drawing upon the expertise of faculty across all divisions of Chatham University. Students complete a common core of courses and experiences that focus on experiential and service-learning as well as building ecological literacy, problem-solving skills, and a community of environmentally oriented individuals. Students majoring in environmental studies complete a concentration in policy, literature, writing or science. Those students seeking certification complete the concentration in science.

### *Science Concentration*

The environmental science concentration provides students with an understanding of human impact on ecosystems and methods of improving environmental health and quality as well as analytical tools for scientific measurement.

B.A. degree: BIO 143, 144; CHM 107; CHM 109, CHM 108; CHM 110; ENV 498-499; IND 350; MATH 110; ENV 147 and 1 additional ENV

1 additional science course from BIO 216, 224, 226 or CHM 443

B.S. degree: all B.A. requirements plus CHM 205, CHM 215; and  
2 additional courses in BIO, CHM, PHY or MTH

#### Biology

BIO 143 The Cell

BIO 144 The Organism

BIO 216 Aquatic

BIO 226 Toxicology

BIO 248 Ecology

BIO 275 Evolution

IND 350 Scientific Research Methods

#### Chemistry

CHEM 107 and 109 LAB

CHEM 108 and 110 LAB

#### Math (2 courses)

MTH 110 Statistics (required)

MTH 105 College Algebra OR

MTH 108 Pre-calculus

#### English (1 course)

ENG 447 Contemporary Environmental Fiction OR

ENG 443 Nature and Culture OR

ENG 452 Ecofeminist Literature OR

ENG 419 Frontier Women

#### Environmental

ENV 116 Global Environmental Challenges

ENV 129 Our Fragile Planet

ENV 147 Geology

ENV 317 Environmental solutions & systems

ENV 498-499 Tutorial

#### Education Courses:

EDU 100 Introduction to Field Experiences

EDU 102 Principles of Teaching & Learning

EDU 104 Perspectives on Education

EDU 220 Principles of Secondary Education

EDU 220F Field Placement for Secondary Education

EDU 234 Inclusion: Issues and Strategies

EDU 309 Field Experiences I

EDU 310 Field Experiences II  
EDU 315 Secondary School Curriculum  
EDU 324 Teaching in Multicultural Settings  
EDU 325 Tests and Measurements  
EDU 326 Reading in the Content Areas  
EDU 326F Field Placement for Reading in the Content Areas  
EDU 455 Methods of Teaching Environmental Education  
EDU 423 Secondary Student Teaching

## Engineering

Cooperative programs in engineering have been established with Carnegie Mellon University and Pennsylvania State University. In addition, the University of Pittsburgh accepts students as transfers into its engineering programs under similar but less formal arrangements. Students spend three years at Chatham and two years at one of the engineering schools. Upon successful completion of the program, a student receives a Bachelor of Arts or a Bachelor of Science degree from Chatham and a bachelor's degree from the engineering school.

### *Major Requirements*

Students in the program are required to complete the general education requirements, the requirements specific to the liberal arts degree they wish to obtain (except for the tutorial), and the engineering core courses listed below.

14 core courses, including:

CHM 105	General Chemistry (3) or
CHM 107	Chemistry I (3)
CHM 108	Chemistry II (3)
CHM 109	Chemistry I Laboratory (1)
CHM 110	Chemistry II Laboratory (1)
CMP 202	Introduction to Programming (3)
MTH 151	Calculus I (4)
MTH 152	Calculus II (4)
MTH 221	Linear Algebra (3)
MTH 222	Multivariate and Vector Calculus (3)
MTH 241	Differential Equations (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)

For students accepted and enrolled in an approved engineering program, the senior tutorial and final Chatham residence requirement are waived. Students who have completed all other degree requirements for the bachelor's degree are awarded a Chatham degree upon the successful completion of their first year at the engineering school and the accumulation of 120 credit hours.

To gain admission into the program, a student must successfully complete the first year at Chatham with a 3.0 GPA. By the end of the second year, a student should apply to the engineering school in which she plans to

complete the final two years of the program. She must have a 3.0 GPA in her engineering core courses and a 2.5 GPA overall; however, higher GPA standards may exist in particular departments at particular engineering schools. A faculty member coordinates the program and advises all participating or interested students.

### English (ENG)

The English major teaches students to analyze literary texts of considerable difficulty 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 and graduate study in professional or academic areas ranging from literature or law to creative writing or teaching. 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 tutorial. Highly qualified students may also be admitted to the 5-year BA/MFA in Creative Writing or to the BA/MAT program in Teaching.

#### *Major Requirements (BA)*

12 courses, including:

ENG 204	World Literature (3)
ENG 207	British Writers I (3)
ENG 208	British Writers II (3)
ENG 216	American Writers I (3)
ENG 222	Shakespeare Survey (3)
ENG 287	African-American Writers (3)
ENG 350	Seminar in Literary Theory and Scholarly Writing (3)
ENG 498	Tutorial (4)
ENG 499	Tutorial (4)

2 300-level or above seminars

1 English elective (not ENG 102 or 104)

#### *Interdisciplinary Major Requirements*

8 courses, excluding the tutorial:

ENG 204	World Literature (3)
ENG 207	British Writers I (3)
ENG 208	British Writers II (3)
ENG 216	American Writers I (3)
ENG 222	Shakespeare Survey (3)
ENG 287	African-American Writers (3)
ENG 350	Seminar in Literacy Theory and Scholarly Writing (3)

1 300-level or above literary seminar

#### *Creative Writing (BFA)*

## Major Requirements

13 courses, including:

ENG242	Literary Forms and Genre Theory (3)
ENG243	Creative Writing I (3)
ENG244	Creative Writing II (3)
ENG245	Advanced Writing Workshop (3) OR
ENG249	Writing for Children (for students going into MFA Children's Literature track or planning on Children's Literature tutorial project)
ENG350	Seminar in Literary Theory and Scholarly Writing (3)
ENG498	Tutorial (4) (workshop format tutorial)
ENG499	Tutorial (4)

3 Literature survey courses from the following:

ENG204	World Literature (3)
ENG207	British Writers I (3)
ENG208	British Writers II (3)
ENG216	American Writers I (3)
ENG217	American Writers II (3)
ENG222	Shakespeare Survey (3)
ENG287	African-American Writers (3)

1 English Content Course at 300-level or above

2 300-level or above Creative Writing Courses from the following:

(one of these must be a craft course in the area of student tutorial)

ENG371	Special Topics in Creative Writing (3)
ENG481	The Craft of Fiction (3)
ENG482	The Craft of Nonfiction (3)
ENG483	The Craft of Poetry (3)
ENG484	The Craft of Nature and Environmental Writing (3)
ENG485	The Craft of Travel Writing (3)
ENG486	The Craft of Writing for Children (3)
FLM331	Foundations of Screenwriting (3)
THT355	Playwriting (3)

## Five Year MFA in Creative Writing

The five-year MFA in Creative Writing allows students to accelerate into the MFA Program at Chatham University. Students may apply for admission to the 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 5-year 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:

- ENG242 Literary Forms and Genre Theory (3)  
(prerequisite for ENG245 or any upper level Creative Writing class)
- ENG243 Creative Writing I (3)  
(\*200-level Creative Writing courses are to be taken in sequence)
- ENG244 Creative Writing II (3)
- ENG245 Advanced Writing Workshop (3) or  
ENG249 Writing for Children (3)  
(for student going into MFA Children's Literature track)\*
- ENG350 Seminar in Literary Theory and Scholarly Writing (3)  
(taken during junior year)
- ENG498 Tutorial (4)  
(for completion of BFA or other Chatham undergraduate degree)
- ENG499 Tutorial (4)

3 Literature survey courses from the following:

- ENG204 World Literature (3)
- ENG207 British Writers I (3)
- ENG208 British Writers II (3)
- ENG216 American Writers I (3)
- ENG217 American Writers II (3)
- ENG222 Shakespeare Survey (3)
- ENG287 African-American Writers (3)
- 1 English Content Course at 300-400 level or above
  - 2 English Content Courses at 500-level or above (6 credits to double count toward BFA and MFA)

2 300-400 and 2 500-level Creative Writing Courses from the following

(6 credits to double count toward BFA and MFA):

- ENG 371 Special Topics in Creative Writing (3)
- ENG 481/581 The Craft of Fiction (3)
- ENG 482/582 The Craft of Nonfiction (3)
- ENG 483/583 The Craft of Poetry (3)
- ENG 486/586 The Craft of Writing for Children (3)
- ENG 484/584 The Craft of Nature and Environmental Writing (3)  
(required as one of the 500-level craft courses)\*
- FLM 331 Foundations of Screenwriting (3)
- THT 355 Playwriting (3)

\*ENG584 is required to prepare students for Environmental focus of MFA.

\*\*One of the 500-level craft courses must be in area of student's primary genre, and should be selected in consultation with director of MFA program.

\*\*ENG485/585 The Craft of Travel Writing has been deleted from the Creative Writing list for BFA students who plan to proceed to MFA, as it will benefit the MFA student to take this course closer to ENG687 Field Seminar, required for MFA.

#### Additional Requirements for the Master's degree

The student will complete the MFA (additional 30 credits) with the following courses:

ENG585           The Craft of Travel Writing (3) (prerequisite for field seminar)

ENG678           Field Seminar (3)

2 Content Courses (6)

3 Writing Workshops (9)

1 Elective in MFA or area outside of the English Department, with permission of program director (3)

Master's Thesis (6)

This five-year plan for BFA and MFA assumes that students will complete course work during the summer, fall and spring of their fifth year.

#### *English Minor Requirements*

6 courses, including:

ENG 204           World Literature (3)

ENG 207           British Writers I (3)

ENG 208           British Writers II (3)

ENG 216           American Writers I (3)

ENG 222           Shakespeare Survey (3)

ENG 287           African-American Writers (3)

#### *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)

ENG 249           Writing for Children (3)

2 300-level or above writing-intensive courses or graduate writing workshops with permission of the director of the M.F.A. program.

### *Professional Writing Minor Requirements*

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 from the following list:

COM 141	Media Literacy (3)
COM 234	Persuasion (3)
COM 251	News Writing and Editing (3)
COM 260	Practical Public Relations (3)
COM 331	Foundations of Screenwriting (3)
COM 371	Speech Writing (3)
ENG 241	Business Writing (3)

### *Writing Minor Requirements*

Building on the strengths of Chatham's English department, the writing minor enhances students' writing skills in a variety of genres. Featuring courses ranging from creative 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 published creative 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

3 writing-intensive courses

1 300-level or above writing intensive course

### **Environmental Studies (ENV)**

The environmental studies major, minor, and environmental education teaching certificate are multidisciplinary, drawing upon the expertise of faculty across all divisions of Chatham University. Students complete a common core of courses and experiences that focus on experiential and service-learning as well as building ecological literacy, problem-solving skills, and a community of environmentally oriented individuals. Students majoring in environmental studies complete a concentration in policy and advocacy, science (B.A. or B.S.), or literature and writing, as well as a senior tutorial. Minors in Environmental Studies complete only the core requirements. The Environmental Studies program reflects the College's commitment to the ideals espoused by Rachel Carson (a Chatham alumna), and is closely linked with the College's Rachel Carson Institute. Students leave the program with an understanding and appreciation of the natural world, the interconnectedness between social and natural systems, and tools for making positive contributions to environmental sustainability.

### *Major and Minor Core Requirements*

8 courses, including:

BIO 248	Ecology (5) or
BIO 216	Aquatic Biology (5)
ENV 116	Global Environmental Challenges (3)
ENV 129	Our Fragile Earth: A Scientific Perspective (3)
ENV 129L	Our Fragile Earth Lab (1)
ENV 317	Environmental Solutions and Systems (3)
ENV 391	Internship (1)
ENV 392	Internship (2)
ENV 393	Internship (3)

An internship or service-learning project arranged or approved through the Rachel Carson Institute and/or program director.

3 courses from the following:

ENV 225	Environmental Ethics (3)
ENV 242	Women and the Global Environment (3)
ENV 425	Environmental Policy (3)
ENV 445	Nature and Culture (3)

### Major Concentration Requirements

#### *Policy and Advocacy Concentration*

The Policy and Advocacy concentration is for students interested in understanding and analyzing national and international environmental policy choices and implications as well as advocacy strategies. The concentration provides political and economic analytical skills for effectively comprehending and responding to environmental problems and opportunities in the public and private sectors.

10 courses (in addition to the core courses), including:

ECN 102	Principles of Microeconomics (3) OR
ECN 101	Principles of Macroeconomics (3)
ENV 262	Environmental Economics (3) OR
ENV 275	Ecological Economics (3)
ENV 352	Environmental Organizations and Governance (3) OR
ENV 201	Participation in a special topics seminar with the Rachel Carson Institute and environmental program OR
ENV 301	Participation in a special topics seminar with the Rachel Carson Institute and environmental program
ENV 498	Tutorial (4)
ENV 499	Tutorial (4)

HIS 275 History and Policy Analysis (3) *OR*  
POL 202 Understanding Public Policy (3)

POL 101 American Government and Public Policy (3)  
MATH 110 Elementary Statistics (3)

- Junior Seminar: Students enroll in a junior seminar in a program that is closely aligned with their expected tutorial topic (e.g., BUS 300, ECN 301, POL 311).
- 1 additional Environmental Studies course or other course approved by the program director (3 or more credits).

#### *Science Concentration (B.A.)*

The Environmental Science concentration provides students with an understanding of human impact on ecosystems and methods of improving environmental health and quality as well as analytical tools for scientific measurement.

12 courses (in addition to the core courses), including:

BIO 143 The Cell (4)  
BIO 144 The Organism (4)  
CHM 107 Chemistry I (3) and  
CHM 109 Chemistry I Laboratory (1)  
CHM 108 Chemistry II (3) and  
CHM 110 Chemistry II Laboratory (1)  
ENV 498 Tutorial (4)  
ENV 499 Tutorial (4)  
IND 350 Scientific Research Methods (2)  
MTH 110 Elementary Statistics (3)

- 1 additional science course at the 200-level or above. BIO 216, 224, 226, or ENV/CHM 443 are highly recommended or ENV 147 Environmental Geology (4)
- 1 additional ENV course or other course approved by the program director (3 or more credits).

Students in the Science concentration, in consultation with their advisor or the program director, may replace ENV 129 with ECN 102 Principles of Microeconomics (3) or POL 101 American Government and Public Policy (3).

#### *Science Concentration (B.S.)*

In addition to the requirements for the B.A. degree with a science concentration, to obtain a B.S. degree with a science concentration, students must complete:

4 additional courses, including:

CHM 205 Organic Chemistry I (3)  
CHM 215 Elementary Organic Laboratory (2)

- 2 additional courses in biology, chemistry, mathematics or physics, or other courses approved by the program director. BIO 216, 224, 226, 324 or ENV/CHM 443 are highly recommended.

### *Literature and Writing Concentration*

Environmental literature and writing is for students who are interested in exploring the development of ecology and identity as part of American literary culture. The concentration combines study of the cultural experience of nature with traditional writing and literature courses. Students develop their own writing as a powerful tool to investigate ecology as a response to the growth of mechanical culture and the rapid loss of wilderness.

10 courses (in addition to the core courses), including

ENG 243	Creative Writing I (3) <i>OR</i>
ENG 244	Creative Writing II (3)
ENV 447	Contemporary Environmental Fiction (3) <i>OR</i>
ENV 452	Ecofeminist Literature
ENV 498	Tutorial (4)
ENV 499	Tutorial (4)

4 courses from the following or others approved by the program director:

ENG 216	American Writers I (3)
ENG 217	American Writers II (3)
ENG 245	Advanced Writing Workshop (3)
ENV 446	Wilderness and Literature (3)
ENG 419	Frontier Women (3)
ENG 422	American Exploration (3)

- 2 approved courses from the graduate curriculum (MFA in Writing) may be substituted for 2 of the courses above, with the permission of the program director.
- Junior Seminar: Students enroll in a junior seminar in a program that is closely aligned with their expected tutorial topic (e.g., Communication 306, English 350).
- 1 additional Environmental Studies course or other course approved by the program director (3 or more credits).

### *Minor Requirements*

To obtain a minor, students take all the classes in the core requirements. No more than 2 courses used for the minor requirements may also be counted toward another major.

### *Environmental Education Teaching Certification (K-12)*

See “Education”

### **Exercise Science (EXS)**

The exercise science major prepares students for professional practice in a variety of fields, including exercise physiology, exercise and fitness training, hospital-based and corporate wellness programming as well as preparation for graduate study in physical therapy, medicine, 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*

22 courses, including:

BIO 143	The Cell (4)
BIO 144	The Organism (4)
BIO 201	Anatomy (5)
BIO 202	Physiology (5)
CHM 107	Chemistry I (3)
CHM 109	Chemistry I Lab (1)
EXS 101	Introduction to Exercise Science (1)
EXS 102	First Aid and Cardiopulmonary Resuscitation (1)
EXS 252	Exercise & Nutrition (3)
EXS 345	Kinesiology and Movement Science (4)
EXS 325	Applied Exercise Physiology I (4)
EXS 426	Applied Exercise Physiology II (4)
EXS 498	Tutorial (4)
EXS 499	Tutorial (4)
IND 350	Scientific Research Methods (2)
MTH 108	Precalculus (3)
MTH 151	Calculus I (4)
MTH 110	Elementary Statistics (3)
PHY 251	Principles of Physics I (4)
PHY 255	Physics Lab I (1)
PSY 101	General Psychology (3)
PSY 152	Human Growth and Development (3)

Students intending to apply to physical therapy graduate school are advised to take the following courses in addition to the above curriculum: CHM 108/110 Chemistry II and Lab (4); PHY 252/256 Physics II and Lab (5).

### **Film/Digital Video-Making (FLM)**

The film/digital video-making major provides the opportunity for students to develop creative, conceptual, and technical skills across coursework in film, art, communication, and cultural studies, fostering a critical awareness of media practices and a thorough knowledge base in digital video and audio production and emerging media technologies. The major explores the creative tension between individual expression and the social and political forces that shape culture at large.

Students will be trained in developing content, production, and theory simultaneously. Graduates will be prepared to produce their own digital films and to assume a creative role in the film, video, and new media industries.

### *Major Requirements*

13 courses, including:

ART 141	Media Literacy (3)
ART 206	Digital Sound Production (3)
CST 183	Representations of Race and Gender (3)
FLM 161	Introduction to Film, Video and New Media Art (3)
FLM 250	Introduction to Digital Video Production (3)
FLM 300	Critical Theory (3)
FLM 331	Foundations of Screenwriting (3)
FLM 498	Tutorial (4)
FLM 499	Tutorial (4)

2 of the following production courses:

ART 369	Interactive Strategies
FLM 350	Intermediate Digital Video Production (3)
FLM 421	Digital Animation and Compositing (3)
FLM 450	Advanced Digital Video Production Studio (3)
FLM 471	Advanced E-Merging Media Studio (3)

2 of the following history theory courses:

CST 383	Special Topics in Cultural Studies (Bollywood, etc.) (3)
FLM 160	World Film History (3)
FLM 185	Intro to Black Filmmaking (3)
FLM 225	Female Narration: Race and Gender in Women's Films (3)

\*History/Theory courses may be substituted with prior approval of the program director.

### *Minor Requirements*

6 courses, including:

ART 141	Media Literacy (3)
ART 206	Digital Sound Production (3)
CST 183	Representations of Race and Gender (3)
FLM 160	World Film History (3)
FLM 250	Introduction to Digital Video Production (3)
FLM 350	Intermediate Digital Video Production (3)

### **Forensics (FOR)**

Forensics is the application of scientific principles to the law. Completion of this program prepares students for graduate or professional study or for entry-level positions in law enforcement, legal, or human service agencies. The focus is on providing a general overview of the field that enables students to understand key concepts and procedures used in criminal investigations. In addition to the major and minor in Forensics offered by the

Division of Human Development, a minor in Forensic Science is available for through the Division of Natural and Physical Sciences.

*Major Requirements*

14 courses, including:

- BIO 135 Applied Human Biology (3)
- FOR 102/102L Crime Scene Investigation (4)
- FOR 103 Introduction to Criminal Law and Criminal Justice (3)
- FOR 301 Forensic Psychology (3)
- FOR 393 Internship (3)
- FOR 498 Tutorial (4)
- FOR 499 Tutorial (4)
- PSY 101 General Psychology (3)
- PSY 213 Statistics and Research Design (3)
- PSY 214 Foundations of Behavioral Research (4)
- PSY 333 Abnormal Behavior (3) or
- SWK 325 Deviant Behavior (3)
- SWK 101 Introduction to Social Behavior (3)

2 of the following or substitute electives approved by the program coordinator:

- FOR 220 Women and the Criminal Justice System (3)
- FOR224 Juvenile Justice (3)
- FOR 225 Criminology (3)

*Forensics Minor Requirements*

5 courses, including:

- SWK 101 Introduction to Social Behavior (3)
- FOR 102/102L Crime Scene Investigation (4)
- FOR 103 Introduction to Criminal Law and Criminal Justice (3)
- FOR 301 Forensic Psychology (3)
- PSY 333 Abnormal Behavior (3) or
- SWK 325 Deviant Behavior (3)

*Forensic Science Minor Requirements*

The forensic science minor is intended for students who are interested in careers as scientists collaborating with law enforcement. This includes those who are interested in working in forensic chemistry and toxicology laboratories. It will also serve students who are interested in the scientific background that is routinely performed as part of a criminal investigation. This minor complements the B.S. degrees in biology, biochemistry, and chemistry available at Chatham.

7 courses, including:

- BIO 144 The Organism (4)

FOR 102/102L	Crime Scene Investigation (4)
FOR 103	Introduction to Criminal Law and Criminal Justice (3)
FOR 320	Forensic Science (3)
PSY 101	General Psychology (3)
MTH 110	Elementary Statistics (3)
SWK 101	Introduction to Social Behavior (3)

### French and Francophone Studies

see “Modern Languages”

### Global Policy Studies

Global policy studies is designed to prepare students for careers in international policy making in public and private settings. Additionally, it prepares U.S. students for the examination for entrance into the U. S. Foreign Service and other government careers. It serves a similar purpose for international students interested in interpreting U. S. policy to their national governments and all students for careers in multinational corporations and organizations. It serves as an appropriate base for graduate work in international relations, law, public policy, and applied history, as well as more traditional academic fields.

#### *Major Requirements*

14 courses, including:

ECN 101	Principles of Macroeconomics (3)
ECN 102	Principles of Microeconomics (3)
HIS 100	Introduction to World History (3)
HIS 275	History and Policy Analysis (3)
POL 101	American Government and Public Policy (3)
POL 202	Understanding Public Policy (3)
POL 311	The Research Process (3) or
ECN 301	Econometrics (3)
MTH 110	Elementary Statistics (3)
POL 498	Tutorial (4)
POL 499	Tutorial (4)

\*The tutorial is registered in the tutor’s program and focuses on a global policy issue.

1 approved internship

1 economic analysis elective from the following:

ECN 351	International Trade and Finance (3)
ECN 358	Economic Development (3)

1 historical analysis elective from the following:

HIS 222	Europe in the 20th Century (3)
HIS 241	History of Islam, 600-1500 (3)

- HIS 242        Modern Middle East, 1500-Present (3)
- HIS 426        The Arab-Israeli Conflict (3)
- 1 political analysis elective from the following:
- POL 219        International Organizations (3)
- POL 324        U. S. Foreign Policy (3)
- POL 419        European Integration (3)
- POL 445        Health Policy (3)

### History (HIS)

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        History of American Society (3)
- HIS 104        History of the Atlantic World (3)
- POL 311        The Research Process (3)
- HIS 498        Tutorial (4)
- HIS 499        Tutorial (4)

3 courses concentrating in European, American or non-Western history from the following:

- HIS 215        The American Working Class (3)
- HIS 217        History of Pittsburgh (3)
- HIS 221        Europe in the 19th Century (3)
- HIS 222        Europe in the 20th Century (3)
- HIS 223        Special Topics in Non-Western History (3)
- HIS 224        The Holocaust: Nazis, Occupied Europe, and the Jews (3)
- HIS 225        Special Topics in European History (3)
- HIS 226        Special Topics in American History (3)
- HIS 241        History of Islam (3)
- HIS 242        The Modern Middle East 1500-Present (3)
- HIS 244        Africa, Past and Present (3)
- HIS 263        Gender and the Family in America (3)
- HIS 268        US 1945 to Present (3)
- HIS 273        History of Utopian/Dystopian Thought (3)
- HIS 275        History and Policy Analysis (3)
- HIS 285        African-American History (3)

HIS 350 Civil War and Reconstruction (3)

HIS 426 The Arab-Israeli Conflict (3)

- 1 300-level seminar
- 2 program electives, at least one of which has to be in an area other than the concentration

#### *Interdisciplinary Major Requirements*

8 courses, including:

POL 311 The Research Process (3)

2 courses from the following:

HIS 100 Introduction to World History (3)

HIS 102 History of American Society (3)

HIS 104 History of the Atlantic World (3)

- 2 courses concentrating in American, European or non-Western history
- 1 300-level seminar
- 2 program electives

#### *Minor Requirements*

6 courses, including:

2 courses from the following:

HIS 100 Introduction to World History (3)

HIS 102 History of American Society (3)

HIS 104 History of the Atlantic World (3)

- 1 upper-level course each in American, European and non-Western history
- 1 program elective

### **Human Services Administration (HSA)**

The human services administration minor provides a structured interdisciplinary foundation for understanding the historical roles, importance, and administration of human service and nonprofit organizations in contemporary American society. The minor acquaints students with the rationale for human service organizations and the many social needs that they meet and social problems they address. The minor also familiarizes students with the required knowledge, skills, and roles of administrators and social work professionals in human service and nonprofit organizations.

#### *Minor Requirements*

6 courses, including:

BUS 105 Introduction to Management (3)

BUS 337 Managing Nonprofit Organizations (3)

SWK 101 Introduction to Social Behavior (3) or

PSY 101 General Psychology (3)

SWK 102 Introduction to Social Work and Social Issues (3)

SWK 321 Social Welfare Policy I (3)

SWK 351 Social Work Practice I (3)

## Interior Architecture (IAR)

The Bachelor of Interior Architecture is a first professional interior design program consisting of 120 credits. The curriculum includes foundation courses in the arts, interior architecture courses, an internship, electives, and a tutorial. The Bachelor of Interior Architecture prepares students for practice in an interior design or architecture firm.

### *Major Requirements*

26 courses, including:

ART 117	Drawing I (3)
ART 135	2-D Design (3)
ART 124	3-D Design (3)
ART 259	History of Interior Architecture: Prehistory to the 19th Century (3)
ART 257	20th and 21st Century Architecture (3)
IAR 102	Introduction to Interior Architecture (3)
IAR 105	Environment and Behavior (3)
IAR 210	Drafting & Graphics (3)
IAR 215	Computer Design Technology (3)
IAR 220	Interior Architecture I (3)
IAR 225	Interior Architecture II (3)
IAR 230	Color & Textiles (3)
IAR 235	Materials & Assemblies (3)
IAR 310	Advanced Computer Design (3)
IAR 315	Construction Documents (3)
IAR 320	Interior Architecture III (6)
IAR 325	Interior Architecture IV (6)
IAR 330	Environmental Systems (3)
IAR 335	Lighting & Acoustics (3)
IAR 420	Interior Architecture V (in lieu of 498 tutorial)
IAR 425	Interior Architecture VI (in lieu of 499 tutorial)
IAR 440	Internship (6)
IAR 445	Professional Practice (3)

- 3 courses (9 credits) from any program

## Landscape Studies (LNS)

The basic certificate in landscape studies introduces students to the range of ideas and practices within the landscape design field, with an emphasis on understanding the complex forces that shape the environment. See the Landscape Studies Certificate.

An undergraduate landscape studies major is not offered.

## Law and Society

see Pre-Law

## Mathematics (MTH)

Mathematics includes an introduction to the principle 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)*

13 courses, including:

IND 350	Scientific Research Methods (2)
MTH 110	Elementary Statistics (3)
MTH 151	Calculus I (4)
MTH 152	Calculus II (4)
MTH 221	Linear Algebra (3)
MTH 222	Multivariate and Vector Calculus (3)
MTH 327	Advanced Analysis (3) or
MTH 341	Abstract Algebra (3)
MTH 498	Tutorial (4)
MTH 499	Tutorial (4)

- 4 additional 200-level or above physics or mathematics courses approved in advance.

### *Major Requirements (B.S. Degree)*

19 courses, including:

CMP 202	Introduction to Programming (3)
IND 350	Scientific Research Methods (2)
MTH 110	Elementary Statistics (3)
MTH 151	Calculus I (4)
MTH 152	Calculus II (4)
MTH 221	Linear Algebra (3)
MTH 222	Multivariate and Vector Calculus (3)
MTH 327	Advanced Analysis (3) or
MTH 341	Abstract Algebra (3)
MTH 498	Tutorial (4)
MTH 499	Tutorial (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 course from the following:

BIO 143	The Cell (4)
BIO 144	The Organism (4)
CHM 105	General Chemistry (3) and
CHM 109	Chemistry I Laboratory (1)
CHM 107	Chemistry I and

CHM 109 Chemistry I Laboratory (1)

- 4 additional 200-level or above mathematics courses approved in advance.

*Interdisciplinary Major Requirements*

8 courses, including:

MTH 151	Calculus I (4)
MTH 152	Calculus II (4)
MTH 221	Linear Algebra (3)
MTH 222	Multivariate and Vector Calculus (3)
MTH 327	Advanced Analysis (3) or
MTH 341	Abstract Algebra (3)

- 3 additional courses approved in advance are required, and the tutorial must combine mathematics and the cooperating program.

*Minor Requirements*

6 courses, including:

MTH 151	Calculus I (4)
MTH 152	Calculus II (4)
MTH 221	Linear Algebra (3)
MTH 222	Multivariate and Vector Calculus (3)

- 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.

**Modern Languages**

In a dynamic and increasingly interactive and interdependent world, a student's education must include a knowledge of other languages and cultures. By teaching language within a framework of intercultural understanding, the modern languages program at Chatham prepares students to experience the richness of other languages, literature, and cultures. Small classes and attention to individual student needs, abilities, and career aspirations, as well as creative use of technology, make Chatham's program particularly attractive to students who want to master another language. For advanced students, upper-level classes offer interdisciplinary perspectives on the literature and cultures of French- and Spanish-speaking regions of the world.

Due to the individualized program at Chatham, students majoring in a language should expect to utilize both independent studies and cross-registrations to complete their major requirements. In addition, the program offers a spring semester in Angers, France, at the Centre international d'études françaises (CIDEF), for which all credits transfer toward a Chatham degree and a major or minor in French, and a semester at the Institute for Central American Development Studies (ICADS) in Costa Rica, for which all credits transfer toward a Chatham degree and a major or minor in Spanish.

All students are welcome in any language course, except tutorials, subject to prerequisites.

*French and Francophone Studies – Major Requirements*

10 courses, including:

FRN 205        Grammar and Composition (3)  
FRN 498        Tutorial (4)  
FRN 499        Tutorial (4)

- 5 courses in French literature and/or civilization
- 2 program electives

*Spanish and Hispanic Studies – Major Requirements*

10 courses, including:

SPN 205        Grammar and Composition (3)  
SPN 498        Tutorial (4)  
SPN 499        Tutorial (4)

- 5 courses in Spanish literature and/or civilization
- 2 program electives

*Interdisciplinary Major Requirements*

8 courses in one language, including either FRN 205 or SPN 205

*French and Francophone Studies – Minor Requirements*

5 courses beyond 100-level, including FRN 205

*Spanish and Hispanic Studies – Minor Requirements*

5 courses beyond 100-level, including SPN 205

**Music (MUS)**

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 tutorial, and participation in the Chatham University 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.

*Major Requirements*

14 courses, including:

MUS 160        The Art of Music (3)  
MUS 161        Music Theory I (3)  
MUS 252        Music Theory II (3)  
MUS 363        Music Theory III (3)  
MUS 267        History of Music I (3)  
MUS 368        History of Music II (3)  
MUS 404        Composition: Song Arranging (3)  
MUS 498        Tutorial (4)

MUS 499 Tutorial (4)

1 of the following:

MUS 225 From Blues to Rock (3)  
MUS 232 Women in Music (3)  
MUS 261 Music in America (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 French or Spanish

#### *Piano and Orchestral Instrument Concentrations*

During the course of the program, four solo ensemble performances (piano and instrument, two pianos, voice and piano, etc.), supervised by Applied Music faculty.

#### *Interdisciplinary Major Requirements*

9 courses, excluding the tutorial:

MUS 160 The Art of Music (3)  
MUS 161 Music Theory I (3)  
MUS 252 Music Theory II (3)  
MUS 267 History of Music I (3)  
MUS 368 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.

## Philosophy and Religion

This program explores the meaning and value of human existence, methods of rational inquiry, history of ideas; varieties of religious experience; and the moral and intellectual issues of a technological, global society. This liberal arts discipline encourages critical reflection, self-understanding, and the pursuit of wisdom.

### Philosophy Minor Requirements

6 courses, including:

- PHI 113              Introduction to Philosophy  
PHI 121              Introduction to Logic
- 4 approved electives

### *Religion Minor Requirements*

This sequence of courses will introduce students to the basic knowledge and essential vocabulary necessary to understand many of the world's great religious traditions.

5 courses, including:

- REL157      World Religions (3)  
REL 322      Special Topics Seminar (3)
- 3 of the following:
- REL 241      History of Islam (3)  
REL 252      History of Judaism (3)  
REL 266      History of Eastern Religions (3)  
REL 275      History of Christianity (3)

## Physics (PHY)

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. Tutorial 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)
MTH 151	Calculus I (4)
MTH 152	Calculus II (4)
MTH 222	Multivariate and Vector Calculus (3)
MTH 241	Differential Equations (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 498	Tutorial (4)
PHY 499	Tutorial (4)

- Physics 211, 231, 234, 331, 338, 340, and 341 at CMU are also required.
- 1 physics elective taken at CMU.
- 1 “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)
MTH 151	Calculus I (4)
MTH 152	Calculus II (4)
MTH 222	Multivariate and Vector Calculus (3)
MTH 241	Differential Equations (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 498	Tutorial (4)
PHY 499	Tutorial (4)

- Physics 211, 231, 234, 331, 338, 340, 341, and 439 at CMU are also required.
- 2 physics electives taken at CMU.
- 2 “technical” electives in physics, mathematics, computing, chemistry, or biology that are approved in advance.

## Policy Studies

The policy studies majors – global policy and public policy – are multidisciplinary majors, centered in economics, history, and political science, and draw upon the expertise of faculty in other disciplines. These majors are built upon a single required core of courses, which provides students with the tools essential for a coherent understanding of and participation in policy making, as well as those tools necessary to undertake a policy-oriented tutorial. These majors also integrate internships with classroom experience and provide applied courses focused on either American policy making or policy making in a global context.

See “Global Policy Studies”

See “Public Policy Studies”

## Political Science (POL)

The study of government and political behavior has value in several different ways. First, it is important for all active citizens to learn about the political system in which they spend their lives, simply because it shapes their lives even as they participate in shaping the political future. Second, more than a passing knowledge of political systems should be acquired by anyone who expects to enter a profession in the public eye, whether that be teaching, law, law enforcement, the military or civil service, journalism, or issue advocacy. Third, political science, like its sister disciplines in the liberal arts, helps students develop reasoning, analytical, verbal, and writing skills, all of which are called upon in professional life.

The goal of the program is to provide Chatham students with the knowledge, experience, skills, and self-image needed to find employment and rise to leadership in one’s field. Therefore, political science education occurs within and outside the Chatham classroom. The program coordinates classroom work with a variety of internships, research experiences, and encounters with professionals to provide the student with essential experience as well as knowledge. Chatham students are encouraged to explore practical and governmental careers through an active internship program. Political science students often play leadership roles within the campus community. Finally, Chatham participates in the Public Leadership Education Network (PLEN), through which students can spend time in Washington, DC, learning more about our national government.

### *Major Requirements*

12 courses, including:

MTH 110	Elementary Statistics (3)
POL 100	Introduction to Comparative Politics (3)
POL 101	American Government and Public Policy (3)
POL 202	Understanding Public Policy (3)
POL 311	The Research Process (3)
POL 498	Tutorial (4)
POL 499	Tutorial (4)

- 5 additional 3-credit program electives.

Students may count one approved 3-credit internship and one of the following three courses as part of the 5 course requirement:

ECN 101	Principles of Macroeconomics (3)
PHI 205	Introduction to Social and Political Thought (3)
PHI 382	Rights, Justice, and the Law (3)

### *Interdisciplinary Major Requirements*

8 courses, exclusive of the tutorial:

POL 100 Introduction to Comparative Politics (3)

POL 101 American Government and Public Policy (3)

POL 311 The Research Process or

- An approved methods course in another discipline
- 5 political science electives, which may include one approved 3-credit political science-related internship.

### *Minor Requirements*

6 courses, including:

POL 100 Introduction to Comparative Politics (3) or

POL 101 American Government and Public Policy (3)

5 political science electives, which may include one approved 3-credit political science-related internship.

### **Pre-Health Professions Program (HSC)**

The Pre-Health Professions Program at Chatham University allows women to explore the endless possibilities awaiting them. A formal plan of development allows students to explore a variety of professions and develop a plan to achieve their goals. The student is mentored and provided with valuable feedback throughout her academic career at Chatham, with the ultimate goal of attaining a rewarding and challenging career in health care. Career exploration includes medicine, dentistry, veterinary medicine, allied health (Physician Assistant, Physical Therapy, and others), podiatry, chiropractic medicine, optometry, nursing, social work, medical technology, psychology, and other areas.

Students can major in any area of their choosing. Most students opt to major in the Sciences; however, successful health professions students have come from all majors. Prerequisite courses for the various health professions are investigated and explored. Students opting for a 3-2 or other accelerated option for a Chatham University graduate health program are provided additional advisement to achieve success with all specific program prerequisites. Students interested in this program should contact the pre-health professions advisor for more information.

### **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 entitled Law and Society, co-curricular programs offered in partnership with the PA Center for Women, Politics, and Public Policy, and the support of an advisory committee.

Law schools value diversity in their incoming classes, and, as such, Chatham students are free to choose a course of study that best fits their interests and possible professional objectives, while maintaining focus on the skills and

values that are important for success in both law school and the legal profession more generally. The American Bar Association identifies skills in critical reading, analytical problem-solving, and oral and written communication as critical for success in a law career. Law students should also possess an interest in service and justice. For students who wish to pursue specific courses to better prepare them for the rigors of the Law School Aptitude Test, and for the study and practice of law, the Law and Society Minor provides useful courses that provide substantial depth in policy, philosophy, ethics, and law.

#### *Law and Society Minor Requirements*

In order to better prepare students for law school, this minor is intended to provide students with basic analytical skills in communication, logical reasoning, and introductory constitutional law. These skills are supplemented with a substantive curriculum in policy, philosophy, law, and ethics.

The minor shall consist of three required courses that comprise the “skills section” of the minor, and any three optional courses from the second list that provide background in law, policy, the regulatory arena, and ethics. Courses may not be double counted with the major, and all are offered with sufficient frequency to allow the minor to be completed in a timely manner.

6 courses, including:

COM 234	Persuasion 1 (3) or
ENG 102	Expository Writing (3)
POL 303	Constitutional Law I (3) or
POL 304	Constitutional Law II (3)
PHI 121	Introduction to Logic (3)

3 of the following:

BUS 256	Business Law (3)
ECN 385	Industrial Organization and Public Policy (includes significant anti-trust law) (3)
PHI 212	Business and Professional Ethics (3)
PHI 382	Rights, Justice, and the Law (3)
POL 201	American Judicial Process (3)
POL 213	Sex Discrimination and the Law (3)
POL 303	Constitutional Law I (3) or
POL 304	Constitutional Law II (3) (may take the Constitutional Law that was not taken as a required course above)
POL 407	Minority Groups and the Law (3)

#### **Professional Communication (COM)**

Professional 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 four concentrations: broadcast journalism, print journalism, professional writing, and public relations.

In addition to required course work, students must complete an internship and a tutorial presenting the results of an extensive print, broadcast, public relations, or news media project.

### *Major Requirements*

8 core courses, including:

COM 106	Mass Communication and Modern Society (3) or
COM 166	Global Communication (3)
COM 141	Media Literacy (3)
COM 251	News Writing and Editing (3)
COM 400	Media Ethics and Responsibility (3)
COM 391	Internship (1) or
COM 392	Internship (2) or
COM 393	Internship (3)
COM 498	Tutorial (4)
COM 499	Tutorial (4)
POL 311	The Research Process (3)

### *Additional Major Requirements*

In addition to the core requirements, students must complete one of the following concentrations.

#### Broadcast Journalism (Editorial)

5 courses, including:

COM/FLM 331	Foundations of Screenwriting (3)
COM 240	Introduction to Broadcast (3)
COM 340	Intermediate Broadcast Production (3)
COM 351	Advanced News Writing and Editing (3)
COM 407	International Journalism (3)

#### Broadcast Journalism (Technical)

5 courses, including:

ART/FLM 250	Introduction to Digital Video Production (3)
ART/FLM 350	Intermediate Digital Video Production (3)
COM 240	Introduction to Broadcast (3)
COM 340	Intermediate Broadcast Production (3)
COM 351	Advanced News Writing and Editing (3)

#### Print Journalism

6 courses, including:

COM 247	Digital Photography and Restoration (3)
COM 261	Web Design I: Code + Aesthetic (3)
COM 273	Photography 1 (3)
COM 351	Advanced News Writing and Editing (3)
COM/ART 353	Print Design (3)
COM 407	International Journalism (3)

- COM 273 and COM 407 may be substituted with ART 374 Photojournalism, COM 260 Practical Public Relations, COM 371 Speech Writing or ENG 241 Business Writing

### Professional Writing

5 courses, including:

ENG 241 Business Writing (3)  
 COM 234 Persuasion (3)  
 COM 260 Practical Public Relations (3)  
 COM 371 Speech Writing (3)

- 1 approved elective from another track focusing on technical-artistic, public relations, or advertising

### Public Relations

6 courses, including:

COM 234 Persuasion (3)  
 COM 247 Digital Photography and Restoration (3) or  
 COM 273 Photography 1 (3)  
 COM 260 Practical Public Relations (3)  
 COM/ART 353 Print Design (3)  
 COM 360 Advanced Public Relations (3)  
 COM 410 Advertising as Communication (3)

### *Print Journalism Minor Requirements*

6 courses, including:

COM 247 Digital Photography and Restoration (3)  
 COM 251 News Writing and Editing (3)  
 COM 261 Web Design I: Code + Aesthetics (3)  
 COM 273 Photography I (3)  
 COM/ART 353 Print Design (3)  
 COM 407 International Journalism (3)

- COM 273 or COM 407 may be substituted with ART 374 Photo Journalism, COM 260 Practical Public Relations, COM 371 Speech Writing or ENG 241 Business Writing

### *Broadcast Journalism (Editorial) Minor Requirements*

5 courses, including:

COM 240 Introduction to Broadcast (3)  
 COM 251 News Writing and Editing (3)  
 COM/FLM 331 Foundations of Screen Writing (3)  
 COM 340 Intermediate Broadcast Production (3)  
 COM 407 International Journalism (3)

### *Broadcast Journalism (Technical) Minor Requirements*

5 courses, including:

ART/FLM 250 Introduction to Digital Video Production (3)  
 ART/FLM 350 Intermediate Digital Video Production (3)

- COM 240 Introduction to Broadcast (3)
- COM 251 News Writing and Editing (3)
- COM 340 Intermediate Broadcast Production (3)

*Professional Writing Minor Requirements*

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, chosen from the following:

- COM 141 Media Literacy (3)
- COM 234 Persuasion (3)
- COM 251 News Writing and Editing (3)
- COM 260 Practical Public Relations (3)
- COM/FLM 331 Foundations of Screenwriting (3)
- COM 371 Speech Writing (3)
- ENG 241 Business Writing (3)

**Psychology (PSY)**

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 tutorial.

Common elements of the curriculum include active and collaborative learning, research projects, fieldwork, practica 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, laboratories, field experience, internships, psychology club (Psi Chi), and undergraduate research conferences (Western Pennsylvania Undergraduate Psychology Conference). 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 personnel/human resources, social work, introductory level counseling, interviewing, and data collection.

*Major Requirements*

12 courses, including:

- PSY 101 General Psychology (3)
- PSY 213 Statistics and Research Design(3)
- PSY 214 Foundations of Behavioral Research (4)

PSY 302 Junior Seminar in Psychology (3)  
PSY 498 Tutorial (4)  
PSY 499 Tutorial (4)

1 course in learning and cognition from the following:

PSY 307 Cognitive Psychology (3)  
PSY 326 Psychology of Learning (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 324 Motivation (3)  
PSY 340 Psychopharmacology (3)  
PSY 341 Psychobiology (3)

1 developmental course from the following:

PSY 351 Childhood and Adolescence (3)  
PSY 352 Adult Development (3)  
• 2 additional psychology program electives

#### *Interdisciplinary Major Requirements*

8 courses, exclusive of the tutorial:

PSY 101 General Psychology (3)  
PSY 213 Statistics and Research Design(3)  
PSY 214 Foundations of Behavioral Research (4)  
• 3 additional, approved 300-level courses  
• 2 psychology program electives

#### *Minor Requirements*

6 courses, including:

PSY 101 General Psychology (3)  
PSY 213 Statistics and Research Design(3)  
PSY 214 Foundations of Behavioral Research (4)  
• 2 additional, approved 300-level courses  
• 1 approved psychology program elective

## Public Policy Studies

Public policy studies is designed to prepare students for careers in domestic policy making in public or private settings. Additionally, it provides an appropriate foundation for students interested in careers in public service, either in elected office or in government agencies. It is an appropriate background for students interested in non-governmental policy organizations. It serves as a base for graduate work in public policy and law, as well as for more traditional academic fields.

### *Major Requirements*

14 courses, including:

ECN 101	Principles of Macroeconomics (3)
ECN 102	Principles of Microeconomics (3)
HIS 102	History of American Society (3)
HIS 275	History and Policy Analysis (3)
POL 101	American Government and Public Policy (3)
POL 202	Understanding Public Policy (3)
MTH 110	Elementary Statistics (3)
POL 311	The Research Process (3) or
ECN 301	Econometrics (3)
POL 498	Tutorial (4)
POL 499	Tutorial (4)

\*The tutorial is registered in the tutor's program and focuses on a domestic public policy issue.

1 approved internship

1 economic analysis elective from the following:

ECN 262	Environmental Economics (3)
ECN 374	Labor Economics (3)
ECN 385	Industrial Organizations and Public Policy (3)

1 sociopolitical analysis elective from the following:

POL 213	Sex Discrimination and the Law (3)
POL 425	Environmental Policy (3)
POL 445	Health Policy (3)
SWK 322	Social Welfare Policy II (3)

1 historical analysis elective from the following:

HIS 263	Gender and Family in America (3)
SWK 321	Social Welfare Policy I (3)

## Public Relations

see "Professional Communication

## Religion

see “Philosophy and Religion”

## Social Work (SWK)

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 apply for admission to the social work major while completing academic prerequisites. 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 major, students must either: 1) be enrolled in Social Work 102; 2) have completed Social Work 102; or 3) be at least a second-term sophomore. Specifics of the application process may be obtained from any member of the social work faculty.

### *Major Requirements*

18 courses, including:

BIO 135	Applied Human Biology (3) or another approved biology course
POL 101	American Government and Public Policy (3)
PSY 101	General Psychology (3)
PSY 213	Statistics and Research Design (3)
PSY 214	Foundations of Behavioral Research (4)
SWK 101	Introduction to Social Behavior (3)
SWK 102	Introduction to Social Work and Social Issues (3)
SWK 201	Human Behavior in the Social Environment I (3)
SWK 202	Human Behavior in the Social Environment II (3)
SWK 321	Social Welfare Policy I (3)
SWK 322	Social Welfare Policy II (3)
SWK 351	Social Work Practice I (3)
SWK 352	Social Work Practice II (3)
SWK 354	Social Work Practice III (3)
SWK 355	Social Work Practice IV (3)
SWK 460	Integrative Seminar in Social Work (3)
SWK 498	Tutorial (4)
SWK 499	Tutorial (4)

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)

SWK 455      Field Placement (5)

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.

### Spanish and Hispanic Studies

see “Modern Languages”

### Theatre (THT)

The theatre program offers students opportunities to explore the various theatre arts within the context of a liberal education. Theatre majors learn to interpret, conceptualize and create a character, script, direction or design. Performance track students take classes in acting for the stage and screen, directing, dance and voice. The Design and Technology track trains students in stagecraft and design. The program provides three to four major productions a year, which may include tutorial productions.

#### *Major Requirements*

7 core courses, including:

THT 141	Acting One (3)
THT 145	Practicum in Technical Theatre (2) or
THT 146	Practicum in Technical Theatre (2)
THT 147	Stage Craft (3)
THT 241	History of Drama (3)
THT 458	Directing (4)
THT 498	Tutorial (4)
THT 499	Tutorial (4)

#### *Additional Major Requirements*

##### Acting Track

6 courses, including:

DAN 121	Contemporary Dance Technique (3)
MUS 177	Voice (3)
THT 149	Play Performance (2)
THT 150	Play Performance (2)
THT 231	Acting Two (3)
THT 380	Acting for the Camera (3)

##### Design and Technology Track

6 courses, including:

ART 117	Drawing I (3)
IAR 210	Drafting and Graphics (3)
IAR 215	Computer Design Technology (3)

- THT 240 Special Topics in Theatrical Theatre (3)
- THT 310 Lighting Design (3)
- THT 315 Scene Design (3)

*Interdisciplinary Major Requirements*

8 courses, including:

- THT 141 Acting One (3)
- THT 145 Practicum in Technical Theatre (2) or
- THT 146 Practicum in Technical Theatre (2)
- THT 147 Stage Craft (3)
- THT 241 History of Drama (3)
- THT 458 Directing (4)

3 of the following:

- THT 149 Play Performance (2)
- THT 150 Play Performance (2)
- THT 231 Acting Two (3)
- THT 240 Special Topics in Technical Theatre (3)
- THT 310 Lighting Design (3)
- THT 315 Scene Design (3)
- THT 380 Acting for the Camera (3)

Suggested Interdisciplinary Majors:

Arts Management, Theatre/Communication, Theatre/English, Theatre/Film, Theatre/Music, Theatre/Modern Languages, Theatre/Visual Arts

*Minor Requirements*

5 courses selected in conjunction with the faculty advisor and approved by the director of the theatre program.

**Visual Arts (ART)**

The Visual Arts major is designed to prepare students to work as visual communicators and artists 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: Emerging Media, Photography, and Studio Arts.

*Major Requirements*

13 courses, including:

- ART 105 Sculpture I (3) (Foundations in 3D Art Practices)
- ART 117 Drawing I (3) (Foundations in 2D Art Practices)
- ART 141 Media Literacy (3) (Foundations in 4D Art Practices)
- ART 132 History of World Art II (3)

FLM 300	Critical Theory (3)
ART 498	Tutorial (4)
ART 499	Tutorial (4)

### *Additional Major Requirements*

In addition to the core courses listed above, students must complete the requirements for one of the following concentrations. A student can pursue two concentrations in the Visual Arts major. Major requirements plus coursework within both concentrations without overlap must be completed.

### Emerging Media Concentration

6 courses, including:

ART 250	Introduction to Digital Video Production
ART 261	Web Design I: Code+Aesthetics (3)
ART 369	Interactive Strategies (3)
ART 421	Digital Animation and Compositing (3)
ART 471	Advanced E-merging Media Studio (3)

1 course from the following:

ART 206	Digital Sound Production (3)
ART 353	Print Design (3)
ART 364	Web Design II: Interface + Structure (3)

### Photography Concentration

6 courses, including:

ART 241	Lighting Principles (3)
ART 247	Digital Photography and Restoration (3)
ART 273	Photography I (3)
ART 357	Photography II (3)
ART 388	Landscape Photography (3)

1 course from the following:

ART 374	Photojournalism (3)
ART 481	Event Photography (3)
ART 482	Event Photography (3)
ART 483	Event Photography (3)

Elective in Media Construction

Elective in Media Analysis

### Studio Arts Concentration

6 courses, including:

1 Design course from the following:

ART 135	2-D Design I (3)
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ART 124      3-D Design I (3)

1 Intro course from the following:

ART 111      Ceramics I (3)

ART 115      Painting I (3)

ART 127      Printmaking I (3)

4 Advanced Studios from the following:

ART 215      Painting Studio (3)

ART 217      Drawing Studio (3)

ART 220      Material Studies Studio (3)

ART 227      Printmaking Studio (3)

ART 315      Painting Studio (3)

ART 317      Drawing Studio (3)

ART 320      Material Studies Studio (3)

ART 327      Printmaking Studio (3)

ART 415      Painting Studio (3)

ART 417      Drawing Studio (3)

ART 420      Material Studies Studio (3)

ART 427      Printmaking Studio (3)

### *Visual Arts Minor Requirements*

7 courses, including:

ART 132      History of World Art II (3)

ART 141      Media Literacy (3)

1 2-D Art course from the following:

ART 115      Painting I (3)

ART 117      Drawing I (3)

ART 127      Printmaking I (3)

1 3-D Art course from the following:

ART 105      Sculpture I (3)

ART 111      Ceramics I (3)

3 electives in one of the concentrations in Emerging Media, Photography, or Studio Arts.

Note: For courses that require video editing equipment, students must provide their own portable hard drive. Please see a visual arts faculty member for specifications.

### **Women's Studies (WST)**

The major in women's studies offers students the opportunity for the interdisciplinary study of women's contributions to society and women's experience in diverse cultures, politics 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:

- WST 101 Introduction to Women's Studies (3)
- WST 201 Feminist Theory (3)
- WST 325 Transnational Perspectives of Gender Identity (3)
- WST 350 Service Internship (3)
- WST 315 Policy and issues (3)
- WST 498 Tutorial (4)
- WST 499 Tutorial (4)

5 courses from the following:

- ART 263 Women and Art (3)
- BUS 255 Gender Issues in Work and Management (3)
- CST 183 Representations of Race and Gender (3)
- CST 215 Perspectives in Gay and Lesbian Studies (3)
- CST/FLM 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)
- FLM 226 Issues in Film: Gender, Race, and Ethnicity (3)
- FOR 220 Women and the Criminal Justice System (3)
- MUS 232 Women in Music (3)
- PHI 218 Ethics and Women's Issues (3)
- POL 213 Sex Discrimination and the Law (3)
- POL 262 Women and Politics (3)
- PSY 236 Psychology of Women (3)
- PSY 415 Human Sexuality (3)
- WST 355 Special Topics in Women's Studies (3)

### *Minor Requirements*

6 courses, including:

- WST 101 Introduction to Women's Studies (3)
- WST 201 Feminist Theory (3)
- WST 325 Transnational Perspectives of Gender Identity (3)
- WST 315 Policy and Issues (3)

2 electives chosen from the above list of major electives.



## Chatham College for Women Course Descriptions

### ACT 222 Financial Accounting Principles I (3)

An introduction to the fundamental principles and procedures of accounting, including double-entry bookkeeping, adjusting entries, and preparation for financial statements. Emphasis includes accounting techniques for sole proprietorships, corporations, and partnerships.

### ACT 223 Financial Accounting Principles II (3)

This second-semester accounting course focuses on the analysis, preparation, interpretation, and use of accounting statements and information. The course includes the application of generally accepted accounting principles and techniques.

Prerequisite(s): ACT 222

### ACT 322 Intermediate Accounting I (3)

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

### ACT 323 Intermediate Accounting II (3)

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

### ACT 324 Federal Tax Accounting (3)

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

### ACT 325 Cost Accounting (3)

A study of cost principles, determination, and control as they apply to job order, process, and standard cost systems. Attention is given to accumulation and interpretation of cost data useful to management.

Prerequisite(s): ACT 222 and 223 or permission of the instructor.

### ACT 331 Auditing (3)

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

### ACT 391 Internship (1)

### ACT 392 Internship (2)

ACT 393 Internship (3)

ACT 491 Independent Study (1)

ACT 492 Independent Study (2)

ACT 493 Independent Study (3)

ACT 494 Independent Study (4)

ACT 498 Tutorial (4)

ACT 499 Tutorial (4)

ART 105 Sculpture I (3) Fall

This beginning course explores the basic concepts, materials, and techniques of sculpture, including carving, casting, and construction. Conceptual and critical approaches are introduced in their relation to specific projects.  
Additional Fee(s): Applied art fee.

ART 111 Ceramics I (3) Fall

This studio course provides students with an introduction to ceramic processes and materials. Instruction in beginning wheel-throwing methods augments competency in basic construction and surface application techniques. Projects focus on development of form and surface in ceramics, as well as exposure to historical and contemporary issues specific to the medium.  
Additional Fee(s): Applied art fee.

ART 115 Painting I (3) Spring

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 117 Drawing I (3) Fall

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 124 3-D Design (3)

This course introduces the student to the basic elements of 3-D design. Through slide lectures, field trips, and a sequence of problem-solving exercises in conjunction with basic shop skills in a variety of materials, students explore such areas as furniture and interior, sculptural, and architectural design. Basic computer applications are introduced.  
Additional Fee(s): Applied art fee.

ART 127 Printmaking Studio (3) As Needed

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 131 History of World Art I: Prehistory to 1400 (3) Fall

This introductory survey focuses on art of the ancient world and the Middle Ages in the West and selected non-Western cultures to 1400 including India, China, and Mesoamerica. It emphasizes the role of art in the formation of a culture, the shifting function of art in different societies and time periods, and the approaches students can use to understand art.

ART 132 History of World Art II: 1400 to Present (3) Spring

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 135 2-D Design I (3)

This course is an introduction to the problems and use of two-dimensional design. Subjects include pattern, balance, scale, movement, rhythm, proportion, and relationships of figure to ground in various media.

Additional Fee(s): Applied art fee.

ART 141 Media Literacy (3) Fall

This course familiarizes students with some of the possibilities digital technology offers for the manipulation of still images, sound, and motion pictures. Students become proficient with the Macintosh system as they discover how computers are radically changing the way image makers create and present their work. Cross listed as COM 141.

ART 200 2-D & 3-D Design (3)

This accelerated course provides an introduction to two-dimensional design and addresses pattern, balance, scale, movement rhythm, proportion, and relationships of figure to ground in various media. The course also introduces students to the basic elements of 3-D design. Students explore furniture and interior, sculptural, and architectural design through lectures, field trips, and a sequence of problem-solving exercises. (For transfer students and Chatham University students with a change of major.)

ART 206 Digital Sound Production (3) Odd Springs

A studio course designed to present the theoretical and practical elements of audio physiology and production techniques, creating a learning environment in which students can apply their production skills to a variety of media. Specific material includes recording and dubbing techniques, audio mixing, equipment management, and digital sound.

Prerequisite(s): Art 141 or permission of the instructor.

Additional Fee(s): Applied art fee.

#### ART 208 Introduction to Art Museum Studies (3)

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.

#### ART 215 Painting Studio (3) Fall

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.

#### ART 217 Drawing Studio (3) Odd Springs

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.

#### ART 220 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.

#### ART 227 Printmaking Studio (3)

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.

#### ART 231 Renaissance Art (3) Every Third Fall

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).

Prerequisite(s): Art 131 or 132, or permission of the instructor.

#### ART 234 Baroque and Rococo Art (3) Every Third Spring

An in-depth survey of the various styles and aims of European art from 1590 to 1700.

Prerequisite(s): Art 131 or 132, or permission of the instructor.

#### ART 241 Lighting Principles (3) Fall

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 273 or permission of the instructor.

Additional Fee(s): Applied laboratory fee.

#### ART 247 Digital Photography and Restoration (3) Spring

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, potential internships with career opportunities in the Visual Arts. Cross listed as COM 247.

Prerequisite(s): Art 141

Additional Fee(s): Applied laboratory fee.

#### ART 248 19th-Century Art (3) Every Third Fall

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.

Prerequisite(s): Art 132 or permission of instructor.

#### ART 250 Introduction to Digital Video Production (3) Spring

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 applications, 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 FLM 250.

Prerequisite(s): ART 141

Additional Fee(s): Applied laboratory fee.

#### ART 254 Modern Art, 1890 to 1950 (3) Even Springs

A survey of the major movements in the art of Europe and America from the end of the 19th century to the middle of the 20th century, focusing on the concept of modernism, who and what shaped it, and the shifting definitions of the artist in the modern period.

Prerequisite(s): Art 132 or permission of instructor.

#### ART 256 Contemporary Art, 1950 to Present (3) Odd Springs

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.

#### ART 257 20th- and 21st-Century Architecture (3) Every Third Spring

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.

#### ART 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.

#### ART 261 Web Design I: Code + Aesthetics (3) Fall

This course addresses methods for document production and dissemination using global electronic networks. Focus is on authoring nonlinear documents using wysiwyg software and basic web programming languages. Issues of privacy, rights of access, and intellectual property rights are discussed. Students will develop their technical, aesthetic, and conceptual skills by participating in lectures, demonstrations, computer labs, and critiques, as well as participating in critical analysis of various sites and internet strategies. Cross-listed as COM 261.

Prerequisite(s): Art 141 or permission of the instructor.

Additional Fee(s): Applied art fee.

#### ART 263 Women and Art (3)

This course explores the status of women in the arts, images of women in art, art made by women, and women as patrons.

Prerequisite(s): ART 132 or permission of the instructor.

#### ART 268 Museum History and Theory (3)

This course examines the history of art museums in the West from Ancient Greece to the present. It also explores the history and development of theoretical issues related to the art museum's mission, exhibition practice, museum ethics, and education.

Prerequisite(s): ART 208

#### ART 271 Asian Art (3) Every Third Spring

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.

#### ART 273 Photography I (3) Fall

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 laboratory fee.

#### ART 280E Care and Preservation of Cultural Property (3)

This course is designed to introduce students pursuing careers in museums with the information they need to make sound decisions regarding the storage, handling and exhibition of artistic or historic artifacts. It enables

students planning to become curators, museum directors, registrars and conservators with the tools they need to assess both the condition of the artworks and the environment in which they are housed. It also demonstrates how this knowledge needs to be extended beyond the confines of storage or exhibitions to cover such areas as loans and travel, museum events, cleaning and maintenance and even licensing and reproductions.

#### ART 315 Painting Studio (3) Fall

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.

#### ART 316 Japanese Prints: Technique and History (3) Every Fourth Spring

This course is team-taught by an art historian, who explores with students the development of Japanese prints from the earliest Buddhist images to the brilliant ukiyo-e of the mid-19th century, and a printmaker, who teaches students the traditional Japanese method of woodblock printmaking.

#### ART 317 Drawing Studio (3) Odd Springs

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.

#### 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.

#### ART 327 Printmaking Studio (3) Odd Springs

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.

#### ART 328 The Carnegie International (3) Every Third or Fourth Fall, as the exhibition is scheduled

Offered in conjunction with the Carnegie International, America's premier exhibition of contemporary art, the course examines the history and function of the International and similar exhibitions, trends in contemporary art as conceptualized by the exhibition's curator, and critical issues raised the exhibition. One-third to one-half of the classes are held at the Carnegie.

Prerequisite(s): Prerequisite: Art 132 or permission of the instructor.

ART 338 Impressionism (3) Every Third Spring

This course examines the revolutionary 19th-century French movement Impressionism from its origins in Realism and Manet to the triumph of the 1870s and 1880s, focusing specific attention on the careers of Monet, Degas, Caillebotte, and Cézanne and the social, political, and cultural contexts that shaped their work.

Prerequisite(s): Prerequisite: Art 132 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 field 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 FLM 350.

Prerequisite(s): ART 141 and COM/FLM 250

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 141

Additional Fee(s): Applied art fee.

ART 357 Photography II (3) Odd Springs

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 273 or permission of the instructor.

ART 363 Women and Art (3) Every Third Fall

This course explores the status of women in the arts, images of women in art, art made by women, and women as patrons. The orientation of the course, i.e., the periods, artists, and issues addressed, is determined by the instructor and may change each time it is taught.

Prerequisite(s): ART 132 or permission of the instructor.

ART 364 Web Design II: Interface + Structure (3)

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.

Prerequisite(s): ART 141, 261 or permission of instructor

ART 366 American Art: Colonial to 1900 (3) Every Third Spring

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 permission of the instructor.

ART 368 Museum Education and the Visual Arts (3)

This course traces the development of the American art museum's educational mission from the early nineteenth century to the present. A range of programming types, including docent touring, computer-based learning, museum-school partnerships, and hands-on experiences are observed and analyzed. Students will also design programs for exhibitions in the Chatham University Art Gallery.

Prerequisite(s): ART 208

ART 369 Interactive Strategies (3)

This course allows advanced students to explore interactive computer authoring skills. Students learn to create projects that integrate text, sound, and graphic materials for the creation of CD-ROMs, DVDs, or interactive installations. Students are exposed to a variety of existing electronic media projects and exhibitions, along with contemporary theoretical discourses in interactive design and non-linear narrative strategies. Does interactivity change the manner in which narrative works on us? How can we construct interfaces that take advantage of these new possibilities?

Prerequisite(s): ART 141, 261 or permission of instructor

ART 372 African Art (3) Every Third Fall

This course explores the rich diversity of art across sub-Saharan Africa from the Paleolithic era to today. It focuses on cultures from West Africa, Central Africa, and East Africa to complement the holdings of the College's outstanding Olkes Collection of African Art, which includes more than 600 objects. Class lecture, discussion, and student projects utilize works from the collection, including masks, wood sculpture, beadwork, and metalwork.

ART 374 Photojournalism (3)

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 378 Curating the Visual Arts (3)

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

ART 388 Landscape Photography (3) Even Springs

The landscape is fascinating from a natural and contrived point of view. 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 flower shots to vast

panoramic points of view from urban and rural subject matter. Several new digital image editing processes will be taught using Photoshop.

Prerequisite(s): Art 273 or permission of instructor.

Additional Fee(s): Applied laboratory fee.

ART 391 Internship (1)

ART 392 Internship (2)

ART 393 Internship in Museum Studies (3)

The Internship in Art Museum Studies must be a meaningful work experience that involves learning alongside museum or gallery professionals. The internship may be completed at a Pittsburgh institution or a home or national museum.

ART 393 Internship (3)

ART 415 Painting Studio (3) Fall

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.

ART 417 Drawing Studio (3) Odd Springs

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.

ART 420 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.

ART 421 Digital Animation and Compositing (3) Even Springs

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.

Prerequisite(s): Art 141 and 249.

Additional Fee(s): Applied art fee.

### ART 427 Printmaking Studio (3) Odd Springs

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.

### ART 429 Portfolio (3)

In this course students review and present their digital production portfolios using appropriate technologies for screen and print production.

### ART 450 Advanced Digital Video Production Studio (3)

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 FLM 450.

### ART 471 Advanced E-Merging Media Studio (3)

Students will engage in self-directed explorations of the creative, conceptual, and technical possibilities of e-merging media practices in this upper-level electronic media course. Advanced technical demonstrations will aid students as they create highly sophisticated and well-articulated creative projects. Through a series of field trips, film/video screenings, critical readings, and critique sessions, students will examine a variety of historical and contemporary strategies employed by new media artists. Student must enter the course with a project in mind or in development.

### ART 481 Event Photography (1)

This practicum is for student's photographing (stills) and digital video for selected Chatham University events along with candid shots of students for college publications, the Communique, 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, 349, or permission of the instructor

Additional Fee(s): Lab Fee

### ART 482 Event Photography (2)

This practicum is for student's photographing (stills) and digital video for selected Chatham University events along with candid shots of students for college publications, the Communique, PR, and Chatham web pages with name credits on all published work. Earned credits will require the following: 2 credits must cover 3 events. All include lab work. Cross-listed with COM 482

Prerequisite(s): ART 241, 349, or permission of the instructor

Additional Fee(s): Lab Fee

### ART 483 Event Photography (3)

This practicum is for student's photographing (stills) and digital video for selected Chatham University events along with candid shots of students for college publications, the Communique, PR, and Chatham web pages with name credits on all published work. Earned credits will require the following: 3 credits must cover 5 events. All

include lab work. Cross-listed with COM 483

Prerequisite(s): ART 241, 349, or permission of the instructor

Additional Fee(s): Lab Fee

ART 491 Independent Study (1)

ART 492 Independent Study (2)

ART 493 Independent Study (3)

ART 494 Independent Study (4)

ART 498 Tutorial (4)

ART 499 Tutorial (4)

BIO 114 Basic Nutrition (3) As Needed

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.

Prerequisite(s): Enrollment in a school of nursing.

BIO 115 Basic Microbiology (4) As Needed

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 microscopic organisms and their relation to health and disease. There is a special emphasis on disinfection, sterilization, immunology, and microbiological aspects of infectious disease. Three hours of class and two hours of laboratory per week.

Prerequisite(s): Enrollment in a school of nursing.

BIO 116 Basic Anatomy and Physiology I (4) As Needed

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.

Prerequisite(s): Enrollment in a school of nursing.

BIO 117 Basic Anatomy and Physiology II (4) As Needed

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

### BIO 121 Plant and Human Interactions (3) Summer

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.

### BIO 123 Nutrition (3) Odd Springs

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. Three hours of class and two hours of laboratory per week. Additional Fee(s): Laboratory fee.

### BIO 131 Human Genetics (3) Even Springs

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. Three hours of class and two hours of laboratory per week. Additional Fee(s): Laboratory fee.

### BIO 135 Applied Human Biology (3) Spring

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.

### BIO 135L Applied Human Biology Laboratory (1) Spring

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

### BIO 143 The Cell (4) Spring

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 of class and two hours of laboratory per week.

Additional Fee(s): Laboratory fee.

### BIO 144 The Organism (4) Fall

This course provides a general survey of animals and plants at the organismic 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 class and two hours of laboratory per week.

Additional Fee(s): Laboratory fee.

### BIO 201 Anatomy (5) Spring

Lectures emphasize the human body and clinical applications of anatomy while laboratory experiments emphasize

comparative anatomy between humans and other animals. 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 class and three hours of laboratory per week.

Prerequisite(s): BIO 143 and 144

Additional Fee(s): Laboratory fee.

#### BIO 202 Physiology (5) Fall

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. The laboratory will emphasize comparative physiology between humans and other animals. Three hours of class and three hours of laboratory per week.

Prerequisite(s): BIO 201

Additional Fee(s): Laboratory fee.

#### BIO 209 Basic Neuroscience (3) Odd Falls

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 class per week.

Prerequisite(s): BIO 143 and 144

#### BIO 216 Aquatic Biology (5) Even Falls

Basic ecology of a variety of freshwater ecosystems is examined, including energy flow, nutrient cycling, physical and chemical parameters, flora, and fauna. The management, maintenance, preservation, and pollution of aquatic systems are considered. Laboratory sessions include laboratory work and field trips. Three hours of class and three hours of laboratory per week.

Prerequisite(s): BIO 143 and 144; CHM 109 and 110; or permission of the instructor

Additional Fee(s): Laboratory fee.

#### BIO 219 Immunology (3) Odd Falls

A study of the basic principles of immunology: evolution, development, and functions of the immune systems, and applications such as allergy, autoimmune diseases, transplants, and tumor immunology. Three hours of class per week.

Prerequisite(s): BIO 143 and 144

#### BIO 221 General Microbiology (5) Odd Springs

The study of fundamental characteristics of bacteria and related microorganisms, including taxonomy, physiology, and distribution. Three hours of class and four hours of laboratory per week.

Prerequisite(s): BIO 143 and 144; Chemistry 109 and 110.

Additional Fee(s): Laboratory fee.

#### BIO 224 Botany (5) Even Springs

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 class and four hours of laboratory or field experience per week.

Prerequisite(s): BIO 143 and 144

Additional Fee(s): Laboratory fee.

#### BIO 226 Toxicology (3) Odd Springs

An introduction to toxic substances, their classification, entry into living systems, modes of action, and fate. Various living systems are considered, from the subcellular to the ecosystem level. Three hours of class per week.

Prerequisite(s): BIO 143 and 144; CHM 109 and 110

#### BIO 231 Principles of Cell and Molecular Biology (3) Fall

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 class per week.

Prerequisite(s): BIO 143 and 144, and CHM 109 and 110

#### BIO 248 Ecology (5) Odd Falls

A study of the interrelation between organisms and their environment. Three hours of class and four hours of laboratory or field experience per week.

Prerequisite(s): BIO 143 and 144

Additional Fee(s): Laboratory fee.

#### BIO 275 Evolution (3) Even Springs

This course introduces the student to the principles and forces that produce evolutionary change. Students will also examine the development of modern evolutionary theory through a historical perspective. Special emphasis will be given to the evolution of the vertebrate classes.

Prerequisite(s): BIO 143 and 144

#### BIO 309 Advanced Neuroscience (5) Even Springs

A thorough study of structure and function of the human nervous system. Detailed examination of anatomy, motor and sensory systems, brain stem, autonomic integration, and cortical functioning. Particular emphasis on membrane physiology, ion channels, and clinical correlation of basic science. Laboratory focuses on anatomy, demonstration of basic physiology, and methods of investigation. Three hours of class and three hours of laboratory per week.

Prerequisite(s): BIO 209

Additional Fee(s): Laboratory fee.

#### BIO 312 Neuropharmacology (3) Even Falls

This course examines the effects of therapeutic and recreational drugs on neural function and behavior. Basic anatomy, physiology, and pharmacology will be reviewed prior to an in-depth analysis of drug effects based upon the neural systems that are affected. Three hours of class per week.

Prerequisite(s): BIO 144, BIO 209 or PSY 241, and CHM 105 or 107, or permission of the instructor.

**BIO 320 Laboratory Information Management Systems (3) Odd Falls**

Basic concepts of information representation, storage, and retrieval as they pertain to biology and chemistry, with emphasis on applications in laboratory and commercial settings. Cross-listed as CHM 320.

Prerequisite(s): CMP 140 and CHM 215.

**BIO 358 Histology (5) Even Falls**

An introduction to the study of tissues and cells of plants and animals. This course emphasizes the relationship between microscopic structure and function in living organisms. In the lab, students learn basic methods for preparing and staining tissues for histological study. Students examine prepared slides and make slide collections. Three hours of class and four hours of laboratory per week.

Prerequisite(s): BIO 143 and 144, CHM 109 and 110.

Additional Fee(s): Laboratory fee.

**BIO 375 Special Topics in Women's Health (3) Odd Falls**

An upper level course designed for Health Care Studies majors. 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 class per week.

**BIO 384 Plant Physiology (5) Odd Springs**

This course is an introduction to the physiology and biochemistry of plants. Lectures and laboratory exercises cover plant cells, enzymes, transport of water and nutrients, metabolism, defenses against pathogens, gene expression, hormones, and responses to environmental stimuli. Three hours of class and four hours of laboratory per week.

Prerequisite(s): BIO 143 and 144, and CHM 109 and 110.

Additional Fee(s): Laboratory fee.

**BIO 391 Internship (1)**

**BIO 392 Internship (2)**

**BIO 393 Internship (3)**

**BIO 408 Developmental Biology (5) Even Springs**

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): One 200-level biology course.

Additional Fee(s): Laboratory fee.

**BIO 417 Genetics (3) Fall**

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 143 and 144, and CHM 205 and 215. Statistics recommended.

#### BIO 417L Genetics Laboratory (2) Fall

Genetics laboratory consisting of investigation in molecular genetics, genomics, and classical and population genetics. Both computer and wet lab techniques will be employed. Five hours of laboratory per week.

Prerequisite(s): BIO 143, 144; CHM 205, 215. Co-requisite: BIO 417

#### BIO 418L Chemical Analysis Laboratory (3) Spring

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): CHM 216. Additional Fee(s): Laboratory fee.

#### BIO 425 Plant Development (5) Even Falls

This course combines classical and molecular biological approaches to the study of plant growth and development. Topics covered in this course include: plant morphology, axis development in plants, plant pattern formation, and the molecular genetics of plant growth and development. Three hours of class and three hours of laboratory per week.

Prerequisite(s): BIO 143 and 144, CHM 109 and 110, and one of the following: BIO 231, 224, or 317.

Additional Fee(s): Laboratory fee.

#### BIO 431 Advanced Principles of Cell and Molecular Biology (3) Spring

An advanced course for the junior or senior science major. Topics include genes and genomes, transcription, translation, the control of gene expression by prokaryotes and eukaryotes, DNA synthesis and repair and cell signaling. Three hours of class per week.

Prerequisite(s): BIO 143 and 144; CHM 109 and 110; BIO 231; or permission of the instructor. Co-requisite: BIO 340. Recommended: BIO 317, CHM 205, or CHM 338.

#### BIO 438 Biochemistry I (3) Fall

This course covers the structure and functions of proteins, polynucleic acids, and biological membranes. Enzymes and kinetics are taught. Metabolic pathways, with emphasis on the thermodynamics of the equilibria and the storage and usage of energy, are covered. Prerequisite(s): CHM 206 or permission of the instructor.

#### BIO439 Biochemistry II (3) Spring

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): CHM 338

#### BIO 440 Biochemistry, Cell, and Molecular Biology Laboratory (2) Spring

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. Five-hour laboratory with one-hour pre-lab lecture each week. Cross-listed as CHM 340.

Prerequisite(s): BIO 231 or CHM 338, or Co-requisite BIO 331, or permission of the instructor.

Additional Fee(s): Laboratory fee.

BIO 491 Independent Study (1)

BIO 492 Independent Study (2)

BIO 493 Independent Study (3)

BIO 494 Independent Study (4)

BIO 498 Tutorial (4)

BIO 499 Tutorial (4)

BUS 105 Introduction to Management (3)

This course provides an understanding of formal organizations – profit and nonprofit – and the development of effective and efficient managerial traits and skills. The course covers a wide range of topics, such as motivation, conflict, leadership, control, and change. The practical side of organizational life is examined: entry and adaptation, business culture, power, politics, discrimination, and resistance. The main functional areas of management also are discussed. Focus is on real and/or simulated situations, field assignments, business games, and tests.

BUS 201 Entrepreneurial Internship Seminar (1)

This course is designed to introduce students to entrepreneurship and integrate the entrepreneurial internship with her academic experience. Co-requisite: student must be enrolled concurrently for an entrepreneurial internship or have completed one in the previous term.

BUS 216 Management Information Systems (3)

This course studies the collection, processing, and dissemination of information in support of business operations and management of organizations. The course material emphasizes the role of information in organizations and the implementation of effective information systems.

Prerequisite(s): BUS 105 or permission of the instructor.

BUS 235 Group Dynamics in Organizations (3)

Teams and groups are an integral part of organizational life. Some produce amazing work and provide a sense of accomplishment and pride, while others flounder and create mainly frustration and disillusionment. Through readings, experiential exercises, and team projects this course develops skills critical to team leadership and effective membership.

BUS 240 International Business (3)

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 and ECN 101 or 102

### BUS 243 Marketing (3)

This course explains the principles of marketing for profit and nonprofit organizations. It explores the development and components of marketing programs, marketing economics, arithmetic, and forecasting, as well as consumer behavior, marketing communication, channel management, and international marketing. Special attention is paid to the designs and methods of marketing research. Instruction includes case studies, field projects, computer exercises, and statistical analysis. Issues of ethics, legal regulations, media, and consumerism also are addressed.

Prerequisite(s): BUS 105

### BUS 244 Consumer Behavior (3)

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 105 and ECN 101 or 102, BUS 243

### BUS 255 Gender Issues in Work and Management (3)

This course examines the historical emergence of women in the workforce and management positions. A particular focus of the course is the structural and cultural barriers preventing women from entering the workforce and management positions; problems confronting women managers, such as discrimination and sexual harassment; and solutions for resolving these barriers and problems, such as social legislation and the development of appropriate interpersonal skills.

Prerequisite(s): BUS 105 or permission of the instructor.

### BUS 256 Business Law (3)

An introduction to the substantive law that daily affects and controls the activities of business organizations, as well as citizens in our society. The course offers a broad survey that examines the preponderant body of the law and its processes, development, principles, terminology, and rationale.

Prerequisite(s): BUS 105

### BUS 272 Introduction to Finance (3)

This course presents the basics of finance and how financial information is used in making business decisions. Topics include financial statements and analysis, markets and institutions, time value of money, capital budgeting, capital cash flow and risk analysis, financial planning and forecasting, and mergers and acquisitions.

### BUS 275 Investments (3)

This course begins with a description of the investment environment that includes the concepts of risk and return. It then examines popular investment vehicles, including common stock, fixed-income securities, speculative investments, real estate, and tax shelters. The course is taught from a decision-making perspective.

Prerequisite(s): ACT 222 and BUS 105

### BUS 300 Organizational Research and Quantitative Methods (3)

This course deals with the fundamentals of research and quantitative methodology in the social sciences, with

specific emphasis on research in the organization. This course is designed for those who may both use research and produce it. Issues include evaluating the research of others; the manager-researcher relationship; scientific method; research process, design, and measurement; and data collection, analysis, and reporting.

Prerequisite(s): MTH 110 or PSY 213

### BUS 310 Marketing Research (3)

### BUS 316 Organizational Design and Operations (3)

Through the extensive use of case studies, students are introduced to the various theoretical approaches and applications used to design organizational structures and operations. Students learn about the different components of organizational structure and which types of structures and processes are appropriate for particular markets and conditions. The ways in which organizations change, control, and evaluate their structures and operations also are discussed.

Prerequisite(s): BUS 105 and ECN 101 or 102

### BUS 327 Global Marketing (3)

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.

### BUS 337 Managing Nonprofit Organizations (3)

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 interorganizational networks.

Prerequisite(s): BUS 105, or SWK 101 and 102, or permission of the instructor.

### BUS 343 Small Business Management and Entrepreneurship (3)

This course explores the roles of small businesses and entrepreneurship within the context of a global economy. Students are introduced to all aspects of small-business management, including small-business planning, risk management, financing, marketing, human relations, purchasing and inventory, taxation, and social responsibility.

Prerequisite(s): BUS 105 and ECN 101 or 102

### BUS 357 Entrepreneurial Venture (3)

This course provides a detailed exploration of startup businesses from initial concept to implementation. Topics to be discussed include reasons for developing new businesses, profiling entrepreneurs, developing formal business plans, management teams, financing the venture and evaluation techniques of venture performance and causes of failure among new ventures.

Prerequisite(s): BUS 105

### BUS 390 Human Resources Management (3)

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

BUS 391 Internship (1)

BUS 392 Internship (2)

BUS 393 Internship (3)

BUS 415 Strategic Management (3)

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.

BUS 445 Marketing Strategy (3)

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 245

BUS 491 Independent Study (1)

BUS 492 Independent Study (2)

BUS 493 Independent Study (3)

BUS 494 Independent Study (4)

BUS 498 Tutorial (4)

BUS 499 Tutorial (4)

CAB 115 Global Focus Seminar (3)

This interdisciplinary course is intended to foster student intellectual involvement in the Chatham Global Focus program. Taught from a global and comparative approach, this course seeks to provide a meaningful structure in studying the physical and cultural geography, key historical events, and the current social, economic, and political situation in the region of study. This course will be team taught by several faculty members and guest lecturers. Also, students will begin to develop the necessary skills for accessing a culture or country that will be

operationalized in a student's Chatham Abroad experience. The course will meet in large group sessions and in small breakout sections that will address items of relevance to specific trips. (Required for students enrolled in Chatham Abroad.)

#### CAB 296 Semester in Rome Program (15)

#### CAB 340 History, Art, and Literature of London (3)

A study of the history of London as reflected in its architecture and cultural artifacts; the works of art, both those by English artists and those collected in London's great museums; and the literature that has grown from London events and scenes, with visits to sites and settings of the readings and writers.

#### CAB 345 Belize (3)

Subtropical Belize offers a unique opportunity to study the partnerships between environmentally conscious humans and a wide variety of natural and historical environments. Students explore the rain forest, mountain, and marine habitats of howler monkeys, jaguars, and queen angelfish, as well as visit Mayan archaeological sites at Xunantunich, Cahal Pech, and Tikal. From the Maya to Spanish explorers and English bussaneers, Beliza history demonstrates the interdependence of man and nature in what Rachel Carson called "the web of life."

#### CHM 105 General Chemistry (3) Fall

This course covers the same material as Chemistry 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 class and one hour of recitation per week.

Prerequisite(s): Co-requisite: CHM 109

#### CHM 107 Chemistry I (3) Fall

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 class concludes with an introduction to organic chemistry and biochemistry. Three hours of class per week.

Prerequisite(s): Co-requisite: CHM 109

#### CHM 108 Chemistry II (3) Spring

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.

Prerequisite(s): CHM 105 or 107. Co-requisite: CHM 110.

#### CHM 109 Chemistry I Laboratory (1) Fall

Introduction to the basic experimental procedures and laboratory techniques in chemistry. Experiments are correlated with the lectures in Chemistry 105 and Chemistry 107. Three hours of laboratory per week.

Prerequisite(s): Co-requisite: CHM 105 or 107.

Additional Fee(s): Laboratory fee.

CHM 110 Chemistry II Laboratory (1) Spring

Continued introduction to the basic experimental procedures and laboratory techniques in chemistry. Experiments are correlated with lectures in Chemistry 108. Three hours of laboratory per week.

Prerequisite(s): Co-requisite: CHM 108.

Additional Fee(s): Laboratory fee.

CHM 205 Organic Chemistry I (3) Fall

Development of the structural theory of organic compounds. Relationship of structure to reactivity, stereochemistry, types of organic reactive intermediates, and the chemistry of alkanes, alkenes, and aromatic compounds are covered. Three hours of class per week.

Prerequisite(s): CHM 108 and 110; Co-requisite: CHM 215.

CHM 206 Organic Chemistry II (3) Spring

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 class per week.

Prerequisite(s): CHM 205 and 215

CHM 209 Inorganic Chemistry (3) Even Falls

A descriptive survey of inorganic chemistry, including bonding theories, coordination compounds, electrochemistry, inorganic syntheses, and the chemistry of the transition metals. Three hours of class per week.

Prerequisite(s): CHM 108

CHM 215 Elementary Organic Laboratory (2) Fall

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 205

Additional Fee(s): Laboratory fee.

CHM 216 Organic Chemistry Laboratory (2) Spring

Chemistry of organic functional groups. Identification of unknowns and a multistep synthesis. Four hours of laboratory per week.

Prerequisite(s): CHM 215; Co-requisite: CHM 206.

Additional Fee(s): Laboratory fee.

CHM 311 Physical Chemistry I (3) Fall

Thermodynamic descriptions of chemical systems, emphasizing gases and solutions. Phase transitions and phase equilibria, chemical equilibria, kinetics, and electrochemistry. Three hours of class per week.

Prerequisite(s): CHM 205 and 215; MTH 152; and PHY 252.

CHM 312 Physical Chemistry II (4) Even Springs

Quantum mechanics, spectroscopy, introduction to symmetry, and introduction to statistical mechanics. Four hours of class per week.

Prerequisite(s): CHM 311

#### CHM 317 Integrated Chemistry Laboratory (2) Fall

Experiments are selected to illustrate important principles of advanced experimental chemistry and familiarize students with important experimental methods. The course is intended to encourage students to think critically about the reliability of their experimental results in the light of their previous chemistry experience. Five hours of laboratory per week.

Prerequisite(s): CHM 216

Additional Fee(s): Laboratory fee.

#### CHM 318 Chemical Analysis Laboratory (3) Spring

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.

Prerequisite(s): CHM 216 Additional Fee(s): Laboratory fee.

#### CHM 320 Laboratory Information Management Systems (3) Odd Falls

Basic concepts of information representation, storage, and retrieval as they pertain to biology and chemistry, with emphasis on applications in laboratory and commercial settings. Three hours of class per week.

Cross-listed as BIO 320.

Prerequisite(s): CMP 140 and CHM 215.

#### CHM 322 Topics in Analytical Chemistry (3) Spring

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 class per week.

Prerequisite(s): CHM 215; Co-requisite: CHM 318

#### CHM 338 Biochemistry I (3) Fall

This course covers the structure and functions of proteins, polynucleic acids, and biological membranes. Enzymes and kinetics are taught. Metabolic pathways, with emphasis on the thermodynamics of the equilibria and the storage and usage of energy, are covered. Three hours of class per week. Cross listed as BIO 438.

Prerequisite(s): CHM 206 or permission of the instructor.

#### CHM 339 Biochemistry II (3) Even Springs

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 class per week. Cross listed as BIO 438

Prerequisite(s): CHM 338

#### CHM 340 Biochemistry, Cell, and Molecular Biology Laboratory (2) Spring

An advanced laboratory course for junior and 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. Five-hour laboratory with one-hour pre-lab lecture each week. Cross-listed as BIO 440.

Prerequisite(s): BIO 431 or CHM 338

Additional Fee(s): Laboratory fee.

CHM 391 Internship (1)

CHM 392 Internship (2)

CHM 393 Internship (3)

CHM 431 Advanced Inorganic Chemistry (3) As Needed

Modern theories and concepts of atomic and molecular structure with illustrative material drawn from various classes of inorganic compounds of current interest, as well as descriptive chemistry of the lanthanides and actinides. Three hours of class per week. Prerequisite(s): CHM 209 and 312

CHM 441 Advanced Organic Chemistry (3) As Needed

This course covers three areas of organic chemistry at an advanced level: molecular orbital theory and pericyclic reaction, multistep synthesis and retrosynthesis, and polymer chemistry. Three hours of class per week.

Prerequisite(s): CHM 206, 216, and 311

CHM 443 Advanced Environmental Chemistry (3) As Needed

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 shows the power of chemistry as a tool to help us comprehend the changing world around us. Three hours of class per week. Cross-listed as ENV 443.

Prerequisite(s): A 300-level chemistry course or permission of the instructor.

CHM 452 Computational Drug Design (3) As Needed

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. Cross-listed as BIO 552.

Prerequisite(s): A 300-level biology or chemistry course or permission of the instructor.

CHM 491 Independent Study (1)

CHM 492 Independent Study (2)

CHM 493 Independent Study (3)

CHM 494 Independent Study (4)

CHM 498 Tutorial (4)

CHM 499 Tutorial (4)

CMP 106 Excel Workshop (1) As Needed

Fundamental techniques in Excel spreadsheets are presented in this introductory course. This course is designed for students who are comfortable with Microsoft Word, Microsoft Windows, Microsoft Outlook (including e-mailing attachments), the Internet, and local network conventions. Pass/fail grading only.

CMP 108 Access Workshop (1) As Needed

Fundamental techniques in Access databases are presented in this introductory course. This course is designed for students who are already comfortable with Microsoft Word, Microsoft Windows, Microsoft Outlook (including e-mailing attachments), the Internet, and local network conventions. Pass/fail grading only.

CMP 109 Advanced Word Processing (1) As Needed

This course emphasizes the advanced word processing and other computer skills involved in successfully completing a large word processing document (such as a tutorial). Good academic and professional skills are stressed and expected throughout the course. Pass/fail grading only.

CMP 110 Web Page Development (1) As Needed

Fundamental web page development techniques are presented in this introductory course. In the computer laboratory, students are expected to complete basic HTML coding assignments. A current Web Page Editor software application also will be used. Pass/fail grading only.

CMP 112 PowerPoint Workshop (1) As Needed

The course introduces students to computer presentation software, specifically Microsoft PowerPoint. Pass/fail grading only.

CMP 140 Introduction to Computer Science (3) Fall

This course provides an introduction to the science of computing. It surveys the breadth of the subject and provides enough depth to convey an appreciation of the topics. The course covers the history of computing, machine architecture and operating systems, algorithms, programming languages, and data organization. Three hours of class per week.

CMP 202 Introduction to Programming (3) Spring

An introduction to programming using C++ for students with no previous computer programming experience. Includes introduction to algorithms and object-oriented programming techniques. Three hours of class per week. Prerequisite(s): CMP 140 or permission of the instructor

CMP 204 Algorithms and Data Structures (3) Odd Falls

This course is an introduction to standard data structures and algorithms used in program development. Topics cover algorithm growth analysis, lists, trees, searching, sorting, hashing, text searching, and encoding. This course also serves to round off the students' programming proficiency. Three hours of class per week.

Prerequisite(s): CMP 202 and MTH 244, or permission of the instructor.

**CMP 283 Database Management Systems (3) Even Springs**

This course is a study of database management systems and their applications to a wide range of information processing needs. Students design and implement database management systems while being introduced to a conceptual model of a database environment comprised of five basic components: databases, database management systems, data dictionary/directory systems, database administration, and user-system interfaces. Three hours of class per week.

Prerequisite(s): CMP 202 or permission of the instructor.

**CMP 300 Computer Graphics and Imaging (3) As Needed**

This is an introductory course in computer-generated graphics and image processing. Topics include drawing elementary objects in a plane, color schemes, and image filtering. The course covers the basics of three-dimensional rendering and interactive graphics and introduces some of the popular graphic file formats. Students develop graphic projects using OpenGL and FlashActionScript. Three hours of class per week.

Prerequisite(s): CMP 202 and MTH 108, or equivalent.

**CMP 301 Scientific Computer Modeling (3) As Needed**

This is a course in the basics of scientific computing. It introduces students to computational approach to problems in natural sciences: the underlying concepts, methods of approach, issues of stability, and computational speed. Upon completion, students will be able to effectively use scientific software and understand the results of computations. Three hours of class per week.

Prerequisite(s): CMP 202 and MTH 151

**CMP 322 Telecommunications and Networking (3) As Needed**

The study of telecommunications theory and interconnected stations and databases from simple local area networks to transcontinental networks. Three hours of class per week.

Prerequisite(s): CMP 202 or permission of the instructor.

**CMP 391 Internship (1)**

**CMP 392 Internship (2)**

**CMP 393 Internship (3)**

**CMP 491 Independent Study (1)**

**CMP 492 Independent Study (2)**

**CMP 493 Independent Study (3)**

**CMP 494 Independent Study (4)**

**CMR 410 The Structure and Culture of Conflict (3)**

This is the first required course in the program leading to a minor in conflict resolution. The 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,

#### CMR 420 Conflict, Ideology & Radical Social Change (3)

This course is a seminar style, interdisciplinary course exploring the theoretical foundations of social unrest, revolt, revolution, war, and peace in the modern age. Focus is placed on anti-colonial revolts in the Indian sub-continent, the American civil rights movement and the Rwandan genocide.

#### CMR 430 Introduction to Alternative Dispute Resolution (3)

This course introduces students to the general field of dispute resolution methods and their applications in the USA and in the international arena. Its primary focus is on arbitration and mediation as methods that have been recognized as effective when responding to the crises generated by the global economy, and the modernization of the legal professions.

#### COM 100 Introduction to Sports Journalism (3) Fall

This course is designed to give students a complete view of the field of sports journalism - from the actual art and process behind daily sports journalism as practiced in today's various mediums to a broad view of sports as it relates to the work of the sports journalist. Students will produce a television sports project as part of the required course work.

#### COM 106 Mass Communication and Modern Society (3) Fall

The effects of mass communication on individuals and society, particularly as they relate to values and ethics, are examined. The course emphasizes the history and structure of the mass media.

#### COM 141 Media Literacy (3) Fall

This course familiarizes students with some of the possibilities digital technology offers for the manipulation of still images, sound, and motion pictures. Students become proficient with the Macintosh system as they discover how computers are radically changing the way image makers create and present their work. Cross-listed as ART 141.

Additional Fee(s): Applied art fee.

#### COM 151 Introduction to Reporting (3)

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.

#### COM 166 Global Communication (3) Spring

This course examines the impact of global broadcast, satellite, and telecommunication systems on both Western and non-Western societies and cultures. Topics covered include the impact of transnational media monopolies on both Western and non-Western understandings of world events; Western entertainment industries, cultural imperialism, and non-Western modes of resistance; and the concept of "globalization" as it relates to communication and culture.

#### COM 200 Advanced Sports Journalism (3) Spring

Advanced sports journalism builds on the introductory course by exploring sports journalism topics in greater

depth. Lectures are combined with exposure to other media professionals and constructive critiques of students' projects. Students will produce television sports projects as part of the required course work.

Prerequisite(s): COM 100

#### COM 234 Persuasion (3) Fall

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.

#### COM 240 Introduction to Broadcast (3) Fall

Introduction to broadcast teaches students the basics of shooting, editing, and writing scripts to produce television news features based on events and topics students cover in the Pittsburgh area. Instruction includes basic reporting techniques, writing for broadcast, voice training, operating the camera and digital editing.

Prerequisite(s): Recommended to take concurrent with or subsequent to COM 251.

#### COM 247 Digital Photography and Restoration (3) Spring

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): Prerequisite: COM 141

Additional Fee(s): Photography fee.

#### COM 251 News Writing and Editing (3)

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, thus gaining a sense of how news judgment and media ethics are applied to actual reporting assignments.

#### COM 251L Staff Position: The Communiqué (1)

A one-credit, pass-fail lab section attached to COM 251: Newswriting 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.

#### COM 260 Practical Public Relations (3) Fall

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.

#### COM 261 Web Design I: Code + Aesthetics (3) Fall

This course addresses methods for document production and dissemination using global electronic networks.

Focus is on authoring nonlinear documents using wysiwyg software and basic web programming languages. Issues of privacy, rights of access, and intellectual property rights are discussed. Students will develop their technical, aesthetic, and conceptual skills by participating in lectures, demonstrations, computer labs, and critiques, as well as participating in critical analysis of various sites and internet strategies. Cross-listed as ART 261.

Prerequisite(s): ART 141 or permission of the instructor.

Additional Fee(s): Applied art fee.

### COM 273 Photography I (3) Fall

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): Photography fee

### COM 331 Foundations of Screenwriting (3) Fall

This course will focus on the creation of screenplay for film and video. The class is arranged to develop student skills in order to differentiate between conventional and alternative approaches to screenwriting. Theory and practice will be intentionally intermingled to demonstrate the mixture of intellectual context and intuition with which the writer works. By incorporating theory in the technical relationship of sound, image and text, each student will develop the skills to imagine, write and produce a project that illustrates control of story, structure, scene, character, dialogue and action. Key issues, case studies and exercises will be designed to expose the student to the skills with which to assess the broad range of narrative and dramatic practices. Cross-listed as FLM 331.

### COM 340 Intermediate Broadcast Production (3) Spring

Intermediate broadcast production builds on foundations of introductory class. Students deepen their technical and editorial skills in order to produce taped news features and longer news formats. Students learn video streaming.

Prerequisite(s): COM 240

### COM 351 Advanced News Writing and Editing (3) Spring

This course emphasizes the “how to” of interviewing, researching, writing, and placing professional quality articles for a full range of magazines and newspapers, including women’s, sports, ethnic, local, and national publications. Analyses of the skills and background needed to report on the various topics. The following topics may be covered, depending on student interest: science, medicine, and environment writing; sports news and feature coverage, including social and economic factors influencing sports in America; business, including economics and finance; entertainment and arts, including television, film, theatre, music, graphic arts, architecture, and design; and government, covering local, state, and federal government. Students also concentrate on Reporting Pittsburgh, where they will focus on Pittsburgh and be required to do intensive field work in the neighborhoods, ethnic communities, and local institutions such as City Council, hospitals, police departments, and social work agencies.

Prerequisite(s): COM 251

### COM 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 ART 353.

Prerequisite(s): ART 141

Additional Fee(s): Applied art fee

### COM 357 Photography II (3) Odd Springs

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): COM 273 or permission of the instructor.

### COM 360 Advanced Public Relations (3) Fall

Application of principles and methods to intensive analysis of public relations problems, decision making, programming, and evaluation in simulated staff and agency organization. The course emphasizes the principles and practices of public relations as a basic component in the promotion and marketing of goods and services; regulatory considerations; and consumerism. The following topics may be covered, depending on student interest: public relations in entertainment, including films, broadcasting, music, expositions, amusement parks, resorts, and arenas; developing, managing, and evaluating campaigns designed to reach niche audiences segmented by culture, lifestyle, and other factors; and sports information and promotion, including lectures, media assignments, role-playing, and presentations by sports professionals.

Prerequisite(s): COM 260

### COM 371 Speech Writing (3) Spring

This course gives students the confidence and skills to write speeches that will inform and captivate their audiences. With an interactive format taking students through a variety of techniques that will improve their writing skills, this course also offers the opportunity for specific skills to be learned, including grabbing your audience--writing great openings; how to structure your speeches; communicating technical information and facts; and writing a great finish.

### COM 374 Photojournalism (3)

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

### COM 391 Internship (1)

COM 392 Internship (2)

COM 393 Internship (3)

COM 400 Media Ethics and Responsibility (3) Fall

Study of current and past battles over the limits of free expression; moral and ethical issues and dilemmas and 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 esthetic 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.

COM 407 International Journalism (3) Spring

This course uses coverage of current international affairs to prompt students to analyze and discuss how various American media differ in reporting foreign news, as well as to provide a forum for comparing domestic and international news coverage. Topics for comparison will range from geopolitical issues like the Middle East to more mundane topics like global conferences. The "war on terror" coverage and media-military relations during the Afghan and Iraq wars will also be examined. The non-American perspective on world events will be highlighted by studying other countries' media. The final lecture focuses on concrete advice on how students interested in international reporting can start laying the necessary groundwork in their own careers.

COM 410 Advertising as Communication (3) Fall

This course reviews the history and development of advertising. The course emphasizes basic advertising campaigns showing relationships of marketing, creative, print, and electronic media. Students will learn the basics of writing and editing for advertising and commercial copy for all media; selling, planning, and buying for the media; advertising's relationship to society and business; media choice; and production of advertising materials, with an emphasis on the creation and design of advertising elements.

Prerequisite(s): COM 234

COM 421 Digital Animation and Compositing (3)

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 as ART 421.

Prerequisite(s): ART/COM 141 and ART/FLM 250. Additional Fee(s): Applied art fee.

COM 462 Writing for Digital Media (3)

COM 481 Event Photography (1)

This practicum is for student's photographing (stills) and digital video for selected Chatham University events along with candid shots of students for college publications, the Communique, 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 ART 481.

Prerequisite(s): ART 241, 349, or permission of the instructor

Additional Fee(s): Lab Fee

#### COM 482 Event Photography (2)

This practicum is for student's photographing (stills) and digital video for selected Chatham University events along with candid shots of students for college publications, the Communique, PR, and Chatham web pages with name credits on all published work. Earned credits will require the following: 2 credits must cover 3 events. All include lab work. Cross-listed with ART 482.

Prerequisite(s): ART 241, 349, or permission of the instructor

Additional Fee(s): Lab Fee

#### COM 483 Event Photography (3)

This practicum is for student's photographing (stills) and digital video for selected Chatham University events along with candid shots of students for college publications, the Communique, PR, and Chatham web pages with name credits on all published work. Earned credits will require the following: 3 credits must cover 5 events. All include lab work. Cross-listed with ART 483.

Prerequisite(s): ART 241, 349, or permission of the instructor

Additional Fee(s): Lab Fee

#### COM 484 Event Video Practicum (3)

This practicum is intended for students to videotape, edit and/or post video clips of selected Chatham events on Chatham's web page. Name credits appear as appropriate. Students use Mellon Studio resources for production. Earned credits (3) require covering 5 events during the semester. Prerequisite(s): ART/FLM 250 or COM 240

#### COM 491 Independent Study (1)

#### COM 492 Independent Study (2)

#### COM 493 Independent Study (3)

#### COM 494 Independent Study (4)

#### COM 498 Tutorial (4)

#### COM 499 Tutorial (4)

#### COR 105 College Seminar (3)

College seminars are designed to initiate academic dialogues in a seminar setting often reserved to upper-level students. Limited to first-year students, College Seminars will focus on topics of particular interest to individual Chatham faculty. While building these seminars upon their scholarly passions, professors have designed these courses specifically for first-year students. Students will be encouraged to ask difficult questions, consider multiple answers, and develop strategies for articulating and arguing their intellectual positions through frequent writing assignments. The goal of each seminar is not breadth of coverage, but rather depth of intellectual inquiry.

#### COR 110 Arts First (3)

This course explores the richness and diversity of the arts by engaging students in three arts modules during the

semester: studio art, the performing arts, and the visual arts. Each module will include practical experience, research and study, and on-site exploration of the vast arts resources available both within the Chatham community and the larger Pittsburgh arts community. For example, the studio arts module will provide the opportunity to "make art" through printmaking, utilizing a range of local resources from those on campus to large museums. The music and theatre modules will explore the extensive resources in the area through attendance at a variety of performance events.

Additional Fee(s): Applied art fee.

#### COR 115 First-Year Science (3)

This course will expose students to science in the context of the College's mission themes. Examples might be the Global AIDS Crisis or Women's Health Issues. The laboratory portion will focus on teaching the scientific method and approaching scientific inquiry from an active, investigative point of view. Students will need one First-Year Science lecture course and one lab section to fulfill this requirement. Students taking other science lab courses must take the First-Year Science lecture course but may use the lab section attached to an existing disciplinary course (such as Biology 144) to fulfill the lab requirement.

#### COR 115L First-Year Science Laboratory (1)

Additional Fee(s): Applied laboratory fee.

#### COR 203 Citizenship and Civic Engagement: Issues and Activism (3)

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.

#### COR 203 Citizenship and Civic Engagement: Building the Good Society (3)

This course utilizes classroom discussions, simulations, and group projects to explore current controversies in public policy such as the following: What place should religious beliefs have in public policy? How much are we willing to pay for public services, and who should pay? Is it more important in policy choice to preserve the past or to facilitate the future? The course is intended to build responsible citizens and leaders through active engagement in problem solving.

Prerequisite(s): Completion of first-year general education requirements or placement based upon transfer credit.

#### COR 203 Citizenship and Civic Engagement: Women's Leadership in Public Life (3)

This course is designed to encourage students to evaluate, contextualize, and participate in leadership in its many forms in the U.S. political setting. We will examine women's historical and current participation in civil society and public affairs from the local and grassroots to national levels. This course utilizes experiential learning activities in the classroom and in the community to cultivate both a theoretical understanding of civil society and leadership and to apply such understandings to the practice of public leadership.

Prerequisite(s): Completion of first-year general education requirements or placement based upon transfer credit.

### COR 304 Diversity and Identity in a Global Context (3)

This course provides students with an understanding of issues pertaining to global diversity. Students will develop an understanding of how socially constructed categories such as race, sexuality, and nationality emerge, evolve, inform, and affect the individual. This course prepares students for responsible citizenship in a global community. Prerequisite(s): COR 203 or placement based upon transfer credit.

### COR 405 Integrative Seminar (3)

This course is a culminating, interdisciplinary experience for the general education curriculum. Students integrate and synthesize knowledge gained from their major with knowledge gained through general education and apply their disciplinary knowledge to an issue in the areas of global understanding, environmental responsibility, and women's leadership. Students work in groups to research and analyze the topic of the seminar and present their findings in a public forum.

Prerequisite(s): COR 304

### COR 491 Supplemental Instruction in Writing (1)

This course is designed to provide writing support and instruction for first-year students enrolled in College Seminars. Supplemental instruction focuses on the development of writing skills necessary for successful completion of the College Seminar and applicable to other courses across the curriculum.

### CST 183 Representations of Race and Gender (3) Fall

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 "otherness" are culturally produced and disseminated.

### CST 215 Perspectives in Gay and Lesbian Studies (3)

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.

### CST 225 Female Narration: Race and Gender in Women's Film (3)

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 FLM225.

### CST 257 U.S. Latina Women Writers (3)

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 "women's tradition" in U.S. Latino/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 Latino/a studies.

#### CST 383 Special Topics in Cultural Studies (3)

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): CST183

#### CST 498 Tutorial (4)

#### CST 499 Tutorial (4)

#### DAN 111 Special Topics in Dance (1)

This course introduces students to different forms of dance, drawing on the expertise of regional professional dance instructors. Types of dance might include Hip-hop, Swing, and Ballroom. Each term focuses on one style of dance and learning basic moves in the different dance rhythms. Pass/fail grading only.

#### DAN 121 Contemporary Dance Technique I (3)

This course introduces students to a blend of modern dance, modern ballet, and other prevalent dance forms.

#### DAN 125 Ethnic Dance (1)

This course introduces students to different forms of ethnic dance, drawing on the expertise of regional professional dance instructors. Each term will focus on one style such as East Indian, Latin, or Afro-Cuban and learning basic movements and rhythms. Pass/fail grading only.

#### DAN 160 African Dance (3)

This introductory course immerses students in the many varieties and styles of African dance, while also attending to the ceremonial and ritual functions of dance in African culture. Various African historical and aesthetic perspectives will be introduced and studied through movement. Videotapes illustrating dance forms, and guest artists will also enhance this course.

#### DAN 201 Moments in Dance (3)

This course looks at key moments in dance from the rise of ballet in Paris and St. Petersburg to the creation of modern dance in response against the rigid constraints of classical ballet. To enhance student understanding, the class views dance videos, while studying influential factors such as innovation in other art forms, changing social fads, and individual artist contributions.

#### DAN 211 Special Topics in Dance (2)

Students in this course are given more in depth study of the movements of a variety of dance styles and their origins. Each special topics course offered covers the steps and historical significance associated with a specific style such as Swing, Tap, or Ballroom. Pass/fail grading only.

DAN 221 Contemporary Dance Technique II (3)

This class continues an eclectic approach to technique, emphasizing varied approaches to modern dance and/or modern ballet. It provides some additional athleticism and challenge, as well as an exploration of new skills according to the expertise of the instructor: elements of contact improvisation or other forms of partnering and new approaches to composition.

Prerequisite(s): DAN121

DAN 225 Ethnic Dance (2)

Students in this course further explore the movements of a variety of dance styles and their origins drawing on the expertise of regional professional dance instructors. Each term focuses on one form of dance such as East Indian, Latin or Afro-Cuban and learning the techniques and rhythms. Pass/fail grading only.

DAN 239 Dance Performance (2)

This course is built around a specific dance performance, for which students must audition and be cast. Pass/fail grading only.

DAN 311 Special Topics in Dance (2)

Students in this course explore more challenging rhythms and techniques of a particular dance such as Swing, Tap, or Ballroom.

Prerequisite(s): DAN 211

DAN 325 Ethnic Dance (3)

Students build on previous experience to tackle more challenging rhythms and techniques of a particular dance form. Each term focuses on one style of dance such as East Indian, Latin or Afro-Cuban. Students will further examine key figures, trends and the way in which dance both reflects and affects the society that creates it.

Prerequisite(s): DAN 225

DAN 491 Independent Study (1)

ECN 101 Principles of Macroeconomics (3)

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.

ECN 102 Principles of Microeconomics (3)

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.

ECN 230 Intermediate Macroeconomics (3)

Application of the concepts learned in the introductory course to problems facing the American economy. Questions are raised about government policy goals of growth, price stability, and full employment. The Keynesian model and the micro foundations of macroeconomics theory are considered in depth.

Prerequisite(s): ECN 101 and 102

### ECN 231 Intermediate Microeconomics (3)

An intermediate study of the allocation of resources and the distribution of income within economic concepts is given operational content, but the main emphasis is on the tools of economic thinking.

Prerequisite(s): ECN 101 and 102

### ECN 262 Environmental Economics (3)

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. Cross-listed as ENV 262.

Prerequisite(s): ECN 102

### ECN 275 Ecological Economics (3)

Ecological economics is a field and course that incorporates principles of economics and ecology into a framework for understanding and acting upon environmental problems. The course discusses the flow of matter and energy through socioeconomic and ecological systems to derive strategies for creating a more environmental sustainable economy. The course involves a project to apply these methods to a particular good or service. Cross-listed as ENV 275.

Prerequisite(s): ECN 101 or 102. or permission of instructor.

### ECN 280 Money and Banking (3)

The following topics are studied: the nature and function of money; the American monetary system and the role of the banking system in creating the nation's money supply; the structure and functions of the Federal Reserve System as the principal agency for monetary control, monetary theory, and its relation to monetary policy; and current problems relating to the impact of monetary policy on the levels of prices and employment.

Prerequisite(s): ECN 101

### ECN 301 Econometrics (3)

This course provides an introduction to the theory and application of the estimation of economic relationships. Topics include simple and multiple regression, hypothesis testing, multicollinearity, serial correlation, heteroskedasticity, and simultaneous equation models. Students use computer software statistical packages to analyze data and test hypotheses.

Prerequisite(s): ECN 101 and 102; MTH 110 or PSY 213.

### ECN 351 International Trade and Finance (3)

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

### ECN 358 Economic Development (3)

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

ECN 374 Labor Economics (3)

An examination of the economic theory of wage determination and its effects on population, collective bargaining, automation, and industrial change. Focus is on the U.S. labor market, labor-force characteristics over time, and the economic effects of union and government labor policies.

Prerequisite(s): ECN 101 or 102

ECN 385 Industrial Organization and Public Policy (3)

This course analyzes the structure, conduct, and performance of American industry, with an emphasis on the monopoly problem. It examines the ways in which industries become monopolized, the measurement of industrial concentration, and government policies to control monopolies (e.g., antitrust laws, regulatory commissions).

Prerequisite(s): ECN 102

ECN 391 Internship (1)

ECN 392 Internship (2)

ECN 393 Internship (3)

ECN 491 Independent Study (1)

ECN 492 Independent Study (2)

ECN 493 Independent Study (3)

ECN 494 Independent Study (4)

EDU 100 Introduction to Field Experience (1)

This course is designed to ensure that all students are properly prepared for field experiences in Pittsburgh area schools. The course involves discussion of legal, social and cultural issues. In the second half of the course students are placed in school settings to complete observation assignments.

FP: 16 Hours

Co-requisite: Education 102

EDU 102 Principles of Teaching and Learning (2)

This course is taken concurrently with Introduction to Field experiences. Students explore the fundamental principles of learning and how these principles are applied in classroom settings. Learning and the factors that influence learning are analyzed. Effective teaching, management, instruction, and assessment are studied for their impact on learning.

Co-requisite: Education 100

#### EDU 103 Children's Literature and Arts (2)

This class explores children's literature through the lens of the fine arts as well as from a developmental perspective. Students increase their repertoire of methods and materials used to engage children in literature activities. Noted works such as Newberry and Caldecott awardees in children's literature serve as the basis for class discussion. Students participate in storytelling and dramatic activities linked to literature.

#### EDU 104 Perspectives on Education (3)

Students examine the role of teachers and schools in past and contemporary society. Selected educational issues are analyzed including role of technology in the classroom, legal issues for teachers, school-community relations, and current legislative initiatives. A field placement is embedded in this course.

FP Embedded: 16 Hours

#### EDU 207 Trends and Issues in Early Childhood Education (2)

This course examines 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.

Prerequisite: Education 100 and 102.

#### EDU 208 Teaching Literacy in the Elementary Schools (4)

Interrelationships among listening, speaking, writing, and reading are investigated. Classroom organizational patterns, materials, and approaches within the total elementary curriculum and specific techniques for individualizing instruction are studied. The refinement of teaching strategies through microteaching and tutoring individual or small groups of children in cooperating preschools and elementary schools reinforces the theoretical considerations of the course.

FP Embedded: 16 hours

Prerequisites or Co-requisites: Education 100, 102 and 103

#### EDU 212 Elementary Curriculum (2)

This course examines current research and trends in elementary school curriculum. Planning the structure and variety of developmentally appropriate learning experiences for children in grades K through 6 is explored in terms of theory and practice. The complexity of designing and implementing effective instructional experiences for elementary classrooms is an essential part of this course, including classroom management strategies.

Prerequisites: Education 100/102, 103, 104, 208

Co-requisite: Education 306

#### EDU 220 Principles of Secondary Education (3)

The course focuses on the characteristics of the secondary school student and the structure and climate of high school. Students examine the nature of adolescent development, the implication of cognitive and affective characteristics of adolescents in selecting instructional methods and designating curricular materials, and the structural features of typical secondary schools. A brief introduction to comparative education is provided through an investigation of secondary education in selected areas outside the United States.

Prerequisites: Education 100, 102, and 104

Co-requisite 220F

EDU 220F Field Placement: Principles of Secondary Education (1)

FP: 16 hours

Co-requisite: Education 220

EDU 233 Early Interventions (3)

This course explores the dynamics of interventions in the life of young children with exceptionalities. A team approach involving health care professionals, educators, social workers, and parents is employed to explore the multi-dimensional requirements of these young children. A field experience is embedded within this course.

FP Embedded: 16 hours

Prerequisites: Education 100, 102, 103, and 208

EDU 234 Inclusion: Issues and Strategies (3)

This course provides the conceptual framework for understanding inclusion issues in our public schools. The students discuss the variety of exceptionalities found in public school settings and the resultant impact of inclusion policy upon instructional practice. A field placement is embedded within this course.

FP Embedded: 16 hours

Prerequisites: Education 100, 102, 103, and 208

EDU 306 Field Experience Level I: Elementary (1)

In this field experience course students observe teachers in classroom settings as well as tutor students in mathematics and reading. Students teach three mini-lessons during the experience that are then analyzed and evaluated by the host teacher.

FP: 16 hours

Corequisites: Education 212

EDU 307 Field Experience Level II: Elementary (1)

Students work with host classroom teachers focusing on social studies, science and technology. Comparisons are drawn through reflective journals and differentiated lesson plans, then summarized in a reflective journal.

Students assume a greater role in teaching small groups of students.

FP: 16 hours

Prerequisites: Education 212, 234

EDU 309 Field Experience Level I: Secondary (1)

In this field experience students observe teachers in classroom settings as well as tutor students in core subjects. Secondary certification students assess and tutor students in content areas reading and the subject area of their certification. Students teach three mini-lessons during this experience.

FP: 16 hours

Prerequisites: Education 220, 234

EDU 310 Field Experience Level II: Secondary (1)

Students work with host classroom teachers at two different levels (middle and high school). Students assume a greater role in teaching students through tutoring, small group activities and whole class discussions. Practice and comparisons of a variety of teaching methods are part of the experience. Students submit lesson plans, host teacher reviews, as well as a reflective journal and summary essay.

FP: 16 hours

Prerequisites: Education 220, 234

#### EDU 311 Early Childhood Curriculum (4)

Students engage in seminars accompanied by field experiences in early childhood settings. The teaching of subject matter (mathematics, science, music, art, social studies, health, and physical education) is explored in the context of these learning situations. Theoretical approaches gathered from appropriate readings are analyzed through a variety of experiences: microteaching, videotaping, and small group instruction. A 16 hour field placement is embedded in this course

FP Embedded: 16 hours

Prerequisites: Education 100/102, 103, 104, 208

#### EDU 317 Secondary School Curriculum (2)

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.

Prerequisites: Education 100, 102, 103, 104

Co-requisites: Education 309, 326, 326F; 416, 417, 418, or 419.

#### EDU 318 Technology and Assessment in the Elementary School (2)

This course addresses the integration of technology in elementary classroom experiences. The focus is on both the nature of the technology and its appropriate use in instructional activities. This course also addresses the role of assessment measures in the elementary classroom both teacher-made and standardized testing. As instruction can be influenced by test results, technology often is used for remediation and enhancement of skills.

Prerequisites: Education 100, 102, 103, 208, and 212.

#### EDU 319 Methods of Teaching Elementary Social Studies (2)

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.

Prerequisites: Education 100, 102, 103, 208, and 212.

#### EDU 323 Junior Seminar (3)

This course focuses on basic research methodology in preparation for the senior tutorial project. It provides a general approach for conducting any basic research project. 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. Tutorial guidelines and Institutional Review processes will be reviewed. Students will meet with the faculty mentor, both in person and online.

Pre-requisite: Formal acceptance to the Teacher Preparation Program

EDU 330 The Gifted Learning in the Elementary Classroom (3)

This course is designed to help pre-service teachers recognize and meet the educational needs of gifted students in the regular education elementary classroom. Students will investigate programming options available to the elementary school to provide increased opportunities to meet the needs of this under-served population.

EDU 410 Early Childhood Education Practicum (3)

In this course students spend meeting time at the Carriage House or other sites working with the full range of early learning experiences from infants to kindergarten. Students work with an early childhood professional to gain a greater understanding of the application of developmental theory. A resource portfolio is created using observed and published activities, commercial programs and Internet lessons. Registration by permission of instructor.

EDU 413 Elementary Student Teaching (9)

EDU 414 Early Childhood Student Teaching (9)

EDU 416 Methods of Teaching Secondary English (3)

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.

FP Embedded: 16 hours

Prerequisites: Education 100, 102, 104

Co-requisites: 317, 426 and 426F.

EDU 417 Methods of Teaching Secondary Social Studies (3)

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.

FP Embedded: 16 hours

Prerequisites: Education 100, 102, 104.

Co-requisites: 317, 426 and 426F.

EDU 418 Methods of Teaching Secondary Science (3)

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.

FP Embedded: 16 hours

Prerequisites: Education 100, 102, 104

Co-requisites: 317, 426 and 426F.

EDU 419 Methods of Teaching Secondary Mathematics (3)

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.

FP Embedded: 16 hours

Prerequisites: Education 100, 102, 104

Co-requisites: 317, 426 and 426F.

EDU 423 Secondary Student Teaching (9)

EDU 424 Teaching in Multicultural Settings (3)

This course is designed to help future teachers understand the complexities of teaching in a culturally diverse classroom. Instruction provides and guides pre-service teachers with the knowledge, insight, and understanding needed to work effectively with students from various social classes, religious, ethnic, and cultural groups. Individual differences that affect teaching and learning are emphasized. Instructional concepts and strategies for multicultural classrooms are offered.

EDU 425 Tests and Measurements (3)

Students will study the principles and major concepts of psychological and educational testing and systematically explore various types of tests in current use in educational settings.

Prerequisites: Education 100, 102, and 104.

EDU 426 Content Area Literacy (3)

This course is designed for secondary education certification students to help them teach students to read and communicate more effectively in the subject area they plan to teach. This course demonstrates how reading strategies can be integrated with other language modes (listening, speaking, writing, and observing), thereby improving comprehension in any subject area.

Prerequisites: Education 100, 102, and 104.

Co-requisite: Education 426F

EDU 426F Field Placement: Content Area Literacy (1)

FP: 16 hours

Co-requisite: Education 426

EDU 427 Designing Early Childhood Centers (2)

This course explores 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.

Prerequisites: Education 100, 102, 103, 208

Co-requisites: Education 311

EDU 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.

EDU 435 Methods of Teaching Elementary Mathematics (2)

This course studies the methods, materials, and organization of essential learning and research-based perspectives of teaching mathematics in the elementary school. Strong emphasis is placed on the standards of the National Council of Teachers of Mathematics. All concepts presented are linked with manipulative materials.

Prerequisites: Education 100, 102, 103, 208, and 212.

EDU 436 Methods of Teaching Elementary Science (2)

This course presents concepts, processes, and skills essential to the elementary school science program. The standards set by the National Science Teachers Association serve as a framework for the course. Inquiry teaching and learning are experienced through research-based national programs.

Prerequisites: Education 100, 102, 103, 208, and 212.

EDU 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 contains an embedded field experience of 16 hours in an elementary art classroom.

EDU 491 Independent Study (1)

EDU 492 Independent Study (2)

EDU 493 Independent Study (3)

EDU 494 Independent Study (4)

EDU 498 Tutorial (4)

EDU 499 Tutorial (4)

ENG 100 Multicultural Literature (3)

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.

### ENG 102 Expository Writing (3)

A practical course for students who need to improve their grammar and usage skills, digesting and arranging ideas, marshalling 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.

### ENG 104 Academic Composition and Portfolio Development (3)

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.

### ENG 108 Telling Our Stories: Writing Family History into Legend (3)

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 "Our Story."

### ENG 200 Frankenstein: Creation of Culture (3)

This course introduces students to Mary Shelley's *Frankenstein or The Modern Prometheus*. In addition to studying this primary text, they will examine the reasons for the extensive presence that Frankenstein and his creature occupy in our cultural imagination. To this end, many critical approaches will inform our analysis of the text and mythology of Frankenstein.

### ENG 204 World Literature (3)

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 "Book of Genesis," *The Bacchae*, and *The Odyssey*.

### ENG 207 British Writers I (3)

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.

### ENG 208 British Writers II (3)

A critical and historical approach to major writers in English during the Augustan, Romantic, and Victorian periods, including such representative authors as Swift, Pope, Johnson, Wordsworth, Keats, Arnold, Tennyson, and Browning.

### ENG 209 Linguistics (3)

An introduction to theoretical and applied linguistics as the "science of language" 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.

ENG 216 American Writers I (3)

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.

ENG 217 American Writers II (3)

A continuation of English 216, with emphasis on such figures as Whitman, Dickinson, Twain, Henry James, Faulkner, and Sylvia Plath.

ENG 218 20th-Century Literature (3)

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.

ENG 220 Women in Science Fiction (3)

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?

ENG 222 Shakespeare Survey (3)

A representative study of Shakespeare's comedies, histories, and tragedies as literary, dramatic, and Elizabethan art.

ENG 230 The English Novel (3)

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.

ENG 241 Business Writing (3) Every third semester

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.

ENG 242 Literary Forms and Genre Theory (3)

This course introduces students to the distinguishing features and traditional elements of poems, plays, fiction, and nonfiction writing. Students read classic and contemporary works in each of these genres, while attending to how a given text adheres to or plays with generic norms. Readings in genre theory will accompany each unit of the course.

ENG 243 Creative Writing I (3)

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.

### ENG 244 Creative Writing II (3)

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.

### ENG 245 Advanced Writing Workshop (3)

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.

### ENG 249 Writing for Children (3)

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.

### ENG 262 Introduction to Women Writers (3)

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, Eliot, Stowe, Chopin, Gilman, Woolf, Morrison, Walker, Rich, Lorde, Dove, and others.

### ENG 281 19th-Century African-American Literature (3)

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.)

### ENG 282 20th-Century African-American Literature (3)

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.)

### ENG 283 The Harlem Renaissance (3)

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 "New Negro," 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.)

### ENG 285 August Wilson and Pittsburgh (3)

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 "Pittsburgh cycle" serves as a lens for reading the history of the city decade by decade.

ENG 286 Contemporary African-American Women Writers (3)

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.)

ENG 287 African-American Writers (3)

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, Chesnut, Brooks, Baldwin, Ellison, and Walker, this course works to delineate the critical and historical contours of the African-American literary tradition.

ENG 350 Seminar in Literary Theory and Scholarly Writing (3)

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.

ENG 357 Writers Writing: Process, Practice, and Perspectives (3)

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 "errors" and error patterns, distinctions between "fiction" and "fact," 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.

ENG 371 Special Topics in Creative Writing (3)

Course offered through Special Topics in Creative Writing building 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 to hone their craft as writers.

ENG 385 Toni Morrison Seminar (3) Even Springs

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.

ENG 391 Internship (1)

ENG 392 Internship (2)

ENG 393 Internship (3)

ENG 416 Latin American Literature in Translation (3)

This course is designed to enable English speakers to read and discover those Latin American authors who attracted worldwide attention in the 20th century. Discussed are novels and short stories by Bombal, Borges,

Cortazar, Rulfo, Fuentes, Vargas Llosa, Puig, García Márquez, Allende, Poniatwoska, Ferré, and Valenzuela. The readings will 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. May be taken with a Spanish attachment for students with Spanish proficiency.

#### ENG 418 The American Nature Tradition (3)

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?

#### ENG 419 Frontier Women (3)

An impressive 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 frontier experiences, and examining differences in perception and conception based apparently on gender, students will better understand how the frontier functioned within American culture and what "cultural work" these texts accomplished.

#### ENG 422 American Exploration (3)

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.

#### ENG 423 American Literary Realism (3)

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.

#### ENG 425 Love and Lies: The European Novel (3)

This course will cover the modern European novel through the thematic rubric of "love and lies." The latter theme affords the opportunity to consider fiction not only as a medium of the literary genre of the novel but also as a discourse of self-expression, self-creation, and in the cases of some of our lying protagonists, self-destruction. Students will focus on characters' constructions of "truth" and "lies" as these concepts are informed by characters' emotional positions. At its most ambitious, this focus on the dynamic of intersubjectivity not only provides important insights into the literature we will read but also enhances students' understanding of the interpersonal connections that drive individuals' worldviews and narratives.

#### ENG 432 Mark Twain and American Humor (3)

A study of selected works of Twain within the context of American literature and the tradition of American humor.

#### ENG 434 Literature of Fact (3)

A study of selected nonfiction (e.g., essays, histories, biographies) designed to examine treatments of "fact" and to highlight differences in style among periods and writers. Selections compare 17th-, 18th-, and 19th-century

works to contemporary pieces.

#### ENG 438 Principles of Literary Criticism (3)

A course focusing on the historical development of the principles of literary 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.

#### ENG 441 Writing Personal Legend (3)

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.

#### ENG 442 American Multicultural Literature: Texts, Theory, Pedagogy (3)

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.

#### ENG 443 Nature and Culture (3)

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. Cross-listed as ENV 445.

#### ENG 446 Wilderness and Literature (3)

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 "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." Writers examined include: Anne Carson, Mark Doty, Kathleen Hill, and Virginia Woolf.

#### ENG 447 Contemporary Environmental Fiction (3)

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 constructions of the environment. Special attention will be given to questions of history, gender, and "what counts" (e.g., urban versus wilderness) as the environment.

Prerequisite(s): 200-level English course or permission of department chairperson.

#### ENG 449 Exiles (3)

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.

#### ENG 452 Ecofeminist Literature (3)

This course brings together theoretical, nonfictional, and fictional approaches to the study of women and the environment. Students will examine how diverse ecofeminist 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 reimagine their relationship to the Earth. Cross-listed as ENV 452.

#### ENG 463 Transcribing Lives (3)

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.

#### ENG 464 Early Modern Romance: Representations of Women (3)

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.

#### ENG 481 The Craft of Fiction (3)

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.

#### ENG 482 The Craft of Nonfiction (3)

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.

#### ENG 483 The Craft of Poetry (3)

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.

ENG 484 Craft of Environmental and Nature Writing (3)

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.

ENG 485 Craft of Travel Writing (3)

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.

ENG 486 The Craft of Writing for Children (3)

This course 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 this writing-intensive course and will be expected to produce written work that will enhance their understanding of publishable quality work.

Prerequisite(s): Acceptance into program or permission of program director.

ENG 491 Independent Study (1)

ENG 492 Independent Study (2)

ENG 493 Independent Study (3)

ENG 494 Independent Study (4)

ENG 498 Tutorial (4)

ENG 499 Tutorial (4)

ENV 110 Environment and Science in the Movies (1)

This course explores how one form of mass media presents the scientific method, environmental issues, and human impact on the environment.

ENV 116 Global Environmental Challenges (3)

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.

ENV 122 Environmental Chemistry (3)

This course introduces chemistry through significant environmental issues developed within political, economic,

social, global and personal contexts. Chemical principles are introduced as needed to understand the important environmental issues of today. The course may include such topics as the ozone layer, acid rain, and solar energy.

#### ENV 129 Our Fragile Earth: A Scientific Perspective (3)

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.

#### ENV 129L Our Fragile Earth Lab (1)

#### ENV 145 Environmental Biology (4)

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 lab per week. Cross-listed as BIO 122.

#### ENV 147 Environmental Geology (4)

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 lab per week.

#### ENV 201 Special Topics (3)

The Special Topics courses will vary by year to provide in-depth analysis of a particular environmental issue. Prerequisite(s): Prerequisites, if any, will be determined by the instructor.

#### ENV 225 Environmental Ethics (3)

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 PHI 225.

#### ENV 242 Women & the Global Environment (3)

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.

#### ENV 250 Plants, People, and the Environment (3)

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.

#### ENV 262 Environmental Economics (3)

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. Cross-listed as ECN 262.

Prerequisite(s): Prerequisite: Economics 102. Cross-listed as ECN 262.

#### ENV 275 Ecological Economics (3)

Ecological economics is a field and course that incorporates principles of economics and ecology into a framework for understanding and acting upon environmental problems. The course discusses the flow of matter and energy through socioeconomic and ecological systems to derive strategies for creating a more environmental sustainable economy. The course involves a project to apply these methods to a particular good or service. Cross-listed as ECN 275.

Prerequisite(s): ECN 101 or 102, or permission of instructor.

#### ENV 300 Perspectives on Landscape (3)

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 towards 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. Cross-listed as LNS 300.

#### ENV 301 Special Topics (3)

The Special Topics courses will vary by year to provide in-depth analysis of a particular environmental issue.

Prerequisite(s): Prerequisites, if any, will be determined by the instructor.

#### ENV 317 Environmental Solutions & Systems (3)

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. Annually, one topic receives in-depth assessment and action through individual and group projects as well as site visits, guests, etc.

Prerequisite(s): ENV 116 or 129

#### ENV 327 Writing About Environment Science (3)

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.

ENV 352 Environmental Organizations & Governance (3)

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.

ENV 381 Principles of Landscape Design (3)

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. Cross-listed as ART 381 and LNS 309.

ENV 391 Internship or Service Learning (1)

ENV 392 Internship or Service Learning (2)

ENV 393 Internship or Service Learning (3)

ENV 412 Applied Design Studio II: The Principles and Practice of Landscape Design (3)

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. Cross-listed as LNS 412.

Prerequisite(s): LNS 411 and 415

ENV 414 Landscape Ecology (3)

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. Cross-listed as LAR 514.

ENV 418 Native Plants (3)

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. Cross-listed as LAR 518.

ENV 425 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. 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.

#### ENV 443 Advanced Environmental Chemistry (4)

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. Cross-listed CHM 443.

#### ENV 445 Nature and Culture (3)

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. Cross-listed as ENG 443.

#### ENV 446 Wilderness and Literature (3)

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 "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." Writers examined include: Anne Carson, Mark Doty, Kathleen Hill, and Virginia Wolf. Cross-listed as ENG 446.

#### ENV 447 Contemporary Environmental Fiction (3)

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 constructions 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. Cross-listed as ENG 447.

Prerequisite(s): 200-level English course or permission of department chairperson.

#### ENV 451 Soil Science (3)

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. Cross-listed as LNS 551

Prerequisite(s): ENV 129 or equivalent, or permission of instructor.

#### ENV 452 Ecofeminist Literature (3)

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. Cross-listed as ENG 452.

#### ENV 455 Environmental Education (3)

This course reviews the historical development of environmental education in the k-12 curriculum and the development of current standards in environment and ecology. A range of teaching methods for effectively presenting the scientific and economic aspects of environmental concerns as well as integration of community resources and agencies are explored. Course work includes observations and participation in environmental experiences within public school classrooms.

#### ENV 470 Principles of Sustainability (3)

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. Cross-listed as LAR 570.

Prerequisite(s): Junior or Senior Standing.

#### ENV 491 Independent Study (1)

#### ENV 492 Independent Study (2)

#### ENV 493 Independent Study (3)

#### ENV 494 Independent Study (4)

#### ENV 498 Tutorial (4)

#### ENV 499 Tutorial (4)

#### ESL 105 College Reading and Writing I (4)

This course offers advanced instruction in college level reading and writing to non-native English speakers. Reading and writing exercises closely model the academic requirements of regular coursework. The reading component includes vocabulary development, understanding words and phrases from context, and reading a variety of texts for main idea and supporting detail comprehension. Students will study paragraph and essay formats and consider how unity, development and coherence affect the quality of written work. Students will write essays using thesis statement and support structure.

#### ESL 106 College Listening and Speaking I (4)

This course offers instruction in college level listening and speaking to non-native English speakers. Students will complete exercises and drills to improve their general listening comprehension, speaking fluency and communication skills. Pronunciation focus includes extensive practice in consonant groups, vowels and syllable stress patterns.

#### ESL 107 College Reading and Writing II (4)

This course offers continued advanced instruction in college level reading and writing to non-native English speakers. Reading and writing exercises closely model the academic requirements of regular coursework. The reading component includes vocabulary development, reading a variety of texts for main idea and supporting detail comprehension, and summarizing and responding to texts both orally and in writing. Students will write academic essays employing a variety of common rhetorical formats and consider how these formats apply to assignments encountered in regular coursework. Students will also learn research skills and write a documented academic paper based on sources.

#### ESL 108 College Listening and Speaking II (4)

This course offers continued advanced instruction in college level listening and speaking to non-native English speakers. Students will complete exercises and drills to improve their accuracy in listening comprehension, speaking fluency and comprehensibility, oral presentation skills, discussion skills and overall communication skills. Pronunciation focus includes extensive practice in consonant groups, vowels, syllable stress patterns and sentence intonation. Students will practice conversation extension strategies and consider the cultural implications of appropriate language use.

#### EXS 101 Introduction to Exercise Science (3)

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.

#### EXS 102 First Aid and Cardiopulmonary Resuscitation (3)

A 1-credit lab/lecture discussion course in which American Red Cross techniques of Cardiopulmonary Resuscitation (CPR) for the Professional Rescuer, and Community First Aid & Safety are presented. In addition to these skills, current methods of management and treatment of emergency illnesses and injuries are also taught. All students who meet the American Red Cross standards will receive American Red Cross Certification.

#### EXS 252 Exercise and Nutrition (3)

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.

#### EXS 301E Introduction to Critical Research Appraisal (2)

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.

#### EXS 326 Applied Exercise Physiology I (4)

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.

#### EXS 345 Kinesiology and Movement Science (4)

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.

#### EXS 391 Internship in Exercise Science (1)

Supervised field experience in an exercise science field. May include research, community fitness, or health related internships.

#### EXS 392 Internship in Exercise Science (2)

Supervised field experience in an exercise science field. May include research, community fitness, or health related internships.

#### EXS 393 Internship in Exercise Science (3)

Supervised field experience in an exercise science field. May include research, community fitness, or health related internships.

#### EXS 426 Applied Exercise Physiology II (3)

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, obese).

#### EXS 426L Applied Exercise Physiology II Lab (1)

The emphasis of this lab 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, obese).

#### EXS 498 Tutorial (4)

#### EXS 499 Tutorial (4)

#### FLM 141 Media Literacy (3)

This course familiarizes students with some of the possibilities digital technology offers for the manipulation of still images, sound, and motion pictures. Students become proficient with the Macintosh system as they discover

how computers are radically changing the way image makers create and present their work. Cross listed as ART/COM 141.

#### FLM 160 World Film History (3)

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.

#### FLM 161 Introduction to Film, Video, and New Media Art (3)

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.

#### FLM 185 Intro to Black Filmmaking (3)

An introductory course that examines black filmmakers as an artistic social force. Students venture into areas as diverse as culture, philosophy, economics, and ideology. The course also covers the aesthetic elements of cinema, the terminology governing film production, and the line of critical inquiry developed for the medium.

#### FLM 225 Female Narration: Race and Gender in Women's Films (3)

This course looks predominantly at films directed by women who have worked out strategies for 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.

#### FLM 226 Issues in Film: Gender, Race, and Ethnicity (3)

This course examines some of the major theoretical issues developed in film theory and practice. Emphasis is placed on ways in which the film text is also a social text that can be used to examine underlying assumptions and ideas with regard to issues of gender, race, and ethnicity. The class attempts to go beyond plot and theme analysis to probe for examinations of how culture shapes the way people think, and, in the process, what it selectively leaves out.

#### FLM 250 Introduction to Digital Video Production (3) Spring

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 250.  
Prerequisite(s): ART141

#### FLM 300 Critical Theory (3) Spring

Critical theory offers a critical study of the key debates in theories of media and communication interfaced with cultural studies. The course also examines the communication circuit from production to consumption within the broader paradigms of cultural studies, feminism, politics of identity, and theories of ideology and postmodernism. Connections are made between these debates and wider debates in communication studies.

#### FLM 331 Foundations of Screen Writing (3)

This course will focus on the creation of screenplay for film and video. The class is arranged to develop student skills in order to differentiate between conventional and alternative approaches to screenwriting. Theory and practice will be intentionally intermingled to demonstrate the mixture of intellectual context and intuition with which the writer works. By incorporating theory in the technical relationship of sound, image and text, each student will develop the skills to imagine, write and produce a project that illustrates control of story, structure, scene, character, dialogue and action. Key issues, case studies and exercises will be designed to expose the student to the skills with which to assess the broad range of narrative and dramatic practices.

#### FLM 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 ART 350.

Prerequisite(s): ART141 and FLM250

#### FLM 421 Digital Animation and Compositing (3)

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 ART 421.

Prerequisite(s): ART141 and ART/FLM250

#### FLM 429 Junior Seminar (3)

This seminar is two-fold. Junior-level students will utilize this course to prepare for their senior tutorial projects by examining proposal writing, strategies for research, and writing by various artists. Students will also learn portfolio development and presentation techniques. Relevant festivals, journals, and other creative opportunities will be explored for future field placement. Upon completion of this course, students will have a written tutorial proposal and provisional portfolio completed. Cross-listed with ART 429.

#### FLM 450 Advanced Digital Video Production Studio (3)

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 450.

Prerequisite(s): ART141 and ART/FLM350

#### FLM 471 Advanced E-merging Media Studio (3)

Students will engage in self-directed explorations of the creative, conceptual and technical possibilities of e-merging media practices in this upper-level electronic media studio course. Advanced technical demonstrations will aid students as they create highly sophisticated and well-articulated creative projects. Through a series of field trips, film/video screenings, critical readings and critiques sessions, students will examine a variety of historical and contemporary strategies employed by new media artists. Students must enter the course with a project in mind or in development. Cross-listed as ART 471.

#### FLM 491 Independent Study (1)

#### FLM 492 Independent Study (2)

#### FLM 493 Independent Study (3)

#### FLM 494 Independent Study (4)

#### FLM 498 Tutorial (4)

#### FLM 499 Tutorial (4)

#### FOR 102 Crime Scene Investigation (3)

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.

#### FOR 102L Crime Scene Investigation (1)

##### Natural and Physical Sciences Division

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.

#### FOR 103 Introduction to Criminal Law and Criminal Justice (3)

##### Natural and Physical Sciences Division

This course will address issues related to crime, criminal offenders, and American laws. Also addressed will be the law enforcement system. Emphasis will be on the role of forensic professionals in the criminal justice system.

FOR 220 Women and the Criminal Justice System (3)

This course focuses on three aspects of women's involvement in the criminal justice system: as victims, offenders, and professionals. Coverage will include theories and facts about women offenders, the impact of crime on women victims and survivors, and special issues facing women who pursue careers in policing and corrections.

FOR 224 Juvenile Justice (3)

Examination of biological, psychological, sociological, and ecological theories of juvenile delinquency; its historical and current legal definitions and enabling legislation; statistical resources and activity patterns; and methods of prevention, control, and treatment of juvenile delinquency.

FOR 225 Criminology (3)

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.

FOR 301 Forensic Psychology (3)

This course provides a broad introduction to Forensic Psychology. Emphasis is on the role of forensic psychologists and other forensics professionals in a variety of legal matters. Students will learn about profiling, lie detection, insanity and competency, and child custody as well as several other issues related to the practice of forensic psychology. Cross-listed as PSY 301.

Prerequisite(s): FOR 103 or PSY 101

FOR 320 Forensic Science (3)

Natural and Physical Sciences Division

This course will focus on the theory, methods, and instrumentation used in forensic science. Topics covered will include biochemical markers, uses of HPLC and mass spectrometry, trace evidence, toxicology, and arson/explosives analysis. This course will build upon principles learned in FOR 102/102L.

Prerequisite(s): CHM 205 and FOR 102/102L

FOR 391 Internship (1)

FOR 392 Internship (2)

FOR 393 Internship (3)

FOR 491 Independent Study (1)

FOR 492 Independent Study (2)

FOR 493 Independent Study (3)

FOR 494 Independent Study (4)

FOR 498 Tutorial (4)

FOR 499 Tutorial (4)

FRN 101 Introduction to French I (3)

An introduction to the four basic skills: comprehension, speaking, reading, and writing, with emphasis on the spoken language through interactive video programs. The course also introduces students to the people and culture of the French-speaking world.

FRN 102 Introduction to French II (3)

A continuation of French 101.

Prerequisite(s): FRN 101 or permission of the instructor.

FRN 203 Intermediate French I (3)

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.

FRN 204 Intermediate French II (3)

A continuation of French 203.

Prerequisite(s): FRN 203 or permission of the instructor.

FRN 205 Grammar and Composition (3)

Intensive course in written French, emphasizing grammar and style. Translation from English texts and free composition on a wide range of topics, including a unit on writing for business purposes.

Prerequisite(s): FRN 204 or permission of the instructor.

FRN 207 Conversation (3)

Conversation, discussion, and debates on topics of timely interest, reinforced by short written résumés, emphasizing accuracy of expression and using a practical, up-to-date vocabulary.

Prerequisite(s): FRN 204 or permission of the instructor.

FRN 296 French Study in Angers (15)

Total immersion in the French language and culture through study at the Centre International d'Etudes Françaises at the Université Catholique de l'Ouest in Angers, France. Review of listening, speaking, and writing skills.

Additional courses in art history, music history, philosophy, religion, political science, civilization, and current events according to the options available to the qualified student. Any major may apply. Students apply and are accepted for the program through the Office of Academic Affairs.

Prerequisite(s): One year of French.

FRN 311 Survey of French Literature: Crusaders and Poets, Lovers, and Thinkers (3)

A study of the epic, romance, and lyric genres, illustrating the quest for mythical and chivalric honor, expressions of love, and the problems of the poet. The course also includes the Renaissance reevaluation of this literary tradition and the development of works of moral persuasion, with readings from such writers as Marie de France, Rutebeuf, Villon, Rabelais, Ronsard, Marguerite de Navarre, and Montaigne.

Prerequisite(s): FRN 204 or permission of the instructor.

FRN 312 Survey of French Literature: From Enlightenment to Romanticism (3)

The dramatic and philosophical literature of the 17th and 18th centuries, including plays, novels, contest, and letters. Readings include works of Descartes, Pascal, Boileau, La Fontaine, Montesquieu, Diderot, Voltaire, Rousseau, and Beaumarchais.

Prerequisite(s): FRN 204 or permission of the instructor.

FRN 313 Survey of French Literature: Writing, Absurdity, and Alienation (3)

Twentieth-century French authors in relation to questions of identity and responsibility, philosophy and meaning, language, and translation. Readings from Camus, Ionesco, Sarraute, Sartre, Beauvoir, Duras, Beckett, among others. The course is taught in French.

Prerequisite(s): FRN 204 or permission of the instructor.

FRN 315 France and the Francophone World (3)

A study of the cultural diversity of France and of the French-speaking world outside mainland France, including countries in Africa, Asia, Europe, the Caribbean, and North America. Topics include political, artistic, and cultural history, as well as contemporary institutions, activities, and values. Cross-cultural comparison and contrast.

Prerequisite(s): FRN 204 or permission of the instructor.

FRN 380 Francophone Studies in English (3)

Investigation of broad themes or topics in French literature not covered in other course offerings. Recent topics have included Simone Says; Feminism and Existentialism; French African and Creole Writers; Evil, Madness, and Fantasy in Literature; and French Cinema. All readings and class discussions in English. Course may be repeated for credit.

FRN 391 Internship (1)

FRN 392 Internship (2)

FRN 393 Internship (3)

FRN 418 French Language Attachment (1)

The French language attachment allows a student who is taking a foreign language literature or civilization course in translation to complete additional reading and research in French for one additional credit with the course instructor. Co-requisite: enrollment in a foreign language, literature, or civilization course taught in English.

### FRN 432 French Social Action Practicum (3)

This internship offers students a unique opportunity to enhance their knowledge of a foreign language and language pedagogy while providing a valuable service to the larger community. Students are placed in one of the language magnet schools in the Pittsburgh Public School District to work with elementary or middle-school children as coached and role models. Students are expected to give a minimum of 30 hours per semester and are supervised by Chatham faculty and school personnel. Students complete assigned readings and compile a portfolio reflecting the academic and experiential components of the course. Pass/fail grading option only. Students may enroll in the course twice for credit.

Prerequisite(s): One year of French and permission of the instructor.

### FRN 448 Literature of the Francophone World (3)

An investigation of the writings, both theoretical and creative, of major French authors from outside mainland France. Primary emphasis on Francophone writers from Africa and the West Indies with additional works from Quebec, Belgium, Switzerland, and South East Asia. The specific concepts of "négritude" and "créolité" are discussed within the political, social, historical, and economic context.

Prerequisite(s): FRN 204 or permission of the instructor.

### FRN 480 Special Topics in Francophone Literature (3)

In-depth analysis and discussion of selected French and Francophone literature not covered in other advanced course offerings. Recent topics have included Women in French Literature; The French Court Theatre; Montaigne, Diderot, Stendhal; French Poetry; and French Literary Criticism. Course may be repeated for credit. Prerequisite(s): FRN 204 or permission of the instructor.

### FRN 491 Independent Study (1)

### FRN 492 Independent Study (2)

### FRN 493 Independent Study (3)

### FRN 494 Independent Study (4)

### FRN 498 Tutorial (4)

### FRN 499 Tutorial (4)

### HIS 100 Introduction to World History (3)

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.

### HIS 102 History of American Society (3)

This course examines significant areas in the development of American society from the colonial period to the present. It focuses particularly on the issues of gender, class, race, religion, politics, and ideology to provide students with the grounding in those areas crucial to understanding today's society.

### HIS 104 History of the Atlantic World (3)

This course looks at the interactions of diverse peoples and the development of modern political and economic systems from a transnational and regional perspective. It provides a broad understanding of the history of the Atlantic region including the Americas, Europe, and Africa.

### HIS 215 The American Working Class (3)

This course seeks to understand who built America, under what conditions they labored, and to understand their hopes, dreams, and struggles to create a better future for themselves and their families. The course traces the historical development of the American working class from colonial times to the present. Particular attention is given to the formation of working class political and economic organizations and their impact on American history.

### HIS 217 History of Pittsburgh (3)

This course explores the history of Pittsburgh from its early founding as a frontier outpost through its development as a major river town, an industrial mecca of glass and iron and eventually the "Steel City." It then examines the impact of deindustrialization and the attempts to create a "Renaissance" in Pittsburgh. Using a social history perspective, it examines the experience of immigrants and migrants, workers, middle class managers, shop owners, and the economic elite as they shaped the culture, politics, economic and social fabric of the city.

### HIS 221 Europe in the 19th Century (3)

After a brief overview of the ancient régime, the course examines the two great revolutions that reshaped European society and politics in the 19th century: the French Revolution and Industrial Revolution. Topics range from the impact of these revolutions on the daily lives of Europeans to the gradual transformation of the parameters of European thought and culture.

### HIS 222 Europe in the 20th Century (3)

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 "third force."

### HIS 223 Special Topics in Non-Western History (3)

This course is intended to augment the present offerings in non-Western history. The content and material of the course depend on the visiting professor's area(s) of specialization.

### HIS 224 The Holocaust: Nazis, Occupied Europe, and the Jews (3)

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.

### HIS 225 Special Topics in European History (3)

This course is intended to augment the present offerings in European history. The content and material of the

course depend on the visiting professor's area(s) of specialization.

#### HIS 226 Special Topics in American History (3)

This course is intended to augment the present offerings in American history. The content and material of the course depend on the visiting professor's area(s) of specialization.

#### HIS 241 History of Islam (3)

This course is a historical examination of classical Islamic civilization: its origins, nature, and development. Special attention is given to the religion of Islam and the contributions of Arabs, Persians, and Turks to Islamic civilization. Cross-listed as REL 241.

#### HIS 242 The Modern Middle East: 1500-Present (3)

After examining the forces shaping the modern Middle East, the course studies the rise and fall of the Ottoman Empire, Western impact, and responses to it. Origins and development of nation-states, Arab search for independence and political community, the struggle for Palestine, inter-Arab rivalry, and the prospects for future stability also are examined.

#### HIS 244 Africa, Past and Present (3)

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.

#### HIS 263 Gender and the Family in America (3)

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.

#### HIS 268 US 1945 to Present (3)

This course explores the social, economic, and political changes in the United States since WWII. Special attention is given to the fate of labor-liberalism, the development of the new suburban middle-class, the impact of the Cold War on U.S. society, the youth and counter-culture, the appearance of "new" social movements (such as the Civil Rights Movement and the Feminist Movement), the emergence of the New Right, globalization, and recent immigration patterns.

#### HIS 273 History of Utopian/Dystopian Thought (3)

This course tries to understand the power of ideas in shaping the past, present, and the future. It examines the "history" of places that have never existed - places that have only existed in the minds of writers, social critics, and political theorists. It examines utopian thought as it exists in literature and current popular culture and analyzes the impact of utopian thought on political and intellectual movements.

#### HIS 275 History and Policy Analysis (3)

This course illustrates how historical perspectives and methods of investigation are effective tools for assessing

contemporary policy debates. The focus of the course moves from foreign-policy issues to public-policy issues in education, criminal justice, economics, and social planning.

#### HIS 283 Religious Movements in Contemporary Africa (3)

#### HIS 285 African-American History (3)

This course provides students with the history of Africans in America from the beginnings of the slave trade in the 1450s through the antebellum period, emancipation, segregation and the civil rights movement. It explores the cultural interaction between Africans, Europeans and Native Americans, the establishment of a distinct African American culture, the historical construction of race, the development of emancipatory movements, and the continuing significance of African Americans to US society and politics. Particular emphasis is given to the diverse experiences of Africans in America by region, gender, condition of servitude, and social class.

#### HIS 350 Civil War and Reconstruction (3)

This course, intended for majors or those with a particular interest in the subject, will closely examine the Civil War and its aftermath from multiple perspectives and will emphasize the historiographical debates about the war. This course will give students a good look at how history is "made" by historians as well as an in-depth look at an important event.

#### HIS 391 Internship (1)

#### HIS 392 Internship (2)

#### HIS 393 Internship (3)

#### HIS 426 The Arab-Israeli Conflict (3)

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): HIS 242 or permission of the instructor.

#### HIS 491 Independent Study (1)

#### HIS 492 Independent Study (2)

#### HIS 493 Independent Study (3)

#### HIS 494 Independent Study (4)

#### HIS 498 Tutorial (4)

#### HIS 499 Tutorial (4)

### HSC 101 Introduction to the Health Professions (2)

This course explores a variety of health professions available today. Students will have the opportunity to interact with health care professionals currently active in the field. Self-directed research of selected topics allows students to develop skills necessary for career exploration. The use of films, texts, and other media will allow the student to experience real-life scenarios and issues related to the health care professions. Students will be exposed to the concept of problem-based learning as one tool to actively explore real-life clinical issues and the health professions. Students will understand the process required for application to the professional school of their choice. This course is recommended for any student pursuing a career in medicine or the health professions.

### IAR 102 Introduction to Interior Architecture (3)

This course provides an overview of the interior design profession. Guest lectures are provided by local practitioners discuss the industry and present recent design work.

### IAR 105 Environment & Behavior (3)

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.

### IAR 210 Drafting & Graphics (3)

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.

### IAR 215 Computer Design Technology (3)

Students learn the basic computer drafting and drawing skills associated with AutoCAD software. Projects include creating new work from scratch and working from existing files. An understanding of drawing layers, detailing, layout, and printing will be presented. Students are also introduced to Photoshop to build technical knowledge in image processing.

### IAR 220 Interior Architecture I (3)

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): ART 124 and 135 or ART 200

### IAR 225 Interior Architecture II (3)

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

### IAR 230 Color & 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 Materials & Assemblies (3)

Materials and finishes appropriate for interior architecture are addressed in this course. Emphasis is placed on sustainability characteristics, properties and performance criteria, installation and assembly methods, maintenance requirements, and estimation of material requirements.

### IAR 310 Advanced Computer Design (3)

This advanced computer-aided design course focuses on complex three-dimensional modeling. Students are instructed to use specific software, such as Autodesk VIZ and Revit. Graphic skills are also developed to help students communicate interior design schemes.

Prerequisite(s): IAR 215

### IAR 315 Construction Documents (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 210, 215, and 235.

### IAR 320 Interior Architecture III (6)

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 215 and 225

### IAR 325 Interior Architecture IV (6)

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

### 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.

#### IAR 420 Interior Architecture V (Tutorial I) (4)

This course is the first part of a year long tutorial that 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 the foundation for design decision-making in IAR 425.

Prerequisite(s): IAR 325

#### IAR 425 Interior Architecture VI (Tutorial II) (4)

This course is the second part of a year long tutorial that stresses evidence-based design. Using the program developed in IAR 420 as a foundation, students investigate a problem from concept generation through design development and detailing.

Prerequisite(s): IAR 420

#### IAR 440 Internship (6)

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.

#### 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.

#### IND 101 Transitions: Essential Skills for Success@Chatham (2)

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.

#### IND 110 Information Literacy (1)

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.

#### IND 300 Science and Society (3)

A cross-disciplinary examination of current scientific research and technological developments that lead to ethical questions or political controversy, emphasizing current science and technology, plus readings about making decisions on controversial subjects. May include: global warming, genetic engineering, human cloning, stem cell

research, nuclear energy.

Prerequisite(s): One 200-level science course

#### IND 350 Scientific Research Methods (2) Fall and Spring

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 the proposal prior to the tutorial.

Prerequisite(s): One 200-level science course.

#### IND 350 Scientific Research Methods (2)

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, or permission of the instructor.

#### IND 391 International/Intercultural Study (1)

This course is a self-designed set of international or intercultural experiences that promotes the ability to appreciate and understand cultural difference. The student's program of study is conducted under the guidance of a faculty member with approval by the Office of International Programs. The student completes the Independent Study Proposal form with purpose, goals, implementation strategy, and assessment. Pre-requisite: approval of the Office of International Programs.

#### IND 392 International/Intercultural Study (2)

This course is a self-designed set of international or intercultural experiences that promotes the ability to appreciate and understand cultural difference. The student's program of study is conducted under the guidance of a faculty member with approval by the Office of International Programs. The student completes the Independent Study Proposal form with purpose, goals, implementation strategy, and assessment. Pre-requisite: approval of the Office of International Programs.

#### IND 393 International/Intercultural Study (3)

This course is a self-designed set of international or intercultural experiences that promotes the ability to appreciate and understand cultural difference. The student's program of study is conducted under the guidance of a faculty member with approval by the Office of International Programs. The student completes the Independent Study Proposal form with purpose, goals, implementation strategy, and assessment. Pre-requisite: approval of the Office of International Programs.

#### IND 492 Independent Study (2)

#### IND 493 Independent Study (3)

#### LNG 418 Language Attachment (1)

The language attachment allows a student taking a modern language literature or civilization course in translation to complete additional reading and research for one additional credit with the course instructor. Co-requisite:

enrollment in a modern language, literature, or civilization course taught in English.

LNG 491 Independent Study in Language (1)

LNG 492 Independent Study in Language (2)

LNG 493 Independent Study in Language (3)

LNG 494 Independent Study in Language (4)

LNS 300 Perspectives on Landscape (3)

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 viewing, describing, analyzing, and designing landscapes by looking at examples of historical and contemporary landscape design. Through weekly design exercises, 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, giving aesthetic and functional form to these creative concepts.

LNS 411 Foundation Design Studio I: Methods and Processes of Landscape Design (3)

This foundation studio provides an overview of the art and philosophy of landscape design. Students begin to learn the verbal and graphic vocabulary to articulate and conceptually express approaches to the art world and landscape design. Students explore how space and form are created and how they articulate meanings and functions. Studio exercises place an emphasis on learning how to generate design ideas, giving aesthetic and functional form to creative concepts.

LNS 412 Applied Design Studio II: The Principles and Practice of Landscape Design (3)

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; and site analysis and inventory as essential elements in the design process. Cross-listed as ENV 412.

Prerequisite(s): LNS 411 and 415

LNS 415 Drafting and Graphic Representation (3)

This studio develops graphic literacy as a language and philosophy for observation, analysis, expression, and presentation of landscape design. Students are introduced to a number of techniques and methods of drawing used by landscape designers including: freehand drawing, colored pencils, markers, and mechanical drafting through exercises. Additional work is spent on values, colors, palettes, and shadowing techniques that culminate in a final studio project.

LNS 421 Plants and Design I (3)

This course introduces students to the art of designing landscape spaces with plant material. This study of outdoor

space concentrates on exploring landscape character as a product of the relationship of spaces that people observe and occupy to the plants and architectural masses that define these spaces. The course explores the abstract relationship of mass, height, distance, perception of texture, and color in plant groupings. Students learn to recognize woody plants for their structural and visual qualities, growing conditions, plant spacing, and growth rates to generate detailed planting plans.

Prerequisite(s): LNS 411 and 415 or permission of the instructor.

#### LNS 422 Plants and Design II: Site Ecology and Ecological Design and Planning (3)

In this studio, students are introduced to the concepts of ecological design and planning at a number of scales – from residential to urban space. They explore the systems approach to design, concerning both site ecology and enhancement of the site, which include the science and the art of ecological design. Through critical reflection, students are encouraged to go beyond mechanical and prescriptive responses to arrive at solutions that harmonize aesthetic form and ecological functioning.

Prerequisite(s): LNS 411, 412, 415 and 421.

#### LNS 423 Plant Propagation Laboratory (3)

This course focuses on the principles and practical methods of the propagation of horticultural, herbaceous, and woody plants as they relate to commercial propagation. Principles of sexual and asexual vegetative propagation are covered. Students gain practical experience in a tissue culture laboratory that specializes in hard-to-propagate plants. Cross-listed as Biology 323.

Prerequisite(s): BIO 224 or permission of the instructor.

#### LNS 424 Field Botany (3)

This course introduces students to the concepts and skills needed to identify plants, make practical and scientific collections, and understand the ecological and evolutionary relationships between major plant families. It includes field trips, class/laboratory work, and several research projects, including the generation of a dichotomous plant key and plant collection.

Prerequisite(s): BIO 224 or permission of the instructor.

#### LNS 431 Survey of the History of Landscape Design (3)

The landscape traditions of the Western and Eastern worlds are surveyed from antiquity to the present. The course explores the relationships between designed landscape forms within each culture as well as the political, social, philosophical, and artistic factors that could have determined and influenced the designed landscape. This course draws attention to the fundamental notion that landscape design is both an invention and cultural representation of landscape.

#### LNS 451 Soil Science (3)

Soils are studied 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 soil are related to the production of plants; the functioning of hydrologic and nutrient cycles; and the protection of environmental quality.

Prerequisite(s): ENV 129 or equivalent, or permission of the instructor.

#### LNS 453 Ornamental Horticulture (3)

This course introduces students to plant biology and relates this science to practical applications in horticulture. It develops a general understanding of the botanical concepts of plant structure, physiology, function, growth, reproduction, and evolutionary diversity. In addition, students are introduced to the horticultural concepts and practices of plant propagation, transplantation, care, and management of ornamental plants.

#### LNS 454 Plant Management (3)

This course covers the identification, culture, use, care, and management of ornamental, woody, and herbaceous plants that can be used in designed landscapes. Students learn how to identify a large palette of plants while considering the aesthetics of form, color, texture, and seasonal changes in each plant. The course also covers the general issues of plant maintenance, use of fertilization, and management systems to create environmentally healthy horticultural practices. Maintenance topics include trimming, pruning, and transplanting.

Prerequisite(s): LNS 453 or permission of the instructor.

#### LNS 457 Diseases and Pests (3)

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 practices on managing these problems. Students cover the general principles of plant problem diagnosis and identification of common disease and insect problems. Disease and pest management topics include the concepts of integrated pest management, vertebrate pest management, and pesticide use and safety.

Prerequisite(s): LNS 453 or permission of the instructor.

#### LNS 463 Greenhouse Plant Production/Lab (3)

This course provides introduction to techniques and concepts governing the care and maintenance of a modern greenhouse, along with the cultivation of greenhouse-grown plants. Topics include the environmental factors that influence plant growth. Students gain practical experience with greenhouse operations and with the cultural and environmental requirements for growing various types of plants.

Prerequisite(s): BIO 224 or permission of the instructor

#### LNS 495 Capstone Project (3)

#### MTH 100 Mathematical Literacy (3) Fall and Spring

This course explores the mathematics of everyday life and problem-solving skills needed to be world ready. Topics include how to plan an efficient distribution network, making sense of statistics, how information is made digital, how to design a fair and equitable voting system, symmetry in the world, and how to get out of debt. Three hours of class per week.

#### MTH 105 College Algebra (3) As Needed

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.

#### MTH 106 Trigonometry (3) As Needed

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.

#### MTH 108 Precalculus (3) Fall and Spring

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.

#### MTH 110 Elementary Statistics (3) Fall and Spring

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.

#### MTH 151 Calculus I (4) Fall

This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometric functions with applications. Three hours of class per week.

Prerequisite(s): MTH 105 and 106, or MTH 108, or equivalent.

#### MTH 152 Calculus II (4) Spring

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

#### MTH 221 Linear Algebra (3) Even Springs

Topics include finite dimensional vector spaces, geometry of  $\mathbb{R}^n$ , linear functions, systems of linear equations, and theory of matrices and determinants. Three hours of class per week.

Prerequisite(s): MTH 152

#### MTH 222 Multivariate and Vector Calculus (3) Fall

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

#### MTH 241 Differential Equations (3) Even Springs

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 222

MTH 244 Discrete Mathematics (3) Even Falls

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.

MTH 256 The History and Theory of Numbers (3) Odd Springs

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.

MTH 310 Probability (3) Odd Springs

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; Linear Algebra recommended.

MTH 327 Advanced Analysis (3) Odd Falls

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 222 or equivalent.

MTH 341 Abstract Algebra (3) Even Falls

Introduction to elements of modern abstract algebra, including rings, groups, and fields. Three hours of class per week.

Prerequisite(s): MTH 221 or equivalent.

MTH 391 Internship (1)

MTH 392 Internship (2)

MTH 393 Internship (3)

MTH 417 Seminar in Advanced Calculus (3) Spring

A study of specialized topics in differential, integral and vector calculus; sequences and infinite series; improper integrals; Fourier series; orthogonal functions; and functions of a complex variable. Three hours of class per week.

Prerequisite(s): MTH 241

MTH 418 Mathematics Seminar (3) As Needed

A study of some specialized topic in mathematics not ordinarily treated in one of the regular course offerings.

Three hours of class per week.

Prerequisite(s): Permission of the instructor.

MTH 462 Numerical Methods and Mathematical Modeling (3) As Needed

Numerical methods and mathematical models used in computational science, including techniques for solving scientific problems, scientific visualization, and vector, parallel, distributed and massively parallel architecture.

Three hours of class per week.

Prerequisite(s): MTH 241, CMP 202, and permission of the instructor.

MTH 491 Independent Study (1)

MTH 492 Independent Study (2)

MTH 493 Independent Study (3)

MTH 494 Independent Study (4)

MTH 498 Tutorial (4)

MTH 499 Tutorial (4)

MUS 124 Opera: Mozart to Verdi (3)

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.

MUS 160 The Art of Music (3)

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.

MUS 161 Music Theory I (3)

The course covers the fundamentals of basic musicianship: scales, intervals, chord forms, analysis, and writing involving diatonic harmony. Creative use of materials is encouraged. The course includes aural training and sight-singing.

MUS 165 Romanticism in Music (3)

The course provides an introduction to the music of the master composers of the Romantic period and the early 20th century. Including the composers of opera, chamber, and symphonic music, the course surveys in sound the performances of today's finest orchestras, soloists, singers, and choruses.

MUS 171 Choir (2)

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.

MUS 173 Instrumental Ensemble (2)

Preparation and performance of chamber music for various ensembles.

MUS 174 Survey of Jazz (3)

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.

MUS 175 Voice (1)

One 30-minute lesson per week. Co-requisite: Music 171 or another music program course.

Additional Fee(s): Applied music fee.

MUS 176 Voice (2)

One 60-minute lesson per week.

Additional Fee(s): Applied music fee.

MUS 177 Voice (3)

One 60-minute lesson per week plus performance.

Additional Fee(s): Applied music fee.

MUS 191 Piano (1)

One 30-minute lesson per week. Co-requisite: Music 171 or another music program course.

Additional Fee(s): Applied music fee.

MUS 192 Piano (2)

One 60-minute lesson per week.

Additional Fee(s): Applied music fee.

MUS 193 Piano (3)

One 60-minute lesson per week, plus performance.

Additional Fee(s): Applied music fee.

MUS 195 Orchestral Instruments (1)

One 30-minute lesson per week. Co-requisite: A music program course.

Additional Fee(s): Applied music fee.

MUS 196 Orchestral Instruments (2)

One 60-minute lesson per week.

Additional Fee(s): Applied music fee.

MUS 197 Orchestral Instruments (3)

One 60-minute lesson per week, plus performance.

Additional Fee(s): Applied music fee.

MUS 225 From Blues to Rock (3)

A critical examination of the intimate relation between blues and rock; their roots in African, African-American, and Anglo-American traditions; the sociopolitical implications of the roles played by each in American life; and the function of both as forms of ironic social commentary and protest.

MUS 232 Women in Music (3)

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.

MUS 252 Music Theory II (3)

The course is a continuation of Music Theory I, and includes a basic study of 16th-century counterpoint.

Prerequisite(s): MUS 161

MUS 261 Music in America (3)

Students explore the development of music in the New World, showing the interaction of native contributions such as jazz or folk music on a transplanted European culture.

MUS 262 Electronic Computer Music Studio (3)

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.

MUS 266 World Music (3)

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.

MUS 267 History of Music I (3)

This course 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.

MUS 284 From Pirates to Punks (3)

This course examines British and American counter-cultural music from a cultural studies perspective, incorporating sources from British satire and ballads to films on punk subculture. Music of outlaws, prisoners, "fallen women," disenfranchised youth, and other marginalized people and outcasts will be studied in cultural context as a rich corpus of English-language creativity.

MUS 363 Music Theory III (3)

The course examines the elements of 18th-century tonal counterpoint. The principles of tonal harmony are applied in combination with various contrapuntal techniques, and contrapuntal forms of the Baroque period are analyzed. The composition of small forms is included.

Prerequisite(s): MUS 252 or equivalent.

MUS 368 History of Music II (3)

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 267

MUS 391 Internship (1)

MUS 392 Internship (2)

MUS 393 Internship (3)

MUS 404 Composition: Song Arranging (3)

The course is designed to apply the content of the Common Practice Period (tonal music) to current commercial music. Various arranging concepts and techniques will be applied as the student creates her own arrangements of melodies.

Prerequisite(s): MUS 363 or equivalent

MUS 491 Independent Study (1)

MUS 492 Independent Study (2)

MUS 493 Independent Study (3)

MUS 494 Independent Study (4)

MUS 498 Tutorial (4)

MUS 499 Tutorial (4)

PED 101 Introduction to Lifetime Fitness (1)

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.

PED 103 Weight Training for Women (1)

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.

PED 105 Body Conditioning and the Normal Aging Process (1)

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.

#### PED 107 Body Dynamics (1)

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.

#### PED 108 Yoga and Relaxation (1)

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.

#### PED 109 Pilates (1)

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.

#### PED 112 Total Fitness and Gym Ball (1)

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.

#### PED 115 Squash (1)

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.

#### PED 117 Tennis (1)

Instruction for all levels of tennis skill from novice to advanced player, including skill development, competition strategy, and rules of play.

#### PED 118 Racquet Techniques: Badminton (1)

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.

#### PED 119 Skiing: Conditioning and Techniques (1)

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.

#### PED 120 Conditioning for Rowing (1)

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.

#### PED 123 Indoor Soccer (1)

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.

#### PED 125 Volleyball Skills (1)

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.

#### PED 128 Beginning Karate (1)

This course is an introduction to the principles and techniques of traditional Tang Soo Do (Korean) Karate. Starting with physical conditioning and basic blocking, striking, punching, and kicking techniques, training progresses through traditional formal exercises (Hyung), sparring, and self-defense methods.

#### PED 131 Cardio Kickboxing (1)

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.

#### PED 133 RAD: Rape Aggression Defense (1)

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.

#### PED 135 Campus Leadership and Wellness (1)

Students will examine the relationship between leadership and wellness. The course provides an opportunity for students to engage in an interdisciplinary approach to leadership. The focus will be on exposure to resources, innovative methods, and programming for a diverse community. This course is designed to equip students with the necessary information and motivation to make healthy lifestyle choices.

#### PED 138 Peer Education Training (1)

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.

#### PED 140 Speed, Agility & Quickness (1)

Students will learn to utilize and increase speed, agility, and quickness to improve their training and athletic performance.

#### PED 141 Walking For Fitness (1)

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.

#### PED 145 Aerobic Dancing (1)

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.

#### PED 147 Scottish Country Dancing (1)

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.

#### PED 150 Water Aerobics (1)

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.

#### PED 155 Swimming (1)

Swimming can be an enjoyable means of maintaining fitness for a lifetime. Individual instruction is provided for beginners and experienced swimmers, who design their aquatic exercise programs. Basic stroke mechanics and common stroke defects are examined and corrected to enhance swimming proficiency.

#### PED 158 SCUBA (1)

Designed for someone with no scuba experience. Students will learn the academics of diving, proper use of equipment, and safety concerns relating to scuba diving. Consists of classroom and pool time instruction. Additional Fee(s): There is an additional fee for this course.

#### PED 161 Beginning Golf (1)

This course emphasizes the fundamentals of golf. Attention is given to all strokes, strategies, and rules. The student is taught how to select, purchase, maintain, and properly care for equipment.

#### PED 165 Outdoor Adventure Course (2)

Students engage in a variety of challenging problem-solving tasks and initiatives designed to foster individual and group goal setting; promote group dynamics and leadership development; increase self-awareness regarding abilities, limitations, strengths, and weaknesses; and encourage physical and emotional risk-taking in a positive and supportive environment.

#### PED 166 Outdoor Leadership: Backpacking and Hiking (1)

Students will learn the necessary skills to lead a wilderness trip, including equipment selection, outdoor cooking, map and compass reading, risk assessment and management, first-aid, and minimum impact camping skills. Course will include a one-day and an overnight excursion.

#### PED 209 Advanced Pilates (1)

This course is a continuation of Physical Education 109. Beginner exercises will be reviewed and advanced options, exercises, and techniques will be taught.

Prerequisite(s): PED 109 or permission by the instructor.

#### PED 214 Lifesaving and Lifeguarding: American Red Cross (1)

The course includes advanced lifesaving techniques, CPR and first-aid training, and lifeguard training as outlined by the American Red Cross guidelines. Upon completion, students may assume the responsibilities of a lifeguard at a pool or protected open water beach. (Lifesaving at open water surf beaches is not applicable to this course.)

#### PED 228 Advanced Karate (1)

A continuation of Physical Education 128. Students will learn advanced forms and techniques. In addition, they will have an introduction to traditional weapons used in the martial arts.

Prerequisite(s): PED 128 or permission of the instructor.

#### PED 245 Step Bench Aerobics I (1)

Students learn advanced, low-impact choreographed routines using step boxes, DynaBands, and hand weights. This course is not for beginners or for students who do not exercise regularly.

#### PED 246 Step Bench Aerobics II (1)

This course is a continuation of Physical Education 245. Students learn advanced step bench aerobic routines that require greater skill level and additional fitness demands.

Prerequisite(s): PED 245 or permission of the instructor.

#### PED 306 Water Safety Instruction: American Red Cross (1)

Methods of teaching swimming skills to others with emphasis on safe and skillful contact in, on, and around water.

Prerequisite(s): PED 214 or equivalent.

Additional Fee(s): Textbook fee required.

#### PED 391 Independent Study (1)

#### PED 392 Independent Study (2)

#### PHI 113 Introduction to Philosophy (3)

An introductory course focusing on some of the perennial problems of philosophy: the relation of mind and body; the nature of knowledge, freedom and determinism; the existence of God; immortality, and moral responsibility.

#### PHI 117 Human Values and Ethics (3)

A discussion-orientated critical exploration of some important value questions and conflicts. Focus is on one's responsibility to and for oneself and on conflicts arising from interpersonal and societal relationships.

#### PHI 121 Introduction to Logic (3)

An introduction to critical thinking, induction, deduction, and contemporary symbolic logic including argument symbolization, proof construction, and truth tables.

### PHI 205 Introduction to Social and Political Thought (3)

An introductory exploration of the fundamental normative questions of politics and social life. The course examines the various methods of political and social thought, especially the range of solutions to the problems of authority, obedience, freedom, equality, and justice in the works of such theorists as Plato, Hobbes, Locke, Mill, Rousseau, and Marx.

### PHI 210 Biomedical Ethics (3)

This course is concerned with the ethical issues arising from recent biomedical innovations or issues that might arise from future innovations. Among the topics discussed are new definitions of death and personhood, killing versus letting die, allocation of scarce medical resources, organ transplants, genetic engineering, the psychiatric control of human behavior, and new projected techniques of human sexual and asexual reproduction.

### PHI 212 Business and Professional Ethics (3)

An investigation of some of the ethical and value conflicts that arise in the practice of business and the professions. Essays and case studies are used. Topics covered may include economic justice, corporate liability and social responsibility, worker rights, whistle blowing, advertising and truth telling, privacy, loyalty, confidentiality, and professional codes.

### PHI 218 Ethics and Women's Issues (3)

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.

### PHI 225 Environmental Ethics (3)

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.

### PHI 241 Love, Sex, and Friendship (3)

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.

### PHI 276 Art, Beauty, Truth (3)

A philosophical inquiry into the nature and significance of art, beauty, and aesthetic experience, interpretation, and evaluation.

Prerequisite(s): One course in philosophy.

### PHI 382 Rights, Justice, and the Law (3)

An intensive critical investigation of the nature and role of rights in legal and political philosophy, especially in the theory of law, theory of distributive justice, propriety of legislating morality, and justification of punishment.

Prerequisite(s): One course in philosophy.

PHI 391 Internship (1)

PHI 392 Internship (2)

PHI 393 Internship (3)

PHI 491 Independent Study (1)

PHI 492 Independent Study (2)

PHI 493 Independent Study (3)

PHI 494 Independent Study (4)

PHY 151 Fundamentals of Physics I (3)

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.

PHY 152 Fundamentals of Physics II (3)

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.

PHY 251 Principles of Physics I (4) Fall

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(s): Prerequisite or Co-requisite: MTH 151.

PHY 252 Principles of Physics II (4) Spring

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(s): PHY 251

PHY 255 Physics Laboratory I (1) Fall

Experimental techniques of classical mechanical physics. Three hours of laboratory per week.

Prerequisite(s): PHY 251

Additional Fee(s): Laboratory fee.

PHY 256 Physics Laboratory II (1) Spring

Experimental techniques of classical physics with applications to electricity, magnetism, sound, and optics. Three hours of laboratory per week.

Prerequisite(s): Prerequisite or Co-requisite: PHY 252.

Additional Fee(s): Laboratory fee.

PHY 391 Internship (1)

PHY 392 Internship (2)

PHY 393 Internship (3)

PHY 491 Independent Study (1)

PHY 492 Independent Study (2)

PHY 493 Independent Study (3)

PHY 494 Independent Study (4)

PHY 498 Tutorial (4)

PHY 499 Tutorial (4)

POL 100 Introduction to Comparative Politics (3)

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.

POL 101 American Government and Public Policy (3)

An examination of the major processes and institutions of American government with comparisons to Canadian government and the economic, social welfare, and environmental policies that these processes and institutions produce.

POL 104 Introduction to International Relations (3)

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.

POL 115 Model United Nations (1)

This course prepares students to participate in regional and (inter)national Model United Nations summit conferences. There are three components: history, purpose, organization and procedures of the United Nations; structure, processes, and strategies for participation as a "nation" at Model U.N.; and substantive research and preparation for position papers on an assigned country. All students must participate in a Model U.N. conference with regard to research and preparation of position papers. To the extent that funding will allow, all students must participate in an actual regional or national conference as well.

### POL 116 Model United Nations (1)

This course prepares students to participate in regional and (inter)national Model United Nations summit conferences. There are three components: history, purpose, organization and procedures of the United Nations; structure, processes, and strategies for participation as a "nation" at Model U.N.; and substantive research and preparation for position papers on an assigned country. All students must participate in a Model U.N. conference with regard to research and preparation of position papers. To the extent that funding will allow, all students must participate in an actual regional or national conference as well.

Prerequisite(s): POL 115

### POL 201 American Judicial Process (3)

This course examines the politics, processes, and policies of the American legal system. The operations and characteristics of state and federal trial courts, court officials, and correctional institutions are examined both through literature and field observation. Court policy making is related to contemporary problems of political justice.

Prerequisite(s): POL 101 or permission of the instructor.

### POL 202 Understanding Public Policy (3)

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 100 or 101

### POL 213 Sex Discrimination and the Law (3)

An examination of past and present sources of discrimination experienced by men and women in the United States. Consideration of evolving patterns of equal protection and due process of law in recent local, state, and federal laws and court decisions. Employment, marriage, the right to privacy, and the possible impact of equal rights amendments.

Prerequisite(s): Sophomore standing or above.

### POL 219 International Organizations (3)

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 104

### POL 228 Public Administration (3)

An examination of the executive agencies and personnel of U.S. national, state, and local governments. Special attention is given to the relationship between the structure of governmental systems and resulting characteristics of administration. Special topics include decision making, budgeting, personnel, and administrative law.

Prerequisite(s): POL 101 or permission of the instructor.

### POL 229 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

#### POL 246 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, executives, 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 100 or permission of the instructor.

#### POL 262 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 100 or 101, or WST 101, or permission of the instructor.

#### POL 265 Special Topics (3)

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.

#### POL 270 Special Topics: Applied Politics and Policy (1)

This course is intended to augment the political science curriculum by providing seminar experiences that connect co-curricular activities (e.g., workshops, internships, PLEN conferences) to political science and policy studies. Credit is earned for participation in experiential learning activities, such as the PLEN conferences, and completion of related disciplinary course work as defined by the instructor.

#### POL 303 Constitutional Law I: U.S. Government Powers and Relationships (3)

An examination of the role American courts have played in shaping governmental powers and relationships outlined in the Constitution. The course considers the doctrine and use of judicial review and the legal problems raised by separation of power between nation and state. Special attention is paid to the ways in which courts have affected Congressional power over taxation and commerce and presidential domestic and international powers. These issues are examined through an analysis of court decisions and application of legal principles to hypothetical-fact situations.

Prerequisite(s): POL 101 or permission of the instructor.

#### POL 304 Constitutional Law II: Civil Liberties (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.

POL 311 The Research Process (3)

This seminar is essential for students who both use and produce scholarly research. It examines both the process and products of scholarship in the social sciences, including the following: choice of topic, development of research questions or hypotheses, retrieval of sources, preparation of a literature review, choice of appropriate methodology, and consideration of research results.

Prerequisite(s): Junior standing or consent of the instructor.

POL 315 Legislative Processes (3)

This course analyzes the powers and rules of legislatures and legislators in modern democracies with special reference to the United States Congress. Emphasizes internal and external factors that influence the decision-making process, including the impact of constituents, interest groups, and political parties.

Prerequisite(s): POL 100 or permission of the instructor.

POL 324 U.S. Foreign Policy (3)

This course examines the diverse factors that influence the formulation and implementation of American foreign policy. This entails the study of three components: the composition of governmental institutions involved in the policy-making process; the societal forces affecting foreign policy; and the changes in the global environment, which present new challenges to the foreign policy process. To this end, the course examines several issues, including the dominant patterns of continuity and change in foreign policy, the ability of the president to govern in foreign affairs, and the tension inherent between the needs of democracy and national security concerns.

Prerequisite(s): POL 104 or permission of the instructor.

POL 352 Research Practicum (1)

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 311 or permission of the instructor.

POL 391 Internship (1)

POL 392 Internship (2)

POL 393 Internship (3)

POL 407 Minority Groups and the Law (3)

An examination of the past and present impact of law and law enforcement on minorities in the United States. Differential treatment based on characteristics such as health, age, language, and race are examined in statutory, administrative, and judicial settings, as well as in the context of issues such as employment and sentencing discrimination or the right of access to education and other public services. (See also Cultural Studies, page 210.)

Prerequisite(s): Junior standing

POL 419 European Integration (3)

The development of the European Union (EU) has been the significant political and economic force in post-war Europe. This course examines the historical conditions in which the EU was formed, the development and

expansion of its institutions and policies, its relationship within the U.S., and its expansion into much of Eastern Europe.

Prerequisite(s): POL 104 or permission of instructor.

#### POL 425 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. Cross-listed as ENV 425.

Prerequisite(s): POL 101, ECN 101, ECN 102, or ENV 116; or permission of the instructor.

#### POL 445 Health Policy (3)

This course examines health policies in the United States with comparisons to other countries. It uses a policy analysis framework to explore the formation, implementation, and outcomes of a wide variety of public policies relating to health, including professional standards and liability, costs and coverage of medical care, drug regulation, organ donation, and epidemics.

Prerequisite(s): An introductory course in Economics or Political Science, or permission of the instructor.

#### POL 491 Independent Study (1)

#### POL 492 Independent Study (2)

#### POL 493 Independent Study (3)

#### POL 494 Independent Study (4)

#### POL 498 Tutorial (4)

#### POL 499 Tutorial (4)

#### PSY 101 General Psychology (3)

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.

#### PSY 152 Human Growth and Development (3)

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. This course is not a substitute for 200- and 300-level developmental courses that apply toward majors in psychology and social work and certification in education. Does not count toward the psychology major.

#### PSY 210 Psychology of Eating (3)

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

#### PSY 213 Statistics and Research Design (3)

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

#### PSY 214 Foundations of Behavioral Research (4)

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 and 213 or permission of the instructor.

#### PSY 215 Theories of Counseling and Psychotherapy (3)

Major approaches to “helping” 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.

#### PSY 220 Special Topics in Psychology (3)

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.

#### PSY 225 Death and Dying (3)

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.

#### PSY 230 Animal Behavior (4)

A general introduction to the study of animal behavior from evolutionary and sociobiological perspectives. Emphasis is on social behaviors and interactions. The laboratory portion of the course involves work in the laboratory and fieldwork at the Pittsburgh Zoo, Frick Park, and Powdermill Nature Reserve in Rector Pennsylvania.

Prerequisite(s): PSY 101 or permission of the instructor.

#### PSY 236 Psychology of Women (3)

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

#### PSY 238 Industrial/Organizational Psychology (3)

The course examines psychological principles and methods as they apply to industry and organizations. Topics include motivation, leadership, communication systems, organizational change and development, performance assessment, stress, and group dynamics.

Prerequisite(s): PSY 101 or permission of the instructor.

#### PSY 243 Health Psychology (3)

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

#### PSY 292 Individualism and Commitment (3)

This discussion course examines the values inherent in Western psychologies: emphasis on autonomy, independence, and identity to the exclusion of issues of relatedness and commitment. It presents an interdisciplinary study of alternative values stressed by women, many minority groups, and non-Western societies. Examples of women's created lives reveal issues of class, culture, and gender.

#### PSY 301 Forensic Psychology (3)

This course provides a broad introduction to Forensic Psychology. Emphasis is on the role of forensic psychologists and other forensics professionals in a variety of legal matters. Students will learn about profiling, lie detection, insanity and competency, and child custody as well as several other issues related to the practice of forensic psychology.

#### PSY 302 Junior Seminar in Psychology (3)

Prepares students of psychology for the tutorial. Research methodology, statistical analysis, computer usage, and professional issues of APA style, format, and ethics are key components. Each student intensively studies a specific research problem by surveying current research literature and then designs an appropriate research protocol. Required of all junior psychology majors.

Prerequisite(s): PSY 101, 213, 214, and junior standing.

#### PSY 307 Cognitive Psychology (3)

A survey of theories and research concerned with human cognitive processes. Topics include attention, memory, problem solving, and concept formation.

Prerequisite(s): PSY 101

#### PSY 323 Personality (3)

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

#### PSY 324 Motivation (3)

A survey of concepts and data related to the arousal and direction of behavior.

Prerequisite(s): PSY 101

#### PSY 326 Psychology of Learning (3)

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

#### PSY 331 Social Psychology (3)

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

#### PSY 333 Abnormal Behavior (3)

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

#### PSY 340 Psychopharmacology (3)

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.

#### PSY 341 Psychobiology (3)

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

#### PSY 350 History and Systems of Psychology (3)

The history of psychology from its early philosophical forebearers through its development in the schools of the late 19th and early 20th centuries to its present stages of theoretical development.

Prerequisite(s): PSY 101 and junior status.

#### PSY 351 Childhood and Adolescence (3)

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

### PSY 352 Adult Development (3)

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

### PSY 353 Field Placement for Principles of Child Development (1)

Twenty-four hours of fieldwork in an educational setting, which permits observation of a variety of developmental stages. Required co-enrollment with Psychology 351 for education students. Optional for non-education students.

### PSY 357 Adolescence and the Transition into Adulthood (3)

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: PSY 101

### PSY 391 Internship (1)

### PSY 392 Internship (2)

### PSY 393 Internship (3)

### PSY 402 Individual Research (2)

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, 214, and permission of the instructor.

### PSY 403 Individual Research (3)

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): Prerequisites: Psychology 101, 213, 214, and permission of the instructor.

### PSY 415 Human Sexuality (3)

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

PSY 491 Independent Study (1)

PSY 492 Independent Study (2)

PSY 493 Independent Study (3)

PSY 494 Independent Study (4)

PSY 498 Tutorial (4)

PSY 499 Tutorial (4)

REL 110 Religious Questions and Issues (3)

This introductory level course will explore one or more central religious themes (such as, Why is there evil?) through the examination of diverse sources such as religious texts, contemporary fiction, drama, film, and music.

REL 157 World Religions (3)

An introduction to the world's major religious traditions, including Hinduism, Buddhism, Daoism, Confucianism, Judaism, Christianity, and Islam.

REL 241 History of Islam (3)

This course is a historical examination of classical Islamic civilization: its origins, nature, and development. Special attention is given to the religion of Islam and the contributions of Arabs, Persians, and Turks to Islamic civilization. Cross-listed as HIS 241.

REL 252 History of Judaism (3)

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.

REL 266 History of Eastern Religions (3)

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.

REL 275 History of Christianity (3)

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.

REL 283 Religious Movements in Contemporary Africa (3)

### REL 322 Special Topics Seminar in Religion (3)

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): Religion minors will be admitted to this seminar only after having completed REL 157 and one of the following four courses: REL 241, 252, 266, or 275. Other students will be admitted with the express consent of the instructor.

### SDE 100 Career Exploration (1)

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.

### SDE 103 Wellness (2)

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.

### SDE 105 The Learning Manager: Strategies for Success in an Academic Environment (1)

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.

### SDE 152 Meditation Techniques (1)

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 requirements in the developmental category.

### SDE 172 The Meaningful Life (2)

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.

### SDE 491 Independent Study (1)

SPN 101 Introduction to Spanish I (3)

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.

SPN 102 Introduction to Spanish II (3)

Continuation of Spanish 101.

Prerequisite(s): SPN 101 or permission of the instructor.

SPN 201 Intermediate Spanish I (3)

Review and reinforcement of the basic skills learned in first-year Spanish. Intensive grammar review through video programs, textbook, literary readings, and computer resources. Continued focus on the cultures of the Spanish-speaking world.

Prerequisite(s): SPN 102 or permission of the instructor.

SPN 202 Intermediate Spanish II (3)

A continuation of Spanish 203.

Prerequisite(s): SPN 203 or permission of the instructor.

SPN 205 Grammar and Composition (3)

Intensive course in written Spanish, emphasizing grammar and style. Translation from English and free composition on a wide range of topics, including a unit on writing for business purposes.

Prerequisite(s): SPN 204 or permission of the instructor.

SPN 207 Conversation (3)

Intensive course in spoken Spanish. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of cultural texts and topics of current interest.

Prerequisite(s): SPN 204 or permission of the instructor.

SPN 215 Spanish Civilization (3)

The cultural heritage of Spain: the interrelation of its customs, institutions, arts, and letters.

Prerequisite(s): SPN 204 or permission of the instructor.

SPN 216 Spanish-American Civilization (3)

The ethnic inheritance, culture, ecology, institutions, class structure, concepts of reality, and current problems in Spanish America. The influence of the Colonial period is traced in various aspects of present-day culture.

Prerequisite(s): SPN 204 or permission of the instructor.

SPN 296 Spanish Study in Costa Rica (15)

Students enrolled in this program travel to Costa Rica to study Spanish and Latin American culture through the San José-based Institute for Central American Development Studies (ICADS). During the first four weeks, each student lives with a host family in San José and participates in an immersion Spanish course, seminars on the culture and politics of Costa Rica and Central American women, and an environmental issues course. Students then spend eight weeks in individualized internships reflecting their particular fields of interest. A student may stay in San José or pursue an internship project in another site in Costa Rica, Nicaragua, or Belize. All students are

supervised by local mentors throughout their internships. Upon completion of the eight-week internship, students have the opportunity to participate in a special four-day excursion to Panamá. After the trip, students return to ICADS in San José to complete written work and oral presentations on their internship experiences. Students apply and are accepted through the Office of Academic Affairs.

Prerequisite(s): Spanish competency and permission of the instructor.

### SPN 310 Latin America Through Its Cinema (3)

Through the viewing and discussion of selected works of Latin American cinema, as well as the consideration of supplementary readings, students are introduced to major topics of contemporary Latin American history and culture. The class surveys Latin American cinema from the Mexican melodrama of the 1940s to recent productions from México, Cuba, and Brazil. In addition to class meetings, students must attend one film screening per week.

### SPN 318 Contemporary Latin American Narrative in Translation (3)

This course is designed to enable English speakers to read and discover those Latin American authors who attracted worldwide attention in the 20th century. Discussed are novels and short stories by Bombal, Borges, Cortazar, Rulfo, Fuentes, Vargas Llosa, Puig, García Márquez, Allende, Poniatowska, Ferré, and Valenzuela. The readings will 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. May be taken with a Spanish attachment for students with Spanish proficiency.

### SPN 322 Spanish-American Literature (3)

An introduction to the most significant works of Spanish-American literature. Emphasis is placed on the Colonial and Revolutionary periods, the Romantic literary theories, the realist novel, modernism, and the contemporary period.

Prerequisite(s): SPN 204 or permission of the instructor.

### SPN 323 Survey of Spanish Literature (3)

A survey of Spanish literature from the Middle Ages to the present through the study of representative authors in their historical and social contexts. Readings and discussions in Spanish.

Prerequisite(s): SPN 204 or permission of the instructor.

### SPN 355 Spanish Literature of the 20th Century (3)

The main trends in the drama, novel and poetry since 1900.

Prerequisite(s): SPN 204 or permission of the instructor.

### SPN 357 Women Writers of Latin America (3)

This course examines a variety of genres: novels, short stories, poems, plays, and testimonials. Students will read and analyze works of outstanding Latin American women authors from the beginning of the 20th century to the present, emphasizing the diverse representations of women's lives, the formation of the woman's voice as a collective as well as an individual subject, and questions of race, class, and gender in the writings. The course will consider texts by Alfonsina Storni, Delmira Agustini, María Luisa Bombal, Rosario Castellanos, Griselda Gambaro, Luisa Valenzuela, Rosario Ferré, Elena Poniatowska, Cristina Peri Rossi, Carmen Naranjo, Rigoberta Menchú, and Isabel Allende. Readings and discussions will be in Spanish.

Prerequisite(s): Prerequisite: Spanish 204 or equivalent, or permission of the instructor.

SPN 391 Internship (1)

SPN 392 Internship (2)

SPN 393 Internship (3)

SPN 415 The Spanish American Short Story (3)

This course will explore the important genre of the short story in Spanish American literature from its beginnings to the present. It introduces students to the short story in the Latin American context during the 20th century and encourages discussion and composition about development of the genre, as well as the texts themselves. Students will focus on major authors such as Quiroga, Borges, Bombal, Cortazar, Donoso, García Márquez, Castellanos, Rulfo, Arreola, and Ferré. Cross-listed as SPN 515.

Prerequisite(s): SPN 204 or permission of the instructor.

SPN 416 Latin American Literature in Translation (3)

This course is designed to enable English speakers to read and discover those Latin American authors who attracted worldwide attention in the 20th century. Discussed are novels and short stories by Bombal, Borges, Cortazar, Rulfo, Fuentes, Vargas Llosa, Puig, García Márquez, Allende, Poniatwoska, Ferré, and Valenzuela. The readings will 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. May be taken with a Spanish attachment for students with Spanish proficiency.

SPN 418 Spanish Language Attachment (1)

The Spanish Language Attachment allows a student who is taking a foreign language literature or civilization course in translation to complete additional reading and research in Spanish for one additional credit with the course instructor.

Prerequisite(s): Co-requisite: enrollment in a foreign language, literature, or civilization course taught in English.

SPN 432 Spanish Social Action Practicum (3)

This internship offers students a unique opportunity to enhance their knowledge of a foreign language and language pedagogy while providing a valuable service to the larger community. Students are placed in one of the language magnet schools in the Pittsburgh Public School District to work with elementary or middle-school children as coaches and role models. Students are expected to give a minimum of 30 hours per semester and are supervised by Chatham faculty and school personnel. Students complete assigned readings and a compile a portfolio reflecting the academic and experiential components of the course. Pass/fail grading option only. Students may enroll in the course twice for credit.

Prerequisite(s): One year of Spanish and permission of the instructor.

SPN 491 Independent Study (1)

SPN 492 Independent Study (2)

SPN 493 Independent Study (3)

SPN 494 Independent Study (4)

SPN 498 Tutorial (4)

SPN 499 Tutorial (4)

SWK 101 Introduction to Social Behavior (3)

The goal of the course is to introduce students to basic sociological concepts and methods, including socialization, groups, social institutions, collective behavior, and social change. Emphasis is placed on conceptual and methodological tools necessary for the scientific analysis of human interaction and on society's fulfillment of human needs through health, education, and social welfare systems.

SWK 102 Introduction to Social Work and Social Issues (3)

This course examines selected social issues as well as related social welfare policies and programs. It introduces the profession of social work, key aspects of the professional knowledge base, fields of practice, and populations served by social workers.

SWK 164 Diversity in Health and Illness (3)

This course will examine the impact of culture on health care services and delivery in the United States. The influence of cultural difference on patient/provider interactions will be considered within the cultural competency model. The context of health and illness for groups including African-Americans, Asian-Americans, and Latin-Americans will be included.

SWK 201 Human Behavior in the Social Environment I (3)

This course examines the development of individuals, couples, and families from birth to adolescence within the framework of relevant biological, psychological, sociological, and social work research and theory. Additionally, it examines the evolution of families, groups, organizations, institutions, and communities as systems and their influence on human development and behavior. Attention is also given to the interactions of systems that influence development as well as the impact of gender, race, ethnicity, social, and economic influences on systems and behavior, and implications for social work practice.

Prerequisite(s): PSY 101 or permission of the instructor.

SWK 202 Human Behavior in the Social Environment II (3)

This course is a continuation of Social Work 201. It examines the development of individuals, couples, and families from adolescence to death within the framework of relevant biological, psychological, sociological, and social work research and theory. Additionally, it examines the evolution of families, groups, organizations, institutions, and communities as systems and their influence on human development and behavior. Attention is also given to the interactions of systems that influence development as well as the impact of gender, race, ethnicity, social, and economic influences on systems and behavior, and implications for social work practice.

Prerequisite(s): SWK 201 or permission of instructor.

SWK 212 Social Gerontology (3)

Understanding the aging process through an introductory examination of the biological, psychological, and

physiological aspects of aging. A systematic examination, using an ecological framework of social aspects of aging; of the political, familial, educational; economic; and religious institutions and other noninstitutional forces affecting the elderly in Western society.

#### SWK 224 Juvenile Justice (3)

Examination of biological, psychological, sociological, and ecological theories of juvenile delinquency; its historical and current legal definitions and enabling legislation; statistical resources and activity patterns; and methods of prevention, control, and treatment of juvenile delinquency.

#### SWK 248 Marriage and the Family (3)

This course analyzes marriage and the family in American society: historical development, contemporary economic and cultural pressures, and the impact that social class has upon the nature of family life. The course also contrasts the American family with examples of marriage and family life from other selected cultures and subcultures.

#### SWK 260 Special Topics in Social Work (3)

A topic of current interest in social work. Topics will vary from year to year depending on interest and needs of students. Possible topics include alcoholism and other drug addictions, social work with the developmentally disabled, domestic violence, advocacy in social work, or conflict resolution skills.

#### SWK 321 Social Welfare Policy I (3)

This course examines the history, development, context, and current status of the American social welfare system. The American system is compared with policies and programs in other countries. The specifics of major welfare programs such as Social Security and Temporary Aid to Needy Families are explored.

#### SWK 322 Social Welfare Policy II (3)

This course builds upon and adds to the knowledge gained in Social Work 321. Social welfare policies, programs, and related institutions are examined within the context of the social problems they address. Special focus is given to social welfare policies and programs designed to promote social justice, although economic justice also is addressed. This course also explores the strengths and weaknesses of current interventions and institutions regarding their promotion of social and economic justice.

Prerequisite(s): SWK 321 or permission of instructor.

#### SWK 325 Deviant Behavior (3)

This course examines psychological and sociological theories and research on deviant behavior. Deviancy is examined from biological, psychological, and sociological perspectives, and 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, also are discussed.

Prerequisite(s): SWK 101

#### SWK 346 Seminar in Gerontology (3)

This course will be offered in three stages. First, it will provide for an assessment of student knowledge of gerontology. Second, it will focus substantially upon the research methods used in gerontological research and a

student project. Third, it will provide a forum for the presentation of student research projects.

Prerequisite(s): Completion of all other certificate in gerontology requirements or permission of the instructor.

#### SWK 351 Social Work Practice I (3)

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.

Prerequisite(s): SWK 102. Open only to social work and psychology majors, human services administration minors, or with permission of the instructor.

#### SWK 352 Social Work Practice II (3)

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. Open only to social work majors.

#### SWK 354 Social Work Practice III (3)

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; Open only to social work majors.

#### SWK 355 Social Work Practice IV (3)

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; Open only to social work majors.

#### SWK 391 Internship (1)

#### SWK 392 Internship (2)

#### SWK 393 Internship (3)

#### SWK 451 Field Placement (1)

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, as well as meeting weekly with social work faculty. Students must complete a total of 12 credits of field placement.

Prerequisite(s): Prerequisites or Co-requisites: SWK 352, 354, 355; Co-requisite in the spring term, SWK 460.

#### SWK 452 Field Placement (2)

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, as well as meeting weekly with social work

faculty. Students must complete a total of 12 credits of field placement.

Prerequisite(s): Prerequisites or Co-requisites: SWK 352, 354, 355; Co-requisite in the spring term, SWK 460.

#### SWK 453 Field Placement (3)

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, as well as meeting weekly with social work faculty. Students must complete a total of 12 credits of field placement.

Prerequisite(s): Prerequisites or Co-requisites: SWK 352, 354, 355; Co-requisite in the spring term, SWK 460.

#### SWK 454 Field Placement (4)

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, as well as meeting weekly with social work faculty. Students must complete a total of 12 credits of field placement.

Prerequisite(s): Prerequisites or Co-requisites: SWK 352, 354, 355; Co-requisite in the spring term, SWK 460.

#### SWK 455 Field Placement (5)

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, as well as meeting weekly with social work faculty. Students must complete a total of 12 credits of field placement.

Prerequisite(s): Prerequisites or Co-requisites: SWK 352, 354, 355; Co-requisite in the spring term, SWK 460.

#### SWK 460 Integrative Seminar in Social Work (3)

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.

#### SWK 491 Independent Study (1)

#### SWK 492 Independent Study (2)

#### SWK 493 Independent Study (3)

#### SWK 494 Independent Study (4)

#### SWK 498 Tutorial (4)

#### SWK 499 Tutorial (4)

#### THT 141 Acting One (3)

Through exercises, improvisations, and scene work, students broaden and develop their own creativity, gain a deeper understanding of human behavior and interaction, and strengthen analytical skills through character study. Students learn to work with scene partners and develop self-confidence in a performance situation.

#### THT 145 Practicum in Technical Theatre (2)

Students gain experience at stage managing; constructing sets, costumes, and props; hanging and focusing lights; operating lighting and sound systems; and organizing and maintaining the theatre program's stock of sets, costumes, props, and lighting instruments. Under supervision of the theatre program's designer/technical director, students accumulate 45 hours of work.

#### THT 146 Practicum in Technical Theatre (2)

Students gain experience at stage managing; constructing sets, costumes, and props; hanging and focusing lights; operating lighting and sound systems; and organizing and maintaining the theatre program's stock of sets, costumes, props, and lighting instruments. Under supervision of the theatre program's designer/technical director, students accumulate 45 hours of work.

#### THT 147 Stage Craft (3)

This course is a hands-on introduction to the elements of producing scenery, properties, and lighting for a play including construction techniques, tools, and materials. Students practice skills by working on Chatham University theatre productions.

#### THT 149 Play Performance (2)

Students who audition successfully for a theatre production are cast and then permitted to enroll in this course. Over a five-week rehearsal period, they develop roles and explore various aspects of the play in production: genre, author, social context, interpretation, and production style. They also participate in workshops and exercises related to specific needs of the production, e.g., training in the use of dialect period movement, dance, choral speaking, or specific acting styles. May be repeated for up to eight credits. Pass/fail grading only. Students may not register for this course until they have auditioned and been cast in a specific production.

#### THT 150 Play Performance (2)

Students who audition successfully for a theatre production are cast and then permitted to enroll in this course. Over a five-week rehearsal period, they develop roles and explore various aspects of the play in production: genre, author, social context, interpretation, and production style. They also participate in workshops and exercises related to specific needs of the production, e.g., training in the use of dialect period movement, dance, choral speaking, or specific acting styles. May be repeated for up to eight credits. Pass/fail grading only. Students may not register for this course until they have auditioned and been cast in a specific production.

#### THT 210 Puppetry (3)

Students explore designing, building and manipulation techniques as well as the cultural and historical significance of a variety of puppets styles using a diverse assortment of materials. The semester will culminate in a performance.

#### THT 231 Acting Two (3)

This class focuses on strengthening the actor's ability to attain a higher level of truth, presence, and spontaneity on stage. Students examine in further detail the link between the script, playwright and stage.

Prerequisite(s): THT 141

#### THT 240 Special Topics in Technical Theatre (3)

Students explore in depth a specific area of technical theatre. Topics will vary each semester and may include scene painting, stage management, construction techniques, and prop makeup and costume design.

THT 241 History of Drama (3)

Students encounter theatre masterpieces from classical times to the 20th century across the world and explore the performance arenas, acting styles, and staging methods that gave these scripts life. They examine key playwrights and trends to explore the ways in which theatre both reflects and affects the society that created it.

THT 310 Lighting Design (3)

Students encounter theatrical lighting theories and practices including composition, color, psychological impact, electricity, and the mechanics of developing functional design while staying true to the intention of the script.

Prerequisite(s): IAR 210

THT 315 Scene Design (3)

Students explore the process of designing scenery from script analysis and concept development to the finished design by studying historical periods in style and decoration, techniques of rendering,

Prerequisite(s): IAR 210 and IAR 215

THT 355 Playwriting (3)

Students explore the role of the writer in the theatre and in society to deepen appreciation of the craft of dramatic writing by examining and practicing scriptwriting techniques. Students will also be introduced to the vocabulary of dramatic criticism and further develop the imagination, discipline, and craft of playwriting.

THT 380 Acting for the Camera (3)

THT 391 Internship (1)

THT 392 Internship (2)

THT 393 Internship (3)

THT 458 Directing (4)

Students develop the stage director's crafts: selecting, researching, analyzing, and interpreting the script; rehearsing the actors; coordinating the design and technical elements; and supervising publicity. Each student director prepares a prompt book for a one-act play and mounts the play as part of the New Directions series.

Prerequisite(s): THT 141

THT 498 Tutorial (4)

THT 499 Tutorial (4)

WST 101 Introduction to Women's Studies (3) Fall

Examines the role and status of women in society using a variety of disciplinary perspectives. Students will examine materials that present and challenge cultural assumptions of the nature and roles of women and consider diversity among women.

WST 201 Feminist Theory (3) Spring

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

WST 315 Policy and issues (3)

This course is designed to locate and examine current issues that impact the lives of women, to examine various policies related to these issues, and to explore methods of creating new or modifying existing policies and programs.

Prerequisite(s): WST 101 or WST 201

WST 325 Transnational Perspectives of Gender Identity (3)

This course uses close reading of fiction, film and theory to lead students to analyze their own identities and to an understanding of how those identities and others exist in a global matrix of cultural, economic, and political relationships. We consider categories of identity such as gender, race, ethnicity, class, spirituality, and sexuality, and their roles in a global context as well as the evolving concepts of postcolonialism, hybridity, and multiplicity with an additional focus on migration to understand how political borders affect women's identities.

Prerequisite(s): WST 101 or WST 201

WST 350 Service Internship in Women's Studies (3)

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 PACE center in coordination with the faculty sponsor who monitors her experience.

Prerequisite(s): WST 201

WST 491 Independent Study (1)

WST 492 Independent Study (2)

WST 493 Independent Study (3)

WST 494 Independent Study (4)

WST 498 Tutorial (4)

WST 499 Tutorial (4)

# College for Continuing and Professional Studies

The College for Continuing and Professional Studies (CCPS) at Chatham University provides educational programming for Chatham University students, as well as non-credit coursework for professionals and the community at large. CCPS provides a unique opportunity for students to return to an academic environment from the vantage point of a more mature perspective.

With academic programs developed specifically to educate adults, the College for Continuing and Professional Studies is leading the way in developing a variety of programs for people who have jobs, families and other pressing responsibilities that can compete with their studies. Our streamlined admissions process makes it easier than ever for busy adults to gain admission to important career-enhancing online graduate and undergraduate education, incorporating the rigor and quality for which Chatham University is well-known.

The following programs are available at the College for Continuing and Professional Studies at Chatham University:

## Online Degree Programs

Whether it is in the health care industry, writing, or the corporate sector, professionals are required to demonstrate advanced academic degrees, but must work to maintain their full-time jobs. Our programs are competitive, and yet still characterized by personal attention, with a staff of Admissions Specialists and Student Support Specialists to help you through, answer any questions you might have, and provide one-on-one guidance. The College of Continuing and Professional Studies is committed to making the experience of completing a degree or certificate program easier than ever for busy adults.

### *Online Bachelor's Degree Program*

**RN-to-BSN:** Chatham College has a rich history of providing quality educational opportunities to students in health care and nursing. Leveraging this experience, the College for Continuing and Professional Studies provides the same knowledge online – conveniently and in a flexible format – for the busy registered nurse. The online Bachelor of Science in Nursing (BSN) is designed to develop the professional knowledge and skills of working registered nurses.

### *Online Master's Degree Program*

**Master of Professional Writing (MPW):** Chatham College's online MPW is a broad-based course of study that leads to a unique, professional degree. Students take a series of courses that expose them to a variety of organizational, executive and technical writing challenges and culminate in a final project designed to unify and focus students' newly honed skills. By bringing together students from a variety of backgrounds and interests and engaging in a broad-based curriculum, the MPW offers an educational experience that more accurately reflects the realities of today's shifting and expanding business world. Students will gain experience working in a variety of business formats and discourses, and will be prepared to assume positions that demand highly-developed communication skills such as technical writer, content developer for the web, public relations specialist, advertising copywriter, freelance journalist and more.

**Masters Degrees in the Health Sciences (MHS) (Master of Arts in Wellness and Master of Health Science):** The online MHS program is designed to stimulate health care professionals and those who seek to be by exploring the

evolving nature of the health care industry, as well as gain a better understanding of the future of health care. Development of skills such as critical thinking, insightful analysis, and self-directed learning will help to prepare clinicians to develop personally and professionally, with possibilities for advancement in clinical medicine, academics, research, administration, or public service. This flexible post-professional degree program offers a variety of course work, in a convenient, accelerated, seven-week online format, for continued personal and professional enhancement. More and more, clinically trained health care providers are required to demonstrate advanced academic degrees in the competitive job market. Potential students who could benefit from this coursework include nurses, medical technologists, radiology technicians, physician assistants and others.

**Doctor of Nursing Practice (DNP):** The DNP builds on Chatham's BSN and MSN programs, preparing nurses to practice as clinical leaders in the health care delivery system or as nurse educators. Graduates of the DNP program have skill sets and competencies to function in executive leadership and nurse educator roles, depending on the student interest and career trajectory. Students meeting the prerequisites can complete the DNP in 16 months (27 credits) and 500 clinical hours, which includes a Capstone Experience. DNP courses include Developing Practice Scholarship; Ethical Issues; Evidence-Based Practice; Grantsmanship; Professional Communication for Nurse Executives; and Quality Improvement in Health Care.

**Doctor of Occupational Therapy (OTD):** The College of Continuing and Professional Studies at Chatham University offers you the opportunity to earn a Professional Doctorate of Occupational Therapy (OTD). This 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.

### **Other (Non-Online) Programs:**

**Infant Mental Health Certificate:** The new Infant Mental Health 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 emphasizes service learning and experiential opportunities. The certificate program is available to degree-seeking students as well as to individuals in the Infant Mental Health field who desire to take courses to satisfy continuing education requirements.

**Water Aerobics:** This course is taught at Chatham University's new comprehensive fitness facility, which houses a state-of-the-art swimming pool.

**Music and Arts Day Camp:** For more than fifty years, Chatham's Music and Arts Summer Day Camp has been providing children with an imaginative and interactive journey through the fine and performing arts. Children are encouraged to explore the arts and our many existing recreational activities, which help create an unforgettable summer experience for them.

### *Non-Degree Seeking (General Credit) Students*

A number of Chatham University and CCPS classes are open to non-degree seeking students, as a non-matriculated student, for general credit. Non-matriculated students are not candidates for any degree offered by Chatham University or CCPS, and some restrictions apply. Students who intend to transfer credits to a degree program at another school, should make sure that school will accept the credits on transfer before registering at Chatham.

More information about general credit classes and becoming a non-matriculated student is available on our website at: <http://sce.chatham.edu/forms>.

### **Policies and Procedures**

CCPS is a division of Chatham University and as such operates under the same general set of policies and procedures as does the larger institution. However, because of the different nature of our student constituencies and learning delivery systems not all policies apply equally. For more specific information, please consult [www.chathamonline.info](http://www.chathamonline.info).

Registration Procedures – Graduate students at Chatham University may take up to 6 credits through the College for Continuing and Professional Studies. In order to register for a credit-bearing CCPS course, students must complete the add/drop/withdraw form and have it approved by both their advisor and the College for Continuing and Professional Studies.

### **Admissions**

The College of Continuing and Professional Studies offers graduate and undergraduate degrees as well as certificates, largely online, (although some programs require short residences on the Chatham campus). For more information about any of these programs, including application procedures and forms, please visit the CCPS website at [www.chathamonline.info](http://www.chathamonline.info).

- Bachelor of Science in Nursing (for practicing RNs)
- Master of Health Science
- Master of Arts in Wellness
- Master of Professional Writing
- Professional Doctor of Occupational Therapy
- Doctorate in Nursing Practice
- Certificate in Gift Education
- Certificate in Infant Mental Health

Reflecting our commitment to education build for adult students, CCPS's degree and certificate programs are "open entry," meaning that applicants can be conditionally admitted. The application process itself is quick, easy and straightforward. Full admission is granted upon satisfactory completion of two courses in the program. For more information on this process, please visit our website at [www.chathamonline.info](http://www.chathamonline.info).

## Degree Programs

### Masters in Health Science

The Mission of the MHS Program is to stimulate health care professionals to explore in an attempt to gain a better understanding of the evolving nature of the health care industry, as well as gain a better understanding of the future of healthcare. Development of skills such as critical thinking, insightful analysis, and self-directed learning will help to prepare clinicians to develop personally and professionally, with possibilities for advancement in clinical medicine, academics, research, administration, or public service.

Chatham University is now offering a Master's degree in Health Sciences (MHS) to individuals who are currently working in health care or those who seek to gain a better understanding of the healthcare industry. This 36-credit Master's degree program offers continued personal and professional enhancement. More and more, clinically trained health care providers are required to demonstrate advanced academic degrees in the competitive job market. This MHS degree will provide the learner with an experience that will examine the comprehensive scope of the healthcare industry and health care issues as they relate to clinical practice.

#### *Degree Requirements*

36 credits, including:

HSC 500	Principles of Evidence Based Practice (3)
HSC 501	Research and Analysis in Health Care (3)
HSC 502	Life Span Issues and Health Care (3)
HSC 503	Diversity Issues in Health Care Delivery (3)
HSC 504	Principles of Health Care Education (3)
HSC 600	Current Issues in Health Care (3)
HSC 601	Healthcare Policy and Medical Ethics (3)
HSC 602	Fundamentals of Public Health (3)
HSC 603	The Business of Health Care (3)

3 approved electives (9)

### Doctorate of Nursing Practice

The Doctorate of Nursing Practice (DNP) prepares nurses with a clinical doctorate to practice as a clinical leader in the health care delivery system or as a nurse educator in a nursing education system. Graduates of the DNP program have skill sets and competencies to function in executive leadership and nurse educator roles depending on the student interest and career trajectory. DNP graduates will be prepared to function as nurse executives in either health care or educational systems.

#### *Degree Requirements:*

8 courses, including:

NUR 700	Structure & Application of Contemporary Nursing Knowledge (3)
NUR 702	Developing Practice Scholarship (3)
NUR 703	Ethical Issues (3)
NUR 704	Quality Improvement in Health Care (3)
NUR 705	Evidence-Based Practice (3)
NUR 706	Professional Communication for Nurse Executives (3)

NUR 707	Grantmanship (3)
NUR 799	Capstone Experience (6)

## **RN-BSN**

Chatham College has a rich history of providing quality educational opportunities to students in health care and nursing. Leveraging this experience, the College for Continuing and Professional Studies provides the same knowledge online – conveniently and in a flexible format – for the busy registered nurse. The online Bachelor of Science in Nursing (BSN) is designed to develop the professional knowledge and skills of working registered nurses.

## **Doctor of Occupational Therapy**

The College of Continuing and Professional Studies at Chatham University offers you the opportunity to earn a Professional Doctorate of Occupational Therapy (OTD). This 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.

### *Degree Requirements:*

10 Courses, including:

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	Applied Evidence-Based Practice (3)
OTD 752	Education Theory and Technology (30)
OTD 760	Ethics and Leadership (2)
OTD 766	Methods of Evaluation (3)
OTD 770	Capstone I: Design and Implementation (3)
OTD 771	Capstone II: Evaluation and Presentation (4)

## **Master of Professional Writing**

Because employers want people with strong communication skills, especially writing, Chatham’s Master of Professional Writing degree provides students with a program of study that leads to viable and in-demand career options. Students will explore the practice of writing in a variety of professional contexts, including technical writing, speech writing, business correspondence, writing for electronic media, journalism, and critical writing. Students may also incorporate courses that build on their abilities as creative writers while retaining a professional

focus. The Professional Writing program is a one-year program with courses offered on-line through the School of Continuing Education.

Degree Requirements:

10 courses, including:

PWR 601 Introduction to Professional Writing (3)

PWR 699 Professional Writing Practicum (3)

8 courses from the following:

PWR 605 Speech Writing (3)

PWR 616 Technical Writing and Editing (3)

PWR 625 Business Writing and Editing (3)

PWR 632 Science Writing (3)

PWR 641 Financial Writing and Editing (3)

PWR 653 Newspaper and Magazine Writing and Editing (3)

PWR 662 Writing for Digital Media (3)

PWR 673 Web Design and Development I (3)

PWR 674 Web Design and Development II (3)

### **Masters in Wellness**

The Mission of the MAW Program is to stimulate health care professional to explore in an attempt to gain a better understanding of the evolving nature of the health care industry, as well as gain a better understanding of the future of healthcare as it directly relates to the wellness industry. Learners expand their knowledge base with exposure to the various realms of wellness. These skills allow for development of best practices, targeting spiritual, nutritional, physical, social, intellectual and emotional wellness. The direct benefits of a focus on wellness allows for an aggressive stance on disease prevention and chronic disease management, providing for a healthier population. Development of skills such as critical thinking, insightful analysis, and self-directed learning will help to prepare clinicians to develop personally and professionally, with possibilities for advancement in clinical medicine, academics, research, administration, or public service.

Chatham University is now offering a Master's degree in Wellness (MAW) to individuals who are currently working in health care or those who seek to gain a better understanding of the wellness industry. This 36-credit Master's degree program offers a variety of coursework in a convenient, accelerated, 7 week online format, for continued personal and professional enhancement. More and more, clinically trained health care providers are required to demonstrate advanced academic degrees in the competitive job market. This MAW degree will provide the learner with an experience that will examine the comprehensive scope of the healthcare industry and health care issues as they relate to the wellness industry.

### *Degree Requirements*

12 courses, including:

WLN 500 Principles of Evidence Based Practice (3)

WLN 501 Fitness and Health (3)

WLN 502 Life Span Issues in Health Care (3)

WLN 503 Spiritual Wellness (3)

WLN 504 Principles of Health Care Education (3)

WLN 600 Wellness Physiology (3)  
WLN 601 Broadening the Parameters of Disabilities (3)  
WLN 602 Healthy Aging, Nutrition and Wellness (3)  
WLN 603 Integrative and Holistic Health Care (3)  
3 approved electives

## College for Continuing and Professional Studies Course Descriptions

### HSC 500 Principles of Evidence Based Practice (3)

An examination of the practice and impact of evidence based medicine on the decision making processes surrounding patient care, availability of resources, and determination of best practices.

### HSC 501 Research and Analysis in Health Care (3)

An overview of quantitative and qualitative research methodology as a method to review medical literature.

### HSC 502 Life Span Issues and Health Care (3)

Provides a clinical and business-focused study of health care needs across the lifespan.

### HSC 503 Diversity Issues in Health Care Delivery (3)

Exploration of the impact of cultural, ethnic, gender, racial, and other issues as they impact the delivery of health care.

### HSC 504 Principles of Health Care Education (3)

Discussion of issues related to the delivery of health care information and its impact upon treatment and outcomes.

### HSC 600 Current Issues in Health Care (3)

Learners explore current trends in clinical medicine, health care delivery, legal issues, public policy and other areas that impact the delivery of health care in the United States and globally.

### HSC 601 Healthcare Policy and Medical Ethics (3)

Explores the policies and issues that govern patient care delivery and how laws, trends, and ethical considerations impact medical practice.

### HSC 602 Fundamentals of Public Health (3)

Analysis of the public health system in the United States and its role in delivery of care and monitoring of disease.

### HSC 603 The Business of Health Care (3)

Examines issues of reimbursement for services and financial aspects of the provision of care in the United States with comparisons to other health care models.

### NUR 402 Health Politics & Ethics in Nursing (3)

This course is designed to explore the role of health policy and ethics as they related to the practice of nursing. Students will compare and contrast ethical principles and legal issues that impact the delivery of nursing services. Topics covered will include patient rights, end of life issues, financing health care, federal and state regulatory issues, informed consent, and organ transplantation.

### NUR 403 Issues in Women's Health Nursing (3)

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.

#### NUR 404 Community, Environment Health Nursing (3)

This course provides a framework for the development of nursing interventions promoting environmental health for individuals and communities. Students are placed in public health agencies for clinical practicum. Tools to assess the environmental health of a select community will be evaluated. Students will explore a particular nursing issue in greater depth as it relates to their clinical placements (air pollution, childhood cancers, toxic waste, noise exposure, etc).

#### NUR 405 Cross-Cultural Nursing (3)

This course provides a theoretical framework for the delivery of culturally competent nursing care. Concepts of illness, health, and wellness will be explored from a cultural belief system perspective. Recognizing cultural diversity, integrating knowledge of culture, and delivery of nursing care in a culturally appropriate/culturally sensitive manner will be studied.

#### NUR 406 Issues in Geriatric Health Nursing (3)

This course will provide an overview of issues relevant to geriatric health nursing. Nursing assessment techniques specific to older adults will be explored. 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.

#### NUR 407 Nursing Research (3)

This course is designed to enable students to critically analyze nursing research and determine the appropriateness of use of such nursing research in clinical practice. Ethical principles of nursing research, particularly the protection of human subjects and other ethical accountabilities inherent in the researcher's role will be explored. Students will identify a clinical problem relevant for investigation and select appropriate data collection methods. The completion of a research proposal is a requirement of this course.

#### NUR 408 Nursing in Underserved Populations (3)

This course provides a framework for the development of nursing interventions promoting health for underserved populations with a focus on minority health promotion. Students are placed in select primary settings devoted to the care of underserved/minority populations. Students will explore a particular nursing issue in depth as it relates to their clinical placements (access to health care, infant mortality, resources, cultural/communication barriers, issues related to aging)

#### NUR 499 Nursing Practicum (5)

This is the final course in the RN to BS Nursing program. Through the exploration of unifying nursing leadership themes (influence, integrity, compassion, commitment, challenge, empowerment) students design, implement and evaluate a nursing leadership project in a clinical setting.

#### NUR 702 Developing Practice Scholarship (3)

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 is the foundation for the culminating Capstone project focusing on improving practice or nursing education.

#### NUR 703 Ethical Issues (3)

This course provides a foundation for values, codes, and principles governing decisions in nursing practice,

conduct, and relationships. There is specific emphasis on knowledge of ethics and ethical decision making specific to ethical decision-making in advanced practice roles.

#### NUR 704 Quality Improvement in Health (3)

This clinical course focuses on the role of the executive nurse leader in quality improvement initiatives. The emphasis is on skills and competencies needed to provide a scientific knowledge base for leadership in quality healthcare and systems of change focusing on outcomes.

#### NUR 705 Evidenced Based Practice (3)

This clinical course provides a foundation for evidence-based practice integrating scientific research advancing nursing leadership. This course consists of a clinical component where students engage in an evidence-based practice project with their assigned mentor applying concepts of evidence-based practice.

#### NUR 706 Professional Communication for Nurse Executives (3)

This course introduces students to strategies to improve professional communication with peers, subordinates, and patients in the health care environment.

#### NUR 707 Grantsmanship (3)

This course introduces students to strategies, skills, and technical competencies for grantsmanship for nurse leaders and executives.

#### NUR 799 Capstone Experience (6)

This course provides an opportunity for the student to complete a specific project that demonstrates student synthesis of the student's work and lays the groundwork for future scholarship. This course culminates in a tangible and deliverable academic product derived from the practice immersion experience and is reviewed and evaluated by a designated faculty committee.

#### OTD 760 Ethics and Leadership (2)

The applied ethics portion of this course is an integrated review of the principles of ethics specific to therapy practice. Topics include: professionalism, reasoning, code of ethics, societal values and mores, conflicts of interest, and ethical patient care. The leadership and management portion of the course is an integrated review of the principles of leadership and management specific to therapeutic practices. Topics include: professionalism, strategic planning, supervision, quality assessment, marketing, principle-centered leadership, moral imperatives of leadership, and clinician as manager and leader.

#### OTD 766 Methods of Evaluation (3)

Linked to PTH 774/OTD 774 Education Theory and Technology, 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 770 Capstone I: Design and Implementation (3)

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 the faculty mentor, administrators, and other professionals to gain skills in current technological tools used in the teaching-learning environment.

#### OTD 771 Capstone II: Evaluation and Presentation (4)

Professional students apply concepts from PTH 774/OTD 774 Education Theory and Technology and PTH 793/OTD 793 Methods of Evaluation as they evaluate the efficacy of implemented programs and present their findings. Presentations are conducted on the Chatham College campus to the Master of Occupational Therapy Program's faculty, students, and area clinicians. Additionally, the professional student writes and submits a brief report for professional publication or grant application.

#### PWR 601 Introduction to Professional Writing (3)

This foundational course is designed as an introduction to professional writing genres, models, standards, and formats of the online Master of Professional Writing degree. The course features practical writing and editing experience in a collaborative work environment. The class will establish a basic level of writing skills among MPW students and will begin with the development, or enhancement, of students' skills in analysis, synthesis, summarizing, and expository writing. In the latter part of the course, students focus on the techniques that make professional writing flow and hold the reader's interest. A workshop approach helps beginning writers learn to craft their work so that it reads smoothly and communicates effectively. Topics include creating leads that command interest, developing a story or idea without foundering, making graceful and unobtrusive transitions, enriching the theme, and perfecting the ruthless art of self-editing. Students write short essays and critique their own published work.

#### PWR 605 Speech Writing (3)

This course gives students the confidence and skills to write speeches that will inform and captivate their audiences. With an interactive format taking students through a variety of techniques that will improve their writing skills, this course also offers the opportunity for specific skills to be learned, including grabbing your audience-writing great openings; how to structure your speeches; communicating technical information and facts; and writing a great finish.

#### PWR 616 Technical Writing and Editing (3)

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.

#### PWR 625 Business Writing and Editing (3)

This course teaches students the rhetorical principles and writing practices necessary for producing effective business letters, memos, reports, and collaborative projects in professional contexts. All sections are offered in networked computer classrooms to ensure that students taking the course are prepared for the writing environment of the 21st century workplace. The course teaches the rhetorical principles that help students shape their business writing ethically, for multiple audiences, in a variety of professional situations.

#### PWR 632 Science Writing (3)

This course focuses on the practice of writing about science, environment, medicine, and technology for audiences ranging from the general public to scientists and engineers. It starts with basic science writing for lay audiences, emphasizing organization and clear writing techniques and also explores problems of conveying highly complex technical information to multiple audiences, factors that influence science communication to the public, and interactions between scientists and journalists.

#### PWR 641 Financial Writing and Editing (3)

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.

#### PWR 653 Newspaper and Magazine Writing and Editing (3)

This course explores how newspaper and magazine reporters approach writing stories for newspapers, magazines, and/or electronic media. The course focuses on developing necessary skills in journalism. Class time is devoted to such topics as interviewing, sourcing of stories, accuracy, fairness, voice and audience. Case studies examine professional ethics and the role of the journalist in framing public discourse. Finally, the course also explores the ways that online publishing is affecting what journalists write, how they write it, and how the public reads it.

#### PWR 662 Writing for Digital Media (3)

This class will prepare students to enter these fields by teaching the strategies and skills needed to make compelling interactive experiences. Specifically, students will focus on developing their abilities to conceptualize, design, and create multimedia applications. Areas of focus will include: strategies for understanding and documenting audience needs and expectations; basics of effective user interface design; and typical process and artifacts involved with multimedia application development.

#### PWR 673 Web Design and Development I (3)

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.

#### PWR 674 Web Design and Development II (3)

A continuation of Web Design and Development I, this course will advance student knowledge and understanding of multimedia authoring tools.

#### PWR 699 Professional Writing Practicum (3)

This course must be taken as each student's last course in the MPW program. This capstone course is a self-directed, guided independent practicum in which the student will produce a written project to the specifications of a "client" in one of the disciplinary areas of study. At the same time, students will have the opportunity to participate in a workshop-style program in which they will analyze the editorial and communication interests of various consumers of writing services (corporate communication offices, magazines, online venues, etc.). The workshop will explore many areas of the business of being a writer and cover copyright and contracts, cover and query letters, standard business practices – and strategies for success.

#### WLN 500 Principles of Evidence Based Practice (3)

An examination of the practice and impact of evidence based medicine on the decision making processes surrounding patient care, availability of resources, and determination of best practices.

WLN 501 Fitness and Health (3)

Exploring the impact of the components of fitness and exercise physiology as they relate to overall wellness.

WLN 502 Life Span Issues and Health Care (3)

Provides a clinical and business-focused study of health care needs across the lifespan.

WLN 503 Spiritual Wellness (3)

Exploring how the spiritual wellness connection impacts the body, mind, and soul.

WLN 504 Principles of Health Care Education (3)

Discussion of issues related to the delivery of health care information and its impact upon treatment and outcomes.

WLN 600 Wellness Physiology (3)

Examination of the impact of physiologic disease on the physical component of wellness and the biochemical alterations that occur with successful wellness interventions.

WLN 601 Broadening the Parameters of Disabilities (3)

The impact of physical, mental, emotional, and learning disabilities on the individual and family will be examined, targeting effective health promotion activities.

WLN 602 Healthy Aging, Nutrition and Wellness (3)

Wellness and health promotion will be examined through nutrition and dietary modification. Promotion of the concept of “healthy aging” will be addressed.

WLN 603 Integrative and Holistic Health Care (3)

Examining the public health impact of complementary and alternative therapies for the welfare of the whole person.

## College for Graduate Studies

The College for Graduate Studies offers women and men masters and doctoral programs in the liberal arts and professional disciplines such as interior architecture, business, health sciences, teaching and writing. Programs in landscape architecture, nursing, occupational therapy, physical therapy, and physicians assistance studies are nationally accredited, while the creative writing program earned national recognition for its innovation.

Academic quality, innovation, and professional growth are hallmarks of the College for Graduate Studies. The experiences are enhanced by small class sizes fostering greater student-faculty interaction and a dynamic learning environment. Designed to respond to workforce needs, program directors and faculty interact with colleagues throughout the Pittsburgh and southwestern Pennsylvania region, providing opportunities for students to interact with professionals in their respective fields. Students have the opportunity to enhance their professions or launch a new career within a unique learning environment.

With most classes scheduled evenings and weekends, students can better balance their personal and professional lives with their time on campus. All programs include some opportunity for research or applied training in the discipline. Opportunities may include internships, clinical experiences and international study opportunities as part of the curriculum.

Selected program highlights reflect the broad array of offerings.

- Psychology and Education (Teaching, leadership) focus on both the personal and professional growth of students, emphasizing human-centered values and approaches.
- Communication, Art and Design (Film and Digital Technology, Interior Architecture, Landscape Architecture, Landscape Studies, Creative Writing) Chatham University's ground breaking MFA focuses on nature, environment and travel writing. Innovative and creative, it is the premier graduate program for nurturing creative writers interested in the environmental imagination and place-based writing. Landscape Architecture is comprehensive by definition -- the art and science of analysis, planning design, management, preservation and rehabilitation of the land. The MFA in Film and Digital Technology benefits from collaboration with Pittsburgh Film Makers, providing an excellent opportunity for students to gain first hand knowledge in the field.
- Sciences and Health Professions (Biology, Nursing, Physical Therapy, Physician Assistant, Occupational Therapy) As an integral part of Chatham University, these programs educate professionals who will advance the quality of human life through excellence in clinical and scientific practice. The programs educate autonomous practitioners who will meet the challenges of a dynamic health care environment and support scholarly activity that bridges science and clinical practice. These and other health science programs are meeting the needs of a changing population.
- Business and Policy (Business Administration, Organizational Change, Accounting; in conjunction with the H. John Heinz III School of Public Policy at Carnegie Mellon University, Public Policy and Management) The business programs are unique in their focus on the differences between men and women as leaders as well as the value of diversity in business organizations. In small classes, students apply management concepts to diagnose and solve practical problems in a supportive and collaborative environment. The challenging and technologically relevant curriculum is taught by faculty whose business experience and academic credentials enliven the small interactive classes. Chatham's long-standing commitment to educating future leaders broadens the learning experience of all students.

## Graduate Admissions and Financial Aid

### Graduate Admissions

Chatham's graduate programs are coeducational. Degrees include the following: Master of Arts in Landscape Studies (M.A.L.S.), Master of Arts in Teaching (M.A.T.), Master of Business Administration (M.B.A.), Master of Business Administration for Healthcare Professionals, Master of Fine Arts in Film and Digital Technology (M.F.A.), Master of Fine Arts in Creative Writing (M.F.A.), Master of Interior Architecture (M.I.A.), Master of Science in Interior Architecture (M.S.I.A.), Master of Landscape Architecture (M.L.A.), Master of Occupational Therapy (M.O.T.), Doctor of Physical Therapy (D.P.T.), Master of Physician Assistant Studies (M.P.A.S.), Master of Science in Counseling Psychology (M.S.C.P.), and Transitional Doctor of Physical Therapy (D.P.T.). GRE scores are required for the Doctor of Physical Therapy program. GRE scores are not required for all other applications. Well-qualified students may be able to complete a combined baccalaureate/master's degree program through the Chatham Five-Year Masters Program. These programs are available across all undergraduate majors in conjunction with all graduate programs, except the Doctor of Physical Therapy, Master of Interior Architecture, and Master of Landscape Architecture programs.

### *International Applications*

In addition to fulfilling graduate admissions 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 scores – 600 or above on the paper-based test (or 250 or above on the computerized test) are required for citizens of non-English speaking countries. Applicants whose TOEFL scores are below 600 may be eligible for provisional admission (consult the Office of International Programs).
- Official TWE (Test of Written English) score of 5 or 6 is recommended
- for graduate admission
- Official IELTS scores – 6.5 or above
- Proof of financial resources to cover educational and living expenses while attending Chatham
- U.S. visa information if currently residing in the United States

### Application to Health Sciences Programs

#### *Applying to the Doctor of Physical Therapy Program*

The D.P.T. program does not accept pass/fail grades in prerequisite courses. Pass/fail grades 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. The D.P.T. program does not accept prerequisite courses taken more than ten years earlier.

Conditional acceptances may be granted pending successful completion of prerequisites for these programs.

### Doctor of Physical Therapy Admission Requirements

- Baccalaureate degree from an accredited college or university
- Cumulative prerequisite course GPA of 3.0 or better (4.0 scale); grades of D are not acceptable in prerequisite courses
- Overall undergraduate GPA of 3.0 or better (4.0 scale)
- Required prerequisite courses (completed or planned to be completed before the first term of the program)
- Onsite interview
- Demonstration of the ethical, personal, and professional qualities necessary to fulfill the role of the physical therapist
- Completed application for admission:
- Official transcripts verifying cumulative GPA of 3.0 or above from all accredited colleges and universities attended
- Satisfactory score on GRE
- Evidence of community service unrelated to health care
- Three references: two academic, one other
- Evidence of volunteer experience in a physical therapy setting

### Doctor of Physical Therapy Prerequisites

- Biology, with lab (two terms)
- Chemistry, with lab (two terms)
- Physics, with lab (two terms)
- Animal or Human Physiology (one term\*)(prefer human)
- Human Anatomy (one term\*)
- Introduction to psychology
- Developmental psychology
- Statistics

\*If taking anatomy with physiology, both Anatomy & Physiology I and II are necessary to fulfill the anatomy and physiology requirement.

### *Applying to Transitional Doctor of Physical Therapy Program*

Applicants should contact Chatham College, Graduate Admissions, Woodland Road, Pittsburgh, PA 15232, or the physical therapy program director. Admission is limited to persons who are licensed physical therapists in the United States with a minimum of a baccalaureate degree from an accredited college or university.

- TDPT application available on-line or from Office of Admissions
- Résumé and/or additional supporting information on professional activities
- Copy of current state license in physical therapy
- Satisfactory TOEFL score for licensed physical therapists trained outside of the United States

### *Applying to the Master of Physician Assistant Studies Program*

Chatham University's Physician Assistant Studies program is now a member of the Centralized Application Service for Physician Assistants (CASPA). All applicants applying for the Physician Assistant Studies Program must complete the on-line CASPA application and submit applications and relevant materials (transcripts and recommendations) through CASPA (<http://secure.caspaonline.org>).

Applicants must also complete and submit the Physician Assistant Studies Shadowing form. A shadowing experience is required for applicants to the M.P.A.S. program. Shadowing forms are available from the Office of Admissions.

Students may also print the PDF version from our website, [www.chatham.edu](http://www.chatham.edu), and mail it to the Chatham University Admissions office, or they may complete and submit the on-line form on our website.

The M.P.A.S. program does not accept pass/fail grades in prerequisite courses. Pass/fail grades 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. The M.P.A.S. program does not accept prerequisite courses taken more than 10 years earlier.

After an initial review of the application materials, interviews will be scheduled with qualified candidates to determine further eligibility. Because practice as a professional requires competence in oral and written communications, students will be expected to demonstrate these competencies at the time of the on-campus interview and writing assessment.

Conditional acceptances may be granted pending successful completion of prerequisites for these programs. Provisional acceptances may be granted to candidates with a grade point average (GPA) of less than a 3.0 who show extreme promise through their other achievements.

Chatham undergraduate students who plan to apply for the M.P.A.S. program are encouraged to complete the liberal arts major of their choice. Students should begin completing prerequisite courses during the sophomore year.

#### Master of Physician Assistant Studies Admission Requirements

- Baccalaureate degree from an accredited college or university
- Cumulative prerequisite course GPA of 3.0 or better (4.0 scale); grades of D are not acceptable in prerequisite courses
- Overall undergraduate GPA of 3.0 or better (4.0 scale)
- Required prerequisite courses (completed or planned to be completed before the first term of the program)
- On-campus panel interview and written interview questions
- Demonstration of the ethical, personal, and professional qualities necessary to fulfill the role of the physician assistant
- Completed application for admission through CASPA ([www.caspaonline.org](http://www.caspaonline.org)):
- Official transcripts verifying cumulative GPA of 3.0 or above from all accredited colleges and universities attended
- Evidence of community service/volunteer experience (either related to healthcare or not healthcare related)
- Completion of shadowing experience and shadowing form
- Three references: one academic, one from a volunteer/work experience, one other (candidate’s choice)

#### Masters of Physician Assistant Studies Prerequisites

- General biology, with lab (two terms)
- General chemistry, with lab (two terms)

- Physiology (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.
- 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.
- Microbiology (one term)
- Genetics (one term)
- Statistics (one term)
- General psychology (one term)
- Developmental psychology (a course covering at least infant and child development)
- Nutrition (recommended but not required) (one term)
- Immunology (recommended but not required) (one term)

#### *Applying to the Master of Occupational Therapy Program (MOT)*

Applicants should complete the Master of Occupational Therapy Application for Admission and submit it to Graduate Admissions, Office of Admissions, Chatham University, Woodland Road, Pittsburgh, PA 15232.

All application materials must be complete by May 1 of the year a student plans to enroll. May 1 is a priority deadline. Candidates may still submit applications after May 1. Chatham will continue to operate on rolling admissions after May 1 until the class is full. College students should have their current semester transcripts sent to the Chatham University Office of Admissions as soon as possible after the end of each semester. After an initial review of the application materials, interviews will be scheduled with qualified candidates to determine eligibility. Conditional acceptances may be granted pending successful completion of prerequisite courses. Provisional acceptances may be granted to candidates with a grade point average (GPA) of less than a 3.0 who show extreme promise through their other achievements.

The M.O.T. 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, an average 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 M.O.T. admission are encouraged to complete the liberal arts major of their choice. Students should begin completing prerequisite courses during their sophomore year.

The nonrefundable application fee for the M.O.T. program is \$45.

#### Master of Occupational Therapy Admission Requirements

- 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 of D 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
- Completed application for admission, including:
- Official transcripts verifying cumulative GPA of 3.0 or above
- Evidence of community service
- Evidence of volunteer/work experience in an occupational therapy setting
- 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
- Transcript self-evaluation form reporting prerequisite courses
- Nonrefundable application fee of \$45

### Masters of Occupational Therapy Prerequisites

Although all applicants must satisfactorily complete the following courses in order to be eligible to begin the Chatham University M.O.T. program, completion of all courses is not a requirement for submitting an application.

- Anatomy (one term). If taking anatomy with physiology, both Anatomy and Physiology I and Anatomy and Physiology II are necessary to fulfill this requirement.
- Physiology (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 are not acceptable.
- Developmental psychology (one term). A combination of developmental psychology courses that cover the life span from birth to death are also acceptable.
- Statistics or research methods (one term)

Practice as a professional requires proficiency in oral and written communication. Students will be expected to demonstrate these proficiencies at the time of the on-campus writing assignment and interview.

### **Applying to Non-Health Science Degree Programs**

Applicants should complete the Graduate Application for Admission and submit it to Graduate Admissions, Office of Admissions, Chatham University, Woodland Road, Pittsburgh, PA 15232.

Chatham accepts applications to these programs throughout the year for enrollment during the fall, spring and summer terms. Applications are accepted on a rolling basis. Conditional acceptance may be granted pending successful completion of prerequisite coursework as recommended by the program director. Provisional 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.

### *Master of Interior Architecture Admission Requirements*

The interior architecture program has a March 1 preferred application deadline with rolling admissions.

- Baccalaureate degree from an accredited college or university.
- Overall undergraduate GPA of 3.0 or above on a 4.0 scale
- Completed and signed application for admission, including:

- Official transcripts from all colleges and universities attended
- A personal statement of intent explaining why you would like to pursue a graduate degree in interior architecture.
- Curriculum vita or résumé
- Two letters of recommendation
- Nonrefundable application fee of \$45 (check or money order payable to Chatham University)

*Master of Science in Interior Architecture Admission Requirements*

The interior architecture program has a March 1 preferred application deadline with rolling admissions.

- Baccalaureate degree from an accredited college or university in interior design or architecture
- Overall undergraduate GPA of 3.0 or above on a 4.0 scale
- Completed and signed application for admission, including:
- Official transcripts from all colleges and universities attended
- A personal statement of intent explaining why you would like to pursue a graduate degree in interior architecture. Students must also identify an area of specialization and a possible topic for research.
- Curriculum vita or résumé
- Two letters of recommendation
- Nonrefundable application fee of \$45 (check or money order payable to Chatham University)

*Master of Landscape Architecture and Master of Arts in Landscape Studies Admission Requirements*

- Baccalaureate degree from an accredited college or university
- Overall undergraduate GPA of 3.0 or above on a 4.0 scale
- Completed application for admission, including:
- Official transcripts from all colleges and universities attended
- Completed and signed application form
- Résumé and/or additional supporting information on professional or volunteer activities
- Nonrefundable application fee of \$45 (check or money order payable to Chatham University)
- Two letters of recommendation
- Essay

*Master of Fine Arts in Film and Digital Technology Admission Requirements*

- Baccalaureate degree from an accredited college or university
- Overall undergraduate GPA of 3.0 or above on a 4.0 scale
- Completed application for admission, including:
- Official transcripts from all colleges and universities attended
- Completed and signed application form
- Résumé and/or additional supporting information on professional or volunteer activities
- Nonrefundable application fee of \$45 (check or money order payable to Chatham University)
- Two letters of recommendation
- Portfolio of work

*Master of Fine Arts in Creative Writing Admission Requirements*

- Baccalaureate degree from an accredited college or university

- Overall undergraduate GPA of 3.0 or above on a 4.0 scale
- Completed application for admission, including:
- Official transcripts from all colleges and universities attended
- Completed and signed application form
- Résumé and/or additional supporting information on professional or volunteer activities
- Nonrefundable application fee of \$45 (check or money order payable to Chatham University)
- Two letters of recommendation (one from a professor who has reviewed your writing)
- Sample of writing prepared for publication or academic review

*Master of Arts in Teaching Admission Requirements*

- Baccalaureate degree from an accredited college or university
- Overall undergraduate GPA of 3.0 or above on a 4.0 scale
- Passing PPST Praxis Test Scores
- Completed application for admission:
- Official transcripts from all colleges and universities attended
- Completed and signed application form
- Essay
- Résumé and/or additional supporting information on professional/volunteer activities
- Nonrefundable application fee of \$45 (check or money order payable to Chatham University)

*Master of Business Administration Admission Requirements*

- Baccalaureate degree from an accredited college or university
- Overall undergraduate GPA of 3.0 or above on a 4.0 scale
- Completed application for admission, including:
- Official transcripts from all colleges and universities attended
- Completed and signed application form
- Two letters of recommendation
- Résumé and/or additional information concerning professional or volunteer activities
- Nonrefundable application fee of \$45 (check or money order payable to Chatham University)
- Essay

*Master of Business Administration for Healthcare Professionals Admissions Requirements*

- Baccalaureate degree from an accredited college or university
- Overall undergraduate GPA of 3.0 or above on a 4.0 scale
- Proficiency in written and oral communications, college level math, and computer usage including word processing, spreadsheets, databases, and the Internet are required
- Students are also expected to bring at least 2 years of work experience in a health care organization and to have some managerial experience
- Completed application for admissions including:
- Official transcripts from all colleges and universities attended
- Completed and signed application form
- Two letters of recommendation
- Résumé and/or additional information concerning professional or volunteer activities

- Nonrefundable application fee of \$45 (check or money order payable to Chatham University)
- Interview required instead of GMAT
- Essay

*Master of Accounting Admission Requirements*

- Baccalaureate degree from an accredited college or university
- Overall undergraduate GPA of 3.0 or above on a 4.0 scale
- Proficiency in written and oral communications, college level math, and computer usage including word processing, spreadsheets, databases, and the Internet are required.
- Completed application for admissions, including:
- Official transcripts from all college and universities attended
- Completed and signed application form
- Two letters of recommendation
- Résumé and/or additional information concerning professional or volunteer activities
- Nonrefundable application fee of \$45 (check or money order payable to Chatham University)
- Interview required instead of GMAT
- Essay

*Requirements for Non-Accounting Undergraduate Majors*

If a student has not completed an undergraduate major in accounting and desires to complete the Master of Accounting degree, she or he would have to complete the following undergraduate accounting courses or course equivalent with program director's approval:

- Financial Accounting Principles I
- Financial Accounting Principles II
- Intermediate Accounting I
- Intermediate Accounting II
- Federal Tax Accounting
- Cost Accounting
- Auditing

*Master of Science in Counseling Psychology Admission Requirements*

- Baccalaureate degree from an accredited college or university
- Overall undergraduate GPA of 3.0 or above on a 4.0 scale
- Undergraduate courses in psychology, biology, and statistics where required as prerequisites to related graduate courses in the program
- Completed application for admission, including:
- Official transcripts from all colleges and universities attended
- Completed and signed application form
- Résumé and/or additional supporting information on professional or volunteer activities
- Nonrefundable application fee of \$45 (check or money order payable to Chatham University)
- Two letters of recommendation
- Essay

## 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 Federal Stafford 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 College 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 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.

## Financial Aid Application Process

To be considered for financial aid, a student must complete:

- The FAFSA as soon as possible after January 1. The FAFSA may require four weeks' processing time. 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 with a participating lender (applies only to students awarded a Stafford Loan).
- All students who are selected for verification will be required to submit (1) a completed Verification Form; (2) verification of all nontaxable income, if applicable; (3) signed copies of the student's (and spouse's, if married) federal income tax return from the calendar year preceding the academic year for which aid is requested.

## Student Loan Program

Please note that the majority of Stafford Loans are delivered to Chatham University through electronic funds transfer. If students choose a lender that is not on our Preferred Lender list, Stafford loan funds may come in the form of a check, which requires a student signature. 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.

- 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 graduate students must complete 18 credits for every two terms of enrollment. Part-time graduate students must complete 75 percent of credits attempted for every two terms of enrollment. Both full-time and part-time graduate students must maintain a 2.0 cumulative GPA. Please note that some graduate programs have specific academic guidelines, which must be met to continue enrollment.

#### *Federal 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. To obtain this loan, the student must complete a master promissory note with a lending institution in addition to filing the FAFSA. The application can be completed online at [www.chatham.edu](http://www.chatham.edu).

#### *Federal 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. To obtain this loan, the student must complete a master promissory note with a lending institution in addition to filing the FAFSA.

Chatham offers the following financing option for students who choose not to apply for Federal Stafford loans:

#### Federal PLUS

This loan is made available through lending institutions to graduate students who are enrolled at least part-time. Applicants must submit to the lending institution a loan application for credit analysis. The interest rate is adjusted every July 1. Repayment begins within 60 days after the loan is fully disbursed. Deferment options are available. Eligibility requirements and funding for the programs described here are subject to change without notice.

#### 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 loans can be deferred, until six months after graduation, provided you are enrolled at least part-time, which is six credits. These programs require credit worthiness or a co-signer. For more information on these types of loans, please visit [www.chatham.edu](http://www.chatham.edu). Eligibility requirements and funding for the programs described here are subject to change without notice.

#### Interest-Free Monthly Payment Plan

This payment plan provides a way for students to divide their yearly educational costs into manageable monthly installments instead of paying one lump sum each term at registration. The cost is \$35 per term or \$50 for fall and spring combined. Because this plan is not a loan, no interest is charged. Students interested in the monthly payment plan should contact Student Services at 412-365-1777 for a brochure and application.

### Employer-Paid Tuition

If your employer is paying your tuition and you would like to defer the payment of your tuition from the first day of class until 30 days after grades are published, then you should follow these steps before the start of class for each term:

- Complete an Employer-Paid Tuition Form (available on the Chatham website)
- Have an authorized official at your company sign the form and send it by mail or fax to Student Services before the start of classes. Our fax number is 412-365-1643. The form must be received no later than the add/drop deadline for the term.

When Student Services receives the form, we do two things:

- Refrain from charging your account monthly late fees (\$25 per month) for the length of that term.
- Charge your student account a Tuition Reimbursement Fee (a one-time charge of \$25 per term to compensate for the delay in payment.)

Full payment of your student account is due no later than 30 days from the time grades are published for the term. If payment is not received by that time, your account will be considered delinquent and subject to all penalties associated with delinquent accounts.

It's 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.

Please remember to complete the form for each term you are attending classes.

### **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 \$5,000 in unsubsidized Stafford Loans.

### **Refund of Excess Financial Aid**

Students may be eligible for a refund if their financial aid and/or other credits exceed current semester charges. Refunds are issued weekly after the add/drop period once all charges and financial aid have been applied to the student account. All refunds are automatically mailed directly to the student's permanent address on file. Students who would like to request their refund be held for pick-up, or to request that Chatham University retain their refund to cover future expenses, must complete a Refund Authorization Form. This form must be completed within the first two weeks of each semester to ensure the refund is processed correctly.

The refund check will be made payable to the student unless the refund balance is generated by the receipt of a Parent Plus loan. In that event, the refund will be made payable to the parent and mailed to the parent's address.

Please note: if a student has paid tuition via credit card and funds are received that create a credit balance, the funds are returned to the credit card, not the student.

## Graduate Financial Information

### Tuition & Fees

Graduate tuition and fees are charged according to the following schedule:

#### *Graduate Program and Teacher Certification*

Tuition.....	\$653 per credit
For all graduate and teacher certification programs unless otherwise noted. Nine (9) credits is considered to be full-time for graduate students enrolled in fall, spring, or summer terms.	
Campus Fee.....	\$12 per credit
Student Liability Insurance Fee.....	\$20 per term
(Required of students in the counseling psychology and education programs only.)	

#### *Master of Physician Assistant Studies*

Tuition.....	\$10,390 per term
Campus Fee.....	\$150 per term
Combined Lab/Liability Insurance Fee.....	\$140 per term

#### *Master of Occupational Therapy*

Tuition.....	\$7,416 per term
Campus Fee.....	\$150 per term
Combined Lab/Liability Insurance Fee.....	\$140 per term

#### *Doctor of Physical Therapy*

Tuition.....	\$9,237 per term
(Students enrolled prior to the 2005-06 academic year.)	
Tuition.....	\$8,155 per term
(Students enrolled in the 2005-06 academic year and beyond.)	
Campus Fee.....	\$150 per term
Combined Lab/Liability Insurance Fee.....	\$140 per term

### Room and Board

#### *Housing*

Housing charges are computed under the following schedule:

Linzer Apartments.....	\$4,000 per term
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Residence Housing Deposit.....\$150

This is a non-refundable housing deposit used to reserve a space in campus housing.

Housing Damage Deposit.....\$200

Residential students must pay a one-time damage deposit. The deposit is placed in escrow for the length of the resident’s stay in the residence hall. The deposit, less any amount owed to the College, is refunded upon graduation or withdrawal.

*Meal Plans*

Commuter and resident graduate students have the option of purchasing any one of the meal plans offered by the College. Each meal plan comes with “flex” dollars to be used in the snack bar, coffee bar, or dining hall. Students may use flex dollars for themselves, or they may use them for guests’ meals. Students may change their meal plan during the add/drop period each term by completing a new Meal Plan Contract, available in the Student Accounts Office. Meal plan changes will not be permitted after the add/drop period each term. Unused meals are forfeited at the end of each term. Unused flex dollars are forfeited at the end of the academic year.

Students who live in University apartments are required to be on a special apartment meal plan. Unused meals are forfeited at the end of each term. Unused flex dollars are forfeited at the end of the academic year. Students may opt to choose one of the residential meal plans (see above) in lieu of the Apartment Meal Plan.

Students can also purchase special Cougar Dining Dollars (similar to the flex dollars included with meal plans), which can be used in the snack bar, coffee bar, or dining hall. They may be purchased in \$50 increments and must be prepaid. Cougar dollars do not expire until the student leaves Chatham. More information about Cougar Dining Dollars is available in the Student Accounts Office.

Meal Plan charges are computed under the following schedule:

Plan A	Residential Plan	19 Meal Plan + \$50 Flex	\$1,946 per term
Plan B	Residential Plan	14 Meal Plan + \$100 Flex	\$1,946 per term
Plan C	Residential Plan	10 Meal Plan + \$200 Flex	\$1,946 per term
Plan D	Apartment Plan	25 Meals + \$200 Flex	\$360 per term
Plan E	Commuter Plan	25 Meals + \$200 Flex	\$360 per term
	Flex		\$360 per term

*Miscellaneous Charges and Fees*

Admission Application Fee

Graduate Health Sciences.....\$45 per application

Other Graduate Programs.....\$45 per application

Teacher Certification.....\$45 per application

The admission application fee is a non-refundable fee charged for processing an admission application and is not applied as credit to the student account.

Audit Fee.....\$25 per course

Any full-time student who registers for a course on a recorded audit basis is charged a non-refundable audit fee, payable at the time of registration. The academic regulations for overload must be maintained. Part-time and non-matriculated students enrolled during the fall and spring terms, and all students enrolled during the summer terms, must pay all regular credit tuition and fees.

- Collection Fee.....Varies  
This fee is charged to the student in the event a student account is determined uncollectible by the University and it is assigned to collections agency. The exact amount of the collection fee will vary based upon the delinquent account balance.
- Continual Registration Fee.....\$653  
This fee allows students to remain registered for the term with full-time status while completing graduate research.
- Graduation Fee.....\$100 per degree  
This one time fee covers the cost of the diploma and graduation materials and services.
- Health Services/Medical Professional Fee.....Varies  
The University bills the student directly for physician office visits and various services. A listing of fees is available in Health Services.
- Late Add/Drop Fee.....\$50 per course  
Any student who receives permission to make a course change to their schedule after the end of the add/drop period will be assessed this fee.
- Late Financial Clearance Fee.....\$150 per term  
This fee is assessed to students not financially cleared by the published tuition due date each term.
- Late Payment Fee.....\$35 per month  
This fee is assessed monthly to any student account for which payment was not received by the due date indicated on the monthly account statement.
- Late Registration Fee.....\$150 per term  
This fee is assessed to continuing students who process a new registration after the open registration period published each term.
- Laundry Fee.....\$50 per term  
All students living in a residence hall or the Chatham Apartments will be assessed this fee for the unlimited use of the onsite laundry facilities. Residents of Linzer and Chung apartments use coin-operated machines and are not assessed this fee.
- Photography Course Fee.....\$50 per course  
This fee is charged for all photography and audiovisual courses requiring additional instructional supplies.
- Replacement ID Card Fee.....\$25 per card  
This fee is charged to students who obtain a replacement ID.
- Returned Check Fee.....\$50 per check  
Students will be assessed this fee for any check returned for insufficient funds, closed account, stop payment order, or for any other reason that would cause the check to be returned to the University.
- Student Accident and Sickness Insurance Policy.....\$650 per term  
See section on Student Accident and Sickness Insurance for further information.
- Student Teacher Placement Fee.....\$473  
This fee covers the cost of teacher placement charged by the school district.

## 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 also available by completing the appropriate remittance attached to the invoice. 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 College 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 also available by completing the appropriate remittance attached to the Account Statement. 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 will 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.

### *Student Accident and Sickness 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 Accident and Sickness Insurance Plan is available to all matriculated students. Enrollment can be completed

directly with the insurance agent, Special Risk Consultants, Inc., with the Enrollment Form found in the brochure mailed to all students. A charge of \$660 will be placed on the students fall and spring student account to cover the cost of the plan. Students should work with the Financial Aid Office to ensure that the cost of the plan is included in the calculation of the overall cost of attendance for Student Financial Aid packaging.

Full-time students who have alternate coverage may waive enrollment in the Chatham University Accident and Sickness 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 Accident and Sickness 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, room, and board charges only; non-refundable 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:

#### Fall/Spring

- Before the first day of the semester 100%
- 1st – 14th day of semester 80%
- 15th – 28th day of semester 50%
- 29th day of semester and beyond 0%

#### Maymester/Summer

- Before the first day of the semester 100%
- Before end of add/drop 80%
- Semester less than or equal to 30% complete 50%
- Semester greater than 30% complete 0%

After the Institutional Refund Policy is applied, any balance is due upon withdrawal. Any credit amount will be refunded within 14 business days.

For the purpose of computing any refund, a student's withdrawal date is the date the student initiates the withdrawal process by filing a notice of withdrawal or leave of absence.

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. If the student affairs division gives clearance for the student to live off-campus, the College will refund the student's initial \$200 housing damage deposit, less any amount owed for damages.

Students can change to another meal plan only until the end of the add/drop period. If a student wishes to change her meal plan after the add/drop period, such a change would need to be approved by the vice president of student affairs. Should approval be granted, charges will be prorated. The date for this calculation is the date on which the vice president of student affairs receives written notification of the student's intent to change her meal plan.

Appeals regarding the institutional refund policy should be addressed in writing to the director of student accounts.

### *Return of Federal Funds*

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 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:

Students who withdraw from the University before 60 percent of the term may have a percentage of federal aid returned to the federal government. Federal financial aid includes the Pell grant, SEOG, Perkins loan, Stafford loans (subsidized and unsubsidized), and PLUS loans. This mandatory recalculation is based upon the percentage of earned aid using the following formula: Percent earned = Number of days completed in the term up to withdrawal date divided by the total number of days in the term. This is the percentage of federal financial aid disbursed that is permitted to be applied toward institutional charges.

The amount of federal financial aid that will be returned to the federal government is based upon the percent of unearned aid using the following formula: Aid to be returned = 100 percent minus percent earned times the amount of aid disbursed towards institutional charges.

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.

Funds are to be returned in the following order:

- Unsubsidized Federal Family Educational Loans (FFEL)
- Subsidized FFEL Loans
- Federal Perkins Loans
- FFEL PLUS Loans
- Federal Pell Grants
- Federal SEOG
- Other Title IV assistance for which a return of funds is required
- Other federal, state, private, or institutional funds
- Student

## **Graduate Academic Programs and Procedures**

### *Graduate Academic Programs*

Chatham's graduate academic programs, built on the College's historic strengths, are designed to serve women and men striving to enter the professional marketplace. With graduate programs in biology, business administration, counseling psychology, creative writing, film and digital technology, interior architecture, landscape architecture, landscape studies, leadership and organizational transformation, occupational therapy, physician assistant studies, physical therapy, and teaching, Chatham will continue the task of identifying other viable areas of graduate education opportunities.

### *Graduate Academic Regulations*

The following are general guidelines for all graduate programs. More specific academic regulations are available from the program director of the relevant graduate program.

### *Academic Credit*

A credit hour is the unit of academic credit for all graduate courses. Credit hour graduation requirements are specified by each graduate degree program.

### *Academic Load*

Unless otherwise specified by the graduate program, the normal, full-time academic load during any term is nine credit hours per term. Short session classes are considered as part of the fall, spring or summer terms. Maymester session is included within the spring term.

### *Academic Overload*

A student pursuing a graduate degree registered for more than 16 credits in any one term 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 of all the student's program directors. Academic overload request forms are available in Student Services.

Academic overload is determined by the total number of credits for which a student is registered during one term, irrespective of whether the student is enrolled in a master's program, Five-Year Masters Program, or dual master's degree program.

### *Graduate Continuing Registration Credit*

All non-health Sciences 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. All students must be registered for this credit from the time they complete all other course work until the time they graduate. A student registered for no other classes will not be considered for graduation unless she or he is registered for graduate continuing credit during the term of graduation. Registration for graduate continuing credit does not apply to the summer term unless a student intends to graduate at the end of a summer term.

Registering for the graduate continuing credit will classify students as less than part-time with regard to financial aid. Students pay tuition for one credit, which allows students access to computing services and e-mail and access to the library and other student services.

#### *Statute of Limitations*

Students enrolled in a graduate program 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 appropriate program director, for an extension for a limited period if such extension is sought before the five-year limit expires.

#### *Credit Transfers*

The College for Graduate Studies will not accept credits in transfer that were completed more than five years prior to admission to a graduate program at Chatham University. Students may transfer a maximum of six credits into a graduate program from a prior institution with permission of the director of the program. All transfer credits must be submitted to the University prior to initial matriculation into a Chatham graduate program. Courses submitted for transfer after initial matriculation will not be accepted. Students may also transfer up to six hours of graduate coursework taken at Chatham as part of another graduate.

### **Schedule Changes**

#### *Registration*

All registration, adding, and dropping of courses occurs online. Students must register for classes during the published open registration period. Registration after these dates may significantly reduce the availability of classes open for enrollment. Continuing students who register for classes after the open registration period will be assessed a \$150 Late Registration Fee. This fee is non-refundable.

#### *Adding and Dropping Courses*

Students may add or drop courses, with the approval of their advisors, 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 a special permission form available in Student Services. The length of the add/drop period depends on the length of the term.

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

There are no academic penalties for adds and drops occurring within the prescribed deadlines. However, there may be financial or financial aid penalties for adds or drops that occur after the first day of class. See the institutional refund policy for more information.

After the conclusion of the add/drop period, students wishing to add, drop, or change credits or grading options must petition the dean of the college. Late adds and drops are normally limited to unusual circumstances that can

be documented in writing. A fee will be charged for any authorized course change occurring after the prescribed deadlines.

Students wishing to add or drop courses after the deadline must correctly fill out and submit an add/drop form, along with a letter of petition and any supporting documentation, to the dean of the college. Blank add/drop forms are available in Student Services.

#### *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 term, a grade of W will be recorded on the transcript as an official withdrawal. During the Maymester term, the withdrawal period is through the first two weeks of the term. Students wishing to withdraw from courses must fill out and submit a withdrawal form to Student Services. The deadlines for registration changes for summer terms and other non-standard terms are available in the online academic calendar.

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 college dean, who will make the decision and notify the Registrar and the student's program director.

#### *Exemption from and Substitutions for Courses*

Exemptions from and substitutions for courses will be approved by the relevant program director in conjunction with the dean. This may include equivalent professional work.

#### *Auditing Courses*

Students in Health Sciences generally may not audit courses except in the case of 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 regular per-credit tuition and fees apply to the audited course. The course audit option is restricted to Chatham courses and does not apply to independent studies. No credit is granted for course audits. A student can indicate on the cross audit application that she or he would like to have the course audit recorded in her or his transcripts. If the student wants to have the audit recorded on her or his transcripts, she or he must 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. No additional recording fee is charged for the recorded audit.

### **Grades**

The grades in use are as follows:

Grade	Grade Point Value	Description
A	4.00	Excellent
A-	3.67	
B+	3.33	Satisfactory
B	3.00	
B-	2.67	
C+	2.33	Minimal Performance

C	2.00	Course must be repeated to count toward degree
F	0.00	Unsatisfactory performance, no credit
P		Pass, minimal value C+ (in the M.P.A.S. program, minimal value
NG		No Credit
I		Incomplete work in a course
W		Withdrawal from a course with no penalty

No course with a grade of C or below will count toward a graduate degree. If a student earns a C in any of the courses required for a graduate degree, the course must be repeated. A second C in a repeated course will be cause for dismissal from the program. Any grade below a C may be cause for dismissal from the program.

The registrar reports all grades and credits earned to all students and their advisors at the close of each term.

#### *Incomplete Grade*

The incomplete, or I, is a temporary grade given only when extenuating circumstances prevent completion of all course work on time. Incomplete grades will not be granted for Maymester courses. To remove an I grade, a student must complete all required work in the course no later than the end of the following regular long term. Failure to do so automatically results in failure in the course. Incomplete grade requests must be submitted by the last day of classes. Request forms may be obtained from Student Services.

#### *Repeat Courses*

When a graduate student repeats a course, the transcript shall record both enrollments and both grades, but only the second grade shall be included in the calculation of the GPA.

#### *Appeal of Grades*

A challenge to a grade received in a course, thesis, tutorial, 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.

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 informally. If the grievance is not settled, the student may then file a petition with the appropriate dean, who will seek informal reconciliation in consultation with the program director. A student challenging a grade received in a course may file a petition with the dean no later than 120 calendar days after the date on which the grade was due in the Office of the Registrar.

If reconciliation is not achieved at the college level, the student may file a petition with the vice president for academic affairs. The decision of the vice president for academic affairs is final in the grade appeal process. A petition must be filed with the vice president for academic affairs no later than five working days after receiving the division chair's decision in the case. The vice president for 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 for academic affairs will inform the student and the faculty member of the decision in writing.

### *Academic Standing*

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 by this same criterion. Students not in good academic standing are subject to provisional status or dismissal.

The health science programs require that a student maintain a cumulative GPA of 2.5 on a 4.0 scale.

Academic standing for students in the Master of Physician Assistant Studies program is described in the “Policies and Procedures” section of the Physician Assistant Program Handbook.

Appeals of continuing financial aid decisions are made in writing to the director of financial aid and are reviewed in consultation with the relevant program director. Appeals of academic status decisions are made in writing to the relevant program director and are reviewed in consultation with the dean of The College of Graduate Studies.

### *Appeal of Academic Regulations*

There are three levels of appeal: appeal of academic regulations is made in writing first to the director of the graduate program; if the issue remains unresolved, a written appeal may be made to the Graduate Programs Committee; finally, a written appeal may be made to the dean of The College of Graduate Studies.

### **Transcripts**

Graduates and students whose student accounts are in good standing may request an official copy of their College records. Requests for transcripts, submitted in writing, should be directed to the Registrar’s office, and will be processed within two business days without a fee. Students may also be issued a transcript over the counter upon immediate request or have a transcript sent by Fed Ex Express Service (overnight) for a \$20 fee. Requests for Fed Ex Express Service must be received by noon for same day pickup. Students whose accounts are delinquent cannot receive official transcripts until accounts are paid in full, including late fees and collections costs, if any.

Upon request at Student Services, currently enrolled students will be provided with an unofficial transcript at no charge.

### **Chatham University Honor Code and Academic Integrity Policy**

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 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 as 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*

Faculty members must make a responsible effort to confront the student with the evidence of dishonesty within five working days of discovering a case of suspected cheating or plagiarism. Three possible scenarios follow: If, after talking with the student, the faculty member is satisfied that no offense occurred, no further action is warranted.

If the student admits to wrongdoing, the faculty member must send an academic dishonesty form to the Office of Student Affairs for inclusion in the student's conduct file. In general, if this is the student's first incident of academic dishonesty, the faculty member may decide what penalties will apply, and the student will not be called before the Student Conduct Board (SCB). However, there may be instances when a first incident is serious enough to warrant sending the student to the SCB; this decision is at the faculty member's discretion.

If the student denies responsibility and the faculty member continues to believe academic dishonesty has occurred, the faculty member must send an academic dishonesty form to the Office of Student Affairs to inform the SCB of the incident and that the issue has not been resolved. SCB will then convene a hearing. Procedures for convening and conducting a SCB hearing are available in the Student Handbook (Chapter 4).

Upon receipt of an academic dishonesty form, the advisor to the SCB will inform the reporting faculty member whether the student has been involved in other incidents of academic dishonesty. Faculty members should take this information into account when deciding on course-specific penalties.

### *Sanctions and Penalties for Cheating and Plagiarism*

Faculty members may decide on the penalty for the first incident of academic dishonesty. Penalties should reflect the severity of the offense. Typical penalties include:

- requiring the student to resubmit the assignment or take a new examination
- failing the student on the assignment or examination
- lowering the student's grade for the course
- failing the student for the course

Regardless of the penalty decided upon, the faculty member must report the incident to the Office of Student Affairs by filing an academic dishonesty form.

For a second or subsequent incident, the student must also go before the SCB which will determine the appropriate course of action over and above the course-specific actions decided on by the course instructor. In addition to the above penalties, sanctions may include academic probation, suspension, or expulsion from the University.

The student may appeal the above decisions in writing to the Office of Academic Affairs within seven working days.

If the student has admitted to or been found responsible for academic dishonesty, the dean of students will maintain the first academic dishonesty form in the student's file. If no further incidents of academic dishonesty occur, the record will be destroyed upon graduation or separation from the University. If the student has committed two or more offenses, the academic dishonesty forms and their disposition become part of the student's permanent University record.

### *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.

### *Summer Study*

All graduate programs at Chatham University are 12-month programs, with curricular progression designed to include summer studies. In addition, many of the prerequisites for graduate programs at Chatham are scheduled during summer terms.

### *Dual Masters Policy*

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 or more master's degrees under the following circumstances:
- The program director in charge of the degree in which the student is seeking credit must approve the credits.
- Each student must complete at least 30 graduate credits that are unique to that program.
- 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 with a previous master's degree from Chatham may apply credits toward a second master's degree according to the above guidelines only if they obtained the degree less than four years prior to the term in which they begin their course of study for their second degree.
- Graduate students may not enroll in more than two master's degree programs concurrently.
- Five-Year Masters Program students may not enroll concurrently in a second master's degree.
- 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.)

## **Academic Resources and Services**

### **Academic Advising**

All new graduate students are assigned to a faculty advisor in their programs. The College'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.

## Graduate Certificates and Degree Programs

### Certificate in Conflict Management

The graduate Certificate in Conflict Management is designed to bring skills in conflict resolution to Master's level professionals and advanced graduate students in a variety of fields including leadership, organizational development, social work, counseling, business, education and more. The Certificate provides a theoretical foundation on the nature of conflict and its socio-political context in diverse global, national, and local institutions, such as government, businesses, and community organizations in both the for profit and humanitarian sectors. Employers recognize the importance that such expertise brings to the workplace.

Advanced standing in a Master's degree program required for admission.

#### *Certificate Requirements:*

12 credits, including the following:

- CMR 520 Conflict, Ideology, and Radical Social Change (3)
- CMR 530 Introduction to Alternative Dispute Resolution and Processes (3)
- CMR 640 Special Topics: Advanced Issues in Conflict Transformation (3)
- CMR 591/592/593 Mediation Clinics/Mediators Without Borders/Internship (3)

Students who do not have the suggested pre-requisite courses may be asked to take them before admission to the certificate program.

#### *Suggested Pre-Requisites:*

- BUS 670 Business Ethics in a Global Context (3)
- HIS 526 The Arab-Israeli Conflict (3)
- LOT 601 Foundations of Organizational Psychology (3)
- LOT 606 Group Processes and Facilitation (3)
- BUS/LOT 635 Managing a Diverse Workforce (3)
- LOT 630 Principles of Community Organizing, Advocacy and Activism (3)
- PSY/LOT 617 Psychology and Culture of Identity (3)

### Master of Science in Biology

The Master of Science in Biology program is a one-year accelerated master's program with an emphasis on anatomy and physiology. This program is designed for recent graduates who wish to increase their knowledge of biology prior to entering medical school, veterinary school, pharmacy school, PhD. Programs, or other advanced areas of study. It is also appropriate for biologists who wish a master's degree to advance in the workplace or to teach at the community college level. Limited part-time options are also available for those who wish to work while continuing their studies, in which case two years is the typical time to completion.

### *Degree Requirements*

13 courses, including:

7 required courses:

BIO 502	Human Gross Anatomy (6)
BIO 506	Principles of Neuroscience (4)
BIO 532	Biostatistics (3)
BIO 623	Methods of Biological Research (3)
BIO 698	Thesis I (2)
BIO 699	Thesis II (3)
PTH 504	Human Physiology (3)

3 courses from the following:

BIO 452	Computational Drug Design (3)
BIO 508	Developmental Biology (5)
BIO 517	Genetics (3)
BIO 531	Advanced Principles of Cell and Molecular Biology (3)
BIO 524	Field Botany (3)
BIO 525	Plant Development (3)
BIO 540	Biochemistry, Cell, and Molecular Biology Laboratory (2)
BIO 551	Bioinformatics (3)
BIO 553	Special Topics in Biology (3)
BUS 642	Ethical and Legal Issues in Healthcare (3)
BUS 648	Current Issues in Health Care (3)
BIO 438	Biochemistry I (3)
BIO 439	Biochemistry II (3)
HSC 603	Healthcare Policy and Medical Ethics (3) (online only)
LAR 534	Soil Science (3)
LAR 575	Field Ecology (3)
LAR 578	Wetlands Ecology (3)
PSY 503	Applied Biological Psychology (3)
PSY 629	Human Development Across the Lifespan (3)
PWR 632	Science Writing (3) (online only)

Other courses may be chosen in consultation with the Program Director. In addition, the program offers the opportunity to substitute two undergraduate electives for one graduate elective. This may be done only once, and the prior approval of the Program Director is required.

### **Master of Arts in Biology**

The MA is now available as a one-year degree without a thesis, primarily for students heading to medical school, dental school, pharmacy school, physician assistant programs, etc., who wish to improve their credentials and/or complete requirements. Students must complete a total of ten courses (33-34 credits), five of which are electives, allowing the program to be adapted to meet the needs of many different career

goals. Final selection of electives requires approval of the student's academic advisor. Full-time students may only begin in the fall semester. Students may enroll in the program part-time, but should be aware that the majority of courses are not available evenings or weekends.

**Degree Requirements:**

10 courses, including:

5 required courses

BIO 502	Human Gross Anatomy (3)
BIO 504	Human Physiology OR
BIO 525	Plant Development (3)
BIO 506	Principles of Neuroscience (4)
BIO 532	Biostatistics (3)
BIO 623	Methods of Biological Research (3)

\*5 electives, chosen from the following (substitutions require permission of the program director):

BIO 417	Genetics (3)
BIO 418	Chemical Analysis Lab (3)
BIO 431	Biochemistry I (3)
BIO 439	Biochemistry II (3)
BIO 440	Cell/Molecular/Biochemistry Lab (3)
BIO 452	Computational Drug Design (3)
BIO 502	Developmental Biology (5)
BIO 551	Bioinformatics (3)
BIO 552	Computational Drug Design (3)
BIO 553	Special Topics in Biology (3)
BUS 642	Health Care Policy (3)
BUS 648	Current Issues in Health Care
LAR 534	Soil Science (3)
LAR 557	Diseases and Pests (3)
LAR 575	Field Ecology (3)
LAR 578	Wetlands Ecology (3)
PSY 503	Applied Biological Psychology (3)
PSY 629	Human Development Across the Lifespan (3)
PWR 616	Technical Writing and Editing (online) (3)
PWR 632	Science Writing (online) (3)

\*Students may substitute two 200+ level undergraduate courses for one graduate elective with permission of the program director.

### **Master of Accounting**

*Made possible by a generous grant from The PNC Financial Services Group, Inc.*

The Master of Accounting (MAcc) program is designed to help prepare students to take advantage of the many opportunities available in the field of accounting and play an important role in the preparation 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. The MAcc requires students to take ten, three-credit courses from both the accounting and M.B.A. curriculum. Many of these courses are available in concentrated seven week terms so the program can be completed in as little as one year. The courses a student will take will depend upon his/her level of previous accounting and business education and his/her career goals. Each student will receive individual advisory assistance to develop a program of study best suited to his/her educational background and career interests.

#### *Degree Requirements*

Undergraduate Degree, 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 ten three-credit courses. The courses taken will depend upon level of previous accounting and business education and the student's career goals. A minimum of six courses are to be in the accounting area, the other four courses can be further accounting or M.B.A. course electives depending upon the students educational needs and career interests. The student will receive individual advisory assistance to develop a program of study that will best suit their educational background and career interests.

Required Courses: (Choose four of the six below)

- ACT 620 Advanced Financial Accounting (3)
- ACT 625 Cost Analysis (3)
- ACT 630 Advanced Tax Accounting (3)
- ACT 635 Forensic Accounting (3)
- ACT 640 Governmental and Not-For-Profit Accounting (3)
- ACT 645 Accounting Theory (3)

Electives: (Choose six below)

- Any courses not taken from the list above
- ACT 510 Accounting Fundamentals (3)
- ACT 519 Intermediate Accounting I (3)
- ACT 523 Intermediate Accounting II (3)
- ACT 524 Federal Tax Accounting (3)
- ACT 531 Auditing (3)
- ACT 650 Managerial Accounting (3)
- BUS 505 Managing Organizational Behavior (3)
- BUS 512 Fundamentals of Finance (3)
- BUS 517 Economic Analysis for Managerial Decisions (3)
- BUS 519 Global Marketing (3)
- BUS 657 Management Information Systems (3)

BUS 670 Business Ethics in a Global Context (3)  
BUS 675 Advanced Corporate Finance (3)  
BUS 673 Legal Aspects of Business (3)

### **Master of Business Administration**

The challenging and technologically relevant curriculum is taught by faculty whose business experience and academic credentials enliven the small interactive classes. In these classes, students apply management concepts to diagnose and solve practical problems in a supportive and collaborative environment. Chatham's long-standing commitment to educating women for leadership positions crosses into the co-educational M.B.A. and broadens the learning experience of all students.

A central concept of all M.B.A. courses is to continually link theory and practice. The curriculum provides fundamental business knowledge in accounting, finance, marketing, economics, operations, computer and Internet technology, and managing a diverse workforce. These skills are necessary to lead and manage in today's rapidly evolving organizations and global marketplace. Courses such as Managing Organizational Behavior, Global Management and Leadership, Managing a Diverse Workforce, and Human Resource Management explicitly address the organizational challenges, both subtle and obvious, that students encounter in the workplace. Overall students will have the opportunity to explore a variety of business topics in greater depth and to enrich their understanding of organizational complexity

#### *Degree Requirements*

Based upon approval from the Program Director, students who have taken undergraduate business courses and received a B or better may be able to waive up to 6 credits of core course work. Proficiency in written and oral communications, college level math, and computer usage, including word processing, spread sheets, databases, and the Internet, are required. In order to be accessible to the largest number of students, this M.B.A. will be offered in an evening and weekend format in 7 and 14 week sessions.

#### Core (7 required courses -21 credit hours)

ACT 510 Accounting Fundamentals (3)  
BUS 505 Managing Organizational Behavior (3)  
BUS 512 Fundamentals of Finance (3)  
BUS 515 Statistical Research Methods for Business (3)  
BUS 517 Economic Analysis for Managerial Decisions (3)  
BUS 519 Global Marketing (3)  
BUS 635 Managing a Diverse Workforce (3)

#### Track 1 – Business (5 courses -15 credit hours)

ACT 650 Managerial Accounting (3)  
BUS 650 Global Management & Leadership (3)  
BUS 651 Strategic Management: Organizational Change (3)  
BUS 657 Management Information Systems (3)  
BUS 670 Business Ethics in a Global Context (3)

OR

Track 2 – Organizational Change (5 courses -15 credit hours)

PSY 601 Theoretical Frameworks for Organizational Change (3)

PSY 603 Systems Theories, Leadership & Change (3)

PSY 606 Group Process and Facilitation (3)

PSY 609 Foundations of Qualitative Research & Program Evaluation (3)

PSY 624 Principles of Consultation (3) or

BUS 674 Management of Non-profit Organizations (3)

Electives (1 course -3 credit hours)

BUS 625 Human Resources Management (3)

BUS 673 Legal Aspects of Business (3)

BUS 674 Management of Non-profit Organizations (3)

BUS 675 Advanced Corporate Finance (3)

BUS 676 Investments & Portfolio Management (3)

BUS 677 Organizational Training & Development (3)

BUS 678 Entrepreneurship (3)

BUS 693 Independent Study (3)

BUS 694 Internship (3)

BUS 696 Applied Research Project (3)

PSY 625 Principles of Coaching for Leaders (3)

TOTAL: 39 credit hours

**Master of Business Administration for Healthcare Professionals**

As practitioners in medicine, nursing, physical and occupational therapy, and other allied health professions move into management positions, they increasingly realize that their professional education has not prepared them for their new managerial responsibilities. These include responsibility for leading people, developing programs, budgeting and other financial decision making, information retrieval and analysis, human resource management, team development, marketing, and planning.

The M.B.A. for Healthcare Professionals provides these management skills as well as an important, and in some cases necessary, credential for upward mobility in the healthcare field. In addition, this program will help to develop a better understanding of the larger healthcare environment and rapid changes taking place in the industry.

This program requires 36 credits of course work (12 courses). In order to be accessible to the largest number of students, this M.B.A. will be offered in an evening and weekend format in 7 and 14 week sessions.

*Degree Requirements*

Students are expected to bring at least two years of work experience in a health care organization and some managerial experience. Based upon approval from the Program Director, students who have taken undergraduate business courses and received a B or better may be able to waive up to 6 credits of core course work. Proficiency

in written and oral communications, college level math, and computer usage, including word processing, spread sheets, databases, and the Internet, are required.

12 required core courses:

- ACT 510 Accounting Fundamentals (3)
- BUS 505 Managing Organizational Behavior (3)
- BUS 512 Fundamentals of Finance (3)
- BUS 515 Statistical Research Methods for Business (3)
- BUS 517 Economic Analysis for Managerial Decisions (3)
- BUS 519 Global Marketing (3)
- BUS 625 Human Resource Management (3)
- BUS 642 Ethical and Legal Issues in Health Care (3)
- BUS 645 Health Care Policy (3)
- BUS 648 Current Issues in Health Care (3)
- BUS 651 Strategic Management: Organizational Change (3)
- BUS 657 Management Information Systems (3)

### **Master of Fine Arts in Creative Writing**

The Master of Fine Arts in 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:

- Three advanced creative writing workshops (9 hours)
- Three craft courses, one of which must be in the primary genre, and two of which must be Craft of Nature and Environmental Writing and Craft of Travel Writing (9 hours)
- One field seminar (3 hours)
- Four content courses (12 hours; at least two of these courses must be literature-based courses)
- One elective (3 hours; any course from the MFA program or outside of the English department with permission of director)
- Thesis (6 hours)

Three advanced writing workshops (9 credits) chosen from the following:

- ENG 553 Writing Poetry
- ENG 554 Writing Prose Fiction
- ENG 548 Writing Creative Nonfiction
- ENG 556 Writing for Children

Three craft courses, two of which must be The Craft of Environmental and Nature Writing and The Craft of Travel Writing (9 credits).

ENG 583	The Craft of Poetry
ENG 581	The Craft of Fiction
ENG 582	The Craft of Nonfiction
ENG 584	The Craft of Environmental and Nature Writing
ENG 641	The Craft of Screenwriting
ENG 585	The Craft of Travel Writing (prerequisite for field seminar)
ENG 586	The Craft of Writing for Children

- Primary genre craft course must be taken during the fall of student's first year. Craft courses are prerequisites for all workshops of any genre.

Field seminar (674). Students will travel with faculty members to parts of the United States and other countries, respond to the culture and natural world of another locale, and write about their experiences.

Four content courses (12 credits), sample courses include:

ENG 552	Ecofeminist Literature
ENG 519	Frontier Women
ENG522	American Exploration
ENG 527	Ethnicity and Place
ENG 546	Wilderness and Literature
ENG 562	Children's Literature
ENG 541	Writing Personal Legend
ENG 682	Special Topics (2)
ENG 683	Special Topics (3)
ENG 691	Independent Study (1)
ENG 692	Independent Study (2)
ENG 693	Independent Study (3)
ENG 698	Final Manuscript (6)

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.

Note: Students in the Writing for Children Track are required to take ENG 562, Children's Literature, as one of their literature courses.

### *Dual Concentration Requirements*

By taking a craft course and two writing workshops in their secondary genre, students may attain their MFA with a Dual Concentration. Thus, students choosing this option will take one craft course and nine 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 Students may be composed of work in either genre or a combination of both.

### *Certificate in the Teaching of Writing*

Students who wish to earn a Certificate in the Teaching of Writing take an additional nine credits specifically in courses designed to study the pedagogy of writing. Students earning this certificate 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  
ENG 515      Teaching Creative Writing  
ENG 678      Field Placement

### *Concentration in Literary Publishing*

Students who wish to concentrate in literary publishing may take nine hours of related courses to do so.

- 3 hours of publishing courses (usually taught as Special Topics courses)
- 6 hours of independent study/internship with Fourth River literary magazine

### *Concentration in Travel Writing*

Students who wish to concentrate in travel writing may take nine hours of related courses to do so.

- ENG 585      The Craft of Travel Writing (3 hours)
- ENG 674      Field Seminar (taken twice: 6 hours)

## **Master of Arts in Teaching**

The Master of Arts in Teaching (M.A.T.) degree is designed for women and men planning careers in the teaching profession at the early childhood (N-3), elementary (K-6), and secondary levels (7-12 in the areas of biology, chemistry, English, mathematics, physics, social studies); in K-12 art education and environmental education; and special education. The program is based on the premise that successful teachers will need a strong liberal arts education, in-depth knowledge of a chosen discipline, and mastery of current educational theory, practice, and technology. Applicants' transcripts will be reviewed to determine whether students have completed the academic requirements specified by the Pennsylvania Department of Education in the standards for the desired certification area. Successful completion of the PRAXIS Pre-professional examinations in reading, writing and mathematics are also required. All undergraduate requirements for certification in a given area need to be completed before a student is fully accepted into the M.A.T. program.

The M.A.T. degree provides a curriculum differentiated to serve students with a wide range of academic and professional experiences, including those:

- who have no experience in the field of education and are seeking both a master's degree and certification in the Commonwealth of Pennsylvania;
- who are currently teaching in an independent or parochial school without certification and wish to become certified while earning a master's degree.

The M.A.T. program in special education is available for students:

- seeking a master's degree and certification in special education or dual certification in special education and either elementary or secondary education;

- certified in elementary or secondary education, seeking additional certification in special education.

### *Program of Study*

Students with no academic or professional experience in the field of education who are seeking a master's degree and either elementary or secondary certification must complete 45 credits, including:

- 33 credits in professional preparation and content-related courses
- 3 credits in field placement
- 9 credits in student teaching
- Successful completion of the PRAXIS Pre-professional in reading, writing and mathematics prior to full admission to the program, and successful completion of all required Praxis examinations before certification applications can be forwarded to the State Department of Education Bureau of Teacher Preparation and Certification.

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, and
- six credits in college-level mathematics prior to entering the program.

Those individuals with no academic or professional experience in the field of education who are seeking a master's degree with dual certification in special education and either elementary or secondary must complete 64 credits, including:

- 50 credits in professional preparation and content-related courses
- 5 credits in field placement
- 9 credits in student teaching
- Successful completion of the PRAXIS Preprofessional Test in reading, writing, mathematics prior to full admission to the program, and successful completion of all required Praxis examinations before certification applications can be forwarded to the State Department of Education Bureau of Teacher Preparation and Certification.

Students who have experience in the field of education and are seeking a master's degree and/or further certification should contact the program director or academic advisor for specific requirements of their programs of study.

For those students seeking special education certification, a minimum of four 40-hour field experiences (excluding student teaching), totaling approximately 160 hours is required. Additional field experiences are possible and encouraged. Field experiences are equivalent to one credit hour and, in most cases, involve classroom visitation one day per week for at least three hours per visit for the duration of the term. Placements will be based on the particular course or courses in which the student is enrolled. Students will document their experiences in a Special Education Field Experience Record Book. A completed Record Book is to be submitted to the Education Department prior to making application for certification in special education.

### *Certification Programs*

Chatham College also offers a certificate in English as a Second Language (ESL). This 18-credit certificate program offers the student the opportunity to earn a teaching credential which demonstrates specialization in the field of teaching English as a Second language (ESL). According to the Pennsylvania Department of Education, all new and existing teachers in an ESL program must have an ESL certification by the beginning of the 2004-

2005 school year. This training program requires a demonstration of knowledge of the fundamental concepts and practices of English as second language instruction/services that could be provided at either pre-school, elementary or secondary level. Upon completion of the program, the candidate will receive a signed copy of the ESL Training Completion Form listing the program competencies and indicating that the training components have been successfully completed.

*Graduate Certificate in Education for Gifted and Talented Children Requirements*

This certificate is an 18-credit gifted-education program offered by Chatham College. The State of Pennsylvania does not currently offer instructional certification in this area. Education of gifted and talented students is part of Special Education in Pennsylvania.

6 courses, including:

- EDU 651 Education of the Gifted and Talented (3)
- EDU 652 Gifted and Exceptional Children (3)
- EDU 654 Multicultural Gifted Education: Diverse Populations (3)

At least 6 credits from the following:

- EDU 503 Children's Literature, Media and the Arts (3)
- EDU 535 Methods of Teaching Elementary Mathematics (2)
- EDU 536 Methods of Teaching Elementary Science (2)
- EDU 618 Computer Integration (3)
- EDU 648 Special Topics: Environmental Education Experiences in the Schoolyard (3)

Other courses may be chosen as electives in consultation with an education program advisor.

A certificate in the education of gifted and talented children is an 18-credit (six course) graduate certificate, including four required courses and a choice of two additional elective courses. The Commonwealth of Pennsylvania does not currently offer instructional certification in this area.

A certificate in Directorship of Early Childhood Centers is a 24-credit (eight courses) graduate certificate, including five required courses and a choice of additional electives. The Commonwealth of Pennsylvania does not currently offer instructional certification in this area.

*Graduate Certificate in Early Childhood Directorship*

This certificate provides individuals with credentials as specified by the NAEYC as necessary for demonstrating competency as a director of an early learners' facility. Upon completion of this 20 credit experience, participants will receive a certificate specifying the extent and degree of their professional training.

5 courses, including:

- EDU 527 Designing Early Childhood Centers (2)
- EDU 629 School Law (3)
- BUS 520 Fundamentals of Management (3)

- BUS 625 Human Resource Management (3)  
EDU 688 Early Childhood Supervised Practicum (6)

*Degree Requirements – Early Childhood*

44 credits, including:

- EDU 502 Perspectives on Education (2)  
EDU 503 Children’s Literature and the Arts (3)  
EDU 511 Early Childhood Curriculum (3)  
EDU 524 Teaching in a Multicultural Setting (3)  
EDU 527 Designing Early Childhood Centers (2)  
EDU 535 Methods of Teaching Elementary Mathematics (2)  
EDU 536 Methods of Teaching Elementary Science (2)  
EDU 580 Field Placement: School Culture (1)  
EDU 581 Field Placement: Instructional Strategies (1)  
EDU 582 Field Placement: Learning Support/Inclusion (1)  
EDU 607 Child and Adolescent Development in the School Context (3)  
EDU 609 Communication Skills (3)  
EDU 618 Instructional Computer Integration (3)  
EDU 634 Inclusion: Issues and Strategies (2)  
EDU 637 Writing as Learning (3)  
EDU 693 Early Childhood Student Teaching (9)

*Degree Requirements – Elementary*

44 credits, including:

- EDU 502 Perspectives on Education (2)  
EDU 503 Children’s Literature, Media and the Arts (3)  
EDU 524 Teaching in a Multicultural Setting (3)  
EDU 532 Human Geography: Content and Methodology (3)  
EDU 535 Methods of Teaching Elementary Mathematics (2)  
EDU 536 Methods of Teaching Elementary Science (2)  
EDU 580 Field Placement: School Culture (1)  
EDU 581 Field Placement: Instructional Strategies (1)  
EDU 582 Field Placement: Learning Support/Inclusion (1)  
EDU 607 Child and Adolescent Development in the School Context (3)  
EDU 609 Communication Skills (3)  
EDU 613 Elementary School Curriculum (3)  
EDU 618 Instructional Computer Integration (3)  
EDU 634 Inclusion: Issues and Strategies (2)  
EDU 637 Writing as Learning (3)  
EDU 694 Elementary Student Teaching (9)

*Degree Requirements – Secondary (biology, chemistry, English, mathematics, physics or social studies):*

44 credits, including:

- EDU 502 Perspectives on Education (2)

- EDU 515 Secondary School Curriculum (2)
- EDU 516 Teaching Methods in Secondary English (2) or
- EDU 517 Teaching Methods in Secondary Social Studies (2) or
- EDU 518 Methods of Teaching Secondary Science (2) or
- EDU 519 Methods of Teaching Secondary Mathematics (2)
- EDU 524 Teaching in a Multicultural Setting (3)
- EDU 525 Tests and Measurements (3)
- EDU 526 Content Area Literacy (3)
- EDU 580 Field Placement: School Culture (1)
- EDU 581 Field Placement: Instructional Strategies (1)
- EDU 582 Field Placement: Learning Support/Inclusion (1)
- EDU 607 Child and Adolescent Development in the School Context (3)
- EDU 618 Instructional Computer Integration (3)
- EDU 634 Inclusion: Issues and Strategies (2)
- EDU 695 Secondary Student Teaching (9)

3 courses in content area of certification

*Degree Requirements: Art Education and Environmental 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.

*Degree Requirements – Special Education (for students who hold no other teaching certificate)*

64 credits, including:

- EDU 502 Perspectives on Education (2)
- EDU 506 Issues in Special Education (3)
- EDU 524 Teaching in a Multicultural Setting (3)
- EDU 535 Methods of Teaching Elementary Mathematics (2)
- EDU 536 Methods of Teaching Elementary Science (2)
- EDU 582 Field Placement: Learning Support/Inclusion (1)
- EDU 583 Field Placement: Emotional Support (1)
- EDU 584 Field Placement: Transition (1)
- EDU 585 Field Placement: Multiple and Physical Exceptionalities (1)
- EDU 586 Field Placement: Life Skills (1)
- EDU 607 Child and Adolescent Development in the School Context (3)
- EDU 609 Communication Skills (3)
- EDU 613 Elementary School Curriculum (3)
- EDU 618 Instructional Computer Integration (3)
- EDU 629 School Law (3)
- EDU 651 Gifted Education (3)
- EDU 652 Characteristics of Individuals with Physical and Neurological Disorders (2)
- EDU 655 Assessment of Special Needs Students (3)
- EDU 661 Curriculum and Instruction of Individuals with Mild Learning Needs (3)
- EDU 664 Behavior Management in the Classroom (3)

- EDU 668 Curriculum and Instruction of Individuals with Moderate to Severe Disabilities (3)
- EDU 671 Collaboration (3)
- EDU 673 Transition Planning and Adult Services (3)
- EDU 696 Special Education Student Teaching (9)

*Degree Requirements – Special Education (for students who are seeking certification in both elementary and special education)*

70 credits, including:

- EDU 502 Perspectives on Education (2)
- EDU 503 Children’s Literature, Media and the Arts (3)
- EDU 506 Issues in Special Education (3)
- EDU 524 Teaching in a Multicultural Setting (3)
- EDU 535 Methods of Teaching Elementary Mathematics (2)
- EDU 536 Methods of Teaching Elementary Science (2)
- EDU 582 Field Placement: Learning Support/Inclusion (1)
- EDU 583 Field Placement: Emotional Support (1)
- EDU 584 Field Placement: Transition (1)
- EDU 585 Field Placement: Multiple and Physical Exceptionalities (1)
- EDU 586 Field Placement: Life Skills (1)
- EDU 607 Child and Adolescent Development in the School Context (3)
- EDU 609 Communication Skills (3)
- EDU 613 Elementary Curriculum (3)
- EDU 618 Instructional Computer Integration (3)
- EDU 629 School Law (3)
- EDU 637 Writing as Learning: Theory, Practice and Pedagogy (3)
- EDU 651 Education of the Gifted (3)
- EDU 652 Characteristics of Individuals with Physical and Neurological Disorders (2)
- EDU 655 Assessment of Special Needs Students (3)
- EDU 661 Curriculum and Instruction of Individuals with Mild Learning Needs (3)
- EDU 664 Behavior Management in the Classroom (3)
- EDU 668 Curriculum and Instruction of Individuals with Moderate to Severe Disabilities (3)
- EDU 671 Collaboration (3)
- EDU 673 Transition Planning and Adult Services (3)
- EDU 696 Special Education Student Teaching (9)

*Degree Requirements – Special Education (for students who already hold certification in elementary or secondary education)*

48 credits, including:

- EDU 506 Issues in Special Education (3)
- EDU 535 Methods of Teaching Elementary Mathematics (2)
- EDU 536 Methods of Teaching Elementary Science (2)

EDU 582	Field Placement: Learning Support/Inclusion (1)
EDU 583	Field Placement: Emotional Support (1)
EDU 584	Field Placement: Transition (1)
EDU 585	Field Placement: Multiple and Physical Exceptionalities (1)
EDU 586	Field Placement: Life Skills (1)
EDU 618	Instructional Computer Integration (3)
EDU 629	School Law (3)
EDU 651	Education of the Gifted (3)***
EDU 652	Characteristics of Individuals with Physical and Neurological Disorders (2)
EDU 655	Assessment of Special Needs Students (3)
EDU 661	Curriculum and Instruction of Individuals with Mild Learning Needs (3)
EDU 664	Behavior Management in the Classroom (3)
EDU 668	Curriculum and Instruction of Individuals with Moderate to Severe Disabilities (3)
EDU 671	Collaboration (3)
EDU 673	Transition Planning and Adult Services (3)
EDU 690	Practicum in Special Education (6)

\*\*\*May substitute 653, 654 or 656

#### *Graduate Certificate in Education for Gifted and Talented Children Requirements*

This certificate is an 18-credit gifted-education program offered by Chatham University. The State of Pennsylvania does not currently offer instructional certification in this area. Education of gifted and talented students is part of Special Education in Pennsylvania.

6 courses, including:

EDU 651	Education of the Gifted (3)
EDU 653	Models of Gifted Education: Curriculum (3)
EDU 654	Multicultural Gifted Education: Diverse Populations (3)

At least 6 credits from the following:

EDU 503	Children's Literature and the Arts (3)
EDU 618	Computer Integration (3)
EDU 635	New Visions of Mathematics in the Elementary Classroom (2)
EDU 636	New Visions of Science in the Elementary Classroom (2)
EDU 648	Special Topics: Environmental Education Experiences in the Schoolyard (3)

Other courses may be chosen as electives in consultation with an education program advisor.

#### *Graduate Certificate in English as a Second Language*

This program offers an opportunity to demonstrate specialization in the field of teaching English as a second language. Upon completion of this 18 credit program, participants will receive a signed copy of the ESL Training Completion Form required by the Pennsylvania Department of Education.

#### *Graduate Certificate in Early Childhood Directorship*

This certificate provides individuals with credentials as specified by the NAEYC as necessary for demonstrating competency as a director of an early learners' facility. Upon completion of this 20 credit experience, participants will receive a certificate specifying the extent and degree of their professional training.

6 courses, including:

- EDU 527      Designing Early Childhood Centers (2)
- EDU 533      Early Interventions: Issues and Strategies (3)
- EDU 629      School Law (3)
- BUS 510      Essentials of Management (3)
- BUS 625      Human Resource Management (3)
- EDU 688      Early Childhood Supervised Practicum (6)

### *School Counseling Certification Program*

#### *Elementary, Secondary, and Dual K-12*

Chatham College offers Pennsylvania State Certification in Elementary, Secondary and Dual (K-12) School Counseling. Students may pursue state certification through either the Master of Science in Counseling Psychology or the Master of Arts in Teaching programs. Students can also pursue Pennsylvania State Licensure as a Professional Counselor.

The School Counseling Program includes a conceptual base focused on the preparation of school counselors who are concerned with improving both the conditions for learning and helping each student to reach his or her fullest potential. This program supports equality of diversity and opportunity. Its primary goal is to provide the most comprehensive education in school counseling, so that our graduates may better meet the needs of students and the communities where they live.

### *Pennsylvania School Counseling Certification Requirements*

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 English literature; and six credits in college-level mathematics prior to entering the program.

### Pennsylvania School Counseling Certification Requirements – MAT Program

54 credits, including:

- EDU 506      Issues in Special Education (3)
- EDU 607      Children and Adolescents: Developmental Issues (3)
- EDU 623      Teaching Methods and Curriculum Development for School Counselors K-12 (3)
- EDU 629      School Law (3)
- EDU 671      Collaboration, Consultation and Teamwork (3)
- PSY 517      Culture and Identity (3)
- PSY 555      Statistics and Research Design (3) for those students in the MSCP program
- or
- EDU 525      Tests and Measurements (3) for those students in the MAT program
- PSY 584      Supervised School Internship I (3)
- PSY 595      Supervised School Internship II (3)
- PSY 623      Contemporary Issues in Counseling: Crisis/Addict. (3)

PSY 627	Vocational/Career Counseling (3)
PSY 642	Assessment (3)
PSY 662	Theories and Techniques of Counseling (3)
PSY 670	Foundations of School Counseling (3)
PSY 672	Group Counseling (3)
PSY 674	Introduction to Family Therapy (3)
PSY 676	Counseling Children and Adolescents (3)

Note: For dual certification, one internship will be in an elementary school setting and another in a high school setting.

### Master of Science in Counseling Psychology and Pennsylvania State Licensure Requirements

60 credits

Students must complete all of the above courses for Pennsylvania School Counseling Certification and the following courses:

PSY 635 Concepts of Mental Health (3) and  
1 approved elective course (3)

### **Master of Fine Arts in Film and Digital Technology**

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:

FLM 543	The Media Production Industry (3)
FLM 550	Media Project 1 (3)
FLM 650	Media Project 2 (6)
FLM 675	Media Project 3 (9)
FLM 641	The Craft of Screenwriting (3)
FLM 563	Media Contexts 1 (3)

FLM 663	Media Contexts 2 (3)
FLM 571	eMerging Media 1 (3)
FLM 671	eMerging Media 2 (3)

Elective courses may be substituted for FLM 571 and FLM 671 with prior approval of the program director.

### **Master of Interior Architecture**

The Master of Interior Architecture is a first professional interior design program consisting of 72 semester credits. It is geared toward students with an undergraduate degree in a field other than interior design or architecture. The curriculum includes foundation courses in the arts, interior architecture courses, an internship, and a graduate tutorial. The Master of Interior Architecture prepares students for practice in an interior design or architecture firm.

#### *Degree Requirements*

21 courses (72 credits), including:

ART 517	Drawing I (3)
ART 500	2-D & 3-D Design (3)
ART 559	History of Interior Architecture: Prehistory to the 19th Century (3)
ART 557	20th and 21st Century Architecture (3)
IAR 505	Environment and Behavior (3)
IAR 510	Drafting & Graphics (3)
IAR 515	Computer Design Technology (3)
IAR 520	Interior Architecture I (3)
IAR 525	Interior Architecture II (3)
IAR 530	Color & Textiles (3)
IAR 535	Materials & Assemblies (3)
IAR 610	Advanced Computer Design (3)
IAR 615	Construction Documents (3)
IAR 620	Interior Architecture III (6)
IAR 625	Interior Architecture IV (6)
IAR 630	Green Design and LEED (3)
IAR 635	Lighting & Acoustics (3)
IAR 640	Internship (3)
IAR 641	Internship (3)
IAR 645	Professional Practice (3)
IAR 650	Graduate Tutorial (6)

### **Master of Science in Interior Architecture**

The Master of Science in Interior Architecture is a post professional degree, consisting of 30-42 credits, 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 or enrollment in a doctoral program.

#### *Degree Requirements*

*(for students with a first professional degree in interior design)*

10 courses (30 credits), including:

- IAR 655 Graduate Research Methods (3)
- IAR 660 Statistics for Environment & Behavior (3) or
- BUS 515 Statistical Research Methods for Business (3)
- IAR 665 Interactive Portfolio Design (3)
- IAR 670 Supervised Teaching (3)
- IAR 680 Thesis (3)
- IAR 681 Thesis (3)
- PWR 625 Business Writing and Editing (3)

3 electives from any program

### *Degree Requirements*

*(for students with a first professional degree in architecture)*

12 courses (42 credits), including:

- IAR 530 Color & Textiles (3)
- IAR 620 Interior Architecture III (6)
- IAR 625 Interior Architecture IV (6)
- IAR 655 Graduate Research Methods (3)
- IAR 660 Statistics for Environment & Behavior (3) or
- BUS 515 Statistical Research Methods for Business (3)
- IAR 665 Interactive Portfolio Design (3)
- IAR 680 Thesis (3)
- IAR 680 Thesis (3)
- PWR 625 Business Writing and Editing (3)

3 electives from any program

### **Master of Landscape Architecture**

The curriculum for the Master of Landscape Architecture meets all the standards, skills, and outcomes of the Landscape Architecture Accreditation Board, with the value-added emphasis on environmental concerns. This curriculum is designed to meet all accreditation standards in order to produce license-eligible landscape architects.

### *Degree Requirements*

27-28 courses (96 credits), including,

24 required courses(80 credits):

- LAR 510 Drafting and Graphics (3)
- LAR 512 Graphic Communications (3)
- LAR 513 Computer Design Technology (3)
- LAR 514 Landscape Ecology (3)
- LAR 516 Plant Identification: Trees and Shrubs (3)
- LAR 518 Native Plants (3)
- LAR 520 Prehistory of Landscape Architecture (3)
- LAR 521 North American Landscape History: 19th-21st Century (3)
- LAR 541 Design Studio I: Foundations (3)

LAR 542	Design Studio II: Applications Methods (4)
LAR 570	Principles of Sustainability (3)
LAR 643	Design Studio III: Integrated Systems (6)
LAR 644	Design Studio IV: Community Based Design (6)
LAR 645	Design Studio V: Construction Documents in Design (4)
LAR 650	Construction I: Grading and Landforms (4)
LAR 651	Construction II: Materials (4)
LAR 656	Community Field Work: Site Internship (4)
LAR 660	Theory, Ethics, and Professional Practice (3)
LAR 680	Graduate Research Methods (3)
LAR 681	Internship or Study Abroad (2)
LAR 682	Internship or Study Abroad (2)
LAR 683	Internship or Study Abroad (2)
LAR 698	Master's Project or Thesis (3)
LAR699	Master's Project or Thesis (3)

3-4 elective courses (16 credits) from the following:

BIO 524	Field Botany (3)
BIO 525	Plant Development and Propagation (3)
ENV 525	Environmental Policy (3)
ENV 543	Nature and Culture (3)
LAR 515	Introduction to Geographical Information Systems
LAR 526	Modern Landscape Architecture (3)
LAR 527	Historic Landscape Preservation (3)
LAR 532	Ornamental Horticulture (3)
LAR 534	Soil Science (3)
LAR 535	Disease and Pests (3)
LAR 646	Design Studio VI: Special Topics (6)
LAR 654	Construction III: Road Design and Sustainable Transportation (4)
LAR 655	Construction IV: Water in the Landscape (4)
LNS 521	Plants and Design I (3)
LNS 522	Plants and Design II (3)

Other courses may be acceptable as electives upon permission of the Director of Landscape Programs.

### **Master of Arts in Landscape Studies**

The Master of Arts in Landscape Studies (M.A.L.S.) provides preparation for professionals in the planning, design, conservation, care, and study of de-signed landscapes, which can range from small, intimate private gardens to larger public spaces. In this program, students learn the skills required for engaging in creative and innovative landscape design processes that express society's aesthetic, philosophical, and practical relationships with the land and nature. The curriculum draws upon other disciplines, including horticulture and ecology, visual arts, cultural and literary studies, philosophy, history, and geography, to contribute different perspectives on

landscape. Emphasis across the curriculum is on providing motivated students with opportunities to develop an understanding of landscape issues and explore landscape ideologies and strategies that will enable them to practice as creative and responsible professionals.

### *Degree Requirements*

15 courses (45 credits), including:

5 courses of foundation study:

- LNS 511 Foundation Design Studio: The Methods and Processes of Landscape Design (3)
- LNS 512 Applied Design Studio: The Principles and Practice of Landscape Design (3)
- LNS 515 Drafting and Graphic Representation (3)
- LNS 521 Plants and Design I (3)
- LNS 531 Survey of the History of Landscape Design (3)

6 courses of advanced study

- LNS 522 Plants and Design II: Site Ecology and Ecological Design and Planning (3)
- LNS 528 Theory and Ethics of Landscape Design (3)
- LNS 544 North American Landscape Design History (3)
- LNS 633 Advanced Design Studio (3)
- LNS 680 Graduate Research Methods in Landscape Studies (3)
- LNS 695 Master's Project (3)

4 courses of electives, selected from:

- BIO 524 Field Botany (3)
- BIO 525 Plant Development (3)
- LNS 518 Computer Technology in Landscape Design (3)
- LNS 524 Plant Management (3)
- LNS 549 Historic Landscape Preservation (3)
- LNS 553 Ornamental Horticulture I (3)
- LNS 554 Ornamental Horticulture II (3)
- LNS 557 Diseases and Pests (3)
- LNS 573 Materials and Methods in Landscape Construction (3)
- LNS 575 Landscape Grading and Drainage (3)

Other courses may be acceptable as electives upon permission of the Director of Landscape Programs.

### **Master of Science in Nursing**

Chatham University Nursing Programs offers a Master of Science Degree in Nursing for preparation as world-ready nurse educators or nurse leaders. The Chatham University Nursing Program provides 15 credits of MSN Core courses and 17 credits in either the Nursing Education or Nursing Leadership specialty. MSN core and specialty courses provide an opportunity to prepare world-ready nurse educators and nurse leaders.

### *Degree Requirements*

32 credits, including:

- NUR 501 Theoretical Foundations Guiding Nursing Practice (3)
- NUR 510 Population-focused Community & Global Health Issues (3)
- NUR 600 Advanced Nursing Research (3)
- NUR 605 Advanced Practice Leadership & Role Development (3)
- NUR 615 Health Care Delivery Systems: Past, Present, & Future (3)

#### *Additional Degree Requirements*

Students must choose a track in either nursing education or nursing leadership/management.

#### Nursing Education Track

17 credits, including:

- NUR 631 Teaching Strategies for Nurse Educators (3)
- NUR 641 Technology & Health Care Informatics in Nursing Education (3)
- NUR 651 Nurse Educator Roles (3)
- NUR 661 Curriculum Development and Evaluation (3)
- NUR 699 Capstone Practicum with Nurse Mentor (5)

#### Nursing Leadership/Management Track

17 credits, including:

- NUR 630 Health Care Economics (3)
- NUR 640 Human Resource Concepts for Nursing Leaders (3)
- NUR 650 Leadership for Change in Health Care Organizations (3)
- NUR 660 Leadership Seminar (3)
- NUR 700 Capstone Practicum with Nurse Mentor (5)

### **Master of Occupational Therapy**

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 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 professional development, critical thinking, and the evaluation and use of occupational therapy knowledge and research. Throughout the curriculum, students are active participants in proposing, conducting, and reporting group research projects. In addition, students learn to market occupational therapy services and are given opportunities to plan and implement occupational therapy programs in community settings.

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 M.O.T. program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220, 301-652-AOTA. 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*

85 credits, including:

BIO 503	Human Anatomy (4)
BIO 506	Principles of Neuroscience (4)
OTH 601	Foundations of Occupational Therapy (3)
OTH 603	Occupational Therapy in Physical Disabilities (3)
OTH 605	Occupational Therapy in Mental Health (3)
OTH 610	Advanced Occupational Therapy Skills (1)
OTH 612	Professional Literature Skills (1)
OTH 622	Occupational Therapy in Pediatrics (4)
OTH 623	Occupational Therapy in Gerontology (4)
OTH 624	Human Movement in Occupation (3)
OTH 625	Human Movement in Occupation Laboratory (1)
OTH 625	Occupational Therapy Conceptual Models of Practice (2)
OTH 628	Research Proposal Development (3)
OTH 632	Environmental Interventions (3)
OTH 635	Fieldwork I-A and Seminar (1)
OTH 636	Fieldwork I-B and Seminar (1)
OTH 637	Functional Neuroscience (4)
OTH 641	Management of Neurological Conditions (3)
OTH 642	Management of Neurological Conditions Laboratory (1)
OTH 643	Applied Research Project (2)
OTH 644	Fieldwork I-C and Seminar (2)
OTH 645	Management and Administration (3)
OTH 646	Research Report (3)
OTH 660	Fieldwork II Seminar (1)
OTH 662	Fieldwork Level II-A (12)
OTH 665	Fieldwork Level II-B (12)

OTH 682, 683 Special Topics (2,3)

OTH 697, 698, 699 Independent Study (1, 2, 3)

## Physical Therapy

All physical therapy courses are limited to physical therapy students unless permission is obtained from the program director.

Chatham's entry-level physical therapy program supports and enhances the College's mission to educate its graduates to become leaders in their careers and to serve society. The program strives to educate competent physical therapists qualified to practice autonomously and within the interdisciplinary health care team in diverse health care settings. It seeks to advance the student's knowledge and skills by promoting the value of evidence-based practice and encourages service to a variety of communities through active involvement in service-oriented programs. Through this unique program, Chatham seeks to provide an academic community in which all participants exhibit a commitment to excellence in clinical practice, service to the profession and larger community, and lifelong learning.

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.

### *Doctor of Physical Therapy*

Chatham College offers a D.P.T. degree upon successful completion of seven terms of study. Candidates follow a sequence of courses that includes 36 weeks of clinical field placements.

### *Degree Requirements*

103 credits, including:

BIO 502 Human Gross Anatomy (6)

BIO 506 Principles of Neuroscience (4)

PTH 504 Human Physiology (3)

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 (12)

PTH 707 Management of Cardiovascular and Pulmonary Systems Dysfunction (7)

PTH 708 Management of Pediatric Neuromuscular System Dysfunction (3)

PTH 709 Management of Neuromuscular System Dysfunction (8)

PTH 713 Management of Multi-System Dysfunction (3)

PTH 722 Research I (3)

PTH 724 Research II (3)

PTH 730 Clinical Experience I (6)

PTH 733 Clinical Experience II (8)  
PTH 735 Clinical Experience III (10) or  
PTH 746 Clinical Experience IV (5) and  
PTH 747 Clinical Experience V (5)  
PTH 737 Correlative Neuroscience (1)  
PTH 740 Principles of Practice I: Introduction to Physical Therapy Practice (2)  
PTH 741 Principles of Practice II: The Patient-Provider Relationship (2)  
PTH 742 Principles of Practice III: Systems Dynamics, Ethics, and Education (4)  
PTH 743 Principles of Practice IV: Integration of Psychological Issues and Social Responsibility (1)  
PTH 744 Principles of Practice V: Service Learning (1)  
PTH 745 Principles of Practice VI: Health Care Delivery, Management, and Policy (3)  
PTH 748 Principles of Practice VII: The Art and Science of Physical Therapy Practice (2)

### *Accreditation*

Chatham College'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).

### *Transitional Doctor of Physical Therapy*

The transitional Doctor of Physical Therapy degree program provides practicing clinicians with excellent professional education to be autonomous practitioners. The transitional degree is a clinical degree, not a research degree. It responds to the goal of the American Physical Therapy Association for all physical therapists to have professional doctoral degrees by 2020. The program is open to physical therapists holding a current license to practice physical therapy in the United States who have completed a bachelors' or masters' degree and have a certificate of graduation from an accredited physical therapy program. Students take five core courses and two elective courses.

### *Degree Requirements*

7 core courses, including:

PTH 760 Ethics & Leadership (2)  
PTH 761 Differential Diagnosis in Physical Therapy (2)  
PTH 762 Exercise Prescription and Application for the Physical Therapist (2)  
PTH 763 Imaging and Pharmacology (2)  
PTH 764 Evidence-Based Practice (2)

2 elective courses from the following:

PTH 711 Promoting Skill Acquisition in Neurologic Clients (2)  
PTH 772 Physical Examination and Treatment of the Musculoskeletal System Part I: Upper Quarter (2)  
PTH 773 Physical Examination and Treatment of the Musculoskeletal System Part II: Lower Quarter (2)  
PTH 775 Geriatric Rehabilitation – Principles of Practice (2)  
PTH 780 Advanced Clinical Internship (3)

An advanced Clinical Internship is required of students with less than one year of clinical practice.

## Master of Physician Assistant Studies

All physician assistant studies courses are limited to physician assistant studies students, unless permission is obtained from the program director.

The goals of Chatham's Master of Physician Assistant Studies (M.P.A.S.) program are to educate competent physician assistants to provide quality primary care and to serve local, national, and international communities through active involvement in service-oriented programs for under-served populations. Upon completion of this course of study, the student should be able to practice as a primary medical care provider in a safe, ethical, legal, and caring manner.

The M.P.A.S. curriculum uses a systems approach to problem-based learning, emphasizing the integration of basic sciences and clinical sciences throughout the program. Clinical medicine is introduced early, with correlation of anatomy, physiology, pathology, pathophysiology, pharmacology, genetics, history, physical examination skills, problem solving, and treatment plans. Classroom instruction is conducted through tutorials, seminars, and laboratories. Clinical instruction is held in various settings, including primary care, specialty care, and areas that serve the disadvantaged. International clinical experiences also are available. The goal of this instruction is for students to achieve mastery of all relevant material to prepare them to become competent primary care providers.

The M.P.A.S. program is competency-based, requiring all students to master the required material rather than attaining a GPA of 3.0 to graduate or re-main in good academic standing; therefore, the grading system used is pass (P) or fail (F). Any student receiving an F may remediate the course work with the approval of the program director. If the course work is remediated successfully, the transcript will indicate both the F and P grades.

The student in the Physician Assistant Studies program is in good academic standing when the transcript contains only grades of pass (P), approved incomplete, or a successfully remediated fail (F). To graduate, students must be in good academic standing and have completed all courses with grades of P or successfully remediated F.

### *Accreditation*

The M.P.A.S. 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).

### *Degree Requirements*

Completion of 85 credits in physician assistant studies courses.

All courses are pass/fail grading only.

### *Masters in Physician Assistant*

The Mission of the MPA Program is to advance the knowledge base of certified Physician Assistants to gain a better understanding of the evolving nature of the health care industry, as well as gain a better understanding of the future of healthcare. Development of skills such as critical thinking, insightful analysis, and self-directed learning will help to prepare clinicians to develop personally and professionally, with possibilities for advancement in clinical medicine, academics, research, administration, or public service.

Chatham University is now offering a Master's degree in Physician Assistant (MPA) to individuals who are currently working as certified Physician Assistants in health care or those who seek to gain a better understanding of the healthcare industry. This 36-credit post-professional degree program offers a variety of coursework in a convenient, accelerated, 7 week online format, for continued personal and professional enhancement. More and more, clinically trained health care providers are required to demonstrate advanced academic degrees in the competitive job market. This MPA degree will provide the learner with an experience that will examine the comprehensive scope of the healthcare industry and health care issues as they relate to clinical practice.

### *Degree Requirements*

12 courses, including:

MPA 500	Principles of Evidence Based Practice (3)
MPA 501	Research and Analysis in Health Care (3)
MPA 502	Life Span Issues in Health Care (3)
MPA 503	Diversity Issues in Health Care Delivery (3)
MPA 504	Principles of Health Care Education (3)
MPA 600	Current Issues in Health Care (3)
MPA 601	Healthcare policy and Medical Ethics (3)
MPA 602	Fundamentals of Public Health (3)
MPA 603	The Business of Health Care (3)
MPA 604	Master's Project I: Clinical Case Write-Up (3)
MPA 605	Master's Project II: Clinical Case Write-Up (3)

1 approved elective

### **Master of Science in Counseling Psychology**

The Master of Science in Counseling Psychology (M.S.C.P.) prepares students for master's-level positions in professions promoting the optimal development of individuals, families, groups, organizations, and communities. Graduates of the program will be ready for employment in agencies providing mental and physical health services, social services, and other education, 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*

16 courses, including:

PSY 501	Foundations of Counseling Psychology (3)
PSY 503	Applied Biological Psychology (3)
PSY 513	Learning and Behavior (3)
PSY 555	Statistics and Research Methods (3)
PSY 617	Psychology of Culture and Identity (3)
PSY 627	Occupational/Career Counseling (3)

PSY 629	Human Development Across the Life Span (3)
PSY 635	Concepts of Mental Health and Illness (3)
PSY 642	Assessment (3)
PSY 662	Theories and Techniques of Counseling (3)
PSY 672	Group Counseling (3)
PSY 674	Foundations of Family Therapy (3)
PSY 681	Professional Integration Seminar (3)
PSY 682	Practicum (3)
PSY 685	Supervised Internship I (3)
PSY 686	Supervised Internship II (3)

### *Concentration Requirements*

Master's degree in counseling psychology or closely related field, or current enrollment in the MSCP program is a requirement for taking Concentration courses. Students may select 12 credits from one of the following concentrations, or can self-design a Concentration for the courses listed below.

### Child, Adolescent, and Family Concentration

The Child, Adolescent, and Family concentration provides advanced graduate course work in assessment, counseling, and community services related to working with children, adolescents, and families.

PSY 673	Family and Couples Counseling (3)
PSY 676	Counseling Children and Adolescents (3)
PSY 678	Developmental Psychopathology (3)

1 course from the following:

PSY 664	Interventions in Health Settings (3)
PSY 665	Addictions Counseling (3)
PSY 667	Stress (3)
PSY 668	Trauma and Recovery (3)
PSY 669	Foundations of Expressive Arts Therapy (3)
PSY 677	Grief Counseling (3)
PSY 687	Advanced Internship I (3)

### Health and Holistic Counseling Concentration

This concentration offers a foundation in counseling within health systems and community health settings. Courses in this Concentration approach health and illness by acknowledging the interdependence of psychological, physical, social, and spiritual dimensions of the person, also focuses on behavioral medicine, health problems, and addictive illnesses.

4 - 5 courses, including:

1 course from the following:

PSY 663	Foundations of Health Psychology (3)
PSY 664	Interventions in Health Settings (3)

2 - 3 courses from the following:

- PSY 665 Addictions Counseling (3)
- PSY 666 Theories of Holistic Counseling and Expressive Arts Therapies (3)
- PSY 667 Stress (3)
- PSY 668 Trauma and Recovery (3)
- PSY 669 Foundations of Expressive Arts Therapy (3)
- PSY 677 Grief Counseling (3)

1 advanced internship course.

#### Organization and Supervision Concentration

The Organization and Supervision concentration is designed to provide specialization for students interested in pursuing or advancing a career in human resources, Employee Assistance Programs (EAPs), training, supervision, and other managerial positions. This concentration is a collaboration between the Master of Business Administration program and the Counseling Psychology program.

4 courses, including:

- PSY 601 Foundations of Organizational and Community Psychology (3) or
- PSY 633 Organizational Behavior (3)
- PSY 603 Systems Theories, Leadership, and Change (3) or
- PSY 638 Management and Leadership (3)
- PSY 643 Human Resources Management (3)

1 course from the following:

- BUS 510 Essentials of Management (3)
- BUS 635 Managing a Diverse Workforce (3)
- BUS 673 Legal Aspects of Business (3)
- BUS 674 Management of Nonprofit Organizations (3)
- BUS 678 Entrepreneurship (3)
- PSY 606 Group Process and Facilitation (3)
- PSY 687 Advanced Internship (3)

#### *School Counseling Certification Program*

##### *Elementary, Secondary, and Dual K-12*

Chatham University offers Pennsylvania State Certification in Elementary, Secondary, or Dual (K-12) School Counseling. Students may pursue state certification through either the Master of Science in Counseling Psychology or the Master of Arts in Teaching programs (please see the Education section for information about requirements for MAT School Counseling Certification and for Course Descriptions for EDU courses). Students can also pursue Pennsylvania State Licensure as a Professional Counselor.

The School Counseling Program includes a conceptual base focused on the preparation of school counselors who are concerned with improving both the conditions for learning, as well as helping each student to reach his or her fullest potential. This program supports equality of diversity and opportunity. Its primary goal is to provide the

most comprehensive education in school counseling, so that our graduates may better meet the needs of students and the communities in which they live.

*Requirements for Admission to the School Counseling Certification Program:*

In addition to MSCP or MAT program specific admissions requirements, the requirements for admission to the School Counseling Certification program include the following:

- A GPA of 3.0 from a regionally accredited college or university\*
- At least 6 credit hours of college level mathematics
- At least 3 credit hours of English Composition and 3 hours of English Literature (British or American Literature)
- Passing scores on the PRAXIS I Pre-Professional skills tests (reading, writing, mathematics)
- Admissions essay
- Two letters of recommendation
- Alternative – GPA of 2.8 and qualifying scores on the PRAXIS I Pre-Professional skills tests and a combined SAT score of 1050 with no score lower than 500.

*Pennsylvania School Counseling Certification Requirements – MSCP Program*

54 credits, including:

EDU 506	Issues in Special Education (3)
EDU 623	Teaching Methods and Curriculum Development for School Counselors K-12 (3)
EDU 629	School Law (3)
EDU 671	Collaboration, Consultation, and Teamwork (3)
PSY 555	Statistics and Research Design (3) (for those students in the MSCP program) or
PSY 584	Practicum in School Counseling (3)
PSY 594	Supervised School Internship I (3)
PSY 595	Supervised School Internship II (3)
PSY 617	Psychology of Culture and Identity (3)
PSY 623	Contemporary Issues in Counseling: Crisis and Addiction (3)
PSY 627	Vocational/Career Counseling (3)
PSY 629	Human Development Across the Lifespan (3)
PSY 642	Assessment (3)
PSY 662	Theories and Techniques of Counseling (3)
PSY 670	Foundations of School Counseling (3)
PSY 672	Group Counseling (3)
PSY 674	Foundations of Family Therapy (3)
PSY 676	Counseling Children and Adolescents (3)

Note: For dual certification, one internship will be in an elementary school setting and one internship in a high school setting.

*Master of Science in Counseling Psychology and Pennsylvania State Licensure Requirements*

A total of 60 credits are required to become a Licensed Professional Counselor in PA. School Counseling students who are also pursuing the LPC must complete all of the above courses for Pennsylvania School Counseling Certification and the following courses as well.

2 additional courses, including:

PSY 635          Concepts of Mental Health (3)

1 approved elective course

*Certificate in Infant-Toddler Mental Health (IMH)*

The graduate certificate in Infant-Toddler Mental Health provides students with interdisciplinary training to nurture and promote the optimal development of infants, toddlers and families through relationship-based training. Coursework will focus on the academic and practice foundations of working with infants and toddlers to promote social-emotional development. The program is directed toward individual providers with at least a master's degree (or advanced degree, in progress) in education, psychology, social work, nursing, occupational, speech, physical therapies, and other related disciplines. Students may earn their certificate as part of their training in the MSCP program or earn CEU credits through the College of Continuing and Professional Studies.

*Certificate Requirements:*

13 credits, including the following:

- PSY 506          Foundations of Infant-Toddler Mental Health (3)
- PSY 509          Infant-Toddler Development (3)
- PSY 510          Infant-Toddler Assessment (3)
- PSY 512          Infant-Toddler Mental Health Intervention (3)
- PSY 511          Family Interactions (1.5)
- PSY 514          Infant Attachment: A Dual Relationship (1/5)

## College of Graduate Studies Course Descriptions

### ACT 510 Accounting Fundamentals (3)

An accelerated study of accounting and financial management issues and techniques to provide insight into the financial performance of organizations. The course is a comprehensive study of the preparation, interpretation, analysis, and use of accounting statements and financial information.

### ACT 519 Intermediate Accounting I (3)

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 22

### ACT 523 Intermediate Accounting II (3)

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

### ACT 524 Federal Tax Accounting (3)

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

### ACT 531 Auditing (3)

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

### ACT 620 Advanced Financial Accounting (3)

This course would introduce students to the accounting for government and non-profit institutions. Standards issued by the Governmental Accounting Standards Board would be studied, applied and compared to the accounting standards issued by the Financial Accounting Standards Board. Students would also study in detail and apply the rules of consolidation accounting under the purchase method of accounting for acquisitions. Home office and branch accounting along with departmental accounting would be applied and analyzed.

### ACT 625 Cost Analysis (3)

How managers go about planning, designing and implementing control systems would be assessed. Students would solve problems in the areas of transfer pricing, budget preparation, and performance measurement. Incentives under management compensation plans and financial performance reports would be analyzed. Students would also employ cost analysis in the decision making process.

### ACT 630 Advanced Tax Accounting (3)

This course would cover advanced tax issues which require the student to build upon prior tax knowledge. Tax planning and strategy at the individual and corporate level would be focused upon. Students would also be required to research various tax problems and evaluate various tax strategies.

#### ACT 635 Forensic Accounting (3)

Students would study the provisions of the Sarbanes-Oxley Act and distinguish the procedures of fraud investigation from the regular auditing process. This course would be intended to provide students with practical guidance and enhance an auditor's abilities to recognize, prevent, and detect financial frauds in organizations.

#### ACT 640 Government and Not-for-Profit Accounting (3)

This course would cover all aspects of accounting for governmental and not-for-profit institutions. Financial reporting for state and local governments will be covered along with budgetary accounting for business type activities. In addition accounting for non-profit organizations will be discussed including, regulatory, taxation and performance issues.

#### ACT 645 Accounting Theory (3)

This course would present the history and development of accounting principles. Emphasis would be given to intensive study of theoretical problems relating to the determination of income and the presentation of financial condition. Conflicts and shortcomings that exist within the traditional structure of accounting theory and generally accepted accounting principles (GAAP) would be analyzed. Students would evaluate arguments and opposing views of existing standards and those in the exposure draft stage.

#### ACT 650 Managerial Accounting (3)

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 510 or approved equivalent.

#### ART 500 2-D & 3-D Design (3)

This accelerated course provides an introduction to two-dimensional design and addresses pattern, balance, scale, movement, rhythm, proportion, and relationships of figure to ground in various media. The course also introduces students to the basic elements of 3-D design. Students explore furniture and interior, sculptural, and architectural design through lectures, field trips, and a sequence of problem-solving exercises.

#### ART 517 Drawing I (3)

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.

#### ART 557 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.

#### ART 559 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.

#### BIO 502 Human Gross Anatomy (6) Fall

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.

#### BIO 503 Human Anatomy (4) As Needed

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 and two hours of laboratory per week.

Prerequisite(s): Permission of the instructor.

#### BIO 506 Principles of Neuroscience (4) Spring

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. Laboratory experience includes human nervous system material, brain sections, and anatomical models. Three hours of class and two hours of laboratory per week.

Prerequisite(s): Permission of the instructor.

#### BIO 532 Biostatistics (3) Spring

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, analysis of variance for one and many variables, and linear and nonlinear regression. Three hours of class per week.

Prerequisite(s): MTH 110 and 151, and BIO 144 or equivalent.

#### BIO 551 Bioinformatics (3) Spring

An introduction to computer-aided analysis of gene sequences and their relationships to DNA, RNA, and proteins. Topics include use of the computer for restriction mapping, primer selection, and database searches for homology discovery. In addition, students will be able to carry out analyses aimed at predicting the structure and evolution of macromolecules. Three hours of class per week.

Prerequisite(s): BIO 332 and CHM 205. Recommended prior course: BIO 317.

#### BIO 552 Computational Drug Design (3) As Needed

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. Three hours of class per week. Cross-listed as CHM 452. Prerequisite(s): A 300-level biology or chemistry course or permission of the instructor

### BIO 553 Special Topics in Biology (3) As Needed

Lectures and/or laboratories in selected areas of contemporary biology, with a focus of recent research.

Prerequisite(s): Graduate standing.

### BIO 623 Methods of Biological Research (3) Fall

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. Three hours of class per week.

Prerequisite(s): Graduate standing.

### BIO 698 Biology Thesis I (2) As Needed

Research in an area of biology. This is the first of two courses that result in a thesis approved by a committee of three faculty members.

Prerequisite(s): Graduate standing.

### BIO 699 Biology Thesis II (3) As Needed

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

### BUS 505 Managing Organizational Behavior (3)

This course examines the broad area of human behavior in organizations. It explores the individual, group, and organizational levels of interaction. Topics include perception and attribution, communications, group dynamics, decision making, motivation and leadership, organizational power, politics and conflict, culture, and change. Particular attention is given to issues of diversity and how all these topics relate to women's development as managers and leaders.

### BUS 510 Essentials of Management (3)

This course provides students with an understanding of organizational systems and various theoretical and practical approaches for structuring and managing organizations. Case studies, readings, and experiential exercises are used that feature women and minorities managing the challenges of today's fast-paced organizations.

### BUS 512 Fundamentals of Finance (3)

This course examines the mechanics of wealth creation in a practical context. Topics include the time value of money, portfolio theory, money, and capital markets, financial statements analysis, tax structures, monetary and fiscal policy and economic performance, and the influence of events in the global economy.

### BUS 515 Statistical Research Methods for Business (3)

This course examines the fundamentals of research and quantitative methodology with emphasis on the use of statistical analysis by business. Topics include statistical measures and distributions, application of probability to statistical inference, experimental design, hypothesis testing, linear correlation, and statistical quality control. Focus is on business applications of statistics using problems and case studies. Course uses computer-based statistical package for data analysis.

### BUS 517 Economic Analysis for Managerial Decisions (3)

This introduction to economic analysis examines the major areas of study within microeconomics and macroeconomics and teaches students to apply the basic tools of economic analysis to policy and business decision making. Topics include supply and demand, production functions, cost, market structure, inflation, unemployment, and economic growth.

### BUS 519 Global Marketing (3)

This course examines marketing concepts and methods, including product, pricing, promotion, and distribution strategies. The course explores the nature and dynamics of consumer markets. Concepts and constructs are used to identify and measure market segments as a basis of market strategy.

### BUS 625 Human Resource Management (3)

This course covers the primary functions of human resource management: recruitment and selection, training and development, employee/labor relations, and compensation and benefits. The effects of past and current HR practices on diverse groups and women's career development are considered, and effective strategies for career mobility are emphasized. Recent legislation, developments and technology, and current employment issues in HR are also addressed.

### BUS 635 Managing a Diverse Workforce (3)

This course gives students the knowledge and skills to effectively champion a diverse workforce as well as respond to the challenges and opportunities posed by the presence of diversity in organizations. By combining theory with concrete competency development through readings, case studies, and experiential activities, students will learn to manage real-life diversity issues and understand the connection between multicultural diversity and organizational bottom-line success.

### BUS 642 Ethical and Legal Issues in Health Care (3)

This course presents an overview of the ethical and legal issues that impact the delivery of health services. The basic principles of bioethics and the application of bioethical principles to patient care and services will be discussed along with instruction in the U.S. legal system and tort law. The focus will be on solving problems faced by health care providers and administrators using the legal and ethical principles learned.

### BUS 645 Health Care Policy (3)

This course examines the health policies in the United States with comparisons to other countries. It uses a policy analysis framework to explore the formation, implementation, and outcomes of a wide variety of public policies relating to health, including the following: professional standards and liability, costs and coverage of medical care, drug regulation, organ donation, and epidemics.

### BUS 648 Current Issues in Healthcare (3)

This course will explore current issues in health care, increasing awareness of the evolving changes in health care, along with the changes in health care oversight and regulation. The effects of culture and diversity on the delivery and receiving of healthcare will also be examined.

### BUS 650 Global Management and Leadership (3)

This advanced seminar explores a varied selection of the rich literature concerning management and leadership

that addresses the organizational challenges of the 21st century. Classic schools of thought, as well as new paradigms, receive critical evaluation. Case studies of successes and failures in management and leadership provide a basis for in-depth discussion. Various styles of effective leadership are examined with particular attention to female role models.

Prerequisite(s): BUS 505 or 510

#### BUS 651 Strategic Management: Organizational Change (3)

This course explores the systematic processes implicit in strategic planning, including definition of mission, environmental forecasting, analysis of risk, scenario construction, trend analysis, and formulation and implementation of strategy. Through analysis of cases drawn from diverse organizations, students develop approaches to corporate and nonprofit management at the top level.

#### BUS 657 Management Information Systems (3)

This course emphasizes the use of computer resources for managers. This includes discussion and hands-on use of online resources and databases, project management systems, decision support systems, and database management systems. Topics also include systems analysis and design, management of technical personnel and security, and ethics in management information systems.

#### BUS 658 Foundations of eCommerce (3)

The new economy is rapidly changing eCommerce from an optional competitive advantage to a sustained-value requirement. For managers to thrive they must understand what eCommerce is, how it works, and how to integrate it into traditional supply and delivery chains. Students are introduced to eThinking through a higher level look at the technology and business models that drive eCommerce today. The course will emphasize analyses of real companies using eCommerce applications to determine what approaches are and will be most effective for current business future plans and entrepreneurial aspirations.

#### BUS 660 Seminar on Marketing Strategies (3)

This course examines the concepts and processes for gaining competitive advantage in the marketplace. Students learn how to formulate marketing strategies, write marketing plans, understand the process of implementation, and develop marketing evaluation and control systems.

Prerequisite(s): BUS 519 and two other core courses, or permission of the program director.

#### BUS 665 Issues in Operations Management (3)

Operations management combines topics from accounting, industrial engineering, management science, and statistics. Topics include global issues that drive operations decisions, quality control, location and layout strategies, job design, supply chain management, scheduling, just-in-time (JIT) systems, decision trees and tables, and service operations.

Prerequisite(s): BUS 515 or permission of the program director.

#### BUS 670 Business Ethics in a Global Context (3)

This course provides an intellectual framework in which to consider the ways society and organizations affect an individual's ethical decision making. Students apply ethical decision tools to the numerous moral challenges confronting them in their professional careers with particular attention given to women and minorities in

organizational life and the ethical dilemmas they may confront. The global context of ethical decision making is examined.

#### BUS 673 Legal Aspects of Business (3)

This course introduces business law and the legal system in preparation for dealing with legal business issues and attorneys. Topics include civil procedure, torts, strict liability, legal fees and case management, common law contracts, the Uniform Commercial Code, partnerships, corporate law, estates and trusts, secured transactions, third-party rights, property, insurance, securities law, and ethics.

#### BUS 674 Management of Nonprofit Organizations (3)

The nonprofit sector is a fast-growing part of the public domain. Students will get an overview of key areas of nonprofit management and how it compares to for-profit organizations. Students will examine processes and strategies that nonprofits have adopted from businesses and government entities, and how they can be adapted to fit the mission of the nonprofit organization.

#### BUS 675 Advanced Corporate Finance (3)

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, and interpretation of data and recommendations.

#### BUS 676 Investments and Portfolio Management (3)

This course will discuss and teach the tools to objectively evaluate investment, portfolio, and market risks. Through case studies, lectures, videos, readings, and exams, students will learn the basic concepts and applications in investment decision making. An exercise in which students invest a predetermined sum of imaginary capital to choose a portfolio of personal assets gives firsthand experience into the competitive and potentially speculative nature of investment and portfolio management.

#### BUS 677 Organizational Training and Development (3)

This course teaches students about the process of improving individual performance in organizations. Topics include needs assessment, program design, implementation, evaluation, and related training and development topics. Emphasis is on both practical application of training and development concepts and presentation skills, training design, and implementation.

#### BUS 678 Entrepreneurship (3)

This course provides an understanding of the entrepreneurial process. 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 from previous courses in management, finance, law, and marketing.

#### BUS 682 Special Topics in Management (2)

This course will address a different special topic in management each time it is offered. Topics will be chosen for their currency in the management arena and enable the student to be knowledgeable about cutting-edge issues, practices, and technologies.

BUS 683 Special Topics in Management (3)

This course will address a different special topic in management each time it is offered. Topics will be chosen for their currency in the management arena and enable the student to be knowledgeable about cutting-edge issues, practices, and technologies.

BUS 691 Independent Study (1)

BUS 692 Independent Study (2)

BUS 693 Independent Study (3)

BUS 694 Internship (3)

An internship provides valuable professional experience and an opportunity to gain insights and perspective on potential career choices in the field of management. Under the supervision of an experienced manager who provides coaching, feedback, and evaluation, students work a minimum of 120 hours over a term. The student keeps a journal and writes papers interpreting this experience in relationship to course work and management literature.

Prerequisite(s): Management core. Pass/fail grading option only.

BUS 696 Applied Research Project (3)

Each student selects a specific problem, question, or topic and is guided in the process of planning and conducting a management-related research project. Students present a final written project paper and make an oral presentation of their findings and recommendations.

COM 680 Integrative Project (3)

COM 682 Special Topics (2)

COM 683 Special Topics (3)

COM 691 Independent Study (1)

COM 692 Independent Study (2)

COM 693 Independent Study (3)

ECN 603 Tutorial (4)

ECN 604 Tutorial (4)

EDU502 Perspectives on Education (2)

This course examines the influences that have resulted in the unique role of the teacher and school in our society in the past as well as the present. Selected educational issues are analyzed, such as the characteristics and needs of exceptional children, the role of technology in education, and school-

community relations. Students are required to complete a major research project that addresses a current educational issue.

Co-Requisite: Education 580 Field Placement: School Culture

### EDU503 Children's Literature and the Arts (3)

In this course students explore and develop in-depth of knowledge of children's literature and its integration into the early childhood or elementary curricula. Students are required to complete a major project using technology and the arts that demonstrates possession of a repertoire of methods and skills that can be used effectively in a classroom setting. Prerequisite or co-requisite: Education 502

### EDU506 Issues in Special Education (3)

This course presents a historical overview of special education as related to current perspectives and practices. In the course students become acquainted with the range of exceptionalities and consider the ethical and legal rights afforded exceptional students and their parents.

Prerequisite: Education 502

EDU511 Early Childhood Curriculum (3) Students explore the teaching of subject matter in fields such as mathematics, science, music, art, social studies, health and physical education in an early childhood setting. Students experience the use of the computer as a teaching tool and are given instruction in the examination and evaluation of software for use in the environment. Students are required to complete a major research paper or project to demonstrate their knowledge of and skill in using the theories introduced in the course to develop a curriculum for use with children enrolled in an early childhood program.

Prerequisites: Education 502

Co-requisites: 607 and 609

### EDU 515 Secondary School Curriculum (2)

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.

Co-Requisites: Methods Course

### EDU516 Methods of Teaching Secondary English (2)

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 presentation and in 70-12 public classrooms. Students plan instructional situations that clearly express the reading-writing connection that exists in effective language arts programs.

Co-Requisites: EDU 515

### EDU517 Methods of Teaching Secondary Social Studies (2)

This course intends to develop teaching/learning styles that research has shown is

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.

Co-Requisites: EDU 515

#### EDU518 Methods of Teaching Secondary Science (2)

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.

Co-Requisites: EDU 515

#### EDU519 Methods of Teaching Secondary Mathematics (2)

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.

Co-Requisites: EDU 515

#### EDU524 Teaching in a Multicultural Setting (3)

This course is designed to help future teachers understand the complexities of teaching in a culturally diverse classroom. Instruction provides the student with the knowledge and understanding needed to work effectively with students from various socioeconomic, religious, ethnic, and cultural groups. Students are offered instructional concepts and strategies to build effective multicultural learning communities. In addition to being required to participate in the annual multicultural event, the student must complete a major research project that reflects the instruction provided in the course and demonstrates the student's understanding of cultural diversity and how it can be addressed effectively in the classroom setting.

Prerequisites: Education 502 and 607.

#### EDU525 Tests and Measurements (3)

A study of the principles and major concepts of psychological and educational testing is the focus of this course. A brief review of statistical measures used in test reporting is integrated with classroom decision-making strategies. A systematic coverage of various types of tests in current use in educational settings is given. Special emphasis is placed on current standardized testing and using standardized results to inform teaching and learning.

Prerequisites: Education 502 and 607.

#### EDU526 Content Area Literacy (3)

This course is designed for secondary education certification students to help them teach secondary school students to read and communicate effectively in the subject area they plan to teach. The course demonstrates how reading strategies can be integrated with other language modes (listening, speaking, writing, and observing),

thereby improving secondary school students' comprehension in any subject area. Students are required to complete a major research paper or project in which

they demonstrate their mastery of course content and ability to integrate the strategies they have learned into their instruction of the discipline in which they specialize.

Prerequisites: Education 502 and 607.

#### EDU527 Designing Early Childhood Centers (2)

This course explores 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. A field experience is part of this course.

#### EDU532 Human Geography: Content and Methodology (3)

This course provides an awareness of the existential, ethical, intellectual, and practical reasons that all individuals need an understanding of geography. Students are given a conceptual framework to provide instruction in geography, a study of people, places, and the environment from a spatial perspective.

#### EDU535 Methods of Teaching Elementary Mathematics (2)

This course is designed to examine and explore recent research developments related to national efforts to reform the teaching and learning of mathematics. Students explore the teaching of mathematics in grades K-8 within the context of child development and learning theory. 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. Emphasis also is placed on reviewing specific content topics in math to increase the student's own competencies in these disciplines.

#### EDU536 Methods of Teaching Elementary Science (2)

This course examines recent research developments related to national efforts to reform the teaching and learning of science. Students explore the teaching of science in kindergarten through grade six based on developmental and learning theory. Innovative classroom practices will be modeled and discussed while reviewing current initiatives to improve science instruction such as 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. First hand experiences will serve to illustrate these instructional methods and their classroom application. Students will review their own conceptual background in science with a view toward becoming co-investigators and explorers with their future students. Methods for increasing content and skill knowledge related to science and technology will be explored.

#### EDU537 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 contains an embedded field experience of 16 hours in an elementary art classroom.

Prerequisites EDU 502, 503

Co-requisites EDU 613

### EDU547 Methods of Teaching Secondary Art (3)

Students approach the teaching of art consistent with national standards of pedagogy and art. This course approaches the teaching of art in the secondary school as a means of exploring the meaning and relevance of art to humanity. This course explores methods for engaging students in art experiences through a variety of teaching. This course contains an embedded field experience of 16 hours in a secondary art classroom.

Prerequisites EDU 502, 515

### EDU580 Field Placement: School Culture (1)

This field placement offers the student the opportunity to experience and assess the culture of a school. Daily interactions among teachers, students, administration, and support staff in a unique physical setting provide the pre-service teacher with a comprehensive overview of school life. This field placement should be taken with Education 502 Perspectives on Education.

### EDU581 Field Placement: Instructional Strategies (1)

Students assist classroom teachers in a variety of experiences such as tutoring, leading small group activities, creating bulletin boards, and evaluating student work. Maintaining a record of a variety of instructional strategies is a requirement of this field placement. Three lessons are taught and evaluated during this placement. This field placement should be taken with Education 613 Elementary Curriculum.

### EDU582 Field Placement: Learning Support/Inclusion (1)

The work in this 40 hour field placement experience familiarizes the Chatham student with instructional environment and strategies for successfully including students in the general curriculum. The Chatham student works with the special and general education teacher in understanding and developing accommodations and modification for the students. The Chatham student will also analyze the general and special education environment and review Individualized Educational Plans. The Chatham student will also be responsible for teaching one lesson with particular attention to the student's need for differentiated instruction as noted in the Individual Education Plans.

Co-Requisite: EDU 634

### EDU583 Field Placement: Emotional Support (1)

This field placement experience familiarizes the student with instructional environments and strategies for addressing the needs of children with behavioral and/or emotional disorders. Particular attention is paid to the unique social, emotional and behavioral needs of an individual while examining the child's individual educational plan and daily routine.

### EDU584 Field Placement: Transition (1)

In this field placement, the student observes and participates in a variety of placements. Students chose from a menu of placements throughout Allegheny County. Students are to visit/observe/participate in work based programs, community living arrangements and social leisure activities.

### EDU585 Field Placement: Multiple and Physical Exceptionalities (1)

This field placement experience familiarizes the student with instructional environments and strategies for addressing the needs of children with multiple disabilities and/or physical exceptionalities.

#### EDU586 Field Placement: Life Skills (1)

Students work with their field placement host teacher to analyze intervention strategies and community based support for individuals with the need for special supports.

#### EDU591 Independent Study (1)

#### EDU592 Independent Study (2)

#### EDU593 Independent Study (3)

#### EDU607 Child and Adolescent Development in the School Context (3)

Focusing on child development from the prenatal stage to age 12, this course emphasizes current and past research on the physical, cognitive, and social development of the child. Students examine the nature of adolescent development, implications of the cognitive and affective characteristics of adolescents in the selection of instructional methods and curricular materials, and structural and organizational features of typical high schools. Students complete a major research paper based on their understanding of the theoretical bases of the course and observation of children in classroom settings.

#### EDU609 Communication Skills (3)

The interrelationships among listening, speaking, writing, and reading are investigated with a view toward emphasis on the impact that classroom organization, patterns, materials, and approaches have on teacher effectiveness in teaching elementary and early childhood-aged students individually and in groups. Students are required to complete a major research paper or project in which they demonstrate knowledge of and skill in using teaching strategies that reinforce the theoretical considerations of the course. Prerequisite or Co-requisite: Education 502.

#### EDU613 Elementary School Curriculum and Management (3)

Students explore the teaching of subject matter other than reading in the context of the development of a variety of teaching styles, strategies, and structuring of learning situations for elementary school children. In addition, students research behavior management theorists and discuss classroom management “best practices.” Students are required to complete a learning center, classroom management plan and curriculum unit to demonstrate their knowledge of the theories introduced in the course and their ability to translate their knowledge and skill into effective instruction for children.

Prerequisite: Permission of the instructor.

#### EDU618 Instructional Computer Integration (3)

This course is designed to help teachers developing competency integrating computer technology with the school curriculum. It provides a practical introduction to using computers to help students learn emerging instructional technologies. Special emphasis is on the processes and products available through computer technology and educational media. Students prepare an instructional unit integrating a variety of technologies and experiences with current curricula found in public schools.

Prerequisite: Permission of the instructor.

### EDU623 Teaching Methods and Curriculum Development for School Counselors K-12 (3)

School counseling students will learn developmental curriculum design, operational components of the school system, teaching strategies and classroom management techniques to be applied from kindergarten to 12th grade levels. Students are required to read and report on individualized assignments in professional literature to encourage them to develop familiarity with the most effective teaching approaches in school counseling. Issues such as student motivation, evaluation of student achievement, the use of technology in teaching and group and individualized instruction are studied. Students are required to apply their knowledge of teaching in the classroom and to complete a major research paper or project related to effective instruction in school counseling. Students examine the use of the microcomputer and computer software for use in school counseling and the classroom environment.

### EDU625 Methods of Teaching ESL (English as a Second Language)

This course is a study of the design and implementation of an ESL program to assist ESL students in the process of acquiring English and cognitive academic language skills; the study of various methods and teaching resources that address the educational needs of ESL students in their learning process according to their language proficiency, native language development and literacy development, including the use of computer technology.

### EDU629 School Law

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.

### EDU634 Inclusion: Issues and Strategies (2)

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.

Co-Requisite: EDU 582

### EDU637 Writing as Learning: Theory, Practice, and Pedagogy (3)

This course introduces current theory, research and practice in the field of writing pedagogy. The differences between processes, skills, and genre-based approaches to teaching writing are examined. Topics include the following: the purposes of writing to various diverse communities, diverse conventions of writing, social/individual dimensions of writing, reading/writing workshop assessment issues, role of technology, and implementation in classroom practice.

### EDU638 Research Methods in Education (3)

The purpose of this course is to help students gain a meaningful understanding of the central elements of educational research as it applies in the elementary classroom. The appropriate uses of qualitative and quantitative research are examined. The relationships among data, theory and knowledge are applied.

#### EDU640 Elementary Mathematics Teacher Leadership (3)

This course examines the Regional K-12 Mathematics Curriculum Framework, explores the Developing Mathematical ideas Curriculum through the major ideas of the base ten system. Additionally, students learn about instructional strategies that will support students' learning. Through a sharing of K-6 student work, insight into their solution strategies is gained. Videotapes of mathematics classrooms are used to inform the discussion including identification of strategies a facilitator might employ to make sense of each other's ideas.

#### EDU641 Secondary Mathematics Teacher Leadership (3)

Students address leadership topics to aid in their building and learning communities within their school district using a variety of research-based tools. Exploration of Big Ideas in Mathematics using the Regional K-12 Mathematics Curriculum Framework focuses on how concepts are organized coherently to ensure the cohesive implementation of PA academic standards across grade levels. Students analyze mathematical problems from multiple perspectives, using VCMPD cases of math classrooms.

#### EDU642 Secondary Science Teacher Leadership (3)

Participants investigate the role and form of "Science as Inquiry" in content-strand specific instruction. (Earth science, Life science and Physical science). They also engage in the process of Analyzing Instructional Materials (AIM) to examine how the implementation of different challenging instructional materials develops deep conceptual understanding of essential learning as outlined by the regional Science Curriculum Framework.

#### EDU646 Special Topics (1)

#### EDU647 Special Topics (2)

#### EDU648 Special Topics: Environmental Education Experiences in the Schoolyard (3)

In this course, students learn to apply skills and concepts of observation, recording and identification in the environmental setting of a schoolyard. Students conduct experiments and investigations to determine quality of air, water and soil as well as studies of the biodiversity of the schoolyard and surrounding neighborhood.

#### EDU651 Education of the Gifted (3)

This course compares the traditional and emerging paradigms for gifted education. Through a developmental approach students explore characteristics of gifted students, appropriate curriculum, materials and classroom strategies.

#### EDU652 Characteristics of Individuals with Physical and Neurological Disorders (2)

Students investigate the nature and types of conditions classified as physical and neurological disorders. The impact of these disorders on day-to-day functioning of an individual and possible medical, psychological and educational interventions also are investigated. Prerequisite: Education 506; Co-requisite: Education 585

#### EDU653 Models of Gifted Education: Curriculum (3)

Students examine various models of gifted education and best practices in gifted programs. Factors affecting the planning and implementation of programs for the gifted are explored.

#### EDU654 Multicultural Gifted Education: Diverse Populations

In this course, students examine methods of differentiating instruction for gifted students with an emphasis on meeting the needs of low socio-economic status and culturally diverse students. Research on issues of gender and ethnicity relating to identification and acceptance of giftedness are explored.

#### EDU655 Assessment of Special Needs Students (3)

Students investigate the assessment of individuals with mild to moderate disabling conditions. Topics include the fundamental principles of assessment tools and the social responsibility of professionals to exercise fairness and accuracy in the assessment process.

Prerequisite: Education 506

Co-requisite: Education 686

#### EDU656 Dual Exceptionalities: Gifted Students with Disabilities (3)

On this course, the role of giftedness in dual exceptionalities is explored. New methods of assessing and identifying children who are both gifted and exceptional are discussed. Models of collaboration with special education and curriculum experts as well as parents and school personnel are developed to serve the needs of the children.

#### EDU661 Curriculum and Instruction of Individuals with Mild Learning Needs (3)

This course focuses on the design and implementation of an individual education program for a child with mild learning needs and the selection, design and adaptation of curriculum and instructional techniques in the area of reading, language arts and mathematics.

Prerequisite: Education 506

Co-requisite: Education 582

#### EDU664 Behavior Management in the Classroom (3)

Students investigate the principles and systematic approaches used to identify and analyze problem management techniques, individual behavior and affective intervention strategies and community based support programs designed to address problem behaviors.

Prerequisite: Education 506 or 634

Co-requisite: Education 583

#### EDU668 Curriculum and Instruction of Individuals with Moderate to Severe Disabilities (3)

This course focuses on the design of a comprehensive educational program for the child with moderate to severe mental or physical disabilities. Students analyze the child's cognitive, behavioral and physical profile; review assessment techniques and examine curriculum materials and instructional methods to determine the most appropriate educational program.

Prerequisite: Education 661

Co-requisite: Education 586

#### EDU670 Introduction to School Counseling (3)

The role of school counselors is explored in relation to counseling history, philosophy, and trends. Counseling within the elementary and the secondary school settings, consultation, and coordination are core components. Professional development, documentation, ethical, and legal standards are addressed. This course also focuses on

the creation of instructional programs as part of a comprehensive K-12 school counseling curriculum, including participation in multidisciplinary teams. Technology is explored as a resource for school counselors.

EDU671 Collaboration, Consultation and Teamwork (3)

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 students.

Prerequisite: Education 506 or 634

EDU673 Transition Planning and Adult Services (3)

This course focuses on the transition of students throughout their school programming. The course examines the topics of: parent's needs and methods of collaborating, Early Childhood Intervention, Inclusion, Sexuality and Transition to Adult Life. Prerequisite: Education 661

Co-requisite: Education 584

EDU675 Special Topics in Learning Disabilities (3)

EDU676 Seminar in Pervasive Development Disorders (3)

EDU687 Elementary Supervised Practicum (6)

EDU688 Early Childhood Supervised Practicum (6)

EDU689 Secondary Supervised Practicum (6)

EDU690 Practicum in Special Education (6)

This course is designed for students who have completed a course in student teaching and wish to fulfill the requirements for the special education program as a second area of certification. Students enrolled in the course demonstrate their ability to plan for and deliver instruction to special needs students through the submission of unit and lesson plans and the presentation of a minimum of 15 lessons to classes in which special needs students are enrolled in regular education or resource rooms. The demonstration lessons are observed and critiqued by an experienced special education teacher and faculty member who holds teacher certification in special education.

Prerequisites: Education 524,668,673 and permission of the education program director.

EDU691, 692 Special Topics (2, 3)

EDU693 Early Childhood Student Teaching (9)

Students plan sequential observations and teach for 14 weeks at the early childhood level, preschool through grade three, under the guidance of an experienced teacher and a faculty member of the department of education. Students keep journals of their experiences as a means of self-evaluation and reflection and participate in conferences with their supervising teachers, principals, College supervisors and course instructors when appropriate. They meet in weekly seminars conducted by the education program.

EDU694 Elementary Student Teaching (9)

Student teaching is a rigorous experience for teacher candidates in K-12 school settings. This course requires that candidates are placed with a mentor teacher for a minimum of fourteen weeks (an entire semester). The pre-

service teacher initially observes experienced mentor teachers. The student then, implements planning, teaching, management, and assessment as part of the student teaching experience.

In addition, the Student Teaching Seminar takes place each week at Chatham College. The purpose of this seminar is to pursue topics of importance to student teachers, address problems encountered and to prepare for interviews. College supervisors and Student Teachers attend these sessions.

#### EDU695 Secondary Student Teaching (9)

Students plan sequential observations and teach on the secondary level for 14 weeks under the guidance of an experienced teacher and faculty member of the department of education. Students keep journals of their experiences as a means of self-evaluation and reflection and participate in conferences with their supervising teachers, principals, College supervisors, and course instructors, when appropriate. They meet in weekly seminars conducted by the Education Program.

#### EDU696 Special Education Student Teaching (9)

Students will participate in two 8 week placements under the guidance of an experienced teacher. The student observes and then teaches classes on an incremental basis until the student assumes responsibility for teaching the full schedule. The student has one placement at the elementary level and one placement at the secondary level.

#### ENG 514 Readings in the Pedagogy of Creative Writing (3)

Students read extensively in the pedagogy of creative writing.

#### ENG 515 Teaching Creative Writing (3)

Students will 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/course. Aspects of lesson design, classroom environment/management, the writing process, writing workshops, assessment, publication, and performance will be emphasized.

Prerequisite(s): ENG 514

#### ENG 516 Latin American Literature in Translation (3)

This course is designed to enable English speakers to read and discover those Latin American authors who attracted worldwide attention in the 20th century. Discussed are novels and short stories by Bombal, Borges, Cortazar, Rulfo, Fuentes, Vargas Llosa, Puig, García Márquez, Allende, Poniatwoska, Ferré, and Valenzuela. The readings will 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. May be taken with a Spanish attachment for students with Spanish proficiency.

#### ENG 518 The American Nature Tradition (3)

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?

#### ENG 519 Frontier Women (3)

An impressive 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 and what "cultural work" these texts accomplished.

#### ENG 522 American Exploration (3)

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 self. Includes works by Poe, Cooper, Melville, Simms, Kirkland, and Chopin.

#### ENG 524 Rereading American Literature (3)

This course focuses on critical reexamination of classic American literary texts. Students explore current topics such as Realism, Regionalism, Romanticism, and Modernism, with special emphasis on problematic texts and pedagogic contexts. Students complete short essays, reviews of criticism, class presentations, teaching outlines or notes, and a substantial paper or project.

#### ENG 525 Love and Lies: The European Novel (3)

This course will cover the modern European novel through the thematic rubric of "love and lies." The latter theme affords the opportunity to consider fiction not only as a medium of the literary genre of the novel but also as a discourse of self-expression, self-creation, and in the cases of some of our lying protagonists, self-destruction. Students will focus on characters' constructions of "truth" and "lies" as these concepts are informed by characters' emotional positions. At its most ambitious, this focus on the dynamic of inersubjectivity not only provides important insights into the literature we will read but also enhances students' understanding of the interpersonal connections that drive individuals' worldviews and narratives.

Prerequisite(s): Sophomore standing or above.

#### ENG 527 Ethnicity and Place (3)

This course focuses on the connection between geographic places and cultural identities. Ethnic, regional, and linguistic markers help define writers' distinctive voices, as in the cases of William Faulkner and August Wilson. Dislocation from the place of origination or from a writer's heritage can also result in a creative tension, as in works of Maxine Hong Kingston and Toni Morrison. Students will read a variety of texts that explore the borderlands between ethnicity and place.

#### ENG 530 Mark Twain and American Humor (3)

A study of selected works of Twain within the context of American literature and the traditional American humor.

#### ENG 538 Principles of Literary Criticism (3)

A course focusing on the historical development of the principles of literary criticism from classical origins to modern practice. Texts analyzed include passages and works by Plato, Aristotle, Horace, Longinus, Sidney, Pope, Johnson, Hazlitt, Brooks, and Frye.

#### ENG 540 Memoir (3)

Through close reading of memoirs--personal, family stories and those that are more political--we will take up such questions as: What is the relationship between memory and the imagination? Does the use of fiction sometimes provide a shield to get closer to truth? Is it also possible to hold invention at bay and stick entirely to

fact? Is it desirable? What is the importance of bearing witness/remembering? What are its limitations/dangers? Students will look critically at texts and think about how these authors write memoir and how they shape experience.

#### ENG 541 Writing Personal Legend (3)

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. As such, it is a particularly dynamic record of encounters and influences both among and within groups. The focus of this class will be upon uses of new points of view and of speaking personae that revise earlier versions of the familiar and thus destabilize meaning through illusions of maintaining heirloom metaphor. Students will read archival and contemporary material and then select traditional and modern stories resonant of their private experiences to generate original work.

#### ENG 542 American Multicultural Literature: Texts, Theory, Pedagogy (3)

Students explore the issues, debates, and politics of American literary multiculturalism; consider texts from non-European imaginative traditions (Native American, African-American, and Chicana/o) 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.

#### ENG 546 The Literature of the Wild (3)

Students will read poetry, nonfiction and fiction that explores the relationship between wilderness and humans as well as the relationship between wilderness and culture. This seminar will trace the idea of wilderness in American literature through the twenty-first century.

#### ENG 547 Contemporary Environmental Fiction (3)

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 constructions of the environment. Special attention will be given to questions of history, gender, and "what counts" (e.g., urban versus wilderness) as the environment.

#### ENG 548 Writing Creative Nonfiction (3)

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, with the emphasis placed on peer critique. Regular weekly writing assignments and peer critiques of the submitted writings are required of all class members. May be repeated for credit.

#### ENG 549 Exiles (3)

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 will also approach the concept of exile from

psychological, geographical, and cultural angles in order to understand the different uses of the term, its scope, and its limitations.

#### ENG 552 Ecofeminist Literature (3)

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 relationships to the Earth.

#### ENG 553 Writing Poetry (3)

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, with the emphasis placed on peer critique. Regular weekly writing assignments and peer critiques of the submitted writings are required of all class members. May be repeated for credit.

#### ENG 554 Writing Prose Fiction (3)

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, with the emphasis placed on peer critique. Regular weekly writing assignments and peer critiques of the submitted writings are required of all class members. May be repeated for credit.

#### ENG 555 Shakespeare: Plays, Practice, and Pedagogy (3)

Focused primarily on strategies for teaching Shakespeare, this course considers recent critical approaches to plays ranging from *Romeo and Juliet*, to *Much Ado About Nothing* and *Henry V*. In addition to close reading of the plays and studying the practices of the Elizabethan stage, students consider how best to bring current critical understandings of Shakespeare into the classroom. Recent films of the plays also will be viewed and discussed, with an eye toward classroom utility.

#### ENG 556 Writing for Children (3)

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, with the emphasis placed on peer critique. Regular weekly writing assignments and peer critiques of the submitted writings are required of all class members. May be repeated for credit.

#### ENG 558 Contemporary Writers and the Art of Reading (3)

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.

Prerequisite(s): ENG 534, or permission of the M.F.A. director.

### ENG 562 Children's Literature (3)

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.

Prerequisite(s): ENG 243, 244, and 245, or permission of the program director.

### ENG 563 Transcribing Lives (3)

Focused 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 243, 244, and 245, or permission of the program director.

### ENG 581 The Craft of Fiction (3)

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.

### ENG 582 The Craft of Nonfiction (3)

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.

### ENG 583 The Craft of Poetry (3)

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.

### ENG 584 The Craft of Environmental and Nature Writing (3)

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.

### ENG 585 The Craft of Travel Writing (3)

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.

### ENG 586 The Craft of Writing for Children (3)

This course 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 this writing-intensive course and will be expected to produce written work that will

enhance their understanding of publishable quality work.

Prerequisite(s): Acceptance into program or permission of program director.

#### ENG 589 The Craft of Creative Writing: Multiple Genres (3)

An introduction to the techniques and practices of various literary genres including poetry, fiction, creative nonfiction, children's writing and hybrid genres. This course fulfills the craft requirement for all genres, and is designed for students entering the program unsure of which genre they would like to have as their major focus.

#### ENG 595 Independent Literary Publishing (3)

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.

#### ENG 641 The Craft of Screenwriting (3)

This course focuses 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 literary tools available to writers in this genre.

#### ENG 651 Screenwriting (3)

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.

#### ENG 674 Field Seminar ()

The field seminar is a traveling creative workshop that focuses on aesthetic problems and the often conflicting relationships between nature and culture. 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. Students will read literature appropriate to the venue and explore in their words the weight and power of language when its meaning is defined by another landscape and/or culture. Travel locations and specific topics will vary. An additional fee applies to this course. May be repeated for credit.

#### ENG 678 Field Placement ()

During this course, taken in one of the final semesters of the M.F.A., 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

#### ENG 682 Special Topics (2)

#### ENG 683 Special Topics (3)

#### ENG 691 Independent Study (1)

#### ENG 692 Independent Study (2)

ENG 693 Independent Study (3)

ENG 698 Final Manuscript (3)

ENG 699 Final Manuscript (6)

ENV 525 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. Cross-listed as POL 525.

ENV 543 Nature and Culture (3)

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. Cross-listed as ENV 443 and ENG 743.

ENV 555 Environmental Education (3)

This course reviews the historical development of environmental education in the K-12 curriculum and the development of current standards in the environment and ecology. A range of teaching methods for effectively presenting the scientific and economic aspects of environmental concerns as well as integration of community resources and agencies are explored. Course work includes observations and participation in environmental experiences within public school classrooms.

FLM 543 The Media Production Industry (3)

This course is offered in the final semester of the program and is designed to enhance the ability of graduates to establish themselves in the media production industry.

FLM 550 Media Project 1 (3)

Media Project 1 re-introduces graduate students to the technical practices of digital video production. Nonlinear editing, foundations of alternative screenwriting, videography, sound production, and other media-related processes are explored. The technical is studied in relation to its conceptual, theoretical, and practical application. At the completion of the course, candidates will have a short digital film finished from beginning processes to post production techniques. Candidates are required to be collaborative, taking on various roles within each other's projects.

FLM 563 Media Contexts 1 (3)

This course provides incoming graduate students with an overview of current theoretical concerns related to independent media, film production, and histories. Topics include identity and the place of the maker; genre and ideology; mass culture, popular culture, and the audience; working with performers; lighting and cinematography; editing; and expanded production processes such as collaboration, performance, and integrating media.

### FLM 571 eMerging Media 1 (3)

eMerging Media 1 maps ways in which media artists can use the web and internet for the production of alternative narratives. From online venues to networks and devices specifically designed to distribute and share media, the web and internet rapidly alter the way media-makers produce, distribute, and conceive of media art. This course enables graduate students to analyze and create works online with approaches as diverse as web-cams, streaming media, and interactive web-base projects. The politics and practices of downloading, recoding, and repositioning media are analyzed from the perspective of new media art and artists.

### FLM 641 The Craft of Screenwriting (3)

This course focuses 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 literary tools available to screen writers in this genre. Cross-listed as ENG 641.

### FLM 650 Media Project 2 (6)

Media Project 2 continues technical conversations explored in Media Project 1, but extends to visual effects, animation modes, and compositing. Students will also utilize this course to develop their master's thesis topic and begin pre-production processes such as scriptwriting and other production variables.

### FLM 651 Screenwriting (3)

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.

### FLM 663 Media Contexts 2 (3)

This course analyzes the aesthetic conventions, narrative, and formats of works in new media. It examines the impact digital technologies and new media have had on existing media, as well as the ways in which new media function as a unique system of communication. While investigating the aesthetic conventions, economic conditions, and infrastructures that affect the production of new media, the course addresses the social and political contexts in which new media are disseminated, interpreted, and privileged. Student will make connection across decades by focusing on the recurring themes of language, futurism, simulation, hyper-reality, transnationality, and information.

### FLM 671 eMerging Media 2 (3)

This graduate course focuses on the technical through advance study. Students will produce DVD, CD-Rom, and other interactive projects - gaining an understanding of the emerging culture and historical antecedents of new media. Interactive and network technologies are explored from the perspective of media art making. New media works are screened, discussed, and demonstrated.

### FLM 675 Media Project 3 (9)

This final media project course is nine credits and counts as the graduate candidate's master's thesis studio. The studio is self-directed. Candidates should enter the course with an already approved thesis topic and project. Technical demonstrations will correlate with student interest and project concerns. The student, under the guidance of the class instructor, and an outside advisor, undertakes this final independent project. Projects should

demonstrate the mastery of the themes, critical approaches, and technical skills learned through the program's coursework. Written, oral, and production components are requirements for the successful completion of the master's thesis. The final product is a portfolio quality document that is conceptually strong, well-produced, and technically innovative.

#### FLM 693 Independent Study (3)

#### FRN 548 Literature of the Francophone World (3)

An investigation of the writings, both theoretical and creative, of major French authors from outside mainland France. Primary emphasis on Francophone writers from Africa and the West Indies with additional works from Quebec, Belgium, Switzerland, and Southeast Asia. The specific concepts on "négritude" and "créolite" are discussed within the political, social, historical, and economic context.

#### FRN 580 Special Topics in Francophone Literature (3)

In-depth analysis and discussion of selected French and Francophone literature not covered in other advanced course offerings. Recent topics have included Women in French Literature; The French Court Theatre; Montaigne, Diderot, Stendhal; French Poetry; and French Literary Criticism. Course may be repeated for credit. Prerequisite(s): FRN 204 or permission of the instructor

#### HIS 526 The Arab-Israeli Conflict (3)

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.

#### HIS 682 Special Topics (2)

This course addresses a variety of focused issues relevant to the study of history. Students may repeat enrollment in the course under different topics of instruction.

#### HIS 683 Special Topics (3)

This course addresses a variety of focused issues relevant to the study of history. Students may repeat enrollment in the course under different topics of instruction.

#### IAR 505 Environment & Behavior (3)

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.

#### IAR 510 Drafting & Graphics (3)

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.

### IAR 515 Computer Design Technology (3)

Students learn the basic computer drafting and drawing skills associated with AutoCAD software. Projects include creating new work from scratch and working from existing files. An understanding of drawing layers, detailing, layout, and printing will be presented. Students are also introduced to photoshop to build technical knowledge in image processing.

### IAR 520 Interior Architecture I (3)

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): ART 500

### IAR 525 Interior Architecture II (3)

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 520

### IAR 530 Color & 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 535 Materials & Assemblies (3)

Materials and finishes appropriate for interior architecture are addressed in this course. Emphasis is placed on sustainability characteristics, properties and performance criteria, installation and assembly methods, maintenance requirements, and estimation of material requirements.

### IAR 610 Advanced Computer Design (3)

This advanced computer-aided design course focuses on complex three-dimensional modeling. Students are instructed to use specific software, such as Autodesk VIZ and Revit. Graphic skills are also developed to help students communicate interior design schemes.

Prerequisite(s): IAR 515

### IAR 615 Construction Documents (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 510, 515, and 535

### IAR 620 Interior Architecture III (6)

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 515 and 525

#### IAR 625 Interior Architecture IV (6)

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 610 and 620

#### IAR 630 Green Design and LEED (3)

Global issues of energy use, resource depletion, land use for building construction, and indoor air quality have prompted building professionals to re-evaluate standard design and construction processes. This course will provide students with knowledge of the U.S. Green Building Council (USGBC) and the Leadership in energy and Environmental Design (LEED) certification system to promote environmentally responsible design.

#### IAR 635 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.

#### IAR 640 Internship (3)

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.

#### IAR 641 Internship (3)

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.

#### IAR 645 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.

#### IAR 650 Graduate Tutorial (6)

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 625

### IAR 655 Graduate Research Methods (3)

This graduate seminar is a review and analysis of published research in the disciplines of interior design and architecture. It introduces students to various methods for gathering information and conducting research related to the reciprocal interaction between humans and the environment. Emphasis is placed on the selection and utilization of data collection strategies and tools and the development of a research proposal. Cross-listed as LAR 680 and LNS 680.

### IAR 660 Statistics for Environment & Behavior (3)

In this course, students are introduced to statistical analysis in relation to environmental design and human behavior. Emphasis is placed on descriptive statistics, significance tests, two-sample comparisons, regression, and correlation. Students use a computer-based statistical package for data analysis.

### IAR 665 Interactive Portfolio Design (3)

This course provides the technical skills to complete design portfolios as both print and online publications. Advanced computer topics such as stylized page layouts, interactive animations, and web page design will be covered. The print and interactive portfolios created in this course will be instrumental in marketing student design talents to all sectors of the design profession..

### IAR 670 Supervised Teaching (3)

Students have the opportunity to assist with a class in interior architecture under the supervision of a faculty member.

### IAR 675 Independent Study (3)

In-depth investigation conducted independently by the student under the supervision of an instructor. This course may be taken to satisfy an elective requirement.

### IAR 680 Thesis (3)

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.

### IAR 681 Thesis (3)

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.

### IND 500 Science and Society (3) As Needed

A cross-disciplinary examination of current scientific research and technological developments that lead to ethical questions or political controversy, emphasizing current science and technology along with readings about making decisions on controversial subjects. May include: global warming, genetic engineering, human cloning, stem cell research, and nuclear energy. Prerequisite(s): One 200-level science course.

### LAR 510 Drafting and Graphics (3)

This studio develops graphic literacy as a language and philosophy for observation, analysis, expression, and presentation of landscape design. Students are introduced to a number of techniques and methods of drawing used by landscape architects, including freehand drawing, use of colored pencils, markers, and mechanical drafting through various exercises. An understanding is developed of architectural and engineering scale, plans, elevations and sections. Additional work is spent on values, colors, palettes, and shadowing techniques that culminate in a final studio project. Cross-listed as LNS 515.

### LAR 512 Graphic Communications (3)

This course provides an introduction to digital tools available for communicating and visualizing landscape architectural design ideas. Specific software is utilized to teach broad skills for design computing while developing graphic technical skills specific to the practice of landscape architecture through various exercises and projects. In addition, this class instills a critical attitude toward the use of digital technologies in the practice of landscape architecture today.

### LAR 513 Computer Design Technology (3)

Students learn the basic computer drafting and drawing skills associated with AutoCAD software. Projects include creating new work from scratch and working from existing files. An understanding of drawing layers, detailing, layout, and printing will be presented. Cross-listed as LNS 518.

### LAR 514 Landscape Ecology (3)

This course introduces the study of how landscape structure affects the processes that determine the abundance and distribution of organisms. Students use quantitative and modeling tools to facilitate understanding of spatial processes, resource conservation, and ecosystem management.

### LAR 515 Introduction to Geographical Information Systems (GIS) (3)

This course is an introduction to Geographical Information Systems (GIS) which is a system of hardware, software and procedures designed to support spatially referenced data for solving complex planning and management problems. The focus is on landscape architectural applications of GIS, to analyze existing situations as well as proposed concepts, including solar studies; vegetation studies; soil analysis; viewsheds; topography; man-made and natural environments. Computer lab tutorials and case studies will utilize leading GIS software ArcGIS 9.0 from Environmental Systems Research Institute (ESRI).

### LAR 516 Plant Identification: Trees and Shrubs (3)

This course introduces students to the concepts and skills needed to identify plants; make practical and scientific collections; and understand the ecological and evolutionary relationships between major plant families. Emphasis is placed on cultural requirements for a variety of ornamental, deciduous and evergreen trees and shrubs hardy in Western Pennsylvania. Focusing on their uses in the landscape with sustainable site design. This course includes field trips and class/laboratory work.

### LAR 518 Native Plants (3)

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 horticultural uses of natives through field trips and in-class activities.

#### LAR 520 Prehistory of Landscape Architecture (3)

The landscape traditions of the Western and Eastern worlds are surveyed from antiquity to the present. This course explores the relationships between designed landscape forms within each culture, as well as, the political, social, philosophical, and artistic factors that could have determined and influenced the designed landscape. The course draws attention to the fundamental notion that landscape design is both an invention and cultural representation of landscape. Cross-listed as LNS 531.

#### LAR 521 North American Landscape History 19th-21st Century (3)

This course covers the historical development of the American residential and urban landscape from the end of the 18th century to present. Special attention is given to Jefferson, Downing, Olmsted, Platt, Jensen, and other designers. Emphasis on how different perspectives on landscape and site design influence resource conservation and ecosystem management. An important component is the landscape of the Pittsburgh region as a comparative example of landscape design. A field trip to another urban center may be included in this course as well. Cross-listed as LNS 544.

#### LAR 526 Modern Landscape Architecture (3)

Examines the modern built landscapes as cultural products within the context of modern American use. Underscores the relationship of landscape architecture theories with changing environments, resources and the urban fabric. Focus is on modern landscapes of the 1950s to present and why projects of modern day are being lost to progress.

#### LAR 527 Historic Landscape Preservation (3)

The development of the Historic American Landscape Survey for the National Park Service has brought the design of open space and the built landscape into the same venue as the Historic Structure Initiative. In this course students will learn fundamentals of the Cultural Landscape Report (CLR), the primary method of documenting, analyzing and treating a cultural or historic landscape. A variety of historic projects are analyzed for type and treatment. Cross-listed as LNS 549.

#### LAR 532 Ornamental Horticulture (3)

This course covers the identification, culture, use, care, and management of ornamental woody and herbaceous plants that can be used in designed landscapes. The course also covers the general issues of plant maintenance, use of fertilization, and management systems to create environmentally healthy horticultural practices. Maintenance topics include trimming, pruning, and transplantation. Cross-listed as LNS 554.

#### LAR 534 Soil Science (3)

The focus of this course is to introduce students to the concept of soil as a natural resource, the basic physical, chemical and biological properties of soils, and the management of soils for growth of terrestrial vegetation. Students learn to recognize and evaluate soil properties in order to make informed decisions concerning soil management. Emphasis is placed on soil as a natural resource in environments urbanized, disturbed and natural, as well as, in controlled environments such as greenhouses and containers. The study of soil and soil properties provides a broad foundation for further study or professional practice in landscape design and environmental sciences.

### LAR 535 Diseases and Pests (3)

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 plant problem diagnosis and identification of common disease and insect problems. Disease and pest management topics include the concepts of integrated pest management, vertebrate pest management, and pesticide use and safety. Cross-listed as LNS 557.

### LAR 541 Design Studio I: Foundations (3)

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 of theoretical design principles and their application to the natural environment. Students learn to conceptually express approaches to the landscape and its design through development of three-dimensional concepts in shapes, spatial relationships, scale, color, textures, and values within the context of the environment. Cross-listed as LNS 511.

### LAR 542 Design Studio II: Applications Methods (4)

In this course, students learn to analyze, synthesize, and assimilate contextual and site-specific diagramming 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; and site analysis and inventory as essential elements in the landscape design process. Emphasis is placed on site analysis, and site concept diagramming. These projects will lead to a spatial understanding of the design problems in the environmentally driven landscape. Model building is a component of this course. Cross-listed as LNS 512.

Prerequisite(s): LAR 541

### LAR 550E Citizen Participation Workshop (2)

This workshop focuses on engaging community input in the design process. By utilizing an actual project - Scenic Byway Park - the students will learn to facilitate citizen participation in the public landscape. By responding to an existing community vision, the students may help to shape the ongoing dialogue needed to implement this multi-faceted project.

### LAR 570 Principles of Sustainability (3)

Students develop skills and fluency in evaluating the interrelationships between humans and ecological systems. Focus is placed on decision-making approaches that satisfy environmental, economic, and ethical criteria. Practical alternatives are analyzed for more sustainable landscape construction, design, and maintenance. An experiential learning approach is used to develop facilities for assessing environmental issues. Cross-listed as ENV 443.

### LAR 575 Field Ecology (3)

The goal of this course is to introduce the students to the principles of ecology in urban and rural environments. Considerations of ecology will range from the individual organism to communities and ecosystems, up to landscape level. Ecological consequences of human activities will be considered as well as the physical, ecological, and social environment of cities and towns, and how these spheres can possibly be integrated in studies of urban ecological systems. This class is structured as a field class. Most classes will be local field trips with possibly one or two out-of-town Saturday field trips. In the beginning of the term, there will be a series of short lectures to learn ecological concepts with extensive readings and discussion from the primary literature,

including class discussion.

#### LAR 578 Wetlands Ecology (3)

This course provides a holistic understanding of wetlands through an examination of pattern and process. Toward the beginning of the semester, an all-day Saturday field trip to a wetland complex, possibly Pymatuning Marsh, will provide in-depth observation of wetland ecology, flora, and fauna. Students will be exposed to the ecology, hydrology, and aesthetics of both natural and constructed wetlands. In addition, wetland laws and protection will be identified. Through lectures, field trips, and other exercises, students will gain a greater awareness of the qualities of local and regional wetland environments along with an understanding of mankind's role through history in altering them.

#### LAR 591 Independent Study (1)

#### LAR 592 Independent Study (2)

#### LAR 593 Independent Study (3)

#### LAR 643 Design Studio III: Integrated Systems (6)

This design studio concentrates on application of the concepts of skills and methods of design through a critical analysis of various environmental and human systems, both in built and natural environments, with special emphasis on sustainable design. Students will learn to analyze, integrate, and assimilate both contextual and site-specific information in the development and presentation of creative design solutions for specific landscape projects. This course will utilize actual sites, involve field trips, design through synthesis and collaboration. Prerequisite(s): LAR 541 and LAR 542

#### LAR 644 Design Studio IV: Community Based Design (6)

The focus of this studio is on community design of the public landscape with incorporation of environmental practices into the solution of the problem. The projects will involve all skills developed in the prior sequence of design studios. The projects will focus on an actual site or sites located in western Pennsylvania. Prerequisite(s): LAR 541, 542 and 643

#### LAR 645 Design Studio V: Construction Documents in Design (6)

Students incorporate a design project from Landscape Architecture 643 or 644 into a final design and construction project. This project will allow the students to produce a set of construction documents appropriate for bidding. Sustainable site design, land use, and construction will be incorporated through layout, grading, construction detailing, planting plants, and general ecosystem management. Prerequisite(s): LAR 541, 542, 643 and 644

#### LAR 646 Design Studio VI: Special Topics (6)

Varying topics and applications in specific design applications that capture the essence of ecological design process.

#### LAR 650 Construction I: Grading and Landforms (4)

This is the first course in a series of construction courses. The focus is on the land as a shaped medium. This

course applies concepts and principles of sustainable site planning, land manipulation, earth work grading, and drainage patterns. An introduction is provided to site construction basics, including slope analysis, cut/fill analysis, storm drainage patterns, road layout, pedestrian, and vehicular circulation. Some computer application may be applied. Special attention is paid to ecological land use planning, site remediation, and ecological restoration.

#### LAR 651 Construction II: Materials (4)

Focus is on landscape construction methods and materials from masonry to wood. Students will learn construction and detailing of walls, fences, planters, walks, 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 are included.

#### LAR 654 Construction III: Road Design and Sustainable Transportation (4)

This course concentrates on road alignment, vehicular circulation, vertical and horizontal curves, as well as sustainable transportation options including public transit, bicycling, etc. The final project will produce a set of construction documents utilizing knowledge from previous two construction courses.

#### LAR 655 Construction IV: Water in the Landscape (4)

Focus on storm water management using natural methods for water runoff of wetlands, wildlife drainage swales, permeable paving, storm water detention systems, and sustainable water management systems. Use of formulas for storm water runoff calculations and sizing of construction elements are key to this course.

#### LAR 656 Community Field Work (4)

Students will work for a total of 160 hours in the Chatham University arboretum with the College grounds crew on design and installation of planting areas, including trees, shrubs, and site work. The emphasis will be on sustainable design, no spray methods, and ecological land use. A portion of this community field work can be applied at Fallingwater or in a local community garden or environmental project.

#### LAR 660 Theory, Ethics and Professional Practice (3)

Examination of historical and contemporary modes of sustainable landscape architectural practice with emphasis on the social, cultural, and ideological issues that shape it. Particular emphasis is given to trends in the landscape architecture profession, environmental issues, and impact on future roles for the landscape architect. This course outlines the many non-design skills required for a successful lifelong 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. Contracts, cost estimates, and specifications are also covered. Current procedures for licensure in landscape architecture are clarified, specifically discussing the Landscape Architecture Registration Exam (LARE).

#### LAR 670E Interactive Portfolio Design (2)

This course provides the technical skills to complete design portfolios as both print and online publications. Advanced computer topics such as stylized page layouts, interactive animations, and web page design will be covered. The print and interactive portfolios created in this course will be instrumental in marketing student design talents to all sectors of the design profession.

### LAR 680 Graduate Research Methods (3)

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. Cross-listed as LNS 680 and IAR 655.

### LAR 681 Internship or Study Abroad (2)

The student will have the opportunity to work in an office environment to better understand the workings and responsibilities involved with sustainable landscape architectural design, and/or study sustainable landscape architecture abroad. A total of 6 credits of Internship or Study Abroad is required in a combination of the student's desires

### LAR 682 Internship or Study Abroad (2)

The student will have the opportunity to work in an office environment to better understand the workings and responsibilities involved with sustainable landscape architectural design, and/or study sustainable landscape architecture abroad. A total of 6 credits of Internship or Study Abroad is required in a combination of the student's desires

### LAR 683 Internship or Study Abroad (2)

The student will have the opportunity to work in an office environment to better understand the workings and responsibilities involved with sustainable landscape architectural design, and/or study sustainable landscape architecture abroad. A total of 6 credits of Internship or Study Abroad is required in a combination of the student's desires

### LAR 698 Master's Project or Thesis (3)

The master's project is the final independent project undertaken by the student under the guidance of an advisor. It involves original interpretive research and/or a creative design project demonstrating the mastery of the themes, ideas, and critical approaches learned throughout the program and will include written and oral presentations of the project. The final product is a portfolio quality document or thesis manuscript that has academic conceptual rigor and an aesthetically strong presentation. A final presentation to faculty and peers is required. A total of 6 credits of Master's Project or Thesis is required for completion of the Master of Landscape Architecture degree. Prerequisite(s): A prerequisite for registration is a project proposal statement that must be approved by the faculty project advisor and the program director.

### LAR 699 Master's Project or Thesis (3)

The master's project is the final independent project undertaken by the student under the guidance of an advisor. It involves original interpretive research and/or a creative design project demonstrating the mastery of the themes, ideas, and critical approaches learned throughout the program and will include written and oral presentations of the project. The final product is a portfolio quality document or thesis manuscript that has academic conceptual rigor and an aesthetically strong presentation. A final presentation to faculty and peers is required. A total of 6 credits of Master's Project or Thesis is required for completion of the Master of Landscape Architecture degree.

Prerequisite(s): A prerequisite for registration is a project proposal statement that must be approved by the faculty project advisor and the program director.

#### LNS 511 Foundation Design Studio (3)

This foundation studio focuses on concepts, skills and methods of design. Students begin to learn the verbal and graphic vocabulary to articulate and conceptually express approaches to the landscape and its design. Students explore how landscape space and form are created and how to articulate meanings and functions. Studio exercises place an emphasis on learning how to generate design ideas, giving aesthetic and functional form to creative concepts. Cross-listed as LAR 541.

#### LNS 512 Applied Design Studio: The Principles and Practice of Landscape Design (3)

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; and site analysis and inventory as essential elements in the design process. Cross-listed as LAR 542

Prerequisite(s): LNS 511

#### LNS 515 Drafting and Graphic Representation (3)

This studio develops graphic literacy as a language and philosophy for observation, analysis, expression, and presentation of landscape design. Students are introduced to a number of techniques and methods of drawing used by landscape designers, including artistic, freehand drawing, and mechanical drafting through exercises that culminate in a final portfolio quality product. In addition, an understanding is developed of architectural and engineering scales, plans, elevations and sections. Cross-listed as LAR 510.

#### LNS 518 Computer Design Technology (3)

Students learn the basic computer drafting and drawing skills associated with AutoCAD software. Projects include both creating new work from scratch and existing files. An understanding of drawing layers, detailing, layout, and printing will be presented. Cross-listed as LAR 513.

Prerequisite(s): LNS 511, 512, and 515.

#### LNS 521 Plants and Design I (3)

This course introduces students to the art of designing landscape spaces with plant material. This study of outdoor space concentrates on exploring landscape character as a product of the relationship of spaces that people observe and occupy to the plants and architectural masses that define these spaces. The course explores the abstract relationships of mass, height, distance, perception of texture, and color in plant groupings. Students learn to recognize woody plants for their structural and visual qualities, growing conditions, plant spacing, and growth rates to generate detailed planting plans.

Prerequisite(s): LNS 515 or permission of the instructor.

#### LNS 522 Plants and Design II: Site Ecology and Ecological Design and Planning (3)

This studio introduces students to the concepts of ecological design and planning at a number of scales, from residential and urban to regional. They explore the systems approach to design, which is concerned with both site ecology and enhancement of the site - the science and the art of ecological design. Through critical reflection, students are encouraged to go beyond mechanical and prescriptive responses to the site to arrive at solutions that

harmonize aesthetic form and ecological functioning.

Prerequisite(s): LNS 511 and 515 or permission of the instructor.

#### LNS 524 Plant Management (3)

This course covers the identification, culture, use, care, and management of ornamental woody and herbaceous plants that can be used in designed landscapes. The course also covers the general issues of plant maintenance, use of fertilization, and management systems to create environmentally healthy horticultural practices.

Maintenance topics include trimming, pruning, and transplantation.

Prerequisite(s): LNS 553 and 554 or permission of the instructor.

#### LNS 528 Theory and Ethics of Landscape Design (3)

This interdisciplinary course explores various aesthetic and ethical approaches that can guide design intent and form in landscape design. Cultural, social, and philosophical ideas that have, do, and can influence and define the aesthetics and ethics of art and design practice today are introduced, and emphasis is placed on developing critical thinking and a broad vocabulary of aesthetics.

#### LNS 531 Survey of the History of Landscape Design (3)

The landscape traditions of the Western and Eastern worlds are surveyed from antiquity to the present. The course explores the relationships between designed landscape forms within each culture and the political, social, philosophical, and artistic factors that could have determined and influenced the designed landscape. The course draws attention to the fundamental notion that landscape design is both an invention and cultural representation of landscape. Cross-listed as LAR 520.

#### LNS 544 North American Landscape Design History (3)

The course covers the historical development of the American residential and urban landscape from the end of the 18th century to the present. An important component of the course is the use of the Pittsburgh region as the comparative example of the development of private and public space. A field trip to another urban center may be included in this course as well. Cross-listed as LAR 521.

Prerequisite(s):

#### LNS 549 Historic Landscape Preservation (3)

The development of the Historic American Landscape Survey for the National Park Service has brought the design of open space and the built landscape into the same venue as the Historic Structure Initiative. In this course students will learn fundamentals of the Cultural Landscape Report (CLR), the primary method of documenting, analyzing and treating a cultural or historic landscape. A variety of historic projects are analyzed for type and treatment. Cross-listed as LAR 527.

#### LNS 551 Soil Science (3)

Soils are studied 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 soil are related to the production of plants, the functioning of hydrologic and nutrient cycles, and the protection of environmental quality. Cross-listed as ENV 451 and LAR 534.

### LNS 553 Ornamental Horticulture I (3)

This course introduces students to plant biology and relates this science to its practical applications in horticulture. It develops a general understanding of the botanical concepts of plant structure, physiology, function, growth, reproduction, and evolutionary diversity, as well as introducing students to the horticultural concepts and practices of plant propagation, transplantation, care, and management of ornamental plants.

### LNS 554 Ornamental Horticulture II (3)

This course covers the identification, culture, use, care, and management of ornamental woody and herbaceous plants that can be used in designed landscapes. Students learn how to identify a large plant palette and consider the aesthetics of form, color, texture, and seasonal changes for each plant. The course also covers the general issues of plant maintenance, fertilization use, and management systems to create environmentally healthy horticultural practices. Maintenance topics include trimming, pruning, and transplantation. Cross-listed as LAR 532

Prerequisite(s): LNS 553 or permissions of the instructor.

### LNS 557 Diseases and Pests (3)

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 thinking on managing these problems. Students cover the general principles of plant problem diagnosis and identification of common disease and insect problems. Disease and pest management topics include the concepts of integrated pest management, vertebrate pest management, and pesticide use and safety. Cross-listed as ENV 457 and LAR 535.

Prerequisite(s): LNS 553 or permission of the instructor.

### LNS 573 Materials and Methods in Landscape Construction (3)

This course covers the basic materials used in landscape construction of architectural site features such as walls, fences, walks, stairs and paving, patios, and water features. Students produce construction drawings and specific site details for various project types relevant to small-scale site construction.

### LNS 575 Landscape Grading and Drainage (3)

This course covers the fundamentals of site grading with relationship to spatial land design and to manipulation of landforms for pleasing results. Understanding the principles of surveying, in addition to the requirements of residential walks, driveways, and outdoor living spaces, will be addressed. Emphasis will be on creating a grading plan, understanding contours, spot elevations, and how to read site plans.

Prerequisite(s): LNS 511, 512, 515, and 521

### LNS 591 Independent Study (1)

### LNS 592 Independent Study (2)

### LNS 593 Independent Study (3)

### LNS 633 Advanced Design Studio (3)

Students apply the principles, methods, and processes of landscape design as addressed in the curriculum that have practical implications within the community. Students explore various multidisciplinary approaches and

perspectives that generate innovative and clearly user-responsive solutions for the project site.

Prerequisite(s): LNS 511, 512, 515, 521 and 522

#### LNS 680 Graduate Research Methods (3)

This graduate seminar introduces students to some methods and techniques that have been developed through multidisciplinary research for literary and aesthetic expression in landscape studies. 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 student when drawing upon other disciplines to inform the interpretation, writing and design of landscape. Cross-listed as LAR 680 and IAR 655..

#### LNS 682 Special Topics (2)

#### LNS 683 Special Topics (3)

#### LNS 695 Master's Project (3)

The master's project is the final independent project undertaken by the student under the guidance of an advisor. It involves original interpretive research and/or a creative design project demonstrating the mastery of the themes, ideas, and critical approaches learned through the program and includes written and oral presentations of the project. The final product is a portfolio quality document or thesis manuscript that has academic conceptual rigor and an aesthetically strong presentation. A final presentation to faculty and peers is required.

Prerequisite(s): A prerequisite for registration is a project proposal statement that must be approved by the faculty project advisor and the program director.

#### NUR 501 Theoretical Foundations Guiding Nurse Practice (3)

The Theoretical Foundations Guiding Nursing Practice course focuses on helping advanced practice nurses formulate and apply a wide range of nursing and scientific theories to practice. Students critique and apply theories from nursing and related sciences, and relate theory to research and patient-centered outcomes for individuals, families, and communities.

#### NUR 510 Population-focused Community & Global Health Issues (3)

This course focuses on global health issues and need for culturally sensitive, culturally congruent care of diverse minority and high-risk vulnerable populations at individual and societal levels. Emphasis is on population-focused issues pertaining to health and illness, environmental impacts on health and illness, level of prevention, and impacts of social, economic, and political factors on health status across the lifespan.

#### NUR 600 Advanced Nursing Research (3)

The Advanced Nursing Research course provides masters level nurses principles and processes of nursing research leading to research utilization. The course focuses on assessing current and relevant research for delineating issues, translating research, competencies in analysis and evaluation of relevant research, practice innovations and evidence-based practice. Prerequisites: Statistics.

#### NUR 605 Advanced Practice Leadership & Role Development (3)

The Advanced Practice Leadership & Role Development course focuses on role transition to advanced practice nurse. The course provides content on the history and present state of the nursing profession, advanced practice nurse roles, as well as requirements and regulations for advanced practice roles.

### NUR 615 Health Care Delivery Systems: Past, Present, & Future (3)

The Health Care Delivery Systems: Past, Present & Future focuses on developing understanding of policy, organizational design, and financing of health care services. There is emphasis on health care delivery and reimbursement systems and impacts on patient outcomes for individual, families, and communities locally, nationally, and internationally. Course content focuses on understanding the history and overview of health care delivery in the United States, integrated systems of health care, continuum of care, levels of reimbursement, community health care systems, health care financing, health care delivery resources, and roles of Advanced practice nurses in the health care delivery system as well as reimbursement for advanced practice nursing services.

### NUR 630 Health Care Economics (3)

The Health Care Economics 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 management brokering for scarce health care resources, influencing policy makers, decision-making and critical thinking, and linking patient care outcomes to resource management.

### NUR 631 Teaching Strategies for Nurse Educators (3)

The Teaching Strategies for Nurse Educators prepares nurse educators for a variety of roles impacting patient outcomes by developing knowledge and skill sets in pedagogy, teaching-learning theories, testing and measurement, educator roles, application of educational research, educational technologies, and learner-centered education.

### NUR 640 Human Resource Concepts for Nursing Leaders (3)

The Human Resource Concepts for Nursing Leaders course focuses on those concepts regarding legal, ethical, social, and political concepts of working in organizations. Course content focuses on hiring practices, managing and dealing with challenging issues in health care settings, employee issues, assessing self in terms of leadership and management principles, support in the role of nurse leader, and problem solving.

### NUR 641 Technology & Health Care Informatics in Nursing Education (3)

The Technology & Health Care Informatics in Nursing courses focuses on educational and patient care technologies impacting learner outcomes in a variety of health care delivery environments. There is emphasis in on-line and non-traditional educational settings, teaching for multilingual audiences, and literacy in education.

### NUR 650 Leadership for Change in Health Care Organizations (3)

The Leadership for Change in Health Care Organizations 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.

### NUR 651 Nurse Educator Roles (3)

The Nurse Educator Roles course focuses on the multiple roles and diverse practice environments for nurse educators. The course specifically focuses on roles sets and competencies in addition to certification requirements and preparation.

### NUR 660 Leadership Seminar (3)

The Leadership Seminar focuses on relevant and timely health care leadership issues confronting today's health care leaders. Topics will include how to become a better leader, getting support in a leadership role, mentoring others, being a role model, identifying resources for success in a leadership role.

### NUR 661 Curriculum Development and Evaluation (3)

The Curriculum Development and Evaluation course focuses on curriculum design and implementation as well as valid and reliable methodologies for learner measurement and outcomes. Issues to be addressed include accreditation, program, course, and class objectives, engaging learners in learner-centered course design, integrating best practice into the classroom, and peer evaluation.

### NUR 698 Leadership Capstone Practicum (5)

Nursing 698 is designed as a capstone course helping the nurse leader student put into practice what has been learned in the MSN in Nursing Leadership/Management Track. Students select a precepted experience and work with a qualified preceptor in an area in which the student plans to pursue opportunities upon completion of the MSN. A scholarly publishable paper is expected as part of the experience.

### NUR 699 Capstone Practicum with Nurse Mentor (5)

Nursing 699 is designed as a capstone course helping the nurse educator student put into practice what has been learned in the MSN in Nursing Education Track. Students select a precepted experience and work with a qualified preceptor in an area in which the student plans to pursue opportunities upon completion of the MSN. A scholarly publishable paper is expected as part of the experience.

### NUR 700 Capstone Practicum with Nurse Mentor (5)

Nursing 699 is designed as a capstone course helping the nurse educator student put into practice what has been learned in the MSN in Nursing Education Track. Students select a precepted experience and work with a qualified preceptor in an area in which the student plans to pursue opportunities upon completion of the MSN. A scholarly publishable paper is expected as part of the experience.

### OTH 601 Foundations of Occupational Therapy (3)

This course introduces the basic concepts of the profession of occupational therapy including the roles and functions of an occupational therapist. Student learn history, current practice and future trends of OT practice. Clinical issues and current personal/professional identity related to OT are explored as well as social, economic and political influences. Students are introduced to occupational science as a scientific basis for practice. Occupations throughout the lifespan and their implications for therapeutic intervention are examined. Methods of evaluation, including observation and interview, are introduced and practiced. The basics of documentation are illustrated and discussed.

### OTH 603 Occupational Therapy in Physical Disabilities (4)

Effective occupational therapy (OT) for adults with physical dysfunction requires that the student be knowledgeable of the occupational performance deficits commonly experienced by these individuals and the OT evaluation and intervention strategies used in this area of practice. Students learn to identify the relationships among and influence of client factors, performance skills, performance patterns, activity demands, and context on one's ability to engage in occupation to support participation. Students apply the OT process to meet the occupational performance needs of adults with physical dysfunction and the associated psychological impacts

through developing skills in the use of valid assessment techniques, sound clinical evaluation, and the selection and application of appropriate clinical interventions from an occupation-based perspective. Students engage in experiential learning opportunities that enable them to gain proficiency in administering and interpreting assessments and practicing intervention strategies related to BADL, IADL, functional mobility, and the use of adaptive equipment.

#### OTH 605 Occupational Therapy in Mental Health (3)

Students will learn the occupational therapy process for clients with mental health dysfunction. The assessment, management, progression, and prognosis of major mental health disorders will be examined. Students will assess and identify occupational performance issues and develop treatment plans for this population. Societal and personal attitudes towards persons with mental health disorders will be explored. Additionally, models of health care and service delivery, as well as social, economic, political and demographic factors that influence service provision will be addressed.

#### OTH 610 Advanced Occupational Therapy Skills (1)

This course will expand the student's clinical skills through additional knowledge and refinement of treatment procedures and techniques used in occupational therapy practice. The rationale behind the selection and application of procedures will be discussed in this skills lab. The students will then practice newly learned techniques with classmates to enhance technical abilities as well as to increase confidence in the selection and use of each procedure and technique. Objectives will be achieved through case studies, class discussion, active participation in the skills lab, and dialogue with instructors and classmates.

#### OTH 612 Professional Literature Skills (1)

This course emphasizes the importance of research to the occupational therapist's professional enhancement. Students develop research consumer skills, encompassing literature searches, critical analysis of research, common methodology and data analysis, clinical applications of research, and grant securing processes. Students are instructed within lecture and lab formats with written and oral assignments.

#### OTH 622 Occupational Therapy in Pediatrics (4)

This course addresses developmental and occupational tasks of children and adolescents. Students study a variety of pediatric diagnoses and frames of reference and apply this knowledge to occupational therapy evaluation and intervention. The importance of context, family, and the socio-political environment on the developing child is explored. Students are exposed to a variety of pediatric service delivery models and practice settings.

#### OTH 623 Occupational Therapy in Gerontology (4)

This course examines the normal aging process with emphasis on functional performance, activity limitation, and performance restrictions of individuals from adulthood through the life span. Students review the assessment and treatment of clients, including prevention, remediation, and maintenance of wellness. Various practice areas (acute care, rehabilitation, transitional living, community-based outpatient, long-term care, hospice, and home care) for the aged population are discussed.

#### OTH 624 Human Movement in Occupation (4)

Students integrate knowledge of normal human anatomy with the development and remediation of abnormal human movement, from an occupational therapist's perspective. Principles of splinting, work hardening, physical

agent modalities, and orthotics are also presented. Students employ skills in palpation, goniometry, manual muscle testing, sensibility testing, postural assessment, functional capacity evaluation, edema control, scar management, patient education, exercise, muscle balance restoration, body mechanics, physical agent modalities, hand assessment, and splinting. These skills are critical for treating abnormal human movement patterns resulting from or leading to disability and role loss.

#### OTH 626 Occupational Therapy Conceptual Models of Practice (2)

This course introduces students to the theoretical practice models that guide occupational therapy evaluation and intervention. Students engage in active learning opportunities designed to enable them to describe and implement the occupational therapy treatment process using selected models. Students research, analyze, and relate pertinent occupational therapy literature and case studies to models of practice.

#### OTH 628 Research Proposal Development (3)

This seminar course provides major emphasis on applying knowledge of the research process to the study of occupational therapy and is the primary course for the development of the research proposal. One major activity is the development of the written proposal, including an extensive review of the literature, appropriate research design, and methodology for the research project.

#### OTH 632 Environmental Interventions (3)

This course focuses on assistive technology principles and practice and the occupational therapist's role on the assistive technology team. Emphasis is on exploring and critiquing technology resources, assessing environments, and applying information to evaluation and treatment. Students discuss and analyze the impact of environmental interventions on the consumer's ability to engage in meaningful occupations.

#### OTH 635 Fieldwork I-A and Seminar (1)

This course provides students the opportunity to engage in pediatric clinical observations using guided assignments and discussion to bridge their didactic classroom knowledge with the occupational therapy process in clinical settings. Students search for and critique evidence-based literature related to clinical observations.

#### OTH 636 Fieldwork I-B and Seminar (1)

This course provides students the additional opportunities for engaging in adult/geriatric clinical observations using guided assignments and discussion to bridge their didactic classroom knowledge with the occupational therapy process in clinical settings. Students search for and critique evidence-based literature related to clinical observations.

#### OTH 637 Functional Neuroscience (4)

This course uses a seminar format to reinforce and make relevant to the practice of occupational therapy content learned in Biology 506. Students broaden their knowledge and understanding of medical diagnoses and disorders involving the nervous system that may affect an individual's ability to perform routine occupational tasks. Students begin to translate the physiological changes incurred secondary to these neurological diagnoses in order to develop a plan for assessment and intervention. Students identify and analyze disease and disorder, impairments, activity limitations, and performance restrictions related to various neurological insults. Case-study analyses and presentation are used for clinical application.

#### OTH 641 Management of Neurological Conditions (4)

This course emphasizes preparatory, purposeful, and occupation-based intervention commonly used in occupational therapy practice. These practice interventions are based on neurophysiological, biomechanical, psychiatric, and rehabilitative concepts and approaches for the evaluation and management of occupational activity limitations and performance restrictions resulting from neurological insult. Students have lecture and lab opportunities to learn, apply, and practice evaluative and intervention methods for dysfunction consequent to various neurological conditions. Approaches presented include Rood, Brunnstrom, adult and pediatric Neurodevelopmental Treatment, Proprioceptive Neuromuscular Facilitation, Sensory Integration, and Motor Learning theories. Case analyses allow students to compare and contrast the various approaches presented in each module. Students practice hands-on techniques, analyze cases, and superimpose purposeful and occupation-based treatment after incorporating various neurophysiologically based techniques.

#### OTH 643 Applied Research Project (2)

Students implement the projects developed in OTH 628. Pilot study groups collect and manage their data. Review article groups clarify unfamiliar background concepts and research methodology in reviewed research. Preliminary findings are presented at the end of the term.

#### OTH 644 Fieldwork I-C and Seminar (2)

In this capstone Fieldwork I experience, students engage in a community-based fieldwork experience with emphasis on higher level management skills, including advocacy and consulting. Students learn about community agencies, the needs of client populations and organizations, and the roles of occupational therapists in the community. Supervision and instruction are provided by faculty members and clinical facilitators. Students complete an organizational analysis, needs assessment, and a program plan which is implemented and evaluated. Students engage in class discussions about their experiences and organize a presentation for students, faculty and agency supervisors.

#### OTH 645 Management and Administration (3)

This course focuses on various aspects of occupational therapy management, including planning and evaluating programs, organizing, directing, communicating, and controlling. These concepts are discussed within the broader context of an evolving health care system. Ethical issues related to occupational therapy management are explored.

#### OTH 646 Research Report (3)

In this final research course, students discuss results specific to their study/critique specified body of knowledge, draw conclusions, and make future recommendations. In becoming scholarly contributors to the profession, student groups are required to prepare final written reports, poster presentations, publication-ready manuscripts, and oral presentations to supporting clinical agencies.

#### OTH 660 Fieldwork II Seminar (1)

This seminar course provides students with the opportunity to synthesize information and strategies in preparation for Level II fieldwork. Students analyze topics related to effective communication and supervision. Career job search skills, including résumé writing and interviewing techniques, are integrated. Students develop organizational skills to fulfill national occupational therapy certification examination and state licensure

applications.

OTH 662 Fieldwork Level II-A (12)

This first Level II-A fieldwork course includes a minimum of 12 weeks in a clinical setting that provides occupational therapy services across the life span to individuals in order to enhance occupational performance. Students are provided with experience in client assessment, planning, problem solving, and professionalism in hospital or community agencies, using a variety of service delivery models reflective of current occupational therapy practice. Students are supervised by one or more certified occupational therapists, each with a minimum of one year of occupational therapy experience. Students must complete all degree requirements no later than five years after the date of first enrollment in the program.

OTH 665 Fieldwork Level II-B (12)

This final Level II-B fieldwork course includes a minimum of 12 weeks in a clinical setting that provides occupational therapy services to individuals across the life span in order to enhance their occupational performance. This course builds on the previous Level II-A Fieldwork course by expanding the variety of experiences across the life span and in different types of facilities. Students continue to learn client assessment and treatment techniques using a variety of service delivery models reflective of current occupational therapy practice. Students are supervised by one or more certified occupational therapists, each with a minimum of one year of occupational therapy experience. Students must complete all degree requirements no later than five years after the date of first enrollment in the program.

OTH 682 Special Topics (2)

OTH 683 Special Topics (3)

OTH 697 Independent Study (1)

OTH 698 Independent Study (2)

OTH 699 Independent Study (3)

PAS 600 Essentials for the Physician Assistant I (7)

A problem-oriented approach to primary care and non-primary care medicine. This course incorporates basic medical sciences (human anatomy, physiology, and pathophysiology) with medical diagnosis and treatment, pharmacotherapeutics, psychological assessment and management, communication of information about illness, maintenance of patients with chronic illness, and prevention of disability and disease through detection, education, and preventive treatment. Community and public health concepts include a model of public health, health-care delivery and payment systems, epidemiology, infectious disease control, community health assessment, and community health services. The course addresses the clinical problems encountered by the physician assistant and the professional role the physician assistant has in primary, surgical, and specialty care of adult, children, and geriatric populations.

PAS 601 Essentials for the Physician Assistant II (7)

A continuation of PAS 600.

Prerequisite(s): PAS 600

PAS 602 Clinical Application of Basic Sciences I (4)

An in-depth study of topics in gross human anatomy, physiology, and pathophysiology, supporting the instruction in PAS 600: Essentials for the Physician Assistant I. Instruction will involve basic sciences with an emphasis on the clinical application of the material, utilizing a systems approach.

PAS 603 Clinical Application of Basic Sciences II (4)

An in-depth study of topics in gross human anatomy, physiology, and pathophysiology, supporting the instruction in PAS 601: Essentials for the Physician Assistant II. Instruction will involve basic sciences with an emphasis on the clinical application of the material, utilizing a systems approach.

PAS 604 Critical Reading of the Literature I (1)

Students critically evaluate medical literature and resources used in Physician Assistant Studies 600, including research design, data collection, and statistical analysis.

PAS 605 Critical Reading of the Literature II (1)

Students critically evaluate medical literature and resources used in Physician Assistant Studies 601, including research design, data collection, and statistical analysis.

Prerequisite(s): PAS 604

PAS 606 Clinical Pharmacology I (2)

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 PAS 600.

PAS 607 Clinical Pharmacology II (2)

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 PAS 601: Essentials for the Physician Assistant.

PAS 608 Skills Integration and Application I (4)

Laboratory course covering theory and application of interviewing skills, history and physical examination skills, elicitation and documentation of patient data, and clinical procedures. Skills are related to learning issues covered in PAS 600 and 602. Students demonstrate competence through practical evaluations, written documentation, and oral presentations.

PAS 609 Skills Integration and Application II (4)

Continuation of PAS 608. Skills are related to learning issues covered in PAS 601 and 603. Students demonstrate competence through practical evaluations, written documentation, and oral presentations.

Prerequisite(s): PAS 608

PAS 610 Introduction to Clinical Experiences I (1)

Introduces students to the clinical setting through observation of various clinical practices. Students become familiar with charting, clinical and office procedures, continuity of care, and professional communications and comporment.

PAS 611 Introduction to Clinical Experiences II (1)

Introduces students to the clinical setting through observation of various clinical practices. Students become familiar with charting, clinical and office procedures, continuity of care, and professional communications and comporment.

PAS 620 Master's Project I (1)

Working in groups, students carry out a major project that contributes to their professional development. This involves identification of a problem or question, review of current knowledge or status of the problem or question, and planning materials and methods.

Prerequisite(s): PAS 604 and 605

PAS 621 Master's Project II (1)

Continuation of PAS 620. Students begin implementation and/or data collection.

Prerequisite(s): PAS 620

PAS 622 Master's Project III (1)

Continuation of PAS 621. Students finish implementation and/or data collection and begin analysis.

Prerequisite(s): PAS 621

PAS 623 Master's Project IV (1)

Continuation of PAS 622. Students complete analysis, summary, and discussion and present their projects.

Prerequisite(s): PAS 622

PAS 625 Clinical Decision Making I (2)

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.

PAS 626 Clinical Decision Making II (2)

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.

PAS 627 Clinical Decision Making III (2)

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.

#### PAS 628 Clinical Decision Making IV (1)

Problem-oriented cases present the student with opportunities to use clinical reasoning to formulate differential diagnoses and emphasize development of treatment and care plans. A portion of this course runs concurrently with the clinical experience X. Students complete summative program evaluations related to medical knowledge and clinical skills.

#### PAS 630 Topics in Clinical Medicine (4)

An intensive review in preparation for entering practice as a physician assistant. A series of special seminars and presentations, along with clinical skills review session, provide the student with a topical approach to medicine.

#### PAS 631 Healthcare Policy and Medical Ethics (2)

Students explore relevant health-care law and policy issues that impact the Physician Assistant profession and health-care delivery systems. Contemporary professional medical ethics issues are discussed and debated. Instruction is provided through classroom discussions, guest lectures, and small group problem-based learning.

#### PAS 640 Clinical Experiences I (3)

Clinical experiences are four- to five-week rotations spent full-time in the clinical setting. Students are assigned to complete at least two primary-care rotations. Rotations include, but are not limited to, family medicine, internal medicine, women's health care, pediatrics, surgery, emergency medicine, psychiatry, and orthopedic surgery in hospital, extended care, and outpatient settings. Students spend a rotation providing primary care to an underserved population such as the homeless, public health service sites, or international sites. This rotation emphasizes cultural sensitivity, understanding of health in relationship to the predominant culture, and the role of the health care provider in the setting. Students also are assigned two elective clinical experiences in a primary or non-primary care setting such as cardiology, gastroenterology, otalaryngology, pulmonology, neurology, physical medicine and rehabilitation, pathology, radiology, pediatric specialties, or other experience as arranged with the clinical coordinator and program director.

#### PAS 641 Clinical Experiences II (3)

Clinical experiences are four- to five-week rotations spent full-time in the clinical setting. Students are assigned to complete at least two primary-care rotations. Rotations include, but are not limited to, family medicine, internal medicine, women's health care, pediatrics, surgery, emergency medicine, psychiatry, and orthopedic surgery in hospital, extended care, and outpatient settings. Students spend a rotation providing primary care to an underserved population such as the homeless, public health service sites, or international sites. This rotation emphasizes cultural sensitivity, understanding of health in relationship to the predominant culture, and the role of the health care provider in the setting. Students also are assigned two elective clinical experiences in a primary or non-primary care setting such as cardiology, gastroenterology, otalaryngology, pulmonology, neurology, physical medicine and rehabilitation, pathology, radiology, pediatric specialties, or other experience as arranged with the clinical coordinator and program director.

#### PAS 642 Clinical Experiences III (3)

Clinical experiences are four- to five-week rotations spent full-time in the clinical setting. Students are assigned to complete at least two primary-care rotations. Rotations include, but are not limited to, family medicine, internal

medicine, women's health care, pediatrics, surgery, emergency medicine, psychiatry, and orthopedic surgery in hospital, extended care, and outpatient settings. Students spend a rotation providing primary care to an underserved population such as the homeless, public health service sites, or international sites. This rotation emphasizes cultural sensitivity, understanding of health in relationship to the predominant culture, and the role of the health care provider in the setting. Students also are assigned two elective clinical experiences in a primary or non-primary care setting such as cardiology, gastroenterology, otalaryngology, pulmonology, neurology, physical medicine and rehabilitation, pathology, radiology, pediatric specialties, or other experience as arranged with the clinical coordinator and program director.

#### PAS 643 Clinical Experiences IV (3)

Clinical experiences are four- to five-week rotations spent full-time in the clinical setting. Students are assigned to complete at least two primary-care rotations. Rotations include, but are not limited to, family medicine, internal medicine, women's health care, pediatrics, surgery, emergency medicine, psychiatry, and orthopedic surgery in hospital, extended care, and outpatient settings. Students spend a rotation providing primary care to an underserved population such as the homeless, public health service sites, or international sites. This rotation emphasizes cultural sensitivity, understanding of health in relationship to the predominant culture, and the role of the health care provider in the setting. Students also are assigned two elective clinical experiences in a primary or non-primary care setting such as cardiology, gastroenterology, otalaryngology, pulmonology, neurology, physical medicine and rehabilitation, pathology, radiology, pediatric specialties, or other experience as arranged with the clinical coordinator and program director.

#### PAS 644 Clinical Experiences V (3)

Clinical experiences are four- to five-week rotations spent full-time in the clinical setting. Students are assigned to complete at least two primary-care rotations. Rotations include, but are not limited to, family medicine, internal medicine, women's health care, pediatrics, surgery, emergency medicine, psychiatry, and orthopedic surgery in hospital, extended care, and outpatient settings. Students spend a rotation providing primary care to an underserved population such as the homeless, public health service sites, or international sites. This rotation emphasizes cultural sensitivity, understanding of health in relationship to the predominant culture, and the role of the health care provider in the setting. Students also are assigned two elective clinical experiences in a primary or non-primary care setting such as cardiology, gastroenterology, otalaryngology, pulmonology, neurology, physical medicine and rehabilitation, pathology, radiology, pediatric specialties, or other experience as arranged with the clinical coordinator and program director.

#### PAS 645 Clinical Experiences VI (3)

Clinical experiences are four- to five-week rotations spent full-time in the clinical setting. Students are assigned to complete at least two primary-care rotations. Rotations include, but are not limited to, family medicine, internal medicine, women's health care, pediatrics, surgery, emergency medicine, psychiatry, and orthopedic surgery in hospital, extended care, and outpatient settings. Students spend a rotation providing primary care to an underserved population such as the homeless, public health service sites, or international sites. This rotation emphasizes cultural sensitivity, understanding of health in relationship to the predominant culture, and the role of the health care provider in the setting. Students also are assigned two elective clinical experiences in a primary or non-primary care setting such as cardiology, gastroenterology, otalaryngology, pulmonology, neurology, physical medicine and rehabilitation, pathology, radiology, pediatric specialties, or other experience as arranged with the clinical coordinator and program director.

### PAS 646 Clinical Experiences VII (3)

Clinical experiences are four- to five-week rotations spent full-time in the clinical setting. Students are assigned to complete at least two primary-care rotations. Rotations include, but are not limited to, family medicine, internal medicine, women's health care, pediatrics, surgery, emergency medicine, psychiatry, and orthopedic surgery in hospital, extended care, and outpatient settings. Students spend a rotation providing primary care to an underserved population such as the homeless, public health service sites, or international sites. This rotation emphasizes cultural sensitivity, understanding of health in relationship to the predominant culture, and the role of the health care provider in the setting. Students also are assigned two elective clinical experiences in a primary or non-primary care setting such as cardiology, gastroenterology, otalaryngology, pulmonology, neurology, physical medicine and rehabilitation, pathology, radiology, pediatric specialties, or other experience as arranged with the clinical coordinator and program director.

### PAS 647 Clinical Experiences VIII (3)

Clinical experiences are four- to five-week rotations spent full-time in the clinical setting. Students are assigned to complete at least two primary-care rotations. Rotations include, but are not limited to, family medicine, internal medicine, women's health care, pediatrics, surgery, emergency medicine, psychiatry, and orthopedic surgery in hospital, extended care, and outpatient settings. Students spend a rotation providing primary care to an underserved population such as the homeless, public health service sites, or international sites. This rotation emphasizes cultural sensitivity, understanding of health in relationship to the predominant culture, and the role of the health care provider in the setting. Students also are assigned two elective clinical experiences in a primary or non-primary care setting such as cardiology, gastroenterology, otalaryngology, pulmonology, neurology, physical medicine and rehabilitation, pathology, radiology, pediatric specialties, or other experience as arranged with the clinical coordinator and program director.

### PAS 648 Clinical Experiences IX (3)

Clinical experiences are four- to five-week rotations spent full-time in the clinical setting. Students are assigned to complete at least two primary-care rotations. Rotations include, but are not limited to, family medicine, internal medicine, women's health care, pediatrics, surgery, emergency medicine, psychiatry, and orthopedic surgery in hospital, extended care, and outpatient settings. Students spend a rotation providing primary care to an underserved population such as the homeless, public health service sites, or international sites. This rotation emphasizes cultural sensitivity, understanding of health in relationship to the predominant culture, and the role of the health care provider in the setting. Students also are assigned two elective clinical experiences in a primary or non-primary care setting such as cardiology, gastroenterology, otalaryngology, pulmonology, neurology, physical medicine and rehabilitation, pathology, radiology, pediatric specialties, or other experience as arranged with the clinical coordinator and program director.

### PAS 649 Clinical Experiences X (3)

Clinical experiences are four- to five-week rotations spent full-time in the clinical setting. Students are assigned to complete at least two primary-care rotations. Rotations include, but are not limited to, family medicine, internal medicine, women's health care, pediatrics, surgery, emergency medicine, psychiatry, and orthopedic surgery in hospital, extended care, and outpatient settings. Students spend a rotation providing primary care to an underserved population such as the homeless, public health service sites, or international sites. This rotation emphasizes cultural sensitivity, understanding of health in relationship to the predominant culture, and the role of

the health care provider in the setting. Students also are assigned two elective clinical experiences in a primary or non-primary care setting such as cardiology, gastroenterology, otalaryngology, pulmonology, neurology, physical medicine and rehabilitation, pathology, radiology, pediatric specialties, or other experience as arranged with the clinical coordinator and program director.

PAS 682 Special Topics (2)

PAS 683 Special Topics (3)

PAS 691 Independent Study (1)

PAS 692 Independent Study (2)

PAS 693 Independent Study (3)

POL 507 Minority Groups and the Law (3)

An examination of the past and present impact of law and law enforcement on minorities in the United States. Differential treatment based on characteristics such as health, age, language, and race are examined in statutory, administrative, and judicial settings, as well as in the context of issues such as employment and sentencing discrimination or the right of access to education and other public services.

POL 519 European Integration (3)

The development of the European Union (EU) has been the significant political and economic force in post-war Europe. This course examines the historical conditions in which the EU was formed, the development and expansion of its institutions and policies, relationship with the U.S., and expansion into much of Eastern Europe.

POL 525 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.

POL 545 Health Policy (3)

This course examines health policies in the United States with comparisons to other countries. It uses a policy analysis framework to explore the formation, implementation, and outcomes of a wide variety of public policies relating to health, including professional standards and liability, costs and coverage of medical care, drug regulation, organ donation, and epidemics.

Prerequisite(s): An introductory course in Economics or Political Science, or permission of the instructor.

PSY 501 Foundations of Counseling Psychology (1)

This course is designed to be an introduction and overview of the field of counseling psychology. The course will cover the historical, theoretical, and practical aspects of the field. In addition, students will be introduced to the American Psychological Association Publication Manual, library resources such as PsycInfo and other online

databases commonly used by counseling psychology students and professionals. In addition to lectures and discussion, this course will provide hands-on demonstration and practice with library resources and the appropriate use of the APA style manual.

#### PSY 503 Applied Biological Psychology (3)

This course addresses the biological aspects of human psychology. The biological basis of neurological deficits and mental disorders are emphasized. A particular focus of this class is the use of psychotropic medications for treating mental illnesses. Topics include stress and health, mental disorders such as depression, anxiety, and schizophrenia, and contemporary issues in biological psychology and health issues.

Prerequisite(s): Undergraduate biology class

#### PSY 506E Essentials of Infant Mental Health (3)

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.

Prerequisites: Master's degree or advanced degree in progress in education, psychology, or related field.

#### PSY 509E Infant Development (3)

This course will provide in-depth examination of infant-toddler development from conception to age 3. Participants will gain an understanding of the biopsychosocial aspects of brain development, attachment theory, temperament, and the potential consequences of trauma and loss. The development of specific developmental milestones across key skills areas will be reviewed. Prerequisites: Master's degree or advanced degree in progress in education, psychology, or related field.

#### PSY 510 Infant-Toddler Assessment (3)

#### PSY 512 Infant-Toddler Mental Health Intervention (3)

#### PSY 513 Learning and Behavior (3)

Addresses concepts of instrumental and classical conditioning. Identifies concepts relevant to behavior formation and maintenance. Recognizes application of conditioning techniques to counseling sessions. Reviews research data on learning techniques. Addresses effective and cognitive elements of learning theories. Emphasizes ways to improve clients' self-change abilities.

#### PSY 515 Human Sexuality (3)

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.

#### PSY 555 Statistics and Research Methods (3)

This course provides a basic review of descriptive and inferential statistics and how these techniques are used with research methods appropriate for counseling psychology. Students will become proficient in computer analysis of data sets, designing and evaluating research designs and techniques, and having the skills to understand primary research in counseling literature.

Prerequisite(s): Acceptance into the M.S.C.P. program, undergraduate statistics course.

### PSY 584 Practicum in School Counseling (3)

This is an entry-level fieldwork course in which students obtain supervised counseling experience. The practicum requires 120 placement hours with 40 hours of direct contact. Students in the School Counseling concentration will work directly with elementary or secondary school students, parents, and teachers under the supervision of a certified school counselor. All practicum students will obtain experience interviewing students and conducting sessions in both group and individual format. This course also requires attendance at a weekly seminar on campus. Pass/fail grading option only.

### PSY 589 Internship (3)

This individualized internship is designed as a 20-hour a week experience in an organization focusing on the application of theory, skills and approaches learned in the Master's program and in alignment with the career and personal goals of the student. An integrative research/reflective or research paper is part of this course.

### PSY 594 Supervised School Counseling Internship I (3)

This course builds on the practicum in school counseling. It requires a minimum of 300 hours of supervised field experience, of which at least 120 hours must be in direct service. The primary emphasis will be in the integration of counseling theory and practice in the school setting. Interns in the school counseling concentration program will work in a school placement under the supervision of a certified professional school counselor. Interns will work directly with students, parents, and teachers to provide counseling and services. This course also requires attendance at a weekly seminar on campus. This seminar includes presentations that focus on case conceptualization and processing of the internship experience.

### PSY 595 Supervised School Counseling Internship II (3)

This course is more advanced and builds upon the first supervised internship experience. It requires a minimum of 300 hours of supervised field experience, of which at least 120 hours must be in direct service. Interns in the school counseling concentration program will work in a school placement under the supervision of a certified professional school counselor. Interns will work directly with students, parents, and teachers to provide counseling and services. This course also requires attendance at a weekly seminar on campus. Formal case presentations will be required. This course culminates in the completion of the graduate portfolio.

### PSY 598 Tutorial for Integrated Degree Students (3)

This two course sequence satisfies the undergraduate tutorial requirement, but is available only to students admitted to the MSCP Integrated Degree program. During PSY598, students will complete the research proposal process. During PSY599, students will conduct the research and present the final results to their tutorial board.

### PSY 599 Tutorial for Integrated Degree Students (3)

This two course sequence satisfies the undergraduate tutorial requirement, but is available only to students admitted to the MSCP Integrated Degree program. During PSY598, students will complete the research proposal process. During PSY599, students will conduct the research and present the final results to their tutorial board.

### PSY 601 Foundations of Organizational Psychology (3)

This course is an introduction to the basic concepts, theories and research areas in the fields of Community and Organizational Psychology. The primary focus will be in understanding the application of theoretical perspective and research methodology to common issues in communities and organizations. In addition, cultural and ecological perspectives in community and organizational psychology will be covered.

### PSY 603 Systems Theories, Leadership and Change (3)

This course is an introduction to systems theories and their application to organizations, communities and families. Ecological models and open systems approaches will be covered. A particular focus will be on issues of change at the macro level and possible interventions when working within complex human systems. Furthermore, an examination of the role of leadership in systems change will be included.

### PSY 606 Group Process and Facilitation (3)

This course provides a foundation on the major concepts and theories in group dynamics, interpersonal relations and group facilitation. Primary focus will be on communication patterns, power dynamics, understanding hierarchical and non-hierarchical ways of functioning, leadership, social theories of change, personal, group and community change, and the role of resistance in change. The course integrates conceptual knowledge, reflection, and personal, experience-based learning.

### PSY 609 Foundations of Qualitative Research/Program Evaluation (3)

This course is designed to instruct students in current theories and methods employed by qualitative and quantitative researchers and to introduce students to approaches used to systematically evaluate programs that operate in organizational and community psychology contexts. The course will focus primarily on qualitative research methods and their application in program evaluation activities. Topics covered in the course include: the history and paradigms of qualitative and quantitative research; key concepts and constructs that guide qualitative and program evaluation research; approaches to designing and planning qualitative studies and evaluation proposals; selection of data sources and data collection methods; analyzing and interpreting study outcomes; enhancing utilization of study outcomes; and relevant ethical and political issues.

### PSY 617 Psychology of Culture and Identity (3)

This course addresses various influencing factors of culture and identity, as well as the impact in and on counseling and therapeutic relationships. Sociopolitical, socioeconomic, familial, and psychological aspects of diversity, identity, and culture are examined through readings, seminars, and experiential exercises. Issues include cultural perspectives on change, support, development, communication, and the nature of individuality, family, and community. Students challenge underlying assumptions, expand functional perspectives, and develop effective skills to work with diverse populations in counseling.

Prerequisite(s): Graduate status

### PSY 621 Advanced Seminar in Diversity Issues (3)

This course is aimed at furthering the multicultural competency of counselors. Initial topics include the core competencies, multicultural ethics, and the cultural bases of behavior. The second part of the course focuses on the counseling process, including appraisal, techniques, and applications in other counseling-related settings.

Prerequisite(s): Graduate status

### PSY 623 Contemporary Issues in Counseling: Crisis and Addiction (3)

This course will examine critical issues in today's schools and communities. It will be divided into three primary topics with which counselors must be familiar. These topics include effective crisis intervention, conflict resolution strategies, critical incident stress debriefing, and the identification and treatment of addictions and substance abuse. This course will also look at the use of current technology regarding these issues in community

and school counseling.

#### PSY 624 Principles of Consultation (3)

This skill-building course provides substantive insight into the consulting profession through training consisting of presentations, discussion, and skills practice. Participants will study and practice the skills required at each phase of the consultation process, including client contact, contracting, diagnosis, intervention, feedback, follow-up, relationship and team building, and service delivery. Participants will gain insight into their own professional strengths, weaknesses, and styles. They will acquire a clearer understanding of the concept of "organization", will learn more about organizations as open systems, and will begin to see themselves as consultants and diagnosticians.

Prerequisite(s): PSY 601 or 603

#### PSY 625 Principles of Coaching for Leaders (3)

This course is an introduction to concepts, skills, and theories in leadership coaching using the Situational Leadership Model. The course will cover topics such as the three levels of listening and how to ask powerful questions. The course is designed to provide the skills necessary for those interested in becoming coaches for managers, supervisors, and leaders in a variety of organizations and environments. In addition, the students will learn how to help managers develop plans of action to increase productivity in the workplace.

#### PSY 627 Vocational/Career Counseling (3)

Explores the issues involved in the lifelong process of vocational development: self-awareness, career awareness and assessment, career decision making and planning, and career implementation. Prepares counselors to assist a variety of people in all stages of career development. Examines the theories and assessment tools used in career counseling.

#### PSY 629 Human Development Across the Life Span (3)

This 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.

Prerequisite(s): Graduate status

#### PSY 630 Principles of Community Organizing, Advocacy, and Activism (3)

This course is designed to introduce students to a variety of principles and skills needed to pursue activism and advocacy in community settings and within community organizations. The course will focus on how individual and collective actions that focus on specific issues are effective ways of bringing about social change. Understanding the role, history, and effectiveness of activism and advocacy and its emphasis in direct action in support of or opposition to one side of a controversial issue will be covered.

#### PSY 633 Organizational Behavior (3)

This course examines the broad area of human behavior in organizations. It explores the individual, group, and organizational levels of interaction. Topics include perception and attribution, communications, group dynamics, decision making, motivation and leadership, organizational power, politics and conflict, and culture and change. Through the use of cases, experiential exercises, and readings, students will confront problems and challenges found in the real world.

Prerequisite(s): Acceptance into program or permission of the instructor.

### PSY 635 Concepts of Mental Health and Illness (3)

The course provides an overview of essential concepts of mental health and its development and of the etiologies of psychopathology. It is intended to help students understand healthy adjustment from a culturally sensitive perspective and recognize the complex biological and environmental contributors to mental illness.

### PSY 638 Management and Leadership (3)

This advanced management course explores a varied selection of the rich literature concerning management and leadership that attempts to address the organizational challenges of the 21st century. Classic schools of thought, as well as new paradigms, receive critical evaluation. This course is conducted as a seminar, with students undertaking substantial responsibility for leading discussions and reporting on individually selected readings.

### PSY 642 Assessment (3)

Covers the essential ingredients in conducting psychological assessments. Students will learn the importance of integrating information from various sources when formulating hypotheses and diagnostic impressions and when developing treatment plans. Included in the course are discussions about interviewing strategies, mental status examinations, psychophysiological strategies, and psychological tests as they relate to various diagnostic groupings. Students will also learn about program evaluation.

### PSY 643 Human Resources Management (3)

This course covers the primary functions of human resource management: recruitment and selection, training and development, employee/labor relations, compensation and benefits. The effects of past and current HR practices on diverse groups and women's career development are considered. Effective strategies for career mobility are emphasized.

### PSY 662 Theories and Techniques of Counseling (3)

Our theoretical and personal assumptions about people and their motives influence our approach to clients, our assessment of their strengths and weaknesses, the type of therapeutic goals we set, and how we intervene clinically. Consequently, developing a strong, useful, theoretical viewpoint is critical to clinical practice and coordination of care with other practitioners. In addition, treatment is rapidly moving toward a theory of differential treatment in which the approach is carefully suited to the needs of a given client. A solid understanding of theoretical approaches is critical to this work.

Prerequisite(s): Graduate status

### PSY 663 Foundations of Health Psychology (3)

This course will provide students with an advanced view of the psychological processes that influence physical health, examine current cultural attitudes and beliefs about health and illness, and introduce students to health care evaluation methods. Students delve into the mind-body connection in some depth, drawing on current medical and philosophical perspectives. This course will also introduce students to the current health care system (i.e. managed care) and its relative impact on "consumers." Alternative healing methods will also be discussed. While discussing stress, and the embodiment of psychological processes, students will also talk about professional burnout and ways to combat it.

### PSY 664 Interventions in Health Settings (3)

This course will focus on the diverse interventions used by counselors in health settings, including an initial overview of assessment techniques, individual and group counseling approaches, and consultation. Cognitive behavioral techniques as well as a range of behavioral medicine approaches will be covered. This course is designed for students who are interested in the health psychology track and who are planning to work within a traditional health setting.

### PSY 665 Addictions Counseling (3)

This course addresses the “many faces of addiction” – chemical dependency, eating disorders, sexual addiction, the chemically dependent offender, as well as women’s issues in addiction. Vulnerability factors of “nature versus nurture” targeting the question of addiction in personality is discussed. Traditional as well as alternative treatment models are highlighted with guest speakers presenting various experiences. The challenges inherent in treatment with “resistant” clients and variants of their mind set as exemplified in social, physical, psychological, and spiritual aspects of existence in an addictive state are covered. Multicultural aspects of addiction are highlighted.

### PSY 666 Theories of Holistic Counseling and Expressive Arts Therapies (3)

This course is an advanced theory course for students who are interested in more integrative and holistic approaches in counseling and psychology. A focus on holistic perspectives will help students gain knowledge regarding expressive therapeutic interventions. This course will define holistic theories as those that integrate spirituality, meaning, symbolic, narrative, and somatic approaches in their perspectives and applications. Examples include: Jungian, transpersonal, humanistic, existential, and integrative approaches.

### PSY 667 Stress: Somatic and Contemplative Approaches (3)

This course looks at stress as a physiological, psychological, and social phenomenon. In addition, it develops a beginning understanding of the mind-body question raised by philosophers and scientists. It also examines the psychosomatic theory of disease and the mechanism that links stress and illness. The primary focus is on helping the student develop beginning skills in particular techniques and approaches used for the management of stress such as relaxation, yoga, nutrition, exercise, meditation, and music.

### PSY 668 Trauma and Recovery (3)

This course is designed as an introduction to the field of psychological trauma. Through lecture, video, literature, and clinical case discussion the course will provide the student with the historical development of trauma as a clinical entity and offer an overview of various theories and strategies for treating trauma. Emphasis will be on the applications and tools for effectively considering how to treat individuals who have trauma symptoms and experiences; as well as, engaging the student in the art of helping the client create their healing story. The course will also challenge students to notice and work with their own reactions to clients who present these issues.

### PSY 669 Foundations of Expressive Arts Therapy (3)

This class explores the use of various expressive art modalities as a means to access client process and activate change through therapeutic application in counseling. The course presents a blend of clinical and theoretical approaches, including Eastern traditions, Jungian psychology, and other sources. Students will gain experiential understanding of the creative process as a vehicle for understanding and cultivating self-awareness. The class is structured as a community of participants engaging in and studying the expression of self through creative imagination, music, art, movement, and drama. Students will be involved in expressive modalities and writing, as

well as discussion of ideas based on readings and experiences.

#### PSY 670 Foundations of School Counseling (3)

The role of school counselors is explored in relation to counseling history, philosophy, and trends. Counseling within elementary and secondary school settings, consultation, and coordination are core components. Professional development, documentation, ethical, and legal standards are addressed. This course also focuses on the creation of instructional programs as a part of a comprehensive K-12 school counseling curriculum, including participation in multidisciplinary teams. Technology is explored as a resource for school counselors.

#### PSY 672 Group Counseling (3)

A study of the theory and practice of group experience from the perspectives of a member and observer. Explores the basic elements of group dynamics. Focuses on interpersonal styles as they affect or hinder group functioning, role identity, and leadership style. Studies traditional and innovative theories of group therapy. Examines the practice of group counseling and intervention skills in organizations.

#### PSY 673 Family and Couples Counseling (3)

This is an advanced course which covers philosophies and techniques associated with several major theories of family therapy. The emphasis in the course is on practical application of the theories. Case presentations will be used.

#### PSY 674 Foundations of Family Therapy (3)

This course will explore the evaluation and treatment of psychological symptoms from the perspective of the family. The history and evolution of the family movement will be presented and multiple family therapy modalities introduced. Murray Bowen's Family Systems Theory will be emphasized. The form and function as well as symptoms and potential changes in the family will be explored through case studies. The broader focus of systems theory will be the point of entry and agent for understanding transformations within the family.

#### PSY 676 Counseling Children and Adolescents (3)

In this course, students explore a variety of issues and concepts related to helping children and adolescents with social and/or emotional problems. The following topics are addressed: significant differences between children/adolescents and adults; theories of normal child development and temperament; and ways of differentiating between "normal growing pains" and significant psychological problems. In addition, ways of conceptualizing problems and effective interventions used are presented. The child/adolescent is understood as a full human being and as being part of a variety systems such as the family and school.

#### PSY 677 Grief Counseling (3)

This course is designed to introduce students to the techniques, strategies, and treatment modalities necessary for counseling professionals planning to work with adults, children, and families dealing with bereavement. The class will focus on the psychological, somatic, cultural, and spiritual aspects of grief and loss. Interventions, community resources, and diverse religious and cultural practices will be covered as well.

#### PSY 678 Developmental Psychopathology (3)

This course covers child/adolescent psychopathology and psychological assessment of children and adolescents. Specific topics include the following: diagnostic and assessment issues specific to children and adolescents;

psychological and developmental disorders specific to children and adolescents; test and other methods used in conducting assessments of children and adolescents; and related social and cultural issues.

PSY 681 Professional Integration Seminar (3)

This course explores ethical conceptualization, analysis, and practices of applied and counseling psychologists. Addresses the ethical standards of the American Psychological Association and the American Counseling Association. Presents the history of applied psychology and developing mental health counseling movement. Discusses certification, licensure, and regulatory practices.

PSY 682 Practicum (3)

An entry-level fieldwork course in which students obtain supervised counseling experience. They work directly under the supervision of a qualified licensed professional and obtain experience interviewing clients and conducting sessions in group and individual formats.

PSY 682 Special Topics (2)

PSY 683 Special Topics (3)

PSY 685 Supervised Internship I (3)

A supervised field placement experience focusing on integration of theory and practice. Requires a minimum of 300 hours of supervised field experience, of which at least 120 hours must be in direct service. Also requires attendance at a weekly seminar on campus. Seminar involves presentations focusing predominantly on assessment, diagnosis, and case conceptualization. Pass/fail grading only.

PSY 686 Supervised Internship II (3)

This course is aimed at enhancing students' abilities to effectively offer mental health treatment and services to clients. Issues in contemporary counseling psychology and treatment planning are examined in depth. Formal case presentations will also be required. This course culminates in the completion of the graduate portfolio. Pass/fail grading only.

PSY 687 Advanced Internship I (3)

PSY 688 Advanced Internship II (3)

PSY 691 Independent Study (1)

PSY 692 Independent Study (2)

PSY 693 Independent Study (3)

PTH 504 Human Physiology (3)

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): Permission of the instructor.

PTH 504L Human Physiology Lab (1) Through a  
series of labs, students apply the principles of physiology with an emphasis on exercise physiology. These principles are critical to the understanding of injury/disease and the physiological demands of rehabilitation. Students perform a variety of standardized tests for the determination of cardiopulmonary fitness, body composition, and muscular strength/ endurance.

PTH 700 Introduction to Clinical Skills (2)

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.

PTH 701 Foundations of Movement Science I (7)

An in-depth analysis of normal and abnormal human motion with an emphasis on biomechanics, gait, patterns of motion and mechanisms that affect or limit movement. Principles of the physical therapy diagnostic process, along with therapeutic techniques, procedures, and modalities will be introduced. Laboratory experiences are included to enhance, integrate, and apply these concepts. The course offers a problem-based approach to promote collaborative and student-directed learning centered around specific patient cases to explore issues of pathology, impairment, and functional limitations. Students are required to search for relevant evidence in the medical literature throughout the course. Prerequisite(s): BIO 502 and Bio 504

PTH 702 Foundations of Movement Science II (2)

This problem-based 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

PTH 703 Management of Musculoskeletal Systems Dysfunction (12)

An integrated approach to the study of all relevant physiologic, anatomic, pathologic, medical, and therapeutic concepts related to physical therapy practice. The course includes the physical therapy diagnostic process, including differential diagnosis, physical therapeutic interventions, and patient care program development. The course presents classroom and laboratory experiences building from simple to complex problems to assist the student in developing the competencies necessary for practice as a generalist in physical therapy. Topics related to psychological, social, cultural, and vocational aspects of physical disability are also introduced. The course offers learning experiences presented using the problem-based learning approach, organized around the study of body systems, with an orientation toward critical thinking and clinical decision making. Prerequisite(s): PTH 700, PTH 701, BIO 502 and BIO 504

PTH 707 Management of Cardiopulmonary Systems Dysfunction PTH 707 Management of Cardiovascular & Pulmonary Dysfunction (7)

Utilizing the oxygen transport system as a unifying concept, this course provides didactic, laboratory and problem-based learning experiences in the examination, evaluation and treatment of patients with primary and secondary cardiac, vascular and/or pulmonary dysfunction. Content ranges from the development of

individualized, scientifically-based fitness/wellness programs to the management of patients across the lifespan with a wide spectrum of acute illnesses and/or chronic conditions. Experience include the psychosocial, cultural, economic, and vocational aspects of illness and disability. Prerequisite(s): PTH 700, PTH 701, and PTH 703.

#### PTH 708 Management of Pediatric Neuromuscular System Dysfunction (3)

This problem-based course will provide in-depth information on the examination, evaluation, and management of pediatric neuromuscular 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 707

#### PTH 709 Management of Neuromuscular System Dysfunction (8)

This problem-based course will provide in-depth information on the evaluation and management of neuromuscular system dysfunction throughout the adult life span. Students will build upon concepts of normal development and movement control to gain a comprehensive understanding of movement dysfunction in patients with neurological disease. Emphasis will be placed upon a holistic view of the patient and family, critical thinking skills, and competent performance of examination and intervention approaches. Quantitative and qualitative methods of assessment will be discussed and practiced. Tutorial groups will promote collaborative and student-directed learning centered around specific patient cases to explore issues of pathology, impairment, functional limitations, and disabilities. Prerequisite(s): PTH 702,703, and 707

#### PTH 711 Promoting Skill Acquisition in Neurologic Clients (2)

The purpose of this course is to update physical therapists on contemporary concepts in motor learning for clients with neurologic dysfunction. Students will explore important animal and human research that provides a basis for cortical reorganization and neuroplastic changes in the intact and pathologic brain. The course will include content on learning, memory and motivation, and their roles in skill acquisition/functional improvement. The role of the physical therapist as a systematic trainer and task designer will be emphasized. This course intends to balance basic and clinical science research and will help students to translate findings into management of patients of all ages from pediatrics to geriatrics.

#### PTH 713 Management of Multi-System Dysfunction (3)

The purpose of this course is to emphasize physical therapy management of complex patients across the lifespan who present with pathology affecting multiple body systems. Students utilize advanced clinical decision-making skills to evaluate and prioritize interventions. Laboratory and problem-based learning experiences focus on educating and directing patients, families and other providers is included. Prerequisite(s): PTH 703, PTH 707, and PTH 709

#### PTH 722 Research I (3)

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 700, 701, 702, 703, 709, 737, 740, 741, 742, and 743

### PTH 724 Research II (3)

The purpose of this course is to offer students the opportunity to enhance their knowledge and skills that are essential to the critical evaluation of the medical literature, the application of research to the practice of physical therapy, and how to submit an abstract for publication. Prerequisite(s): PTH 722

### PTH 730 Clinical Experience I (6)

A 10-week, full-time experience scheduled at the completion of study of the musculoskeletal system. Students will be placed in outpatient facilities or general hospitals with an expectation that students see primarily orthopedic patients. Prerequisite(s): Satisfactory completion of all previous academic requirements.

### PTH 733 Clinical Experience II (8)

A 12-week, full-time experience scheduled at the completion of the neuromuscular and cardiopulmonary systems. Students will generally be placed in acute care, rehabilitation, skilled nursing, or pediatric settings, subacute units, or outpatient facilities seeing primarily neurologically impaired patients or with home health agencies. Prerequisite(s): Satisfactory completion of all previous academic requirements.

### PTH 735 Clinical Experience III (10)

A 14-week, full-time experience completed at the conclusion of all clinical didactic and laboratory course work. The student is assigned to an area of academic need and/or interest. During this experience the student will continue to develop competency in his or her entry-level professional physical therapy skills. An alternative to this course is the combination of PTH 746 Clinical Experience IV (seven weeks) and PTH 747 Clinical Experience V (seven weeks). Prerequisite(s): Satisfactory completion of all previous academic requirements.

### PTH 737 Correlative Neuroscience (1)

This course uses a seminar format to reinforce and make relevant to the practice of physical therapy content learned in Biology 506. The student identifies and analyzes functional problems related to neurological insult. Case study analysis and presentation are used for clinical application. Prerequisite(s): PTH 700 and BIO 502; Co-requisite: BIO 506 and PTH 701

### PTH 740 Principles of Practice I: Introduction to Physical Therapy Practice (2)

This course introduces the novice professional student to the roles of physical therapist as: a professional; a communicator; and as a scholar. The course explores the core values of the physical therapy profession and what it means to enter into a profession. The course includes a heavy emphasis upon patient-practitioner communication skills, especially during the patient interview. Communication skills include verbal, non-verbal, and written (medical documentation basics). Finally, fundamentals of evidence-based practice help students embrace the role of scholarly clinician.

### PTH 741 Principles of Practice II: The Patient-Provider Relationship (2)

A framework is established for examination of the elements affecting the patient-provider relationship. Diverse communication styles, techniques and strategies are explored to enable effective practice across the lifespan. The principles of evidence-based practice are introduced and concepts of respect, trust, relatedness, values, boundaries, conflict resolution and assertiveness are emphasized. Prerequisite(s): PTH 740

**PTH 742 Principles of Practice III: Systems Dynamics, Ethics, and Education (4)**

This course is an integrated review of the principles of physical therapy practice as they relate to systems dynamics, ethics, and education. Topics include physical therapy code of ethics, family dynamics, socioeconomic dynamics, cultural dynamics, race and gender, spirituality, societal values and mores, public and social health, medical and psychosocial aspects of chronic illness and disability, human behavior, health behavior, health education, teaching and learning, and community intervention. Service learning will be introduced in the course as a means of creating a foundation for professional responsibility and care of the patient in terms of the societal context. Prerequisite(s): PTH 740 and 741

**PTH 743 Principles of Practice IV: Integration of Psychosocial Issues and Social Responsibility (1)**

This course is an integrated synthesis of material learned in previous Principles of Practice courses with practical application into clinical education. The case report serves as the medium to synthesize knowledge of patient care into a framework that emphasizes the psychological domain. Students preliminarily explore the integration of social responsibility and professionalism via community-based service learning. Prerequisite(s): PTH 740, 741, and 742

**PTH 744 Principles of Practice V: Community Service Evaluation (1)**

This course is an integrated synthesis of material learned during previous POP courses. This independent study, guided by community service faculty advisors, will focus on evaluation of the project over the past year. The evaluation will provide for an in-depth review of the benefits of and obstacles to a meaningful contribution to the community agency and the population it serves. The viewpoints of the student group, the faculty advisor, the community agency advisor, and the constituencies served (when possible) will be taken into account. Preparation for Clinical Experience II will also take place within this class. Prerequisite(s): PTH 740, 741, 742, and 743

**PTH 745 Principles of Practice VI: Health Care Delivery, Management, and Policy (3)**

Principles of Practice VI integrates the principles of health care delivery, management, and policy in the United States; delivery of physical therapy service; management, leadership, and mentoring; supervision and disciplinary procedures; risk management; strategic planning; budgeting; marketing; resume development, professional development; business plans; physical therapy professional issues; reimbursement issues; complementary and integrative therapies; role of the clinical instructor; and preparation for clinical education. Prerequisite(s): PTH 740, 741, 742, 743, and 744

**PTH 746 Clinical Experience IV (5)**

A seven-week, full-time experience in combination with PTH 747 Clinical Experience V (seven weeks) completed at the conclusion of all clinical didactic and laboratory course work. The student is assigned an area of academic need and/or interest. During this experience, the student will continue to develop competency in his or her entry-level professional physical therapy skills. An alternative to this course in combination with PTH 747 Clinical Experience V is PTH 735 Clinical Experience III (14 weeks). Prerequisite(s): Satisfactory completion of all previous academic requirements.

**PTH 747 Clinical Experience V (5)**

A seven-week, full-time experience in combination with Physical Therapy 746 Clinical Experience IV completed at the conclusion of all clinical didactic and laboratory course work. The student is assigned an area of academic need and/or interest. During this experience, the student will continue to develop competency in his or her entry-

level professional physical therapy skills. An alternative to this course in combination with PTH 746 Clinical Experience IV is PTH 735 Clinical Experience III (14 weeks). Prerequisite(s): Satisfactory completion of all previous academic requirements.

#### PTH 748 Principles of Practice VII: The Art and Science of Physical Therapy Practice (2)

This course provides the student with the opportunity to integrate previous Principles of Practice topics, such as professionalism, communication, education, development of a foreground question, evidence analysis and implementation of evidence into clinical practice. In small groups, students will develop and complete a professional research platform presentation. In addition, individual students will select a client-based clinical question based on experiences on clinical internships. They will conduct and describe a literature search, analyze the results of the search, arrive at a clinical decision based on evidence, and present their findings in writing.

Prerequisite(s): PTH 745

#### PTH 752 Education Theory and Technology (3)

#### PTH 760 Ethics & Leadership (2)

The applied ethics portion of this course is an integrated review of the principles of ethics specific to physical therapy practice. Topics include: professionalism, moral reasoning, PT code of ethics, societal values and mores, conflicts of interest, and ethical patient care. The leadership portion of the course will challenge the participants to see the leadership within themselves. Students will review various views of leadership in professional and nonprofessional literature. Students will identify characteristics of leaders based on the reading, self experience, and group discussion.

#### PTH 761 Differential Diagnosis in Physical Therapy (2)

Introduces the experienced physical therapist to a differential diagnosis process using the essential components of the Guide to Physical Therapist Practice. Covers the fundamental concepts of using the evidence to determine the diagnostic utility of the various tests and measures employed in physical therapy practice. Presents the signs and symptoms of common pathology and conditions of each of the major systems and specific regions of the body.

#### PTH 762 Exercise Prescription and Application for the Physical Therapist (2)

This course is designed to instruct physical therapists about the appropriate generation and application of exercise prescription for various pathologies, as well as a means of primary disease prevention and health enhancement.

#### PTH 763 Imaging and Pharmacology (2)

**Imaging Unit:** This unit will focus on the principles, procedures, and interpretation of diagnostic imaging techniques. Plain film radiography, myelograms, CT scans, MRI, and nuclear medicine as they relate to the body systems (musculoskeletal, cardiovascular, gastrointestinal, and reproductive systems) and pathology. A case-based approach will be used throughout the course. **Pharmacology Unit:** This unit is a focused review of the physiologic basis of pain and the pharmacologic agents commonly used for pain management in patients with orthopedic conditions. Topics include: review of the mechanism of action, pharmacodynamics, pharmacokinetics, common adverse effects, drug interactions and clinical use of analgesics, anti-inflammatory agents, skeletal muscle relaxants, neuromuscular blocking agents, and spasmolytics. Specific pharmacologic classes are reviewed and problem-based cases are used to demonstrate the therapeutic application of these medications in clinical

practice and to illustrate the importance of understanding the pharmacologic basis of pain management to optimize physical therapy.

#### PTH 764 Evidence-Based Practice (2)

This course is designed to provide the experienced physical therapist with a systematic method to critically evaluate and integrate the results of current scientific literature into the clinical decision-making process of patient management. Students will participate in discussions and practical exercises to articulate clinical questions that can be answered through sources of scientific evidence. Strategies for searching medical databases, appraising, and evaluating sources of evidence will be presented. Sources of evidence on harm, prognosis, diagnosis, intervention/prevention, quality of life studies, and qualitative research will be evaluated for their relevance to clinical problems common to physical therapy practice. Instructional methods include platform lecture, interactive discussion, interactive group exercises, small discussion groups, independent study, and clinical case presentation.

#### PTH 772 Physical Examination and Treatment of the Musculoskeletal System Part I: Upper Quarter (2)

This course in an in-depth approach to the physical examination of the upper quarter utilizing a comprehensive baseline examination augmented by tests and measures with the highest diagnostic utility. This course will also focus on finding relevant impairments to be targeted with physical therapy interventions. Special emphasis on applying treatment principles and techniques consistent with the evidence for benefit and best clinical practice is also covered.

#### PTH 773 Physical Examination and Treatment of the Musculoskeletal System Part II: Lower Quarter (2)

This course is an in-depth approach to the physical examination of the lower quarter utilizing a comprehensive baseline examination augmented by tests and measures with the highest diagnostic utility. This course will also focus on finding relevant impairments to be targeted with physical therapy interventions. Emphasis on applying treatment principles and techniques consistent with the evidence for benefit and best clinical practice is also covered.

#### PTH 775 Geriatric Rehabilitation - Principles of Practice (2)

This course is designed to prepare physical therapists to work effectively with the older adult in a variety of settings. Participants will learn the difference between “normal” aging and pathological changes commonly seen in the older adult. Students will be encouraged to explore the literature to find supporting evidence for therapeutic interventions. Learning experiences will be developed around case studies, group discussions, and independent study.

#### PTH 780 Transitional DPT Advanced Clinical Internship (3)

A seven-week, full-time clinical experience assigned at facilities located throughout and beyond Western Pennsylvania. This experience provides the opportunity for recent graduates of an entry-level Physical Therapy program to participate in the development of advanced clinical skills, critical thinking, and ethical issues in orthopedic physical therapy and neurological, geriatric, and pediatric physical therapy. For students with less than one year of clinical practice at program completion.

#### SPN 515 The Spanish American Short Story (3)

This course will explore the important genre of the short story in Spanish American literature from its beginnings to the present. It introduces students to the short story in the Latin American context during the 20th century and

encourages discussion and composition about development of the genre; as well as the texts themselves. Students will focus on major authors such as Quiroga, Borges, Bombal, Cortazar, Donoso, García Marquez, Castellanos, Rulfo, Arreola, and Ferré. Cross-listed as SPN 415.

Prerequisite(s): SPN 204 or permission of the instructor.

#### SPN 516 Latin American Literature in Translation (3)

This course is designed to enable English speakers to read and discover those Latin American authors who attracted worldwide attention in the 20th century. Discussed are novels and short stories by Bombal, Borges, Cortazar, Rulfo, Fuentes, Vargas Llosa, Puig, García Márquez, Allende, Poniatwoska, Ferré, and Valenzuela. The readings will 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. May be taken with a Spanish attachment for students with Spanish proficiency.

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## 2007 – 2008 Academic Calendar

<b>Fall Semester Dates</b>	
New student advising day	Saturday, August 25
Orientation	Saturday, August 25-Monday, August 27
Saturday session 1 classes begin	Saturday, August 25
Day and Evening classes begin	Monday, August 27
Labor Day – no classes <i>No Saturday classes 9/1/07</i>	Monday, September 3
Opening convocation	Thursday, September 6
Add/Drop Period Ends	Monday, September 10
Midterm Grades Due	Friday, October 12
Long weekend <i>Saturday classes remain in session 10/13</i>	Friday, October 12
Saturday session 1 classes end	Saturday, October 13
Saturday session 2 classes begin	Saturday, October 20
Last Day to Withdraw from classes	Monday, November 5
Registration for Spring and Maymester 2008 terms	Wednesday, November 7 – Friday, November 9
Thanksgiving holiday	Wednesday-Sunday, November 21-25
Last day of Saturday session 2 classes	Saturday, December 8
Last day to register for Spring and Maymester 2008 terms without a late fee	Friday, November 30
Last day of Day classes	Monday, December 10
Last day of Evening classes	Thursday December 13
Reading day	Tuesday, December 11
Incomplete Request Deadline	Day of the scheduled final exam for the course
Final exams—Day classes	Wednesday, December 12 - Saturday, December 15
<b>Winter Break</b>	<b>End of exams through Saturday, January 5, 2008</b>

<b>Spring Semester Dates</b>	
Saturday Classes begin	Saturday, January 5, 2008
Spring semester Day & Evening classes begin	Monday, January 7
Martin Luther King Day—no classes	Monday, January 21
Add/Drop Period Ends	Tuesday, January 22
Last day for undergraduate students to remove an incomplete from the Fall 2007 term	Saturday, January 26
Saturday session 1 classes end	Saturday, February 16
Saturday session 2 classes begin	Saturday, February 23
Midterm Grades Due	Friday, February 29
Spring Break <i>Saturday classes remain in session</i>	Monday, March 3-Friday, March 7
Last Day to Withdraw from classes	Monday, March 17
No Saturday classes	Saturday, March 22
Registration for Fall 2008 term	Wednesday, April 2 – Friday, April 4
Buckets and Blossoms Day	Friday April 11
Last day of Saturday session 2 classes	Saturday, April 12

Closing Convocation	Thursday April 17
Last day of Day classes	Wednesday April 23
Reading Day	Thursday April 24
Last day to register for Fall 2008 term without a late fee	Friday, April 25
Incomplete Request Deadline	Day of the scheduled final exam for the course
Final exams	Friday April 25, Monday –Wednesday April 28-30
Last day of Evening classes	Monday, April 28
Senior grades due	Tuesday April 29
Last day for graduate students to remove an incomplete from the Fall 2007 term	Wednesday, April 30
Commencement	Saturday, May 3

<b>Maymester Dates</b>	
Maymester Begins	Monday, May 5
Add/Drop Period Ends	Wednesday, May 7
Last Day to Withdraw from classes	Friday, May 16
Maymester Ends	Friday, May 23
Incomplete Request Deadline	Friday, May 23

Last day for undergraduate students to remove an incomplete from the Spring 2008 term	Wednesday, June 11
Last day for undergraduate students to remove an incomplete from the Maymester 2008 term	Monday, July 7

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